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COMPETENCY BASED CURRICULUM

FOR LEARNERS WITH SPECIAL NEEDS

INTERMEDIATE LEVEL

TEACHER'S HANDBOOK

COMMUNICATION SOCIAL AND LITERACY SKILLS

SEPTEMBER 2019



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT



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First Published 2019

© Kenya Institute of Curriculum Development

ISBN : 978 – 9966 – 31 – 880 - 0

Published and printed by
Kenya Institute of Curriculum Development
P. O. Box 30231-00100
NAIROBI-KENYA
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FOREWORD

Kenya Institute of Curriculum Development in its endeavour to ensure that schools capture

the essence of the curriculum reform has developed this Communication Social and Literacy activities teacher's handbook. The Handbook is based on the Competency-Based Curriculum Designs for learners with special needs at the Intermediate level. It is expected to equip the teacher with the necessary skills to interpret the curriculum designs and develop exciting and stimulating learning experiences appropriate for the level to ensure that the potential of every learner is nurtured.

The handbook will greatly assist the teachers to interpret the creative activities Curriculum Designs, develop Individualized Educational Programmes (IEP) and lesson plans as well as select suitable learning experiences and resources. It will also guide the teacher on how to assist the learner to acquire the necessary competencies and values as envisaged in the curriculum reforms.

SARA RUTO, PhD

CHAIRPERSON

KENYA INSTITUTE OF CURRICULUM DEVELOPMENT



ACKNOWLEDGEMENT

Kenya Institute of Curriculum Development is deeply indebted to the following individuals who participated in the development of this teacher's handbook in the various learning areas.

- | | |
|--------------------------------------|--|
| 1) Hannah N. Njenga
Development | Kenya Institute of Curriculum |
| 2) David Methu
Nakuru | Prebyterian University of East Africa, |
| 3) Dr. Catherine Mwarari | Tangaza Universty College, Nairobi |
| 4) Pamela Bosire | Kisii Primary School, special Unit |
| 5) Moses Gitari | University of Nairobi |
| 6) Nelly Dullo Ogege | Pangani Special school, Nakuru |
| 7) Joyce Walowe Ng`ara
Deafblind. | Kwale School for the Deaf-unit for the |

I am particularly grateful to Madam Jacqueline Onyango (SDD CRS), Grace Ngugi Maina (DD SP), and Beth Kahuthia (SAD SNE) who worked tirelessly to oversee, coordinate and steer the development of the Intermediate Level Teachers' Handbook.

I would also like to appreciate Mr. Musambai Arthur and Onesmus Kakungi for Design and layout, Jane M. Sirogo and Esther Mukuria for typesetting and administrative support to the writing team which greatly contributed to the success of this work. I sincerely appreciate all those who made contribution to the development of this handbook who I may not have mentioned above.

DR. JULIUS O. JWAN (PhD)

DIRECTOR/ CEO

KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

THE NATIONAL GOALS OF EDUCATION

Education in Kenya should:

1. Foster nationalism, patriotism, and promote national unity

Kenya's people belong to different communities, races and religions and should be able to live and interact as one people. Education should enable the learner acquire a sense of nationhood and patriotism. It should also promote peace and harmonious co-existence.

2. Promote social, economic, technological and industrial needs for national development

Education should prepare the learner to play an effective and productive role in the nation.

a) Social Needs

Education should instil social and adaptive skills in the learner for effective participation in the family, community, national, regional and international development.

b) Economic Needs

Education should prepare a learner with requisite competences that support a modern and independent growing economy. This should translate into high standards of living for every individual.

c) Technological and Industrial Needs

Education should develop in the learner necessary competences for technological and industrial development for the nation in tandem with global trends.

3. Promote individual development and self-fulfilment

Education should provide opportunities for the learner to develop to the fullest potential. This includes development of one's interests, talents and character for positive contribution to the society.



4. Promote sound moral and religious values

Education should promote acquisition of national values as enshrined in the Kenya Constitution. It should be geared towards developing a self-disciplined and ethical citizen with sound moral and religious values.

5. Promote social equity and responsibility

Education should promote social equity and responsibility. It should provide inclusive and equitable access to quality and differentiated education; including for learners with special educational needs and disabilities. Education should also provide the learner with opportunities to develop and practice shared responsibility and accountability through community service learning.

6. Promote respect for and development of Kenya's rich and varied cultures

Education should instil in the learner appreciation of Kenya's rich and diverse cultural heritage. The learner should value own and respect other people's culture as well as embrace positive cultural practices in a dynamic society.

7. Promote international consciousness and foster positive attitudes towards other nations

Kenya is part of the interdependent network of diverse peoples and nations. Education should empower the learner to respect, appreciate and participate in the opportunities within the international community. Education should also enable the learner to operate within the international community with full knowledge of the obligations, responsibilities, rights and benefits that this membership entails.

8. Promote positive attitudes towards good health and environmental protection

Education should inculcate in the learner the value of physical and psycho-social well-being for self and others. It should promote environmental preservation and conservation, including animal welfare, for sustainable development



1.0 INTRODUCTION

1.1 The Competency Based Curriculum

Curriculum can be defined as all the learning experiences learners have under the guidance of a school. A competence is the ability to apply appropriate knowledge, skills and values to successfully and efficiently perform a specified task. The Competency Based Curriculum (CBC) focuses on acquisition of the desired knowledge, skills, values and attitudes to enable the learner to cope with life challenges. It also focuses on the achievement of learning outcomes in terms of the desired behavioural change.

Competency based learning requires a participatory approach that is learner centred, where the learners are motivated and engaged in their own learning. It should be envisioned in terms of outcomes where the learners can take an initiative to create, innovate, co-exist and learn together. In CBC learners should also endeavour to develop their talents and values.

The pedagogical approaches advocated by CBC ensure that the learner is able to exhibit the desired level of competence. CBC focuses on competencies, is learner centred and is flexible with opportunities for specialization. It emphasizes on formative assessment and lifelong learning. The vision of CBC is to have an ethical, engaged and empowered citizen, while its mission is to nurture every learner's potential.

1.2 Overview of Intermediate level curriculum for learners with special needs

Kenya recognizes the right of learners with special needs to access appropriate education which is geared towards actualizing every learner's potential. Consequently, Kenya Institute of Curriculum Development has endeavoured to provide a differentiated curriculum that is responsive to the needs of all learners by making special provision through adaptation of the regular curriculum for learners with special needs who may follow the regular curriculum with modifications.

However, some learners with special needs may not follow the regular curriculum even with adaptation due to severity of their impairments.

They therefore, require specialized skills which are offered by the Intermediate Level curriculum. Learners in this category include those with severe intellectual disability, deafblindness, severe autism, severe cerebral palsy, multiple impairments and those with profound disabilities.

This teacher's handbook has been developed to enable the teacher to interpret the competence based curriculum and facilitate learning as envisaged in the curriculum designs.

1.3 Intermediate level Learning Areas

1. Communication, Social and Literacy Skills
2. Daily Living Skills and Religious Education
3. Environmental Activities
4. Sensory-Motor Integration
5. Numeracy Activities
6. Creative Activities
7. Psychomotor Activities



2.0 COMPONENTS OF THE CURRICULUM DESIGNS

2.1 What are curriculum designs?

A curriculum design is the systematic organization of curriculum components. It outlines what is to be learned in a given learning area. The curriculum design spells out how learning outcomes will be actualized through suggested learning experiences, key inquiry question(s) and resources. It provides the teacher with suggested criterion referenced assessment rubric for every strand.

2.2 Components of the curriculum design

- National Goals of Education
 - Level learning outcomes
 - Essence statements of the learning areas
 - Strands and sub strands
 - Specific learning outcomes
 - Suggested learning experiences
 - Key Inquiry Question(s)
 - Core competences to be developed
 - Pertinent and Contemporary Issues to be addressed
 - Link to values
 - Link to other learning areas
 - Community Service Learning
 - Assessment rubrics
-
- Non-formal activities to support learning
 - Suggested learning resources
 - Suggested assessment methods

All components of a curriculum design are interrelated and are aimed at achieving the learning outcomes.

2.2.1 National Goals of Education

National Goals of education give direction on what is to be taught. They are a reflection of the aspirations and needs of the Kenya society. Their attainment is envisaged to translate to social and economic development of the country. Consequently, all the learning outcomes, that is, the level learning outcomes, general learning outcomes and specific learning outcomes, work progressively towards the attainment of the National Goals.

2.2.2 Learning Outcomes

Learning outcomes indicate the expected observable behavioural changes in the learner after a learning experience. Outcomes are usually expressed through the application of knowledge, skills and attitudes. Specific learning outcome should have:

- The action verb
- The object
- The context

The curriculum designs both the level learning outcomes and general learning outcomes.

2.2.3 Level Learning Outcomes

Every educational cycle has its learning outcomes, referred to as level learning outcomes. For example, Early Years education, Middle School Education, Senior school and TIVET all have their level learning outcomes. Level Learning Outcomes are stated in general form and are therefore not specific.

Intermediate level learning outcomes

By the end of Intermediate level, the learner could be able to:

- a) communicate appropriately using verbal and/or non-verbal modes in a variety of contexts;
- b) demonstrate literacy and numeracy skills for learning;
- c) demonstrate appropriate etiquette in social relationships;



- d) apply creativity and critical thinking skills in problem solving;
- e) explore the immediate environment for learning and enjoyment;
- f) practice hygiene, nutrition, sanitation, safety skills to promote health and wellbeing;
- g) demonstrate the acquisition of emotional, physical, spiritual, aesthetic and moral development for balanced living;
- h) demonstrate appreciation of the country's rich and diverse cultural heritage for harmonious co-existence;
- i) apply digital literacy skills for learning and enjoyment.

2.2.4 General learning outcomes for communication, Social and Literacy Skills

By the end of the intermediate level, the learner should be able to:

- a) apply verbal and non-verbal communication skills for social interaction;
- b) use augmentative and alternative communication skills to enhance social interaction;
- c) apply basic literacy skills for effective communication and social skills;
- d) utilize basic ICT skills for effective communication and collaboration;
- e) apply inter and intra personal skills for effective social interaction.

2.2.5 Essence statement

The essence statement provides a brief explanation of the importance of the learning area. It also provides a general overview of the learning area.

2.2.6 Strands and sub-strands

Strands and sub-strands indicate the specific content area to be covered and provide the scope of coverage as guided by the learning outcomes.

2.2.7 Specific learning outcomes

Specific learning outcomes are lesson based. Each strand or sub strand in the curriculum designs has specific learning outcomes which are geared towards achieving the general learning outcomes.

The sub strands in the Creative Activities Curriculum Design are actualized through specific learning outcomes. The specific learning outcomes indicate the knowledge, skills, attitudes and values expected to be achieved by the end of the sub strand. They also show expected observable changes in the learner after covering the sub strand. They specify what the learner should know (cognitive), be able to do (psychomotor) and demonstrate value of (affective) after participating and completing a given sub strand.

Bloom’s Taxonomy

Developing a specific learning outcome is guided by the Bloom’s Taxonomy which classifies educational learning outcomes into three domains; the cognitive, the affective and the psychomotor domains.

a) The cognitive domain

Bloom (1956) categorized cognitive domain into six cognitive abilities. These were knowledge, comprehension, application, analysis, synthesis and evaluation. Bloom’s Taxonomy has been revised by other scholars and the cognitive abilities classified as follows; remembering, understanding, applying, analyzing, evaluating and creating. The scholars recognize creating (synthesis) as the highest cognitive ability. Below is the categorization of the original and new cognitive terms

Original Terms		New Terms
Evaluation		Evaluating
Synthesis		Creating
Analysis		Analysing
Application		Applying
Comprehension		Understanding
Knowledge		Remembering



Example 1: Cognitive domain based specific learning outcome

Intermediate:

Strand: Verbal and non-verbal communication

Sub-strand: Story telling

Specific learning outcome (a): By the end of the sub-strand, the learner should be able to answer questions from a given story for modelling of appropriate behaviour;

In this example, the learner with is expected to carry out an action which is to “answer questions”. Therefore, answer is the action verb. The questions from the story are what the learner is expected to answer and therefore they become the object of the action verb. Why will the learner answer these questions? In this example, the learner will answer questions from the story for the purpose of modelling appropriate behaviour from the story. Modelling appropriate behaviour is therefore the contextual reason behind answering the questions.

ii) Psychomotor domain

The psychomotor Domain (Simpson 1972) includes physical movement, coordination and use of the motor skill areas. In order to tell a story using any mode of communication there is the element of motor skills involvement such as oral motor skills. To develop these skills practice is required.

Perception

This is the ability to use sensory cues to guide motor activity. This ranges from sensory simulation through cue selection to translation.

Example 2: Psychomotor domain based specific learning outcome

Sub strand: 1.7 Story telling

Specific learning outcome (b): By the end of the sub strand, the learner should be able to tell stories using verbal or non-verbal communication skills for modelling of appropriate behaviour;

“In this example, the learner is expected to carry out a psychomotor action which is to “tell” stories using verbal or non verbal communication skills. The object of the action verb is stories. Then a question arises, for what the learner is expected to tell stories. This is for the purpose of modelling appropriate behaviour.

(i) Affective domain

Affective domain expresses how human beings deal with emotions such as feelings, values, appreciation, perceptions, motivations and attitudes. Affective learning outcomes vary from simple to complex. Internalizing values is the highest in the domain which involves having a value system that controls behaviour. It is however worth to note that unlike cognitive and psychomotor skills, behaviour change or adjustment may not be spontaneous since it requires the learner to internalize and appreciate rationale for the action or expectations.



Example 3: Affective domain based specific learning outcome

Intermediate Level. Communication Social and Literacy skills.

Strand: Verbal and non-verbal communication

Sub strand: 1.7 Story telling

Specific learning outcome (c): By the end of the sub strand, the learner should be able to appreciate telling and answering questions from stories for modelling of appropriate behaviour;

In this example, the learner is expected to develop an attitude to “appreciate importance of telling and answering questions from stories. The action verb is “appreciate”, the object is “telling and answering questions from stories” Why appreciate? It is for the purpose of modelling appropriate behaviour.

2.2.8 Learning experiences

Learning experiences comprise of activities that the learner is engaged in during the lesson. The activities may be carried out by an individual learner or as a group work activity. The learning experiences could be formal, classroom activities, non-formal programmes such as in clubs and societies or informal events in school and at home. Learners should be to exposed relevant and appropriate learning experiences for realization of desired learning outcomes.

Learning experiences enable the learner to:

- Acquire knowledge, skills and attitudes
- Acquire the intended core competences
- Share knowledge
- Evaluate self
- Manipulate learning resources and draw conclusions.
- Reflect on the learning process
- Interact with others during the learning process.

The curriculum designs have *suggested* learning experiences which are expected to guide the learner in acquiring the right knowledge, skills, attitudes and values. Learning

experiences may be adjusted depending on the local environment, individual differences, availability of resources, teachers experience, weather among other factors.

Learning Experiences and Methodologies

In Competence Based Curriculum (CBC), different methods are suggested to facilitate learning. Some methods are more appropriate in some learning areas than others depending on the intended learning outcomes.

These methods include:

- Role play
- Story telling
- Question and answer
- Group discussions
- Singing
- Inquiry
- Discovery
- Role Modelling
- Reciting
- Demonstration
- Field work
- Problem solving
- Experimental
- Reflection
- Practical activities
- E-Learning

In CBC the role of the teacher is to facilitate learning. The teacher should guide learning and not take the centre stage. He or she should allow learners to take responsibility for their learning. The learning should be learner centered not teacher centered.

Differentiated Learning

Differentiated learning is based on the principle of diversity in learning styles and multiple intelligences. It ensures that the instructional approaches and methods are



appropriate for the varied learners in a given class. It provides space for teachers to adapt teaching methods to suit individual learners. Differentiated learning does not demand that every learner must learn in the same way, in the same number of hours and at the same time.

Differentiated learning is an effective instructional strategy that is responsive to learner's readiness, interest and learning preferences. It enables learners to build new learning through preferred ways of learning. The learning preferences refer to different ways in which the learner is naturally inclined to acquire, process and use the information.

Every learner learns differently. Technically, individual learners have preferential ways in which they absorb, process, comprehend and retain information. It is therefore important for teachers to understand the differences in their learner's preferential way of learning, in order to implement the best practices and strategies in their daily teaching activities.

Learning preferences are influenced by gender, age, culture, disability, classroom environment, learning styles and multiple intelligences. The teacher is required to use a range of instructional and assessment strategies to meet the needs of individual learners. Learners are assessed before, during and after learning in order to inform the next step for both the teacher and the learner.

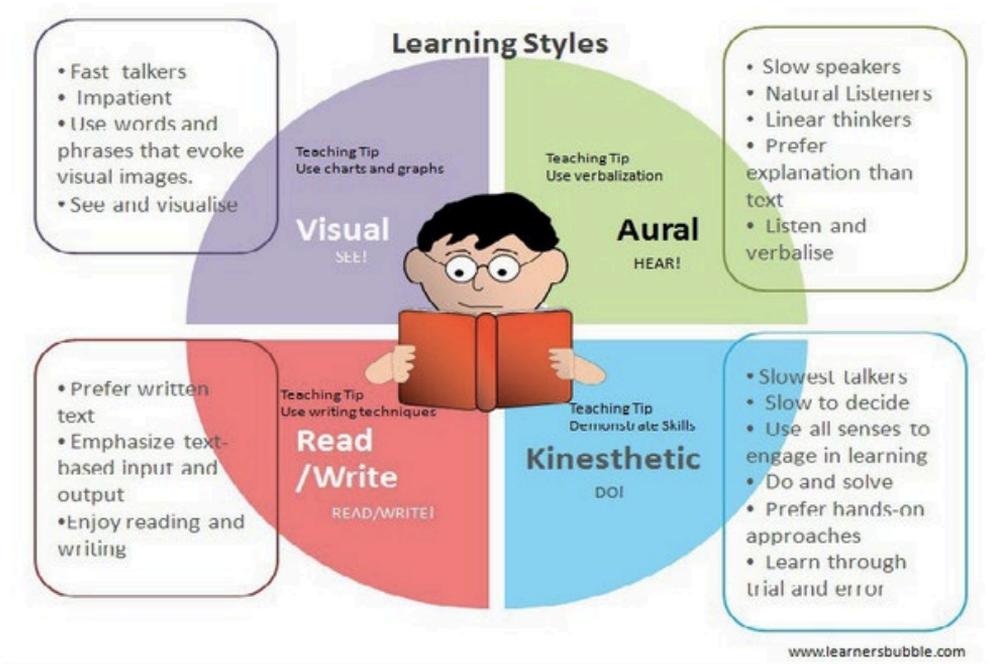
All differentiated instruction activities should equally engage and should take approximately the same amount of time. Differentiated learning allows for flexibility in creating and altering instructional plans in response to learner's specific needs. It involves expanding instructional routines and skills where learning experiences are introduced to learners in different ways of learning.

Kenya policy on inclusive education requires that learners with special needs and disabilities be taught together with the regular learners. Use of differentiated learning assists these learners as most of them learn in different ways depending on their special needs and disability.

Learning Styles

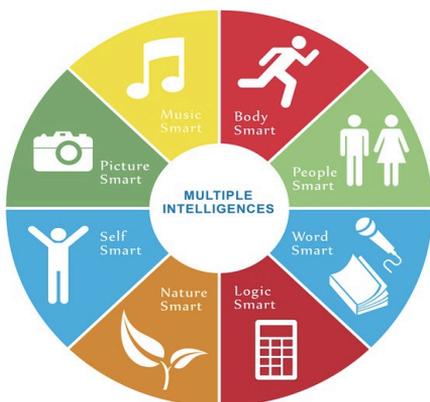
Four broad learning styles have been identified. Learners have a natural tendency to employ one or more of the styles relative to others in the learning process. These are Visual, Aural, Kinesthetic and Reading and Writing. Some learners tend to learn best through one of the four, but supported by the other three.

(See Figure) The teacher needs to ensure that all learners are catered for in each lesson by providing varied experiences: Visual (Seeing), Aural (Hearing), Kinesthetic (Doing) and Reading and Writing.



Multiple Intelligences

The theory of multiple intelligences proposes that people have varied natural capacities of approaching life challenges. This is shown in the Figure below.



Source:

Learners therefore have different strengths as follows:

- Musical-rhythmic (sensitivity to sounds, rhythms, tones, and music)
- Bodily-kinesthetic (control of one's bodily motions and the capacity to handle objects skilfully)
- Interpersonal (sensitivity to others' moods, feelings, temperaments, motivations)
- Verbal-linguistic (facility with words and languages)
- Logical-mathematical (logic, abstractions, reasoning, numbers and critical thinking)
- Naturalistic (able to recognize flora and fauna)
- Intrapersonal (introspective and self-reflective capacities)
- Visual-spatial (spatial judgment and the ability to visualize with the mind's eye)

The teacher needs to appreciate the varied intelligences among learners in order to accord them appropriate opportunities and guidance.

Summary

Differentiated learning recognizes that all children learn differently and benefit from differentiated learning techniques in the classroom. It shifts focus from the “one-size-fits-all” approach to learning. The teacher therefore employs varied learning experiences to cater for the different learning styles. This leads to improved learning outcomes among all learners.

2.2.9 Key Inquiry Question(s)

These are questions that the teacher poses and models to help the learner focus on the learning. Key inquiry questions are important to the lesson since they are used to probe for deeper meaning through questioning that fosters critical thinking and problem solving skills.

Writing Key Inquiry Questions

In writing the key inquiry questions, the teacher should utilize the typical question words: Who? What? Where? When? Why? Which? and How?

It is important that the teacher starts asking simple key inquiry questions before moving on to complex ones. Teachers should select typical question words relevant to the learners' ability

A key inquiry question should:

- be clear, relevant and suitable for the level
- focus on the specific learning outcomes as given in the curriculum design
- examine the theme or concept that is being addressed
- enable the learner to think critically

Characteristics of Key Inquiry Questions

Key Inquiry Questions should:

- be open ended, non-judgmental, meaningful and purposeful with an aim to allow the learner to explore ideas.
- be used to explore the environment
- be used to help learners construct knowledge by themselves
- encourage collaboration amongst learners
- integrate technology to support the learning process
- be thought provoking and intellectually engaging, often sparking discussion and debate among learners.
- call for higher-order thinking, such as analysis, inference, evaluation, prediction and critique.
- point towards important, transferable ideas within and across learning areas.



- raise additional questions and spark further inquiry.
- support and justify an idea, not just giving an answer.
- address an authentic problem or issue.
- stimulate ongoing thinking.
- raise additional questions, debate, and discussion

A key enquiry question is not:

- A question that can be answered with a “yes” or a “no”
- A question that can be answered without support.
- Blurry (undefined/unclear)

Use of Key Inquiry Questions in learning

Once a key inquiry question has been identified, the next step will be to formulate a list of related questions that will assist the learner in answering the key question.

Key Inquiry Questions (KIQ) is an approach where the teacher uses question to prod learners thinking to allow them to create information using their own words and understanding. They:

- help to focus the learning
- probe for deeper meaning and set the stage for further questioning.
- foster the development of critical thinking skills and higher order capabilities such as problem solving.
- allow learners to explore ideas in an open-ended, non-judgmental, meaningful and purposeful way.
- encourage collaboration amongst learners, teachers, and the community and integrates technology to support the learning process.

2.2.10 Core Competencies

Competency is conceptualized as the ability to apply appropriate knowledge and skills to successfully perform a function. Seven core Competences have been identified in Basic Education Curriculum Framework.

They include:

- **Learning to learn**

The individual develops skills for self- development through exploration, collaboration and interaction with peers and the immediate environment, at their operational levels and pace.

- **Communication and collaboration**

An individual who responds to sensory stimuli appropriately and expresses self verbally and / or non-verbally in varied contexts. The individual interacts with peers and significant others in solving intra and inter personal problems within the immediate environment

- **Imagination and creativity**

An individual who engages in imaginative and creative activities for self-reliance

- **Digital literacy**

An individual who uses technology safely and legally for enjoyment, entertainment and socialization to enhance learning

- **Self-efficacy**

An individual who spontaneously construct self-confidence leading to internal motivation capable of performing tasks and manage situations in the environment

- **Citizenship**

An individual who is continuously mentored to be ethical and responsible to respect diversity for adaptation in the environment

- **Critical thinking and problem solving**

An individual who attempts to apply reasoning to solve problems at their own and immediate environments

2.2.11 Pertinent and Contemporary Issues

Holistic, meaningful and learner centred education does not only focus on the subject content but also on the competencies the learner requires to effectively address the issues and challenges of everyday life thereby leading a fulfilled life and becoming a productive member of the society. Issues that have been identified as salient and therefore mainstreamed in the designs are referred to as Pertinent and contemporary issues (PCIs).

Mainstreaming is the process of identifying suitable opportunity in the learning area or



subject where PCI can be incorporated appropriately and taught alongside the subject matter. PCIs should be included in the schemes of work and in the lesson plans.

Pertinent and Contemporary Issues are categorized as follows:

- **Health Related Issues:** HIV and AIDS, alcohol and drug abuse prevention, life style diseases, personal hygiene, common communicable and non-communicable diseases and chronic diseases.
- **Life Skills Issues:** skills of knowing and living with self, knowing and living with others, critical thinking and problem solving, etiquette, moral education and human sexuality.
- **Social Economic Issues:** environmental issues, disaster risk reduction, safety and security, financial literacy, poverty eradication, terrorism, violence and radicalization, gender issues and animal welfare.

PCIs are supposed to not only be integrated in the lesson but in other programmes and activities in the school, home and in the community. Acquisition of knowledge, values and skills in various PCIs will enable the learner to translate what they have learnt to real life situation both in and outside school.

2.2.12 Link to values

Values are standards that guide people on how to respond or behave in each situation. They influence how someone feels, acts and makes choices in life. The responsibility for **nurturing values** rests with parents, school and the community. Everybody in the school has a role to play in helping the learner to nurture values. This approach is referred to as ‘The whole school approach to value based education’. The overall goal of values-based education is ‘To nurture values in learners to become empowered, engaged and ethical citizens for positive and holistic transformation of society’. The teacher therefore has an important role to play in nurturing values through teaching.

Core Values

According to the Competency-Based Curriculum there are eight core values to be nurtured in the learner namely:

- **Love**

Love is generally defined as strong feelings and expressions of affection towards a person or a thing. Love enables the learner to possess and exhibit virtues such as compassion, self- sacrifice, generosity, selflessness and empathy.

- **Responsibility**

Responsibility refers to recognition of one's role and function. Responsibility involves caring for personal property, engaging in assigned roles and duties at home, school and in the wider community. A responsible person exhibits qualities such as accountability, hard work, resilience, diligence, self-drive, persistence, determination, excellence and doing their best always.

- **Respect**

Respect is having positive regard towards self, others and property without bias. This value is nurtured through humility, patience, acceptance, open mindedness, etiquette and delayed gratification.

- **Unity**

Unity is the ability to live together harmoniously regardless of social, cultural, racial, religious, economic and political differences. This value can be nurtured through cooperation, respect, equity, equality, non-discrimination, fairness, inclusion and responsibility.

- **Peace**

Peace is a state of tranquillity and harmony with oneself and among people. One can model peace by creating an atmosphere of love, respect, tolerance, justice and



solidarity. Peace enhances virtues such as compassion, care, responsibility, love and empathy.

- **Patriotism**

Patriotism refers to loyalty, love and devotion to one's country or nation. Patriotism calls for readiness to defend one's country, obey its laws, respect fellow citizens and speak well of it.

- **Social Justice**

Social justice refers to fair treatment of each other and promotion of equity. Social justice promotes other virtues such as human dignity, equity, solidarity and elimination of inequalities.

- **Integrity**

Integrity refers to the ability of a person to demonstrate acceptable behaviour. A person of integrity exhibits commitment, courage, honesty and ethical conduct. Thus, integrity is wholeness of character, uprightness of one's actions, speech and their totality of life.

2.2.13 Link to other learning areas

Some of the competencies that are developed in one learning area can be reinforced through other learning areas for example when you teach the concept of numbers in Numeracy activities, it could be enhanced in the learning area of movement and creative activities where learners are expected to count number of steps when they carry out a physical exercise like jumping.

2.2.14 Community Service Learning

Community Service Learning (CSL) is an experiential learning strategy that integrates classroom learning to learning from the community to enable learners reflect, experience and learn from the community. Community Service Learning will create opportunities for learners to apply the knowledge and skills acquired through the formal dimension in their community while at the same time learning from the community. This will develop in the learner not only employability skills but also promote personal growth by strong and productive relationships with the community. Learners will utilize

the acquired knowledge, skills, values and attitudes to improve the welfare of the community.

2.2.15 Parental Empowerment and Engagement

Children start learning before they go to school. Parents, other family members and care-givers are a child's first and most important educator. They can be a positive influence and help child do well at school. Parents therefore require empowerment and opportunity to get involved throughout their children's schooling.

As soon as children enrol for formal learning, teachers have a responsibility to create awareness and provide an enabling environment for parents to engage in their child's learning. Involving parents can have very positive impact on education outcomes. The following are suggested ways teachers can employ to empower and engage parents.

Parents can be sensitized on:

- Parental roles and responsibilities with regard to education according to the constitution and other national and school policies.
- The need to ensure the child is given proper care and protection to experience normal patterns of growth and development.
- The importance of providing basic care, nutrition, clothing, shelter and access to good health.
- Importance of early identification of disability and prompt referral for early intervention to mitigate the disability in order to avoid further delay or distorted development.
- The need to have a safe and conducive environment to enable a child to be creative and innovative.
- Importance of creating a family culture where values taught in school are reinforced at home.
- The need to equip children with basic self-help skills e.g. toilet training, eating and table manners/etiquette and dressing up.
- The fact that children need to develop fine motor skills so they can do activities such as scribbling, painting, clothing and opening buttons.
- The importance of providing resources e.g. school uniform, toys and other items



required by the teacher in various learning areas and subjects.

- The importance of carrying out roles and tasks assigned by the teacher for instance reinforcing a skill, value or provision of extra information on an issue.
- Reading and narrating to children stories.
- Importance of seeking information from the school head and teachers about the formal, informal and the non-formal aspects of the child's potential at school.

Parents play a very important role in determining the success of a child's education.

Teachers in liaison with the head teacher should from time to time have forums to discuss strategies they can employ to empower and engage parents in their school activities.

2.2.16 Non-formal activity to support learning

Non-formal activities are structured learning activities that are geared towards development of affective and psychomotor dimensions of learning. Some of the non-formal activities may include: singing, dancing, planting trees in rows, club activities, games.

2.2.17 Learning resources

Learning resources are any materials that help to facilitate the learning process. Such materials include charts, realia, models and the immediate environment. Learning resources prompts the learners' reasoning and facilitates the development of competences such as critical thinking and problem solving, creativity and imagination, collaboration, self-efficacy among others.

2.2.18 Assessment methods

It involves gathering data during the learning process, and provides feedback to both the learner and the teacher to help improve learning. For formative assessment the teacher may use the following modes of assessment:

Observation: Observational assessments enable measurement of learner's behaviour, skills, and abilities.

Questioning (verbal or Non-verbal): Questions captures the expectations of the learning outcomes in question form in order to determine the level of mastery.

Checklists: assist the teacher to determine areas of focus to enable the learner to develop relevant knowledge and skills

Rating Scales: Use of descriptive words, such as always, usually, sometimes and never

Project Method: a set of activities implemented within a set timeframe

Learners identify a need in their community where they can provide services based on what they have learned.

Journaling: the learner keeps a record of their personal feelings, thoughts and experiences daily.

Portfolio: a purposeful collection of work samples, self-assessments and goal statements that reflect a learner's progress.

2.2.19 Assessment rubrics

A rubric is a teacher generated tool that maps the specific learning outcomes which specify the performance, levels of success and mastery of the outcomes. Rubrics are meant to help the teacher in measuring the *product, process and progress* of learning. In addition, the rubric will involve the learner in creating and understanding the evaluation criteria which allows them to participate fully in the process needed to achieve the objective.

2.2.20 Interrelationship between the Various Components of Curriculum Designs

The components of the curriculum designed are interrelated as illustrated below.

	<p>1.7 Story telling</p>	<p>By the end of the sub-strand, the learner should be able to:</p> <p>a) answer questions from a given story for modelling of appropriate behaviour;</p> <p>b) tell stories using verbal or non-</p>	<ul style="list-style-type: none"> • Learner could be guided to answer questions from a given story through oral or non-verbal modality. • Learners could be guided to follow a given story, retell the story and answer questions through verbal and 	<p>Which stories do you know?</p>
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		<p>verbal communication skills for modelling of appropriate behaviour;</p> <p>c) appreciate telling and answering questions from stories for modelling of appropriate behaviour;</p> <p>d) Identify appropriate behaviour from stories for social interaction.</p>	<p>non- verbal modalities</p> <ul style="list-style-type: none"> • Learner could be guided to tell their own stories to enhance effective communication and appropriate behaviour. • Learner could be guided to distinguish good from bad behaviour from the stories. 	
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National Goal of Education



1. Promote sound moral and religious values

Education should promote acquisition of national values as enshrined in the Kenya Constitution. It should be geared towards developing a self-disciplined and ethical citizen with sound moral and religious values.



Level Learning Outcome



communicate appropriately using verbal and/or non-verbal modes in a variety of contexts;

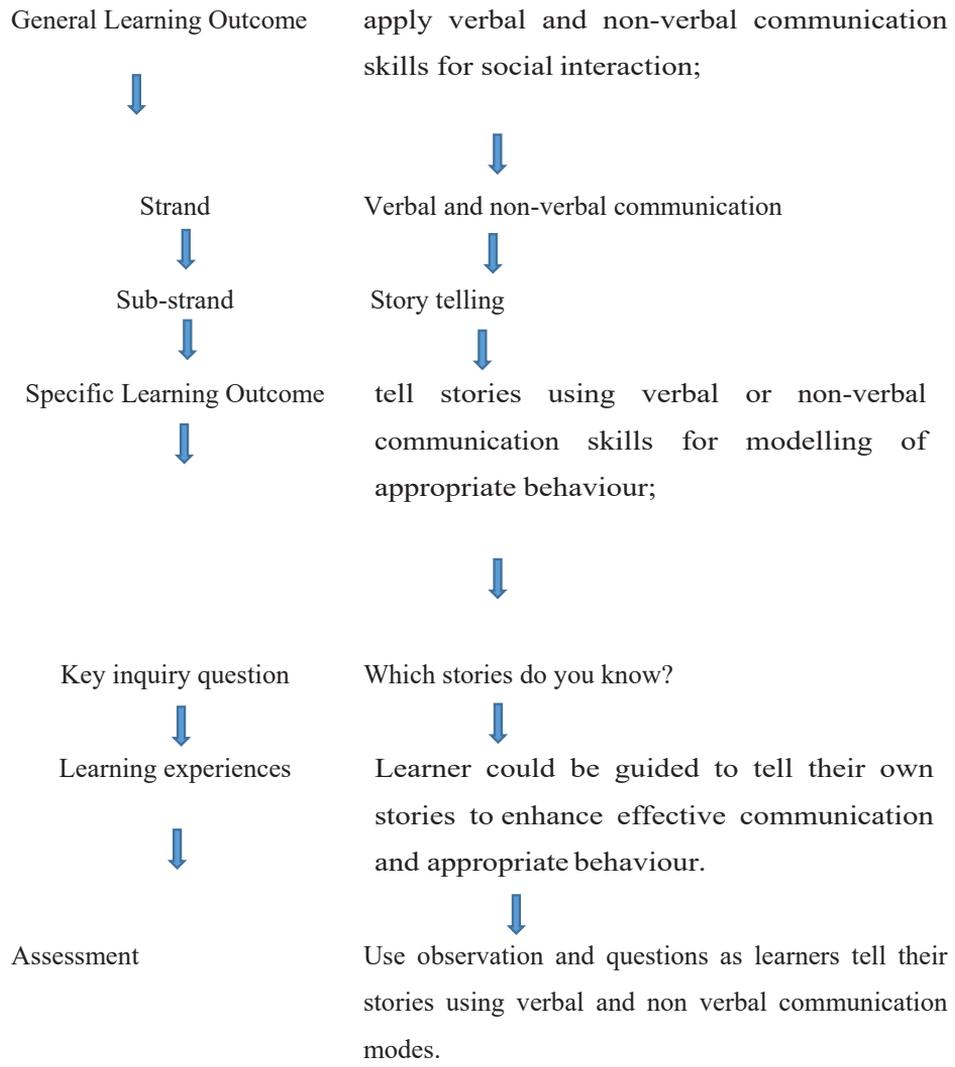


Learning Area



Communication Social and literacy Skills.





3.0 PROFESSIONAL DOCUMENTS

3.1 Individualized Educational Plan

An Individualized Educational plan (IEP) describes what the teacher and other professionals will do to meet the special needs of the learner. An IEP focuses on individual learners needs and allows each learner to acquire knowledge and skills at his/her own pace

Note: An IEP is a mandatory document in the education of learners with special needs.

3.1.1 Components of an IEP:

- **The learner's present level of performance.**

The current level of performance of the learner is assessed to identify skills in which the learner has strengths and those that he/she has challenges. This can be done through observation, tests and interviews. For learning purposes, assessment should take place before instructions. Assessment results may then be used in deciding what to teach and how to teach it.

- **Long term and short term outcomes**

After collecting information on the learner's strengths and weaknesses, a statement describing what is expected in each area of special learning needs is made. This statement is referred to as a long term outcome. This is the overall aim of the IEP.

Long term outcomes give direction for an IEP. It states what is expected to be achieved within a specified period of time, for example one month. The long term outcome is then broken into short term outcomes.

These are competencies that should be mastered to achieve the long term outcomes

- **Initiation and termination dates**

The implementation of the IEP should be commenced after assessment has been done to determine the present level of performance. The duration of implementation will depend on the achievement of the stated outcomes. Reviews should be carried out regularly during the term and at the end of the term.



- **Assessment procedure and criteria**

This step describes how progress will be measured and specifies how well the learner is expected to perform. Evaluation criteria must define the standards that are to be used to measure progress or success. It is necessary to evaluate progress after a specific content has been covered.

- **Related specialized services**

The IEP must be clear in listing related specialized services required by the learner. The services identified may be addressed by the relevant service providers. This should be specified as to who, when and where these may be provided. These services may include physiotherapy, occupational therapy, speech and language therapy, guidance and counseling among others.

3.2.1 Progress records

After evaluation, the learner’s progress record should be kept as shown in the table below:

Creative Activities

Date	Skill area assessed	Result	Remarks	Recommendations
2 nd September 2019	Drawing lines	Tracing and drawing lines using objects within the environment	The learner has mastered how to trace lines	Needs practice in tracing lines using locally available materials

3.3 Lesson Plan

Lesson plans are developed from the IEP. They describe the actual teaching and learning experiences that the teacher will facilitate during the lesson. It provides clear instructions on how the class will be organized, the resources that will be used, and the activities that will take place within the time allocated. It also shows how values, PCIs and competencies shall be mainstreamed in the lesson. Lesson plans are usually propositions made by the teacher on how the lesson shall run, however, the way in which the lesson may run could change spontaneously during the lesson. Lesson plans should be developed by the teacher who will facilitate the lesson as he or she

understands her learners better, the resources available to them and the context in which the learning shall take place. A sample lesson plan for a competency based curriculum is provided in the appendix of this book.

After facilitating a lesson, the teacher should indicate what was covered in the lesson and how well the learners achieved the learning outcomes envisaged. This document is called the record of work book. The record of work book is important as it indicates what the learners have achieved within a given time. It also enables the school management to track what is happening in the classes in their schools. In case the teacher is absent or leaves the school, the record of work book enables the replacing teacher to pick up from where they left and effectively continue implementing the curriculum.

Record of work books should be signed by the teachers and also regularly signed by the school management.

In order to track learner's performance, the teacher should also have an assessment record **book**. The book will track the achievement of learning outcomes and competencies acquired by the learners. It will guide the teacher on which learner needs special attention to acquire the skills and competencies stated in the curriculum designs. The information will also be used when reporting learner's progress to their parents. A sample of an assessment report is also provided in the appendix of this book.



COMMUNICATION, SOCIAL AND LITERACY SKILLS

Strand: 1.0 Verbal and non- verbal communication

Sub- strand: 1.1 Names of self and significant family members

Introduction

Names give identity to an individual. This sub-strand is aimed at helping the learner to develop and acquire the skills of identifying self and significant family members by name and other identifying features for effective communication and safe interaction.

Specific Learning Outcomes

By the end of the sub strand, the learner should be able to:

- a) say/sign own name and names of significant family members for identity;
- b) recognize identity features of self and significant family members for identification;
- c) appreciate signing/saying own name and those of significant family members.

Key Inquiry Questions

1. Who are you?
2. What is the name of your.... [Significant family members]?

Suggested learning resources:

The following learning resources could be used for identification of self and significant family members:

- Tactile name tags by learners with visual difficulties.
- Pictures and realia of self and significant family members.
- Digital devices such as cameras and cell phones to take pictures.
- A full length mirror for self-identification.

Suggested Learning Experiences

For the learners to achieve the learning outcomes, they could be guided to:

- sign/say own names and names of significant family members using pictures, body features and audio-visual scripts. This will enhance communication and collaboration.

- identify themselves and significant family members such as:

- ❖ My name is..... [Jane, Tom]

- ❖ My father's name is Mr.

- ❖ My mother's name is Mrs.

- My sisters/brothers name[s] ...

Self-efficacy will be developed as learners identify self and significant family members with confidence.

- recognize body features, sign names, pictures and mirror images that identify self and significant family members for communication through sight and tactile modalities such as; male or female, tall or short, fat or thin, dark or brown, old or young. A full length mirror would be most appropriate.
- Say/sign/identify own name and names of significant family members in various settings. Learners be encouraged to use and respond to own name and identify others at school and in the community. Child rights and protection will be enhanced as they identify family members for safety and a sense of belonging.
- Recognize unique body features/pictures of significant others in different settings. Critical thinking will be developed as learner recognizes different features in different people. Learning to learn will be instilled as learners discover unique features to identify self and significant others.
- Sing/sign, recite poems and play computer games on naming self and significant family members in pairs or in groups. They could be guided to video record themselves as they engage in these activities. Communication and collaboration will be enhanced as learners say/identify own name and names of significant family members in various settings.
- Watch and listen to a family song such as 'Chuchu TV [http. www.google/youtu.be](http://www.google/youtu.be)'. [Finger Family Song] this will further promote a sense of unity. Digital literacy as well as communication and collaboration will be achieved as learners manipulate digital video recorders in pairs. Responsibility will be enhanced as learners take care of the digital devices. Respect will be nurtured as learners take turns in using the digital devices.



Suggested Modes of Assessment

The teacher could ask simple questions that elicit response on learners' own names and those of significant family members using appropriate modes of communication.

The teacher to develop a checklist with the skill areas that the learners are expected to master and indicate the levels of achievement of each learner as follows:

Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
<p>Learner is able to: Say/sign/identify own names and names of significant family members. Recognize body features that identify them. Additionally, the learner can recognize neighbours by names /signs and body features.</p>	<p>Learner is able to: Say/sign/identify own name and names of significant family members and recognize features that identify them.</p>	<p>Learner is able to: say/sign/identify own name and names of significant family members and/or recognize features that identify them with prompts.</p>	<p>Learner has significant difficulties in saying/signing/identifying own name and significant family members even with prompts.</p>

Sub-strand 1.2: Naming significant others

Introduction

Significant others are those that the learner relates with in life's various stages and places. These include the extended family members, immediate neighbours, classmates and school staff. The significant others in various settings include:

- Extended family: uncle, aunt, grandparent, cousin among others
- Neighbours:
Neighbors within the immediate environment
- School:
Teacher, teacher aide, therapist, watchman

Specific Learning Outcomes

By the end of the sub-strand, the learner should be able to:

- a) say/sign/recognize names of significant others for identification;
- b) recognize identity features of significant others for effective communication;
- c) appreciate saying/signing/recognizing names of significant others for communication.



Key Inquiry Questions

- 1) Who are your immediate neighbours at home/school environment?
- 2) What physical marks do they have?
- 3) What physical marks may differentiate people?

Suggested learning resources:

The following resources could be used:

- Pictures to aid self-identification and that of significant others
- Digital devices such as cameras and video recorders for self-identification and identification of significant others.
- Significant persons in the home and school environment for the learners to identify.

Suggested Learning Experiences

For the learners to achieve the learning outcomes they could be guided to:

- Say/sign/identify names of significant others.
- recognize sign names, pictures and body features that identify significant others for communication, such as giving descriptions as follows:
 - boy or girl
 - man or woman
 - tall or short
 - small or big
 - old or young
- recognize unique body features and signs/pictures of significant others for effective communication.

The learner could give a sign name by identifying a physical mark on significant others or for example they can use a mark on the head to identify a friend. This will nurture learning to learn as learners distinguish unique features in different people.

- say/sign/ recognize features that identify names of significant others in different settings.

Learners identify pre-recorded voices and move around the school to identify the school community by use of smell, touch and other cross modal modalities with the aid of

contact person. Social cohesion will be developed as learners appreciate presence of others in the school

- sing, recite poems/pantomime and play computer games on naming significant others in pairs or in groups.

Learners could be led out to practice singing, reciting poems, and role playing on extended families in pairs or in groups. This will further enhance communication and collaboration.

Activities in this sub-strand could be infused in Daily Living skills and Creative activities.

Core competencies to be developed

Communication and collaboration will be developed as learners identify names and distinctive features of significant others.

Self-efficacy will be developed as learner makes distinction of features in identifying significant others with confidence.

Suggested Modes of Assessment

The teacher could use oral/non-verbal modes of assessment to have learners say/sign names of:

- Extended family (uncles, cousins, grandfathers, grandmothers, aunts among others)
- Neighbours (near and far)
- Classmates
- School staff

The teacher should develop a checklist for all the skill areas the learner is expected to master and indicate the level of achievement as outlined in the Assessment Rubric below.

Assessment rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Learner is able to: -say/sign/identify names of significant others; -recognize body features that identify others.	Learner is able to: • say/sign/identify names of significant others;	Learner is able to: • say/sign identify names of	Learner has significant difficulties saying /signing /identifying names of significant others or



-Additionally, the learner can identify others beyond their immediate environment.	<ul style="list-style-type: none"> recognize body features that identify other. 	<p>significant others;</p> <ul style="list-style-type: none"> recognize body features that identify others with prompts. 	recognizing body features that identify them even with assistance.
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Sub - strand: 1.3 Naming objects in the immediate environment

Introduction

The home, school and class are the environment within which the learners operate. In these areas there are objects that influence their lives. They need to identify and recognize those objects by name and their unique features for safety and effective communication.

Specific Learning Outcomes

By the end of the sub strand, the learner should be able to:

- a) say/ sign /recognize names of objects in the immediate environment for communication;
- b) recognize features/signs/pictures of objects in the immediate environment for identification;
- c) appreciate saying/signing/identifying names of objects in the immediate environment for communication.

Key Inquiry Questions

The learner could be asked the following questions to elicit responses related to naming objects in the immediate environment:

1. What objects are there in your immediate environment?
2. How do these objects look like?
3. How do you handle them?

Suggested Learning Resources

The following resources could be used:

Digital devices such as cameras and cell phones to take pictures of the objects.

Tactile/ visual core word and theme boards for the learners with speech difficulties to communicate as they name objects.

Real objects in the environment for the learners to observe/manipulate.

Suggested Learning Experiences

For the learners to achieve the learning outcomes, they could be guided to:

- say/ sign names of various objects in the immediate environment. In home setting, these could include: those found in the bedroom/sleeping area, sitting room, kitchen/cooking area, bathroom/bathing area and dining room/eating area. In school setting, this depends on whether school is day or boarding. This could include objects found in offices, dormitories, dining halls, kitchens and stores. The classroom setting will vary from one classroom to another but will include and not be limited to: cupboards, tables, chairs, desks, writing and playing objects, boxes among others. The learners should be informed of harmful objects in all settings. The competence of learning to learn as well as environmental awareness will be enhanced as learners identify and name objects in their immediate environment.
- identify tags/signs/names of objects in the immediate environment through games and songs such as rhyming word games, giving names of objects that rhyme such as pan/fan, mat/pot, sock/lock, bag/flag in pairs or groups. Communication and collaboration will be developed as they play the games. They could take photos of different objects in the environment to enhance digital literacy. Respect will also be nurtured as they take turns in group activities.
- practice saying/signing names of various objects in their immediate environment. Environmental activities will be promoted as learners identify and name various objects found in the school and immediate environment.

Suggested Modes of Assessment

The teacher could ask simple questions that elicit responses through words, signs and gestures.



Observation checklists can also be developed to test mastery and acquisition of specific skills, knowledge and attitudes and learners achievements recorded as outlined in the assessment rubric.

Assessment Rubric

The learner should be assessed using the following criteria:

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Learner is able to say/sign name and recognize features/signs/pictures of objects in immediate environment and in other settings.	Learner is able to say /sign name and recognize features/signs/pictures of objects in immediate environment.	Learner is able to say/sign names of objects in immediate environment with prompts.	Learner has difficulties saying/ signing names and recognizing features/ pictures of objects in immediate environment even with prompts.

Sub strand: 1.4 Listening and attending to simple instructions

Introduction

Listening and attending to simple instructions are important basic skills in communication. They should be integrated into every part of learning with the focus of helping the learner to effectively communicate and interact in class activities. In this sub-strand the skills are enhanced so that the learner attends to up to four-action-instructions through oral/recorded/tactile and other non-verbal modalities

Specific Learning Outcomes

By the end of the sub-strand, the learner should be able to:

- a) listen/ attend to simple instructions for communication and social interaction;
- b) respond to up to four action instructions for guidance;
- c) enjoy following instructions in simple games.

Key Inquiry Questions

1. What did I ask you to do?
2. What did the teacher ask you to do after break?

Suggested Learning Resources

The following resources could be used:

- Audio-visual devices such as video scripts on giving and responding to instructions
- AAC Core word and Theme boards to aid communication for learners with speech difficulties.
- Structure boards for learners with visual and hearing difficulties.

Suggested Learning Experiences

For the learner to listen/attend to simple instructions, they could be guided to:

- follow one to four action-instructions through verbal and non-verbal modalities.

Examples:

- Jane, stand up. [one-action-instruction].
- Jane, stand up and come here. [two-action-instructions].
- Jane, stand up, come here and take your book. [three-action-instructions].
- Jane, stand up, come here, take your book and go back. [four-action-instructions].

Communication and collaboration will be enhanced as learners follow instructions working in pairs and in groups.

- follow pre-recorded audio-visual instructions on a digital device. The learners are presented with the scripts to watch, listen and respond to instructions appropriately. This will develop digital literacy.
- play simple games in pairs or groups following given instructions. Example: Singing games such as ‘Marobo,’ ‘nyama nyama nyama’; ‘In and out of the bamboo forest’; ‘Skip to My Lou’; among others. The teacher should clearly explain and demonstrate the actions/ words/signs of the game or song to the learners. Learning to learn will be nurtured as learners follow instructions through learner support programmes as they are mentored by others. Skills for community participation will be realized. Unity and respect will be enhanced as the learners engage in games.

Suggested Modes of Assessment

The teacher may ask simple questions and give clear instructions for learners to respond through appropriate modes. A checklist for all the skill areas the learner is expected to



master could be developed and the level of achievement indicated as outlined in the Assessment rubric below.

Assessment Rubric

Exceeding expectations	Meeting expectations	Approaching expectations	Below Expectations
Learner is able to follow more than four-action-instructions and assist others.	Learner is able to follow up to four-action instructions.	Learner is able to follow up to four-action-instructions but with prompts.	Learner has significant difficulties following instructions even with prompts.

Sub-strand: 1.5 Asking and responding to simple questions

Introduction

The ability to ask and respond to simple questions is essential for learning as well as communication in everyday life. Learners' self-esteem will be boosted as their communication skills are enhanced. The learners are encouraged to use the mode that is most appropriate and effective for them.

Specific Learning Outcomes

By the end of the sub- strand, the learner should be able to:

- a) respond to simple questions for effective communication;
- b) ask simple questions for acquisition of knowledge and skills in day to day activities;
- c) role play activities involving asking and responding to questions for effective communication;
- d) demonstrate confidence in asking and responding to questions.

Key Inquiry Questions

The learner could be asked the following questions:

- 1) What do you do when you want to know something from your friend?
- 2) Which is your favourite food?

Suggested Learning Resources

The following resources could be used:

- Audio- visual digital devices such as video clips for asking and responding to simple questions.
- Structure boards and objects of reference could be used by those who need to use non- verbal modalities for communication.
- An assortment of real objects to facilitate asking and responding to questions.

Suggested Learning Experiences

For the learners to ask and respond to simple questions, they could be guided to:

- respond to simple questions through verbal and non-verbal modalities; These could be simple open-ended and simple closed-ended questions. *Simple closed-ended questions need simple yes/ no responses while open-ended questions need thought and explanation.*

Examples:

- Are you sick? [Simple-closed ended question].
- How can you describe yourself? [simple open-ended question]

Communication and collaboration will be developed as learners respond to questions.

- ask simple open ended and simple closed ended questions through verbal and non-verbal modalities; Self-efficacy will be enhanced as learners ask simple questions confidently.
- role play asking and responding to simple questions; Video clips on questioning and responding may be shown for the learners to model. Simple instructions could be given to learners relating to the roles they play. Communication and collaboration will be improved as well as critical thinking for creativity in role play. Respect and unity will also be nurtured.
- respond to simple pre-recorded audio- visual questions; the teacher guides learners to be attentive to the questions in order to give appropriate responses for effective communication. Digital literacy will be enhanced as learners interact with the audio visual devices.
- ask and respond to questions with confidence in different settings hence acquiring self-esteem.



- parents/care givers could be encouraged to facilitate engaging the learner in questioning and giving responses. This will improve parental engagement and empowerment.

Suggested Modes of Assessment

The teacher could ask simple questions and give clear instructions to elicit responses from learners. The teacher should develop a checklist for the skill areas that the learner is expected to master through observation, verbal and non-verbal questioning. Achievement will be indicated as outlined in the assessment rubric below.

Assessment Rubric

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Learner is able to ask and respond to questions in confidence in different settings.	Learner is able to ask and respond to questions.	Learner is able to ask and respond to simple questions with prompts	Learner has significant difficulties in asking and responding to simple questions even with assistance.

Sub- strand: 1.6 Listening/ attending to and making descriptions

Introduction

The skills of listening/attending to and making descriptions should be incorporated in all areas of learning with emphasis on building the learner’s attention and focus span. The learner will be able to communicate better through identifications and descriptions.

Specific learning outcomes

By the end of the sub-strand, the learner should be able to:

- a) identify items/ objects by descriptions for effective communication;
- b) make descriptions about models of realia and weather found in the immediate environment;

c) appreciate describing realia and weather in the immediate environment.

Key Inquiry Questions

- 1) What can you identify in your immediate environment?
- 2) What features can you see/ feel on the items/ objects in your immediate environment?

Suggested Learning Resources

The following learning resources could be used:

- cameras to take pictures
- photographs of objects for the learners to make descriptions
- Audio- visual aids such as video clips for learners to listen/attend as well as make descriptions;
- Tactile pictures to be used by learners with visual impairments to make descriptions
- Structure boards and objects of reference for use by learners with visual and auditory difficulties;
- The day's weather for the learners to describe
- Models to represent realia for the learners to describe.

Suggested learning experiences

The learner could be involved in activities in which they are guided to:

- Identify items /objects from given descriptions such as:
 - It is in our classroom, it has four legs and we sit on it. What is it?
 - It is kept at home, it has four legs and it meows. What is it?
 - It is in our class. The teacher writes on it. What is it?

This will nurture critical thinking and imagination as learners identify objects or items from given descriptions.

- make simple descriptions of items/objects in simple words or sentences. They could further be guided to discuss the weather in groups or in pairs using their most appropriate modes of communication. This will enhance communication and collaboration.



- make descriptions of realia and the weather as depicted in pictures, tactile diagrams and audio-visual scripts. This will develop digital literacy and also link to environmental activities. Responsibility will be nurtured as learners take care of the items. Parents could be encouraged to facilitate practice of describing objects and realia in their home environment hence parental engagement and empowerment.
- make descriptions of items in day to day activities such as in hand washing. They could name or describe/sign the items needed and the procedure followed. Self-efficacy as well as communication and collaboration will be achieved as the learners make the descriptions.

Suggested Modes of Assessment

The teacher could ask simple questions requiring descriptions of objects and the weather. A checklist for all the skill areas and knowledge that the learner is expected to acquire could be developed indicating the level of mastery as outlined in the assessment rubric below.

Assessment Rubric

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
The learner is able to make detailed descriptions of items /objects and the weather in the immediate environment.	Learner is able to make simple description of item/object and the weather in the immediate environment.	Learner is able to make simple descriptions of items /object and the immediate environment with assistance.	Learner has significant difficulties in making description items/objects and the weather even with assistance.

Sub-

strand:1.7 Story- telling

Introduction

Stories are interesting to listen to and could be used to teach morals and so help shape behaviour. This sub strand focuses on building the learner’s attention span while improving their ability to listen to stories and answer questions based on the stories.

Specific Learning Outcomes

By the end of the sub- strand the learner should be able to:

- a) answer questions from a story for modelling appropriate behavior;
- b) tell stories using verbal or non-verbal communication skills for modelling appropriate behavior;
- c) appreciate telling and answering questions from stories for modelling appropriate behavior;
- d) identify appropriate behavior from stories for social interaction.

Key inquiry questions

- 1) What stories do you know?
- 2) What morals do the stories teach?

Suggested Learning Resources

The following resources could be used:

- Pictures depicting stories for the learners to follow;
- Tactile diagrams depicting stories for the learners to follow;
- digital devices such as cameras for the learners to take pictures of story characters;
- projectors and lap tops for the learners to follow stories.

Suggested Learning Experiences

For the learners to achieve the learning outcomes they could be guided to:

- answer questions from a given story through oral or non-verbal modality. This will improve communication and collaboration.
- follow a given story, retell the story and answer questions through verbal and or non-verbal modalities. The teacher presents pictures and tactile diagrams to the learner to help maintain their attention and enhance understanding of the thread of the story. Digital devices like video cameras, projectors and laptops could be used to present both still and motion pictures about stories and even record the efforts of story-telling by the learners. This will enhance critical thinking and imagination, digital literacy as well as communication and collaboration.



- tell/ sign their own stories to enhance effective communication and appropriate behavior. The learners' abilities should be considered to determine the length of story told.
- distinguish between good and bad behaviour from stories.

The teacher should give examples from own story and guide learners on how to derive moral values from the stories This will enhance the values of integrity and responsibility as well as respect for others and resources.

These activities could be infused in Daily Living Skills and environmental activities

Suggested Modes of Assessment

The teacher questions the learners using both the verbal and non- verbal modalities to test learners' abilities. The teacher also develops checklists that indicate the skills to be tested/ mastered and learners' achievement level. Achievement to be measures as outlined in the rubric below.

Assessment Rubric

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
<p>Learner is able to:</p> <ul style="list-style-type: none"> • story tell/ sign and answer questions from a given story and demonstrate appropriate behaviour; • model behaviour from a story in varied contexts. 	<p>Learner is able to story tell/ sign and answer questions from a given story and demonstrate appropriate behaviour.</p>	<p>Learner is able to story tell/ sign and answer questions from a given story with prompts and cues to demonstrate appropriate behaviour.</p>	<p>Learner has significant difficulties story telling/ signing and answering questions from given stories even with assistance.</p>

Sub- strand: 1.8 Poems/ Pantomimes

Introduction

Poems and Pantomimes are meant to build learner’s creative ability for effective communication. They provide enjoyment and help in modelling of appropriate behaviour.

Specific Learning Outcomes

By the end of the sub- strand, the learner should be able to:

- say/ sign familiar words in a poem for communication;
- recite and or pantomime poems for communication;
- answer questions from a poem/ pantomime for comprehension skills;
- develop appropriate behaviour from poems/ pantomimes for social interactions;
- enjoy reciting poems/ pantomimes for communication.

Key Inquiry Questions

- Which poem/ pantomime can you recite?
- What do you learn from the poem/ pantomime?

Suggested Learning Resources



The following resources could be used:

- Digital devices such as video clips and cameras for the learners to view and take pictures of others as they pantomime.
- Realia such as live vegetation and animals for the learners to refer to as they recite poems and pantomime.
- Pictures to enhance visualization of poems and pantomime
- AAC Core word and theme boards for learners with speech difficulties
- Structure boards and objects of reference for learners with visual and auditory difficulties.

Suggested Learning Experiences

For the learner to achieve the learning outcomes they could be guided to:

- say/sign unfamiliar words in the poem/pantomime by repeating them after the teacher. This will help develop their communication and collaboration. The teacher is expected to come up with a poem / pantomime based on the ability of the learners. AAC core word boards and theme boards could be used in the presentations
- recite poems/ pantomimes through verbal and non- verbal modalities in varied contexts. This will enhance their self-efficacy as well as communication and collaboration. The activity could be infused in Daily living Skills and Religious Education.
- listen/ attend to pre-recorded poems/ pantomime from an audio- visual digital device. They could also be guided to talk about the poems/pantomimes in pairs or groups using both verbal and non- verbal modalities. This is to arouse the interest of the learners and capture their attention. Digital literacy will be enhanced as learners interact with audio-visual devices.
- answer questions from the poems/ pantomimes. This will enhance critical thinking and imagination as well as communication and collaboration.
- distinguish between good and bad behavior from a poem/pantomime for moral development. This will nurture responsibility, respect and citizenship.

Suggested Modes of Assessment

The teacher could ask questions using both the verbal and non- verbal modalities.

An observation checklist indicating the skills the learner needs to master should be developed and the levels of achievement recorded as outlined in the assessment rubric below.

Assessment rubric

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Learner is able to say/sign unfamiliar words, recite/ perform poem/ pantomime and answer questions from a given poem/ pantomime as well as explain appropriate behaviour models learnt.	Learner is able to recite/perform pantomimes and answer questions as well as identify appropriate behaviour.	Learner is able to recite/ perform pantomime and attempts to answer questions with assistance.	Learner has significant difficulties in reciting/ performing pantomimes and answering questions even with prompts.

Strand: 2.0 Augmentative and alternative Communication.

Augmentative and alternative communication (AAC) is an umbrella term that encompasses the communication methods used to supplement or replace speech or writing for those with impairments in the production or comprehension of spoken or written language.

AAC is used by those with a wide range of speech and language impairments. It can be the learner's mode of communication or an aid to other forms of communication.

Basic skills in AAC were introduced at the Foundation Level. At the intermediate level, the learner will gain further skills in using Core Word Boards and Theme Boards for better enhanced communication. They will also gain further skills in partner assisted Scanning to cater for those with severe difficulties in communication to the extent that they need a partner to interpret cues and signals about their feelings wishes or needs. They will also acquire further skills for developing a communication passport which is a document for them to tell about themselves where they have severe limitations in using speech or sign language.



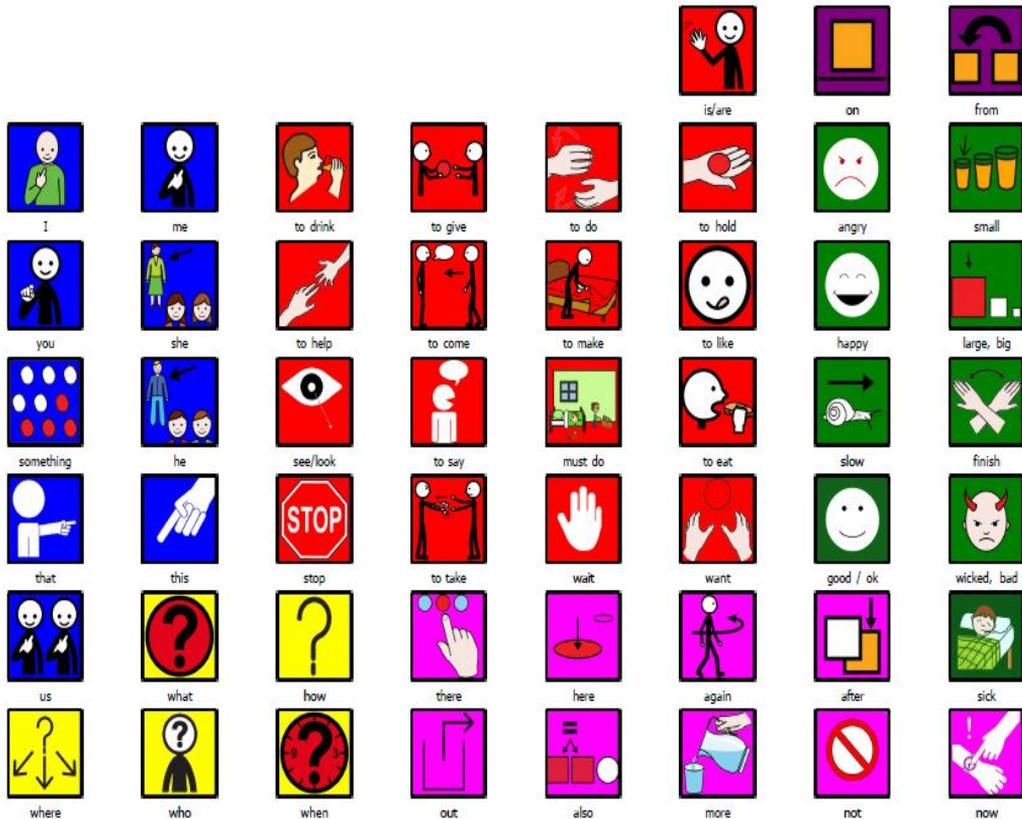
Sub-strand 2.1 Core word board

Introduction.

A core word board in AAC contains symbols for the 50 words that are most commonly used in communication. In teaching the learner to use the board, emphasis should be on identifying the symbols and not necessarily reading the words underneath them. It should be noted that the symbols stand for the same meaning across all languages universally and hence the boards can be used as a universal system of communication. Every symbol has its corresponding word. The words only help to show what the symbol stands for. They are the most useful vocabulary in every situation for communication across all cultures.

The symbols are categorized through colours/textures in respect of the different word classes in language except nouns.

The Core Word Board



- use the boards to play simple games. This will enhance communication and collaboration.
- use opportunities for using core word boards facilitated during out of class activities such as meal times and while interacting with others in the school. Parents/ caregivers need to be sensitized on the use of core-word boards to communicate with the learner at home and immediate environment. This will ensure parental engagement and community service participation.
- use core word boards for communication in other learning areas.

Suggested mode of assessment

The teacher may ask simple questions that elicit responses from learners on mastery and use of the core word board for communication. An observation checklist with the skill areas that the learners are expected to acquire may be developed and levels of achievement should be indicated as outlined in the assessment rubric below.

Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Learner is able to identify symbols/pictures in a core word board and engage in conversation as well communicate with people in the immediate environment.	Learner is able to identify symbols/pictures in a core word board and engage in conversation.	Learner is able to identify and use symbols/pictures in a core word board with prompts.	Learner has significant difficulties in using a core word board.

Sub Strand: 2.2 Theme-Boards

Theme boards in AAC contain words used in situations with more specific activities or topics of conversation such as the family, the hospital, the farm and jewellery. It can be used in combination with the core word board.

A Theme Board on Hair Cleaning

HAIR CLEANING



I



you



see/look



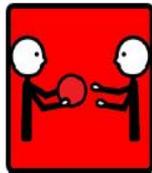
want



to help



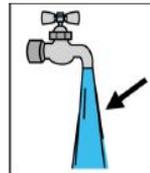
Wash



to give



comb



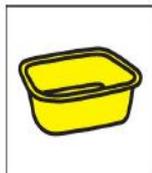
water



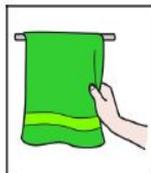
hair



soap



basin



towel



finish



now

Specific Learning Outcomes

By the end of the sub-strand, the learner should be able to:

- identify visual or tactile symbols/pictures from various theme boards used for communication;
- use theme boards along with core word boards to communicate;
- appreciate the use of core word boards and theme boards to communicate.



Key Inquiry Question

The teacher may ask the following question after showing the Theme- board and core word board.

How can we use the theme board along with a core word board to express ourselves in different contexts?

Suggested learning resources

The following resources could be used:

Visual/ tactile theme boards and Core word boards for the learners to communicate feelings needs and wants as well as engage in conversation.

Suggested Learning Experiences

For the learners to achieve the learning outcomes they could be guided to:

- tell about Key words in specific themes such as “ towel ” in hair cleaning. This will enhance learning to learn as well as communication and collaboration as learners identify words around a given theme.
- identify visual ortactile symbols/pictures on theme boards presented by the teacher. This will develop their self-efficacy as they expand their vocabulary.
- construct simple sentences using theme boards along with core word boards. This will enhance communication and collaboration as well as life skills as they get sensitized on different themes in day to day living.
- in pairs, engage in conversation using theme boards along with core word boards. This will further enhance communication and collaboration and also develop the value of unity as well as citizenship. The learners may play simple games designed by the teacher and also come up with their own games using the theme boards along with the core word boards.

Suggested mode of assessment

The teacher may ask simple questions that elicit responses from learners on mastery and use of theme boards along with core word boards for communication. An observation checklist with the knowledge, skills and attitudes that the learners are expected to acquire may be developed and levels of achievement should be indicated as outlined in the assessment rubric below.

Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
and engage in conversation using a variety of theme boards and further participate in conversation with the community set up.	Learner is able to identify symbols/pictures in a theme board and engage in Conversation using theme boards along with the core word board.	Learner is able to identify and use symbols/pictures in a theme board and use core word boards along with theme board with prompts	Learner has significant difficulties identifying Symbols/pictures on-a theme board

Sub-strand 2.3 Partner Assisted Scanning

Partner assisted scanning is used when the learner has limited possibilities of pointing or has impaired vision to the extent that others can only rely on cues, signals or gestures to understand what they wish to express. Scanning implies that the teacher or partner looks out for every sign or signal that the learner uses to communicate messages.



Specific Learning Out comes

By the end of the sub- strand, the learner should be able to:

- a) tell/show the various cues and signals used by others for self-expression;
- b) scan various signals and cues given by others to provide assistance in communication;
- c) appreciate scanning various signals and cues given by others to provide assistance in communication.

Key Inquiry Question

The teacher may ask the following question:

How can we tell the meaning of signals and cues given by others?

Suggested learning resources

The following resources could be used:

- Tactile /visual Core word and theme boards for the partners to use in questioning to elicit gestures or signals for communication
- Digital devices such as video clips for the learners to view partner scanning conversations.

Suggested learning experiences

For the learners to achieve the learning outcomes, they could be guided to:

- use the core word and theme boards to observe/follow cues and signals used by specific others for self-expression. This will help to develop self-efficacy as they scan signals and cues to decipher meaning. It will also enhance communication and collaboration.
- role play cues and signals in communication for others to discover what they mean with emphasis on their cues and signals for Yes and No. Communication and collaboration will be further developed.

- scan the various signals and cues given by specific others to provide assistance in communication. Where there is a learner with severe or profound communication difficulties the teacher should guide others to scan for their Yes and No. This will enhance the values of responsibility and love.
- scan signals and cues given by specific others in various set ups for communication. Parents/caregivers could be guided to use partner assisted Scanning with learners who live with severe/ profound communication difficulties. This will enhance parental engagement and empowerment. Partner assisted scanning may be used across all learning areas for communication with a specific learner who lives with severe or profound communication difficulties.

Suggested mode of assessment

The teacher may ask simple questions that elicit responses from learners on mastery for the use of Partner Assisted scanning with specific others who live with severe/ profound communication difficulties. An observation checklist with the knowledge, skills and attitudes that the learners are expected to acquire may be developed and levels of achievement should be indicated as outlined in the assessment rubric below.

Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Learner is able to scan signals and cues given by others in class and further scan for signals and cues used for communication in the community.	Learner is able to scan signals and cues given by others in the immediate environment for communication.	Learner is able to scan signals and cues given by others for communication with prompts.	Learner has significant difficulties in scanning signals and cues given by others for communication.



Sub strand: 2.4 Structure boards.

A structure board is a device used for communicating the day to day activities where learning materials are displayed to show the events as they follow each other in the day. Structure boards are mainly used for scheduling of activities.

Specific Learning Outcomes

By the end of the sub-strand, the learner should be able to:

- a) identify tactile pictures/ diagrams or realia on a structure board for communication;
- b) use pictures/ diagrams or realia/ on a structure board to communicate needs and activities;
- c) use structure boards to follow routine and schedules
- d) appreciate the use of structure boards in day to day activities.

Key Inquiry question.

The teacher may ask the following question:

How can you use pictures/objects to communicate?

Suggested learning resources:

The following resources could be used:

- Structure boards for the learners to manipulate in communication
- Tactile/visual core word and theme boards for the learners to use along with the structure board.
- Realia for use as objects of reference in the structure board.

Suggested Learning Experiences

For the learners to achieve the learning outcomes they could be guided to:

- tell about tactile pictures/diagrams and realia on structured boards developed and presented by the teacher. This will facilitate achievement of communication and collaboration skills. They manipulate the structured boards to develop self-efficacy.

- use textured pictures/ diagrams and realia to communicate needs and activities. This will develop the life skill of self-expression as well as the value of responsibility
- follow routine and schedules of activities designed using textured pictures/ diagrams and realia. This will enhance the value of responsibility as well as nurture respect.
- use structured boards with audio visual digital devices prepared and presented by the teacher to give directions on routines appropriately. This will enhance digital literacy.
- use structure boards in activities inside and out of class. This will further enhance the value of responsibility. The boards may be used in community set ups which will provide learners with capacity to participate in community activities. Parents and caregivers to be sensitized on the use of structured boards to communicate with learners having communication difficulties. This will facilitate parental engagement and empowerment. Structured boards may be used in all learning areas for communication with learners having relevant levels of Communication difficulties. This will enhance the competency of learning to learn.

Suggested learning resources

The following learning resources could be used:

- Structure boards for learners to refer to in following schedules and routine.
- Tactile/visual core word and theme boards for learners to use alongside the structure boards for communication.
- Realia for use as objects of reference.

Suggested mode of assessment

The teacher may ask simple questions that elicit responses from learners on mastery of the use of structured boards for communication. An observation checklist with the knowledge, skills and attitudes that the learners are expected to acquire may be



developed and levels of achievement should be indicated as outlined in the assessment rubric below.

Assessment Rubric

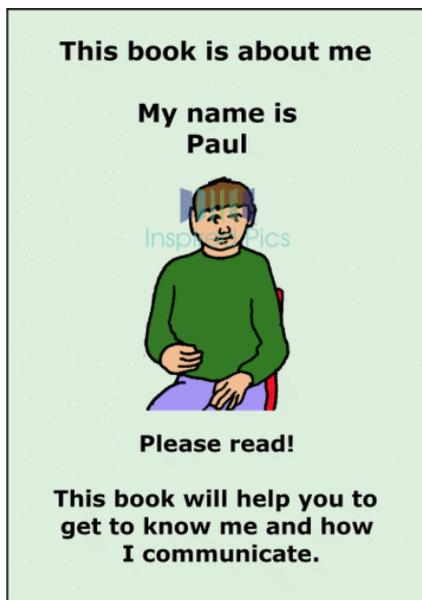
Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Learner is able to use structure board pictures/diagrams and realia to communicate needs and activities as well as follow routine schedules.	Learner is able to use structure board pictures/diagrams and realia to communicate needs and activities.	Learner is able to use structure board pictures/diagrams and realia to communicate needs and activities with prompts.	Learner has significant difficulties using structure board pictures/diagrams or realia to communicate.

Sub strand: 2.5 Communication passport

Introduction:

A Communication Passport is a document that presents a learner's information in a way that is positive and empowering both to the learner who cannot speak for themselves and to the reader. A Passport is not a catalogue of the learner's disabilities and difficulties. It is a positive problem solving document that focuses on solutions and not on problems. It gives the learners' most pertinent information. It is important that the learner is guided to develop this information about self with the teacher. The following is an example of the content that could be included in a communication passport.

Communication passport



This book will help you to get to know me and how I All about me

Hallo

My name is Paul

I am 13 years old

I live in Nakuru County.

I live with my Parents and Siblings You need to know

I have a condition known as drooling.

My clothes are always wet because of the condition.



I can hear you and follow instructions

I can't talk clearly

My family

I come from a humble family

I have a Father, Mother, Brother and Sister

My Mother takes care of us while my Dad works hard for the family

My Friends

I have some dear friends both in school and at home

My friends in school are Heitho, Lucy and Stacy

She helps me to walk around

They play with me always

Things I like to talk about

I love my parents

My silblings likes me alot

I enjoy running and playing netball

I love cool music

I like being praised

I like eating rice and bananas

I like drinking porridge

I have many friends including my classteacher and headteacher

I like being teased, watching curtoons

How I communicate

I nod my head when i mean Yes

I shake my head when i say No

I laugh when I am Happy

I use my AAC board to communicate

I try speaking though not audible

How I communicate

I nod my head when i mean Yes
I shake my head when i say No
I laugh when I am Happy
I use my AAC board to communicate
I try speaking though not audible

You can help me communicate

When talking to me stand in front of me. Use simple clear words	
Please do	Please don't
<ul style="list-style-type: none">• Be patient with me• Give me plenty of time• Use AAC to communicate with me.• Use kind words• Prepare me for what will happen	<ul style="list-style-type: none">• Use harsh words• Laugh at me• Compare me with others• Scare me• imitate me

Things I like to do

I would like to sing
I like dancing
I am good at smiling, laughing
I can write
I can read with pictures

Things I don't like

I don't like

- People laughing at me
- Being hit
- People making fun of me
- Being ignored



When I get scared

when I get scared.

- Give me time to myself
- Talk to me calmly
- Comfort me with sweet words

Help

I need help in my everyday life

I need to be assisted when reading and writing

This is my mother's number 07xxxxxxxxxxxxxxxx.

Specific Learning Outcomes

By the end of the sub-strand, the learner should be able to:

- a) use verbal or non-verbal communication modes to give information about self and significant others;
- b) identify images and or symbols that communicate different information about self and significant others in communication passport;
- c) use the passport to give information about self and significant others to communicate;
- d) appreciate the use of a communication passport to give information about self and significant others.

Key Inquiry Question

1. The teacher could ask the following question:
2. What would you like others to know about you?

Suggested learning resources

The following resources could be used:

Communication passport booklets for learners to provide information about themselves

Digital devices such as cameras for taking personal pictures.

Suggested Learning Experiences

For the learner to achieve the learning outcomes they could be guided to:

- use verbal or non - verbal communication modes to give information about self and significant others. This will enhance communication and collaboration as well as self-efficacy. Parents and caregivers may be asked to provide relevant information about the learner. This will facilitate parental engagement and empowerment as well as provide capacity for the learner to participate in community activities.
- elicit responses on specific information about self and significant others for the development of a communication passport with prompts and simple questioning. This will further enhance the life skill of self-identification as well as the value of responsibility. Child rights and protection will be upheld as learner's unique needs and feelings are expressed through the passport.
- identify images and symbols in a communication passport to give information about self and significant others. These could include personal photographs and those of significant others as well as pictures of home environment. This could enhance a positive self-image in the learner.
- take pictures of self and significant others using a digital camera or other applicable devices such as cell phones. This will help promote digital literacy.
- use the communication passport in day to day interactions which will enhance perception of citizenship and community participation.

Suggested modes of assessment

The teacher may ask simple questions that elicit responses to make the communication passport and prompt the use of the communication Passport. An observation checklist with the knowledge, skills and attitudes that the learners are expected to acquire may be developed and levels of achievement be indicated as outlined in the assessment rubric below.



Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Learner can provide information for his/her communication passport and use the passport to give information about self and significant others as well as easily communicate his or her needs, characteristics and identity in the community.	Learner can provide information for his/her communication passport and use the passport to give information about self and significant others.	Learner can provide information for his/her communication passport and use the passport to give information about self and significant others with prompts.	Learner has significant difficulties providing information for his/her communication passport and in using a passport even with prompts.

Strand 3.0: Reading

Learners at this level require skills in recognizing and sounding out letters of the alphabet, blending them into syllables and consequently be able to read simple functional words in their immediate environment. They will further be expected to read simple sentences.

Sub strand 3.1: Letter recognition.

Introduction

Recognition of letters is a fundamental part of learning how to read without which letter sounds and recognition of words becomes difficult. Learners at this level may have difficulties in recognizing letters which requires the teacher to apply a multisensory approach to impart necessary skills in this respect.

Specific Learning outcomes

By the end of the sub strand the learner should be able to:

- a) recognize upper case letters of the alphabet using verbal and non-verbal modes;

- b) recognize letters of the alphabet in lower case using verbal and non-verbal modes;
- c) match upper case letters with corresponding lower case letters in class;
- d) Enjoy participating in letter recognition activities in and out of class.

Suggested learning resources

The following resources could be used:

- Letter stickers, jig-saws, charts, flash cards and letter cut outs to enhance recognition and retention of letter shapes.
- Video clips of animated letters to facilitate enjoyment and appreciation in identifying letters as well as enhance visual auditory memory in relation to sounding out letters.

Suggested Learning Experiences

For the learners to achieve the learning outcomes they could be guided to:

- use various learning resources to recognize upper and lower case letters and hence develop self-efficacy and capacity in learning to learn.
- play sorting and matching games in pairs or groups to enhance communication and collaboration and also to develop the value of unity. This will further help the learner to develop skills in social integration and self-esteem.
- fix letter jig-saws which could enhance self-efficacy and learning to learn.
- recognize letters through different learning resources which will enhance memory and retention hence self-efficacy.
- use video clips and letter computer games to facilitate better recognition of letters as well as enhance digital literacy.
- sing and/or recite poems as well as pantomime to provide enjoyment and appreciation in letter recognition. These experiences can further be entrenched in psychomotor and creative activities
- participate in language contests involving letter recognition at school and in the community. This will enhance social integration and the values of unity and respect.

Suggested modes of assessment.

The teacher may ask simple questions that elicit responses from learners on letter recognition using appropriate modes of communication. The teacher to develop an



observation checklist with the skill areas that the learners are expected to master and indicate the levels of achievement of each learner as follows.

Assessment Rubric

Exceeding Expectation	Meeting expectation	Approaching expectation	Below expectation
Learner consistently recognizes letters in upper and lower case, matches them correctly and further identifies letter labels for identification of places or items	Learner recognizes letters in upper and lower case and matches them letters correctly.	Learner recognizes letters in lower and upper case and matches with prompts.	Learner recognizing difficulties in recognizing letters of the alphabet.

Sub strand 3.2: Syllable Reading

Syllable reading is the learner’s ability to sound out units of pronunciation that have vowels blended with one or more consonants in a unit of pronunciation. This forms the basis for reading.

Specific learning Outcomes

By the end of the sub-strand, the learner should be able to:

- a) articulate/recognize vowels/braille vowels and consonants correctly when reading;
- b) blend consonants and vowels to form syllables for proper articulation/braille recognition;
- c) appreciate reading by articulating/recognizing braille letter sounds and syllables correctly.

Key Inquiry Questions

The teacher may ask the following question:

Which are the sounds in your name?

Assessment Rubric

Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
The learner articulates vowels and consonants/recognizes braille vowels and consonants correctly and blends letters to form syllables as well combines syllables to form simple words	The learner articulates vowels and consonants/recognizes braille vowels and consonants correctly and blends letters to form syllables.	The learner articulates vowels and consonants/recognizes braille vowels and consonants correctly and blends letters to form syllables with prompts	The learner has significant difficulties in articulating vowels and consonants/recognizing braille vowels and consonants.

Sub strand 3.3: Reading Simple Words and Sentences

Reading is a cognitive ability that involves both receptive and expressive communication skills. The reader looks at/manipulates a series of written symbols and gets meaning from them. Developmental achievements like attention, memory, language and motivation are vital in reading. Learners in this category have deficits in the above. Recognition and ability to form syllables help in word formation which can be used to form sentences.

Specific Learning Outcomes

By the end of the sub-strand, the learner should be able to:

- a) blend syllables to form simple words for communication;
- b) read simple sentences for communication;
- c) enjoy participating in activities involving reading simple words and sentences in and out of class.

Key inquiry question

The teacher may ask the following question:

Which words can you read?

Suggested Learning Resources

The following resources could be used:

- Charts, flashcards with syllables and words for learners to read.
- Books, newspapers / magazines for learners to read sentences
- Digital devices such as video clips with prerecorded blended syllables forming words for the learners to listen to and model.
- Tactile syllable and word charts, flash cards, and books for the learners with visual difficulties.

Suggested Learning Experiences

For the learner to achieve the learning outcomes they could be guided to:

- use charts, flash cards and digital devices to blend syllables to form simple words. This activity will help learners to learn to learn as they form more words using a variety of syllables.
- in pairs, read simple sentences from books, charts and digital devices. This activity will nurture respect as learners play word games in turns and will also promote the learner's self-esteem.
- in groups, engage in games that involve reading simple words and sentences using print/braille and digital devices. This will promote communication and collaboration as learners read words correctly both in and out of class. The games will help the learner appreciate activities learnt in psychomotor and creative activities.

Suggested Modes of Assessment

The teacher could ask learners to read simple words and sentences. An observation checklist can be developed indicating the skill areas the learner is expected to master and their achievement levels indicated as shown in the assessment rubric.



Assessment Rubric

Exceeds expectation	Meets expectation	Approaching expectation	Below expectation
The learner is able to blend syllables to form words and read simple sentences as well as apply reading skills in varied contexts.	The learner is able to blend syllables to form words and read sentences to	The learner is able to blend Syllables to form words and read sentences with prompts	The learner has significant difficulties blending syllables to form words

Sub-Strand 3.4 Reading Names

The ability to read names is essential as it enables the learner to identify self and others as well as places. In this sub-strand the learner will blend syllables to read their own names and those of significant others.

Specific Learning Outcomes

By the end of the sub-strand, the learner should be able to:

- a) say own name and names of significant others in and out of class;
- b) read own name and names of significant others by blending syllables and through whole word recognition for identity;
- c) appreciate reading his/her name and those of significant others.

Key Inquiry Question

The teacher could ask the following question:

1. What is the name of your friend?
2. Can you identify your name from a list?

Suggested Learning Resources

- Charts and flashcards with syllables and names of self and significant others for the learners to read.
- Books, newspapers / magazines for the learners to identify and read names.

- Digital devices such as tablets for the learner to read syllables and names

Suggested Learning Experiences

For the learner to achieve the learning outcomes they could be guided to:

- say their names and the names of significant others by use of realia and use pictures of family members in groups. Through this activity, the learner acquires self-efficacy.
- in pairs, read own name and names of significant others by blending syllables and whole word reading. Flash cards can be used for this activity which will promote respect as learners refer to each other by names. The activity can be done in and out of class as well as in settings within the community
- in groups, play matching games, read names on word tree at learning corners and play name fishing games. This activity will enhance communication and collaboration
- read names using ICT devices and play drag and drop computer games. This will promote digital literacy and link with psychomotor and creative activities.

Suggested Modes of Assessment

The teacher could ask learners to read own names and names of significant others. An observation checklist can be developed indicating the skill areas the learner is expected to master and their achievement levels indicated. The following assessment rubric can be used:

Assessment Rubric

Exceeds expectation	Meets expectation	Approaching expectation	Below expectation
Learner reads own name and names of significant others in the school environment, at home and other settings.	Learner reads own name and names of significant others in the school environment and at home.	Learner reads own name and names of significant others in the school environment and at home with prompts.	The learner experiences significant difficulties in reading own name or names of significant others.



Sub-Strand 3.5 Reading Functional Words

Functional words are those words that are used to help an individual operate in their environment safely and effectively. They include words such as hospital, police man, washroom and bus-stop and any others that are significantly important for ease of the learners independent living.

Specific Learning Outcomes

By the end of the sub-strand, learners should be able to:

- a) identify functional words for independent living;
- b) read functional words in the immediate environment for independent living;
- c) appreciate reading functional words to access essential services for survival.

Key Inquiry Question

1. The teacher may ask the following question:
2. Where do you go when you are sick?

Suggested Learning Resources

The following resources could be used:

- Charts and flashcards with functional words for the learners to read.
- Books and newspapers/ magazines for the learners to identify and read functional words.
- Digital devices such as slides and videos with functional words for the learners to read.
- Realia for the learners to identify and match to corresponding functional words.
- Words for those with visual difficulties could be in tactile form.

Suggested Learning Experiences

For the learners to achieve the learning outcomes, they could be guided to:

- identify different places that they need to access for essential services using charts, newspapers /magazine cuttings and books. This will lead to self-efficacy as well as

promote self- esteem as learners use functional words to express needs and wants. This activity will help learners to link with other learning areas such as Daily Living Skills that enhance independent living when they become responsible for their lives.

- in groups, read functional words indicating places and things that they need to access essential services from charts and flash cards. Braille reading materials could be introduced for learners with visual difficulties subject to their abilities. This activity will help the learner develop self- efficacy and the competence of learning to learn as they achieve ability to read more functional words.
- in pairs or groups, practice reading functional words using whole word approach from flash cards and matching to pictures or realia. The learner can use the functional words learnt to address other learners at school as well as family to express needs and wants.
- play word games that involve reading functional words using charts and digital devices in groups. This will enhance their digital literacy and link to other learning areas such as psychomotor and creative activities.

Suggested Modes of Assessment

The teacher could ask learners to read functional words. An observation checklist can be developed indicating the skill areas the learner is expected to master and their achievement levels indicated following the assessment rubric.

Assessment Rubric

Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
Learner is able to identify and read functional words as well as use them to access essential services in varied contexts.	Learner is able to identify and read functional words as well as use them to access essential services.	Learner is able to identify and read functional words as well as use them to access essential services with prompts.	The learner has significant difficulties in reading functional words.



Strand: 4.0 Writing/ Brailing

Writing skills enable a learner to express self as well as make records. Learners at this level may have challenges in learning the skills and thus require carefully sequenced activities that lead optimal mastery.

Sub-Strand: 4.1 Writing/Brailing letters of the alphabet

In this sub-strand the learner will be expected to identify and write letters. For the learners with visual difficulties braille letters will be introduced as well brailing skills.

Specific Learning outcomes.

By the end of the sub- strand, the learner should be able to:

- a) identify letters for communication;
- b) write /braille letters of the alphabet for written communication;
- c) enjoy writing/brailing letters of the alphabet for communication.

Key Inquiry Question.

The teacher could ask the following question:

What do we use to write/braille?

Suggested Learning Resources

The following resources could be used:

- Digital devices such as tablets for the learners to practice writing.
- Modelling materials for the learners to form letters
- Charts for learners to read and copy words.
- Braille note taker and brailers for the learners with visual difficulties to write.

Suggested learning experiences

For the learner to achieve the learning outcomes, they could be guided to:

- use visual/tactile charts and brailled materials to identify print/braille letters of the alphabet. This will enhance self-efficacy.
- match letters/ braille alphabets using visual/ charts and digital devices.

This will further enhance self-efficacy.

- model and make letter cut-outs using different approaches in respect of the learner’s abilities. This will enhance creativity and imagination as well as self-esteem.
- use digital devices such as computers, tablets or cell phones to engage in drag and drop games to match print letters and braille letters. Talking computers may be used to guide the learner through the games. This will help to develop digital literacy and responsibility as learners use and take care of the materials.
- write print or braille letters using relevant materials respective to the learner’s abilities. This will enhance self-efficacy.
- Write/braille patterns of letters. This activity can be infused into other learning areas. Parents/ caregivers may be encouraged to provide opportunities for the learners to write in different settings at home for parental engagement and empowerment.

Suggested modes of assessment

The teacher may ask simple questions that elicit responses from learners on letter recognition using appropriate modes of communication. The teacher to develop an observation checklist with the skill areas that the learners are expected to master and indicate the levels of achievement of each learner as outlined in the assessment rubric below.

Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Learner can identify and write letters of or braille and further write simple names and words the alphabet in print	Learner can identify and write letters of the alphabet in print or braille.	Learner can identify and write letters of the alphabet in print or braille with prompts.	Learner has significant difficulties identifying or writing letters of the alphabet.



Sub strand: 4.2 Writing /brailing simple words and sentences.

Introduction

Having learnt to write/ braille letters and syllables learners will be introduced to writing of words and sentences for communication in this sub-strand. This is important for them to gain skills in written communication as well as making records.

Specific Learning outcomes

By the end of the sub-strand, the learner should be able to:

- a) Write or braille own names, names of objects and places in the immediate environment.
- b) write/or braille simple sentences about self for communication;
- c) Appreciate writing/ brailing simple words and sentences for day to day interaction.

Key Inquiry Question

The teacher could ask the following question:

Why should we learn to write words and sentences?

Suggested Learning Resources

The following resources could be used:

- Charts and flash cards for learners to read and spell words to be written
- Realia and models for the learners to match to words to be written
- Brailers for the learners with visual difficulties to write with.
- Writing materials respective to learners abilities
- Digital devices such as tablets for the learners to practice writing words and sentences.

Suggested Learning Experiences

For the learners to achieve the learning outcomes they could be guided to:

- Use charts and flash cards for the learners to identify letters that form their names, names of objects and places in the immediate environment. This will develop their self-efficacy.
- Say simple sentences about themselves, objects and places within their immediate environment. This will enhance communication abilities.

- Write /braille simple sentences about themselves such as: My name is John Kibera. I am twelve years old; describing objects such as: This is a ball. This is our classroom. This will enhance self- efficacy and self-esteem.
- Write own names, names of objects and places then write simple sentences on digital devices such as tablets, smart phones or personal computers. This will help develop skills in digital literacy.
- Write/ braille words and sentences during out of class activities such as during play. Parents to be encouraged to seek or facilitate opportunities for the learners to practice writing/braille. This will provide a chance for them to participate in community activities.

Suggested modes of assessment

The teacher may ask simple questions that elicit responses about how to write/braille using appropriate modes of communication. The teacher to develop an observation checklist with the skill areas that the learners are expected to master and indicate the levels of achievement of each learner as outlined in the assessment rubric below.

Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Learner writes/signs/brailles simple words and sentences about self, objects and places. Additionally, the learner can write a short paragraph.	Learner writes/signs/ brailles simple words and sentences about self, objects and places.	Learner writes/signs/ brailles simple words and sentences about self, objects and places with prompts.	Learner has significant difficulties in writing/signing/ brailing simple words or sentences.



Sub Strand: 4.3 Names of significant others: (Family, teachers, friends)

Introduction

The ability to write names of significant others is essential for the learner as it facilitates a skill for safety since they are able to provide names of persons to whom reference can be made in times of need. On the other hand the learner will be able to make a record of these significant persons for independent living skills.

Specific Learning Outcomes

By the end of the sub-strand, the learner should be able to:

- a) Identify names of friends, family members, teachers and friends for communication;
- b) write/braille names of friends, family members, teachers and friends for identification;
- c) Appreciate writing/ braille names of family members, teachers and friends for identification.

Suggested learning resources

The following resources could be used:

- Writing and braille materials for use in writing/braille.
- Digital devices such as tablets for the learners to practise writing and cameras to take own photos and those of significant others to write about.

Suggested Learning Experiences

For the learners to achieve the learning outcomes they could be guided to:

- State names of significant people they regularly interact with in the contexts of the family, teachers and friends. This will enhance communication and the sense of collaboration. It will further enhance self-awareness
- sing simple topical songs on family, teachers and friends which involve naming significant individuals. This will enhance creativity and imagination and thus link to psychomotor and creative activities.
- Identify pictures of significant persons from their families, teachers and

friends. This will enhance self-efficacy.

- Write/braille or sign names of significant others respective of family members, teachers and friends. This will further strengthen their self-efficacy.

Suggested modes of assessment.

The teacher may ask simple questions that elicit responses about naming significant others and get the learners to write the names. The teacher to develop an observation checklist with the skill areas that the learners are expected to master and indicate the levels of achievement of each learner as outlined in the assessment rubric below.

Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Learner is able to identify and write/braille names of significant others in different Settings.	Learner is able to identify, write/braille names of significant others.	Learner is able to identify, write/braille names of significant others with prompts.	Learner has significant difficulties in writing/brailing names of significant others.

Sub strand: 4.4 Functional words

Having learnt to read functional words in strand 3 the learner is introduced to writing the words in this sub strand. This will further enhance mastery as well as facilitate an important safety and independent living skill.

Specific Learning Outcomes

By the end of the sub-strand, the learner should be able to:

- a) recognize given functional words through sight/haptic modality for day



- to day living;
- b) write/ spell the functional words to enhance recognition;
 - c) appreciate writing the functional words for day to day communication.

Suggested learning Resources

The following resources could be used:

- Digital devices such as tablets for the learners to write and keep record of functional words,
- Writing boards for the learners to practice writing functional words
- Flash cards for learners to read and copy functional words.

Suggested learning Experiences

For the learners to achieve the learning outcomes they could be guided to:

- identify letters forming functional words and sound out syllables in reading from flash cards. This will form the foundation of reading for communication.
- practise writing /braille/signing letters that form the functional words on writing boards and paper. This will enhance their self-efficacy and esteem.
- practise writing/ braille of functional words on Digital devices such as tablets, computers, cell phones and braille note takers. This will enhance digital literacy as the learners manipulate the devices.
- write/braille /sign functional words in ‘out of class’ settings and at home for communication. This will facilitate the foundation for participation in community service activities.

Suggested modes of Assessment.

The teacher may ask simple questions that elicit responses about functional words and get the learners to spell and write the words. The teacher to develop an observation checklist with the skill areas that the learners are expected to master and indicate the levels of achievement of each learner as outlined in the assessment rubric below.

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Learner is able to spell and write/braille functional words and further assist others.	Learner is able to spell and write functional words without assistance.	Learner is able to write functional words with prompts.	Learner has significant difficulties writing words.

Strand 5 Basic ICT Skills

Introduction:

The aim of this strand is to guide learners in practising basic ICT skills. Learners will typically develop basic skills on which to build future digital literacy and expertise. Learners are expected to develop skills and knowledge such as understanding parts of digital devices as well as using various digital devices to communicate. Additionally, learners will be able to apply basic skills in safe use and care of digital devices.

Sub strand 5.1 Parts of digital devices

This sub strand introduces learners to basic parts of digital devices. Learners will be able to identify the names, distinguish features, and identify various parts of digital devices.

Specific Learning Outcomes

By the end of the sub-strand, the learner should be able to:

- a) identify basic parts of digital devices;
- b) operate basic parts of the digital devices;
- c) appreciate operating a digital device

Key Inquiry Question

The teacher could ask the following questions

- How do you switch on/off a cell-phone?
- How can we use digital core word and theme boards to communicate?



Suggested learning resources

The following resources could be used:

Tablets, iPads, laptops, Digital Camera, Mobile phones, a Public address system for learners to identify basic parts and carry out basic operations such as switching off/on.

Suggested Learning Experiences

For the learners to achieve the learning outcomes they could be guided to:

- identify the following basic parts of a digital device in computers, tablets and cell-phones:
 - powering button
 - Audio ports
 - Screen/monitor
 - Keyboard

This will enhance interest in digital literacy and enhance self-efficacy.

- turn on and off a digital device using prompts and verbal or nonverbal instructions. This will further enhance self-efficacy.
- connect basic input/output components in various digital devices through demonstration in pairs or groups.

These components may include power cables, external disks, headphones, video cables. This will help develop basic digital literacy.

- navigate digital devices such as tablets and cell phones through connecting, swiping or tapping.
- practice connecting, swiping or tapping in pairs. This will develop self-efficacy as well as communication and collaboration. Self-esteem will be enhanced as learners gain confidence in navigating digital devices.

Suggested modes of assessment

The teacher may ask simple questions that elicit responses on identifying and manipulating common parts of a digital device. An observation checklist with the knowledge, skills, attitudes that the learners are expected to acquire may be developed and levels of achievement should be indicated as outlined in the assessment rubric below.



Assessment Rubric

Exceeding Expectations	Meeting expectation	Approaching expectation	Below Expectations
Learner is able to identify basic parts of digital devices as well as operate and connect various components	Learner is able to identify basic parts of a digital device and operate a digital device.	Learner is able to identify basic parts of digital devices and operate a digital device with prompts.	Learner has significant difficulties in identifying or operating basic parts of a digital devices.

Sub Strand 5.2 Using digital devices

This sub-strand introduces learners to uses of different parts of digital devices. Learners will be able to identify different parts of digital devices and their functions. Additionally, learners will develop an understanding of various functions of input and output devices.

Suggested Learning Outcomes

By the end of the sub-strand, the learner should be able to:

- a) identify features of various digital devices used in ICT;
- b) use input and out- put features of digital devices for skill development;
- c) play computer games for learning and enjoyment;
- d) draw and paint simple diagrams using the drawing window of digital devices.
- e) take photographs using digital devices for learning and leisure;
- f) appreciate the importance of digital devices in learning.

Key Inquiry Questions

The teacher could ask the following Questions:

1. How can you draw a picture or shapes using a digital device?
2. How can you take a photograph?

Suggested learning resources

The following resources could be used:

Tablets, iPads, laptops, Digital Cameras and Mobile phones for learners to identify parts and features as well as manipulate them.

Suggested Learning Experiences

For the learners to achieve the learning outcomes, they could be guided to:

- identify features of specific digital devices such as tablets, I pads, laptops, desk top computers, digital cameras and mobile phones. This will help to develop interest in digital literacy as well as self-efficacy. Communication and collaboration will be enhanced as learners describe the features.
- practice turning on and off various digital devices. This will further enhance self-efficacy.
- practice using a key board to type letter patterns on a computer to be displayed on the monitor to further develop competency in digital literacy and build self confidence in manipulating the devices.
- In pairs, engage in playing computer games. The teacher to guide and demonstrate wherever necessary. This will help improve communication and collaboration.
- practice drawing and painting using Ipads or tablets installed with relevant applications. This will enhance self-confidence and self-esteem.
- use digital cameras, cell phones or tablets to take photos of people, animals, buildings and plants in pairs. The teacher will demonstrate and give direction to facilitate development of photo taking skills. This activity will further enhance self-esteem and self-efficacy.

Suggested modes of assessment

The teacher may ask simple questions that elicit responses about using digital devices and manipulating them. An observation checklist with the knowledge, skills, attitudes



that the learners are expected to acquire may be developed and levels of achievement should be indicated as outlined in the assessment rubric below.

Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Learner is able to identify features of various digital devices, use input and out-put features, play computer games, draw and paint simple diagrams using the drawing window and take photographs independently	Learner is able to identify features of various digital devices, use input and out- put features, play computer games, draw and paint simple diagrams using the drawing window and take photographs.	Learner is able to identify features of various digital devices, use input and out- put features, play computer games, draw and paint simple diagrams using the drawing window and take photographs with assistance	Learner has significant difficulties in identifying features of various digital devices, use input and out-put features.

5.3 Using digital devices

- keying in
- storing
- retrieving

This sub-strand equips the learner with the knowledge and skills to key in, store and retrieve information on a digital device. Learners will be able to identify various distinguishing features of input, output and storage devices. Additionally, learners will develop skills to key in, store and retrieve information on a digital device to communicate.

Specific Learning Outcomes

By the end of the sub-strand, the learner should be able to:

- a) identify features of a keyboard for digital device operation;
- b) type letters of the alphabet, words and sentences for digital literacy;
- c) save information typed as a word document on the digital device;
- d) retrieve the saved information for reference;
- e) appreciate the importance of using digital devices for learning.

Key Inquiry Question

The teacher may ask the following question:

How do we write using a digital device?

Suggested Learning Resources

The following resources could be used:

Tablets, I pads, lap tops, digital cameras and mobile Phones for the learners to manipulate.

Suggested Learning Experiences

For the learners to achieve the learning outcomes, they could be guided to:

- orient to the parts/features of the computer device that are used for keying in, storing/saving, and retrieving information/data. This will arouse motivation for digital literacy.
- identify letters keys, numeral keys, space bar and basic navigational keys such as arrow keys. This will help improve self-efficacy as the learners navigate the devices with confidence.
- open a blank word page on to the screen.
- type letters, words and simple sentences learnt in Strand 4 through demonstration. Learners will gain basic skills in digital literacy as they acquire the skills of typing.
- save the information typed using the key pad and /or the saving short cuts. This will further enhance self-efficacy in digital literacy.
- follow the process of retrieving a word document to access information. This will lay a foundation for learning to learn through computer knowledge.
- make visits to computer labs to familiarize with computers in different settings. This will enhance learner's awareness of the use of digital skills in the community. Skills in typing, saving and retrieval of information can be further infused in all other learning areas.



Suggested modes of assessment

The teacher may ask simple questions that elicit responses on computer knowledge and skills about keying in, saving and retrieving information from word application documents. An observation checklist with the knowledge, skills, attitudes that the learners are expected to acquire may be developed and levels of achievement should be indicated as outlined in the assessment rubric below.

Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Learner is able to identify features of a key board, type letters, words and sentences as well as save and retrieve typed information. In addition, the Learner is able to create a folder.	Learner is able to identify features of a key board, type letters, words and sentences as well as save and retrieve typed information.	Learner is able to identify features of a key board, type letters, words and sentences as well as save and retrieve typed information with prompts.	Learner has difficulties identify features of a key board or type letters.

Sub Strand 5.4 Safety and Care for digital devices

This sub strand aims to equip the learners with the knowledge to apply basic skills in the safe use, care and storage of digital devices. This area focuses on building the learners ability to handle digital devices with care.

Specific Learning Outcomes.

By the end of the sub-strand, the learner should be able to:

- identify appropriate storage facilities for digital devices for safety;
- handle digital devices with care for their safety and longevity;
- keep the devices covered to safeguard them from dust or harmful substances for durability;

- d) appreciate the importance of caring for digital devices for safety and longevity.

Key Inquiry Question

1. How can you keep digital devices safe?

Suggested learning resources:

The following resources could be used:

Tablets, iPads, laptops, Digital Camera, Mobile phones for the learners to practice safe manipulation and care.

Suggested Learning Experiences

For the learners to achieve the learning outcomes they could be guided to:

- discuss about the importance of keeping digital devices safe. This will enhance communication and collaboration and further enhance citizenship as they appreciate care for resources.
- identify where the devices are stored such as in cabinets, special bags and boxes. Teacher to explain the features of such storage facilities such as soft inner linings of laptop bags. Learners to tell why the features are necessary.
- safely handle a digital device including how they carry them around and how they exercise safe operation of the devices. This will enhance responsibility and citizenship in the sense of care for resources.
- identify substances that may be harmful to digital devices. Teacher to avail an assortment of such substances for the learners to see or sense using relevant sensation channels.
- work in pairs in maintaining safety and care of the digital devices and their storage. Teacher may assign them to observe safety and care of specific devices in pairs or groups. This will enhance unity in performing tasks.



Suggested modes of assessment

The teacher may ask simple questions that elicit responses on care and safety for digital devices. An observation checklist with the knowledge, skills and attitudes that the learners are expected to acquire may be developed and levels of achievement should be indicated as outlined in the assessment rubric below.

Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Learner is able to identify where devices are stored, handle them with Care and safeguard them from harmful substances. In addition, learner guides others in careful handling of the devices.	Learner is able to identify where devices are stored, handle them with Care and safe guard them from harmful substances.	Learner is able to identify where devices are stored, handle them with Care and safe guard them from harmful substances with prompts.	Learner has significant difficulties in identifying where devices are stored or handle them with care.

Sub-strand 5.5

Digital core word and theme boards in Augmentative and Alternative Communication (AAC)

This sub-strand introduces the learner to use of digital devices for Augmentative and Alternative communication. The learning experiences presented in Strand 2 could be put into consideration as prerequisite to it.

Specific Learning Out comes

By the end of the sub- strand, the learner should be able to:

- identify digital core- word and themeboards for communication;
- use digital core-word boards along with theme boards to communicate;
- appreciate the use of digital core word and theme boards for communication.

Key Inquiry Question

The teacher may ask the following question:

How can we use digital core word and theme boards to communicate?

Suggested Learning Resources

The following resources could be used:

Tablets, iPads, laptops with core word and Theme boards for the learners to manipulate and use in communication.

Digital Cameras and Mobile phones for learners to take pictures of others as they use the digital boards.

Suggested Learning Experiences

For the learners to achieve the learning outcomes they could be guided to:

- identify features of digital core-word and theme boards. These may be through tablets, I pads, or lap tops. It will enhance self-efficacy and digital literacy.
- open communication core-word and theme boards from digital devices and use them for communication in pairs and in groups. This will nurture communication and collaboration and also facilitate motivation to use digital devices. The use of communication core word boards and theme boards in digital devices could be infused in all learning areas.

Suggested modes of assessment

The teacher may ask simple questions that elicit responses on the use of digital communication Core word and theme boards. An observation checklist with the knowledge, skills and attitudes that the learners are expected to acquire may be developed and levels of achievement should be indicated as outlined in the assessment rubric below.

Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Learner is able identify and use	Learner is able identify and use	Learner is able to identify and use	Learner has significant difficulties in identifying



digital Core-word and Theme boards to communicate as well as participate in school and community events.	digital Core-word and Theme boards to communicate.	digital Core-Word and Theme boards to communicate with prompts	and using digital core-word and theme boards to communicate.
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Strand 6.0 Interpersonal Skills

Introduction

Interpersonal skills also known as people skills are the behaviours and qualities a learner uses to interact with other people appropriately. Deficits in these skills are common amongst learners at this level hence the needs to guide them accordingly

Sub-strand 6.1 Courtesy Words

Courtesy words are those words that depict good manners and are socially acceptable. Learners should be trained to use words and phrases that show politeness as they interact with peers and others. Courtesy words include words such as please, sorry and thank you.

Specific Learning Outcomes

By the end of the sub-strand the learner should be able to:

- name ways of cooperating with others in and outside the class for harmonious interactions;
- show cooperation during social interaction for harmony;
- appreciate cooperation during social interaction for harmonious living.

Key Inquiry Questions

The teacher could ask questions such as:

- Which courteous words do you use in different circumstances?
- When do we use courteous words?
- Why do we use courteous words?

Suggested Learning Resources

The following resources could be used:

Visual/Tactile charts with pictures depicting courtesy and courtesy words

Audio visual aids such as video clips with scenes depicting courteous interactions for learners to model.

Photographs of persons showing courtesy in social interaction for learners to model.

Suggested Learning Experiences

For the learner to achieve the learning experiences, they could be guided to:

- identify courteous words used in their communities. Through this activity, learners will learn to treat others with respect.
- in groups and pairs learners discuss the courteous words used in various situations. This will promote communication and collaboration skills.
- watch and listen to video clips on the use of courteous words. Through this activity, learners will enhance their digital literacy.
- could play games, role play, recite poems/pantomimes and sing/sign sing song on courtesy words. This will promote unity as they work in groups and help them appreciate activities learnt in daily living skills and in psychomotor and creative activities.
- observe/manipulate charts, pictures/photographs, flash/braille cards on courteous behaviour. This activity can help the learner use courteous words that make them acceptable to peers both in and out of class.
- practice use of courteous words both in school and in the community. The teacher should encourage parents to use courteous words with their children to enhance parental engagement and empowerment.

Suggested Modes of Assessment

The teacher could ask learners to identify and use courtesy words for different situations. An observation checklist can be developed indicating the skill areas the learner is expected to master and their achievement levels indicated. The following assessment rubric can be used



Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Learner identifies, uses and appreciate courteous words and consistently act courteously in social places	Learner identifies, uses and appreciates courteous words	Learner identifies, uses and appreciates courteous words with prompts and cues.	Learner has difficulty identifying or using courteous words.

Sub-Strand 6.2: Cooperation

Cooperation is the act of working together for harmonious interaction. Learners should be taught that life is about living together, giving and taking for a common purpose.

Specific Learning Outcomes

By the end of the sub-strand the learner should be able to:

- name ways of cooperating with others in and outside the class for harmonious interactions;
- show cooperation during social interaction for harmony;
- appreciate cooperation during social interaction for harmonious living.

Key Inquiry Question

The teacher could ask the following question:

How do you show cooperation with others?

Suggested Learning Resources

The following learning resources could be used:

- Audio visual aids such as video clips showing scenes of people working in cooperation.
- Assorted play materials for the learners to use in play activities involving cooperation in team work.

Suggested Learning Experiences

For the learners to achieve the learning outcomes they could be guided to:

- Identify ways and instances in which they can show cooperation among themselves. This activity will enhance communication and collaboration as they relate with peers sharing experiences.
- Express and discuss areas of cooperation in learning and social interactions using charts showing people working together in different set ups. Through this activity the learners are encouraged to participate in community activities at school such as cleaning and beautification of their environment
- recite poems/pantomimes, sing /sign sing songs, role play and play games on cooperation. This will enhance the values of respect, unity and peace as learners share materials, turn take and appreciate cooperation during social interaction.
- participate in group activities involving sharing of materials assignments and turn taking. This activity will promote citizenship as the virtue of cooperation is practised. Digital literacy can be enhanced as learners take video clips and photos of themselves working. Learners will also relate with the various activities carried out in daily living skills and sensory motor integration.
- watch their video clips and discuss ways and instances of cooperation depicted in them. This will enhance digital literacy and self-efficacy as they appreciate their work.

Suggested Mode of Assessment

The teacher could ask learners to identify ways and instances of cooperating with others. The learners could be given a group project and the teacher could create an observation checklist indicating the skill areas the learner is expected to master and their achievement levels indicated as outlined in the assessment rubric.

Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Learner is able to name ways of	Learner is able to name ways of	Learner is able to name ways	Learner has difficulties in



cooperating with others in and outside the class and show cooperation during social interaction and participate in communal work.	cooperating with others in and outside the class and show cooperation during social interaction.	of cooperating with others in and outside the class and show cooperation during social interaction with assistance.	naming ways of cooperating with others.
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Sub-strand 6.3: Responsibility

Responsibility is an obligation to duty in performing or completing an assigned or own created task. Learners are encouraged to be responsible for their personal wellbeing and social harmony.

Specific Learning Outcomes

By the end of the sub- strand the learner should be able to:

- a) identify responsible behaviours for harmonious living;
- b) behave responsibly for personal wellbeing;
- c) appreciate the importance of behaving responsibly for social harmony.

Key Inquiry Questions

The teacher could ask the following question:

1. How do you behave responsibly?
2. Why do we need to behave responsibly?

Suggested Learning Resources

The following resources could be used:

- Audio visual materials such as video clips for the learners to view scenes of people demonstrating responsibility.

- Tactile materials for learners with visual difficulties to demonstrate responsibility in handling. Realia such as fragile objects for learner to demonstrate responsible handling.

Suggested Learning Experiences

For the learners to achieve the learning outcomes they could be guided to:

- In pairs or groups, discuss ways of taking care of self or others while in school or in their communities. Through this activity the learner will acquire communication and collaboration skills as well as responsibility.
- Sing/ sign sing songs, recite poems/pantomimes on responsibilities. This will link to Activities of Daily living skills and Psychomotor and Creative activities.
- watch and/listen to /video clips on responsible behaviour. This will promote values such as patriotism, respect and unity as they internalize the message on responsible behaviour from the video clips.
- participate in activities involving responsible behaviour such as maintaining cleanliness in their immediate environment and taking care of self or others. The learners can be encouraged to take video clips of themselves thus enhancing digital literacy and learning to learn as they promote health education both at school and in their communities.

Suggested Modes of Assessment

The teacher could ask learners to identify responsible behaviours. An observation checklist could be developed indicating the skill areas the learner is expected to master and their achievement levels indicated as outlined in the assessment rubric.

Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Learners is able to identify responsible behaviours and behave responsibly in varied contexts.	Learners is able to identify responsible behaviours and behave responsibly.	Learners is able to identify responsible behaviours and behave responsibly with prompts.	Learner has difficulties identifying responsible behaviours and behaving responsibly.



Sub-Strand 6.4 Respect

Respect is due regard for the feelings, wishes, or rights of others. Learners need to show respect to others for harmonious living.

Specific Learning Outcomes

By the end of the sub-strand, the learner should be able to:

- a) identify ways of showing respect for harmonious living;
- b) show respect for interpersonal relationship;
- c) desire to respect others for harmonious social interaction.

Key Inquiry Questions

The teacher could ask the following questions:

1. How do you show respect to others?
2. What do you do when you meet elders?

Suggested Learning Resources

The following resources could be used:

Audio visual devices such as video clips for showing scenes where respect is depicted.

Suggested Learning Experiences

For the learners to achieve the learning outcomes they could be guided to:

- in groups name ways of showing respect to peers. This activity will bring out the value of respect as they take turns and unity as they work in pairs. Communication and collaboration skills will also be acquired as they engage in conversation.
- tell moral stories that depict respect. Through this activity learners will develop self-efficacy and self-esteem. The learners could also take video clips on peers telling their stories which will enhance digital literacy
- identify ways of showing respect to elders. Through this activity, learners will learn to learn as they practice ways of showing respect to their elders both at school and home.

- watch and/ listen to video clips depicting scenes on ways of showing respect. This activity will enhance respect in different set ups.
- role play and sing/ sign sing songs about ways of showing respect. This skill can be used while participating in clubs and societies both in school and society. Additionally, this activity can be linked to activities learnt in Daily Living Skills and Religious Activities.

Suggested Modes of Assessment

The teacher could ask learners to identify behaviours that show respect. An observation checklist could be developed indicating the skill areas the learner is expected to master and their achievement levels indicated as outlined in the assessment rubric.

Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Learner is able to identify ways of showing respect; show respect to others as well as exhibit respectful behaviour in varied contexts	Learner is able to identify ways of showing respect and show respect to others.	Learner is able to identify ways of showing respect and show respect to others with prompts and cues.	Learner has difficulties identifying way of showing respect.

Sub-Strand 6.5 Conversation

A conversation is a talk/chat/dialogue, between two or more people, in which ideas are exchanged. Learners need to learn the art of conversation for harmonious social interactions.



Specific Learning Outcomes

By the end of the sub- strand the learner should be able to:

- a) identify elements of conversation for effective communication;
- b) converse effectively for social interaction;
- c) appreciate the need for conversation for learning and social interaction.

Key Inquiry Question

The teacher may ask the following question;

1. How do we talk to one another?
2. Why should we take turns when talking?

Suggested Learning Resources

The following learning resources could be used:

Audio-visual aids such as video clips depicting people engaged in conversation.

Suggested Learning Experiences

For the learners to achieve the learning outcomes they could be guided to:

- Through use of charts and pictures learners could be guided to mention elements of conversation. This will enhance communication and collaboration as well as respect for others as they observe appropriate conversation skills.
- Listen to conversations on video clips or radios. This activity will promote effective communication as learners model conversation skills.
- respond to stimuli from various sensory input through use of video clips and charts showing people in conversation. This activity will link with activities in Daily Living Skills as they learn to relate to others through effective communication.
- observe elements of conversation such as asking, giving information, gestures, cues or tactile and manual signs. This will promote self-efficacy as learners master different conversation elements.

- practice conversation in pairs or groups while observing elements of conversation such as listening and responding, prompts, cues, facial expressions, appropriate gestures, tactual and manual signs. Through this activity, communication and collaboration skills will be enhanced.
- watch and/ listen to /tactual and manual signing on video clips depicting conversations. This will enhance digital literacy.
- use elements of effective conversation with others both at school and in communities. This will promote social cohesion.

Suggested Modes of Assessment

The teacher could ask learners to identify elements of conversation and converse effectively. An observation checklist could be developed indicating the skill areas the learner is expected to master and their achievement levels indicated as outlined in the following assessment rubric.



Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Learner is able to identify elements of conversation, converse effectively and demonstrate appropriate conversation skills consistently in varied contexts	Learner is able to identify elements of conversation and converse effectively	Learner is able to identify elements of conversation and converse with prompts.	Learner has difficulties in identifying elements of conversation.

Sub-Strand 6.6: Establishing and Maintaining Relationships

Establishing and maintaining relationship is an interpersonal skill which encourages positive relationships among learners for harmonious co-existence. Learners need to be taught ways of forming and retaining relationships for effective social interactions.

Specific Learning Outcomes

By the end of the sub- strand, the learner should be able to:

- a) identify ways of establishing and maintaining relationship for harmonious co-existence;
- b) relate appropriately with each other for harmonious coexistence;
- c) appreciate the need to establish and maintain relationship for healthy social interaction.

Key Inquiry Questions

1. How do you establish relationships?
2. Why do you establish relationships?
3. How do you maintain relationships?

Suggested Learning Resources

The following resources could be used:

Audio visual devices such as video clips for the learners to view scenes depicting people in good or bad relationships.

Suggested Learning Experiences

For the learners to achieve the learning outcomes they could be guided to:

- In pairs or groups, discuss ways of establishing relationships with each other. Through this activity, learners develop communication and collaboration skills as each learner shares own experiences.
- discuss in pairs or groups, ways of maintaining relationships with each other. This may lead to self-efficacy and learning to learn as they establish and maintain relationships.
- play games, tell stories about establishing and maintaining relationship.
- Through this activity respect will be nurtured as learners' value each other in their relationships both at school and in the community.
- talk about benefits of establishing and maintaining relationship. This will lead to learning to learn as they embrace the benefits of establishing and maintaining relationships for a rich social cohesion. This activity can link with Daily Living Activities and Religious Activities as they appreciate the benefits of good relationship.
- watch and/ listen to video clips and manipulate tactile pictures and charts depicting good and bad relationships. This will promote digital literacy.
- role play or dramatize ways of establishing and maintaining relationships. This will enhance the learner's self- esteem and promote use of the same skills to participate in clubs and societies.

Suggested Modes of Assessment

The teacher could ask learners to identify ways of establishing and maintaining relationships. An observation checklist could be developed indicating the skill areas the learner is expected to master and their achievement levels indicated as outlined in the assessment rubric.



Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
The learner is able to identify ways of establishing and maintaining relationships and relate appropriately with others.	The learner is able to identify ways of establishing and maintaining relationship and relate appropriately with others.	The learner is able to identify ways of establishing and maintaining relationship and relate appropriately with other intermittently.	Learner has difficulty identifying ways of establishing and maintaining relationships.

Sub-strand 6.7 Forgiveness and Reconciliation

Forgiveness and reconciliation is the ability of an individual to let go of feelings towards a person who has aggrieved them. It is an important emotional skill for conflict resolution as it promotes reconciliation for the restoration and maintenance of friendly relationships.

Specific Learning Outcomes

By the end of the sub- strand the learner should be able to:

- a) identify ways of expressing forgiveness and reconciliation for harmonious coexistence;
- b) demonstrate forgiveness and reconciliation with each other in time of need for harmonious coexistence;
- c) appreciate forgiveness and reconciliation for harmonious living.

Key Inquiry Question

1. When do you forgive and reconcile with each other?
2. Why should you forgive other people for mistakes against you?
3. How do you forgive and reconcile with each other?

Suggested Learning Resources

The following resources could be used:

- Resource persons to talk to the learners about forgiveness and reconciliation.
- Relevant religious books such as the Bible or Koran as sources of narratives on forgiveness.
- Gifts and tokens to be exchanged by learners in demonstrating forgiveness and reconciliation
- Letters, cards to be exchanged when expressing forgiveness for each other
- Tactile cards to be used by learners with visual difficulties

Suggested Learning Experiences

For the learners to achieve the learning outcomes they could be guided to:

- in pairs or groups name instances when forgiveness and reconciliation is required. This will enhance communication and collaboration.
- discuss in pairs or groups, ways of forgiveness and reconciliation using gifts, tokens, letters and cards for aggrieved friends. Through this activity, learners will understand the need for peace for harmonious co-existence.
- play games on ways of forgiveness and reconciliation. This activity will link with Daily Living and Religious Activities that focus on social skills.
- tell stories on ways of forgiveness and reconciliation using a resource person who can bring religious views on forgiveness and reconciliation in the holy books. This will enhance social cohesion in the community.
- talk about benefits of ways of forgiveness and reconciliation. This will lead to peace for harmonious co-existence among the learners in the school and the community hence the competence of citizenship.
- watch and/listen to/ video clips about ways of forgiveness and reconciliation. This will enhance digital literacy.
- exchange tactile cards to demonstrate reconciliation and friendship.
- role play or dramatize ways of forgiveness and reconciliation. This will



enhance skills that can be used in clubs and societies to communicate the need for forgiveness and reconciliation in society thus promote sensitivity to social cohesion.

Suggested Modes of Assessment

The teacher could ask learners to identify ways of expressing forgiveness and reconciliation. An observation checklist could be developed indicating the skill areas the learner is expected to master and their achievement levels indicated as outlined in the assessment rubric.

Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Learner is able to identify ways of expressing forgiveness and reconciliation as well as demonstrate forgiveness and reconciliation with others in time of need.	Learner is able to identify ways of expressing forgiveness and reconciliation as well as demonstrate forgiveness and reconciliation with others in time of need.	Learner is able to identify ways of expressing forgiveness and reconciliation as well as demonstrate forgiveness and reconciliation with others in time of need with prompts.	Learner has difficulties identifying ways of expressing forgiveness and reconciliation

Strand 7.0 Intrapersonal Skills

Intrapersonal skills are potentials inherent in an individual that enable him/her to cope with personal emotions and feelings in respect of everyday life challenges. Intrapersonal skills enable an individual to work through real world situations as they affect him or her. Learners at this level may have pressing challenges inherent from their disabilities and thus require the skills to cope and live an emotionally healthy life.

Sub-strand 7.1: Empathy

Empathy is the ability to understand or feel what another person is experiencing (putting oneself in another's shoes)

The end of the sub-strand, the learner should be able to:

- a) identify situations that require empathy for appropriate action;
- b) express empathy to others for harmonious co-existence;
- c) appreciate the need to express empathy in different contexts for harmonious coexistence

Key Inquiry Question

The teacher may ask the following question:

1. What are some of the things you can do to show feelings for others?



Suggested Learning Resources

The following resources could be used:

- Digital content such as videos clips that depict scenes with people requiring empathy.
- Visual/Tactile charts with pictures depicting scenes of people who need empathy for the learners to view or manipulate.

Suggested Learning Experiences

For the learners to achieve the learning outcomes they could be guided to:

- identify situations requiring empathy using charts and pictures depicting people in need of empathy. Manipulate tactile charts with pictures depicting people who need empathy. Through these activities, the learner will acquire the skill of self-efficacy as they gain skills in understanding the feelings of others.
- watch and/listen to videos depicting situations that require empathy. Through this activity the learners will acquire digital literacy as they manipulate digital devices such as videos.
- role play episodes depicting empathy of different situations. They could take video clips and photographs of themselves as they role play. These activities will enhance digital literacy and will link to Daily Living Skills and Sensory Motor Integration activities.
- express empathy appropriately in different contexts. They could be encouraged to express empathy at home and in the community. This will also nurture the virtue of love and responsibility.

Suggested Modes of Assessment

The teacher could ask learners to identify situations that require empathy and express empathy to others. An observation checklist could be developed indicating the skill areas the learner is expected to master and their achievement levels indicated as outlined in the assessment rubric.

Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Learner is able to identify situations that require empathy and express empathy to others as well as express empathy in different situations at home and in the community.	Learner is able to identify situations that require empathy and express empathy to others.	Learner is able to identify situations that require empathy and express empathy to others. with prompts	Learner has difficulties in identifying situations that require empathy and express empathy to others.

Sub-strand 7.2: Making Choices

Making choices is the skill of picking or deciding between two or more possibilities. Learners need to be helped to make right choices in their everyday life.

Specific Learning Outcomes

By the end of the sub-strand, the learner should be able to:

- a) identify situations which require making choices in everyday life;
- b) make right choices from different options to enhance independence;
- c) appreciate the choices made in different contexts for independent living.

Key inquiry Question

The teacher could ask the following question:

1. What qualities would you look for in a friend?

Suggested Learning Experiences

For the learners to achieve the Learning outcomes they could be guided to:



- identify different situations where they need to make choices such as: choosing friends, foods, clothing, leisure time activities through use of picture charts, and newspaper cuttings. This activity will enhance critical thinking and imagination as learners make right choices. It links with all other learning areas because all learning involves making choices.
- watch and/listen to a video clip depicting making choices in different contexts. Those with visual difficulties could manipulate tactile pictures charts in activities involving making choices. These activities will promote communication and collaboration skills as they discuss situations that require making choices.
- role play different situations where they need to make choices and be guided to distinguish between good and bad choices. They could make video clips and take photos as they role play. This will enhance digital literacy and self-efficacy as they share their clips with family and friends.
- make desirable choices in different contexts appropriately and learn to respect the choices of others and take responsibility of their choices. They could be encouraged to make right choices for integrity and social cohesion.

Suggested Modes of Assessment

The teacher could ask learners to identify situations that require making right choices. Peer and family assessment could also be used. An observation checklist could be developed indicating the skill areas the learner is expected to master and their achievement levels indicated as outlined in the assessment rubric.

Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Learner is able to identify situations which require making choices and make the right choices as well as take responsibility of the choices made.	Learner is able to identify situations which require making choices and make the right choices.	Learner is able to identify situations which require making choices and make choices with prompts.	Learner has difficulties in making right choices.

Sub- Strand 7.3: Leisure Time Activities

Leisure time activities refer to engagements that provide relaxation and enjoyment to an individual which are essential stop gaps after a busy schedule of learning or work activities. Leisure time activities include recreational hobbies and sports. Learners should be encouraged to choose and involve themselves in positive leisure time activities.

Specific Learning Outcomes

By the end of the sub-strand, the learner should be able to:

- a) identify various leisuretime activities to enhance social skills;
- b) participate in positive leisure activities to enhance social skills;
- c) appreciate various leisure time activities for enjoyment.

Key Inquiry Question

The teacher could ask the following question:

What do you do when you are free?

Suggested Learning Resources

The following resources could be used:

- Sports facilities and equipment for demonstrations and for the learners



to use during leisure time.

- Charts, newspapers, magazines cuttings with pictures showing leisure places and activities.
- digital devices such as audio or video music players for the learners to use.

Suggested Learning Experiences

For the learner to achieve the Learning outcomes they could be guided to:

- identify leisure time activities in which they can engage for appropriate relaxation through use of charts, newspaper/magazine cuttings and photographs. This activity will enhance effective communication as they express themselves in the discussion.
- watch and or listen/to videos of people participating in appropriate leisure activities. Through this activity the learners will appreciate digital literacy for leisure. It also links to the learning areas: Environmental Activities and Sensory Motor Activities.
- participate in different leisure time activities to enhance healthy living. This activity will nurture the virtues of respect and responsibility as they engage in turn taking during the activities. Citizenship will be developed as learners engage in social activities that promote social cohesion
- form leisure time clubs and societies to facilitate discussions and making choices of suitable activities for leisure. Through this activity learner support programmes will be promoted as they enrol and participate in various clubs and societies both at school and communities.

Suggested Modes of Assessment

The teacher could ask learners to identify and participate in various appropriate leisure time activities. An observation checklist could be developed indicating the knowledge, skills and attitudinal areas the learner is expected to master and their achievement levels indicated. The following assessment rubric can be used:

Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Learner is able to identify and participate in various appropriate leisure time activities. Additionally, the learner is able to develop a talent from leisure time activities.	Learner is able to identify and participate in various appropriate leisure time activities.	Learner is able to identify and participate in appropriate leisure time activities with prompts.	Learner has difficulties identifying leisure times activities even with prompts.

Sub-Strand 7.4: Managing Stereotypic and other inappropriate behaviours

Stereotypic and inappropriate behaviours are repetitive, behaviour patterns with no obvious goal or function. Learners should be assisted to identify these stereotypic and inappropriate behaviours for self-control and management towards acquiring appropriate behaviours.

Specific Learning Outcomes

By the end of the sub-strand, the learner should be able to:

- a) identify their stereotypic and inappropriate behaviours for self-management.
- b) identify the consequences of good and bad behaviours for behaviour management
- c) manage their stereotypic and inappropriate behaviours for self-control
- d) desire to maintain appropriate behaviours all the time.

Key Inquiry Question

The teacher could ask the following questions:

1. What do you like doing most of the times?
2. How should you behave in class?



Suggested Learning Resources

The following resources could be used:

- Digital Devices to show video clips on good and bad behaviours.
- Tangible behaviour reinforces to facilitate behaviour change interventions.

Suggested learning experiences

For the learners to achieve the learning outcomes they could be guide to:

- describe their own frequent behaviours through discussion. This activity will enhance effective communication.
- identify specific inappropriate behaviours and their flipside appropriate behaviours. This will promote self-efficacy as learners distinguish between inappropriate and appropriate behaviour
- interact with audio- visual/tactile scripts on digital devices showing consequences of good and bad behaviours. The learners can video tape others as they exhibit various behaviour and discuss the materials in class. Through this activity, virtues such as respect and responsibility are enhanced. Additionally, digital literacy will be promoted as learners manipulate the digital devices.
- exhibit appropriate behaviours by being reinforced positively for appropriate behaviours and negatively for inappropriate behaviours. Citizenship will be developed as learners appreciate good behaviour for social cohesion.
- practice self-control of own behaviour in varied contexts. This will link to all learning areas as appropriate skills are learnt for social interactions both in school and in the community.

Suggested Modes of Assessment

Observation of learners behavior change could be made. The teacher could ask learners to identify stereotypic and inappropriate behaviour and the consequences and management. An observation checklist could be developed

indicating the skill areas the learner is expected to master and their achievement levels indicated. The following assessment rubric can be used:

Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Learner is able to identify Stereotypic and inappropriate behaviours and their consequences and manage them. Additionally, the learner is able to maintain appropriate behaviour all the time.	Learner is able to identify Stereotypic and inappropriate behaviours and their consequences and manage them.	Learner is able to identify Stereotypic and inappropriate behaviours and their consequences with prompts	Learner has difficulties in identifying Stereotypic and inappropriate behaviours and their consequences.





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