

**REPUBLIC OF KENYA**

**MINISTRY OF EDUCATION SCIENCE AND TECHNOLOGY**

**VOCATIONAL SYLLABUS FOR TRAINEES WHO ARE DEAFBLIND**

**CARPENTRY**

** KENYA INSTITUTE OF CURRICULUM DEVELOPMENT P O Box 30231 – 00100**

**NAIROBI**

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**NAIROBI**

# FOREWORD

Education and training form an important foundation upon which all other pillars of our State construction and nationhood are built. It is through quality education and training that our country will be able to achieve vision 2030.

In achieving national development, the government has embarked on developing a productive human resource through quality training. Through such training, individuals get the opportunity to acquire skills and competencies that enable them enter the competitive labour market in both public and private sectors.

Increasing demand for training opportunities for persons who are deafblind necessitated the development of a vocational course that meets their needs. The carpentry course ensures the acquisition of useful skills and competencies for individual economic and social independence thereby becoming self-reliant.

I wish to sincerely thank the Director and staff of Kenya Institute of Curriculum Development, practicing teachers and stakeholders who participated in the development of this syllabus. Specifically, I wish to appreciate Sense International East Africa for financial and technical support during the development of this syllabus.

**PROF. PETER KINYANJUI**

**CHAIRMAN**

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**KENYA INSTITUTE OF CURRICULUM DEVELOPMENT**

**INTRODUCTION**

This carpentry course aims at providing persons who are deafblind with skills and competencies that are meant to enable them live independently and become productive members of the society. The course intends to equip the trainee with knowledge, skills, attitude and competencies necessary in carpentry. The course also introduces the trainees to a wide range of carpentry tools, equipment and items. All trainees undertaking the carpentry course are also expected to undertake support units in communication and social skills, health and safety, information communication technology (ICT) and entrepreneurship. Emerging issues have been integrated in the syllabus.

# NATIONAL GOALS OF EDUCATION

1. **Foster nationalism, patriotism and promote national unity**

Kenya’s people belong to different communities, races and religions, but these differences need not divide them. They must be able to live and interact as Kenyans. It is a paramount duty of education to help the youth acquire this sense of nationhood by removing conflicts and by promoting positive attitudes of mutual respect which enable them to live together in harmony, and foster patriotism in order to make a positive contribution to the life of the nation.

1. **Promote the social economic, technological and industrial needs for national development.**

Education should prepare the youth of the country to play an effective and productive role in the life of the nation.

**a)** **Social Needs**

Education in Kenya must prepare children for the changes in attitudes and Relationships which are necessary for the smooth process of a rapidly developing modern economy. There is bound to be a silent social revolution following in the wake of rapid modernization. Education should assist our youth to adapt to this change.

**b) Economic Needs**

Education in Kenya should produce citizens with skills, knowledge, expertise and personal qualities that are required to support a growing economy. Kenya is building up a modern and independent economy which is in need of adequate domestic manpower.

**c)** **Technological and Industrial Needs**

Education in Kenya should provide the learners with the necessary skills and attitudes for industrial development. Kenya recognizes the rapid industrial and technological changes taking place especially in the developed world. We can only be part of this development if our education system deliberately focused on knowledge, skills and attitudes that will prepare the youth for these changing global trends.

**3. Promote individual development and self-fulfillment**

Education should provide opportunities for the fullest development of individual talents and personality. It should help children to develop their potential interests and abilities. A vital aspect of individual development is character building.

**4. Promote sound moral and religious values**

Education should provide for the development of knowledge, skills and attitudes that will enhance acquisition of sound moral values and help children to grow up into Self-disciplined, self-reliant and integrated citizens.

**5**. **Promote social equality and responsibility**

Education should promote social equality and foster a sense of social responsibility within an education system which provides equal educational opportunities for all. It should give all children varied and challenging opportunities for collective activities and corporate social service irrespective of gender, ability or geographical environment.

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

Education should instill in the youth of Kenya an understanding of past and present cultures and their valid place in contemporary society. The children should be able to blend the best of traditional values with the changed requirements that must follow rapid development in order to build a stable and modern society.

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

Kenya is part of the international community. It is part of the complicated and interdependent network of peoples and nations. Education should therefore lead the youth of the country to accept membership in this international community with al the obligations and responsibilities, rights and benefits that this membership entails.

**8**. **Promote positive attitudes towards good health and environmental protection**

Education should inculcate in the youth the value of good health in order to avoid indulging in activities that will lead to physical or mental ill health. It should foster positive attitudes towards environmental development and conservation. It should lead the youth to appreciate the need for a health environment.

**Objectives of Special Needs Education**

The objectives of Special Needs Education in Kenya are to:

1. Facilitate the development of all learners with special needs spiritually, mentally, socially and physically;
2. Develop in the learners analytical and productive abilities so that they may excel in learning and in their future careers;
3. Enable learners acquire a suitable foundation for the world of work in the context of economic and manpower needs;
4. enable learners develop positive self-concept and attitudes towards life, based on moral and religious values;
5. Enable learners develop skills of coping and independent living aimed at habilitation, rehabilitation and adjustment;
6. Identify and assess learners with special needs for early intervention services;
7. Promote inclusion of learners with special needs in regular schools and institutions with appropriate support and related services;
8. Provide learners with special needs in education with appropriate resources for learning in a barrier free environment;
9. create awareness in the community on the needs and potentials of learners with special needs so as to be more responsive to their diverse needs;
10. Provide educational facilities, materials and equipment for the education of learners with special needs;
11. Provide appropriate human resource for special needs education.

# Objectives of Education for learners who are Deafblind

The objectives of education for learners who are Deafblind in Kenya are to:

1. determine the learner’s entry behaviour;
2. enable the learner develop communication skills;
3. assist the learner to acquire literacy and numeracy skills;
4. provide the learner with the necessary sensory stimulation for learning;
5. provide the learner with the opportunity to explore, discover and experiment at own pace;
6. encourage the learner to develop self identity;
7. assist the learner to develop and realize social interaction with members of the family and society;
8. enable the learner develop motor and manipulative skills;
9. enable the learner develop skills for self reliance and independent living.

**General Objectives of Vocational Curriculum for Trainees who are Deafblind**

The general objectives of the vocational curriculum for trainees who are deafblind are to:

1. equip the trainee with vocational skills in readiness for the world of work;
2. equip the trainee with practical skills for participating in income generating activities;
3. assist the trainee to develop positive attitude towards work;
4. assist the trainee to acquire relevant competencies in a specific vocational skill area based on abilities and interests;
5. equip the trainee with communication and social skills for interaction and adaptation to the community;
6. assist the trainee to develop safety skills for work and environment and promote good health practices;
7. equip the trainee with basic entrepreneurial skills in order to exploit the economic opportunities available in the community for income generation;
8. equip the trainee with basic skills in Information Communication Technology (ICT).

**GENERAL REGULATIONS OF CARPENTRY SYLLABUS FOR TRAINEES WHO ARE DEAFBLIND**

**Features of the syllabus**

1. The syllabus comprises of vocational skills component and support subject areas. The vocational skills component constitutes carpentry course while the support subject include communication and social skills, health and safety, information communication technology and entrepreneurship.
2. The syllabus comprises well formulated objectives, carefully selected content, suggested teaching and learning resources, teaching and learning methods and assessment techniques.

**Duration of the course**

The course is designed to take four (4) years, three years of training and one year of project work on which the trainee will be externally assessed.

**Entry Requirements**

Trainees enrolling for this course should have successfully completed training at pre-vocational level.

**Assessment and Award of Certificates**

1. Continuous assessment shall be carried out throughout the course.
2. The Kenya National Examination Council will offer practical oriented assessment through project work.
3. Project work.
   * + - 1. A project in this context means practical work carried out by an individual trainee as per the stated objectives for carpentry vocational course.
         2. Aim of the project work.

The aim of the project work is to give the trainee an opportunity to carry out practical work to demonstrate acquired skills.

* + - * 1. Project selection.

The trainee will carry out the project as guided by the trainer. The project will be decided upon by the training institution and communicated to the Kenya National Examination Council.

* + - * 1. Project supervision

The project shall be supervised by the trainer to ensure that the trainee receives adequate guidance.

* + - * 1. Project assessment
* *Internal assessment.*

The trainer will continuously assess and award marks during the project period. The continuous assessment marks will be submitted to the Kenya National Examination Council for final grading.

Internal assessment will constitute fifty per cent (50%) of the final marks.

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* *External assessment.*

The Kenya National Examination Council will provide an external examiner who will evaluate the project and award marks accordingly.

External assessment will constitute 50% of the total marks.

1. Award of certificates.

* The training institution will award a school leaving certificate to every trainee who successfully completes the course.
* The Kenya National Examinations Council will award certificates to successful candidates.

**CARPENTRY COURSE SUMMERY**

| **No.** | **Topic** | **Sub-topic** | **Duration {hours}** |
| --- | --- | --- | --- |
| 1. | **Orientation in the workshop** | * Observing safety precautions during orientation in the workshop * Identifying sections of the workshop; * Identifying the location of materials and equipment in the workshop. | 40 |
| 2. | **Carpentry Tools and Equipment** | * Observing safety precautions when handling carpentry tools and equipment; * Identifying carpentry tools and equipment; * Handling carpentry tools and equipment appropriately; * Caring for and maintenance of carpentry tools and equipment; * Storing carpentry tools and equipment appropriately. | 160 |
| 3. | **Materials used in carpentry** | * Observing safety precautions when handling materials used in carpentry; * Identifying materials used in carpentry; * Storing materials used in carpentry appropriately. | 50 |
| 4. | **Making a cooking stick** | * Observing safety precautions when making a cooking stick; * Preparing timber for making a cooking stick; * Shaping the timber into a cooking stick; * Finishing the cooking stick; * Displaying the cooking stick; * Storing the cooking stick; * Clearing the working area. | 190 |
| 5. | **Making a chopping board** | * Observing safety precautions when making a chopping board; * Selecting timber for making a chopping board; * Preparing timber for making a chopping board; * Shaping timber to make a chopping board; * Shaping the handles; * Finishing the chopping board; * Displaying the chopping board; * Storing the chopping board; * Clearing the working area. | 220 |
| 6. | **Making rolling board and pin** | * Observing safety precautions when making rolling board and pin; * Selecting timber for making rolling board and pin; * Preparing timber for making rolling board and pin; * Shaping timber to make a rolling board; * Making a stand for the rolling board using cross halving joint; * Shaping timber to make a rolling pin; * Finishing the rolling board and pin; * Display the rolling board and pin; * Storing the rolling board and pin; * Clearing the working area. | 220 |
| 7. | **Making a wooden tray** | * Observing safety precautions   when making a wooden tray;   * Selecting timber for making a wooden tray; * Cutting timber into appropriate sizes; * Planing pieces of timber to the required gauge; * Making handles for the tray; assembling the wooden tray. | 160 |
| 8. | **Making a stool** | * Observing safety precautions when making a stool; * Selecting timber for making a stool; * Cutting timber to required size; * Planing timber to the required gauge; * Making mortise and tenon joint; * Making a stool top; * Assembling the stool; * Finishing the stool; * Displaying the stool; * Storing the stool; * Clearing the working area. | 230 |
| 9. | **Making a foldable Chair** | * Observing safety precautions when making a foldable chair; * Selecting timber for making a foldable chair; * Preparing different parts of a foldable chair; * Assembling a foldable chair; * Finishing the foldable chair; * Displaying the foldable chair; * Storing the foldable chair; * Clearing the working area. | 200 |
| 10. | **Making a stool with a woven top** | * Observing safety precautions when making a stool with a woven top; * Making a stool frame; * Weaving the stool top on the frame with papyrus ropes; * Weaving the stool top on the frame with manila twine; * Displaying the woven stool; * Storing the woven stool; * Clearing the working area. | 190 |
| 11. | **Selling of Carpentry items** | * Identifying possible market for carpentry items; * Determining prices of different carpentry items; * Branding carpentry items; * Displaying carpentry items; * Selling carpentry items; * Recording sales. | 150 |

**COMMUNICATION AND SOCIAL SKILLS**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Topic** | **Sub-topic** | **Duration** |
| 1 | **Receptive communication skills** | * Responding to greetings appropriately; * Responding to instructions and commands correctly; * Responding to questions appropriately; * Interpreting information in articles and objects. | 60 |
| 2 | **Expressive communication skills** | * Describing activities of the day; * Telling different stories; * Expressing emotions; * Discussing events; * Pantomiming activities. | 70 |
| 3 | **Directional and positional concepts** | * Identifying locations of various structures in the compound; * Identifying positions of various objects/tools in relation to the body; * Arranging objects/tools in relation to each other; * Moving the body in relation to the environment; * Moving objects/tools in relation to self. | 70 |
| 4 | **Signs for different places** | * Identifying institutions for learners who are deafblind; * Identifying towns where the institutions are found; * Identifying major cities and towns in Kenya. | 50 |
| 5 | **Making Friends** | * Identifying friends; * Making friends; * Sustaining friendship. | 50 |
| 6 | **Good behavior** | * Using courtesy signs/words; * Exhibiting acceptable social behavior. | 50 |

**HEALTHY AND SAFETY**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Topic** | **Sub-topic** | **Duration** |
|  | **Maintaining hygiene** | * Caring for own body; * Dressing self appropriately; * Cleaning the environment * Caring for cleaning materials and equipment; * Storing cleaning materials and equipment. | 70 |
| 2 | **Food and nutrition** | * Identifying nutritional value of food; * Identifying diet for different groups of people. | 50 |
| 3 | **Common accidents and ailments** | * Identifying common accidents; * Identifying ways of preventing common accidents; * Identifying common ailments; * Identifying ways of precaution ailments. | 60 |
| 4 | **First Aid** | * Identifying contents of first aid kit; * Performing first aid for common accident and ailments. | 50 |
| 5 | **Safety in the environment** | * Identifying clues and land marks in the environment; * Identifying dangerous places in the environment; * Moving safely with the aid of a sighted guide; * Moving safely using a white-cane; * Using mobility protective techniques appropriately. | 70 |
| 6 | **HIV/AIDS** | * Identifying ways of contracting HIV; * Identifying ways of preventing HIV; * Identifying ways of caring for a person infected with AIDs. | 50 |

**INFORMATION COMMUNICATION TECHNOLOGY**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Topic** | **Sub-topic** | **Duration** |
| 1 | **Information communication technology devices** | * Observing safety precautions when handling ICT devices; * Identifying common ICT devices; * Identifying uses of ICT devices. | 50 |
| 2 | **Using common ICT devices** | * Observing safety precautions when using ICT devices; * Identifying main parts of common ICT devices; * Connecting the devices to source of power; * Switching on devices; * Using devices appropriately; * Switching off devices; * Storing devices appropriately. | 120 |
| 3 | **Using a computer** | * Observing safety precautions when using computer; * Identifying main parts of a computer; * Connecting the computer to source of power; * Switching on the computer; * storing the computer appropriately. | 100 |
| 4 | **Caring for ICT devices** | * Disconnecting ICT devices from source of power; * Clean ICT devices appropriately; * Pack ICT devices appropriately; * Store ICT devices appropriately. | 50 |

**ENTREPRENEURSHIP**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Topic** | **Sub-topic** | **Duration** |
| 1 | **Money** | * Identifying different denominations of money; * Identifying value of money; * Using money to obtain goods and services; | 50 |
| 2 | **Income generating activities** | * Identifying income generating activities in the community; * Identifying suitable location for a business; * Identifying products and services that are in demand; * start a business. | 120 |
| 3 | **Marketing and selling of goods and services** | * Preparing goods for sale; * determining prices of goods and services; * Identifying ways of distributing goods to customer; * Identifying various ways of advertising goods and services; * Practicing appropriate grooming for a sales person. | 120 |
| 4 | **Managing a business** | * Identifying different sources of business finances; * Keeping business records; * Identifying various methods of saving money. | 120 |
|  | Project work |  | 1080 |
|  |  | **Total** | **4320** |

**CARPENTRY COURSE**

**Introduction**

The course is intended to equip the trainee with knowledge, skills, attitude and competencies in carpentry for personal use and income generation.

**General objectives of** **Carpentry**

By the end of the subject, the trainee should be able to:

1. acquire knowledge, skills, attitude and competencies in carpentry;
2. acquire safety skills necessary in carpentry;
3. make carpentry items;
4. sell finished carpentry items;
5. appreciate carpentry as an income generating activity.
   1. **Orientation in the workshop**
   2. **Specific objectives**

By the end of the topic, the trainee should be able to:

1. observe safety precautions during orientation in the workshop
2. identify sections of the workshop;
3. identify the location of materials and equipment in the workshop
   1. **Content**
      1. Observing safety precautions during orientation in the workshop

* Safety of self
* Safety of others
* Safety of materials and equipment

1.2.2 Identifying sections of the workshop

* Working area
* Store
* Display area
* Waste material area (scrap box)
  + 1. Identifying the location of materials and equipment in the workshop

**1.3 Suggested Learning and Teaching Activities**

* Demonstrating (hand support)
* Manipulating
* Turn taking
* Imitating
* Identifying land marks
* Exploring
* Choice making
* Estimating

**1.4 Suggested Learning and Teaching Resources**

* Workshop
* Workshop tools
* Equipment
* Materials
* Finished items
* Object of reference
* Calendar systems

1. **Carpentry Tools and Equipment** 
   1. **Specific objectives**

By the end of the topic, the trainee should be able to:

1. observe safety precautions when handling carpentry tools and equipment;
2. identify carpentry tools and equipment;
3. handle carpentry tools and equipment appropriately;
4. care for and maintain carpentry tools and equipment;
5. store carpentry tools and equipment appropriately.
   1. **Content**
      1. Observing safety precautions when handling carpentry tools and equipment

* Safety of self
* Safety of others
* Safety of tools and equipment
  + 1. Identifying carpentry tools and equipment
* Planes
* Saws
* Tri-squares
* Chisels
* Marking gauge
* Braces
* Working bench
* Bench vises
* Clamps
* Files
* Hammers
* Screw drivers
* Tape measure
* Mallets
* Pangas
* Oil stone

2.2.3 Handling carpentry tools and equipment

* Appropriate ways of holding different tools and equipment
* Appropriate ways of carrying different tools and equipment
* Appropriate posture when using the different tools and equipment
* Appropriate use of different tools and equipment
  + 1. Caring for and maintenance of carpentry tools and equipment
* Oiling
* Fixing broken parts
* Tightening loose parts
* Sharpening

2.2.5 Storing carpentry tools and equipment appropriately

**2.3 Suggested Learning and Teaching Activities**

* Demonstrating (hand support)
* Measuring
* Cutting
* Planing
* Nailing
* Joining
* Filing
* Screwing
* Oiling
* Fixing broken parts
* Tightening loose parts
* Sharpening
* Storing

**2.4 Suggested Learning and Teaching Resources**

* Planes
* Tri-squares
* Chisels
* Marking gauges
* Braces
* Working bench
* Bench vises
* Clamps
* Screw drivers
* Nail punch
* Files
* Oil
* Oil stone
* Store
* Hammers
* Saws
* Mallet
* Tape measure

**3.0 Materials used in carpentry**

**3.1 Specific objectives**

By the end of the topic, the trainee should be able to:

1. observe safety precautions when handling materials used in carpentry;
2. identify materials used in carpentry;
3. store materials used in carpentry appropriately.
   1. **Content**

3.2.1 Observing safety precautions when handling materials used in carpentry

* Safety of self
* Safety of others
* Safety of materials
  + 1. Identifying materials used in carpentry
* Timber
* Adhesives
* Plywood
* Veneer
* Boards
* Oil
* Paints
* Varnishes
* Stains
* Spirit
* Turpentine
* Brushes
* Thinner
* Sand paper
* Nails
  + 1. Storing materials used in carpentry appropriately

**3.3 Suggested Learning and Teaching Activities**

* Demonstrating (hand support)
* Manipulating
* Turn taking
* Imitating
* Exploring
* Choice making
* Estimating
* Stirring
* Measuring
* Cutting
* Gluing
* Mixing
* Arranging
* Drilling
* Planing
* Chiseling

**3.4 Suggested Learning and Teaching Resources**

* Timber
* Adhesives
* Plywood
* Veneer
* Boards
* Oil
* Paints
* Varnishes
* Stains
* Spirit
* Turpentine
* Brushes
* Thinner
* Sand paper
* Nails
* A resource person
* Object of reference
* Calendar systems

**4.0 Making a cooking stick**

**4.1 Specific objectives**

By the end of the topic, the trainee should be able to:

1. observe safety precautions when making a cooking stick;
2. prepare timber for making a cooking stick;
3. shape the timber into a cooking stick;
4. finish the cooking stick;
5. display the cooking stick;
6. store the cooking stick;
7. clear the working area.

**4.2 Content**

4.2.1 Observing safety precautions when making a cooking stick

* Safety of self
* Safety of others
* Safety of materials, tools and equipment

4.2.2 Preparing timber for making a cooking stick

* Measuring required size of timber
* Cutting using a saw
* Planing timber to the required gauge
  + 1. Shaping timber into a cooking stick

4.2.4 Finishing the cooking stick

* Planing using a spoke shave
* Filing
* Smoothening using sand paper

4.2.5 Displaying the cooking stick

4.2.6 Storing the cooking stick

4.2.7 Clearing the working area

**4.3 Suggested Learning and Teaching Activities**

* Demonstrating (hand support)
* Manipulating
* Imitating
* Turn taking
* Choice Making
* Measuring
* Cutting
* Shaping
* Planing
* Filing
* Smoothening
* Displaying
* Cleaning
* Storing

**4.4 Suggested Learning and Teaching Resources**

* Spoke shave
* Wood file
* Sand paper
* Timber
* Plane
* Saw
* Template
* Marking gauge
* Object of reference
* Calendar systems

**5.0 Making a chopping board**

**5.1 Specific objectives**

By the end of the topic, the trainee should be able to:

1. observe safety precautions when making a chopping board;
2. select timber for making a chopping board;
3. prepare timber for making a chopping board;
4. shape timber to make a chopping board;
5. shape the handles;
6. finish the chopping board;
7. display the chopping board;
8. store the chopping board;
9. clear the working area.

**5.2 Content**

5.2.1 Observing safety precautions when making a chopping board

* Safety of self
* Safety of others
* Safety of materials, tools and equipment

5.2.2 Selecting timber for making a chopping board according to:

* Appropriate seasoning
* Type
* Size
* Gauge
* Customer’s preference

5.2.3Preparing timber for making a chopping board

* Measuring to required size
* Cutting timber
* Planing timber to required gauge

5.2.4 Shaping timber to make a chopping board

* Designing the shape
* Marking the desired shape
* Cutting the desired shape

5.2.5 Shaping a handle

* Designing the shape of the handle
* Marking the desired shape
* Drilling the handle according to shape
* Chiseling out the waste

5.2.6 Finishing the chopping board

* Planing
* Filing
* Smoothening using sand paper

5.2.7 Displaying the chopping board

5.2.8 Storing the chopping board

5.2.9 Clearing the working area.

**5.3 Suggested Learning and Teaching Activities**

* Demonstrating (hand support)
* Manipulating
* Imitating
* Choice making
* Turn taking
* Measuring
* Chiseling out
* Drilling
* Cutting
* Planing
* Shaping
* Spoke shaving
* Filing
* Smoothening
* Displaying
* Storing
* Marking
* Cleaning

**5.4 Suggested Learning and Teaching Resources**

* Timber
* Template
* Spoke shave
* Wood file
* Sand paper
* Chisel
* Planes
* Saws
* Marking gauge
* Brace
* Tape measure
* Mallet

**6.0 Making rolling board and pin**

**6.1 Specific objectives**

By the end of the topic, the trainee should be able to:

1. observe safety precautions when making rolling board and pin;
2. select timber for making rolling board and pin;
3. prepare timber for making rolling board and pin;
4. shape timber to make a rolling board;
5. make a stand for the rolling board using cross halving joint;
6. shape timber to make a rolling pin;
7. finish the rolling board and pin;
8. display the rolling board and pin;
9. store the rolling board and pin;
10. clear the working area.

**6.2 Content**

6.2.1Observing safety precautions when making rolling board and pin;

* Safety of self
* Safety of others
* Safety of materials, tools and equipment

6.2.2 Selecting timber for making rolling board and pin according to:

* Type
* Size
* Gauge
* Customer’s preference

6.2.3 Preparing timber for making rolling board and pin

* Measuring
* Cutting
* Planing

6.2.4 Shaping timber to make a rolling board

6.2.5 Making a stand for the rolling board using cross halving joint

* Planing timber to the right gauge
* Measuring the joints
* Marking the joining points on the two pieces
* Cutting along the marked lines
* Chiseling out the unwanted wood
* Joining the two pieces together on the rolling board
  + 1. Shaping timber to make a rolling pin
* Marking the desired shape
* Cutting into shape
* Planing the timber
  + 1. Finishing the rolling board and pin
* Planing
* Filing
* Smoothening using sand paper
  + 1. Displaying the rolling board and pin
    2. Storing the rolling board and pin
    3. Clearing the working area

**6.3 Suggested Learning and Teaching Activities**

* Demonstrating (hand support)
* Manipulating
* Imitating
* Choice making
* Turn taking
* Measuring
* Cutting
* Joining
* Chiseling
* Planing
* Filing
* Smoothening
* Displaying
* Storing
* Gluing
* Nailing
* Cleaning

**6.4 Suggested Learning and Teaching Resources**

* Mallet
* Chisel
* Coping saw
* Timber
* Nails
* Glue
* Marking gauge
* Sand paper
* Planes
* Wood files
* Template
* Hammer
* Tenon saw
* Tape measure
* Object of reference
* Calendar systems

**7.0 Making a wooden tray**

**7.1 Specific objectives**

By the end of the topic, the trainee should be able to:

1. observe safety precautions when making a wooden tray;
2. select timber for making a wooden tray;
3. cut timber into appropriate sizes;
4. plane pieces of timber to the required gauge;
5. make handles for the tray;
6. assemble the wooden tray;
7. finish the wooden tray;
8. display the wooden tray;
9. store the wooden tray;
10. clear the working area.

**7.2 Content**

7.2.1 Observing safety precautions when making a wooden tray;

* Safety of self
* Safety of others
* Safety of materials, tools and equipment

7.2.2 Selecting timber according to:

* Size
* Gauge
* Type
  + 1. Cutting timber to appropriate sizes
* Measuring timber to the desired length
* Marking
* Cutting timber to the desired length
* 2 long pieces
* 2 short pieces

7.2.4 Planing timber to appropriate gauge

7.2.5 Making handles

* Tracing the shape of the handle
* Drilling holes
* Cutting out the holes and the curves

7.2.6 Assembling the wooden tray

* Joining the sides
* Joining sides to the base
  + 1. Finishing the wooden tray
* Planing
* Filing
* Smoothening using sand paper
* Staining
* Painting
* Varnishing
  + 1. Displaying the wooden tray;
    2. Storing the wooden tray;
    3. Clearing the working area.

**7.3 Suggested Learning and Teaching Activities**

* Demonstrating (hand support)
* Manipulating
* Imitating
* Choice making
* Turn taking
* Measuring
* Filing
* Smoothening
* Staining
* Planing
* Painting
* Cutting
* Chiseling
* Joining
* Nailing
* Gluing
* Varnishing

**7.4** S**uggested Learning and Teaching Resources**

* Wood glue
* Nails
* Varnish
* Timber
* Hammer
* Coping saw
* Braces
* Brushes
* Turpentine
* Paints
* Containers
* Stirring stick
* Stains
* Saws
* Plywood
* Marking gauge
* Wood file
* Spoke shave
* Mallet
* Tape measure
* Object of reference
* Calendar systems

**8.0 Making a stool**

**8.1 Specific objectives**

By the end of the topic, the trainee should be able to:

1. observe safety precautions when making a stool;
2. select timber for making a stool;
3. cut timber to required size;
4. plane timber to the required gauge;
5. make mortise and tenon joint;
6. make a stool top;
7. assemble the stool;
8. finish the stool;
9. display the stool;
10. store the stool;
11. clear the working area.

**8.2 Content**

8.2.1 Observing safety precautions when making a stool

* Safety of self
* Safety of others
* Safety of materials, tools and equipment

8.2.2 Selecting timber according to:

* Size
* Gauge

8.2.3 Cutting timber to the right sizes

* Measuring into the desired size
* Marking
* Cutting to the desired size

8.2.4 Planing timber to required gauge

8.2.5 Making mortise and tenon joint

* Marking shoulders of the tenon
* Marking position of the mortise
* Holding the timber on the vice
* Cutting the tenon
* Chiseling the mortise
* Fitting the tenon into the mortise
* Clamping the joint tightly

8.2.6 Making a stool top

* Measuring to desired size
* Marking
* Cutting
* Planning

8.2.7 Assembling the stool

* Positioning
* Joining the top to the stand

8.2.8 Finishing the stool

* Smoothening
* Filing
* Staining
* Painting
* Varnishing
  + 1. Displaying the stool
    2. Storing the stool
    3. Clearing the working area

**8.3 Suggested Learning and Teaching Activities**

* Demonstrating (hand support)
* Imitating
* Turn taking
* Choice Making
* Manipulating
* Cutting
* Staining
* Joining
* Painting
* Clamping
* Storing
* Fitting
* Cleaning
* Displaying
* Chiseling
* Measuring
* Nailing
* Gluing
* Varnishing

**8.4 Suggested Learning and Teaching Resources**

* Clamps
* Vices
* Timber
* Hammers
* Paints
* Stains
* Brushes
* Files
* Nails
* Chisel
* Mallets
* Varnish
* Dust coats
* Sand paper
* Marking gauge
* Saws
* Wood glue
* Tape measure
* Object of reference
* Calendar systems

**9.0 Making a foldable Chair**

**9.1 Specific objectives**

By the end of the topic, the trainee should be able to:

1. observe safety precautions when making a foldable chair;
2. select timber for making a foldable chair;
3. prepare different parts of a foldable chair;
4. assemble a foldable chair;
5. finish the foldable chair;
6. display the foldable chair;
7. store the foldable chair;
8. clear the working area.

**9.2 Content**

9.2.1 Observing safety precautions when making a foldable chair

* Safety of self
* Safety of others
* Safety of materials, tools and equipment

9.2.2 Selecting timber for making a foldable chair according to

* Size
* Type
* Gauge

9.2.3 Preparing different parts of a foldable chair

* Measuring timber as required
* Marking
* Cutting timber to required sizes
  + Frame for the back with 2 of the legs
  + Frame for the other 2 legs which bear the front of the seat
  + Seat top
  + Frame which hold the seat to the legs
  + Rails
  + Cross members
  + Back bar
* Planing the parts to required gauge
* Marking positions where pivots will be drilled
* Drilling holes at the marked positions

9.2.4 Assembling a foldable chair

* Assembling the back frame
* Attaching the upper cross piece to the legs of the front frame
* Assembling the seat top and frame which holds the seat to the legs
* Putting frame for front leg inside frame for back leg and joining them
* Attaching the seat top to the frame
* Attaching the seat to the legs

9.2.5 Finishing the foldable chair

* Smoothening
* Staining
* Painting
* Varnishing
  + 1. Displaying the foldable chair
    2. Storing the foldable chair
    3. Clearing the working area

**9.3 Suggested Learning and Teaching Activities**

* Demonstrating (hand support)
* Manipulating
* Imitating
* Staining
* Painting
* Choice making
* Turn taking
* Measuring
* Cutting
* Chiseling
* Nailing
* Gluing
* Varnishing
* Drilling
* Joining
* Cleaning
* Smoothening
* Fitting

**9.4 Suggested Learning and Teaching Resources**

* Clamps
* Vices
* Timber
* Hammer
* Paints
* Bolts
* Screws
* Braces
* Hand drill
* Stains
* Brushes
* Files
* Nails
* Washers
* Mallets
* Varnish
* Dust coats
* Sand paper
* Marking gauge
* Saws
* Wood glue
* Tape measure
* Object of reference
* Calendar systems

**10.0 Making a stool with a woven top**

**10.1 Specific objectives**

By the end of the topic, the trainee should be able to:

1. observe safety precautions when making a stool with a woven top;
2. make a stool frame;
3. weave the stool top on the frame with papyrus ropes;
4. weave the stool top on the frame with manila twine;
5. display the woven stool;
6. store the woven stool;
7. clear the working area.

**10.2 Content**

10.2.1 Observing safety precautions when making a stool with a woven top

* Safety of self
* Safety of others
* Safety of materials, tools and equipment

10.2.2 Making a stool frame

* Selecting timber for legs and rails
* Measuring timber to the right size
* Cutting the legs and rails to the right size
* Planing the rails and legs to the right gauge
* Making mortise and tenon joints
* Fitting the mortise and tenon
* Finishing the frame
  + Smoothening
  + Staining
  + Painting
  + Varnishing

10.2.3 Weaving the stool top on the frame with papyrus

* Tying the papyrus at the base of the top rail
* Tying the papyrus to the opposite rail continuously to the end (warps)
* Interlacing the warps with wefts till the whole top is covered
* Finishing
  + Tying ends
  + Trimming ends
  + Tacking
  + Staining
  + Painting
  + Varnishing

10.2.4 Weaving the stool top on the frame with manila twine

* Tying the manila twine at the base of the top rail
* Tying the manila twine to the opposite rail continuously to the end (warps)
* Interlacing the warps with wefts till the whole top is covered
* Finishing
  + Tying ends
  + Trimming ends
  + Burning ends
  + Tacking
    1. Displaying the woven stool
    2. Storing the woven stool
    3. Clearing the working area

**10.3 Suggested Learning and Teaching Activities**

* Demonstrating (hand support)
* Manipulating
* Imitating
* Choice making
* Turn taking
* Measuring
* Chiseling
* Nailing
* Tacking
* Burning ends
* Gluing
* Varnishing
* Interlacing
* Painting
* Staining
* Cutting
* Tying
* Splitting of papyrus
* Twining
* Cleaning

**10.4 Suggested Learning and Teaching Resources**

* Papyrus
* Manila twine
* Timber
* Nails
* Glue
* Paints
* Match box
* Knife
* A pair of scissors
* Razor blade
* Panga
* Stains
* Saws
* Hammers
* Chisel
* Mallets
* Sand paper
* Varnish
* Brushes
* Tape measure
* Object of reference
* Calendar systems

**11.0 Selling of Carpentry items**

**11.1 Specific Objectives**

By the end of the topic, the trainee should be able to:

1. identify possible market for carpentry items;
2. determine prices of different carpentry items;
3. brand carpentry items;
4. display carpentry items;
5. sell carpentry items;
6. record sales.

**11.2 Content**

11.2.1 Identifying possible market for carpentry items

* Within the institution
* Surrounding community

11.2.2 Determining prices of different carpentry items

* Size of the item
* Material used
* Labour
* Demand

11.2.3 Branding carpentry items

* Identifying a brand name
* Printing
* Labeling

11.2.4 Displaying carpentry items

* Hanging
* Putting on shelves
* Exhibition

11.2.5 Selling carpentry items

* Cash
* Agents
* Online

11.2.6 Recording sales

**11.3 Suggested Learning and Teaching Activities**

* Determining price
* Identifying a brand name
* Labeling
* Displaying
* Persuading customers
* Demonstrating
* Turn taking
* Selling
* Delivering
* Recording sales
* Imitating
* Role playing
* Pantomiming
* Choice making
* Counting money
* Giving change
* Stock taking
* Recording
* Packaging

**11.4 Suggested Learning and Teaching Resources**

* Finished carpentry items
* Name tags
* Working surface
* Shelves
* Money
* Transparent bags
* Cartons
* Razor blades
* Nails
* Racks
* Ropes
* Pegs
* Tables
* Labels
* Felt pens
* Papers
* Recording books
* Object of reference
* Calendar systems

**COMMUNICATION AND SOCIAL SKILLS**

**Introduction**

Communication is a means by which relationships among people is established and maintained through interaction. Social skills form the foundation for communication and interaction. Learners who are deafblind experience difficulties in interacting with others. Therefore communication and social skills should be taught to these learners to enable them function effectively in the society.

**General Objectives**

By the end of the unit, the trainee should be able to:

1. acquire receptive and expressive communication skills;
2. acquire social skills;
3. develop socially acceptable communication behavior.
4. **RECEPTIVE COMMUNICATION SKILLS**

**1.1 Specific objectives**

By the end of the topic, the trainee should be able to:

1. respond to greetings appropriately;
2. respond to instructions and commands correctly;
3. respond to questions appropriately;
4. interprete information in articles and objects.

**1.2 Content**

1.2.1 Responding to greetings appropriately

* + 1. Responding to instructions and commands correctly

1.2.3 Responding to questions appropriately

1.2.4 Interpreting information in articles and objects

**1.3 Suggested Learning and Teaching Activities**

* Demonstrating (hand support)
* Turn taking
* Choice making
* Imitating
* Manipulating
* Signing
* Reading
* Writing
* Asking and answering questions
* Role playing
* Pantomiming

**1.4 Suggested Learning and Teaching Resources**

* Experience books
* Pictures
* Photographs
* Resource persons
* Tactile diagrams
* Story boxes
* Portfolios
* Real objects
* Object of reference
* Calendar systems

1. **EXPRESSIVE COMMUNICATION SKILLS**

**2.1 Specific objectives**

By the end of the topic, the trainee should be able to:

1. describe activities of the day;
2. tell different stories;
3. express emotions;
4. discuss events;
5. pantomime different activities.

**2.2 Content**

2.2.1 Describing activities of the day

2.2.2 Telling different stories

2.2.3 Expressing emotions

2.2.4 Discussing events

2.2.5 Pantomiming activities

**2.3 Suggested Learning and Teaching Activities**

* Demonstrating (hand support)
* Dramatizing
* Pantomiming
* Writing
* Telling stories
* Describing event/activities
* Imitating
* Signing
* Turn taking
* Role playing
* Choice making
* Making experience books
* Naming objects

**2.4 Suggested Learning and Teaching Resources**

* Tactile charts
* Tactile diagrams
* Resource persons
* Pictures
* Real objects
* Workshop objects
* Classroom objects
* Kenyan Sign Language books
* Kenyan Sign Language for schools (current edition)
* Braille machine &
* Braille paper
* Drawing books
* Exercise books
* Pens
* Pencils
* Crayons
* Paints
* Painting brushes
* Experience books
* Object of reference
* Calendar systems

1. **DIRECTIONAL AND POSITIONAL CONCEPTS**

**3.1 Specific objectives**

By the end of the topic, the trainee should be able to:

1. identify locations of various structures in the compound;
2. identify positions of various objects/tools in relation to the body;
3. arrange objects/tools in relation to each other;
4. move the body in relation to the environment;
5. move objects/tools in relation to self.

**3.2 Content**

3.2.1 Identifying locations of various structures in the compound

* Near to
* Next to
* Infront
* Behind
* Sideways

3.2.2 Identifying positions of various objects/tools in relation to the body

* Left/Right
* Top/Bottom
* Sideways
* Above/Below
* Behind/In front

3.2.3 Arranging objects/tools in relation to each other

* Putting objects/tools under or on the table
* Putting objects/tools in the tool box
* Putting objects/tools on the shelf
* Putting objects/tools on top of each other

3.2.4 Moving the body in relation to the environment

* Working area
* Farm structures
* Paths

3.2.5 Moving objects/tools in relation to self

* Putting an object on the head
* Putting an object/tool on the shoulder
* Pushing an object/tool away from self
* Pulling an object/tool towards self
* Rolling an object/tool besides self

**3.3 Suggested Learning and Teaching Activities**

* Demonstrating (hand support)
* Imitating
* Manipulating
* Choice making
* Discussing
* Turn taking
* Pushing
* Pulling
* Carrying
* Moving objects
* Arranging objects
* Walking
* Trailing
* Signing
* Role playing

**3.4 Suggested Learning and Teaching resources**

* Tables
* Tool box
* Books
* Pictures
* photographs
* Classroom objects
* Workshop objects/tool
* Classroom objects
* Kitchen objects
* School map (tactile)
* Kenyan Sign Language charts
* Kenyan Sign Language books
* Kenyan Sign Language for schools (current edition)
* Braille machine &papers
* Farm objects
* Real objects
* Utensils
* Laundry objects
* Tactile charts
* Tactile diagrams
* Experience books
* Object of reference
* Calendar systems

1. **SIGNS FOR DIFFERENT PLACES**

**4.1 Specific objectives**

By the end of the topic, the trainee should be able to:

1. identify institutions for learners who are deafblind;
2. identify towns where the institutions are found;
3. identify major towns and cities in Kenya.

**4.2 Content**

4.2.1 Identifying institutions for learners who are deafblind

* Signing
* Tactual signing
* Fingerspelling
* Writing
* Verbalizing

4.2.2 Identifying towns where the institutions are found

4.2.3 Identifying major towns and cities in Kenya

* Nairobi
* Mombasa
* Kisumu
* Eldoret
* Nakuru
* Garissa

**4.3 Suggested Teaching and Learning Activities**

* Demonstrating (hand support)
* Imitating
* Turn taking
* Manipulating
* Choice making
* Role play
* Signing
* Reading
* Tactual signing
* Fingerspelling
* Writing
* Verbalizing
* Excursion
* Making experience books

**4.4 Suggested Learning and Teaching Resources**

* Map of Kenya (tactile)
* Kenyan Sign Language books
* Kenyan Sign Language for schools (current edition)
* Resource persons
* Pictures
* Manual alphabet chart
* Braille machine
* Braille paper
* Photographs
* Experience books
* Object of reference
* Calendar systems

**5.0 MAKING FRIENDS**

**5.1 Specific objectives**

By the end of the topic, the trainee should be able to:

1. identify friends;
2. make friends;
3. sustain friendship.

**5.2 Content**

5.2 .1 Identifying friends

* Sign name
* Personal identifier

5.2.2 Making friends

* Introducing self
* Sharing
* Assisting others

5.2.3 Sustaining friendship

**5.3 Suggested Learning and Teaching Activities**

* Demonstrating (hand support)
* Manipulating
* Imitating
* Turn taking
* Choice making
* Introducing self
* Sharing
* Assisting others
* Writing
* Reading
* Story telling
* Pantomiming
* Role playing
* Signing
* Visiting friends
* Fingerspelling
* Asking and answering questions

**5.4 Suggested Learning and Teaching Resources**

* Resource persons
* Pictures
* Photographs
* Sign Language charts
* Kenyan Sign Language books
* Kenyan Sign Language for schools (current edition
* Personal identifiers
* Experience books
* Object of reference
* Calendar systems

**6.0 GOOD BEHAVIOUR**

* 1. **Specific objectives**

By the end of the topic, the trainee should be able to:

1. use courtesy signs/words;
2. exhibit acceptable social behavior.

**6.2 Content**

6.2.1 Using courtesy signs/words

* Please
* Thank you
* Sorry
* Excuse
* Help me
* Forgive
* Greetings
  + 1. Exhibiting acceptable social behaviour

**6.3 Suggested Learning and Teaching Activities**

* Demonstrating (hand support)
* Pantomiming
* Turn taking
* Manipulating
* Signing
* Tactual signing
* Choice making
* Story telling
* Role playing
* Imitating
* Excursion

**6.4 Suggested Learning and Teaching Resources**

* Resource persons
* Kenyan Sign Language books
* Kenyan Sign Language for schools (current edition)
* Experience books
* Pictures
* Photographs
* Manual alphabet
* Sign Language chart
* Object of reference
* Calendar systems

**HEALTHY AND SAFETY**

**Introduction**

**General objectives**

By the end of the unit, the trainee should be able to:

1. maintain personal and environmental hygiene;
2. develop healthy practices on food and nutrition;
3. develop safety skills for work and environment;
4. acquire first aid skills for common accidents and ailments;
5. develop awareness of HIV and AIDS.

**1.0 Maintaining hygiene**

**1.1 Specific objectives**

By the end of the topic, the trainee should be able:

1. care for own body;
2. dress self appropriately;
3. clean the environment;
4. care for cleaning materials and equipment;
5. store cleaning materials and equipment.

**1.2 Content**

1.2.1 Caring for own body

* cleaning the body
* caring for hair
* brushing teeth
* keeping nails clean
* Menstrual hygiene
  + 1. Dressing self appropriately
* Putting on clean clothes
* Changing clothes
* Mending clothes
* Wearing clothes for appropriate activity
* Wearing protective clothes
  + 1. Cleaning the environment;
* Classroom
* School compound
* Workshop/working area
* kitchen
* Bathroom
* Toilet
* Water source
* Compost pit/dust bin
  + 1. Caring for cleaning materials and equipment
    2. Storing cleaning materials and equipment

**1.3 Suggested Learning and Teaching Activities**

* Demonstrating (Hand support)
* Imitating
* Manipulating
* Turn taking
* Dressing
* Trimming fences and flowers
* Slashing grass
* Washing
* Dusting
* Oiling
* Sweeping
* Mopping
* Sharpening
* Collecting rubbish
* Mending
* Airing

**1.4 Suggested Learning and Teaching Resources**

* Clothes
* Dusters
* Mops
* Body scrub
* Body lotion/oil
* Bathing soap
* Panga
* Jembe
* Secateurs
* Darning needles
* Thread
* Razor blade
* Nail cutter
* Dust bins
* Water
* Water containers
* Detergents
* Towels
* Face towels
* Basins/buckets
* Pegs
* Oil
* Combs
* Towels
* Scissors
* Water
* Lotion
* Shampoo
* Assorted sanitary towels
* Object of reference
* Calendar systems

**2.0 Food and nutrition**

* 1. **Specific objectives**

By the end of the topic, the trainee should be able to:

1. Identify nutritional value of food;
2. Identify diet for different groups of people.
   1. **Content**

2.2.1 Identifying nutritional value of food

* Vitamins
* Proteins
* Carbohydrates
* Fats and oils
* Minerals
  + 1. Identifying diet for different groups of people
* Infants
* Elderly
* Sick
* Manual workers
* Expectant mothers
* Nursing mothers
  + 1. **Suggested Learning and Teaching Activities**
* Demonstrating (hand support)
* Manipulating
* Imitating
* Turn taking
* Choice making
* Role playing
* Identifying food stuff
* Collecting different food stuff
* Grouping food stuff
* Asking and answering questions
  + 1. **Suggested Learning and Teaching Resources**
* Food stuff
* Water
* Water containers
* Trays
* Utensils
* Soap
* Hand towel
* Basins
* Baskets
* Buckets
* Object of reference
* Calendar systems

1. **Common accidents and ailments**

**3.1 Specific objectives**

By the end of the topic, the trainee should be able to:

1. identify common accidents;
2. identify ways of preventing common accidents;
3. identify common ailments;
4. identify ways of preventing ailments.

**3.2 Content**

3.2.1 Identifying common accidents

* Burns
* Cuts
* Falls
* Electric shock
* Strain
* Sprain
* Dislocation
* Bites and stings
* Choking

3.2.2 Identifying ways of preventing common accidents

* Covering boiling water
* Holding sharp equipment appropriately
* Putting off all the electric appliances after use
* Drying wet floors
* Carrying materials that are manageable
* Removing obstacles
* Clearing bushes
* Taking of little quantities of food at a time
* Avoiding talking while eating

3.2.3 Identifying common ailments

* Nose bleeding
* Headaches
* Common colds
* Fainting
* Muscle cramps
  + 1. Identifying ways of preventing ailments
* Working under shade
* Avoiding fatigue
* Working in a well ventilated room
* Using clean handkerchief
* Performing regular body exercises

**3.3 Suggested Learning and Teaching Activities**

* Demonstrating (hand support)
* Imitating
* Manipulating
* Role playing
* Covering boiling water
* Holding sharp equipment appropriately
* Putting off all the electric appliances
* Drying wet floors
* Carrying materials that are manageable
* Removing obstacles
* Clearing bushes
* Taking of little quantities of food at a time
* Eating without talking

**3.4 Suggested Learning and Teaching Resources**

* Electrical appliances
* Slashers
* Water
* Panga
* Knives
* Containers
* Source of fire
* Food stuff
* Utensils
* Mops
* Dusters
* Detergents
* Pictures
* Photographs
* Object of reference
* Calendar systems

**4.0 First aid**

**4.1 Specific objectives**

By the end of the topic, the trainee should be able to:

1. identify first aid kit contents;
2. observe safety precautions when administering first aid;
3. perform first aid for common accidents and ailments.

**4.2 Content**

4.2.1 Identifying contents of first aid kit

4.2.2 Observing safety precautions when administering first aid

* safety of self
* safety of the casualty

4.2.3 Performing first aid for common accident and ailments

* Burns and scalds
* Cuts
* Choking
* Fainting
* Nose bleeding
* Epileptic fits
* Bites and stings

**4.3 Suggested Learning and Teaching Activities**

* Demonstrating (hand support)
* Manipulating
* Choice making
* Imitating
* Turn taking
* Role playing
* Dressing wounds
* Positioning
* Applying oil and disinfectants
* Applying liniment
* Patting
* Tying
* Cleaning wounds

**4.4 Suggested Learning and Teaching Resources**

* First aid kit
* Water
* Disinfectants
* Gloves
* Cotton wool
* Bandages
* Resource person
* Handkerchief
* Liniment
* Mattress/mats
* Ointment
* Sling
* Pain killers
* Gauze
* Locally available materials
* Object of reference
* Calendar systems

**5.0 Safety in the environment**

**5.1 Specific objectives**

By the end of the topic the trainee should be able to:

1. identify clues and land marks in the environment;
2. identify dangerous places in the environment;
3. move safely with aid of a sighted guide;
4. move safely using a white cane;
5. use mobility protective techniques appropriately.

**5.2 Content**

* + 1. Identifying clues and land marks in the environment

5.2.2 Identifying dangerous places in the environment

* Open pits
* Bore holes
* Swampy areas
* Bushy areas
* Rocky areas
* Wells and rivers
* Swimming pools
* Electrical/barbed fences
* Fire places
* Loose electrical wires
* Chemical stores
* Steep grounds
* Slippery surfaces
* Trenches
* Bee hives

5.2.3 Moving safely with aid of a sighted guide

5.2.4 Moving safely using a white cane

5.2.5 Using mobility protective techniques appropriately

* 1. **Suggested Learning and Teaching Activities**
* Demonstrating (hand support)
* Choice making
* Imitating
* Manipulating
* Turn taking
* Role play
* Guiding
* Tapping
* Trailing
* Taking position
* Changing sides
* Opening and closing doors
* Locating items
* Identifying dangerous places
* Ascending and descending stairs
* Moving along narrow passage ways

**5.4 Suggested Learning and Teaching Resources**

* Land marks/clues
* Sighted guide
* Obstacles /barriers
* White cane
* Selected sites
* Resource persons
* Pictures
* Photographs
* Object of reference
* Calendar systems

**6.0 HIV and AIDS**

**6.1 Specific objectives**

By the end of the topic, the trainee should be able to:

1. identify ways of contracting HIV;
2. identify ways of preventing HIV;
3. identify ways of caring for a person infected with AIDS.
   1. **Content**

6.2.1 Identifying ways of contracting HIV

* Blood transfusion
* Unprotected sex
* Sharing sharp objects
* Coming into direct contact with body fluids of an infected person
  + 1. Identifying ways of preventing HIV
    2. Identifying ways of caring for a person infected with AIDS
* Nutrition
* Medication
* Therapy
* Hygiene
* Avoiding re-infection

**6.3 Suggested Learning and Teaching Activities**

* Demonstrating (hand support)
* Imitating
* Turn taking
* Grouping food stuff
* Manipulating
* Role playing
* Asking and answering questioning

**6.4 Suggested Learning and Teaching Resources**

* Models
* Resource persons
* Pictures
* Photographs
* Object of reference
* Calendar systems

# INFORMATION COMMUNICATION TECHNOLOGY (ICT)

**Introduction**

This unit is intended to equip the trainee with basic knowledge, skills, attitude and competencies in Information Communication Technology (ICT). The trainee will be equipped with skills to enable him/her use ICT in daily activities.

**General Objectives**

By the end of the unit, the trainee should be able to:

1. demonstrate ability to use basic ICT devices;
2. use ICT in daily activities appropriately;
3. appreciate the use of ICT.
4. Information Communication Technology devices

**1.1 Specific objectives**

By the end of the topic, the trainee should be able to:

1. observe safety precautions when handling ICT devices;
2. identify common ICT devices;
3. identify uses of ICT devices.

**1.2 Content**

1.2.1 Observing safety precautions when handling ICT devices

* Safety of self
* Safety of others
* Safety of devices
  + 1. Identifying common ICT devices
* Computer
* Desk top
* Lap top
* iPad
* Telephone
* Cell phone
* Radio
* Television
* Video machine
* Camera

1.2.3 Identifying uses of ICT devices

**1.3 Suggested Learning and Teaching Activities**

* Demonstrating (hand support)
* Manipulating
* Turn taking
* Choice making
* Imitating
* Role playing
* Pantomiming
* Signing
* Asking and answering questions

**1.4 Suggested Learning and Teaching Resources**

* Computer
* Telephone
* Cell phone
* Radio
* Television
* Video machine
* Camera
* Pictures
* Photographs
* Source of power
* Models
* Working surface
* Resource person
* Object of reference
* Calendar systems

1. **Using common ICT devices**
   1. **Specific objectives**

By the end of the topic, the trainee should be able to:

1. observe safety precautions when using ICT devices;
2. identify main parts of common ICT devices;
3. connect the devices to source of power;
4. switch on devices;
5. use devices appropriately;
6. switch off devices;
7. store devices appropriately.

**2.2 Content**

2.2.1 Observing safety precautions when using ICT devices

* Safety of self
* Safety of others
* Safety of devices
  + 1. Identifying main parts of common ICT devices
* Telephone
* Cell phone
* Radio
* Television
* Video machine
* Camera
  + 1. Connecting the devices to source of power
* Battery
* Electricity
* Solar
  + 1. Switching on the devices
    2. Using the devices appropriately
    3. Switching off the devices
    4. Storing the devices appropriately.

**2.3 Suggested Learning and Teaching Activities**

* Demonstrating (hand support)
* Manipulating
* Turn taking
* Choice making
* Imitating
* Role playing
* Pantomiming
* Signing
* Asking and answering questions
* Switching on
* Switching off
* Connecting to power
* Storing

**2.4 Suggested Learning and Teaching Resources**

* Telephone
* Cell phone
* Radio
* Television
* Video machine
* Camera
* Pictures
* Photographs
* Models
* Storage facilities
* Battery
* Electricity
* Solar
* Working surface
* Resource person
* Object of reference
* Calendar systems

1. **Using a computer**
   1. **Specific objectives**

By the end of the topic, the trainee should be able to:

1. observe safety precautions when using computer;
2. identify main parts of a computer;
3. connect the computer to source of power;
4. switch on the computer;
5. use the computer appropriately;
6. switch off the computer;
7. store the computer appropriately.
   1. **Content** 
      1. Observing safety precautions when using computer

* Safety of self
* Safety of others
* Safety of the computer
  + 1. Identifying main parts of a computer
* Monitor
* Keyboard
* Mouse
* Central Processing Unit (CPU)
  + 1. Connecting the computer to source of power
    2. Switching on the computer
    3. Using the computer appropriately
* Manipulating mouse
* Manipulating keyboard
* Playing computer games
* Opening a word document
* Typing letters and numbers
* Using internet
  + 1. Switching off the computer
    2. Storing the computer appropriately

**3.3 Suggested Learning and Teaching Activities**

* Demonstrating (hand support)
* Manipulating
* Turn taking
* Choice making
* Imitating
* Role playing
* Pantomiming
* Signing
* Typing
* Playing games
* Listening to music
* Watching games and pictures
* Browsing
* Asking and answering questions
* Switching on
* Switching off
* Connecting to power
* Storing

**3.4 Suggested Learning and Teaching Resources**

* Computer
* Monitor
* Keyboard
* Mouse
* Pictures
* Photographs
* Storage facilities
* Battery
* Electricity
* Solar
* Working surface
* Resource person
* Object of reference
* Calendar systems

1. **Caring for ICT devices**
   1. **Specific objectives**

By the end of the topic, the trainee should be able to:

1. disconnect ICT devices from source of power;
2. clean ICT devices;
3. pack ICT devices appropriately;
4. store ICT devices appropriately.
   1. **Content**
      1. Disconnecting ICT devices from source of power;
      2. Cleaning ICT devices
      3. Packing ICT devices appropriately
      4. Storing ICT appropriately
   2. **Suggested Learning and Teaching Activities**

* Demonstrating (hand support)
* Manipulating
* Turn taking
* Choice making
* Imitating
* Role playing
* Pantomiming
* Signing
* Wiping
* Dusting
* Blowing
* Packing
* Asking and answering questions
* Disconnecting from power
* Storing
  1. **Suggested Learning and Teaching Resources**
* Desktop
* Laptop
* iPad
* Telephone
* Cell phone
* Radio
* Television
* Video machine
* Camera
* Pictures
* Photographs
* Storage facilities
* Battery
* Electricity
* Solar
* Working surface
* Resource person
* Object of reference
* Calendar systems

# ENTREPRENEURSHIP

**Introduction**

Entrepreneurship refers to engagement in business activities using money and making business deals. This unit is intended to equip the trainee with necessary knowledge, skills, attitude and competencies that will enable him or her start, operate and manage small scale business enterprise.

**General Objectives**

By the end of the unit, the trainee should be able to:

1. acquire entrepreneurial skills necessary for starting and operating a business;
2. use money to carry out business transactions;
3. acquire positive attitude towards self-employment for income generation.

**1. 0 Money**

**1.1 Specific objectives**

By the end of the topic, the trainee should be able to::

1. identify different denominations of money;
2. identify value of money;
3. use money to obtain goods and services.

**1.2 Content**

1.2.1Identifying different denominations of money

1.2.2 Identifying value of money

1.2.3 Using money to obtain goods and services

**1.3 Suggested Learning and Teaching Activities**

* Demonstrating (hand support)
* Manipulating
* Turn taking
* Choice making
* Imitating
* Role playing
* Pantomiming
* Signing
* Asking and answering questions
* Counting
* Identifying
* Excursion
* Buying
* Selling
* Bargaining
* Recording

**1.3 Suggested Learning and Teaching Resources**

* Denominations of money
* Cash box
* Shop
* Market
* Resource person
* Goods
* Pictures
* Photographs
* Recording books
* Receipt book
* Object of reference
* Calendar systems

**2.0 Income generating activities**

**2.1 Specific objectives**

By the end of the topic, the trainee should be able to:

1. identify income generating activities in the community;
2. identify suitable location for a business;
3. identify products and services that are in demand;
4. start a business.
   1. **Content**

2.2.1 Identifying income generating activities in the community

2.2.2 Identifying suitable location for a business

* Potential customers
* Economic activities of the area
* Access roads
* Means of transport
* Availability of public utilities such as electricity, telephone services and water
* Business premises rent
* Competing businesses
  + 1. Identifying products and services that are in demand
    2. Starting a business

**2.3 Suggested Learning and Teaching Activities**

* Demonstrating (hand support)
* Manipulating
* Turn taking
* Choice making
* Imitating
* Role playing
* Pantomiming
* Signing
* Asking and answering questions
* Excursion

**2.4 Suggested Learning and Teaching Resource**

* Money
* Shop
* Market
* Resource person
* Goods
* Pictures
* Photographs
* Object of reference
* Calendar systems
  1. **Marketing and selling of goods and services**
  2. **Specific objectives**

By the end of the topic, the trainee should be able to:

1. prepare goods for sale;
2. determine prices of goods and services;
3. identify ways of distributing goods to customers;
4. identify various ways of advertising goods and services;
5. practise appropriate grooming for a sales person.
   * 1. **Content**
     2. Preparing goods for sale

* Selecting best goods for sale
* Grading goods appropriately
* Packaging goods
  + 1. Determining prices of goods and services
* Costing the products
* Fixing profit margins
* Negotiating prices
* Setting reasonable prices
* Designing a price list
* Setting maximum and minimum possible prices of products

3.2.3 Identifying ways of distributing goods to customers

3.2.4 Identifying various ways of advertising goods and services

* Radio
* Television
* Sales representatives
* Posters
* Internet
* Brochures

3.2.5 Practising appropriate grooming for a sales person.

**3.3 Suggested Learning and Teaching Activities**

* Demonstrating (hand support)
* Manipulating
* Turn taking
* Choice making
* Imitating
* Role playing
* Pantomiming
* Signing
* Asking and answering questions
* Excursion
* Labeling
* Packaging
* Distributing
* Drawing
* Writing
* Grooming
* Delivering
* Browsing
* Recording

**3.4 Suggested Learning and Teaching Resource**

* Money
* Shop
* Market
* Resource person
* Goods
* Pictures
* Photographs
* Radio
* Television
* Sales representatives
* Posters
* Internet
* Cash box
* Brochures
* Price tags
* Price lists
* Object of reference
* Calendar systems

**4.0 Managing a business**

**4.1 Specific objectives**

By the end of the topic, the trainee should be able to:

1. identify different sources of business finances;
2. keep business records;
3. identify various methods of saving money.

**4.2 Content**

4.2.1 Identifying different Sources of business finances

* Personal savings
* Donations
* Bank loans
* Micro finance institution loans
* Savings and credit societies
* Self help groups
* Grants
  + 1. Keeping business records

4.2.3 Identifying various methods of saving money

* Saving box
* Mobile phone
* Saving in the bank
* Cooperative savings

**4.3 Suggested Learning and Teaching Activities**

* Demonstrating (hand support)
* Manipulating
* Turn taking
* Choice making
* Imitating
* Role playing
* Pantomiming
* Signing
* Asking and answering questions
* Excursion
* Labeling
* Packaging
* Writing
* Grooming
* Delivering
* Browsing
* Recording

**4.4 Suggested Learning and Teaching Resources**

* Money
* Shop
* Market
* Resource person
* Goods
* Pictures
* Photographs
* Radio
* Television
* Sales representatives
* Posters
* Internet
* Cash box
* Brochures
* Price tags
* Price lists
* Saving box
* Mobile phone
* Record books
* Receipt books
* Object of reference
* Calendar systems