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COMPETENCY BASED CURRICULUM

SENSORY-MOTOR AND CREATIVE ACTIVITIES EDUCATION

TEACHER'S HANDBOOK

FOUNDATION LEVEL FOR LEARNERS WITH SPECIAL NEEDS

KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

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EDUCATION TEACHER'S HANDBOOK

APRIL 2019

ISO 9001:2015 QMS, CERT NO. KEBS/QMS/RF/088 Rev. 00

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First Published 2019
© Kenya Institute of Curriculum Development

ISBN NO: 978-9966-31-848-0

Published and printed by
Kenya Institute of Curriculum Development
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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 a 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 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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ACKNOWLEDGEMENT

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

1.	Hannah N. Njenga	Kenya Institute of Curriculum Development
2.	Zipporah Komeni	Moi University
3.	Christine Kisombe	Pwani special school – Mombasa
4.	Ramson Nyamu	Kaundu Special School – Mwingi
5.	Joshua Kendagor	Kabarnet School for Deafblind – Baringo
6.	Rachael Ndathe	City primary School Autism Unit - Nairobi

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

I would also like to appreciate Jane Sirogo (KICD) and Esther Mukuria (KICD) for the typing services to the writing team which greatly contributed to the success of this work. I cannot also forget Licandah Ngunyi (KICD) & Onesmus Kakungi (KICD) for the Design & layout of the handbook.

I sincerely appreciate all those who made contributions to the development of this handbook who I may not have mentioned above.

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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.

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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.

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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

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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.

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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:

a) demonstrate basic literacy and numeracy skills for learning;
b) communicate appropriately using verbal and/or non-verbal modes in varied contexts;
c) demonstrate appropriate etiquette in social relations;
d) apply basic creativity and critical thinking skills in problem solving;
e) explore the immediate environment for learning and enjoyment;
f) practice hygiene, nutrition, sanitation to promote health and wellbeing;
g) demonstrate the acquisition of emotional, physical, spiritual, aesthetic and moral development for balanced living;
h) demonstrate appreciation of the country's rich and diverse cultural heritage for harmonious co-existence;
i) apply digital literacy skills for learning and enjoyment.

2.2.4 General Learning Outcomes

General Learning Outcomes for various learning areas are derived from Level Learning Outcomes.

The following are general learning outcomes for for Sensory Motor and Creative Activities

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

a) explore the immediate environment using various sensory inputs;
b) use sensory integration approach to explore the environment for learning;

c) coordinate body movement in different activities for physical fitness and self-fulfilment;
d) perform creative activities for learning, self-expression, enjoyment and relaxation.

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 Sensory Motor and Creative Activities

This learning area involves sensory integration skills, psychomotor and creative activities. Sensory integration equips the learner with skills of identification, organization and interpretation of sensory information. Psychomotor activities help the learner to develop gross and fine motor abilities while creative activities develop learner's skills of self-expression, imagination and creativity.

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.

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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, teacher's experience, and 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

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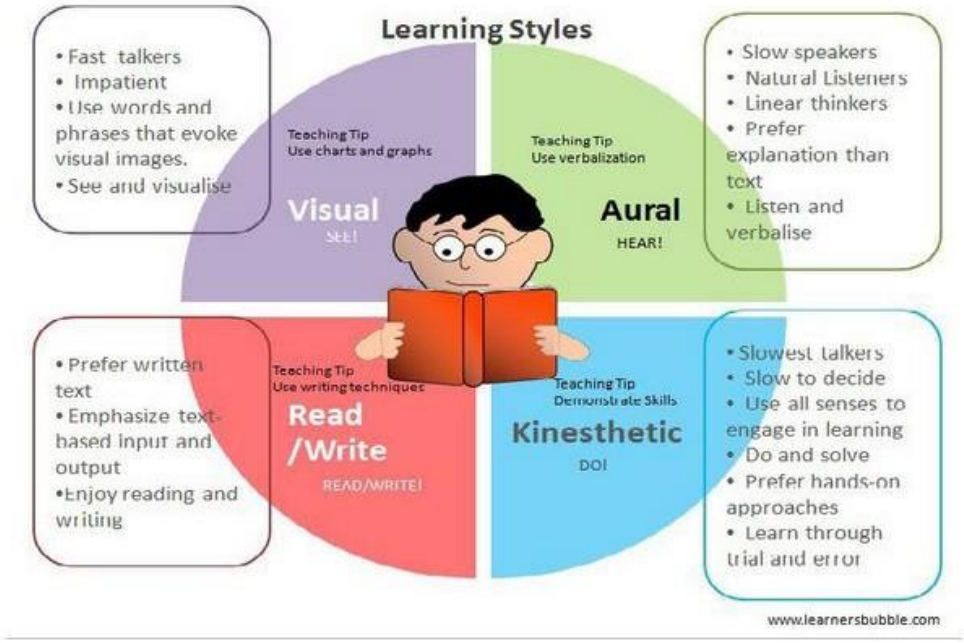
assessed before, during and after learning in order to inform the next step for both the teacher and the learner.

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.

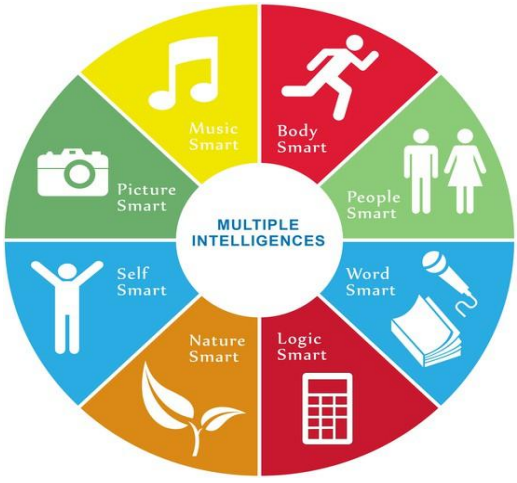
Learning Styles

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.



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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

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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 interpersonal 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.

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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.

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- **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.

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- Reading and narrating to children stories.
- Importance of seeking information from the school head and teachers about the formal, informal and the non-formal aspects of the child's potential at school.

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

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

2.2.16 Non-formal activity to support learning

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

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National Goal of Education	9. Promote individual development and self-fulfillment
Level Learning Outcome	apply basic creativity and critical thinking skills in problem solving
Learning Area	Sensory Motor and Creative Activities
General Learning Outcome	Perform creative activities for learning, self-expression, enjoyment and relaxation.
Strand	Creative Activities
Sub-strand	bling, Coloring and Tracing
Specific Learning Outcome	perform scribbling, coloring and tracing activities for creativity;
Key inquiry question	How can you make a picture look better?
Learning experiences	Learners could be given drawn pictures to colour within the margins
Assessment	Use observation to assessment learner's ability to colour within outlines.

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.

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- **Assessment procedure and criteria**
  This step describes how progress will be measured and specifies how well the learner is expected to perform. Evaluation criteria must define the standards that are to be used to measure progress or success. It is necessary to evaluate progress after a specific content has been covered.
- **Related specialized services**
  The IEP must be clear in listing related specialized services required by the learner. The services identified may be addressed by the relevant service providers. This should be specified as to who, when and where these may be provided. These services may include physiotherapy, occupational therapy, speech and language therapy, guidance and counseling among others.

3.2.1 Progress records

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

Communication, Social and Pre-Literacy skills

Date	Skill area assessed	Result	Remarks	Recommendations
25th march 2019	Colouring within margins	Colours outside the margin	The learner has firm pencil grip and can hold the paper in place	The learner needs more practice in colouring with a given outline

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 takes place within the time allocated. It also shows how values, PCIs and competencies shall be mainstreamed in the lesson. Lesson plans

are usually propositions made by the teacher on how the lesson shall run, however, the way in which the lesson may run could change spontaneously during the lesson. Lesson plans should be developed by the teacher who will facilitate the lesson as he or she understands her learners better, the resources available to them and the context in which the learning shall take place. A sample lesson plan for a competency based curriculum is provided in the appendix of this book.

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

In order to track learner's performance, the teacher should also have an assessment record book. The book will track the achievement of learning outcomes and competencies acquired by the learners. It will guide the teacher on which learner needs special attention to acquire the skills and competencies stated in the curriculum designs.

The information will also be used when reporting learner's progress to their parents. A sample of an assessment report is also provided in the appendix of this book.

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4.0 LEARNING APPROACHES FOR SPECIFIC STRANDS

4.1 Strand: Sensory Perception

Introduction

Sensory perception is the ability to process information through the organ usually referred as senses like earing, vision, taste, smell and touch. The purpose of teaching sensory perception is to enable the learner identify, organize and interpret the sensory information within the environment.

4.1.1 Sub-stand: Auditory Perception

Auditory perception is the ability to identify and discriminate sources of various sounds in the environment for differentiation and communication. The learner will listen to different sounds in the environment, discriminate and appreciate for enjoyment.

Specific Learning Outcome

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

a) identify various sounds from the environment for learning;
b) identify sources of sounds for perception;
c) listen to various sounds in the environment for differentiation;
d) imitate different sounds in the environment for communication;
e) appreciate sounds in the environment for enjoyment.

Key Inquiry Questions

1. What sounds can you hear from the surrounding?
2. Which sounds of animals have you heard at home?

Suggested Learning Experiences

The following are suggested learning experiences the teacher could apply for learners to effectively achieve the intended learning outcomes:

- Learners could be guided to identify sounds by listening to environmental sounds.
- Learners could be guided to listen to recorded sounds and identify their sources for perception.

- Learners could be guided to track and differentiate sources of sounds from the immediate environment.
- In pairs or groups, learners could be guided to imitate and differentiate sounds in the environment.
- The learner could be guided to identify, listen, track and imitate different sounds in the environment for communication and enjoyment.

Core competences to be developed:

- **Self-efficacy w**ill be developed as learners identify of sources of sounds in the environment.
- **Communication and collaboration** will be developed as learners hear sounds in the environment and respond by repeating.
- **Digital Literacy** will be developed as learners listen to recorded conversations, music.

Pertinent and contemporary issues

- **Life skills**: **Self-awareness** will be achieved as learners identify sounds in the environment.
- **Education for sustainable development: Environmental awareness** will be enhanced as learners explore and discriminate different sounds in the environment.

Link to Values

- **Patience** will be developed as learners pay attention to sounds.

Link to other learning areas

- Orientation and Mobility.
- Communication Skills

Suggested non-Formal Activity

Learners to locate direction of sound and identify sounds within the school environment.

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Suggested learning Resources

The following are the suggested resources to be used in this learning area.

- Recorded sounds and musical instruments could be used to differentiate sounds in the environment.
- Bell, moving vehicles, hooting sounds, animals and bird sounds could be used to track the direction of moving sounds.
- Pictures could be used to name the objects/animals making the sounds
- Objects of reference, communication boards and structured boards could be used to sign or touch the objects making sounds.

For learners who are totally deaf, the teacher could be asked to supplement the auditory sense with the tactile sense.

Suggested assessment mode

The teacher should ask simple questions and give clear instructions to listen, imitate and differentiate sounds in the environment.

- Questioning
- 0bservation

The teacher will develop a checklist to identify the ability of the learner.

Assessment rubric

A rubric is a scoring guide used to evaluate the quality of a learner's work.

Assessment will help the teacher to monitor learner's progress and plan for intervention where applicable. Therefore, the learner may be assessed against the following levels of performance:

Assessment Rubric

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Learner is able to: Listen and identify sounds Identify sources of different sounds Imitate different sounds Track and discriminate sounds in the environment.	Learner is able to: Listen and identify sounds Identify sources of different sounds Imitate different sounds	Learner is able to: Listen and identify sounds Identify sources of different sounds Imitate different sounds with physical prompts and cues.	Learner has difficulties to: Listen and identify sounds Identify sources of different sounds Imitate different sounds.

4.1.2 Sub-Strand: Visual perception

Visual perception is the ability to interpret the surrounding environment using light in the visible spectrum reflected by the object in the environment. The learners will have the ability to observe objects/touch top to down and bottom to up and track moving objects.it helps the learner to perform a number of skills such as, completion of puzzles, sorting, emptying and filling.

Specific Learning Outcomes

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

a) identify colour and shape of the objects in the environment for learning;
b) manipulate colours and shapes of objects in the environment for discrimination.
c) track a moving object in the environment for perception.
d) appreciate visual interaction with the environment for self-expression

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Key Inquiry Questions

1. What colour of objects can you see/touch in the classroom?
2. Which colour do you like?

Suggested Learning Experiences

The following are suggested learning experiences the teacher could apply for learners to effectively achieve the intended learning outcome:

- The learner could be guided to identify and manipulate colours and shapes of objects as well as discriminate objects in the environment.
- Learners could be guided to identify and name colours, shapes and objects in the environment.
- Learners could be guided to sort and match colours and shapes of objects in the environment.
- In groups or pairs, learners track moving objects on the computer screen and in the environment
- Learners appreciate the use of vision through interaction with the environment.

Core Competencies to be developed

- **Communication and collaboration; will** be developed as learners participate in tracking/ manipulating objects in the classroom.
- **Digital Literacy** skills will be enhanced as learners drag and match objects in colours and shapes using computer games.

Link to pertinent and contemporary Issues

Education for sustainable development

- **Environmental awareness** will be developed as learners identify colours and shapes of the objects in the environment.

Link to Values

- **Responsibility** is achieved as learners care for the environment.

Link to other Learning Areas

- **Communication, Social and Literacy skills** will be developed as the learners track moving objects and identify the direction of sounds through verbal / nonverbal modes.
- **Orientation and Mobility** will be developed **as** learners locate the direction of moving vehicles/objects in the immediate environment.

Suggested Non-Formal Activities

Learner to observe and sort out objects of different sizes, colours and shapes, and track moving objects with friends and peers in the school surrounding

Suggested learning Resources

The following resources could be used to enhance visual perception

- Colours, shapes and pictures will be used to identify different colours and shapes
- Cut-outs, blocks, bottles, sticks and tins will be used to sort and match different colours and shapes
- Videos will be used to track objects on computer screens for colour identification.
- Communication boards and Objects of reference will be used to touch/sign using objects.

Suggested Assessment mode:

The teacher should ask simple questions and give clear instructions to listen, imitate and differentiate sounds in the environment.

The teacher will develop an observational checklist to identify learners' activities to track objects much and discriminate objects through visual ability in their immediate environment.

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Assessment rubric

A rubric is a scoring guide used to evaluate the quality of a learner's work. Assessment will help the teacher to monitor learner's progress and plan for intervention where applicable. Therefore, the learner may be assessed against the following levels of performance:

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Learner is able to; • identify objects according to colour and shape. • discriminate objects according to colour and shape • track moving objects in the environment in addition, • colour different objects according to shapes.	Learner is able to: • identify objects according to colour and shape. • discriminate objects according to colour and shape • track moving objects in the environment	Learner is able to: • identify objects according to colour and shape. • discriminate objects according to colour and shape. with prompts	Learner has difficulties in: • identifying objects according to colour and shape.

4.1.3 Sub-Strand: Tactile perception

Tactile perception, also called touch perception is the brain's ability to perceive sensory impulses coming from the skin.

Specific Learning Outcomes

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

a) identify different textures and temperatures for learning;
b) sort different objects according to texture and temperature for discrimination;
c) appreciate the feel of texture of surfaces and temperature in the environment for safety.

Key Inquiry Questions

The learner could be asked the following question to elicit response related to tactile perception. This will encourage learners to develop their own critical thinking skills.

1. How do you feel when you touch a hot/cold object?
2. How do you feel when you touch a rough/smooth object?

Suggested Learning Experiences

The following are suggested learning experiences the teacher could apply for learners to effectively achieve the intended learning outcome;

- Learners could be guided to feel and identify different textures (rough and smooth) and temperatures (warm and cold).
- In pairs or groups, learners could sort different objects according to texture (Smooth and rough) and temperature (Warm and cold).
- Learners could interact with surfaces of different textures and temperatures in the environment.

Core competence to be developed

- **Communication and collaboration** will be developed as learners in pairs or in groups sort objects and surfaces according to texture and temperatures.

Link to Pertinent and contemporary issues

After the learners' handle objects and surfaces of different textures and temperatures and interact with them safety is achieved

Link to values

- **Responsibility** is enhanced as learners' exercise caution in handling objects and surfaces of different texture and temperature.

Link to other learning areas

- Communication, social and pre-literacy skills.
- Activities of Daily Living and Religious Education.

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Suggested non-formal activity

Learners practice handling objects and surfaces of different textures and temperatures for safety.

Suggested resources

The following are the suggested resources to be used in this sub-strand;

- Sand and bark of a tree will be used to identify rough surfaces.
- Mirror and flour will be used to identify smooth surfaces.

Suggested assessment modes

Questioning and Observation

The teacher could ask simple questions and give clear instructions on how to assess tactile perceptual skills through the most effective mode of communication.

Through observation, the teacher is expected to take and keep records of learners' achievements for reference.

Assessment Rubric

A rubric is a scoring guide used to evaluate the quality of a learner's work.

Assessment will help the teacher to monitor learner's progress and plan for intervention where applicable. Therefore, the learner may be assessed against the following levels of performance:

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Learner is able to: • identify different textures (smooth and rough) • sort temperatures (warm and cold). • handle objects and surfaces of texture and temperature safely.	Learner is able to: • identify different textures (smooth and rough) • sort temperatures (warm and cold).	Learner is able to • identify different textures (smooth and rough) • sort temperatures (warm and cold) with physical prompts.	• Learner has difficulties in sorting different textures (smooth and rough)

4.1.4 Sub-strand: Gustatory perception

Gustatory perception is related to taste. Taste is the sensation produced when a substance in the mouth reacts chemically with taste receptor cells located on taste buds in the oral cavity, mostly on the tongue.

Specific Learning Outcomes

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

a) identify different tastes for learning;
b) classify items according to taste for differentiation;
c) appreciate pleasant taste for enjoyment

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Key Inquiry Question

The learner could be asked the following question to elicit response related to tactile perception. This will encourage learners to develop their own critical thinking skills.

1. How does food taste?

Suggested Learning Experiences

The following are the suggested learning experiences the teacher could apply for learners to effectively achieve the intended learning outcomes.

- Learners could be guided to identify different tastes (Sweet and salty).
- Learners could be guided to classify items according to different tastes. (Sweet and salty)
- Learners could be guided to select foods with pleasant tastes for enjoyment.

Core competence

- **Self-efficacy** will be achieved as learners identify different tastes of foods.

Link to Pertinent and Contemporary issues

- **Life skills: Self-esteem** will be attained as learners make good choices of food according to taste for enjoyment.

Links to values

- **Responsibility** will be enhanced as learners recognize different tastes of foods and make informed choices as they serve food and wash utensils,

Link to other learning areas

- Activities of daily living and religious education.
- communication, social and pre-literacy skills,

Suggested Non-formal activity

Learners will **t**aste different kinds of food stuff for learning.

Suggested Resources

The following are the suggested resources to be used in this sub-strand.
Sugar, sweets, scones and cakes will be used to taste sweet foods.
Fruits, juices, soda will be used to either taste sweet or bitter
Salt will be used to taste salty foods.

Suggested Assessment modes

Checklist and Observation

The teacher could ask simple questions and give clear instruction on how to assess gustatory perception through the most effective mode of communication. Through observation the teacher is expected to use a checklist to take and keep records of learners' achievement for reference.

Assessment Rubric

Rubric is a scoring guide used to evaluate the quality of a learner's work. Assessment will help a teacher to monitor learner's progress and plan for intervention where applicable. Therefore, the learners may be assessed against the following level of performance.

Exceeding expectations	**Meeting expectations**	**Approaching expectations**	**Below expectations**
• Learner can identify and classify different tastes (sweet and salty). • The learner can identify sour taste.	• Learner is able to identify and classify foods according to taste (sweet and salty).	• Learner is able to identify and classify foods according to taste (sweet and salty). with assistance.	• Learner has difficulties in identifying and classifying foods according to taste (sweet and salty).

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4.1.5 Sub-strand: Olfactory perception

Olfactory perception is a sense of smell. Olfactory perception will enable the learner to detect different forms of smells in the environment.

Specific Learning Outcomes:

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

a) identify different smells in the environment for learning;
b) sort out items according to their smells in the environment for discrimination;
c) appreciate pleasant smells in the environment for learning.

Key Inquiry Questions

The learner could be asked the following question to elicit response related to tactile perception. This will encourage learners to develop their own critical thinking skills.

1. What can you smell?
2. What smell is good/bad?

Suggested Learning Experiences

The following are the suggested learning experiences the teacher could apply for learners to effectively achieve the intended learning outcomes.

- Learners could be guided to identify different smells in the environment by taking them to various places in the school compound, like the kitchen, toilets.
- Learners could be guided to differentiate between good and bad smells when interacting with learning resources in class and discriminating them accordingly.
- Individually or in pairs, learners could be guided to appreciate pleasant smell by singing/sign singing songs like "Maua mazuri yapendeza".

Core competences to be developed

- **self-efficacy** will be achieved as learners identify and respond appropriately to scents and odours.

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Link to Pertinent and Contemporary Issue:

- **Health education- safety** will be achieved as learners avoiding areas with unpleasant smells.

Link to values

- **Respect**: will be enhanced as learners appreciate pleasant smells in the environment.
- **Responsibility:** will be developed as learners sort out items according to smell with care.

Link to other learning areas

- Orientation and Mobility.
- Communication, social and pre-literacy skills.
- Activities of daily living and Religious Education

Suggested non-formal activity

Learner to identify various food items, perfumes, soaps and lotion by smell in the immediate environment with their peers.

Suggested Learning Resources

The following are the suggested resources to be used in this sub-strand.

Foodstuff and Fruits, Perfumes, Soap, detergents, Garbage pits, Urinal, Toilet,

Suggested assessment modes

The teacher could ask simple questions giving clear instructions on how to assess activities in involved in identifying and discriminating different smells. Teacher to make a checklist as shown below to show the learners achievement.

Assessment Rubric

Rubric is a scoring guide used to evaluate the quality of a learner's work.

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Assessment will help a teacher to monitor learner's progress and plan for intervention where applicable. Therefore, the learners may be assessed against the following level of performance.

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Learner is able to: identify and classify different smells (pleasant and unpleasant). In addition, the learner will identify places/items according to their smell.	Learner is able to: identify and classify different smells (pleasant and unpleasant).	Learner is able to: identify and classify different smells (pleasant and unpleasant) with prompts.	Learner has difficulties in: identifying and classifying different smells (pleasant and unpleasant).

Strand 4.2: Sensory Integration

Sensory integration is the process by which we receive information through our senses, organize this information and use it to participate in everyday activities. It helps the learners perform activities for daily living.

Sub-strand 4.2.1: Eye- hand co-ordination

Eye-hand coordination is the ability to do activities that require simultaneous use of hands and eyes to explore and manipulate objects in the environment.

Specific Learning Outcomes:

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

a) identify eye- hand coordination activities for learning;
b) perform eye-hand co-ordination activities in manipulating the environment;
c) appreciate the use of eye hand co- ordination in learning and exploring the environment.

Key Inquiry Question

The learner could be asked the following question to elicit response related to tactile perception. This will encourage learners to develop their own critical thinking skills.

1. What do you do with your hands?
2. What objects do you see /touch/feel in the classrooms?

Suggested Learning Experiences

The following are the suggested learning experiences the teacher could apply for learners to effectively achieve the intended learning outcomes.

- Learners could be guided to identify eye-hand coordination activities through videos, animations and pictures. These activities include sorting modelling, pegging, buttoning, beading, threading, constructing towers using blocks and lacing.
- Learners could be guided to perform eye-hand coordination activities like modelling, pegging, buttoning, beading, threading in pairs or groups.
- Learners could be guided to play/sing/ sign sing singing games in pairs/groups involving eye-hand coordination.

Core competences to be developed

- **Self-Efficacy** will be achieved as learners use eye-hand coordination in activities of daily living

Link to Pertinent and Contemporary Issues

Education for Sustainable development

- **Safety** will be developed as learners care for themselves and learning resources.

Link to values

- **Respect: W**ill be natured as learners share learning materials.
- **Responsibility:** Will be enhanced as learners take care of learning materials.

Link to other learning areas

- Orientation and Mobility:
- Activities of Daily Living:

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Suggested Non-formal Activity

Learners could be involved in cleaning activities within the school environment.

Suggested learning Resources

The following are the suggested resources to be used in this sub-strand;
Beads, fish line, assorted seeds, clay, plasticine and blocks will be manipulated by the learners as they develop eye-hand coordination.
Peg boards, buttoning boards and lacing boards will assist the learner develop fine motor skills to enhance eye-hand coordination.

Digital devices will be used as learners observe computer/video screen and manipulate the key board.

Suggested Assessment modes

The teacher could ask simple questions giving clear instructions on how to carry out eye-hand coordination activities. Teacher to make a checklist as shown below. To show the learners achievement.

Assessment Rubric

Rubric is a scoring guide used to evaluate the quality of a learner's work. Assessment will help a teacher to monitor learner's progress and plan for intervention where applicable. Therefore, the learners may be assessed against the following level of performance.

Exceeding expectations	**Meeting expectations**	**Approaching expectations**	**Below expectations**
Learner is able to: perform eye – hand coordination activities and in addition play drag and drop computer games.	Learner is able to: perform eye –hand coordination activities.	Learner is able to: perform eye – hand coordination activities with prompts.	Learner has difficulties in: performing eye – hand coordination activities.

STRAND 4.3: PSYCHOMOTOR ACTIVITIES

Sub-strand4.3.1: Loco motor Activities

Loco-motor activities are physical actions that propel an individual from one place to another. Loco-motor activities include: walking, sitting, rolling, jumping, hopping, sliding, swinging, standing and galloping.
These activities ensure that the learners grow up to be strong, flexible and physically active. It is the foundation of human movement. Loco motor activities help in building strength, agility, flexibility and body control.

Specific learning outcomes
By the end of the sub-strand, the learner should be able to:
a) identify obstacles, free space, appropriate distance and height for loco motor activities to enhance safety;
b) perform coordinated loco motor activities for physical fitness;
c) appreciate loco motor activities for physical fitness, safety and enjoyment.

Key inquiry question
The learner could be asked the following question to elicit response related to loco motor activities. This will encourage them to develop critical thinking skills.
1. What do you do during your free time?

Suggested Learning experiences
The following are suggested learning experiences the teacher could apply for learners to effectively achieve the intended learning outcomes:
Learners could be guided and prompted to:
- identify obstacles, free space, appropriate distance and height for loco motor activities through demonstrations, videos and realia;
- perform coordinated loco motor activities;
- practice coordinated loco motor activities in groups and pairs.

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Core competences to be developed

- **Self-efficacy** will be achieved as learners perform coordinated loco motor activities in pairs and groups for health and physical fitness.
- **communication and collaboration** will be achieved as learners interact during loco motor activities in pairs and in groups.
- **digital literacy** will be developed as learners watch videos and animations related to loco motor activities.

Link to pertinent and contemporary issues

- **Safety** will be enhanced as learners observe self-care during loco motor activities.

Link to values

- **Cooperation** will be achieved as learners perform coordinated loco motor activities in pairs and groups.

Link to other learning areas

- Orientation and Mobility
- Activities of Daily Living.

Suggested non- formal activities

Learners could engage in loco motor activities during their free time.

Suggested Learning Resources

The following are the suggested resources

- Seats could be used as learners practice appropriate sitting posture.
- Standing bars could be used to support learners with weak lower limbs.
- Parallel bars could be used to support and strengthen muscles of the lower limbs
- Hula-hoop could be used for body balancing and enjoyment
- Animations could be used for self- assessment, reference and arousing curiosity.

Suggested modes of assessment

- **Questioning**: The teacher could ask simple questions and give clear instructions on how to assess loco motor activities through the most effective mode of communication.
- **Observation:** Through observation, the teacher could take and keep records of learners' achievements for reference.

Assessment rubric

A rubric is a scoring guide used to evaluate the quality of a learner's work. Assessment will help the teacher to monitor learner's progress and plan for intervention where applicable. Therefore, the learner should be assessed using the following levels of performance:

Exceeding expectations	**Meeting expectations**	**Approaching expectation**	**Below expectations**
Learner is able to: • Identify obstacles, free space, appropriate distance and height for loco motor activities. • Perform coordinated loco motor activities and participate in gymnastics	Learner is able to: • Identify obstacles, free space, appropriate distance and height for loco motor activities. • Perform coordinated loco motor activities.	Learner is able to: • Identify obstacles, free space, appropriate distance and height for loco motor activities and • Perform coordinated loco motor with prompts	Learner has difficulties in identifying and performing loco motor activities.

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4.3.2 Sub- strand: Non loco-motor

Non-loco- motor skills are fundamental body movements that incorporate movements on the spot. The movements do not cause body move to another space. They include movements of limbs or body parts or sometimes the whole body. The non-locomotor activities include: stretching, bending, curling, twisting, pushing and pulling.

Besides demonstrating and practicing the skills, non-loco-motor skills allow a learner to learn different movement concepts and help them acquire the skills necessary for increasing their overall physical literacy.

Specific learning outcomes

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

a) perform coordinated non- loco motor activities for body balance;
b) appreciate non- loco motor activities for relaxation and fitness.

Key inquiry question

The learner could be asked the following question to elicit response related to non-loco motor activities.

1. How do you pick something from the ground?

Suggested learning experiences

The following are suggested learning experiences the teacher could use to effectively achieve the intended learning outcomes:

- Learners could observe/follow demonstrations of various non-loco motor activities such as stretching, bending, curling, twisting, pushing and pulling to enhance their non-loco motor skills.
- Learners could be guided to practice non- loco motor activities in pairs or in groups.
- Learner could engage in games which involve non- loco motor activities for perfection.

Core competence to be developed:

- **Self-efficacy** will be achieved as learners gain the ability to perform non- loco motor activities for body balance.

Link to pertinent and contemporary issues:

As learners perform non-loco motor activities for relaxation and physical fitness good health will be attained

- **Safety** will be developed as learners perform non- loco motor activities and take care of themselves.

Links to values

- **Unity** will be enhanced as learners interact with one another while engaging in non-loco motor activities.

Link to other learning areas

- Orientation and Mobility

Suggested non- formal activities

Learners could practice non-loco motor activities outside the classroom for relaxation and physical fitness.

Suggested Learning Resources

The following are the suggested resources:

- Video clips could be used to show various loco motor activities.
- Animations could be used by learners for self-assessment, reference and arousing curiosity.
- Resource persons could be invited to facilitate performance of non-loco motor activities.
- Teacher aides could assist learners as they perform non-loco motor activities.

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Suggested modes of assessment

- **Questioning:** The teacher should ask simple questions and give clear instructions on how to perform non- loco motor activities through the most effective communication channel
- **Observation**: Through observation the teacher should take and keep records of learners' achievements for reference.

Assessment rubric

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Learner is able to perform coordinated non-loco-motor activities independently and participate in gymnastics	Learner is able to perform coordinated non loco-motor activities independently.	Learner is able to perform coordinated non-loco-motor activities with prompts.	Learner has difficulties in performing coordinated non-loco-motor activities.

Sub-strand 4.3.3: Manipulative Skills

Manipulative skills involve moving or using an object with the hands or feet to achieve a goal or complete a task. In fine motor skills, the object could be a pencil or a button. In gross motor skills, the objects could be sporting equipment or toys such as bats, balls, rackets or jump ropes. Manipulative activities include: throwing, catching, bouncing, kicking and skipping.

Manipulative skills help the learners in;

- Health; growth and development,
- Building strong muscles and bones,
- Development of basic motor skills,
- Improved sense of movement, balance and coordination,
- Improved social interactions.

Specific learning outcomes

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

a) identify materials and equipment used to develop manipulative skills in games and sports;
b) perform sports activities to develop manipulative skills;
c) appreciate the use of manipulative skills in sport and games.

Key inquiry question:

The learner could be asked the following question to elicit response related to manipulative skills. This will encourage them to develop critical thinking skills.

1. What do you enjoy playing with?

Suggested Learning Experiences

The following are suggested learning experiences the teacher may apply for a learner to effectively achieve the intended learning outcomes:

- Learners could be guided to identify equipment and materials used to develop manipulative skills in sports through teacher's demonstrations, video clips realia and pictures.
- Learners could be guided to perform activities which help in developing manipulative skills such as catching, throwing, bouncing, kicking and skipping.
- Learners could be guided to practice manipulative activities in pairs or groups.

Core competences to be developed

- **Self-efficacy** will be achieved as learners gain the ability to perform games that involve manipulative skills.
- **Communication and collaboration** will be enhanced as learners interact with each other during games and sports activities.

Link to Pertinent and Contemporary issues

- **Life Skills** will be enhanced as learners acquire manipulative skills through games and sport activities.
- **Education for sustainable development** will be enhanced as learners acquire safety skills during games and sports activities.

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Link to values

- **Responsibility** will be developed as learners take care for materials used in manipulative activities.
- **Respect** will be enhanced as learners take turns while performing manipulative activities.

Link to other learning areas

Activities of Daily Living Skills

Suggested non formal activities

Learners could practice activities that involves manipulative skills during their free time.

Suggested learning Resources

The following are the suggested learning resources that could be used:

- Balls, bean bags, ten quoete, /ring tennis, marbles, frisbee/flying disc will assist in developing motor skills in learners.

Suggested modes of assessment

- Questioning
- Observation

The teacher should ask simple questions and give clear instructions on how to identify materials and equipment for manipulative activities through the most effective communication mode. Through observation the teacher should take and keep records of learners' achievements for reference.

Assessment rubric:

Assessment will help a teacher to monitor learner's progress and plan for intervention where applicable. Therefore, the learners should be assessed using the following levels of performance:

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Learner is able to: • Identify materials and equipment used to develop manipulative skills. • Perform games and sports using a variety of manipulative skills independently and participate in games and sports competitions.	Learner is able to: Identify materials and equipment used to develop manipulative skills. Perform games and sports using a variety of manipulative skills independently	Learner is able to: Identify materials and equipment used to develop manipulative skills. Perform games and sports using a variety of manipulative skills with prompts	Learner has difficulties in identifying materials and equipment and performing games and sport activities.

Strand 4.4: Creative Activities

Sub-strand 4.4.1: Scribbling, Coloring and Tracing

Scribbling, coloring and tracing empowers the learner to develop fine motor skills, eye-hand coordination, pre-writing skills, imagination and creativity skills and enhances the learner's self-esteem.

Specific Learning Outcomes

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

a) identify materials that are used in scribbling, coloring and tracing for learning;
b) perform scribbling, coloring and tracing activities for creativity;
c) Appreciate coloring, scribbling and tracing for enjoyment

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Key Inquiry Questions

In order to illicit responses that are geared towards achieving the expected learning outcomes, the learner could be guided to answer the following questions;

1. What can you see on the table?
2. What are the materials used for?

Suggested Learning Experiences

The following are learning experiences that could be applied to effectively achieve the intended learning outcomes. Learner could be guided to;

- Identify materials used in scribbling, coloring and tracing through observation and manipulation of materials.
- Individually, in pairs or groups, scribble using a variety of materials.
- Manipulate materials used in scribbling
- Use chalk, crayons and pencils to scribble on boards, Manila paper and paper.
- Give simple drawings to be colored.
- Colour within the margin.
- Display and clear the working area.
- Join dotted lines
- Join simple dotted pictures
- Display the work and talk about them.

Core Competences to be developed

- **Imagination and creativity:** will be achieved as the learner perform scribbling, coloring and tracing activities.
- **Self-efficacy:** will be enhanced as the learner appreciate the display of scribbled, colored and traced work.
- **Digital literacy:** will be achieved as the learner with sight watches videos showing the art of scribbling, coloring and tracing.

Link to Pertinent and Contemporary Issues

- **Creative thinking** will be achieved as learners perform scribbling, coloring and tracing.
- **Parental empowerment** could be enhanced as the learners engage in scribbling coloring and tracing at home.

Link to Values

- **Responsibility** will be achieved as learners care for their finished items.
- **Unity** will be enhanced as learners trace and color in pairs or groups.

Link to Other Learning Areas

- **Communication, Social and Pre literacy Skills** will be enhanced as learners interact during scribbling, coloring and tracing activities.

Suggested Non-formal Activity to Support Learning

- Learner could be guided to scribble, colour and trace outside the class room using chalk or charcoal on the floor.

Suggested Community Learning Activity

- The learner could participate in community related activities such as local exhibitions.
- The learner could be encouraged to color and trace pictures at home using charcoal, pencils with siblings.

Suggested Learning Resources

The following are suggested learning resources that could be used to achieve the intended learning outcomes;

- Crayons. Charcoal, coloured pencils, chalk, could be used in scribbling and colouring.
- Papers, tracing paper, powder paints, painting containers, brushes could be used for scribbling and painting, colouring.

Suggested Modes of Assessment

The learner could be asked simple question and given clear instructions through the most effective mode of communication. An observation checklist could be developed to evaluate and keep records of the learner's achievement.

Assessment Rubric

In the context, assessment involves evaluating the learner's ability to demonstrate the learning competences. It helps to monitor the learner's progress and plan for interventions where necessary. The assessment could be based on the following rubrics.

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Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Learner is able to perform scribbling, coloring and tracing activities for creativity.	Learner is able to perform scribbling coloring independently	Learner is able to perform scribble and coloring with prompts.	Learner has difficulties in scribbling and coloring

4.4.2 Sub-strand: Modelling

Modelling is the art of creating a representation of an object. It enables the learner to develop both fine and gross motor skills, eye-hand coordination and creativity.

Specific Learning Outcomes

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

a) identify various materials used in modelling for learning;
b) model using various materials for creativity and enjoyment;
c) Appreciate the importance of modelling for self-expression and enjoyment.

Key Inquiry Questions

In order to illicit responses that are geared towards achieving the expected learning outcomes, the learner could be asked the following questions.

1. What do we use when modelling?
2. What do we use to make bricks, pots, flower vases and earthen utensils?
3. Where do we get modelling materials?
4. How do you make chapati?

Suggested Learning Experiences

The following are suggested learning experiences that could be applied to effectively achieve the intended learning out comes. The learner could be guided to;

- Identify various materials used in modelling for learning. This can be achieved through;
  - displaying various types of materials for learners to manipulate.
- Individually, in pairs or groups to practice modelling different items using various modelling materials. This could be achieved through;
  - demonstrating modelling technique such as coiling and thumbing,
  - Display modelled items.
- Display and appreciate the modeled items for self and other.
- Listen to educational radio programs on modeling.
- Watch videos on modeling,
- Observe and appreciate the already modelled items.

Core Competences to be developed

- **Self-efficacy will** be achieved as learners express their creativity.
- **Communication and collaboration** will be achieved as learners interact in pairs or groups while working and sharing modelling materials.
- **Imagination and creativity** will be achieved as learners model various items.

Link to Pertinent and Contemporary Issues

- **Education for sustainable development- environmental awareness,** will be attained as learners explore the environment when collecting modelling materials.

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Link to Values

- **Sharing:** learners will develop this value as they share modelling materials.
- **Unity:** learners will develop the value of unity as they practice modelling in groups.
- **Respect:** will be achieved as learners take care of other learners' models.

Link to Other Learning Areas

- **Communication, Social and Pre-literacy Skills**: will be developed as learners discuss modelled items among themselves during various activities.

Suggested Non-formal Activity to Support Learning

- The learner to model different types of items on his/her own.

Suggested Community Service-Learning Activities;

Learner could be guided by parents and siblings to collect and prepare modelling materials from the surrounding.

Suggested Learning Resources

The following are suggested learning resources that could be used to achieve the intended learning outcomes:

- Modelling clay, plasticine, wheat flour will be used to model various items.
- Teacher aid to prompt individual learner as he/she perform various tasks.
- Chart, picture cut-outs, photographs will be displayed to give learners cue of the items to be modelled.
- video clips will be used by learners to watch the process of modelling

Suggested Modes of Assessment

The learner could be asked simple question and given clear instructions through the most effective mode of communication. An observation checklist could be developed to evaluate and keep records of the learner's achievement.

Assessment Rubric

In the context, assessment involves evaluating the learner's ability to demonstrate the learning competences. It helps to monitor the learner's progress and plan for interventions where necessary. The assessment could be based on the following rubrics.

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Learner is able to model and complete items individually and decorate modelled items	learners able to model complete item independently.	Learner is able to model complete item with prompts.	Learner has difficulties in modelling.

Sub-strand 4.4.3: Painting and Printing

Painting is the practice of applying paint, pigment, color or other medium to a solid surface while printing is a process of reproducing text and images using a master form or template. Learners at this level are introduced to this sub-strand to enable them identify materials, perform painting and printing activities and appreciate its importance for enjoyment and relaxation.

Specific Learning Outcomes

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

a) identify materials used in painting and printing for learning;
b) perform painting and printing activities for creativity;
c) Appreciate the importance of painting and printing for enjoyment and relaxation.

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Key Inquiry Questions

In order to illicit responses that are geared towards achieving the expected learning outcomes, the learner could be asked the following questions;

1. What can you see on the table?
2. What can you feel on the table?

Suggested learning experiences

The following are the suggested learning experiences that could be applied to effectively achieve the intended learning outcomes. The learner could be guided to:

- Identify materials used in painting and printing. This could be achieved through:
  - displaying materials for painting and printing;
  - displaying pictures for identification;
  - watching video clips on painting and printing materials.
- Paint and print for creativity and enjoyment. This could be achieved individually, in pairs or in groups where learners are provided with materials and guided to paint and print different surfaces in the school environment.
- Print surfaces at home.
- Display their painted and printed work for appreciation by self and others

Core Competences to be developed

- **Communication and Collaboration** will be achieved as learners interact as they work in groups.
- **Self-efficacy** will be developed as the learners appreciate their displayed work.

Link to Pertinent and Contemporary Issues

- **Education for sustainable development:**
- **Environmental awareness:** Will be enhanced as learners use painting and printing materials safely.

- **Life skills**
- **Creative thinking:** will be enhanced through printing and painting pictures for own choice.

Link to values

- **Sharing:** will be nurtured as learners cooperate while working together and sharing painting and printing materials.
- **Respect** will be nurtured as learners take care of other people's items.

Link to other Learning Areas

- Communication, social and pre-literacy skills
- Sensory motor skills
- Activities of daily living

Suggested non-formal activity to support learning

- Learners to watch video clip programs on painting and printing at school.

Suggested community service learning activities

- Learners to watch television programs on creative activities at home.
- Learners could be guided by parents and siblings to collect painting and printing materials from the immediate environment.

Suggested Learning Resources

The following are suggested learning resources that could be used to achieve the intended learning outcomes

- Different colours will be placed on surface for coloring.
- Paper and leaves will be used as surfaces for painting.
- Palettes will be used by the learner to lay paint and mix colors.
- Paint brushes and banana fibres will be used to spread paint.
- Teacher aide will assist learners with difficulties.
- Pictures will be displayed for learners to copy
- Videos will be played for learners watch the painting process
- Calendar system.

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Suggested Modes of Assessment

The learner could be asked simple question and given clear instructions through the most effective mode of communication. An observation checklist could be developed to evaluate and keep records of the learner's achievement.

Assessment Rubric

In the context, assessment involves evaluating the learner's ability to demonstrate the learning competences. It helps to monitor the learner's progress and plan for interventions where necessary. The assessment could be based on the following rubrics.

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Learner is able to paint, print independently and make systematic pattern.	Learner is able to paint and print independently	Learner is able to paint and print with prompts.	Learner has difficulties in painting and printing.

Sub-strand 4.4.4: Pattern Making

Pattern making in foundation level enables the learner to develop eye hand coordination, fine and gross motor skills, imagination and creativity.

Specific Learning Outcomes

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

a) identify simple patterns in the environment for learning;
b) make simple patterns for creativity;
c) Appreciate various patterns in the environment for enjoyment.

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Key Inquiry Questions

In order to illicit responses that are geared towards achieving the expected learning outcomes. The learner could be asked the following questions;

1. Which materials are used for printing?
2. How do you use these materials for pattern making?
3. Where do we store the materials after use?

Suggested Learning Experiences

The following are the suggested learning experiences the teacher may apply for learners to effectively achieve the intended learning outcomes:

- Identify materials used in printing through observation and manipulation of pictures, digital devices, brushes, leaves, banana fibres, potato.
- Observe safety precautions while using printing materials.
- individually, in pairs or in groups, learners to be provided with materials and guided to randomly print pictures, using leaves, potatoes, hands and banana fibres.
- Clear the working area after completion.

Core Competences to be developed

- **Communication and collaboration**: will be achieved as learners work together in pairs or groups.
- **Self-efficacy:** will be achieved as learners engage in pattern making activities successfully.
- **Digital literacy**: will be developed as learners to watch pattern making activities on digital devices, like television, phone.
- **Learning to learn:** will be achieved as learners make patterns.

Link to Pertinent and Contemporary Issues

- **Self-esteem** will be enhanced as learners appreciate their creativity in pattern making.
- **Parental empowerment and engagement** will be developed as parents support/guide the learner in making different patterns.

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- **Health education** will be achieved as learners handle printing materials and observe safety measures.

Link to Values
- **Unity** will be achieved when learners work in pairs or groups.
- **Cooperation** will be developed as they work in pairs or groups.
- **Responsibility** will be enhanced as learners handle print materials with care.

Link to Other Learning areas
- Communication, Social and Pre-literacy skills
- Activities of Daily Living skills and Religious Education
- Numeracy skills

Suggested Non-formal Activity to Support Learning
Printing different patterns for learning at school.

Suggested Community Service Learning Activities
Learner could be guided by parent, caretaker and siblings to make patterns and display them at home.

Suggested Learning Resources
The following are suggested learning resources that could be used to achieve the intended learning outcome

- Digital devices, video, photographs calendar systems, objects of reference will be used to give learners cues in pattern making

- Pictures, Photos, digital devices will give the learner cues on how to print and make patterns

Suggested Modes of Assessment
The learner could be asked simple question and given clear instructions through the most effective mode of communication. An observation checklist could be developed to evaluate and keep records of the learner's achievement.

Assessment Rubric

In the context, assessment involves evaluating the learner's ability to demonstrate the learning competences. It helps to monitor the learner's progress and plan for interventions where necessary. The assessment could be based on the following rubrics.

Exceeding expectation	Meeting expectations	Approaching expectation	Below expectations
Learner is able to print independently and make systematic patterns.	Learner is able to print independently	Learner is able to print with prompts.	Learner has difficulties in printing.

Sub-strand 4.4.5: Ornament Making

Ornament making in foundation level enable the learner to develop eye -hand coordination, fine and gross motor skills, finger dexterity, imagination and creativity.

Specific Learning Outcomes

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

a) identify types of ornaments for learning;
b) identify materials used to make ornaments within the environment;
c) make ornaments for creativity and enjoyment;
d) appreciate the use of ornaments for decorative purposes.

Key Inquiry Question

In order to illicit responses that are geared towards achieving the expected learning outcomes, the learner could be guided to internalize the following questions;

1. What is an ornament?
2. Where do you wear ornaments?
3. What materials are used in making ornaments?
4. Why do you wear ornaments?

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Suggested Learning Experiences

The following are suggested learning experiences that could be applied in order to effectively realize the intended learning outcomes; the learner could be guided to;

- Identify materials used in making ornaments by observation and manipulation.
- Individually, in pairs or groups, learners could be guided to. make simple ornaments worn by different people.
- Appreciate by displaying finished work

Suggested Modes of Assessment

The learner could be asked simple question and given clear instructions through the most keep records of the learner's achievement.

Core Competences to be developed

- **Imagination and Creativity** will be achieved as learners' use eye-hand coordination**,** fine and gross motor skills to make ornaments.

Link to Pertinent and Contemporary Issues

- **Life Skills: self-esteem** will be developed as learners are engaged in visual closure games such as assembling puzzles, drawing patterns using jigsaw puzzles, pegboards and digital devices.

Link to Values

- **Respect:** will be nurtured as learners appreciate own and other people's culture.

Link to Other Learning areas

- Communication, Social and Pre-literacy Skills
- Pre-numeracy Skills.

Suggested Non-formal Activity to Support Learning

Learners could observe how different people use ornaments during ceremonies.

Suggested Community Service Learning Activities

Learners could be guided by parents and siblings to gather appropriate materials for making ornaments.

Suggested Learning Resources

The following are suggested learning resources that could be used to achieve the intended learning outcomes:

- Beads, seeds, sand, glue, cloth, paper, pair of scissors, strings, leather, glue will be used in ornament making.
- Teacher aide, objects of reference, calendar systems, pictures, photographs, digital devices will give learners cues on how to make ornament

Assessment Rubric

In the context, assessment involves evaluating the learner's ability to demonstrate the learning competences. It helps to monitor the learner's progress and plan for interventions where necessary. The assessment could be based on the following rubrics.

Exceeding expectation	**Meeting expectations**	**Approaching expectation**	**Below expectations**
Learner is able to identify materials used in making ornaments in addition make systematic patterns.	Learner is able to identify materials used in making ornaments and make ornaments.	Learner is able to identify materials used in making ornaments with prompts	Learner has significant difficulties in identifying materials used in making simple ornaments.

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STRAND 4.5: Music and Movement

Sub-strand 4.5.1: Listening to Music

Listening to music at the foundation level empowers learner to develop gross and fine motor skills through dancing, imagination, creativity, attention and listening skills. It arouses self-esteem and enjoyment to learners.

Specific Learning Outcomes

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

a) identify environmental sounds for learning;
b) listen to musical rhythms for sound discrimination;
c) listen to music for enjoyment and entertainment;
d) respond to familiar music for enjoyment;
e) appreciate music for enjoyment and relaxation.

Key inquiry questions

In order illicit responses that are geared towards achieving the expected learning outcomes the learner could be asked the following questions;

1. What can you hear?
2. Where is the sound coming from?
3. Which sound is that?
4. Who can imitate the sound?

Suggested learning experiences

The following are learning experiences that could be applied to effectively achieve the intended learning outcomes. Learner could be guided to:

- Listen and imitate various musical rhythms such as clapping, foot tapping, snapping, drumming and using shakers;
- identify sources of environmental sounds through listening to recorded sounds such as bell, dog barking, moving vehicles, flying Airplane, sounds of birds among others;
- Manipulate the available digital devices as they listen to music;
- Listen and imitate various sounds in the environment;
- Listen to recorded familiar songs in pairs or groups;
- Respond to music appropriately through clapping, smiling, shaking and dancing for enjoyment.

Core Competences to be developed

- **Digital literacy** will be achieved as learners listen to recorded sounds in phones, and other electronic digital devices.
- **Learning to learn** will be achieved as learners pay attention and listen to music.
- **Self-efficacy** will be developed as learners follow musical rhythm.

Link to Pertinent and Contemporary Issues

- **Parental empowerment and engagement** will be developed as parents support learner to identify various environmental sounds.
- **Social cohesion** will be developed as learners sing in pairs or groups.

Link to values

- **Respect** will be enhanced as learners listen to different sounds in the environment.
- **Unity** will be enhanced as learners listen to different musical sounds.

Link to Other Learning Areas

- Communication, social and pre-literacy skills
- Pre-numeracy skills
- Community service-learning activities

Suggested Learning Resources

The following are suggested learning resources that could be used to achieve the intended learning outcomes:

- Digital devices such as shakers, drums, guitars, piano, radio, phone, television will be used by s in music and movement
- Teacher aide will guide the learner in music and movement.

Suggested community service learning

- Learners will enjoy listening to music with peers at home.
- Identify different environmental sounds at home.

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Suggested non- formal activities

Learner could be prompted to imitate different environmental sounds within the school environment.

Suggested mode of assessment

- The learner could be asked simple question and given clear instructions through the most effective mode of communication. An observation checklist could be developed to evaluate and keep records of the learner's achievement.

Assessment Rubric

In the context, assessment involves evaluating the learner's ability to demonstrate the learning competences. It helps to monitor the learner's progress and plan for interventions where necessary. The assessment could be based on the following rubrics.

Exceeding Expectation	Meeting Expectation	Approaching Expectation	Below Expectation
Learner is able to listen to music and respond through dancing to the tune and rhythm appropriately.	Learner is able to listen and respond to music by dancing	Learner to listens and responds to music with prompts.	Learner has difficulties in responding to music

Sub-strand 4.5.2: Singing

Singing in foundation level will help the learner to articulate words well and develop fine and gross motor skills. It also helps in language development, Social integration and team work.

Specific Learning Outcomes

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

a) sing familiar songs for enjoyment;
b) sing new songs for learning and enjoyment;
c) appreciate familiar songs for enjoyment and relaxation.

Key Inquiry Questions

In order to illicit responses that are geared towards achieving the expected learning outcomes, the learner could be guided to answer the following questions;

1. Which songs do you like singing?
2. Why do you like singing?
3. When do you sing songs?

Suggested Learning Experiences

The following are learning experiences that could be applied to effectively achieve the intended learning outcomes. Learner could be guided and to;

- Listen and Sing familiar songs from different source such as radio, teacher aide, television
- Respond to different songs through clapping, nodding and dancing appropriately
- Sing familiar songs for enjoyment and relaxation.

Suggested Mode of Assessment

The learner could be asked simple question and given clear instructions through the most effective mode of communication. An observation checklist could be developed to evaluate and keep records of the learner's achievement.

Core Competences to be developed

- **Imagination and Creativity** will be enhanced as learners sing familiar songs.
- **Digital Literacy** will be achieved as learners use digital devices and listen to familiar songs.
- **Learning to learn** will be enhanced as learners learn new songs.
- **Self-Efficacy** will be achieved as learners practice singing independently.

Link to Pertinent and Contemporary Issues

- **Social cohesion** will be developed as learners work in groups while listening to songs from audio-visual clips.
- **Parental involvement**- this is developed as parents teach the learner familiar songs.

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Link to Values

- **Cooperation** will be enhanced as learners take specific role in music
- **Unity** will be achieved as learners work and sing in groups.
- **Respect will be enhanced** as they identify their talents in music and respect another people's culture.

Link to Other Learning Areas

- Orientation and mobility.
- Communication, social and Pre-literacy
- Pre-numeracy skills.

Suggested Community Service Learning

Will be developed as parents, siblings and peers teach leaner new songs.

Suggested Non- formal Activities

Learner to practice singing with peers during free time.

Suggested Learning Resources

The following are suggested learning resources that could be used to achieve the intended learning outcomes

- Teacher aid will used to guide and prompt learners in listening to music
- Digital devices could be used to produce audible sounds.
- Drums, flute, horn, shakers, sticks could be used in singing.

Suggested Mode of Assessment

The learner could be asked simple question and given clear instructions through the most effective mode of communication. An observation checklist could be developed to evaluate and keep records of the learner's achievement.

Assessment Rubric

In the context, assessment involves evaluating the learner's ability to demonstrate the learning competences. It helps to monitor the learner's progress and plan for interventions where necessary. The assessment could be based on the following rubrics.

Exceeding Expectation	Meeting Expectation	Approaching Expectation	Below Expectation
Learner is able to appropriately sing familiar songs to the right tune.	Learner is able to sing familiar song	Learner is able to sing familiar song with prompts	Learner has difficulties in singing familiar song

Strand 4.5.3: Dancing

Dancing is the movement of the body in a rhythmic way usually to music and within a given space for the purpose of expressing of an idea or emotion. It develops fine and gross motor skills, balance, posture, movement, directionality and relaxation.

Specific Learning Outcomes

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

a) identify different body movements for learning;
b) make different body movement for learning;
c) Make formations and patterns while dancing;
d) Appreciate dance for enjoyment and relaxation.

Key Inquiry Questions

The learner could be asked to answer the following questions;

1. What do you do when you hear music?
2. How do you dance to different musical tunes?
3. Why do you dance when music play?

Suggested Learning Experiences

The following are learning experiences that could be applied to effectively achieve the intended learning outcomes. Learners could be guided to;

- Freely make different body movements by dancing
- Dance to familiar songs and rhythms.
- Practice dancing in rhythms and patterns.
- Dance for enjoyment and relaxation in pairs or groups.

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Suggested Mode of Assessment

The learner could be asked simple question and given clear instructions through the most effective mode of communication. An observation checklist could be developed to evaluate and keep records of the learner's achievement.

Core Competences to be developed

- **Imagination and creativity** will be achieved as learners dance freely making formations and patterns,
- **Communication and Collaboration** will be enhanced when learners dance in pairs and groups.
- **Learning to learn** will be achieved as learners learn new patterns in dancing.

Link to Pertinent and Contemporary Issues

- **Life skills: creativity and critical thinking** will be developed as learners apply new ideas in dancing.

Link to Values

- **Respect** will be developed as learners dance in pairs and in groups,
- **Unity** will be enhanced as learners work in pairs and in groups,
- **Cooperation** will be enhanced as learners perform dancing activities as a team.

Link to Other Learning Areas

- Pre-numeracy skills
- Orientation and mobility
- Psychomotor

Suggested Community Service Learning

Learners could participate in music festival activities. Learner to participate in dancing during events and ceremonies such as birth parties, religious events and cultural festivals.

Non-formal Activities

- Class fun day could be organized for learners to dance as they listen to recorded songs and instruments.
- Learners to participate in school music programs.

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Suggested Learning Resources

The following are suggested learning resources that could be used to achieve the intended learning outcomes:

- Digital devices will be used to produce music for dancing
- Drums, shakers, piano, guitars kayamba, nyatiti, wandindi will be used as accompaniment during dance,
- dancing costumes will be worn when performing the dance

.

Suggested Modes of Assessment

The learner could be asked simple question and given clear instructions through the most effective mode of communication. An observation checklist could be developed to evaluate and keep records of the learner's achievement.

- **Observation;** an observation checklist could be prepared to record the learner's performance.
- **Questioning;** simple questions could be asked to evaluate the learner's level of achievement.

Assessment Rubric

In the context, assessment involves evaluating the learner's ability to demonstrate the learning competences. It helps to monitor the learner's progress and plan for interventions where necessary. The assessment could be based on the following rubrics.

Exceeding expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Leaner is able to sing and dance to the rhythm and use accompaniments.	Learner is able to dance to the rhythm independently.	Learner is able to dance to the rhythm with prompts.	Learner has significant difficulties in dancing the rhythm.

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Sub-Strand 4.5.4: Playing Musical Instruments

Playing musical instruments makes the learner to develop eye-hand coordination, fine and gross-motor skills, attention and listening skills. It enables the learner to develop skills which could enhance independent living skills. It also enhances verbal memory, spatial reasoning and literacy skill.

Specific Learning Outcomes;

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

a) identify musical instruments for learning;
b) play simple musical instruments for enjoyment;
c) store musical instruments appropriately for durability and safety;
d) appreciate the use of musical instruments for entertainment.

Key inquiry questions

In order to illicit responses that are geared towards achieving the expected learning outcomes, the learner could be guided to answer the following questions;

1. Which musical instruments do you know?
2. Which musical instruments can you identify?
3. Which materials are used to make musical instruments?

Suggested Learning Experiences

The following are learning experiences that could be applied to effectively achieve the intended learning outcomes. Learner could be guided and prompted to;

- identify Instruments such as drums, shakers, horns, flute, shiriri and wandindi;
- manipulate the instruments by touching, feeling drumming stringing;
- name the musical instruments;
- listen to musical instruments as they are played;
- practice playing musical instruments;
- store the instruments for durability and sustainability.

Core Competences to be developed

- **Imagination and creativity** will be achieved as learners play musical instruments.
- **Communication and Collaboration** will be achieved as learners play the instruments in groups.
- **Self- efficacy** will be enhanced as learners play musical instruments individually.

Link to Pertinent and Contemporary Issues

- **Unity** could be developed as learners play the instruments together
- **Life skills:**
- **Self-esteem** will be enhanced when learner plays the instrument.
- **Education for sustainability** will be achieved by acquiring functional skills.

Link to Values

- **Unity** – could be developed as learners play the instruments together,
- **Responsibility** could be achieved as learners store the instruments after use,
- **Cooperation** will be enhanced as learners share musical instruments and play them together.

Link to Other Learning Areas

- Daily living activities and religious activities
- Orientation and mobility.
- Communication, Social and Pre-literacy skills
- Pre – numeracy skills

Suggested Community Service Learning

Learners could participate in music festival, ceremonies and religious activities for competition and enjoyment.

Non- Formal Activities

Learners to be encouraged to play musical instruments with peers or siblings.

Not for Sale

Suggested Learning Resources

The following are suggested learning resources that could be used to achieve the intended learning outcome;

- Drums, shakers, horns, drums, nyatiti wandindi, mbeve, shiriri, flute, jingles, whistles could be played for practice.
- Digital devices could be used to give learners cues on how musical instruments are played

Suggested modes of assessment;

The learner could be asked simple question and given clear instructions through the most effective mode of communication. An observation checklist could be developed to evaluate and keep record of the learner's achievement.

Assessment Rubric:

In the context, assessment involves evaluating the learner's ability to demonstrate the learning competences. It helps to monitor the learner's progress and plan for interventions where necessary. The assessment could be based on the following rubrics;

Exceeding Expectations	Meets Expectations	Approaching Expectations	Below Expectations
Learner is able to identify and play simple musical instruments appropriately	Learner is able to play simple musical instruments	Learner is able to play simple musical instruments with prompts	Learner has difficulties in playing simple musical instruments

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

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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:_____

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APPENDIX THREE

LESSON PLAN TEMPLATE

SCHOOL	CLASS	DATE	TIME	ROLL
XX	YY	XX/YY/ZZ	XX.YYam	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
……
……**……**

Organization of learning
……
…….**……**

Introduction
…….....
.....**……**

Lesson development (ensure development of core competences, values and PCIs)
Step1 ……

Step2……

Step3……

Summary

.....
.....
.....

Conclusion

.....
.....
.....

Reflection on the lesson

.....
.....
.....

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APPENDIX FOUR

SCHOOL ASSESSMENT REPORT CARD
School.....
Grade.....
Term.....
Name of Learner.....

Learning Area	**Criteria***(Based on Expected Outcomes in area curriculum design)*	**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	

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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; paediatrics, nurses, dentists, child psychologist, Orthopaedic 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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