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**COMPETENCY BASED
CURRICULUM**

TEACHER'S HANDBOOK

FOUNDATION LEVEL

**FOR LEARNERS
WITH SPECIAL NEEDS**

LEARNING AREA

**ORIENTATION AND
MOBILITY SKILLS**



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT



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APRIL 2019

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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 Foundation Level teacher's handbook. This Handbook is based on the Competency-Based Curriculum Designs for learners with special needs at the foundation level. The handbook 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 at Foundation Level to interpret the Foundation Level Curriculum Designs, develop schemes of work and lesson plans and select suitable learning experiences. It will also guide the teacher on how to assist the learner to acquire the necessary competencies as envisaged in the curriculum reforms.

Prof. George A. O. Magoha, MBS, EBS, CBS
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- | | |
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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

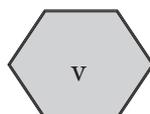
Education should instill social and adaptive skills in the learner for effective participation in the family, community, national, regional and international development.

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-fulfillment

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 instill 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 behavioral change.

Competency based learning requires a participatory approach that is learner centered, 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 endeavor 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 centered 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 foundation 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 endeavored 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 Foundation 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 Foundation level Learning Areas

1. Communication, Social and Pre-Literacy Skills
2. Activities of Daily Living Skills and Religious Education
3. Orientation and Mobility
4. Sensory Motor and Creative Activities
5. Pre-numeracy 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.

The following are the level learning outcomes for the Foundation Level;

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

1. demonstrate basic literacy and numeracy skills for learning;
2. communicate appropriately using verbal and/or non-verbal modes in varied contexts;
3. demonstrate appropriate etiquette in social relations;
4. apply basic creativity and critical thinking skills in problem solving;



5. explore the immediate environment for learning and enjoyment;
6. practice hygiene, nutrition, sanitation to promote health and wellbeing;
7. demonstrate the acquisition of emotional, physical, spiritual, aesthetic and moral development for balanced living;
8. demonstrate appreciation of the country's rich and diverse cultural heritage for harmonious co-existence;
9. apply digital literacy skills for learning and enjoyment.

2.2.4 General Learning Outcomes

General Learning Outcomes for various learning areas are derived from Level Learning Outcomes. The following are general learning outcomes for Orientation and Mobility skills:

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

- a) use parts of the body to explore and function in the environment;
- b) attain appropriate posture and balance for safe and effective movement in the environment;
- c) apply orientation skills to determine position in space and direction of movement;
- d) move safely in the environment for personal wellness;
- e) use mobility techniques, assistive and corrective devices appropriately for independent movement in the environment.

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.

Essence Statement for Orientation and Mobility

Orientation and mobility skills enable the learner to move independently and safely within the environment. The learner will be equipped with skills to use various parts of the body in

exploring the environment; use assistive and corrective devices appropriately and attain body posture.

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 written from the learners' perspective. They should be SMART i.e. Specific, Measurable, Attainable, Realistic and Time bound. They link to, and are aligned with General Learning Outcomes

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 Modeling
- 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 center 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.

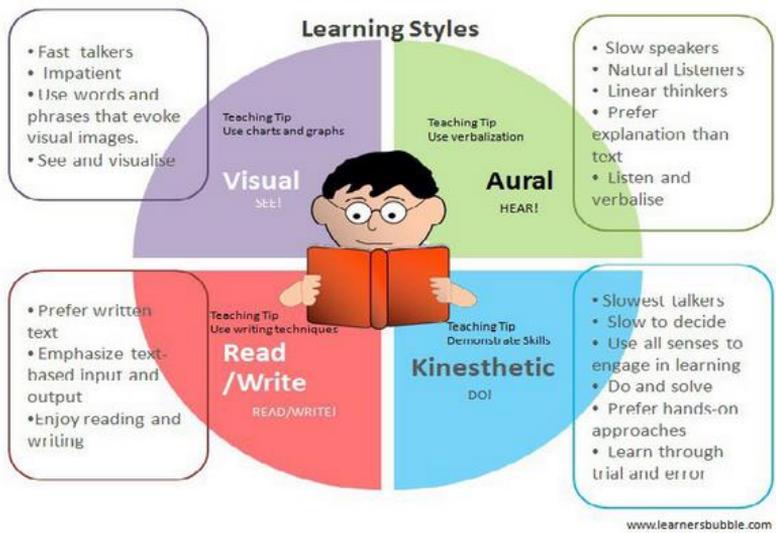
All differentiated instruction activities should equally engage and should take approximately the same amount of time. Differentiated learning allows for flexibility in creating and altering instructional plans in response to learner's specific needs. It involves expanding instructional routines and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

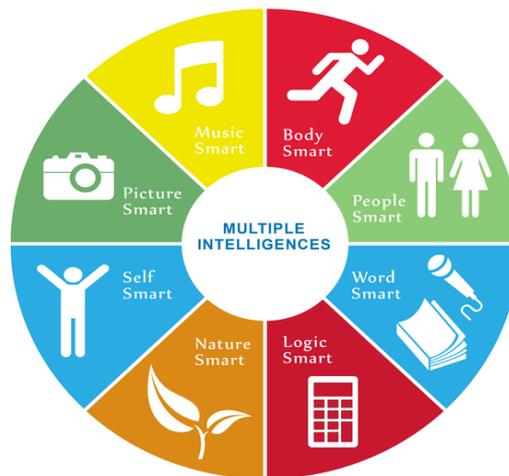
Learning Styles

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: www.learnersbubble.com

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 skillfully)
- 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.

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 centered 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 the flag in environmental activities, it could be enhanced in the learning area of movement and creative activities where learners are expected to draw and color the national flag.

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 enroll 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 liason 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, reciting poems, club activities, games and debates.

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.

National Goal of Education ↓	9. Promote individual development and self-fulfilment ↓
Level Learning Outcome ↓	Explore the immediate environment for learning and enjoyment ↓
Learning Area ↓	Orientation and mobility ↓
General Learning Outcome ↓	Use parts of the body to explore and function in the environment; ↓
Strand ↓	Use of parts of the body in orientation and mobility ↓
Sub-strand ↓	Use of the head, eyes mouth, nose and ears in orientation and mobility. ↓
Specific Learning Outcome ↓	Use the head, eyes, nose, mouth and ears to find direction. ↓
Key inquiry question ↓	What can you hear/ smell or see? ↓
Learning experiences ↓	Learners could locate different directions and places using sight, smell or auditory senses. ↓
Assessment	Use obseravation and questioning to assessment learner's ability to use the eyes, nose, mouth and ears to find direction.

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 **Progress records**

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

Communication, Social and Pre-Literacy skills

Date	Skill area assessed	Result	Remarks	Recommendations
3rd march 2019	Use of the eyes, nose, mouth and ears to find direction.	Uses smell alone to locate location in the environment	The learner has mastered how to use smell to find direction	but needs more practice in using other sensory organs such ears and eyes to find direction.

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.

3.4 Record of work 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.

4.0 LEARNING APPROACHES FOR SPECIFIC STRANDS

4.1 Strand: Body Awareness

Introduction

Body awareness is the sense that we have of our own bodies. It helps us know where the body parts are, how they move and work, and even how they feel. Body awareness develops as gross motor and fine motor development occur. Balance is also important in the development of body awareness.

4.1.1 Sub- strand: Parts of the body- head, eyes, nose, mouth and ears

Parts of the body are used to explore and interact with the environment. It is therefore important to help the learners to identify parts of their body and those of peers and appreciate their use.

Specific Learning Outcomes

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

- a) identify parts of the body (head, eyes, nose, mouth and ears) for self-awareness;
- b) locate the head, eyes, nose, mouth and ears for self-awareness;
- c) appreciate self and others.

Key Inquiry Question;

1. What parts of the body are found on the head?

Suggested Learning Experiences

For the learners to identify parts of the body, locate them and appreciate themselves and others they could:

- be guided to shake, nod and/or touch their heads;
- be guided to point and/or touch their peers' eyes, ears, nose and mouths in pairs or groups;
- point and/or touch the head, ears, eyes, nose and mouth on dolls, charts, tactile diagrams and pictures;



- be engaged in singing and dancing a familiar song as they touch the head, eyes, ears mouth and nose and emphasize on correct pronunciation of the words;
- watch and/or listen to video clips on different parts of the body (eyes, ears, mouth and nose);
- in pairs or groups, tell what they like about their eyes, ears, mouth and nose.

Core Competences to be developed

- *Self-efficacy* will be achieved as learners identify and locate parts of their body.
- *Communication and Collaboration* will be achieved as learners work together in identifying and locating parts of the body.
- *Digital Literacy* will be enhanced as learners engage in watching and listening to video clips on parts of the body.

Link to Pertinent and Contemporary Issues

- *Self-awareness* will be achieved as learners identify their body parts.
- *Safety* will be enhanced as learners take precaution when touching their peers' parts of the body.

Link to Values

- *Respect* will be promoted as learners take turns in touching, feeling and naming parts of their body and those of their peers.
- *Unity and cooperation* will be achieved as learners work together in pairs and groups identifying and locating their peers' heads, eyes, ears and nose.

Link to other Learning Areas

- *Sensory Motor and Creative Activities.*

Suggested Non- formal Activity

Engage the learners in playing games that involve different parts of the head like blindfolding, making calls using improvised telephones in school.

Suggested Learning Resources

The following resources could be used to aid identification and locating parts of the body (head, eyes, nose, mouth and ears) for self-awareness:

- human body models, dolls, charts and pictures for observation and tactile manipulation;
- plasticine and clay for modeling the head with eyes, nose ears and mouth;
- video clips with animations showing the head, eyes, nose, ears and mouth.

Suggested Modes of Assessment:

- **Observation** could be used to assess the learner’s ability to identify and locate parts of the body by giving simple verbal and non-verbal instructions like touch your eyes, ears and nose, nod your head.
- **Verbal and non-Verbal**-teacher could ask verbal and non-verbal *questions* such as, ‘How many heads, eyes, ears and nose does your friend have?’

Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectation
Learner is able to identify the head, eyes, nose, mouth and ears correctly. In addition, the learner is able to name other parts such as hair, teeth, tongue and lips.	Learner is able to identify the head, eyes, nose, mouth and ears.	Learner is able to identify the head, eyes, nose, mouth and ears with prompts.	Learner has difficulties in identifying the head, eyes, nose, mouth and ears.



4.1.2 Sub-Strand: Parts of the Body – the arms, hands and fingers

It is important for a learner to develop body awareness in order to identify various parts of the body. Arms, hands and fingers are important in movement in order to explore the environment and learn from it.

Specific Learning Outcomes

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

- a) identify the arms, hands and fingers as parts of the for mobility;
- b) locate the arms, hands and fingers for self-awareness;
- c) appreciate self and others.

Key Inquiry Questions

1. What do you use to hold items?
2. What is the importance of hands?

Suggested Learning Experiences

For the learners to identify arms, hands and fingers as parts of the body for mobility, they could:

- observe demonstrations, video clips, dolls, charts and models about human body activities.
- in pairs or groups, engage in activities involving arms, hands and fingers.
- be guided to swing arms, clap hands and snap fingers while singing and reciting simple rhymes on parts of the body such as 'If you are happy and you know.....'

Core Competences to be developed

- *Self-efficacy* will be achieved as learners become aware of their bodies parts by identification and locating them.
- *Communication and collaboration* will be enhanced as learners hold hands and work in pairs or groups as they identify and locate the arms, hands and fingers.
- *Learning to learn* will be enhanced as learners identify and locate their peers' hands in play.

- *Digital literacy* will be enhanced as learners watch and/or listen to video clips on parts of the body (the arms, hands and fingers).

Link to Pertinent and Contemporary Issues

- *Self-awareness* will be enhanced as learners identify the arms, hands and fingers.

Link to Values

- *Unity* could be developed as learners hold and swing hands, clap partner's hands and dance together.

Link to Other Learning Areas

- *Sensory Motor and Creative Activities*
- *Communication, Social and Pre-literacy*

Suggested Non-formal Activities

- Learners could identify parts of the body on dolls, pictures and models, throwing bean bags, building of towers, filling and emptying bottles, playing dice, sorting, beading and weaving.

Suggested Learning Resources

The following resources could be used to aid awareness of hands, arms and fingers as important body parts for mobility:

- Human body models, dolls, charts and pictures to identify the arms, hand and fingers through observation and tactile manipulation;
- Plasticine and clay for modeling the arms, hands and fingers;
- Blocks, beads and bottles for learners to manipulate for finger dexterity;
- Video clips to watch and/or listen on use of the arms, hands and fingers.

Suggested Modes of Assessment

- Learners could be observed as they manipulate human body models, dolls, charts and pictures to identify the arms, hands and fingers.



- Learners could also be observed as they use plasticine and/or clay to model the arms, hands and fingers.
- Oral and non-verbal questions could be used for learners to name different parts of the hand.

Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectation
Learner is able to identify arms, hands and fingers correctly. Additionally, learner is able to identify other parts of the arm such as shoulder, elbow, wrist and nails.	Learner is able to identify arms, hands and fingers.	Learner is able to identify arms, hands and fingers with prompts.	Learner has difficulties in identifying arms, hands and fingers.

4.1.3 Sub-strand: Parts of the body- legs, feet and toes

Legs, feet and toes play very essential roles in orientation and mobility. It is therefore important for learners at this level to be well aware of these parts and their use for mobility.

Specific Learning Outcomes

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

- identify the legs, feet and toes as parts of the body used in mobility;
- locate the legs, feet and toes for self-awareness;
- appreciate self and others.

Key Inquiry Question

1. How do you use your legs?

Suggested Learning Experiences

For the learners to identify legs, feet and toes as parts of the body for mobility, they could:

- be guided to observe demonstrations involving legs, feet and toes and view video clips, charts and human body models;
- name or sign parts of the body including, the legs, feet and toes;
- be engaged in activities using legs such as standing, walking, jumping, kicking the ball and rope skipping;
- be guided to sing songs and recite simple rhymes on parts of the body.

Core Competences to be developed

- *Self-efficacy* will be enhanced as learners are able to identify the feet, legs and toes and use them for mobility.
- *Communication and collaboration* will be enhanced as learners sing songs and recite simple rhymes.
- *Digital literacy* could be achieved as learners watch video clips on parts of the body (legs, feet and toes)

Link to Pertinent and Contemporary Issues

Self-awareness will be developed as learners identify their body parts (legs, feet and toes)

Link to Values

- *Respect* will be enhanced as learners appreciate their peers' parts of the body and take turns in rope skipping.
- *Unity* could be enhanced as learners skip ropes and play games in groups.



Link to other Learning Areas

- *Sensory Motor and Creative Activities*
- *Communication, social and pre-literacy skills.*

Suggested Non- formal Activities

Clubs and Societies- learners could participate in matching activities such as scouting.

Suggested Learning Resources

The following resources could be used to aid awareness of legs, feet and toes as parts of the body used in mobility.

- Models, dolls, charts and pictures to help them identify the legs, feet and toes.
- Plasticine and clay to model parts of the body (legs, feet and toes).
- Video clips to be watched for identifying parts of the body (legs, feet and toes).

Suggested Modes of Assessment

- Learners could be *observed* as they jump, walk and rope skip.
- Verbal and non-verbal *questions* could be used to elicit responses on identifying parts of the body (feet, legs and toes).

Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectation
Learner is able to identify the legs, feet and toes. In addition, the learner can identify the knees, ankles and toe nails.	Learner is able to identify the legs, feet and toes.	Learner is able to identify the legs, feet and toes with prompts	Learner has difficulties in identifying the legs, feet and toes.

4.2 Strand: Use of Parts of the Body in Orientation and Mobility Introduction

The ability to use parts of the body purposively and appropriately has far reaching implications on the individual's mastery of Orientation and Mobility skills. The learners at this level may have difficulties in using parts of the body appropriately. They need training in using parts of their bodies to locate places and directions as well as initiate body movements.

4.2.1 Sub- strand: Use of the head, eyes, mouth, nose and ears in orientation and mobility

In order to locate different places and directions, one needs to use the head, eyes, nose, mouth and ears. Learners with special needs need to recognize, use and appreciate use of the head, eyes, ears and mouth to locate places and find directions for orientation and mobility.

Specific Learning Outcomes

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

- a) recognize how the head, eyes, nose, mouth and ears are used in orientation and mobility;
- b) use the head, eyes, nose, mouth and eyes to find direction;
- c) appreciate the use of the head, eyes, nose, mouth and ears in finding direction.

Key Inquiry Questions

1. How do you use the eyes to find and locate directions?
2. How do you use the nose to locate direction?
3. How do you use the ears to locate direction?

Suggested Learning Experiences

For the learners to recognize the role of the head, eyes, nose, mouth and ears in orientation and mobility they could:

- be guided to locate different objects in the environment using the eyes, nose and ears;



- be guided to identify and locate different sources of smell;
- take a guided tour of the school environment to locate different sources of smell and sounds;
- be guided to locate different sources of sounds;
- be guided to discriminate between different sounds such as sounds from different types of bells and sounds made by different animals;
- be guided to play games in pairs and/or groups such as hide and seek;
- be engaged in discussing different sources of sound, light and smell;
- be guided to watch video clips and explain what is happening.

Core Competences to be developed

- *Self-efficacy* will be achieved as learners use parts of their bodies (head, eyes, mouth and nose) to move safely in the environment.
- *Communication and Collaboration* will be developed as learners participate in games and also while moving in pairs or groups during guided tours of the school environment.
- *Learning to learn* will be achieved as learners explore their environment using their senses of smell, sight, touch, and hearing.

Link to Pertinent and Contemporary Issues

- *Self-awareness* will be attained as learners use different parts of the body (head, eyes, ears and nose) to explore their environment.

Link to Values

- *Responsibility* will be enhanced as learners take part in clearing objects and barriers on paths during guided tour of the school.

Link to other Learning Areas

- *Sensory Motor and Creative Activities*
- *Communication Social and Pre-Literacy Skills*

Suggested Non-formal Activities

- Learners could engage in activities such as a guided tour of the school as well as participating in games, clubs and societies such as scouting.

Suggested Learning Resources

The following resources could be used to aid understanding of the role of body parts for orientation and mobility.

- Shakers, jingles and whistles to enhance auditory skills for movement.
- Torches, red tussles and objects of various colours to stimulate sight for mobility.
- Perfumes, onions, garlic, coffee and different foodstuffs to stimulate the sense of smell
- Charts, pictures and tactile diagrams to identify different parts of the body (head, eyes, mouth, ears and nose).

Suggested Modes of Assessment

Learners could:

- be asked verbal and/or non-verbal *questions* about parts of the body (head, mouth, ears, eyes and nose)
- be *observed as* they use the head, mouth, eyes, ears and nose in finding directions.

Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectation
Learner is able to use head, eyes, nose, mouth and ears in locating direction and different places. In addition, the learner uses visual, auditory olfactory cues to move to various places in the school compound.	Learner is able to use eyes, mouth, nose and ears in locating directions and different places.	Learner is able to use eyes, mouth, nose, and ears in locating direction and different places with prompts.	Learner can only locate direction using one sense channel.



4.2.2 Sub-strand: Use of the arms, hands and fingers in orientation and mobility

Arms, hands and fingers are essential parts of the body that enable orientation and movement. Learners with special needs need to be trained in their use in facilitating appropriate movement and exploration of the environment.

Specific Learning Outcomes

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

- a) identify ways in which the arms, hands and fingers are used in orientation and mobility;
- b) use the arms, hands and fingers to explore the environment;
- c) appreciate the use of the arms, hands and fingers in keeping the environment clean.

Key Inquiry Question;

1. How do you use your hands in movement?

Suggested Learning Experiences

For the learners to identify ways in which arms, hands and fingers are used in Orientation and mobility and further use them to explore the environment they could:

- be engaged in using the arms, hands and fingers to move wheel chairs, move in clutches, trail walls and hold white canes.
- be guided to balance self while moving.
- be guided to watch video clips on use of arms, hands and fingers.
- be engaged in activities such as finding their way while blindfolded.
- be engaged in activities that involve use of the arms, hands and fingers such as clapping with partner.
- be engaged in singing or signing games which involve use of the arms, hands and fingers.

- play games such as throwing and catching bean bags and balls in pairs and groups.
- take a guided tour in the environment picking objects to make the environment clean.

Core Competences to be developed

- *Self-efficacy* will be developed as learners use their hands for support and balancing during movement.
- *Communication and collaboration* will be developed as learners walk in pairs or groups in a guided tour.
- *Learning to learn* will be achieved as learners explore objects and materials in the environment using their hands.

Link to Pertinent and Contemporary Issues

- *Self-awareness and Self-esteem* will be enhanced as learners use different parts of the body to explore the environment.

Link to Values

- *Respect* will be developed as learners take turns in singing games or sign singing games.
- *Unity* will be nurtured as learners explore the environment together.

Link to other Learning Areas

- *Communication, social and pre-literacy skills*
- *Sensory motor and creative activities*

Suggested Non- formal Activities

- Learners to assist in cleaning the school environment.
- Play games involving the use of hands, arms and fingers.

Suggested Learning Resources

The following resources could be used to aid awareness of hands, fingers and arms and their use in mobility:

- Video clips, charts, tactile diagrams and models could be used for observation and manipulation;



- Clutches, wheel chairs, white canes, walkers and walking frames could be used to support the learners as they move around the environment.

Suggested Modes of Assessment

- Learners' ability to use arms, hands and fingers in movement could be *observed* through activities such as throwing and catching, picking beads, clapping as well as shaking hands in greetings.
- Verbal and non-verbal *questions* such as: 'What do you use to pick things, eat ugali or scoop food?' could be asked.

Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectation
Learner is able to use hands, arms and fingers to find direction and manipulate the immediate environment and can identify items through the sense of touch.	Learner is able to use arms, hands and fingers to find direction and manipulate the immediate environment.	Learner is able to use arms, hands and fingers to find direction and manipulate the immediate environment with prompts.	Learner has difficulties in using arms, hands and fingers to find direction and manipulate the immediate environment.

4.2.3 Sub-strand: Use of the legs, feet and toes in orientation and mobility

Legs, feet and toes are important parts in the mechanism of body movement. Learners at this level may experience difficulties in initiating and making movements involving these parts. They therefore require training to enable them acquire orientation and mobility skills involving the use of legs, feet and toes to explore and move in the environment.

Specific Learning Outcomes

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

- a) identify ways in which the legs, feet and toes are used in orientation and mobility;
- b) use the legs, feet and toes to move in the environment;
- c) appreciate the use of legs, feet and toes in orientation and mobility.

Key Inquiry Questions

1. What parts of our bodies do we use in walking?
2. How can you tell that you are walking on a smooth or rough surface?

Suggested Learning Experiences

For the learners to identify ways in which legs ,feet and toes are used in Orientation and mobility and further use them to move in the environment they could:

- be guided to explore and manipulate charts, pictures, tactile diagrams and
 - models;
 - be guided to watch and/or listen to video clips on uses of legs, feet and
 - toes;
 - be engaged in activities like skipping, walking and crawling;
 - practice using crutches, boots, calipers, white canes and sighted guides
- individually or in groups;



- be guided to step bare footed on safe and hygienic surfaces of different textures and temperatures such as sand, sponge, tiles, concrete, wood, grass and earthen floors.

Core competences to be developed

- *Self- efficacy* will be enhanced as learners explore the environment.
- *Communication and collaboration* will be enhanced as learners walk in pairs and groups.
- *Learning to learn* will be achieved as learners use the legs, feet and toes to explore different surfaces.

Link to Pertinent and Contemporary Issues

- *Self-awareness and Self-esteem* will be developed as learners use their legs, feet and toes to explore the environment.
- *Safety* will be enhanced as learners take precaution when moving about in the environment.

Link to Values

- *Responsibility* will be developed as learners observe safety precautions when moving around.
- *Unity* will be achieved as learners walk together and assist each other.
- *Love* could be enhanced as learners appreciate one another.

Link to other Learning Areas

- *Sensory Motor and Creative Activities*

Suggested Non-formal Activities

- Playing games such as skipping, jumping and matching safely.

Suggested Learning Resources

The following resources could be used to facilitate identification of ways in which legs, feet and toes are used for movement:

- Charts, pictures, tactile diagrams and models could be used for manipulation and exploration.

- Video clips could be used for the learners to model use of legs, feet and toes in movement.
- Boots, calipers, white canes, wheel chairs, clutches, walkers and walking frames could be used to aid movement.
- Ropes and balls could be used in play activities involving the use of legs, feet and toes.
- Different surfaces and temperatures could be used for the learners to experience different textures and temperatures using their legs, feet and toes.

Suggested Modes of Assessment

- Observation could be used to assess learners' ability to use their legs, feet and toes appropriately.
- Verbal and non-verbal questions could be used to elicit responses about the use of legs, feet and toes in movement.

Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectation
Learner is able to use legs, feet and toes to move independently in the environment. In addition, the learner is able to turn to different directions with ease.	Learner is able to use the legs, feet and toes in movement.	Learner is able to use the legs, feet and toes in movement with prompts.	Learner has difficulties in using the legs, feet and toes in movement.

4.2.4 Sub-strand: Use of the skin to explore the environment

The sense of touch is very important for exploring and interacting with the environment. It is therefore important to stimulate this sense for learners with sensory impairments to enable them interact and explore the environment effectively.



Specific Learning Outcomes

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

- a) identify ways in which the skin is used as the tactile sense organ;
- b) use the skin to perceive different tactile sensations;
- c) appreciate use of skin to identify tactile stimuli.

Key Inquiry Questions

1. How can you tell the difference between a soft and a hard ball?
2. How can you tell that you are under the shade or in the sun?

Suggested Learning Experiences:

For the learners to recognize ways in which the skin is used as the tactile sense organ and use it to perceive different sensations, they could:

- participate in games that involve the use of touch to identify different objects. This could be done by rolling a ball to a partner (goal ball) in blind folds;
- play with different types of soil to feel the texture;
- be guided to feel cold and warm water;
- explore different types of fruits in ripe and unripe states;
- undertake a guided tour of the school environment to identify different objects and safe surfaces through touch.

Core Competences to be developed

- *Self-efficacy* will be achieved as learners participate in activities which involve making responses to tactile stimulation.

Link to Pertinent and Contemporary Issues

- *Self-esteem* will be developed as the learners use the sense of touch to determine safe surfaces for movement in their environment.
- *Personal hygiene* could be maintained as learners wash their hands after touching different surfaces and objects.

Link to Values

- *Responsibility* will be enhanced as learners care for self and maintain a clean working area as well as remove harmful objects in the environment.
- *Unity and cooperation* will be nurtured as learners work together in pairs or groups.

Link to other Learning Areas

- Activities of daily living and religious education.

Suggested Non-formal Activities

Learners could be engaged in a guided tour of the school to feel different textures of surfaces and objects.

Suggested Learning Resources

The following resources could be used to aid understanding of ways in which the skin is used as the tactile sense organ:

- Soft and hard objects , ripe and unripe fruits, as a well as cotton wool could be used to differentiate between soft and hard objects.
- Different types of soil could be used to differentiate between different textures.
- Ice cubes and water could be used to tell the difference between cold and warm water.

Suggested Modes of Assessment

- Observation could be used to assess the learners' ability to sort and group objects of different textures.
- Verbal and non-verbal questions could be asked on how to distinguish between ripe and unripe fruits; cold and warm water.



Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectation
Learner is able to use the skin to perceive different tactile sensations and further distinguish between safe and unsafe sensations.	Learner is able to use the skin to perceive different tactile sensations.	Learner is able to use the skin to perceive different tactile sensations with support.	Learner has difficulties in using the skin to perceive different tactile sensations.

4.3 Strand: Body Posture

Introduction

Posture is the position in which one holds their body when standing, sitting, walking or lying in position. Appropriate body posture is important as it enables the individual to perform motor functions with ease and effectiveness. It also protects the muscular skeletal system from unnecessary strain, thus sustaining good physical health.

4.3.1 Sub-strand: Head Posture

Learners with sensory impairments and those with physical impairments require training to enable them maintain appropriate head posture for body balance in mobility.

Specific Learning Outcomes

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

- a) maintain appropriate head posture for body balance;
- b) appreciate the importance of appropriate head posture in mobility.

Key Inquiry Questions

1. How do you position your head while sitting?
2. How do you position your head while standing?
3. How do you position your head while walking?

Suggested Learning Experiences

For the learners to practice and appreciate maintaining appropriate body posture they could:

- be engaged in head exercises like nodding and turning head in different directions;
- participate in sit ups and balancing exercises;
- be guided in tracking objects either visually or auditorily;
- participate in playing games such as ‘flying like a bird, flying like an aeroplane’;
- take guided tour of the school while observing appropriate head posture.
- in pairs learners balance on a see saw;
- watch and/ or listen to video clips on right posture while walking or sitting and standing.

Core Competences to be developed

- *Self-efficacy* will be enhanced as learners acquire the appropriate head posture to maintain balance.
- *Communication and collaboration* will be enhanced as learners engage in play activities involving maintaining of appropriate head posture in pairs and groups.

Link to Pertinent and Contemporary Issues

- *Self-awareness and Self-esteem* will be developed as learners attain appropriate posture while walking.
- *Parental engagement* will be realised as parents assist in training learners on appropriate head posture.



Link to Values

- *Respect* could be developed as learners appreciate each other irrespective of any deformity.
- *Unity and cooperation* will be enhanced as learners participate in games in pairs or groups.

Link to other Learning Areas

- *Sensory Motor and Creative Activities*

Suggested Non- formal Activities

Learners could participate in activities such as during school assemblies and in clubs like scouts and girl guides.

Suggested Learning Resources

Special seats with head support, straps, head rests and back rests could be used to facilitate appropriate head posture.

Suggested Modes of Assessment

Observation could be used to assess learners' ability to practice and maintain appropriate head posture.

Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectation
Learner is able to maintain appropriate head posture while sitting, standing or walking. In addition the learner is able distinguish between poor and good posture in others.	Learner is able to maintain appropriate head posture.	Learner is able to maintain appropriate head posture with assistance.	Learner has difficulties in maintaining appropriate head posture.

4.3.2 Sub-strand: Standing Posture

Appropriate standing posture is important for personal wellbeing. It facilitates relaxation and easy healthy body functions such as breathing as well as balancing.

Specific Learning Outcomes

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

- a) identify appropriate standing posture to maintain body balance;
- b) attain appropriate standing posture to maintain appropriate body balance;
- c) appreciate the importance of maintaining appropriate posture.

Key Inquiry Questions

1. How do you stand during parade?
2. How do you stand when queuing for meals?
3. How do you stand when scouting?

Suggested Learning Experiences

For the learners to identify and attain appropriate standing posture they could:

- observe charts and pictures;
- manipulate tactile diagrams/models;
- participate in activities such as side rolls, sit ups and balancing on benches;
- take a guided tour of the school while walking on a straight line while observing the correct body posture;
- engage in singing games and dances which require appropriate standing posture;
- engage in games that involve turning in different directions while standing upright.



Core Competences to be developed

- *Self-efficacy* will be achieved as learners maintain appropriate standing posture to boost self-esteem.

Link to Pertinent and Contemporary Issues

- *Health Education* through physical *fitness* will be attained as learners exercise the body for appropriate standing posture
- *Digital Literacy* will be enhanced as learners watch video clips on appropriate standing posture.

Link to Values

- *Responsibility* will be achieved as learners take care of their body posture.
- *Unity and cooperation* will be achieved as learners play games together.

Link to other Learning Areas

- *Sensory motor and creative activities*

Suggested Non-Formal Activities to support learning

Learners could be engaged in activities such as; scouting and girl guiding, assembly and games.

Suggested learning Resources

The following resources could be used:

- Standing aids, calipers, parallel bars, braces, crutches, white canes to support appropriate standing;
- Standing frames to assist the learners to practice appropriate standing posture;
- Video clips for learners to watch and /or listen to activities involving Standing;
- Chart, pictures, tactile diagrams and models for learners to observe for appropriate body posture;
- Occupational therapists, teacher aides and sighted guides to assist the learner to practice the appropriate standing posture.

Suggested Mode of Assessment

Observation could be used to assess learners' ability to stand appropriately.

Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching expectations	Below Expectation
The learner is able to stand upright in appropriate posture and distinguish between poor and good standing postures in others.	Learner is able to stand upright independently.	Learner is able to stand upright with assistance.	Learner has difficulties in standing upright.

4.3.3 Sub-strand: Sitting Posture

Appropriate sitting posture is important for individual wellbeing and good health. Learners with special needs need to acquire the appropriate sitting posture which they may not attain naturally.

Specific Learning Outcomes

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

- identify the appropriate sitting position to maintain proper body posture;
- maintain appropriate sitting posture for balance;
- appreciate the importance of maintaining appropriate body posture.

Key Inquiry Question

- How do you feel when you sit with your body tilted to one side?
- How do you feel with your body bending forward?
- How do you feel when sitting upright?



Suggested Learning Experiences

For the learners to identify and attain appropriate sitting posture they could:

- observe charts and pictures;
- manipulate tactile diagrams/models;
- participate in activities such as sit ups, balancing on benches and swinging;
- take a guided tour of the school and sit on different areas observing the right sitting posture;
- engage in singing games and dances which require appropriate sitting posture such as goal ball and sitting volleyball;
- engage in games that involve turning in different directions while sitting upright;
- watch and/ or listen to video clips on appropriate sitting posture.

Core Competences to be developed

- *Communication and collaboration* will be enhanced as learners play games in pairs or groups.
- *Self-efficacy* will be enhanced as learners gain confidence in sitting appropriately

Pertinent and Contemporary Issues

- *Self-esteem* could be attained as learners maintain the appropriate sitting posture
- *Learning to Learn* could be achieved as learners practice sitting appropriately
- *Digital Literacy* could be enhanced as learners watch and / or listen to video clips on appropriate sitting posture

Link to Values

- *Responsibility* could be achieved as learners take care of their body posture.

- *Unity and Cooperation* could be achieved as learners play games together.

Link to other Learning Areas

- *Sensory Motor and Creative Activities*
- *Communication, Social and Pre Literacy Skills*

Suggested Non-formal Activities

Learners could practice appropriate sitting posture during assembly, circle time, meal times and prayer time.

Suggested Learning Resources

The following resources could be used:

- Swings, see-saws, chairs, mats, benches to practice appropriate sitting posture;
- Pictures, charts, tactile diagrams and models for observation and manipulation.

Suggested Modes of Assessment

- *Observation* could be used to assess learners' ability to sit in appropriate postures at different occasions.
- *Verbal and non-verbal questions and prompts* could be used to elicit responses on appropriate sitting posture.

Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching expectations	Below Expectation
The learner is able to sit upright and adopt appropriate posture when performing given tasks.	Learner is able to sit upright.	Learner is able to sit upright with assistance.	Learner has difficulties in sitting upright.



4.3.4 Sub-strand: Maintaining a straight line while walking (line toeing)

Maintaining a straight line in walking enables us to avoid collisions, bumping into objects as well as ensures safety. Learners at this level require training in this aspect as quite often they experience challenges.

Specific Learning Outcomes

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

- a) identify a straight line to walk on for line toeing;
- b) walk on a straight line for coordinated movement;
- c) appreciate the importance of walking straight for coordinated movement.

Key Inquiry Questions

1. Why do you bump into other people or objects when walking?
2. How can you avoid bumping into objects and other people while walking?
3. How can you avoid knocking on objects and colliding with people when walking?

Suggested Learning Experiences

For the learners to identify and walk on a straight line for coordinated movement they could:

- take a tour of the classroom using a rope or by trailing for those with deaf blindness;
- be guided to walk in a straight line using different instructional sensory inputs;
- observe clips of people walking on a straight line and others not walking on a straight line and then discuss the dangers of not walking on a straight line;
- engage in fun games which involve walking in straight lines;
- engage in wheel chair racing;
- engage in songs and dances which involve moving in a straight line;
- engage in sports activities involving running along straight lines.

Core Competences to be developed

- *Self-efficacy* will be achieved as learners attain confidence and balance while walking in a straight line.
- *Communication and collaboration* could be enhanced as learners practice walking in straight lines.
- *Digital literacy* could be acquired as learners watch and/ or listen to video clips of people walking in straight lines.

Link to Pertinent and Contemporary Issues

- *Self-esteem* will be attained as learners walk on a straight line
- *Safety* could be observed as learners avoid bumping into, colliding with, or knocking on people and objects.

Link to Values

- *Responsibility* will be acquired as learners clear the way for obstacle free walking.
- *Cooperation and unity* could be enhanced as learners carry out different activities in groups and pairs.

Link to other Learning Areas

- *Sensory motor and creative activities*
- *Communication, social and pre literacy skills*

Suggested Non-Formal Activities

Learners could play games like marching in straight lines, engage in clubs and societies such as scouting and practice following wide and brightly colored lanes in sports.

Suggested Learning Resources

The following resources could be used to help facilitate training in walking along straight lines:

- Ropes and parallel bars to mark straight lines and practice walking in straight lines;
- Video clips of people walking in straight lines shown for learners to model.



Suggested Modes of Assessment

Learners could be *observed* as they move in straight lines

Verbal and/or non-verbal *questions* and cues could be used to elicit responses from the learners.

Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectation
Learner is able to move on a straight line and engage in games activities that involve walking and running on specific lines.	Learner is able to move on a straight line.	Learner is able to move on a straight line with support.	Learner has difficulties in moving on a straight line.

4.3.5 Sub-strand: Bending-over skills in mobility

As we go about our daily activities, there are some instances when we are involved in activities which require bending and rising. It is therefore important for learners at this level to acquire appropriate skills of bending and rising for orientation and mobility.

Specific Learning Outcomes

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

- a) identify the parts of the body to protect when bending over for safety;
- b) bend over safely during movement;
- c) appreciate the importance of safe bending over during movement.

Key Inquiry Question

1. How do you pick objects from the ground?

Suggested Learning Experiences

For the learners to identify parts of the body requiring protection when bending over and practice bending and rising safely during movement they could:

- watch and/or listen to video clips involving bending and rising activities;
- model people bending;
- practice different activities which involve bending in the classroom such as sweeping, mopping their classroom and lacing their shoes;
- identify situations or activities which may require bending and rising such as collecting items on the floor;
- be guided to bend using upper body protection techniques;
- share personal experiences they have encountered while bending and rising;
- play games that require bending to avoid flying objects and rising when it is safe.

Core Competences to be developed

- *Self-efficacy* will be acquired as learners gain confidence in balancing while bending over to pick objects.
- *Communication and collaboration* will be developed as learners play games which involve bending and rising.
- *Digital Literacy* will be enhanced as learners watch and /or listen to video clips on people bending and rising appropriately.

Link to Pertinent and Contemporary Issues

- *Safety* will be enhanced as learners practice the skill of bending and rising.



Link to Values

- **Unity** will be nurtured as learners play games involving bending and rising
- **Respect will be nurtured** while observing and following the instructions from the teacher and turn taking.
- **Responsibility** will be enhanced as learners bend and rise to avoid knocking on barriers for self-safety.

Link to other Learning Areas

- **Sensory Motor and Creative Activities.**
- **Communication, Social and Pre Literacy.**

Suggested Non-Formal Activities

- Learners could play games involving bending and rising during sensory motor and creative activities and engage in tasks of clubs or societies such as planting, weeding and feeding animals.

Suggested Learning Resources

The following resources could be used to facilitate training in bending and rising for orientation and mobility:

- **Video clips** for learners to watch and/or listen to activities on bending and rising.
- **Charts, pictures, tactile diagrams and models** for learners to observe and manipulate.
- **Clay and plasticine** for learners to model people bending and rising.
- **Puppets** for learners to manipulate in bending and rising play activities.

Suggested Modes of Assessment

- **Observation** could be used to assess the learners' ability to bend and rise safely.
- **Verbal and non-oral questions, prompts and cues** could be used to elicit appropriate responses.

Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectation
Learner is able to bend over and rise safely and perform tasks involving bending and rising with remarkable agility.	Learner is able to bend over and rise safely.	Learner is able to bend over and rise with assistance.	Learner has difficulties in bending over.

4.3.6 Sub-strand: Shifting or transferring to various places

Learners at this level may have challenges in shifting or transferring from one place to another in their environment. They require training to exercise safe movement from one place to another.

Specific Learning Outcomes

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

1. identify areas of transfer in the environment;
2. transfer safely from wheel chair to other places and vice versa for access;
3. appreciate the importance of safe transfer from various places to others .

Key Inquiry Question

1. How do you shift or transfer from one place to another safely?

Suggested Learning Experiences

For the learners to acquire masterly in shifting or transfer from places/positions they could:

- be guided to discuss and identify areas of transfer or shifting;
- watch and /or listen to videos on transfer from one place/position to another;



- in pairs or groups, practice transferring from different assistive devices like wheel chairs to the ground, beds, seats, toilet seats, walking frames and clutches;
- engage learners to play games that involve transferring from assistive devices to swings, see saws, to the ground or to mats.

Core Competences to be developed

- *Learning to learn* will be achieved as learners safely practice shifting or transferring from one situation to another.
- *Communication and collaboration* will be enhanced as learners work in groups, assist each other and play games.
- *Self-efficacy* will be achieved as learners practice transfer skills in different contexts.
- *Digital Literacy* will be achieved as learners watch and/or listen to video clips involving transfer or shifting of activities.

Link to Pertinent and Contemporary Issues

- *Self-esteem* will be enhanced as learners shift or transfer from one situation like standing or lying to another independently or with support.
- *Safety* will be observed as learners take precautions as they transfer or shift from place to place.

Link to Values

- *Unity and Cooperation* will be enhanced as learners assist one another in shifting or transferring from one situation to another.

Links to other Learning Areas

- *Sensory motor and Creative Activities*
- *Communication, Social and Pre Literacy Skills*

Suggested Non-formal Activities

- Learners could shift from their mobility or supportive devices such as wheel chairs to the grass, floor, or mats as they engage in play activities.

Suggested learners Resources

The following learning resources could be used to train shifting or transfer from places/positions:

- wheel chairs, mats, grass, walking frames, clutches, toilet seats, car seats, beds, tables, desks, see saws, swings as places/positions from where to shift or transfer to and vice versa.
- teacher aides and occupational therapists to support and help train in the process of shifting or transferring.

Suggested Modes of Assessment

- *Observation* could be used to assess learners' ability to shift or transfer independently or with assistance from one situation to another.
- Verbal and non-verbal *questions*, cues and prompts could be used to elicit responses to questions about shifting and transferring.

Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectation
Learner is able to transfer from assistive devices to other places independently and further explain alternative approaches in transferring and shifting.	Learner is able to transfer from positions/ places or assistive devices to others independently.	Learner is able to transfer from positions/ places or assistive devices to others with assistance.	Learner has difficulties in transferring from positions/ places or assistive devices.



4.4 Strand: Position in Space and Direction of Movement

Introduction

The ability to establish awareness about one's position in space in relation to others and objects is referred to as spatial relations. It is very important in orientation and mobility. This is because it provides the capacity to make proper appropriations in movement towards a given direction.

4.4.1 Sub-strand: Spatial Relations

Learners at this level may experience challenges in this regard and therefore require training in order to enhance their ease of mobility and orientation as they interact with their environment.

Specific Learning Outcomes

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

- a) identify position of objects in space in relation to self for orientation;
- b) position objects in relation to self for orientation;
- c) appreciate the relationship of self and objects in space.

Key Inquiry Questions

1. Where is the teacher standing?
2. Where is the chalkboard?
3. Where is the table?

Suggested Learning Experiences

For the learners to acquire mastery of spatial relations, they could:

- be guided to pick objects from positions above, under, beside or in front of them.
- discuss the position of other learners in relation to self.

- be engaged in discussions on different positions of objects in the classroom like the board, windows, tables and doors in relation to self
- be guided to move in different directions in the classroom in pairs or groups.
- play games that involve standing, sitting, moving besides, behind, and in front of different objects in the classroom
- sing/sign songs that involve describing different positions in relation to self and others such as ‘ten green bottles standing by the wall.

Core Competences to be developed

- *Communication and collaboration* will be enhanced as learners discuss in pairs or groups about their different positions in space such as ‘in front’, ‘behind’ and ‘beside’.
- *Learning to learn* will be achieved as learners identify different positions in space in relation to self.
- *Self-efficacy* will be achieved as learners are able to identify different positions of objects in space in relation to self and also position objects in relation to self.
- *Digital Literacy* will be enhanced as learners watch and/or listen to video clips on spatial relations.

Pertinent and Contemporary Issues

- *Effective Communication* will be developed as learners describe, positions in relation to self, others and objects.

Link to Values

- *Responsibility* will be enhanced as learners appreciate and take cognizance of objects and others in the environment.

Link to other Learning Areas

- *Sensory motor and creative activities*
- *Communication, social and pre literacy skills*



Suggested Non-formal activities

- Learners play games involving positions of objects in relation to self, other people and other objects and sing/sign songs about different positions in space.
- Identify and describe different positions in space in relation to self.

Suggested Learning Resources

The following resources could be used for the learners to enhance mastery of spatial relations

- Tables, chairs, bottles, objects in the classroom, building structures and trees.

Suggested Modes of Assessment

Observe learners as they respond to verbal or non-verbal questions, prompts or cues on activities in spatial relations.

Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectation
Learner is able to identify all positions in relation to self (in front, behind, below, beside, above) and describe a scene using terms related to spatial relations.	Learner is able to identify positions in relation to self (in front, behind, below, beside, above).	Learner is able to identify positions in relation to self (in front, behind, below, beside) with assistance.	Learner has difficulties in identifying positions in relation to self.

4.4.2 Sub-strand: Body planes

Body planes are important in life as they help one to establish different directions in relation to the body for movement. Learners with special needs need to identify different directions in relation to their bodies and objects in the environment for safe movement.

Specific Learning Outcomes

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

- a) identify different directions in relation to the body for movement;
- b) move to different directions from a reference point safely;
- c) appreciate the importance of moving safely to different directions from a reference points.

Key Inquiry Questions

1. Where is the door?
2. Where is the roof?
3. Where is the teacher's table?

Suggested Learning Experiences

For the learners to identify different directions in relation to their body planes and move safely from reference points, they could:

- be guided to pick objects from positions above, under, beside or in front of them;
- discuss the position of other learners in relation to self;
- be engaged in discussions on different positions of objects in the classroom like the board, windows, tables and doors in relation to self;
- be guided to move in different directions in the classroom in pairs or groups;
- play games that involve standing, sitting, moving besides, behind, and in front of different objects in the classroom;
- sing/sign songs that involve describing different positions in relation to self and others such as 'ten green bottles standing by the wall.



Core Competences to be developed

- *Communication and collaboration* will be enhanced as learners point to different directions in relation to self, others and objects.
- *Self-efficacy with confidence* will be attained when locating directions.

Link to Pertinent and Contemporary Issues

Self-esteem will be achieved as learners attain awareness of different directions in relation to their bodies.

Link to Values

- *Unity and cooperation* will be achieved as learners work together in pairs and groups.

Link to other Learning Areas

- *Sensory Motor and Creative Activities*
- *Communication, Social and Pre Literacy Skills*

Suggested Non- formal activities

Learners could engage in play activities involving moving in different directions such as marching during scouting activities and assembly.

Suggested Learning Resources

The following resources could be used to facilitate awareness of body plane and directionality:

- Pictures, charts, tactile diagrams and models for learners to observe and manipulate;
- Digital devices for learners to watch/ listen to video clips on different body planes and directions;
- Objects and structures in the school environment for learners to observe and /or manipulate as reference points from self for indicating direction.

Suggested Modes of Assessment

- Observation could be used to assess learners' ability to move and/or point in different directions.
- Verbal and non-verbal questions, prompts and cues could be used to elicit responses from the learners.

Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectation
Learner is able to identify different directions in relation to the body and further tell direction of different features in the environment from his/her position.	Learner is able to identify different directions in relation to the body for movement.	Learner is able to identify different directions in relation to the body with prompts.	Learner has difficulties in identifying different directions in relation to the body for movement.

4.5 Strand: Movement in the Environment Introduction.

Interaction with one's physical environment is important in the learning process. Learners are encouraged to explore and interact with their physical environment for learning and enjoyment hence the need for the learners to be able to identify different objects and places in their immediate environment.

4.5.1 Sub-strand: Safe movement in the immediate environment

Learners at this level may experience challenges in movement that have implications on their safety. It is therefore important that they are taught skills for safe movement.

Specific Learning Outcomes

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

- a) identify objects or places found in the immediate environment for safe movement;
- b) move safely in the immediate environment;



c) appreciate safe movement in the immediate environment.

Key Inquiry Question

1. How do I move about in the classroom?

Suggested Learning Experiences

For the learners to identify different objects and places and move safely in their classroom and immediate environment they could:

- observe or manipulate pictures, charts and tactile diagrams.
- watch or listen to video clips.
- engage in talking about objects and places in their classroom.
- be guided to move to the nature corner to identify objects and features.
- move to various places in the classroom naming objects and features in pairs or groups.
- engage in activities involving clearing barriers or objects that may bar safe movement in the class and immediate environment.

Core competences to be developed

- *Learning to learn* will be developed as learners explore the immediate environment through movement.
- *Self-efficacy* will be acquired as learners explore the immediate environment and perform tasks involving movement.

Link to Pertinent and Contemporary Issues

- *Self-esteem* is realized as the learner is able to move in the environment.
- *Safety* will be enhanced as learners practice safe movement within the environment.

Link to Values

- *Unity and Cooperation* will be enhanced as learners move about and interact with peers.

Link to Other Learning Areas

- *Sensory Motor and Creative Activities*
- *Communication, Social and Pre Literacy Skills*

Suggested Non-formal Activities

- Learners could interact with peers to play a game of hide and seek in the school environment.

Suggested Learning Resources

The following resources could be used to facilitate practice of safe movement:

- white canes, wheel chairs, crutches, walkers, boots and calipers to enhance mobility.
- pictures, charts, tactile diagrams and models for observation and manipulation by learners.

Suggested Modes of Assessment

- *Observation* – observe learners as they move and explore the environment safely.
- *Verbal and non-verbal questions* could be used to elicit responses.

Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectation
Learner is able to identify different objects and places and move safely in their classroom and immediate environment and further tell about different places, objects and structures that require to be observed for safety.	Learner is able to move safely in their classroom and immediate environment.	Learner is able to move safely in their classroom and immediate environment with assistance.	Learner has difficulties in moving safely within environment.



4.5.2 Sub-strand: Safe Movement in the surrounding

Interaction with one's physical environment is important in the learning process. Learners should be encouraged to explore and interact with their physical environment for learning and enjoyment hence the need for them to be able to identify different objects and places in their environment for moving safely in their neighborhood.

Specific Learning Outcomes

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

- a) identify places found in the surrounding area for safe movement;
- b) move safely in the surroundings;
- c) appreciate safe movement in the surroundings and make informed choices.

Key Inquiry Question

1. How do I move about outside the classroom?

Suggested Learning Experiences

For the learners to familiarize with the immediate environment and move safely in their surrounding they could:

- identify different objects and places in their immediate environment from a chart and or tactile diagrams;
- watch and/or listen to video clips on immediate environment;
- engage in talking about objects and places in their immediate environment;
- be guided to move to the nature corner to identify objects and other features;
- in pairs or groups, move around the school compound observing safety;
- be guided to collect dangerous objects from the environment for environmental conservation and safety;
- be engaged in activities involving clearing barriers or objects that may bar safe movement.

Core Competences to be developed

- *Communication and Collaboration* will be enhanced as learners interact with peers when moving in the surrounding.
- *Learning to learn* will be developed as learners explore the surrounding through movement.

Link to Pertinent and Contemporary Issues

- *Life skills in Self-esteem* will be enhanced as learners make choices in free and safe movement within the surroundings

Link to Values

- *Unity and cooperation* will be enhanced as learners work together, assist each other and share materials.
- *Responsibility* will be developed as learners clear their surrounding environment.

Link to other Learning Areas

- *Sensory Motor and Creative Activities.*
- *Activities of daily living skills and religious education.*
- *Communication, Social and Pre Literacy Skills.*

Suggested Non-formal Activities to Support Learning

- Play games like 'hide and seek' in pairs and or groups.

Suggested Learning Resources

The following resources could be used to aid understanding of safe movement in the surrounding areas:

- white canes, wheel chairs, crutches, walkers, walking frames, boots and calipers to enhance mobility.
- charts and tactile diagrams and models to be observed and manipulated.
- video clips for learners to watch and/or listen to.

Suggested Modes of Assessment

- Learners could be observed as they move safely in the surroundings.



- Verbal and non-verbal questions, prompts and cues could be used to bring out responses from the learners.

Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectation
Learner is able to move freely and safely in the surroundings and independently show initiative in keeping the surrounding clean and risk free.	Learner is able to move freely and safely in the surroundings.	Learner is able to move freely and safely in the surroundings with assistance.	Learner has difficulties in moving freely and safely in the surroundings.

4.5.3 Sub-strand: Clues, Cues and Land marks in the environment

Clues, cues and land marks help us to find direction and locate places of interest in the environment safely and independently. Whereas for learners without disability, the identification of clues, cues and land marks and ability to use them is acquired with ease, learners at this level require training in that regard due to their functional limitations.

Specific Learning Outcomes

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

- a) identify clues, cues and land marks for safe movement in the environment;
- b) use clues, cues and land marks to move safely in the environment;

- c) identify risky places and objects for safe movement in the environment;
- d) appreciate the importance of clues, cues and land marks in mobility.

Key Inquiry Question

1. What guides you when moving about within the school compound?

Suggested Learning Experiences

For the learners to identify cues, clues and land marks and further identify risky and safe places for effective orientation and mobility they could:

- be guided to identify features in the classroom and the school compound that provide clues, cues for orientation and mobility and/or are significant in the school.
- be guided to identify physical features within the school from a chart and tactile diagrams.
- be taken through a guided tour of the school identifying clues, cues and land marks.
- talk about dangerous places and objects within the school compound.
- model the school in the nature corner including the safe places.
- be guided to clear the paths within the school.

Core Competences to be developed

- *Learning to learn* will be developed as learners explore the environment and identify clues, cues, and land marks.
- *Communication and Collaboration* will be enhanced as learners respond to clues, cues and land marks through their senses during movement within the surrounding.
- *Digital Literacy* will be enhanced as learners watch and or listen to video clips.



Link to Pertinent and Contemporary Issues

- *Life skills* will be enhanced as learners adopt the use of clues, cues and land marks to move safely within their environment.
- *Safety and security* will be enhanced as learners identify and locate safe and unsafe places or objects

Link to Values

- *Responsibility* for self will be developed as learners practice safe movement within the surroundings.

Link to other Learning Areas

- *Sensory Motor and Creative Activities*
- *Communication, social and pre literacy skills*

Suggested Non-formal Activities

- Learners identify clues, cues and land marks in the environment as they play and interact in out of class activities.

Suggested Learning Resources

The following resources could be used to guide understanding of clues, cues and land marks for mobility and orientation.

- Objects, structures, pathways, trees to be observed and manipulated as clues, cues or landmarks
- Different smells and sounds could be used as clues or cues for mobility and orientation.

Suggested Modes of Assessment

- *Observation* could be used to assess learners' ability to identify and use clues, cues and land marks in the environment.
- *Verbal and non-verbal questions, prompts and cues* could be used to elicit responses from the learners.

Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectation
Learner is able to use clues, cues and land marks to move within the surroundings while avoiding dangerous objects and places. In addition he/she is able to tell why some places are unsafe to pass.	Learner is able to use clues, cues and land marks to move within the surroundings while avoiding dangerous objects and places.	Learner is able to use clues, cues and land marks to move within the surroundings while avoiding dangerous objects and places with assistance.	Learner has difficulties in using clues, cues and land marks to move within the surroundings.

4.5.4 Sub-strand: Accessing social places

For social and cultural diversity to be enhanced there is need to have safe access to social places. Whereas learners without disability may develop skills in this context with ease, such as through modeling, those with disability at this level require structured experiences to acquire skills for safe access to social places.

Specific Learning Outcomes

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

- identify social places for orientation and ease of access;
- access social places safely;
- appreciate the importance of social and cultural diversity.



Key Inquiry Question

1. Which places do you visit with your parents or guardians away from home?

Suggested Learning Experiences

For the learners to identify types of social places and gain skills in accessing them safely they could:

- be engaged in talking about some of the social places in their environment like places of worship, Huduma Centres, markets and super market.
- engaged in a guided tour to identify social places in their surroundings
- model social places.
- be engaged in drawing and coloring social places.
- identify social places in charts or pictures.
- role play some activities that take place in social places like weddings, churches, mosques, market.
- watch video clips on activities that take place in social places.
- engage in story telling about the videos watched.

Core Competences to be developed

- *Learning to learn* will be achieved as learners improve their exploration skills to social places such as worship places, markets, shops, or hospitals.
- *Communication and Collaboration* will be enhanced as learners interact with peers and others when they access social places.

Link to Pertinent and Contemporary Issues

- *Social cohesion* will be enhanced as learners interact during visits to social places.

Link to Values

- *Patriotism and respect* will be promoted as learners interact and appreciate others in social places.

Link to other Learning Areas

- *Sensory Motor and Creative Activities*
- *Activities of Daily Living*

Suggested Non-formal Activities

Learners could be taken through a guided tour of the school and its environment for them to identify and experience social places.

Suggested Learning Resources

The following resources could be used to aid development of skills for accessing social places safely:

- Charts, pictures, tactile diagrams and models for the learners to observe and experience categories of social places.
- Video clips on different social places for learners to watch and /or listen in.
- White cane, boots and calipers, clutches wheel chairs to enhance mobility

Suggested Modes of Assessment

- Learners could be observed as they identify social places from pictures, charts and tactile diagrams and models.
- Verbal and non-verbal questions could be used to elicit responses from the learners.

Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectation
Learner is able to identify and access social places safely and further describe safe and unsafe social places.	Learner is able to identify and access social places safely.	Learner is able to identify and visit social places with assistance.	Learner has difficulties in identifying or accessing social places.



4.6 Strand: Orientation and Mobility Techniques

Introduction

Techniques in enhancing mastery of orientation and mobility for learners at this level include prompts, skills in searching, upper and lower body protection and sighted guiding techniques.

4.6.1 Verbal and non-verbal prompts

Prompts elicit responses in orientation and mobility. Learners at this level require familiarity with verbal and non-verbal prompts commonly used to aid communication for mobility.

Specific Learning Outcomes

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

- a) identify verbal and non-verbal prompts used while initiating communication for mobility;
- b) respond appropriately to verbal and non-verbal prompts used while initiating; communication for mobility;
- c) appreciate the use of prompts in mobility.

Key Inquiry Questions

1. What do your parents do when they want you to come closer to them or go away?

Suggested Learning Experiences

For the learners to identify different prompts and respond appropriately in orientation and mobility they could:

- be guided to recognize verbal and non-verbal prompts used while initiating communication for mobility, through demonstration, video clips and animation.
- be guided to respond appropriately to verbal and non-verbal prompts used while initiating communication for mobility.
- participate in games and plays involving prompts.
- be guided to talk about verbal and non-verbal prompts that they know.

- be guided to demonstrate some verbal and non-verbal prompts.
- be engaged in communicating using verbal and non-verbal prompts.
- work in pairs or groups to communicate using verbal and non-verbal prompts.
- watch and/or listen to video clips on verbal and non-verbal prompts.

Core Competences to be developed

- *Learning to learn* will be achieved as learners recognize and respond to prompts.
- *Communication and Collaboration* will be enhanced as learners interact with peers.

Link to Pertinent and Contemporary Issues: (PCIs)

- *Effective communication* is enhanced as learners pay attention, recognize and respond to prompts used to elicit responses in orientation and mobility.

Link to Values

- *Unity and Respect* will be enhanced as learners respond to prompts by peers.

Link to other Learning Areas

- *Sensory motor and creative activities.*
- *Communication, social and pre literacy skills.*

Suggested Non-formal activity

- Learners could be encouraged to move in pairs and use verbal and/or non-verbal prompts to support each other in orientation and mobility.

Suggested Learning Resources

The following resources could be used to aid understanding of prompts for orientation and mobility:



- Video clips and animations showing scenes where prompts are used to elicit responses in mobility.
- Structure boards, calendar boxes, communication boards, tactile diagrams and models for communicating different forms of prompts

Suggested Modes of Assessment

- Verbal and non-verbal questions could be used to elicit responses from the learners.
- Observation could be used to assess learners’ ability to use verbal and non-verbal Prompts.

Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectation
Learner is able to recognize and respond to verbal and non-verbal prompts used to initiate communication for mobility and further formulate own prompts to lead others.	Learner is able to recognize and respond to verbal and non-verbal prompts used to initiate communication for mobility.	Learner is able to recognize and respond to verbal and non-verbal prompts used to initiate communication for mobility with assistance.	Learner has difficulties in recognizing and responding to verbal and non-verbal prompts used to initiate communication for mobility.

4.6.2 Search Techniques

In daily life, it is common to drop or misplace items. Learners with special needs require search techniques to help them locate dropped and or lost items.

Specific Learning Outcomes

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

- a) identify search techniques used in orientation and mobility;
- b) use search techniques in orientation and mobility to locate items;
- c) appreciate the use of search techniques in locating items and objects in the environment.

Key Inquiry Question

1. Which items have you lost and later found?

Suggested Learning Experiences

For the learners to practise identifying and using search techniques they could:

- be guided to identify search methods used in finding dropped/lost objects such as by:
 - retracing own steps;
 - checking in places where there are many items;
 - looking under and around larger items;
 - checking in small spaces;
 - checking places where you left the items before;
- observe demonstrations on searching for objects/items;
- guided to apply relevant search techniques to locate items and find dropped/lost objects;
- be encouraged to participate in games such as 'hide and seek' that involve searching for items.
- guided to tell about experiences of dropping and searching for items.
- engage in searching for items in blind folds.

Core Competences to be developed

- *Learning to Learn* will be achieved as learners develop exploratory skills when using search techniques.
- *Self-efficacy* could be achieved as learners attain self-confidence when using search techniques to locate items.



Link to Pertinent and Contemporary Issues

- *Self-esteem* will be enhanced when learners find misplaced or lost items through search techniques.

Link to Values

- *Responsibility* will be enhanced as learners find their misplaced or lost items through search techniques.

Link to other Learning Areas

- *Sensory Motor and Creative Activities.*
- *Activities of Daily Living Skills and Religious Education*

Suggested Non-formal Activity

Learners could be encouraged to track path ways to various places and play search games during out of class activities.

Suggested Learning Resources

The following resources could be used to aid identification and masterly of search techniques:

- Different objects placed at concealed/ hidden places for learners to search.
- White canes to search for objects/items.
- Video clips on searching activities.

Suggested Modes of Assessment

- Learners could respond to Verbal and/or non-verbal Questions on how to search for items.
- Learners could be observed as they practice search techniques in the environment.

Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectation
Learner is able to identify and use appropriate search techniques to locate items and in addition he/she engages in search activities in out of class contexts.	Learner is able to identify and use appropriate search techniques to locate items.	Learner is able to identify and use appropriate search techniques to locate items with assistance.	Learner has difficulties in identifying and using appropriate search techniques to locate items.

4.6.3 Sub- strand: Upper and lower body protection

There are several barriers in the physical environment which affect movement of learners with disability at the foundation level. It is therefore important for these learners to be exposed to information about these barriers and how to protect themselves from dangers that they might encounter.

Specific Learning Outcomes

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

- identify ways of protecting upper and lower body for safe movement in the environment;
- protect upper and lower body while moving in the environment;



- c) role play upper and lower body protection while moving in the environment.

Key Inquiry Question

1. How do you avoid knocking or bumping into objects along a pathway?

Suggested Learning Experiences

For the learners to identify and use techniques of protecting lower and upper body parts during mobility they could:

- be engaged in talking about the upper and lower parts of the body to be protected.
- be guided to observe charts, pictures and tactile graphics on obstacles that may hinder their movement or cause harm.
- be taken for a guided tour of the immediate environment to identify objects that may cause harm to them.
- be engaged in collecting dangerous objects for safe movement and environmental conservation.
- be guided in a talk about objects that may cause harm and how to protect themselves.
- practice upper body protection as they move about in the immediate environment.
- observe as teacher demonstrates protection of the lower body.
- watch and/or listen to a video clip on protection of the upper and lower body parts and talk about the video.
- in pairs or groups, learners play games on protection of the upper and lower body parts
- be guided to state ways of protecting upper and lower parts of the body when moving and singing.
- be guided in practising skills of protecting upper and lower body while moving in the environment.
- play games involving protection of upper and lower body.

Core Competences to be developed

- *Learning to learn* will be achieved as learners discover techniques of protecting upper and lower body parts on mobility.
- *Self-efficacy* will be achieved as learners attain self-confidence in using upper and lower body protection techniques.

Link to Pertinent and Contemporary Issues

- *Life skills*- Learner could acquire enhanced *self-awareness* and *self-esteem* once they can successfully protect their upper and lower body parts for safe movement.
- *Safety and security* could be realized once learners acquire skills for upper and lower body protection in movement.

Link to values

Responsibility for self will be nurtured as learners protect their upper and lower body parts while moving.

Link to other Learning Areas

- *Activities of Daily Living Skills and Religious Education*
- *Sensory Motor and Creative Activities*

Suggested Non-formal activity

- Learners could identify safe and unsafe places in the environment.

Suggested Learning Resources:

The following learning resources could be used to facilitate understanding of how to protect lower and upper body parts in orientation and mobility.

- Video Clips-to watch or listen in to activities involving upper and lower body protection during mobility
- Charts and tactile diagrams for learners to observe and manipulate to identify upper and lower body protection techniques.



Suggested Modes of Assessment

- The learner could respond to Verbal and non-verbal *questions* on how to protect upper and lower body techniques.
- Learners could be *observed* as they move around the environment using upper and lower body protection techniques.

Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectation
Learner is able to protect upper and lower body parts while moving in the environment as well demonstrate awareness of protection for other body parts.	Learner is able to protect upper and lower body parts while moving in the environment.	Learner is able to protect upper and lower body parts while moving in the environment with assistance.	Learner has difficulties in protecting upper and lower body parts while moving in the environment.

4.6.4 Sub strand: Sighted Guide Techniques

Movement enables an individual to explore and exploit his/her environment, thus facilitating overall growth and development. It is therefore important that learners with limitations in vision are guided to move about their environment. Learners at this level need necessary skills to engage effectively and safely with their sighted guides.

Specific Learning Outcomes

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

- a) identify steps involved in sighted guide techniques for safe movement in the environment;
- b) use sighted guide to move safely in the environment;
- c) appreciate the role of sighted guides in safe movement.

Key Inquiry Question

1. How do you hold the hand of the sighted guide when moving about?

Suggested Learning Experiences

For the learners to identify and master use of sighted guiding techniques, as well as appreciate the role of sighted guides they could:

- be guided to observe pictures or charts of people being guided;
- be engaged in demonstrating how to hold hand to guide a visually impaired person;
- practice the skills in pairs with blind folds or a person with visual impairment;
- watch a video clip on how to guide a person with visual impairment;
- talk about experiences of guiding a person with visual impairment;
- practice the correct grip and correct body positioning;
- practice actual walking with a sighted guide.

Core Competences to be developed

- *Learning to Learn* will be achieved as learners develop sighted guide skills in movement.
- *Communication and Collaboration* will be enhanced as learners practice the sighted guide skills in pairs.



Link to Pertinent and Contemporary Issues

- **Safety and security** will be enhanced as learners practice soliciting and declining help politely for safe movement.

Link to Values

- *Responsibility* will be enhanced as learners interact and either give or solicit for help.

Link to other Learning Areas

- *Sensory Motor and Creative Activities.*

Suggested Non-formal activity to Support Learning

Learners could participate in sports and games like running with a sighted guide.

Suggested Learning Resources

The following resources could be used to facilitate mastery of sighted guide techniques for the learner with visual limitations:

- Pictures, charts and tactile diagrams on sighted guide techniques to be observed or manipulated for modeling of the techniques.
- Video clips on sighted guide techniques to be watched.

Suggested Modes of Assessment

- Use verbal and non-verbal questions and cues to elicit responses on sighted guide techniques.
- Observe learners as they practice sighted guide techniques.

Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectation
Learner is able to use appropriate techniques with a sighted guide for safe movement in the immediate environment and say how to identify a good guide.	Learner is able to use appropriate techniques with a sighted guide for safe movement in the immediate environment.	Learner is able to use appropriate techniques with a sighted guide for safe movement in the immediate environment with assistance.	Learner has difficulties in using a sighted guide for safe movement in the immediate environment.

4.7 Strand: Orientation and Mobility Devices

Introduction

Learners at this level may require devices that take the place of parts of the body which naturally enable orientation and mobility or augment the functions of those parts where the learner has impairment. These devices are categorized as those for mobility, assistive role or corrective functions.

4.7.1 Sub Strand: Mobility devices

In order to explore and exploit ones environment, learners with challenges in movement need mobility devices to enable them to move about in their day to day activities.

Specific Learning Outcomes

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

- a) identify appropriate mobility devices for safe movement;
- b) use mobility devices safely and appropriately;
- c) appreciate, value and care for mobility devices.



Key Inquiry Question

1. How do you move from one place to another?

Core Competences to be developed

- *Learning to learn* will be acquired as learners interact with immediate environment using mobility devices.
- *Self-efficacy* will be achieved as learners attain self-confidence in the use of mobility devices.

Link to Pertinent and Contemporary Issues

- Learners will acquire **Life skills in self-identity** and develop *self-esteem* as they interact with their environment effectively and safely.

Link to Values

- *Responsibility* will be enhanced as learners use and care for Their mobility devices.

Link to other Learning Areas

- *Sensory Motor and Creative Activities*
- *Activities of daily living skills and Religious Education*

Suggested Non-formal Activity

Learners could use mobility devices with emphasis on safety to access different places in the environment.

Suggested Learning Resources

The following resources could be used to help learners identify suitable mobility devices and use them safely and appropriately as well as appreciate their importance.

- Pictures, charts and tactile diagrams on the use of different mobility devices to be observed or manipulated.
- Video clips on the use of different mobility devices to be viewed.

Suggested Learning Experiences

For the learners to identify, master and appreciate use of mobility devices they could:

- observe, feel or manipulate visual/tactual pictures or charts on mobility devices such as white cane, wheel chairs and walkers;
- observe or feel demonstrations on how to use mobility devices;
- practice manipulating and using the mobility devices in pairs or in groups;
- watch video clips on manipulation and usage of mobility devices;
- play games which involve usage of mobility devices;
- play games while using mobility devices appropriately.

Suggested Modes of Assessment

- Verbal and non-verbal questions, cues and prompts could be used to elicit responses on the use of different mobility devices.
- Learners could be observed as they move around using different mobility devices.

Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectation
Learner is able to identify and use mobility devices safely and appropriately as well as select appropriate devices for others.	Learner is able to identify and use mobility devices safely and appropriately.	Learner is able to identify and use mobility devices safely and appropriately with assistance.	Learner has difficulties in identifying and using mobility devices.



4.7.2 Sub Strand: Assistive devices

Learners with disabilities at this level may need assistive devices to help them do what they might not otherwise be able to do well. Assistive devices help the learner to overcome the challenges on body functioning which are imposed by the handicapping condition.

Specific Learning Outcome

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

- a) identify appropriate assistive devices for safe movement;
- b) use assistive devices correctly while moving;
- c) care for assistive devices correctly.

Key Inquiry Question

1. What do you use to support yourself in seeing, hearing and sitting upright?

Suggested Learning Experiences

For the learners to recognize, master and appreciate the use of assistive devices they could:

- be guided to identify assistive devices through use of video clips and charts;
- be guided to use assistive devices correctly in movement;
- be guided on how to take good care of the assistive devices;
- be guided to model some assistive devices;
- share experiences on use of assistive devices in pairs and groups;
- be engaged in drawing and colouring assistive devices.

Core Competences to be developed

- *Learning to learn* will be acquired as learners develop skills for using assistive devices correctly.

- **Communication and Collaboration** will be enhanced as learners interact with peers while using and caring for their assistive devices.
- **Self-efficacy** will be enhanced as learners develop self-esteem and self-confidence through use of assistive devices.
- **Digital literacy** will be realized as learners use digital devices for assistance.

Link to Pertinent and Contemporary Issues

Life Skills in Self Esteem will be developed as learners' abilities get enhanced through the use of assistive devices.

Link to Values

- **Responsibility** will be enhanced as learners take care of their assistive devices.

Link to other Learning Areas

- **Sensory Motor and Creative Activities.**

Suggested Non-formal activities

- Learners could engage in activities to interact with the environment using assistive devices.

Suggested Learning Resources

The following resources could be used to help facilitate training in the use of assistive devices

- Assistive devices for the learners to explore and manipulate such as the white cane, boots and calipers, crutches, wheel chairs, hearing aids, low vision devices and others.
- Video clips- for the learners to view and/or listen to on use and care for different assistive devices.

Suggested Modes of Assessment

- Verbal and non- verbal *questioning*, prompts and cues could be used to elicit responses on use and care for assistive devices



- *Observation*- learners could be observed as they use and care for assistive devices.

Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectation
Learner is able to use and care for assistive devices safely and appropriately and also distinguish different devices for use by specific others.	Learner is able to use and care for assistive devices safely and appropriately.	Learner is able to use and care for assistive devices safely and appropriately with assistance.	Learner has difficulties using and caring for assistive devices safely and appropriately.

4.7.3 Sub-strand: Corrective devices

Corrective devices cater for the functional limitations of specific body parts arising from impairments. Some learners at this level need them in order to optimize their performance in day to day activities involving mobility and orientation in the environment.

Specific Learning Outcomes

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

- identify appropriate corrective devices for safe movement;
- use corrective devices correctly while moving;
- care and store corrective devices correctly;
- appreciate proper use and care of corrective devices.

Key Inquiry Questions

1. How do you use glasses, prosthesis, hearing aids, boots and calipers?
2. How do you take care of the devices?

Suggested Learning Experiences

For the learners to recognize, master and appreciate respective use of corrective devices, they could:

- be guided to identify corrective devices through use of video clips and charts;
- be guided to use corrective devices correctly in orientation and mobility;
- be guided on how to take good care of the corrective devices;
- model some corrective devices;
- share experiences on use of corrective devices;
- engage in drawing and colouring corrective devices

Core Competences to be developed

- *Communication and Collaboration* will be realized as learners interact with peers while using and caring for corrective devices.
- *Self-efficacy* will be enhanced as learners develop self-esteem and self-confidence through appropriate use of corrective devices.
- *Digital Literacy* will be developed as learners watch and/or listen to video clips on the use of corrective devices.

Link to Pertinent and Contemporary Issues

- *Self-esteem* will be enhanced as learners use and care for corrective devices appropriately.

Link to Values

- *Responsibility* will be developed as learners care for corrective devices.
- *Unity and Cooperation* will be enhanced as learners help each other in wearing or putting on corrective devices.



Link to other Learning Areas

- *Communication, social and Pre literacy Skills.*
- *Sensory Motor and Creative Activities.*
- *Activities of Daily Living Skills and Religious Education*

Suggested Non-formal Activities

- Learners could use corrective devices in out of class activities such as games.

Suggested Learning Resources

The following resources could be used to facilitate training in the use of corrective devices

- Pictures, charts and tactile diagrams of various corrective devices such as boots, calipers, hearing aids, prosthesis and corrective glasses for the learners to observe or manipulate.
- Video Clips for the learners to view and/or listen to on the use of various corrective devices.
- Plasticine and/or clay for modeling various corrective devices.

Suggested Modes of Assessment

- Observation-observe learners as they use and care for assistive devices.
- Verbal and non-verbal *questions* and cues could be used to elicit responses on use and care for corrective devices.

Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectation
Learner is able to use and care for corrective devices appropriately and distinguish different types of devices for use by specific others.	Learner is able to use and care for corrective devices appropriately.	Learner is able to use and care for corrective devices with assistance.	Learner has difficulties in using and caring for corrective devices.

4.8 **Strand: Information and Communication Technology (ICT)** **Introduction**

Learners at this level need to be introduced to basic ICT devices and be guided in manipulating them for communication as well as caring for them. This is in view of laying a foundation for them to become responsible for their own learning in future.

4.8.1 **Sub-strand: Information, Communication Technology (ICT)** **Devices**

Learners at this level need to familiarize with ICT devices in order to acquire readiness to use them in searching for information and organizing it for communication and learning.

Specific Learning Outcomes

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

- a) identify appropriate ICT devices for communication;
- b) manipulate ICT devices safely;
- c) appreciate the importance of ICT devices in communication.

Key Inquiry Questions

1. Which ICT devices do you know?
2. How do you get information from different ICT devices?

Suggested Learning Experiences

For the learners to familiarize with ICT devices, they could:

- be guided to identify ICT devices on charts, pictures and tactile diagrams.
- talk about ICT devices found at home.
- be guided to explore various ICT devices in school.
- guided to switch the devices on and off
- model the ICT devices.
- draw and colour the ICT devices.



Core Competencies to be developed

- *Digital literacy* will be achieved as learners identify and manipulate ICT devices.
- *Communication and Collaboration* will be achieved as learners identify and name ICT devices.

Link to Pertinent and Contemporary Issues

- **Self-esteem** will be attained as learners become familiar with ICT devices and are able to manipulate them.

Link to Values

- Learners show responsibility as they handle ICT devices.

Link to other Learning Areas

- *Communication, Social and Pre-literacy Skills/Sensory Motor and Creative Activities.*

Suggested Non-formal Activities

- Learners to manipulate ICT devices and play computer games in out of class activities.

Suggested Assessment Modes

- Verbal and non-verbal Questions and cues could be used to elicit responses on ICT devices.
- Observation- Learners could be observed as they manipulate and interact with ICT devices.

Suggested Learning Resources

The following resources could be used to facilitate identification, manipulation and appreciation of ICT devices:

- Radio, mobile phones, computers, projectors, Television, motorized wheel chairs, tablets, pictures and videos.

Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectation
Learner can identify and manipulate some ICT devices and further attempt to search for different information or programmes in them.	Learner can identify and manipulate ICT devices by switching them on and off.	Learner can identify and manipulate ICT devices by switching them on and off with assistance.	Learner has difficulties in identifying and manipulating ICT devices.

4.8.2 Sub-Strand: Using ICT Devices

ICT plays an important role in learning and communication. Learners at this level require training on how to safely switch on a device as well as switch it off and further search for information in it.

Specific Learning Outcomes

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

- identify ICT devices used in communication;
- use ICT devices in learning;
- appreciate the use of ICT devices in learning.

Key Inquiry Questions

- How do you use ICT devices to get information?
- Which ICT devices do you use at school and/or home?

Suggested Learning Experiences

For the learners to identify, manipulate and use ICT devices they could be guided to:

- name common ICT devices such as Phones, radio and Televisions;



- use ICT devices in activities such as listening and watching programs, calling, receiving, texting and taking photos;
- to play computer games;
- watch and/or listen to age appropriate video or Television programs;
- role play making and receiving calls;
- take a guided tour of the school while observing ICT devices in use such as in the computer labs and the office;
- operate ICT devices correctly.

Core Competences to be developed

- *Learning to learn* will be nurtured as learners identify, name ICT devices and search for information using them.
- *Digital literacy* will be achieved as learners safely and appropriately use ICT devices for learning, enjoyment, entertainment and socialization as they play games.

Link to Pertinent and Contemporary Issues

Self-esteem will be attained as learners use ICT devices for learning, leisure and enjoyment.

Link to Values

- *Responsibility* will be nurtured as learners take care of ICT devices.

Link to other Learning Areas

- *Communication, Social and Pre Literacy Skills*
- *Sensory Motor and Creative Activities*

Suggested Non-formal Activities

- In out of class activities, learners could play computer games, role play making and receiving calls, dance to tunes and rhythms using radio, video players or phones.

Suggested Learning Resources

The following resources could be used to facilitate learning and provide practice in the use of ICT devices:

- Radio, mobile phones, computers, CCTV cameras, projectors, motorized Wheel chairs, tablets, Pictures and videos.

Suggested Modes of Assessment

- Verbal and non-verbal *questions*, cues and prompts could be used to elicit responses on use of ICT devices.
- *Observation*-as learners interact with ICT devices

Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectation
Learner is able to identify and use ICT devices to search for information and in addition change programmes.	Learner is able to identify and use ICT devices to search for information.	Learner is able to identify and use ICT devices to search for information with assistance.	Learner has difficulties in identifying and using ICT devices.

4.8.3 Caring for ICT devices

Care for ICT devices ensures durability and efficient service. Learners at this level need to be aware of how to take care of ICT devices in their possession at home or at school.

Specific Learning Outcomes

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

- a) identify ways of caring for ICT devices for efficiency;
- b) care for ICT devices appropriately.



Key Inquiry Question

1. Where do you keep ICT devices in school and at home?

Core Competences to be developed

- *Learning to learn* will be realized as learners use ICT devices to search for information.
- *Digital literacy* will be acquired as learners manipulate and interact with ICT devices appropriately.

Link to Pertinent and Contemporary Issues

- **Life skills** in *Effective communication* will be developed as learners use ICT devices.

Link to Values

- Sense of *responsibility* will be developed as learners take care of the ICT devices.

Link to other Learning Areas

- *Communication, social and pre literacy skills.*
- *Sensory Motor and Creative Activities*

Suggested Non-formal Activities

- Learners could visit the computer lab, television room or secretary's office and interact with various ICT devices.

Suggested Learning Resources

The following resources could be used to facilitate discussion and practice on caring for ICT devices:

- radios, mobile phones, computers, CCTV cameras, projectors, Motorized Wheel chairs, tablets, Pictures and videos, and Television.

Suggested Learning Experiences

For the learners to understand how to care for ICT devices they could:

- be prompted to discuss where they keep ICT devices in school and at home.

- take a guided tour to the school office or computer lab to observe how ICT devices are used and cared for.
- observe charts, pictures and tactile diagrams on the care of ICT devices
- watch video clips on care of ICT devices
- in pairs, practice how to care for the ICT devices
- be asked to tell how to care for ICT devices
- practice caring for ICT devices.

Suggested Modes of Assessment

- Verbal and non-verbal *Questions*, cues and prompts could be used to elicit responses on caring for ICT devices.
- *Observation*-learners to be observed as they interact with ICT devices

Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectation
Learner is able to tell and demonstrate ways of care for ICT devices. In addition he/she is able to store the devices safely.	Learner is able to tell and demonstrate ways of care for ICT devices.	Learner is able to tell and demonstrate ways of care for ICT devices with assistance.	Learner has difficulties in telling or demonstrating ways of care for ICT devices.



APPENDICES

APPENDIX ONE

INDIVIDUALIZED EDUCATIONAL PLAN (IEP)

Background information

Learner's name: _____

Date of birth _____

Age _____

Gender _____

Father _____

Phone _____

Mother _____

Phone _____

Guardian's name _____

Phone _____

Date of Assessment _____

Date of IEP _____

Term _____

Year _____

Learning area _____

Assessment tools used:(teacher based assessment to determine current performance level) _____

Present level of performance (based on assessment report)

Learner's Strengths	Learner's Educational Needs	Challenges requiring specialized services

Learning Outcomes, Learning Experiences and Resources Matrix

Long Term Learning Outcome (This is what the learner is expected to achieve within a term)	Short Term Learning Outcomes: (This is what a learner is expected to achieve within a short period of time depending on specific tasks)	Learning Experiences (These are the activities the learner will perform in the process of learning guided by the teacher)	Resources (These are materials, equipment and human service providers that support learning)

Related specialized services

1. Specialized services required

2. Who is to provide the services

3. Where the services will be provided



APPENDIX TWO

ASSESSMENT

Assessment can be done through observation, questions and portfolios.

The recording of performance can be on a rubric (refer to the curriculum designs)

Suggested Formative Assessment Rubric

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations

Remarks

Recommendations

Date of review

Teacher's

Name _____

Signature _____

Head teacher's

Name _____

Signature _____

Date _____



APPENDIX THREE

LESSON PLAN TEMPLATE

SCHOOL	CLASS	DATE	TIME	ROLL
XX	YY	XX/YY/ZZ	XX.YY	XY

Strand.....

Sub-strand.....

Specific Learning Outcomes (should cover skills, knowledge and attitude)

By the end of the lesson, the learner should be able to:

a. (Knowledge).....

b. (Skill).....

c. (Attitude)

.....

Learning Resources

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Organization of learning

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.....

Introduction

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Lesson development (ensure development of core competences, values and PCIs)

Step

1.....

Step2

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Step3.....

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Summary

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Conclusion

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Reflection on the lesson

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APPENDIX FOUR

SCHOOL ASSESSMENT REPORT CARD

School.....

Grade.....

Term.....

Name of Learner.....

Learning Area	Criteria <i>(Based on Expected Outcomes in area curriculum design)</i>	Narrative Comments by Learning Area teacher (Based on Rubrics)
Numeracy activities	a) Identify various objects in terms of size, shape, texture and colour; b) group objects according to size, shape, texture and /or colour for day to day living;	a) James correctly Identifies and groups various objects in terms of size, shape, texture and colour;
Activities of daily living skills and religious education		
Communication, social and literacy skills		
Sensory-motor Integration		
Psychomotor		

Creative Activities

CORE COMPETENCES (The teacher to make comments on observations during the term on the learners abilities in the following areas)	
Communication and collaboration Digital literacy	
Critical thinking and problem solving	
Creativity and Imagination	
Citizenship	
Any other Comments from other teachers	
Comments by School Head Teacher (To feature Strengths and Targets)	
Comments by Parent/Guardian	



APPENDIX FIVE

ESSENTIAL SERVICES FOR SPECIAL NEEDS LEARNERS

There are a number of people involved in the management of the lives and needs of special needs learners. They include and not limited to:

Occupational therapists

These help learners fully engage in daily life skills which include but not limited to dressing, eating cooking and driving. Treatment focuses helping people with physical, sensory or cognitive disabilities to be as independent as possible.

Physiotherapy services providers

These help the children reach their full potential through provision of physical intervention, advice and support.

Teacher Aides

These assist the teachers in providing academic, emotional/behavioral and physical needs of learners

Social workers

They develop a healthy, safe and caring environment for learners by advancing understanding on the needs of learners and role of family and community. They also organize activities/ events that bring together all those interested in and involved with children with special needs.

Counsellors

They help the learners achieve their full potential and encourage family involvement in the drafting of IEP and its use.

House parents

These are residential child caregivers whose role include personal care, housing, meals among others. They play the role of parent, advocate, life skills, teacher and role model for learners with special needs

Medical personnel

There are a number of medics involved in attending special needs children include; pediatrics, nurses, dentists, child psychologist, Orthopedics specialists among others.

Note

Early intervention services are crucial and also called 'zero to three,' starts at birth until the child turns three years. This will be of great benefit to both the child and family. This will address the delays and difficulties.





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