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COMPETENCY BASED CURRICULUM

TEACHER'S HANDBOOK

FOUNDATION LEVEL

FOR LEARNERS WITH SPECIAL NEEDS

LEARNING AREA

ACTIVITIES OF DAILY LIVING SKILLS & RELIGIOUS EDUCATION



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT



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EDUCATION
TEACHER'S HANDBOOK**

APRIL 2019

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FOREWORD

Kenya Institute of Curriculum Development in its endeavour to ensure that schools capture the essence of the curriculum reform has developed Foundation Level teacher's handbook. This Handbook is based on the Competency-Based Curriculum Designs for learners with special needs at the foundation level. The handbook is expected to equip the teacher with the necessary skills to interpret the curriculum designs and develop exciting and stimulating learning experiences appropriate for the level to ensure that the potential of every learner is nurtured.

The handbook will greatly assist the teachers at Foundation Level to interpret the Foundation Level Curriculum Designs, develop schemes of work and lesson plans and select suitable learning experiences. It will also guide the teacher on how to assist the learner to acquire the necessary competencies as envisaged in the curriculum reforms.

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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.



4. Promote sound moral and religious values

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

5. Promote social equity and responsibility

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

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

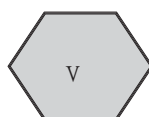
Education should instill in the learner appreciation of Kenya's rich and diverse cultural heritage. The learner should value own and respect other people's culture as well as embrace positive cultural practices in a dynamic society.

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

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

8. Promote positive attitudes towards good health and environmental protection

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



1.0 INTRODUCTION

1.1 The Competency Based Curriculum

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

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

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

1.2 Overview of foundation level curriculum for learners with special needs

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

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

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

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

1.3 Foundation level Learning Areas

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



2.0 COMPONENTS OF THE CURRICULUM DESIGNS

2.1 What are curriculum designs?

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

2.2 Components of the curriculum design

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

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

2.2.1 National Goals of Education

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

2.2.2 Learning Outcomes

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

- The action verb
- The object
- The context

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

2.2.3 Level Learning Outcomes

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

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

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

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



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

2.2.4 General Learning Outcomes

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

The following are general learning outcomes for Activities of Daily Living Skills and Religious Activities:

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

- a) identify personal items for independent living;
- b) apply hygienic skills for healthy living;
- c) apply acceptable skills for appropriate use of the toilet;
- d) communicate to god at all times to recognize his existence and supremacy;
- e) use appropriate feeding skills for independent living;
- f) exhibit moral values and acceptable social skills for harmonious coexistence;
- g) use appropriate skills for dressing with minimal support;
- h) care for the environment as god's creation in order to preserve it.

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 Activities of Daily Living Skills and Religious Education

Activities of daily living skills enables the learner to develop personal care skills for independent living, explore the environment and manage behavior. Additionally, religious education activities enable the learner to acquire knowledge of God, appreciate God`s creation and develop desired values.

2.2.6 Strands and sub-strands

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

2.2.7 Specific learning outcomes

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

2.2.8 Learning experiences

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

Learning experiences enable the learner to:

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



- Interact with others during the learning process.

The curriculum designs have *suggested* learning experiences which are expected to guide the learner in acquiring the right knowledge, skills, attitudes and values. Learning experiences may be adjusted depending on the local environment, individual differences, availability of resources, teachers experience, weather among other factors.

Learning Experiences and Methodologies

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

These methods include:

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

In CBC the role of the teacher is to facilitate learning. The teacher should guide learning and not take the center stage. He or she

should allow learners to take responsibility for their learning. The learning should be learner centered not teacher centered.

Differentiated Learning

Differentiated learning is based on the principle of diversity in learning styles and multiple intelligences. It ensures that the instructional approaches and methods are appropriate for the varied learners in a given class. It provides space for teachers to adapt teaching methods to suit individual learners. Differentiated learning does not demand that every learner must learn in the same way, in the same number of hours and at the same time.

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

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

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



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

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

Learning Styles

Four broad learning styles have been identified. Learners have a natural tendency to employ one or more of the styles relative to others in the learning process. These are Visual, Aural, Kinesthetic and Reading and Writing. Some learners tend to learn best through one of the four, but supported by the other three. (See Figure) The teacher needs to ensure that all learners are catered for in each lesson by providing varied experiences: Visual (Seeing), Aural (Hearing), Kinesthetic (Doing) and Reading and Writing.

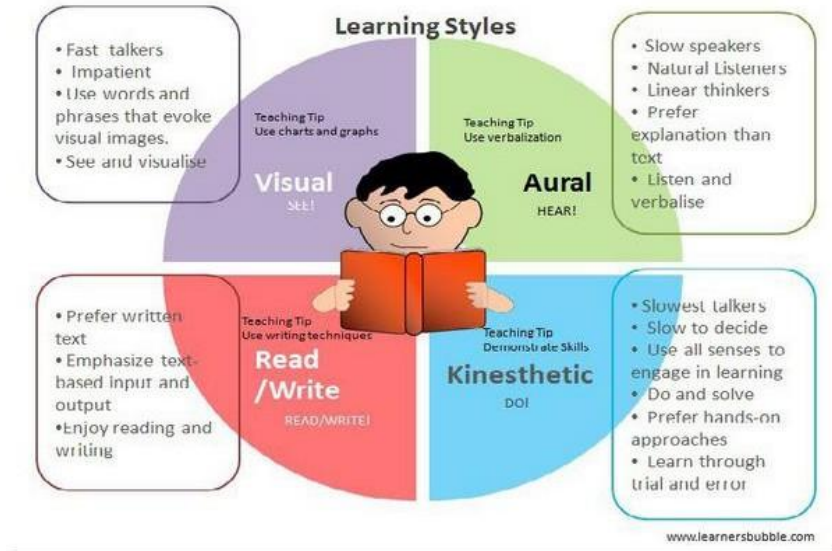


Figure : Learning Styles

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.



Figure: Multiple Intelligences



Learners therefore have different strengths as follows:

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

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

Summary

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

2.2.9 Key Inquiry Question(s)

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

Writing Key Inquiry Questions

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

It is important that the teacher starts asking simple key inquiry questions before moving on to complex ones.

A key inquiry question should:

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

Characteristics of Key Inquiry Questions

Key Inquiry Questions should:

- be open ended, non-judgmental, meaningful and purposeful with an aim to allow the learner to explore ideas.
- be used to explore the environment
- be used to help learners construct knowledge by themselves
- encourage collaboration amongst learners
- integrate technology to support the learning process
- be thought provoking and intellectually engaging, often sparking discussion and debate among learners.
- call for higher-order thinking, such as analysis, inference, evaluation, prediction and critique.
- point towards important, transferable ideas within and across learning areas.
- raise additional questions and spark further inquiry.
- support and justify an idea, not just giving an answer.
- address an authentic problem or issue.
- stimulate ongoing thinking.
- raise additional questions, debate, and discussion



A key enquiry question is not:

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

Use of Key Inquiry Questions in learning

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

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

They:

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

2.2.10 Core Competencies

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

- **Learning to learn**
The individual develops skills for self- development through exploration, collaboration and interaction with peers and the immediate environment, at their operational levels and pace.
- **Communication and collaboration**
An individual who responds to sensory stimuli appropriately and expresses self verbally and / or non-verbally in varied contexts. The individual interacts with peers and significant others in solving intra and 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 constructs self-confidence leading to internal motivation capable of performing tasks and manage situations in the environment
- **Citizenship**
An individual who is continuously mentored to be ethical and responsible to respect diversity for adaptation in the environment
- **Critical thinking and problem solving**
An individual who attempts to apply reasoning to solve problems at their own and immediate environments



2.2.11 Pertinent and Contemporary Issues

Holistic, meaningful and learner centered education does not only focus on the subject content but also on the competencies the learner requires to effectively address the issues and challenges of everyday life thereby leading a fulfilled life and becoming a productive member of the society. Issues that have been identified as salient and therefore mainstreamed in the designs are referred to as Pertinent and contemporary issues (PCIs). Mainstreaming is the process of identifying suitable opportunity in the learning area or subject where PCI can be incorporated appropriately and taught alongside the subject matter. PCIs should be included in the schemes of work and in the lesson plans.

Pertinent and Contemporary Issues are categorized as follows:

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

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

2.2.12 Link to values

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

Core Values

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

- **Love**

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

- **Responsibility**

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

- **Respect**

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



- **Unity**
Unity is the ability to live together harmoniously regardless of social, cultural, racial, religious, economic and political differences. This value can be nurtured through cooperation, respect, equity, equality, non-discrimination, fairness, inclusion and responsibility.
- **Peace**
Peace is a state of tranquillity and harmony with oneself and among people. One can model peace by creating an atmosphere of love, respect, tolerance, justice and solidarity. Peace enhances virtues such as compassion, care, responsibility, love and empathy.
- **Patriotism**
Patriotism refers to loyalty, love and devotion to one's country or nation. Patriotism calls for readiness to defend one's country, obey its laws, respect fellow citizens and speak well of it.
- **Social Justice**
Social justice refers to fair treatment of each other and promotion of equity. Social justice promotes other virtues such as human dignity, equity, solidarity and elimination of inequalities.
- **Integrity**
Integrity refers to the ability of a person to demonstrate acceptable behaviour. A person of integrity exhibits commitment, courage, honesty and ethical conduct. Thus, integrity is wholeness of character, uprightness of one's actions, speech and their totality of life.

2.2.13 Link to other learning areas

Some of the competencies that are developed in one learning area can be reinforced through other learning areas for example when you teach the concept of the flag in environmental activities, it could be enhanced in the learning area of movement and creative activities where learners are expected to draw and color the national flag.

2.2.14 Community Service Learning

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

2.2.15 Parental Empowerment and Engagement

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

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

Parents can be sensitized on:

- Parental roles and responsibilities with regard to education according to the constitution and other national and school policies.
- The need to ensure the child is given proper care and protection to experience normal patterns of growth and development.
- The importance of providing basic care, nutrition, clothing, shelter and access to good health.
- Importance of early identification of disability and prompt referral for early intervention to mitigate the disability in order to avoid



further delay or distorted development.

- The need to have a safe and conducive environment to enable a child to be creative and innovative.
- Importance of creating a family culture where values taught in school are reinforced at home.
- The need to equip children with basic self-help skills e.g. toilet training, eating and table manners/etiquette and dressing up.
- The fact that children need to develop fine motor skills so they can do activities such as scribbling, painting, clothing and opening buttons.
- The importance of providing resources e.g. school uniform, toys and other items required by the teacher in various learning areas and subjects.
- The importance of carrying out roles and tasks assigned by the teacher for instance reinforcing a skill, value or provision of extra information on an issue.
- Reading and narrating to children stories.
- Importance of seeking information from the school head and teachers about the formal, informal and the non-formal aspects of the child's potential at school.

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

Teachers in 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.

National Goal of Education ↓	Promote positive attitudes towards good health and environmental protection ↓
Level Learning Outcome ↓	Practice hygiene, nutrition, sanitation to promote health and wellbeing; ↓
Learning Area ↓	Activities of Daily Living Skills and Religious Education ↓
General Learning Outcome ↓	use cues, signs and common signals in communication for effective social interaction; ↓
Strand ↓	Personal Items ↓
Sub-strand ↓	Grooming items ↓
Specific Learning Outcome ↓	classify own grooming items according to their use ↓
Key inquiry question ↓	what do you do to look neat? ↓
Learning experiences ↓	Learner could be guided to sort and group their grooming items according to use such as; those used for bathing, brushing teeth, combing hair, controlling drooling. ↓
Assessment	Use observation to assessment learner's ability to sort and group their grooming items according to use



3.0 PROFESSIONAL DOCUMENTS

3.1 Individualized Educational Plan

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

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

3.1.1 Components of an IEP:

The learner's present level of performance.

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

- **Long term and short term outcomes**

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

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

- **Initiation and termination dates**

The implementation of the IEP should be commenced after assessment has been done to determine the present level of

performance. The duration of implementation will depend on the achievement of the stated outcomes. Reviews should be carried out regularly during the term and at the end of the term.

- **Assessment procedure and criteria**

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

- **Related specialized services**

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

3.2.1 Progress records

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

Communication, Social and Pre-Literacy skills

Date	Skill area assessed	Result	Remarks	Recommendations
2 nd April 2019	Sorting and grouping grooming items according to use	Sorts grooming items	The learner has mastered how to sort grooming items	Needs practice in grouping items according to use



3.3 Lesson Plan

Lesson plans are developed from the IEP. They describe the actual teaching and learning experiences that the teacher will facilitate during the lesson. It provides clear instructions on how the class will be organized, the resources that will be used, and the activities that will take place within the time allocated. It also shows how values, PCIs and competencies shall be mainstreamed in the lesson. Lesson plans are usually propositions made by the teacher on how the lesson shall run, however, the way in which the lesson may run could change spontaneously during the lesson. Lesson plans should be developed by the teacher who will facilitate the lesson as he or she understands her learners better, the resources available to them and the context in which the learning shall take place. A sample lesson plan for a competency based curriculum is provided in the appendix of this book.

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

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

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

4.0 LEARNING APPROACHES FOR SPECIFIC STRANDS

4.1 Strand: Personal Items

Introduction

Personal items are belongings that an individual uses on a day to day basis in order to keep proper personal hygiene. This could include cloths, tooth brushes, handkerchiefs and towels. Learners with special needs need to acquire basic knowledge, skills and attitudes to enable them to identify, use, take care and appreciate personal items for personal hygiene.

4.1.1 Sub-strand: Personal Clothes

Using personal cloths appropriately is an important aspect of daily living skills. However, learners with severe disabilities may have difficulties in taking care of their personal clothes. Therefore, a need for them to learn the skills of identifying and using personal cloths for personal hygiene.

Specific Learning Outcomes

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

- a) identify own cloths using various sensory modalities for appropriate selection;
- b) select own cloths for intended use;
- c) appreciate personal cloths for personal hygiene.

Key Inquiry Questions

The learners could be asked the following question(s) to elicit responses on personal clothes:

1. What clothes do you put on?
2. What type of clothes do you put on while going to school?

Suggested Learning Experiences

Learners could be guided to:

- observe, feel, smell and manipulate different types of cloths through use of realia, demonstrations, pictures, video clips and charts of various cloths;



- use different sensory modalities such as sight, touch, smell, to select personal clothes;
- sing, sign sing or hum songs and or simple rhymes related to identification of personal clothes.

Core Competences to be developed

- **Self-Efficacy** will be achieved as learners distinguish their own clothes from those of others.
- **Digital Literacy** will be enhanced as learners manipulate digital devices to learn about various types of clothes by either listening, watching, touching, tapping or stamping.

Link to Pertinent and Contemporary Issues

- **Health Education: Personal hygiene** will be achieved as learners select and appreciate own cloths.
- **Life Skills: Self-esteem** will be enhanced as learners take care of own cloths and show respect for those of others.

Link to Values

- **Responsibility** will be nurtured as learners select and take care of personal clothes.

Link to other Learning Areas

- **Pre-numeracy skills** will be developed as learners sort and count clothes.
- **Communication, social and pre-literacy skills** will be enhanced as learners identify own cloths using various sensory modalities.

Suggested Modes of Assessment

- The learner could be guided to answer simple questions using appropriate modes of communication.
- Observation could be carried out to assess the learner's achievements

Suggested Non-formal Activity to Support Learning

The learners could be prompted to distinguish school uniform from home cloths at school.

Suggested Community Service Learning

The learner could be guided by parents or siblings to identify cloths at home.

Suggested Learning Resources

Shirts, shorts, socks, inner-wears, skirts, T-shirts, blouses, trousers, jumpers, sweaters, coats, jackets, shoes, school uniforms, sorting baskets, digital devices, pictures, charts, photos, objects of reference, identifiers, sorting boards and communication boards.

Assessment Rubric

In this context, assessment involves evaluating a learner’s ability to demonstrate the learnt competences. It helps the teacher to monitor a learner’s progress and plan for appropriate interventions. The assessment should be based on rubric in the design and should be appropriate to the level of the learner such as below:

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
The learner is able to identify and select personal cloths and display extra skill(s) or knowledge related to identification of clothes. For example, sorting clothes according to colour or folding clothes.	The learner is able to identify and select personal cloths.	The learner is able to identify and select personal cloths with prompts.	The learner has difficulties in identifying and selecting personal cloths.



4.1.2 Sub-strand: Bathing Items

Bathing is the washing of one's body with water, soap and other relevant items. Therefore, the ability to appropriately identify bathing items is an integral aspect of bathing for all learners including those with special needs in order for them to promote personal hygiene.

Specific Learning Outcomes

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

- a) identify different bathing items for appropriate use;
- b) sort out various bathing items from others for personal hygiene;
- c) appreciate the importance of personal bathing items.

Key Inquiry Questions

The learners could be asked the following question(s) to elicit responses on bathing items:

1. What do you do when you are dirty?
2. What items do you use for bathing?

Suggested Learning Experiences

The learners could be guided to:

- Identify bathing items through naming, pointing, touching and smelling individually or in groups.
- Guide the learners in matching bathing items.
- Display various bathing items for learners to identify.
- Sort out various personal bathing items from those of others.
- Sing, sign sing, hum songs and or rhymes related to identification of the various bathing items.

Core Competences to be developed

- **Self-Efficacy** will be achieved as learners identify bathing items to maintain personal hygiene.
- **Communication and Collaboration** will be enhanced as learners sort out bathing items in pairs or groups.
- **Digital Literacy** will be developed as learners manipulate digital devices to learn about bathing items by either listening, watching, touching, tapping or stamping.

Link to Pertinent and Contemporary Issues

- **Health Education: Personal hygiene** will be achieved as learners bathe appropriately.
- **Parental Engagement and Empowerment** will be enhanced as learners are supported by parents and siblings to identify bathing items at home.
- **Life Skills: Self-esteem** will be developed as learners successfully identify bathing items.

Link to Values

- **Responsibility** will be enhanced as learners take care of their bathing items.

Link to other Learning Areas

- **Pre-numeracy skills** will be developed as learners sort bathing items.
- **Communication, social and pre-literacy skills** will be developed as learners exchange information on bathing items.
- **Sensory motor and creative activities** will be enhanced as learners identify bathing items using different sensory modalities.

Suggested Modes of Assessment

- The learner could be guided to answer simple questions through use of appropriate modes of communication.
- Learner's achievement could also be assessed through observation using a checklist.

Suggested Non-formal Activity to Support Learning

The learners could take part in the identification of various bathing items at school.

Suggested Community Service Learning

The learner could be guided by parents or siblings to identify bathing items at home.



Suggested Learning Resources

Soap, basin, sponge, towel, shampoo, water, bathing area, pumice stone, washing net, face towel, digital devices, communication boards, identifiers and objects of reference.

Assessment Rubric

In this context, assessment involves evaluating a learner’s ability to demonstrate the learnt competences. It helps the teacher to monitor a learner’s progress and plan for appropriate interventions. The assessment should be based on rubric in the design and should be appropriate to the level of the learner such as below:

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
The learner is able to identify and sort bathing items and display extra skill(s) or knowledge related to identification of bathing and sorting items. For example, applying soap on a sponge.	The learner is able to identify and sort bathing items.	The learner is able to identify and sort bathing items with prompts.	The learner has difficulties in identifying and sorting bathing items.

4.1.3 Sub-strand: Teeth brushing items

Brushing teeth is one of the most vital activities in foundation level. As a sub-strand, brushing teeth items guide the learners to acquire knowledge, skills and attitudes to enable them to identify, differentiate and appreciate a variety of materials used in brushing of teeth for personal hygiene.

Specific Learning Outcomes

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

- a) identify different items used for brushing teeth;
- b) differentiate own teeth brushing items from those of others;
- c) appreciate a variety of items used in teeth brushing for personal hygiene.

Key Inquiry Questions

The learners could be asked the following question(s) to elicit responses on teeth brushing items:

1. What do you do when your teeth are dirty?
2. What do you use to brush your teeth?

Suggested Learning Experiences

The learners could be guided to:

- Identify different teeth brushing materials by use of realia, pictures, charts and video clips and demonstrations showing teeth brushing items such as toothbrush, toothpaste and water.
- Select personal teeth brushing items from those of others.
- Play sorting games or drag and drop computer games.

Core Competences to be developed

- **Self-Efficacy** will be achieved as learners identify their own teeth brushing items.
- **Communication and Collaboration** will be achieved as learners work in pairs or groups when identifying teeth brushing items and playing computer games.
- **Digital Literacy** will be achieved as learners manipulate digital devices to learn about brushing items by either listening, watching, touching, tapping or stamping.

Link to Pertinent and Contemporary Issues

- **Health Education: Personal hygiene** will be achieved as learners identify their teeth brushing items and their importance in promoting personal hygiene.



- **Parental Engagement and Empowerment** will be enhanced as learners are supported by parents and siblings to identify teeth brushing items at home.

Link to Values

- **Responsibility** will be enhanced as learners take care of their teeth brushing items.

Link to other Learning Areas

- **Pre-numeracy skills** will be developed as learners sort teeth brushing items.
- **Communication, social and pre-literacy skills** will be enhanced as learners identify own teeth brushing items in pairs and groups.

Suggested Modes of Assessment

- The learner could answer simple questions and be given clear instructions through the most effective communication modes.
- Observation could also be used as learner manipulates the teeth brushing items.

Suggested Non-formal Activity to Support Learning

The learners could take part in the identification of various teeth brushing items in the school environment.

Suggested Community Service Learning

The learner could be guided by parents or siblings to identify teeth brushing items at home.

Suggested Learning Resources

Toothbrushes, toothpastes, water, salt, glass or mug, mirror, sink, digital devices, pictures, models and cut-outs, basins, communication boards, objects of references, identifiers, teacher Aides, Occupational Therapists.

Assessment Rubric

In this context, assessment involves evaluating a learner's ability to demonstrate the learnt competences. It helps the teacher to monitor a learner's progress and plan for appropriate interventions. The assessment should be based on rubric in the design and should be appropriate to the level of the learner such as below:

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
The learner is able to identify and differentiate own teeth brushing items and display extra skill(s) or knowledge related to identification and differentiation of own teeth brushing items. For example, applying toothpaste on own tooth brush or storing various teeth brushing items appropriately.	The learner is able to identify and differentiate own teeth brushing items.	The learner is able to identify and differentiate own teeth brushing items with prompts.	The learner has difficulties in identifying and differentiating own teeth brushing items.



4.1.4 Sub-strand: Grooming items

Grooming is a key learning area for every learner at this level. This section will enable the learners to acquire knowledge, skills and attitudes to identify, classify and appreciate a variety of grooming items for personal hygiene.

Specific Learning Outcomes

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

- a) identify items used in good grooming;
- b) classify own grooming items according to use;
- c) appreciate a variety of grooming items for personal hygiene.

Key Inquiry Questions

The learners could be asked the following question(s) to elicit responses on grooming items:

1. What do you use to make yourself smart?

Suggested Learning Experiences

The learners could be guided to:

- identify grooming items by realia;
- use of grooming items such as nail cutters, combs, oils, mirrors, hair brushes, shoe polish and shoe brushes;
- point out specific pictures of different items on charts and flash cards;
- sort and group their grooming items according to specific uses such as bathing, brushing teeth, combing hair, or controlling drooling (where applicable);
- play sorting games or drag and drop computer games on grooming items.

Core Competences to be developed

- **Self-Efficacy** will be achieved as learners identify grooming items for specific purposes.
- **Communication and Collaboration** will be enhanced as learners play games on identifying grooming items.

- **Digital Literacy** will be achieved as learners manipulate digital devices to learn about grooming items by either listening, watching, touching, tapping or stamping.

Link to Pertinent and Contemporary Issues

- **Health Education: Personal hygiene** will be achieved as learners identify and use grooming items.
- **Parental Engagement and Empowerment** will be enhanced as learners are supported by parents and siblings to identify grooming items at home.

Link to Values

- **Responsibility** will be enhanced as learners take care of their grooming items.

Link to other Learning Areas

- **Orientation and mobility** will be achieved as learners move to identify locally available grooming items in the environment.
- **Communication, social and pre-literacy skills** will be enhanced as learners identify grooming items in pairs and groups.

Suggested Modes of Assessment

- The learner could be asked simple questions and be given clear instructions through the most effective communication modes.
- The learner could be observed using a checklist on all the skill areas that the learner is expected to master indicating the levels of mastery. Through an observation checklist, the teacher is able to keep records of the learner's achievements.

Suggested Non-formal Activity to Support Learning

The learners could play games on identifying grooming items at school.

Suggested Community Service Learning Activities

The learners could be guided by parents or siblings to identify grooming items at home.



Suggested Learning Resources

Combs, hair brushes, nail-cutters, mirrors, shoe brushes, pictures, photographs, charts, digital devices, models, cut-outs, communication boards, objects of reference, identifiers, Teacher Aides, oral massaging machine.

Assessment Rubric

In this context, assessment involves evaluating a learner's ability to demonstrate the learnt competences. It helps the teacher to monitor a learner's progress and plan for appropriate interventions. The assessment should be based on rubric in the design and should be appropriate to the level of the learner such as below:

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
The learner is able to identify and classify own grooming items independently and display extra skill(s) related to identification of grooming items. For example, combing hair or brushing shoes.	The learner is able to identify and classify grooming items.	The learner is able to identify and classify grooming items with prompts.	The learner has difficulties in identifying and classifying grooming items.

4.1.5 Sub-strand: School items

Learners at this level could be made aware of their school items to enhance responsibility and care. This sub-strand aims at equipping the learners with knowledge to identify, group and appreciate personal school items according to their use.

Specific Learning Outcomes

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

- a) identify different kinds of personal items used at school;
- b) group various school items according to their use;
- c) appreciate the variety of personal school items to enhance responsibility.

Key Inquiry Questions

The learners could be asked the following question(s) to elicit responses on school items:

1. Which items do you use at school?

Suggested Learning Experiences

The learners could be guided to:

- identify school items used at school through manipulation, observation and naming of various personal school items from pictures, videos, charts, models and realia;
- categorize various personal school items according to use individually, in pairs or groups;
- sign, sign sing, hum songs and or simple rhymes related to personal school items.

Core Competences to be developed

- **Self-Efficacy** will be achieved as learners identify and group personal items used at school.
- **Communication and Collaboration** will be enhanced as learners work in pairs and groups.
- **Digital Literacy** will be developed as learners manipulate digital devices to learn about items used at school by either listening, watching, touching, tapping or stamping.

Link to Pertinent and Contemporary Issues

- **Self-awareness** will be achieved as learners identify and appreciate school items.



Link to Values

- **Responsibility** will be enhanced as learners take care of their school items.

Link to other Learning Areas

- **Pre-numeracy skills** will be developed as learners sort and group school items.
- **Orientation and mobility** will be achieved as learners move to explore the school items using various sensory inputs.
- **Communication, social and pre-literacy skills** will be enhanced as learners talk about school items.

Suggested Modes of Assessment

- The learner could be guided to answer simple questions.
- The learner could be observed using a checklist developed on the skill area that the learner is expected to master.

Suggested Non-formal Activity to Support Learning

The learners could identify school items at school.

Suggested Community Service Learning

The learner could be guided by parents or siblings to identify own school items at home.

Suggested Learning Resources

Books, bags, pencils, crayons, plasticine, lockers, tooth brushes, uniforms, school socks, digital devices lunch boxes, communication boards, identifiers, objects of reference, calendar system and Occupational Therapist.

Assessment Rubric

In this context, assessment involves evaluating a learner's ability to demonstrate the learnt competences. It helps the teacher to monitor a learner's progress and plan for appropriate interventions.

The assessment should be based on rubric in the design and should be appropriate to the level of the learner such as below:

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
The learner is able to identify and group personal school items independently and display extra skill(s) or knowledge related to identification and grouping school items. For example, suggesting the use of some school items or demonstrate how some school items are used.	The learner is able to identify and group school items.	The learner is able to identify and group school items with prompts.	The learner has difficulties in identifying and grouping school items.

4.1.6. Sub-strand: Storage of personal items

Storage of personal items is the activity of keeping personal items in the right place and in the correct order. This activity aims at equipping the learners with knowledge and skills to identify storage places and use them correctly.



Specific Learning Outcomes

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

- a) identify different storage places for different items;
- b) store different personal items in the appropriate storage position;
- c) appreciate the importance of proper storage of personal items for independent living.

Key Inquiry Questions

The learners could be asked the following question(s) to elicit responses on storage of personal items:

1. Name some of your personal items?
2. Where do you keep your personal items?

Suggested Learning Experiences

The learner could be guided to:

- Identify various storage places for different items by showing them a realia, photos or pictures.
- Practice storing personal items in their appropriate storage places.
- Sing, sign sing or hum songs related to storage of personal items.
- Manipulate digital devices to learn about storage of personal items by either listening, watching, touching, tapping or stamping.

Core Competences to be developed

- **Learning to learn** will be achieved as learners discover different ways of storing personal items.
- **Self-efficacy** will be achieved as learners store their personal items in the appropriate places.
- **Communication and collaboration:** will be enhanced as learners store personal items in pairs or groups.

Link to Pertinent and Contemporary Issues

- **Life skills: self-esteem** will be achieved as learners store personal items appropriately.
- **Learner support programme: Peer education** will be developed as learners assist one another in storing personal items in pairs and groups.

- **Parental engagement and empowerment** will be enhanced as learners are guided by parents to arrange personal items at home.

Link to Values

- **Responsibility** will be enhanced as learners store their personal items appropriately.

Link to other Learning Areas

- **Pre-numeracy skills** will be developed as learners sort and group personal items for appropriate storage.
- **Orientation and mobility** will be developed as learners move to explore storage facilities in the school using various sensory modalities.
- **Communication, social and pre-literacy skills** will be achieved as learners identify and store personal items in pairs and groups.

Suggested Modes of Assessment

- The learner could be asked simple questions and given clear instruction through the most effective communication modes.
- A check list could be developed on all the skill areas the learner is expected to master indicating the levels of mastery. Through observation check lists, a teacher is able to keep records of the learner's achievements.

Suggested Non-formal Activity to Support Learning

The learners could be guided to make storage areas within the school.

Suggested Community Service Learning Activities

The learner could be guided by parents or siblings to appropriately store personal items at home.



Suggested Learning Resources

Boxes, drawers, bags, tins, suitcases, wardrobes, basins, shelves, storing baskets, digital devices, pictures, communication boards, objects of reference, identifiers, calendar systems, Teacher Aides and Occupational Therapists.

Assessment Rubric

In this context, assessment involves evaluating a learner's ability to demonstrate the learnt competences. It helps the teacher to monitor a learner's progress and plan for appropriate interventions. The assessment should be based on rubric in the design and should be appropriate to the level of the learner such as below:

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
The learner is able to identify and store personal items independently and display extra skill(s) or knowledge related to identification and storage of personal items. For example, locating a storage facility.	The learner is able to identify storage places and store different personal items independently.	The learner is able to identify storage places and store different personal items with prompts.	The learner has difficulties in identifying storage places and storing personal items.

4.2 Strand: Personal Hygiene

Introduction

Personal hygiene entails the general well-being of a person's body and clothing to preserve overall health. In this respect, it is then important for a learner at this level to learn some skills such as hand washing, brushing teeth and bathing in order to enhance personal hygiene for a healthy living.

4.2.1 Sub-strand: Washing Hands

Hand washing is the act of cleaning hands for the purpose of removing dirt using water and soap. The activities in this sub-strand are meant to equip learners with knowledge and skills to follow correct steps while washing hands.

Specific Learning Outcomes

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

- a) identify steps used in washing hands for personal hygiene;
- b) wash hands following the appropriate steps;
- c) appreciate the importance of washing hands to promote hygiene.

Key Inquiry Questions

The learners could be asked the following question(s) to elicit responses on washing hands:

1. What do you do when your hands are dirty?
2. What do you use to wash your hands?

Suggested learning Experiences

The learner could be guided to:

- Identify various steps followed in washing hands by use of demonstration, pictures, charts, videos and animations.
- Practice washing hands following the appropriate steps such as wetting hands, applying soap/hand wash, rubbing, rinsing with clean water and drying/wiping using a towel or napkin.
- Sing, sign sing, hum, nod, clap or respond to songs and or rhymes on washing hands.
- Display their clean hands for appreciation by self and others.



Core Competences to be developed

- **Self-efficacy** will be achieved as learners correctly follow steps in hand washing.
- **Learning to learn:** will be achieved as learners learn the importance of washing hands in different situations.
- **Digital literacy** will be achieved as learners manipulate digital devices to learn about hand washing by either listening, watching, touching, tapping or stamping.
- **Communication and collaboration** will be enhanced as learners wash hands in pairs or groups.

Link to Pertinent and Contemporary Issues

- **Health education: Personal hygiene** will be achieved as learners wash hands at the correct time.
- **Life skills: Self-esteem** will be developed as learners master the skills of proper hand washing in pairs or groups.
- **Parental engagement and empowerment** will be developed as learners are guided by parents to wash hands at home.

Link to Values

- **Responsibility** will be enhanced as learners take good care of their hand washing items.
- **Respect** will be nurtured as learners use hand washing items in turns or take turns as they wash their hands.

Link to other Learning Areas

- **Communication, social and pre-literacy skills** will be enhanced as learners discuss the process of hand washing in pairs or groups.

Suggested Modes of Assessment

- The learner could be guided to answer simple questions through the most effective communication modes.
- A checklist could also be developed for observation of the learners skills.

Suggested Non-formal Activity to Support Learning

The learners could be guided to wash hands before eating meals and after visiting the toilet at school.

Suggested Community Service Learning

The learners could be guided by parents or siblings to appropriately wash hands before meals at home.

The learners could be encouraged to participate in the international hand washing day.

Suggested Learning Resources

Water, sinks, basins, soaps, towels, water jars, communication boards, Teacher Aides, digital devices, pictures, models, cut-outs, objects of reference, calendar systems, identifiers and taps.

Assessment Rubric

In this context, assessment involves evaluating a learner's ability to demonstrate the learnt competences. It helps the teacher to monitor a learner's progress and plan for appropriate interventions. The assessment should be based on rubric in the design and should be appropriate to the level of the learner such as below:

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
The learner is able to identify various steps in washing hands and wash hands appropriately and display extra skill(s) or knowledge related to washing hands. For example, indicating the times and occasions when people wash hands.	The learner is able to identify various steps in washing hands and wash hands appropriately.	The learner is able to identify various steps in washing hands and wash hands with prompts.	The learner has difficulties in identifying various steps in washing hands and washing hands.



4.2.2 Sub-strand: Brushing of teeth

Teeth brushing is the act of cleaning teeth with a toothbrush and a toothpaste for oral hygiene. Learners at this level need to be encouraged to brush teeth appropriately to observe dental hygiene.

Specific Learning Outcomes

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

- a) identify steps used in brushing of teeth for dental hygiene;
- b) brush teeth following appropriate steps for dental hygiene;
- c) appreciate the importance of observing dental hygiene.

Key Inquiry Questions

The learners could be asked the following question(s) to elicit responses on brushing of teeth:

1. What do you do when your teeth are dirty?
2. What do you use to brushing your teeth?

Suggested Learning Experiences

The learners could be guided to:

- Identify steps followed in brushing teeth by use of demonstrations, pictures and videos.
The steps include;
 - Opening the tooth paste tube lid
 - Holding the toothbrush
 - Wetting the toothbrush
 - Squeezing out toothpaste on the toothbrush
 - Opening the mouth
 - Brushing gently in circular and up and down movement
 - Spitting out the paste after brushing
 - Cleaning the tongue
 - Rinsing the mouth several times
 - Cleansing the toothbrush
- Practise brushing teeth using dummies and dolls.
- Brush teeth appropriately following the correct procedure.

Core Competences to be developed

- **Self-efficacy** will be achieved as learners correctly follow steps in brushing teeth.
- **Digital literacy** will be achieved as learners manipulate digital devices to learn brushing teeth by either listening, watching, touching, tapping or stamping.
- **Communication and collaboration** will be enhanced as learners brush teeth individually, in pairs or groups.

Link to Pertinent and Contemporary Issues

- **Health education: Personal hygiene** will be achieved as learners brush their teeth routinely to promote oral hygiene.
- **Learner support programme: Peer education** will be developed as learners guide or assist one another in brushing of teeth.
- **Life skills: Self-esteem** will be enhanced as learners master the skills of proper brushing of teeth individually, in pairs or groups.
- **Parental engagement and empowerment** will be developed as learners are guided by parents to brush teeth.

Link to Values

- **Responsibility** will be enhanced as learners take good care of their teeth brushing items.
- **Respect** will be nurtured as learners use teeth brushing items in turns.

Link to other Learning Areas

- **Communication, social and pre-literacy skills** will be enhanced as learners discuss the process of brushing teeth in pairs or groups.
- **Orientation and mobility** will be enhanced as learners move to explore the environment to collect various teeth brushing materials.



Suggested Modes of Assessment

- The learner could be guided to answer simple questions through the most effective communication modes.
- An observation checklist could also be developed to assess the learner's achievements of the lesson outcomes.

Suggested Non-formal Activity to Support Learning

The learners could participate in dental programmes during open days.

Suggested Community Service Learning

The learners could be guided by parents or siblings to appropriately brush teeth after every meal at home.

Suggested Learning Resources

Toothbrushes, toothpaste, ash, salt, charcoal, water jar, water, mirror, sink, towels, basins, digital devices, pictures, models, cut-outs, communication boards, identifiers, objects of reference, calendar systems, Teacher Aides and Occupational Therapists.

Assessment Rubric

In this context, assessment involves evaluating a learner's ability to demonstrate the learnt competences. It helps the teacher to monitor a learner's progress and plan for appropriate interventions. The assessment should be based on rubric in the design and should be appropriate to the level of the learner such as below:

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
The learner is able to identify steps used in brushing of teeth and brush teeth appropriately and display extra skill(s) or knowledge related to identifying steps used in brushing and brushing teeth appropriately. For example, storing teeth brushing items appropriately.	The learner is able to identify steps used in brushing of teeth and brush teeth appropriately.	The learner is able to identify steps used in brushing of teeth and brush teeth appropriately with prompts.	The learner has difficulties in identifying steps used in brushing of teeth and brushing teeth.

4.2.3 Sub-strand: Bathing

Bathing is the washing of one's whole body with soap and water for personal hygiene. Learners in this level need to be encouraged to bathe independently and regularly for personal cleanliness and health.



Specific Learning Outcomes

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

- a) identify steps followed when taking a bath for personal cleanliness and health;
- b) bathe using the correct steps for independent living;
- c) appreciate the importance of bathing regularly.

Key Inquiry Questions

The learners could be asked the following question(s) to elicit responses on bathing:

1. What do you do when get dirty?
2. How to you bathe?

Suggested Learning Experiences

The learners could be guided to:

- Identify steps used in bathing through demonstrations, pictures, charts and manipulating digital devices by either listening, watching, touching, tapping or stamping. Bathing include the following:
 - Undressing
 - Wetting oneself
 - Applying soap
 - Scrubbing
 - Rinsing
 - Drying oneself
- Bathe dolls and dummies using the correct bathing steps.
- Bathe individually following appropriate steps
- Sing, sign sing or hum songs and or poems on the importance of bathing

Core Competences to be developed

- **Self-efficacy** will be achieved as learners practice bathing independently following the right steps.
- **Digital literacy** will be developed as learners manipulate digital devices to learn about bathing by either listening, watching, touching, tapping or stamping.

- **Communication and collaboration:** will be enhanced as learners individually, in pairs or groups sing, sign sing, humor nod to songs, rhymes or poems on bathing.

Link to Pertinent and Contemporary Issues

- **Health education: Personal hygiene** will be achieved as learners bathe routinely to promote body hygiene.
- **Learner support programme: Peer education** will be developed as learners guide or assist one another in bathing.
- **Life skills: Self-esteem** will be developed as learners master the skills of proper bathing.
- **Parental engagement and empowerment** will be developed as learners are guided by to bathe regularly.

Link to Values

- **Responsibility** will be enhanced as learners take good care of their bathing items.

Link to other Learning Areas

- **Communication, social and pre-literacy skills** will be enhanced as learners discuss the process of bathing in pairs or groups.
- **Sensory-motor and creative activities** will be enhanced as learners use their fine and motor in bathing.

Suggested Modes of Assessment

- The learner could be guided to answer simple questions through the most effective communication modes.
- An observation checklist could also be developed to assess the learner's achievements of the lesson outcomes.

Suggested Non-formal Activity to Support Learning

The learners could sing, sign sing, hum and nod to songs, rhymes and or poems on bathing while playing outside the classroom.



Suggested Community Service Learning

The learner could be guided by parents or siblings to appropriately bathe while at home.

Suggested Learning Resources

Soaps, water, towels, basins, sinks, scrubbers or brushes, charts, pictures, digital devices, communication boards, water jars, resource persons, pumice stones, Teacher Aides, dolls, dummies, bathrooms, washing shelters, models, cut-outs, objects of reference, identifiers, calendar systems, Occupational Therapists.

Assessment Rubric

In this context, assessment involves evaluating a learner's ability to demonstrate the learnt competences. It helps the teacher to monitor a learner's progress and plan for appropriate interventions. The assessment should be based on rubric in the design and should be appropriate to the level of the learner such as below:

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
The learner is able to correctly follow bathing steps and bathe independently and regularly and display extra skill(s) or knowledge related to bathing. For example, storing the bathing items appropriately.	The learner is able to correctly follow bathing steps and bathe independently and regularly.	The learner is able to regularly bathe with prompts.	The learner has difficulties in bathing

4.2.4. Sub-strand: Caring for hair

Caring for hair enhances good grooming. It is good to equip the learner with knowledge, skills and attitudes to identify hair care items and care for hair to promote personal hygiene.

Specific Learning Outcomes

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

- a) identify items used in caring for hair to enhance appropriate use;
- b) care for hair to enhance good grooming;
- c) care for hair to promote personal hygiene.

Key Inquiry Questions

The learners could be asked the following question(s) to elicit responses on taking care of hair:

1. What do you do when your hair is dirty?
2. What items do you use to keep your hair tidy?
3. How do you take care of your hair?

Suggested Learning Experiences

The learners could be guided to:

- Identify items used in caring for the hair through pictures, video clips, charts, objects of reference and communication boards.
- Care for the hair through demonstrations using toys and dummies. The procedure involve; brushing hair, washing, drying, oiling and combing hair, shaving, trimming.
- Wash, dry, oil and comb/brush own hair.
- Sing, sign sing or hum, nod songs, rhymes and poems on caring for hair.

Core Competences to be developed

- **Self - efficacy** will be achieved as learners practice caring for hair using the right procedure.
- **Communication and Collaboration** will be enhanced as learners sing, sign sing songs and or poems and rhymes on care for hair.



- **Digital literacy:** will be developed as learners manipulate digital devices to learn about caring for hair by either listening, watching, touching, tapping or stamping.

Link to Pertinent and Contemporary Issues

- **Health education-personal hygiene** will be achieved as learners routinely care for hair appropriately.
- **Life skills: self-esteem** will be achieved as the learners take care of hair independently.
- **Parental engagement and empowerment** will be achieved as a learners are guided by parent or siblings to take care of hair at home.

Link to Values

- **Responsibility** will be enhanced as learners keep their hair clean and neat all the times and take care of items used in caring for hair.

Link to other Learning Areas

- **Communication, social and pre-literacy skills** will be enhanced as learners talk about taking care of hair in pairs and groups.

Suggested Modes of Assessment

- The learner could be asked simple questions and given clear instructions through most meaningful communication modes.
- An observation checklist could be used to keep records of the learner's achievements.

Suggested Non-formal Activity to Support Learning

The learners could dramatise taking care of hair to other learners at school.

Suggested Community Service Learning

The learner could be guided by parents or siblings to appropriately take care of hair at home.

Suggested Learning Resources

Soap/shampoo, Basins, Combs, Hair brushes, Towels, Hair oil, Mirrors, Charts , Dummies, Dolls, Teacher Aides, Resource persons, Scissors, Video clips, Pictures, Animations, Communication boards, Objects of reference, Calendar systems, Digital materials, Identifiers and Occupational Therapists.

Assessment Rubric

In this context, assessment involves evaluating a learner’s ability to demonstrate the learnt competences. It helps the teacher to monitor a learner’s progress and plan for appropriate interventions. The assessment should be based on rubric in the design and should be appropriate to the level of the learner such as below:

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
The learner is able to identify items used in caring for hair and care for own hair appropriately and display extra skill(s) or knowledge related to taking care of hair. For example, explaining the importance of taking good care of hair.	The learner is able to identify items used in caring for hair and care for own hair appropriately.	The learner is able to identify items used in caring for hair and care for own hair with prompts.	The learner has difficulties in taking care of hair.



4.2.5 Sub-strand: Washing Clothes

Washing clothes involve cleaning of cloths using water and soap. This nurtures cleanliness and promotes personal hygiene.

Specific Learning Outcomes

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

- a) identify items used in washing clothes to enhance appropriate use;
- b) wash clothes using appropriate procedure to enhance durability;
- c) appreciate the importance of washing clothes.

Key Inquiry Questions

The learners could be asked the following question(s) to elicit responses on washing clothes:

1. What do you do when your clothes are dirty?
2. What do you use to wash your clothes?
3. How do you wash your clothes?

Suggested Learning Experiences

Learners could be guided to:

- identify items used in washing clothes by use of pictures, video clips and realia;
- identify various steps used in washing clothes through demonstrations, pictures, realia, videos and charts showing the process of washing clothes. The washing process includes the following steps:
 - Sorting
 - Wetting cloths
 - Soaping
 - Soaking
 - Rubbing or scrubbing,
 - Drying and airing
- practise washing handkerchiefs following the correct steps.
- sing, sign sing, nod or hum songs while participating in singing games on washing clothes.

Core Competences to be developed

- **Self – efficacy** will be achieved as learners practice washing clothes using the right procedure.
- **Communication and Collaboration** will be enhanced as learners practice washing clothes individually and in groups.
- **Digital literacy** will be developed as learners manipulate digital devices to learn about washing clothes by either listening, watching, touching, tapping or stamping.

Link to Pertinent and Contemporary Issues

- **Health Education: personal hygiene** will be achieved as learners routinely wash items such as handkerchiefs independently.
- **Life skills: Self-esteem** will be enhanced as learners wash cloths successfully.
- **Parental empowerment and engagement** will be enhanced as learners are guided by parents on washing clothes at home.
- **Learner support programme: Peer education** will be developed as learners guide one another while washing clothes in school.

Link to Values

- **Responsibility** will be enhanced as learners keep their cloths clean and neat all the times.

Link to other Learning Areas

- **Communication, Social and Pre-literacy Skills** will be enhanced as learners wash cloths in pairs and groups.
- **Pre-numeracy skills** will be developed as learners sort cloths when washing.
- **Sensory motor and creative activities** will be enhanced as learners use their fine and gross motor in washing clothes.

Suggested Modes of Assessment

- The learner could be asked simple questions and given clear instructions through most meaningful communication modes.
- An observation checklist could be used to keep records of the learner’s achievements.



Suggested Non-formal Activity to Support Learning

Learners could demonstrate washing clothes to other learners at school.

Suggested Community Service Learning

Learners could be guided by parents or siblings to appropriately wash own cloths at home.

Suggested Learning Resources

Fabrics, basins, buckets, soaps, cloth lines, pegs, pictures, digital devices, Teacher Aides, communication and structured boards, identifiers, objects of reference, calendar systems, digital devices and Occupational Therapists.

Assessment Rubric

In this context, assessment involves evaluating a learner’s ability to demonstrate the learnt competences. It helps the teacher to monitor a learner’s progress and plan for appropriate interventions. The assessment should be based on rubric in the design and should be appropriate to the level of the learner such as below:

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
The learner is able to identify items used for washing clothes and wash own cloths using appropriate procedure and display extra skill(s) or knowledge related to washing clothes. For example, hanging clothes neatly on a cloth line.	The learner is able to identify items used for washing clothes and wash own cloths using appropriate procedure.	The learner is able to identify items used for washing clothes and wash own cloths with prompts.	The learner has difficulties in washing own clothes.

4.2.5 Sub-strand: Control of drooling

Drooling is the uncontrollable flowing of saliva from the mouth of an individual due to weak muscles of the lips. Learners who drool need to be equipped with knowledge, skills and attitudes to enable them to manage their drooling.

Specific Learning Outcomes

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

- a) identify different ways of managing drooling for personal cleanliness;
- b) manage drooling for personal cleanliness;
- c) appreciate the need to manage drooling for personal hygiene.

Key Inquiry Questions

The learners could be asked the following question(s) to elicit responses on drooling:

1. How do you prevent saliva from flowing out of your mouth?
2. What do you use to wipe saliva from your mouth?

Suggested Learning Experiences

Learners could be guided to:

- identify various ways of managing drooling through demonstrations, video clips, pictures and charts;
- manage drooling using various ways, such as sitting appropriately, positioning of the head appropriately, swallowing of saliva, closing of the mouth, wiping saliva, jaw exercise;
- control drooling all the time with prompts.

Core Competences to be developed

- **Self – efficacy** will be achieved as learners keep dry by controlling drooling.
- **Digital literacy** will be developed as learners manipulate digital devices to learn about managing drooling by either listening, watching, touching, tapping or stamping.



Link to Pertinent and Contemporary Issues

- **Health Education: Personal hygiene** will be enhanced as learners practice different ways of controlling drooling.
- **Parental engagement and empowerment** will be enhanced as learners are guided by parents or siblings on ways to control drooling at home.
- **Life-skills: Self-esteem** will be enhanced as the learner acquires skills to control drooling.

Link to Values

- **Responsibility** will be enhanced as learners practise appropriate oral manners by taking care of personal hygiene.

Link to other Learning Areas

- **Communication, social and pre-literacy skills** will be enhanced as learners exchange ideas on ways of controlling drooling.
- **Sensory motor and creative activities** will be enhanced as learners use fine and gross motor muscles to wipe the saliva.

Suggested Modes of Assessment

- The learner could be asked simple questions and given clear instructions through most meaningful communication modes.
- An observation checklist could be used to keep records of the learner's achievements.

Suggested Non-formal Activity to Support Learning

Learners could be encouraged to suck sweets while at school.

Suggested Community Service Learning

The learner could be guided by parents or siblings to suck sweets while at home.

Suggested Learning Resources

Resource persons, Teacher Aides, towels, tissue papers, calendar boxes, mirrors, buckets, lollipops, straws, adapted seats, Therapists,

digital devices, communication boards, identifiers, objects of reference and oral massaging machine.

Assessment Rubric

In this context, assessment involves evaluating a learner’s ability to demonstrate the learnt competences. It helps the teacher to monitor a learner’s progress and plan for appropriate interventions. The assessment should be based on rubric in the design and should be appropriate to the level of the learner such as below:

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
The learner is able to identify different ways of managing drooling and manage own drooling and display extra skill(s) or knowledge related to managing drooling. For example, washing the handkerchief or bib used in wiping saliva.	The learner is able to identify different ways of manage drooling and manage own drooling.	The learner is able to identify different ways of manage drooling and manage own drooling with prompts.	The learner has difficulties in managing own drooling.

4.2.6 Strand: Toileting

Introduction

Toileting entails the process of identifying and communicating toileting needs. Learners at this level are encouraged to learn using cues and signals to communicate when in need of toileting for personal hygiene. This strand, therefore, aims at equipping the learners with the necessary knowledge, skills and attitudes that will enable them to independently go through the whole process of toileting successfully.



Sub-strand: Communicating toilet need

Learning toileting skills is an important aspect in the life of learners with special needs. The sub-strand of communicating toileting need is intended to enable the learners to identify different cues and signs of communicating need for toilet in order to avoid soiling self and appreciate the importance of communicating toileting need for personal hygiene.

Specific Learning Outcomes

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

- a) identify different cues and signs used in communicating toileting needs;
- b) communicate toileting needs using appropriate cues and signals to avoid soiling self;
- c) appreciate the importance of communicating toileting need for personal hygiene.

Key Inquiry Questions

The learners could be asked the following question(s) to elicit responses on communicating toilet need:

What do you do when you feel like going to the toilet?

Suggested Learning Experiences

Learners could be guided to:

- identify cues and signals for communicating toileting need through demonstrations, pictures, communication boards, videos, object of reference and charts;
- use appropriate cues, signs and signals in communicating toileting needs;
- mimic different ways of communicating toileting needs.

Core Competences to be developed

- **Communication and collaboration** will be achieved as learners use cues, signs and signals in communicating toileting needs.
- **Digital literacy** will be developed as learners manipulate digital devices to learn about toileting by either listening, watching, touching, tapping or stamping.
- **Self-efficacy** will be achieved as learners successfully communicate need for toileting.

Link to Pertinent and Contemporary Issues

- **Health education: Personal hygiene** will be achieved as learners practice appropriate toileting habits.
- **Parental empowerment and engagement** will be enhanced as learners are guided by parents to communicate need for toileting.
- **Life skills: self-esteem** will be achieved as learners communicate need for toileting appropriately.

Link to Values

- **Responsibility** will be enhanced as learners communicate need for toileting to avoid soiling self.

Link to other Learning Areas

- **Communication, social and pre-literacy skills** will be achieved as learners communicate need for toileting to others.
- **Orientation and mobility** will be achieved as learners move to the toilet when the need for toileting arises.

Suggested Modes of Assessment

- The learner could be guided to answer simple questions and be given clear instructions through all possible effective modes of communication.
- An observation checklist could be developed to assess learner's achievements of the learning outcomes.



Suggested Non-formal Activity to Support Learning

Learners could be encouraged to orientate themselves on the direction to the toilets.

Suggested Community Service Learning

The learner could be guided by parents or siblings to communicate toileting needs at home.

Suggested Learning Resources

Communication boards, Video clips of animations showing various signs and gestures, Pictures, Charts, Cues and clues, Teacher Aides, House Parents and Resource persons.

Assessment Rubric

In this context, assessment involves evaluating a learner's ability to demonstrate the learnt competences. It helps the teacher to monitor a learner's progress and plan for appropriate interventions. The assessment should be based on rubric in the design and should be appropriate to the level of the learner such as below:

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
The learner is able to communicate need for toileting appropriately and display extra skill(s) or knowledge related to communicating toilet needs. For example, identifying appropriate toileting materials.	The learner is able to communicate need for toileting appropriately.	The learner is able to communicate need for toileting with prompts.	The learner has difficulties in communicating need for toileting.

4.2.7 Sub-strand: Toileting materials

Using toileting materials appropriately has been a challenge to learners with special needs. The sub-strand is intended to enable learners to identify and use appropriate materials for personal cleanliness and appreciate the need to use toilet materials properly for personal hygiene.

Specific Learning Outcomes

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

- a) identify appropriate materials for independent toileting;
- b) use various toileting materials appropriately for personal cleanliness;
- c) appreciate the need to use various toileting materials properly for personal hygiene.

Key Inquiry Questions

The learners could be asked the following question(s) to elicit responses on toileting materials:

1. What materials do you use for toileting?

Suggested Learning Experiences

Learners could be guided to:

- Identify various toileting materials through demonstrations, pictures, realia, charts and videos clips. These materials include tissue paper, water and soap.
- Select toileting materials by naming, pointing, touching/feeling and smelling. Proper precaution should be exercised.
- Practice the use of various toileting materials on dolls and dummies.
- Engage in a simulation on appropriate use of toileting materials.



Core Competences to be developed

- **Self- efficacy** will be developed as learners practice using toileting materials appropriately.
- **Digital literacy** will be developed as learners manipulate digital devices to learn about toilet materials by either listening, watching, touching, tapping or stamping.

Link to Pertinent and Contemporary Issues

- **Health education: Personal hygiene** will be achieved when learners use toileting materials appropriately for personal cleanliness.
- **Parental empowerment and engagement** will be achieved as learner is guided to use appropriate toileting materials at home.
- **Learner support programme** will be enhanced as learners guide one another in the use of appropriate toilet materials.
- **Life skills: Self-esteem** will be enhanced as learners use the correct toileting materials.

Link to Values

- **Responsibility** will be enhanced as learners appropriately use and take care of toileting materials.

Link to other Learning Areas

- **Communication, social and pre-literacy skills** will be enhanced as learners exchange ideas on appropriate toileting materials.
- **Orientation and mobility** will be enhanced as learners explore other toileting materials in the environment.

Suggested Modes of Assessment

- The learner could be guided to answer simple questions and be given clear instructions through all possible effective modes of communication.
- An observation checklist could be developed to assess learner's achievement of the learning outcomes.

Suggested Non-formal Activity to Support Learning

Learners could be encouraged to participate in the cleaning of toilets at school.

Suggested Community Service Learning Activities

The learners could be guided to identify and use various types of toileting materials appropriately at home.

Suggested Learning Resources

Toilets, Pit-latrines, Toilet papers, Soap, Water, Towels, Potties, Small containers, Buckets, Resource persons, Teacher Aides, Routine-charts, Animations, Digital devices, Checklists, Communication boards, Structure boards, Identifiers Objects of reference.

Assessment Rubric

In this context, assessment involves evaluating a learner's ability to demonstrate the learnt competences. It helps the teacher to monitor a learner's progress and plan for appropriate interventions. The assessment should be based on rubric in the design and should be appropriate to the level of the learner such as below:

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
The learner is able to identify and use toileting materials appropriately and display extra skill(s) or knowledge related to toileting materials. For example, washing hands after using toileting material(s).	The learner is able to identify and use toileting materials appropriately.	The learner is able to identify and use toileting materials with prompts.	The learner has difficulties in identifying and using toileting materials.



4.2.8 Sub-strand: Locating the toilet

Learners with special needs have challenges in orientation and mobility, hence it is important to guide them to acquire skills to locate the toilet. The sub-strand is intended to enable learners to identify cues and landmarks that give direction to the toilet and locate the toilet area for independent living.

Specific Learning Outcomes

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

- a) identify cues and landmarks that give direction to the toilet for independent toileting;
- b) locate the toileting area for independent living;
- c) appreciate the importance of toileting at the right place.

Key Inquiry Questions

The learners could be asked the following question(s) to elicit responses on locating the toilet:

Where do you go for short and long calls?

Suggested Learning Experiences

Learners could be guided to:

- identify various cues and land marks that give direction to the toilet through videos; pictures, cues, clues, signs, signals, rails, parallel bars and demonstrations;
- use various clues and land marks to locate the toileting area and facilities;
- locate and use the toileting area independently.

Core Competences to be developed

- **Learning to learn** will be achieved as learners explore the environment to identify landmarks and clues to the toilet.
- **Self-Efficacy** will be achieved as learners identify their way to the toilet independently.
- **Communication and collaboration** will be enhanced as learners exchange ideas with one another to locate their way to the toilet.

Link to Pertinent and Contemporary Issues

- **Health education: Personal hygiene** will be achieved as learners locate and use toileting facilities appropriately.
- **Parental empowerment and engagement** will be achieved as learners are guided by parents to locate the toilet.
- **Learners support programmes: Peer education** will be achieved as learners are guided by peers to locate the toilet.
- **Life skills: Self-esteem** will be enhanced as learners locate and use the toilet appropriately.

Link to Values

- **Cooperation** will be acquired as learners assist one another in locating the toilet facility.
- **Responsibility** will be enhanced as learners use the toilet correctly.

Link to other Learning Areas

- **Communication, social and pre-literacy skills** will be enhanced as learners communicate the need for toileting.
- **Orientation and mobility** will be enhanced as learners locate and move to the toilet.

Suggested Modes of Assessment

- The learner could be guided to answer simple questions and be given clear instructions through all possible effective modes of communication.
- An observation checklist could be developed to assess learner's achievement of the learning outcomes.

Suggested Non-formal Activity to Support Learning

Learners could be encouraged to locate toilets at school independently

Suggested Community Service Learning

The learners could be guided to locate various toileting places at home.



Suggested Learning Resources

Toilets, Pit-latrines, Potties, Buckets, Containers, Adapted toilet chairs, Tim charts, Calendar systems, Teacher-Aides, Rails, Posters, Bliss symbols, Digital devices, Pictures, Digital materials, Rails, Communication boards.

Assessment Rubric

In this context, assessment involves evaluating a learner's ability to demonstrate the learnt competences. It helps the teacher to monitor a learner's progress and plan for appropriate interventions. The assessment should be based on rubric in the design and should be appropriate to the level of the learner such as below:

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
The learner is able to locate the toilet independently and display extra skill(s) or knowledge related to locating the toilet. for example, opening and closing the door to the toilet.	The learner is able to locate the toilet independently.	The learner is able to locate the toilet with prompts.	The learner has difficulties in locating the toilet.

4.2.9 Sub-strand: Undressing for toileting

Learners with special needs have challenges with dressing and undressing skills, which are important in the toileting process. The sub-strand is intended to enable the learners to identify the cloth to be removed during toileting, undress in readiness for toileting and appreciate undressing before toileting for personal hygiene.

Specific Learning Outcomes

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

- a) identify the cloths to remove during toileting to avoid being nude;
- b) undress in readiness for toileting;
- c) appreciate the need for undressing before toileting for personal cleanliness.

Key Inquiry Questions

The learners could be asked the following question(s) to elicit responses on undressing for toileting:

What do you do when you want to use the toilet?

Suggested Learning Experiences

Learners could be guided to:

- identify various cloths to be removed before toileting by showing pictures, videos, charts, dolls, dummies, photographs and demonstrations;
- practice undressing dolls and dummies;
- undress appropriately when using the toilet;
- participate in a game of undressing the dolls and dummies.

Core Competences to be developed

- **Self-efficacy** will be developed as learners practice undressing in readiness for toileting.
- **Digital literacy** will be developed as learners manipulate digital devices to learn about undressing for toileting by either listening, watching, touching, tapping or stamping.
- **Communication and collaboration** will be achieved as learners share ideas on undressing.

Link to Pertinent and Contemporary Issues

- **Health Education: Personal hygiene** will be developed as learners acquire the skill of undressing before toileting to avoid soiling self.
- **Parental empowerment and engagement** will be developed as learner is guided by the parent on undressing for toileting while at home.



- **Life skills: Self-esteem** will be enhanced as learners undress appropriately for toileting.

Link to Values

- **Responsibility** will be achieved as learners take care of self by undressing for toileting to avoid soiling self.

Link to other Learning Areas

- **Communication, social and pre-literacy skills** will be enhanced as learners talk about undressing themselves for toileting.
- **Sensory-motor and creative activities** will be enhanced as learners use gross and fine motor muscles in undressing.

Suggested Modes of Assessment

- The learner could be guided to answer simple questions and be given clear instructions through all possible effective modes of communication.
- An observation checklist could be developed to assess learner's achievement of learning outcomes.

Suggested Non-formal Activity to Support Learning

Learners could be encouraged to change their school uniforms and wear sports kit while preparing to participate in various sports at school, for example football and athletics.

Suggested Community Service Learning

The learners could be guided by parents or siblings to undress appropriately before toileting at home.

Suggested Learning Resources

Pictures, charts, Teacher Aides, cloths, video clips, fasteners, dummies, dolls, structure boards, objects of reference, communication boards, digital devices and identifiers.

Assessment Rubric

In this context, assessment involves evaluating a learner's ability to demonstrate the learnt competences. It helps the teacher to monitor a learner's progress and plan for appropriate interventions. The assessment should be based on rubric in the design and should be appropriate to the level of the learner such as below:

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
The learner is able to undress appropriately before toileting and display extra skill(s) or knowledge related to undressing before toileting. For example, undressing to the appropriate level and not completely.	The learner is able to undress appropriately before toileting.	The learner is able to undress before toileting with prompts.	The learner has difficulties in undressing before toileting.

4.2.10 Sub-strand: Positioning self in the toilet

Learners with special needs experience challenges in gross motor skills and the general body coordination. This sub-strand focuses on enabling learners to identify various ways of positioning self appropriately and appreciate the need to position self when toileting for comfort and safety.



Specific Learning Outcomes

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

- a) identify various ways of positioning self in the toilet for appropriate toileting;
- b) position self appropriately in readiness for toileting;
- c) appreciate the need to position self appropriately when toileting for own comfort and safety.

Key Inquiry Questions

The learners could be asked the following question(s) to elicit responses on positioning self in the toilet:

What do you do in the toilet?

Suggested Learning Experiences

Learners could be guided to:

- Identify ways of positioning self during toileting through demonstrations, video clips, pictures, communication boards and photographs.
- Practise sitting on the toilet seat or potty, standing, squatting and bending appropriately for toileting
- Appropriately position self during toileting.
- Participating in a game of positioning self for toileting.
- Manipulate digital devices to learn about positioning self in the toilet by either listening, watching, touching, tapping or stamping.

Core Competences to be developed

- **Self-efficacy** will be enhanced as learners position self appropriately to use the toilet.
- **Communication and collaboration** will be enhanced as learners participate in a game of positioning self for toileting.
- **Digital literacy** will be developed as learners manipulate digital devices to learn about positioning self in the toilet by either listening, watching, touching, tapping or stamping.

Link to Pertinent and Contemporary Issues

- **Health education: personal hygiene** will be achieved as learners acquire skills for appropriate toileting.
- **Parental empowerment and engagement** will be enhanced as learners are guided by parents on positioning self in the toilet.
- **Learners support programme: Peer education** will be achieved as learners guide one another in positioning self appropriately in the toilet.
- **Life skills: self-esteem** will be achieved as learners position self appropriately in the toilet.

Link to Values

- **Responsibility** will be enhanced as learners observe hygiene as they position themselves appropriately in the toilet.

Link to other Learning Areas

- **Orientation and mobility** will be enhanced as learners orientate themselves appropriately in the toilet.

Suggested Modes of Assessment

- The learner could be guided to answer simple questions and be given clear instructions through all possible effective modes of communication.
- An observation checklist could be developed to assess learner's achievement of the learning outcomes.

Suggested Non-formal Activity to Support Learning

Learners could be encouraged to participate in a game of positioning self for toileting outside the classroom.

Suggested Community Service Learning

Learners could be guided by parents to position themselves appropriately in the toilet.



Suggested Learning Resources

Toilets, latrines, adapted toilets, potties, pictures, cut-outs, Teacher Aides, digital devices, objects of reference and identifiers.

Assessment Rubric

In this context, assessment involves evaluating a learner's ability to demonstrate the learnt competences. It helps the teacher to monitor a learner's progress and plan for appropriate interventions. The assessment should be based on rubric in the design and should be appropriate to the level of the learner such as below:

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
The learner is able to position self appropriately when toileting and display extra skill(s) or knowledge related to positioning self for toileting. For example, using the toilet appropriately.	The learner is able to position self when toileting appropriately.	The learner is able to position self when toileting with prompts.	The learner has difficulties in positioning self when toileting.

4.2.10 Sub-strand: Cleaning self after toileting

Cleaning self after toileting is one of the essential aspects of toileting, which enhances hygiene. This sub-strand introduces learners with special needs to materials used in cleaning self after toileting. It also aims to equip them with knowledge, skills and attitudes of cleaning self appropriately to enhance hygiene.

Specific Learning Outcomes

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

- a) identify materials used in cleaning self after using the toilet for personal hygiene;
- b) clean self appropriately after using the toilet to enhance good grooming;
- c) appreciate the need to clean self after using the toilet for personal hygiene.

Key Inquiry Questions

The learners could be asked the following question(s) to elicit responses on cleaning self after toileting:

What do you do after toileting?

Suggested Learning Experiences

Learners could be guided to:

- identify materials used in cleaning self after toileting by use of realia, pictures, video clips, communication boards and objects of reference;
- identify various ways of cleaning self after toileting through demonstration, dummies, dolls, pictures and photographs;
- observe demonstrations of different ways of cleaning self after toileting by use of dolls, dummies and animations;
- practise cleaning self after toileting by use of dummies and dolls.
- clean self appropriately after using the toilet;
- manipulate digital devices to learn about cleaning self after toileting by either listening, watching, touching, tapping or stamping.

Core Competences to be developed

- **Self-efficacy** will be developed as learners practise cleaning self after toileting.
- **Learning to learn** will be developed as learner is able to clean self after toileting.



- **Digital literacy** will be developed as learners manipulate digital devices to learn about cleaning self after toileting by either listening, watching, touching, tapping or stamping.

Link to Pertinent and Contemporary Issues

- **Health education: Personal hygiene** will be achieved as learners clean self after toileting.
- **Life skills: Self-esteem** will be enhanced as learners clean self after toileting successfully.
- **Parental empowerment and engagement** will be enhanced as learners are guided by parents to clean self after toileting.

Link to Values

- **Responsibility** will be developed as learners clean self and take care of cleaning materials.

Link to other Learning Areas

- **Sensory-motor and creative activities** will be developed as learners clean themselves appropriately after toileting.

Suggested Modes of Assessment

- The learner could be guided to answer simple questions and be given clear instructions through all possible effective modes of communication.
- An observation checklist could be developed to assess learner's achievement of the learning outcomes.

Suggested Non-formal Activity to Support Learning

Learners could be encouraged to participate in a game of cleaning dummies and dolls to imitate cleaning of oneself after toileting.

Suggested Community Service Learning

Learners could be guided by parents to clean themselves appropriately after toileting.

Suggested Learning Resources

Toilet papers, Water, Soap, Dummies, Dolls, Objects of reference, Pictures, Digital devices, Communication boards, Structure boards, Teacher Aides, Identifiers

Assessment Rubric

In this context, assessment involves evaluating a learner's ability to demonstrate the learnt competences. It helps the teacher to monitor a learner's progress and plan for appropriate interventions. The assessment should be based on rubric in the design and should be appropriate to the level of the learner such as below:

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
The learner is able to clean self independently after toileting and display extra skill(s) or knowledge related to cleaning self after toileting. For example demonstrating how to clean self appropriately after toileting using a dummy or a doll.	The learner is able to clean self appropriately after toileting.	The learner is able to clean self after toileting with prompts.	The learner has difficulties in cleaning self after toileting.



4.2.11 Sub-strand: Cleaning the toilet after use

Cleaning the toilet after use provides opportunity for the next user to be comfortable. It also promotes environmental hygiene. Therefore, knowledge, skills and attitudes gained in this sub-strand will enable the learners to identify various ways and gain skills for independent living.

Specific Learning Outcomes

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

- a) identify various ways of cleaning the toilet to maintain environmental hygiene;
- b) clean the toilet after use to maintain environmental hygiene;
- c) appreciate the importance of keeping the toilet clean to promote hygiene.

Key Inquiry Questions

The learners could be asked the following question(s) to elicit responses on cleaning the toilet after use:

1. What do you do after using the toilet?
2. What materials do you use to clean the toilet?

Suggested Learning Experiences

Learners could be guided to:

- Identify various ways of cleaning the toilet after use by showing them pictures, video clips, animations and demonstrations of various ways of cleaning the toilet. These include flushing, emptying potty, pouring water and rinsing potty, sweeping, sprinkling, scrubbing, pouring water and rinsing.
- Practice cleaning of toilet using various ways.
- Use the appropriate ways to clean the toilet after use.
- Sing, sign sing, hum or nod songs and or rhymes on keeping the toilet clean.
- Manipulate digital devices to learn about cleaning the toilet by either listening, watching, touching, tapping or stamping.

Core Competences to be developed

- **Self-efficacy** will be developed as learners clean the toilet after use successfully.
- **Learning to learn** will be enhanced as learners appropriately clean the toilet after use.
- **Digital literacy** will be developed as learners manipulate digital devices to learn about cleaning the toilet by either listening, watching, touching, tapping or stamping.

Link to Pertinent and Contemporary Issues

- **Health education: Personal hygiene** will be developed as learners clean the toilet after use appropriately.
- **Parental empowerment and engagement** will be enhanced as learners are guided by parents to clean the toilet after use.
- **Life skills: Self-esteem** will be enhanced as learners appropriately clean the toilet after use.

Link to Values

Responsibility will be developed as learners clean the toilet after use.

Link to other Learning Areas

- **Orientation and mobility** will be enhanced as learners clean the toilet after use.
- **Sensory-motor and creative activities** will be enhanced as learners coordinate senses when cleaning the toilet after use.

Suggested Modes of Assessment

- The learner could be guided to answer simple questions and be given clear instructions through all possible effective modes of communication.
- An observation checklist could be developed to assess learner's achievement of the learning outcomes.

Suggested Non-formal Activity to Support Learning

Learners could be encouraged to sing, sign sing, hum or nod songs and or rhymes on keeping the toilet clean.



Suggested Community Service Learning

Learners could be guided by parents and siblings to keep the toilet clean after use at home and in public places.

Suggested Learning Resources

Detergents, Toilet brushes, Water, Locally available cleaning materials, Small containers, potties, Buckets, Mops, Mop buckets, Toilet bowls, Pit latrines, Video clips showing cleaning of the toilet, Teacher Aides, Structure boards, Communication boards, Identifiers, Objects of reference.

Assessment Rubric

In this context, assessment involves evaluating a learner's ability to demonstrate the learnt competences. It helps the teacher to monitor a learner's progress and plan for appropriate interventions. The assessment should be based on rubric in the design and should be appropriate to the level of the learner such as below:

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
The learner is able to clean the toilet after use and display extra skill(s) or knowledge related to cleaning the toilet after use. For example, replacing the toilet/latrine/potty cover.	The learner is able to clean the toilet after use.	The learner is able to clean the toilet after use with prompts.	The learner has difficulties in cleaning the toilet after use.

4.2.12 Sub-strand: Dressing up after toilet

Dressing up after toileting sums up good grooming. Learners with special needs require this skill to enable them cope with life and develop independent living. This will enable the learners to identify the procedure of dressing up after toileting for good grooming and appreciate the need for independent living.

Specific Learning Outcomes

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

- a) identify the procedure of dressing up after toileting for good grooming;
- b) dress up appropriately after toileting for independent living;
- c) appreciate the need for dressing up after toileting.

Key Inquiry Questions

The learners could be asked the following question(s) to elicit responses on dressing up after toileting:

What do you do after toileting?

Suggested Learning Experiences

Learners could be guided to:

- identify the steps in dressing up after toileting by use of videos, animations, pictures and demonstrations. The steps include pulling up trousers, short, or pant; wrapping, straightening or lowering dress and fastening;
- practise dressing up after toileting using dolls and dummies;
- manipulate digital devices to learn about dressing up appropriately after toileting by either listening, watching, touching, tapping or stamping.

Core Competences to be developed

- **Learning to learn** will be developed as learners practice the skill of dressing up appropriately after toileting.
- **Self-efficacy** will be enhanced as learners dress up appropriately after toileting.



- **Parental empowerment and engagement** will be enhanced as learners are guided by parents to dress up appropriately after toileting.
- **Digital literacy** will be developed as learners manipulate digital devices to learn about dressing up appropriately after toileting by either listening, watching, touching, tapping or stamping.

Link to Pertinent and Contemporary Issues

- **Life skills: Self-esteem** will be developed as learners are able to dress up independently after toileting.
- **Learner support programme: Peer education** will be achieved as learners are guided by peers to dress up appropriately after toileting.

Link to Values

- **Responsibility** will be enhanced as learners dress up appropriately after toileting.

Link to other Learning Areas

- **Sensory-motor and creative activities** will be achieved as learners coordinate fine and gross motor skills while dressing up after using the toilet.

Suggested Modes of Assessment

- The learner could be guided to answer simple questions and be given clear instructions through all possible effective modes of communication.
- An observation checklist could be developed to assess learner's achievement of the learning outcomes.

Suggested Non-formal Activity to Support Learning

Learners could be encouraged change from games' kit to school uniform after participating in sports at school.

Suggested Community Service Learning

Learners could be guided by parents and siblings to dress up appropriately after toileting at home.

Suggested Learning Resources

Pictures, charts, electronic learning aids, resource persons, cloths, dolls, diapers, cloth fasteners, Teacher Aides, identifiers, objects of reference

Assessment Rubric

In this context, assessment involves evaluating a learner's ability to demonstrate the learnt competences. It helps the teacher to monitor a learner's progress and plan for appropriate interventions. The assessment should be based on rubric in the design and should be appropriate to the level of the learner such as below:

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
The learner is able to dress self appropriately after toileting and display extra skill(s) or knowledge related to dressing up after toileting. For example, cleaning the toilet appropriately after use.	The learner is able to dress self appropriately after toileting.	The learner is able to dress self after toileting with prompts.	The learner has difficulties in dressing self after toileting.



4.2.13 Sub-strand: Toilet routine

The development of a toileting routine is necessary to guide learners at this level to identify and appreciate the need to follow an appropriate routine for hygiene and health.

Specific Learning Outcomes

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

- a) recognize appropriate toileting routine for personal hygiene;
- b) follow toileting routine appropriately for hygiene and health;
- c) appreciate the need to follow toileting routine for hygiene and health.

Key Inquiry Question

The learners could be asked the following question(s) to elicit responses on toileting routine:

1. When do you go to the toilet?

Suggested Learning Experiences

Learners could be guided to:

- Recognize toileting routine by use of videos, animations, signs, pictures, communication board, cues and prompts that enhance toileting routine. This could be done through timing individual learners, observation after meals, use of checklist and calendar system, charts, use of communication boards, identifiers and objects of reference. Learners could practice the use of cues, clues, verbal and non-verbal prompts to enhance toileting routine;
- Respond to cues and signs that enhance toileting routine;
- Sing, sign sing, humor nod to songs and or rhymes on toileting routine.

Core Competences to be developed

- **Self-efficacy** will be achieved as learners follow toileting routine appropriately.
- **Learning to learn** will be developed as learners follow toileting routine through exploration.

Link to Pertinent and Contemporary Issues

- **Health Education: Personal hygiene** will be enhanced as learner empties bowel routinely.
- **Parental empowerment and engagement** will be achieved as learner is guided by parent and siblings to follow toilet routine.
- **Learner support programme: Peer education** will be developed as learners guide each other to follow toileting routine.

Link to Values

- **Responsibility** will be enhanced as learners follow toileting routine independently for personal hygiene.

Link to other Learning Areas

- **Communication, social and pre-literacy skills** will be developed as learners communicate with others as they follow toileting routine.
- **Orientation and mobility** will be enhanced as learners move to the toilet facility at the right time.

Suggested Modes of Assessment

- The learner could be guided to answer simple questions and be given clear instructions through all possible effective modes of communication.
- An observation checklist could be developed to assess learner's achievement of the learning outcomes.

Suggested Non-formal Activity to Support Learning

Learners could be encouraged to follow the school routine and keep time.

Suggested Community Service Learning

Parents could develop a simple routine for learners to follow while they are at home.



Suggested Learning Resources

Observation checklists, Calendar systems, Teacher Aides, Communication boards, Signs, Digital devices, Identifiers, Objects of reference

Assessment Rubric

In this context, assessment involves evaluating a learner's ability to demonstrate the learnt competences. It helps the teacher to monitor a learner's progress and plan for appropriate interventions. The assessment should be based on rubric in the design and should be appropriate to the level of the learner such as below.

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
The learner is able to follow the toileting routine appropriately and display extra skill(s) or knowledge related to following toileting routine. For example, visiting the toilet appropriately without relying on the time(s) stipulated in a routine.	The learner is able to follow the toileting routine appropriately	The learner is able to follow the toileting routine with prompts.	The learner has difficulties in following toileting routine.

4.3 Strand: Prayer

Introduction

A prayer is a practice of communicating to one's God. It is, therefore, important for learners with special needs to be encouraged to learn and practise simple prayers, participate in prayer songs and follow prayer routines for spiritual nourishment.

4.3.1 Sub-strand: Simple prayer

As part of spiritual nourishment, learners should be encouraged to practice simple prayers. In this sub-strand, the learners will be engaged in identifying various activities that increase their awareness of God; praying appropriately on different occasions and appreciate prayers for spiritual growth.

Specific Learning Outcomes

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

- a) identify short prayers used in different activities to create awareness of God;
- b) pray appropriately on different occasions using short prayers for spiritual growth;
- c) appreciate the need for short prayers for different activities to promote spirituality.

Key Inquiry Questions

The learners could be asked the following question(s) to elicit responses on simple prayers:

1. When do you pray?
2. How do you pray?

Suggested Learning Experiences

Learners could be guided to:

- identify short prayers for different activities;
- observe or manipulate tactile diagrams, pictures, charts, videos and demonstrations of people praying for different activities;
- recite, sign, nod or hum short prayers for different activities or occasions;



- lead prayers;
- dramatise a religious leader leading prayers for appreciation and enjoyment;
- manipulate digital devices to learn about simple prayers by either listening, watching, touching, tapping or stamping

Core Competences to be developed

- **Self-efficacy** will be achieved as learners pray appropriately on different occasions.
- **Learning to learn** will be developed as learners pray appropriately in different occasions
- **Communication and Collaboration** will be enhanced as learners pray in groups and on different occasions.
- **Digital literacy** will be developed as learners manipulate digital devices to learn about simple prayers by either listening, watching, touching, tapping or stamping.

Link to Pertinent and Contemporary Issues

- **Citizenship: Social cohesion** will be achieved as learners participate in communal prayers.
- **Parental empowerment and engagement** will be achieved as learners are guided by parents and siblings to pray.

Link to Values

- **Kindness** will be enhanced as learners pray for one another.
- **Responsibility** will be enhanced as learners take responsibility of leading others in prayers.

Link to other Learning Areas

- **Communication, social and pre-literacy skills** will be enhanced as learners make short prayers.

Suggested Modes of Assessment

- The learner could be guided to answer simple questions and be given clear instructions through all possible modes of communication.
- An observation checklist could be developed to assess the learners' achievement of the learning outcome.

Suggested Non-formal Activity to Support Learning

Learners could be encouraged to participate in prayers during school assemblies.

Suggested Community Service Learning

Learners could visit places of worship and participate in religious activities in the community.

Suggested Learning Resources

Religious books, Charts with prayers, Tactile diagrams, Pictures showing moments of prayers, Digital devices, Resource persons, Teacher Aides, Cut – outs, Models of people praying, Structure boards, identifiers, Objects of reference.

Assessment Rubric

In this context, assessment involves evaluating a learner's ability to demonstrate the learnt competences. It helps the teacher to monitor a learner's progress and plan for appropriate interventions. The assessment should be based on rubric in the design and should be appropriate to the level of the learner such as below.



Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
The learner is able to make a simple prayer independently and display extra skill(s) or knowledge related to simple prayers. For example, indicating events where people pray.	The learner is able to make a simple prayer	The learner is able to make a simple prayer with prompts.	The learner has difficulties in making a simple prayer.

4.3.2 Sub-strand: Prayer songs

This sub-strand focuses on prayer songs. It is intended to equip learners with severe disabilities with knowledge, skills and attitudes of identifying songs that worship God. It also introduces learners to simple prayer songs for worship.

Specific Learning Outcomes

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

- a) identify songs sang to worship God;
- b) sing simple prayer songs to worship God;
- c) respond positively to tunes, rhythms and gestures of prayer songs.

Key Inquiry Questions

The learners could be asked the following question(s) to elicit responses on prayer songs:

1. How do you communicate to God?
2. Which songs do you sing to communicate to God?

Suggested Learning Experiences

Learners could be guided to:

- identify various prayer songs used for worshipping God;
- sing, sign sing, nod or hum songs and respond to various songs of worship individually, in pairs or groups;
- manipulate digital devices to learn about worship songs by either listening, watching, touching, tapping or stamping.

Core Competences to be developed

- **Communication and collaboration** will be developed as learners sing, sign sing or hum songs and respond to various songs of worship individually, in pairs or groups
- **Self-efficacy** will be realised as learners properly sing, sign, nod or hum prayer songs individually in pairs or groups.
- **Digital literacy** will be enhanced as learners manipulate digital devices to learn about prayer songs by either listening, watching, touching, tapping or stamping.

Link to Pertinent and Contemporary Issues

- **Citizenship** will be developed as learners practice praying for own country to have peace and prosperity.
- **Patriotism and social cohesion** will be developed as learners participate in religious events within the community.

Link to Values

- **Responsibility** will be enhanced as learners take care of materials and equipment used in prayer songs.
- **Respect to God and others** will be achieved as learners sing simple prayer songs in respect to God and others.

Link to other Learning Areas

- **Sensory-motor and creative activities** will be enhanced as learners respond to tunes and rhythms from prayer songs by using various parts of the body.



- **Communication, social and pre-literacy skills** will be enhanced as learners sing, sign sing, nod or hum prayer songs individually, in pairs or groups.

Suggested Modes of Assessment

- An observation checklist could be developed to assess the learner's achievement of the lesson outcome.

Suggested Non-formal Activity to Support Learning

Learners could be encouraged to participate in songs and prayers during school assemblies.

Suggested Community Service Learning Activities

Learners could visit places of worship and participate in songs and prayers in the community.

Suggested Learning Resources

Resource persons, Teacher Aides, Drums, Pictures, Digital devices, Shakers, Keyboard, Piano, Trumpets, Communication board, Identifiers, Objects of reference, Flutes, Tamborines, Jingles.

Assessment Rubric

In this context, assessment involves evaluating a learner's ability to demonstrate the learnt competences. It helps the teacher to monitor a learner's progress and plan for appropriate interventions. The assessment should be based on rubric in the design and should be appropriate to the level of the learner such as below.

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
The learner is able to sing, sign sing, nod or hum at least one prayer song independently and display extra skill(s) or knowledge related to prayer songs. For example, playing a musical instrument.	The learner is able to sing, sign sing, nod or hum at least one prayer song independently.	The learner is able to sing, sign sing, nod or hum at least one prayer song with prompts.	The learner has difficulties in performing prayer songs.

4.3.3 Sub-strand: Prayer routine

Prayer routine as a sub-strand is necessary to be inculcated in learners, especially those with severe disabilities. It intends to equip these learners with knowledge, skills and attitudes that will enable them to not only follow various prayer routines appropriately, but also other routines that they may have to follow in life.

Specific Learning Outcomes

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

- recognize various prayers time in order to comply with daily prayer routines;
- pray consistently for various activities to develop prayer routine;
- appreciate the need for prayer to promote spiritual growth.

Key Inquiry Questions

The learners could be asked the following question(s) to elicit responses on prayer routines:

- When do you pray?
- How many times do you pray in a day?



Suggested Learning Experiences

Learners could be guided to:

- recognise appropriate prayer times through various cues, signs, pictures, videos or calendar system;
- pray routinely during meals, morning prayers or evening prayers;
- participate in school prayers or prayer events.

Core Competences to be developed

- **Communication and Collaboration** will be enhanced as learners routinely participate in prayers individually, in pairs or groups.
- **Self-efficacy** will be achieved as learners successfully follow given prayer routines.

Link to Pertinent and Contemporary Issues

- **Parental engagement and empowerment** will be enhanced as learners are guided to pray consistently at home.
- **Citizenship:** will be developed as learners practise praying for their country.
- **Patriotism and social cohesion** are developed as learners participate in communal prayers.

Link to Values

- **Responsibility** will be enhanced as learners properly follow their prayer routines.
- **Respect to God** will be nurtured as learners pray routinely.

Link to other Learning Areas

- **Communication, social and pre-literacy skills** will be developed as learners individually, in pairs or in groups practise praying while following given prayer routine(s).

Suggested Modes of Assessment

- The learner could be guided to answer simple questions and be given clear instructions through all possible modes of communication.

- An observation checklist could be developed to assess the learner’s achievement of the learning outcome.

Suggested Non-formal Activity to Support Learning

Learners could be encouraged to follow other routines in the school.

Suggested Community Service Learning

Parents or siblings could guide learners to develop and follow prayer routines at home.

Suggested Learning Resources

Charts, Pictures, Communication boards, Picture cut-outs, Digital devices, Resource persons, Objects of reference, Identifiers, Structure boards

Assessment Rubric

In this context, assessment involves evaluating a learner’s ability to demonstrate the learnt competences. It helps the teacher to monitor a learner’s progress and plan for appropriate interventions. The assessment should be based on rubric in the design and should be appropriate to the level of the learner such as below.

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
The learner is able to properly follow a prayer routine and display extra skill(s) or knowledge related to prayer routines. For example, following a prayer routine independently.	The learner is able to follow a prayer routine.	The learner is able to properly follow a prayer routine with prompts.	The learner has difficulties in following a prayer routine.



4.4 Strand: Feeding

Proper feeding is important to the development and growth of learners. It is therefore, important that learners with special needs participate in and learn how to properly feed. It is in this regard that this strand aims to enable the learners to identify, locate and appreciate various cooking and dining areas. Additionally, the learners will be expected to identify and differentiate edible and non-edible items to promote good health and communicate the need for food for independent living. Overall, the learners will be expected to appreciate the importance of good feeding habits and be able to follow feeding routines, thus promoting independent and healthy living.

4.4.1 Sub-strand: Cooking and dining area

Feeding is a very important practice which learners with special needs need to be introduced to. One of the areas of concern is cooking and dining area. This sub-strand will introduce learners into identifying and appreciating the importance of cooking and dining area for easy access.

Specific Learning Outcomes

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

- a) identify cooking and dining area for easy access;
- b) locate the cooking and dining area for ease of access;
- c) appreciate the importance of cooking and dining area when feeding.

Key Inquiry Questions

The learners could be asked the following question(s) to elicit responses on cooking and dining area:

1. Where do we cook food?
2. Where do we eat food from?

Suggested Learning Experiences

Learners could be guided to:

- identify the cooking and dining area by use of realia, pictures and videos;

- locate the cooking and dining area using cues, signals, objects of reference and communication boards;
- recite rhymes on cooking and dining area;
- manipulate digital devices to learn about cooking and dining areas by either listening, watching, touching, tapping or stamping.

Core Competences to be developed

- **Critical thinking** and **problem solving** will be developed as learners identify cooking and dining areas using cues and landmarks
- **Self-efficacy** will be achieved as learners will practise cooking and using the dining area
- **Communication and collaboration** will be enhanced as learners interact during cooking and using the dining area.
- **Digital literacy** will be enhanced as learners manipulate digital devices to learn about cooking and dining areas by either listening, watching, touching, tapping or stamping.

Link to Pertinent and Contemporary Issues

- **Education for sustainable development: Safety and security** will be enhanced as learners learn to observe caution while locating the cooking and dining area using cues and landmarks.
- **Parental empowerment and engagement** will be enhanced as learners are guided by parents and siblings on identifying the cooking and dining area.
- **Life skills** will be enhanced as learners observe safety measures while working in the cooking and dining areas.

Link to Values

- **Responsibility** will be developed as learners are guided to move safely within the cooking and dining area, as well as taking care of the cooking items.
- **Respect** will be nurtured as learners share various cooking and dining areas.



Link to other Learning Areas

- **Communication, social and pre-literacy skills** will be enhanced as learners work in pairs and groups to identify cooking and dining areas.
- **Orientation and mobility** will be developed as learners move around the cooking and dining areas.

Suggested Modes of Assessment

- The learner should be guided to answer simple question and be given clear instructions through all possible modes of communication
- An observation checklist could be developed to assess the learner's achievement of the learning outcomes.

Suggested Non-formal Activity to Support Learning

Learners could be involved in serving and cleaning the tables in the cooking and dining areas at school.

Suggested Community Service Learning Activities

Learners could assist parents in cleaning and setting the dining table at home.

Suggested Learning Resources

Pictures, Charts, Digital devices, Sufurias, Stoves, Chairs, Cutlery, Teacher Aides, Tables, Identifiers, Objects of reference

Assessment Rubric

In this context, assessment involves evaluating a learner's ability to demonstrate the learnt competences. It helps the teacher to monitor a learner's progress and plan for appropriate interventions. The assessment should be based on rubric in the design and should be appropriate to the level of the learner such as below.

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
The learner is able to identify cooking and dining area independently and display extra skill(s) or knowledge related to identifying cooking area. For example, showing others the direction to the cooking and dining areas.	The learner is able to identify cooking and dining area independently.	The learner is able to identify cooking and dining area with prompts.	The learner has difficulties in identifying cooking and dining area.

4.4.2 Sub-strand: Edible and non-edible items

Edible items are those that can be eaten without harm while non-edible ones are not suitable for human consumption. Edible and non-edible items is a sub-strand that aims to equip learners with special needs with knowledge, skills and attitudes for identifying different food stuffs for consumption. It also aims to enable learners to differentiate between edible and non-edible items to ensure health and safety.



Specific Learning Outcomes

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

- a) identify different food stuffs for consumption;
- b) differentiate between edible and non-edible items to ensure personal health and safety;
- c) value the various edible items to promote personal health.

Key Inquiry Questions

The learners could be asked the following question(s) to elicit responses on edible and non-edible items:

What do you eat?

Suggested Learning Experiences

Learners could be guided to:

- identify various food stuffs by use of realia, pictures, video clips and animations;
- manipulate, point at and observe various items in the classroom to distinguish between edible and non-edible items;
- categorise various items into edible and non-edible items;
- play guessing games on edible and non-edible items;
- manipulate digital devices or photographs to learn about edible and non-edible items by either listening, watching, touching, tapping or stamping.

Core Competences to be developed

- **Self-efficacy** will be achieved as learners group edible and non-edible items.
- **Learning to learn** will be achieved as learners differentiate between edible and non-edible items outside the classroom setting.
- **Communication and collaboration** will be enhanced as learners talk about and identify edible and non-edible items individually, in pairs or groups.
- **Digital literacy** will be enhanced as learners manipulate digital devices to learn about edible and non-edible items by either listening, watching, touching, tapping or stamping.

Link to Pertinent and Contemporary Issues

- **Education for sustainable development** will be achieved as learners learn to avoid eating non-edible items.
- **Parental empowerment and engagement** will be enhanced as parents guide learners on edible and non-edible items.
- **Life skills: safety** will be developed as learners observe safety measures while handling edible and non-edible items in their environment.

Link to Values

- **Responsibility** will be enhanced as learners identify edible items and avoid eating those that are non-edible.
- **Love** will be nurtured as learners practise sharing of edible items.

Link to other Learning Areas

- **Orientation and mobility skills** will be enhanced as learners take nature walk to identify edible and non-edible items in the environment.
- **Pre -numeracy skills** will be enhanced as learners categorise or sort edible and non-edible items that they have identified.
- **Communication, social and pre-literacy skills** will be developed as learners talk about edible and non-edible items in pairs or groups.

Suggested Modes of Assessment

- An observation checklist could be put in place to keep records of the learner's achievement of the lesson outcomes.

Suggested Non-formal Activity to Support Learning

- The learner could participate in songs and games on identifying edible and non-edible items.

Suggested Community Service Learning

- Learners could be encouraged by parents to visit farms and local markets to identify various types of food stuffs in the company of their parents.



- The learner could be involved in the preparation of food while at home.

Suggested Learning Resources

Food stuffs, Adapted pictures, Food stores, Resource persons, Models, Nature corner, Edible and non-edible items, Communication boards, Structure boards, Objects of reference, Identifiers, Teacher Aides.

Assessment Rubric

In this context, assessment involves evaluating a learner’s ability to demonstrate the learnt competences. It helps the teacher to monitor a learner’s progress and plan for appropriate interventions. The assessment should be based on rubric in the design and should be appropriate to the level of the learner such as below.

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
The learner is able to identify and classify different items into edible and non-edible and display extra skill(s) or knowledge related to identifying and classifying edible and non-edible items. For example, assisting in serving food.	The learner is able to identify and classify different items into edible and non-edible.	The learner is able to identify and classify different items into edible and non-edible with prompts.	The learner has difficulties in identifying and classifying items into edible and non-edible.

4.4.3 Sub-strand: Communicating need for food

Communicating need for food is an essential skill in the learner's day to day life. Learners at this level should learn this skill by identifying cues, signs and gestures that are used to express the need for food.

Specific Learning Outcomes

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

- a) identify cues, signs and gestures that are used to express need for food;
- b) communicate the need for food using various cues and signs for independent feeding;
- c) appreciate the importance of communicating need for food.

Key Inquiry Questions

The learners could be asked the following question(s) to elicit responses on communicating need for food:

1. What do you do when you feel hungry?
2. Name food stuffs that you eat when you are hungry?

Suggested Learning Experiences

Learners could be guided to:

- identify various cues, signs and gesture used to express the need for food by use of relevant pictures, videos, communication boards and demonstration;
- practise the use of various cues, signs and gestures to communicate need for food;
- sing, sign sing, nod or hum as they communicate need for food;
- manipulate digital devices or photographs to learn about communicating need for food by either listening, watching, touching, tapping or stamping.



Core Competences to be developed

- **Learning to learn** will be achieved as learners practise the use of gestures, cues and signs appropriately to communicate the need for food.
- **Self-efficacy** will be achieved as learners use gestures, signs and cues appropriately to communicate the need for food.
- **Communication and collaboration** will be developed as learners talk about expressing the need for food in pairs or groups.
- **Digital literacy** will be developed as learners manipulate digital devices or photographs to learn about communicating need for food by either listening, watching, touching, tapping or stamping.

Link to Pertinent and Contemporary Issues

- **Citizenship: Social cohesion** will be developed as the learners carry out group activities when communicating need for food.
- **Life skills: Self-esteem** will be enhanced as learners appropriately communicate their need for food.

Link to Values

- **Responsibility** will be enhanced as learners appropriately communicate their need for food at the correct time.
- **Respect** will be developed as learners communicate need for food politely.

Link to other Learning Areas

- **Communication, social and pre-literacy skills** will be developed as learners express the need for food using various cues, signs and gestures.

Suggested Modes of Assessment

- The learner could be guided to answer simple questions related to communicating need for food.
- An observation checklist could be put in place to keep records of the learner's achievement.

Suggested Non-formal Activity to Support Learning

Learners could be guided to recognise meal times at school.

Suggested Community Service Learning

Learners could be encouraged by parents to use appropriate ways of communicating the need for food in different situations at home and in the community.

Suggested Learning Resources

Pictures, Digital devices, Communication boards, Utensils, Table mats, Charts, Feeders, Bibs, Teacher Aides, Identifiers, Objects of reference, Structure boards

Assessment Rubric

In this context, assessment involves evaluating a learner's ability to demonstrate the learnt competences. It helps the teacher to monitor a learner's progress and plan for appropriate interventions. The assessment should be based on rubric in the design and should be appropriate to the level of the learner such as below.

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
The learner is able to communicate need for food and display extra skill(s) or knowledge related to communicating need for food. For example, reaching out for food.	The learner is able to communicate need for food.	The learner is able to communicate need for food with prompts.	The learner has difficulties in communicating need for food.



4.4.4 Sub-strand: Feeding skills

As learning progresses, learners at this level are introduced to the feeding skills. This sub- strand is intended to equip the learners with the required skills in feeding as they will be able to identify, use and appreciate various feeding skills for independent living.

Specific Learning Outcomes

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

- a) identify various feeding skills for independent living;
- b) use appropriate feeding skills during meals;
- c) appreciate the need to use appropriate feeding skills for independent living.

Key Inquiry Questions

The learners could be asked the following question(s) to elicit responses on feeding skills:

How do you eat?

Suggested Learning Experiences

Learners could be guided to:

- identify various feeding skills using realia, prompts, demonstrations, pictures and video clips showing appropriate feeding skills. The skills include positioning, holding cup/plate, scooping, hand mouth coordination, chewing and swallowing;
- use appropriate feeding skills during meals;
- sing, sign sing, hum or nod to tunes, songs and or rhymes on feeding skills;
- manipulate digital devices or photographs to learn about feeding skills by either listening, watching, touching, tapping or stamping.

Core Competences to be developed

- **Learning to learn** will be developed as learners practise appropriate feeding skills.
- **Self-efficacy** will be attained as learners exhibit appropriate skills when feeding.

- **Digital literacy** will be developed as learners manipulate digital devices or photographs to learn about feeding skills by either listening, watching, touching, tapping or stamping.

Link to Pertinent and Contemporary Issues

- **Life skills: Self-esteem** will be developed as learners display appropriate feeding etiquette.
- **Education for sustainable development** will be enhanced as learners learn on appropriate feeding skills and minimize food wastage.

Link to Values

- **Responsibility** will be enhanced as learners feed independently.
- **Unity** will be enhanced as learners practise eating in pairs or groups.
- **Respect** will be nurtured as learners appreciate their friends whom they share food with.

Link to other Learning Areas

- **Communication, social and pre-literacy skills** will be enhanced as learners interact with peers during feeding time and guide one another on appropriate feeding skills.
- **Sensory-motor and creative activities** will be enhanced as learners appropriately follow feeding steps using fine and gross motor muscles.

Suggested Modes of Assessment

- The learner could be guided to identify appropriate feeding skills as they answer simple questions asked through all possible modes of communication.
- An observation checklist could be put in place to keep records of the learner's achievements.



Suggested Non-formal Activity to Support Learning

Learners could be guided to observe appropriate feeding skills during meal times by peers and teachers.

Suggested Community Service Learning

Learners could be guided by parents and siblings to display appropriate feeding skills at home.

Suggested Learning Resources

Utensils, Food, Tables, Water, Soap, Pictures, Photos, Mats, Chairs, Teacher Aides, Resource persons, Digital devices, Structure boards, Communication boards, Identifiers, Objects of reference

Assessment Rubric

In this context, assessment involves evaluating a learner's ability to demonstrate the learnt competences. It helps the teacher to monitor a learner's progress and plan for appropriate interventions. The assessment should be based on rubric in the design and should be appropriate to the level of the learner such as below.

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
The learner is able to use feeding skills appropriately and independently and display extra skill(s) or knowledge related to appropriate and independent feeding. For example clearing the feeding area.	The learner is able to use feeding skills appropriately and independently .	The learner is able to use feeding skills with prompts.	The learner has difficulties in using feeding skills.

4.4.5 Sub-strand: Feeding etiquette

Feeding etiquette refers to table manners. In the previous lesson, feeding skills were comprehensively covered. This sub-strand will reinforce the same by looking at the feeding etiquette as it is very important for the learners to acquire knowledge, skills and attitudes that will enable them to identify, exhibit and appreciate feeding etiquette.

Specific Learning Outcomes

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

- a) identify appropriate habit when feeding;
- b) exhibit appropriate habit during meals;
- c) appreciate the importance of observing feeding etiquette during meals.

Key Inquiry Questions

The learners could be asked the following question(s) to elicit responses on feeding etiquette:

1. How do you eat your food?
2. What are some of the bad habits while eating?

Suggested Learning Experiences

Learners could be guided to:

- identify appropriate feeding manners by use of demonstrations, videos and pictures showing feeding etiquette. These may include:-
 - Maintaining appropriate posture
 - Chewing food properly
 - Not talking while eating
 - Not laughing while eating
 - Not scooping food from other people's plates
 - Scooping enough food
 - Avoid over reaching or over eating
- practice appropriate feeding etiquette during meals;
- imitate appropriate manners in feeding;
- exhibit appropriate manners when feeding at all times.



Core Competences to be developed

- **Learning to learn** will be developed as learners practise feeding etiquette during meals.
- **Self-efficacy** will be attained as learners demonstrate appropriate feeding etiquette.
- **Digital literacy** will be developed as learners manipulate digital devices or photographs to learn feeding etiquette by either listening, watching, touching, tapping or stamping.

Link to Pertinent and Contemporary Issues

- **Parental empowerment and engagement** will be developed as learners are guided by parents to express proper feeding etiquette.
- **Education for sustainable development** will be achieved as learners practise feeding etiquette.
- **Citizenship: Social cohesion** will be developed as learners practice feeding etiquette in groups and appreciate different cultures.
- **Life skills: Self-esteem** will be developed as learners practise feeding etiquette.

Link to Values

- **Cooperation** will be enhanced as learners attain skills of learning to live together.
- **Responsibility** will be enhanced as learners practise feeding etiquette.

Link to other Learning Areas

- **Communication, social and pre-literacy skills** will be enhanced as learners express themselves during feeding time.
- **Sensory-motor and creative activities** will be developed as learners use various sensory inputs when feeding.

Suggested Modes of Assessment

- The learner could be observed as he/she demonstrates proper feeding etiquette
- A checklist could be developed to record feeding etiquette demonstrated by the learner

Suggested Non-formal Activity to Support Learning

Learners could interact with peers and teachers during meals and observe appropriate feeding manners.

Suggested Community Service Learning

Learners could interact with siblings and parents during meals and observe appropriate feeding manners.

Suggested Learning Resources

Pictures or photographs on appropriate feeding manners, Food, Cutlery, Water, Soap, Utensils, Handkerchiefs, Bibs, Hand towels, Mirrors, Digital devices, Identifiers, Objects of reference

Assessment Rubric

In this context, assessment involves evaluating a learner's ability to demonstrate the learnt competences. It helps the teacher to monitor a learner's progress and plan for appropriate interventions. The assessment should be based on rubric in the design and should be appropriate to the level of the learner such as below.

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
The learner is able to exhibit appropriate feeding manners and display extra skill(s) or knowledge related to exhibiting appropriate feeding manners. For example, clearing the feeding area or arranging utensils on the table in readiness for feeding.	The learner is able to exhibit appropriate feeding manners.	The learner is able to exhibit feeding manners with prompts.	The learner has difficulties in exhibiting feeding manners.



4.4.6 Sub- strand: Feeding Routine

This sub-strand will guide the learners in identifying various cues to enhance and appreciate the need to adhere to a feeding routine.

Specific Learning Outcomes

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

- a) identify various cues that signal meal time to enhance routine feeding;
- b) respond appropriately to cues that signal meal time;
- c) appreciate the need to adhere to feeding routine for independent and harmonious living.

Key Inquiry Questions

The learners could be asked the following question(s) to elicit responses on feeding routine:

How do you know that it is time for meals?

Suggested Learning Experiences

Learners could be guided to:

- Recognize various cues and signs that signal meal time by use of demonstrations, communication board, meal chart, bliss symbols, pictures and videos.
- Respond appropriately to relevant cues, gestures, verbal and non – verbal signs that signal meal time.
- Adhere appropriately to various meal time.
- Sing, sign sing, hum or nod a song related to meals such as the song below.

*nasikia sauti,
nasikia sauti,
sauti ya mama,
sauti ya mama,
sasa ni saa sita,
sasa ni saa sita,
mwalimu kwaheri.*

Core Competences to be developed

- **Learning to learn** will be developed as learners respond appropriately to meal time signals and cues.
- **Self-efficacy** will be achieved as learners identify and respond to the signals and cues for meal time.
- **Communication and collaboration** will be enhanced as learners take turn in singing, sign singing, humming or nodding to songs on meal times.
- **Digital literacy** will be developed as learners manipulate digital devices or photographs to learn about feeding routine by either listening, watching, touching, tapping or stamping.

Link to Pertinent and Contemporary Issues

- **Citizenship: Social cohesion** will be developed as learners practice following a feeding routine in pairs and groups.
- **Life skills: self-esteem** will be developed as learners are guided to adhere to a feeding routine.

Link to Values

Responsibility will be acquired as learners feed themselves and observe feeding times.

Link to other Learning Areas

- **Communication, social and pre-literacy skills** will be enhanced as learners respond appropriately to relative cues, gestures, verbal and non-verbal signs that signal meal times.
- **Pre-numeracy skills** will be enhanced as learners develop time concept by observing meal times.

Suggested Modes of Assessment

- The learner could be guided to answer simple questions and be given clear instructions through all possible modes of communication.
- A checklist could be developed to record the adherence of learners to actual feeding times.



Suggested Non-formal Activity to Support Learning

Learners could be guided by peers and teachers to adhere to a feeding routine while at school.

Suggested Community Service Learning

Learners could be guided by parents and siblings to adhere to a feeding routine while at home.

Suggested Learning Resources

Bells, Drums, Beeps, Flash Lights, Pictures, Communication Boards, Photos, Signs, Tactile diagrams, Watches, Clocks, Teacher Aides, Eating places, Picture cut-outs, Digital devices, Objects of reference, Identifiers, Cups, Spoons, Plates, Table mats

Assessment Rubric

In this context, assessment involves evaluating a learner's ability to demonstrate the learnt competences. It helps the teacher to monitor a learner's progress and plan for appropriate interventions. The assessment should be based on rubric in the design and should be appropriate to the level of the learner such as below.

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
The learner is able to respond to cues that signal meal times appropriately and display extra skill(s) or knowledge related to responding to cues that signal meal times. For example, alerting others on meal times.	The learner is able to respond to cues that signal meal times appropriately.	The learner is able to respond to cues that signal meal times with prompts.	The learner has difficulties in responding to cues that signal meal times.

4.5 Strand: Dressing and undressing

Introduction

Dressing and undressing is a self-help skill through which learners with special needs acquire and enhance their grooming skills.

4.5.1 Sub- strand: Undressing

The sub-strand “undressing” intends to equip learners with knowledge, skills and attitudes for identifying, using and appreciating appropriate steps in undressing for independent living.

Specific Learning Outcomes

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

- a) identify appropriate ways of undressing independently;
- b) use appropriate steps to undress self independently;
- c) appreciate the need to undress appropriately for independent living.

Key Inquiry Questions

The learners could be asked the following question(s) to elicit responses on undressing:

1. What do you do with your uniform after a school day?
2. Which other times do you undress?

Suggested Learning Experiences

Learners could be guided to:

- Identify steps in undressing by use of realia, demonstrations, video clips and animations. The steps include unfastening shoes, removing shoes, unfastening clothes, taking off clothes.
- Practise undressing dummies and toys.
- Undress and remove shoes individually.
- Sing, sign sing, hum or nod songs and or rhymes related to steps in undressing.
- Manipulate digital devices to learn about undressing by either listening, watching, touching, tapping or stamping.



Core Competences to be developed

- **Learning to learn** will be attained as learners apply various ways of undressing and removing shoes.
- **Self-efficacy** will be attained as learners undress and remove shoes at the appropriate time.
- **Communication and collaboration** will be enhanced as learners practise undressing and removing shoes in pairs or groups.
- **Digital literacy** will be developed as learners manipulate digital devices to learn about undressing by either listening, watching, touching, tapping or stamping.

Link to Pertinent and Contemporary Issues

- **Parental engagement and empowerment** will be enhanced as learners are guided by parents to undress self independently.

Link to Values

- **Responsibility** will be enhanced as learners acquire proper undressing skills.
- **Life skills: Self-esteem** will be acquired when learners undress appropriately.

Link to other Learning Areas

- **Communication, social and pre-literacy skills** will be developed as learners converse as they undress themselves.
- **Pre-numeracy skills** will be enhanced as learners sort cloths they have undressed.
- **Sensory-motor and creative activities** will be enhanced as learners use fine and gross motor muscles to undress themselves.

Suggested Modes of Assessment

- The learner could be guided or prompted to answer simple questions and be given clear instructions through all possible modes of communication.
- A checklist could be developed to assess learner's achievements.

Suggested Non-formal Activity to Support Learning

Learners could be guided to identify appropriate ways and use of appropriate steps to undress self independently at school during sensory-motor and creative activity lessons.

Suggested Community Service Learning Activities

Learners could be guided by parents and siblings at home to use the appropriate steps to undress self independently.

Suggested Learning Resources

Shirts, Blouses, Dresses, Trousers, Inner wears/ under wears, Socks, Shoes, Zippers, Buttons, Press studs, Velcro, Laces, Charts, Visual aids, Programmed texts, Electronic learning aids, Dolls, Dummies, Teacher Aides, Identifiers, Objects of reference, Lacing and button boards

Assessment Rubric

In this context, assessment involves evaluating a learner's ability to demonstrate the learnt competences. It helps the teacher to monitor a learner's progress and plan for appropriate interventions. The assessment should be based on rubric in the design and should be appropriate to the level of the learner such as below.

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
The learner is able to undress and remove shoes independently and display extra skill(s) or knowledge related to undressing and removing shoes. For example, identifying places where the removed cloths or shoes could be kept.	The learner is able to undress and remove shoes independently	The learner is able to undress and remove shoes with prompts.	The learner has difficulties in undressing and removing shoes.



4.5.2 Sub- strand: Dressing Up

Dressing up generalizes good grooming. The sub-strand gears at equipping learners at this level with knowledge, skills and attitudes that would enable them to dress for independent living.

Specific Learning Outcomes

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

- a) identify appropriate dressing skills for good grooming;
- b) use appropriate skills when dressing for independent living;
- c) appreciate the need to dress appropriately for independent living.

Key Inquiry Questions

The learners could be asked the following question(s) to elicit responses on dressing up:

What type of cloths do you put on?

Suggested Learning Experiences

Learners could be guided to:

- identify dressing skills with the use of realia, demonstrations, video clips and animation;
- practice dressing skills on dummies and dolls;
- dressing up appropriately;
- sing, sign sing, hum or nod to songs and or rhymes related to dressing up;
- manipulate digital devices to learn about dressing up by either listening, watching, touching, tapping or stamping.

Core Competences to be developed

- **Communication and collaboration** will be enhanced as learners sing, sign sing, nod or hum songs related to dressing up.
- **Self-efficacy** will be achieved as learners acquire appropriate dressing up skills.
- **Learning to learn** will be developed as learners practise dressing up for independent living.

- **Digital literacy** will be developed as learners manipulate digital devices to learn about dressing up by either listening, watching, touching, tapping or stamping.

Link to Pertinent and Contemporary Issues

- **Life skills** will be enhanced as learners develop confidence and self-esteem after mastering dressing up skills.

Link to Values

- **Responsibility** will be enhanced as learners acquire the skills of dressing up appropriately.

Link to other Learning Areas

- **Communication, social and pre-literacy skills** will be enhanced as learners exchange ideas when dressing up.
- **Sensory integration and creative activities** will be enhanced as learners dress themselves to develop fine and gross motor skills.
- **Pre-numeracy skills** will be enhanced as learners sort different types of dressing attire.

Suggested Modes of Assessment

- The learner could be guided or prompted to answer simple questions.
- A learner could be assessed by the use of a checklist.

Suggested Non-formal Activity to Support Learning

Learners could be guided to participate in doll or dummy dressing games while playing outside the classroom.

Suggested Community Service Learning

Learners could be guided by parents and siblings to use appropriate skills when dressing for independent living at home.

Suggested Learning Resources

Shirts, Blouses, Trousers, Inner wears/ under wears, Socks, Shoes, Zippers, Buttons, Press studs, Velcro, Laces, Charts, Visual aids, Programmed texts,



Electronic learning aids, Dolls, Dummies, Teacher Aides, Identifiers, Objects of reference, Lacing and button board

Assessment Rubric

In this context, assessment involves evaluating a learner’s ability to demonstrate the learnt competences. It helps the teacher to monitor a learner’s progress and plan for appropriate interventions. The assessment should be based on rubric in the design and should be appropriate to the level of the learner such as below.

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
The learner is able to dress up appropriately and independently and display extra skill(s) or knowledge related to appropriate and independent dressing. For example, naming the clothes that they have worn.	The learner is able to dress up appropriately and independently	The learner is able to dress up with prompts.	The learner has difficulties in dressing up.

4.5.4 Sub- strand: Putting on Shoes

Previously, learners at this level were introduced to undressing and dressing up. This sub-strand will comprehensively reinforce the outcomes by introducing learners to put on shoes. It is therefore intended to equip them with knowledge, skills and attitudes for identifying, putting on and appreciating different types of shoes for comfort and safety.

Specific Learning Outcomes

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

- a) identify different types of footwear used for comfort;
- b) put on shoes appropriately for own comfort and safety;
- c) appreciate the need for putting on shoes for comfort and safety.

Key Inquiry Questions

The learners could be asked the following question(s) to elicit responses on putting on shoes:

1. What do you wear on your feet?
2. How do you wear them?

Suggested Learning Experiences

Learners could be guided to:

- identify different types of footwear by use of realia, pictures, charts, videos and animations;
- follow the right procedure of putting on shoes using dolls and dummies;
- correctly position shoes, identify right and left, slipping in the foot and fastening;
- individually put on shoes appropriately;
- sing, sign sing, nod or hum songs related to putting on shoes;
- manipulate digital devices or pictures to learn about putting on shoes by either listening, watching, touching, tapping or stamping.

Core Competences to be developed

- **Communication and collaboration** will be enhanced as learners practise putting on shoes individually, in pairs and groups.
- **Learning to learn** will be enhanced as learners acquire skills in putting on different types of footwear.
- **Self-efficacy** will be attained as learners put on shoes correctly and at the appropriate time.
- **Digital literacy** will be developed as learners manipulate digital devices to learn about putting on shoes by either listening, watching, touching, tapping or stamping.



Link to Pertinent and Contemporary Issues

- **Health Education** will be enhanced as learners put on shoes for comfort and safety.
- **Hygiene** will be enhanced as learners put on clean shoes.

Link to Values

- **Responsibility** will be enhanced as learners take care of their feet by wearing shoes.
- **Confidence and self-esteem** will be enhanced as learners acquire skills of taking care of their feet by wearing shoes.

Link to other Learning Areas

- **Communication, social and pre-literacy skills** will be enhanced as learners exchange ideas on wearing shoes.
- **Sensory integration and creative activities** will be enhanced as learners practise wearing shoes individually, in pairs or groups.
- **Pre-numeracy skills** will be enhanced as learners correctly pair shoes for wearing.

Suggested Modes of Assessment

- The learner could be guided or prompted to answer simple questions.
- A checklist could be developed to assess learner's achievements.

Suggested Non-formal Activity to Support Learning

Learners could be guided to change into their sports' shoes when preparing for various sporting activities at school.

Suggested Community Service Learning

Learners could be guided by parents and siblings to put on shoes at home appropriately.

Suggested Learning Resources

Shoes, Adapted shoes, Resource persons, Teacher Aides, Digital devices, Slippers, Sandals, Boots, Pictures, Charts, Lacing boards, Calendar systems, Identifiers, Objects of reference

Assessment Rubric

In this context, assessment involves evaluating a learner’s ability to demonstrate the learnt competences. It helps the teacher to monitor a learner’s progress and plan for appropriate interventions. The assessment should be based on rubric in the design and should be appropriate to the level of the learner such as below.

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
The learner is able to identify and put on shoes appropriately and display extra skill(s) or knowledge related to appropriate wearing of shoes. For example, selecting the right pair of shoes to be worn for a particular occasion or activity.	The learner is able to identify and put on shoes appropriately.	The learner is able to identify and put on shoes with prompts.	The learner has difficulties in putting on shoes.

4.6 Strand: Our environment

Introduction

Learners with special needs require the opportunity to identify things existing in their environment. This allows them to develop the responsibility for taking care of living and non-living things within their immediate environment. This strand, therefore, seeks to impart the learners with knowledge, skills and attitudes to enable them to take good care of their environment and appreciate God’s creation in the environment.



4.6.1 Sub-strand: Living and non-living things

Learners with special needs require an opportunity to identify organisms existing in the environment in which they live. This allows them to develop responsibility as they care for both living and non-living things within their immediate environment. This sub-strand enables the learners to identify living and non-living things.

Specific Learning Outcomes

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

- a) identify living and non-living things within the environment;
- b) explore the environment to distinguish between living and non-living things;
- c) appreciate God`s creation within the environment.

Key Inquiry Questions

The learners could be asked the following question(s) to elicit responses on living and non-living things:

What can you see outside our classroom?

Suggested Learning Experiences

Learners could be guided to:

- identify living and non-living things within the environment by use of realia, pictures, models, charts, video clips showing living and non-living things;
- explore the environment, observe and manipulate living and non-living things safely;
- set up a nature corner with samples and models of living and non-living things;
- colour drawings of living and non-living things;
- manipulate digital devices to learn about living and non-living things by either listening, watching, touching, tapping or stamping.

Core Competences to be developed

- **Self-efficacy** will be achieved as learners identify living and non-living things in their local environment.
- **Communication and collaboration** will be enhanced as learners work in pairs and groups in exploring the environment.
- **Learning to learn** will be attained as learners explore the environment to identify living and non-living things.
- **Digital literacy** will be developed as learners manipulate digital devices to learn about living and non-living things by either listening, watching, touching, tapping or stamping.

Link to Pertinent and Contemporary Issues

- **Education for Sustainable Development** will be developed as learners explore their environment and become aware of and identify living and non-living things.
- **Life skills** will be enhanced as the learners appropriately categorise things in their environment into living and non-living.

Link to Values

Responsibility will be enhanced as learners learn the importance of taking care of living and non-living things.

Link to other Learning Areas

- **Pre-numeracy skills** will be developed as learners categorise things in their environment into living and non-living.
- **Orientation and mobility** will be enhanced as learner move around the environment to identify living and non-living things.

Suggested Modes of Assessment

- The learner could be guided to answer simple questions and be given clear instructions through all possible effective modes of communication.
- An observation checklist could be developed to assess learner's achievement of the lesson outcomes.



Suggested Non-formal Activity to Support Learning

Learners could be encouraged to mould living and non-living things, while playing outside the classroom, using clay or any other appropriate materials.

Suggested Community Service Learning

Parents or siblings could guide learners to identify and categorise living and none-living things at home.

Suggested Learning Resources

Pictures, Drawings, Models, Charts, Digital devices, Realia, Crayons, Nature corner, Structure boards, Communication boards, Identifiers, Objects of reference

Assessment Rubric

In this context, assessment involves evaluating a learner's ability to demonstrate the learnt competences. It helps the teacher to monitor a learner's progress and plan for appropriate interventions. The assessment should be based on rubric in the design and should be appropriate to the level of the learner such as below.

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
The learner is able to identify living and non-living things in the environment and display extra skill(s) or knowledge related to the identification of living and non-living things. For example, mentioning where living and non-living things are found in their home.	The learner is able to identify living and non-living things in the environment.	The learner is able to identify living and non-living things in the environment with prompts.	The learner has difficulties in identifying living and non-living things in the environment.

4.6.2 Sub-strand: Care of the learning environment

In this area, the learner will have the opportunity to develop responsibility as they care for the environment by keeping it clean. This sub-strand deals with the care of the learning environment and is intended to equip learners with knowledge, skills and attitudes of caring for their learning environment.

Specific Learning Outcomes

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

- a) identify ways of caring for the environment;
- b) care for the learning environment to make it habitable;
- c) appreciate the need to keep the learning environment clean to promote hygiene.

Key Inquiry Questions

The learners could be asked the following question(s) to elicit responses on care of the learning environment:

How do you keep your learning environment clean?

Suggested Learning Experiences

Learners could be guided to:

- identify various ways of caring for the learning environment through demonstrations, videos and pictures;
- carry out various activities of keeping learning environment clean such as sweeping, collecting rubbish, disposal of garbage and watering plants;
- learners could sing, recite, sign sing, nod or hum songs, poems and or rhymes on keeping the environment clean;
- manipulate digital devices to learn about keeping the environment clean by either listening, watching, touching, tapping or stamping.

Core Competences to be developed

- **Self-efficacy** will be achieved as learners acquire skills and knowledge on keeping the learning environment clean.
- **Communication and collaboration** will be enhanced as learners talk about ways of caring for the environment.



- **Digital literacy** will be developed as learners manipulate digital devices to learn about keeping the environment clean by either listening, watching, touching, tapping or stamping.

Link to Pertinent and Contemporary Issues

- **Education for Sustainable Development** will be achieved as learners acquire knowledge and skills on keeping the environment clean.
- **Life skills** will be enhanced as learners acquire knowledge and skills on taking care of their immediate environment.
- **Health education** will be enhanced as learners keep their learning environment clean.

Link to Values

- **Responsibility** will be enhanced as learners learn the importance of taking care of their immediate environment.
- **Respect** will be inculcated to learners as they work together with other people while taking care of the environment.

Link to other Learning Areas

- **Orientation and mobility** will be enhanced as learners move around the school as they care for their learning environment.
- **Communication, social and pre-literacy skills** will be enhanced as learners exchange information on identifying ways of caring for the environment.

Suggested Modes of Assessment

- The learner could be guided to answer simple questions and be given clear instructions through all possible effective modes of communication.
- An observation checklist could be developed to assess learner's achievement of the learning outcomes.

Suggested Non-formal Activity to Support Learning

Learners could be guided to participate in cleaning activities at school.

Suggested Community Service Learning

Parents or siblings could guide learners to identify ways of caring for the environment at home.

Suggested Learning Resources

Video clips, pictures, Dustbins, Brooms, Dustpans, Rakes, Brushes, Mops, Mop buckets, Scoopers Buckets, Water, wheel barrows, Identifiers, Objects of reference, Communication boards, Digital devices.

Assessment Rubric

In this context, assessment involves evaluating a learner's ability to demonstrate the learnt competences. It helps the teacher to monitor a learner's progress and plan for appropriate interventions. The assessment should be based on rubric in the design and should be appropriate to the level of the learner such as below.

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
The learner is able to care for the immediate environment and display extra skill(s) or knowledge related to caring for the environment. For example, identify dangers of living in a dirty environment.	The learner is able to care for the immediate environment.	The learner is able to care for the immediate environment with prompts.	The learner has difficulties in cleaning immediate environment.



APPENDICES

APPENDIX ONE

INDIVIDUALIZED EDUCATIONAL PLAN (IEP) FORMAT

Background information

Learner's name: _____

Date of birth _____

Age _____

Gender _____

Father _____

Phone _____

Mother _____

Phone _____

Guardian's name _____

Phone _____

Date of Assessment _____

Date of IEP _____

Term _____

Year _____

Learning area _____

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

Present level of performance (based on assessment report)

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

Learning Outcomes, Learning Experiences and Resources Matrix

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

Related specialized services

1. Specialized services required

2. Who is to provide the services

3. Where the services will be provided_____



APPENDIX TWO

ASSESSMENT

Assessment can be done through observation, questions and portfolios. The recording of performance can be on a rubric (refer to the curriculum designs)

Suggested Formative Assessment Rubric

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations

Remarks

Recommendations

Date of review

Teacher's

Name: _____

Signature: _____

Head teacher's

Name: _____

Signature: _____

Date: _____

APPENDIX THREE

LESSON PLAN

TEMPLATE

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

Strand.....

Sub-strand.....

Specific Learning Outcomes (should cover skills, knowledge and attitude) By the end of the lesson, the learner should be able to:

- a. (Knowledge).....
- b. (Skill).....
- c. (Attitude)
.....

Learning Resources

.....



Organization of learning

.....
.....

Introduction

.....
.....

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

Step 1.....

Step 2.....

Step 3.....

Summary

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

Conclusion

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

Reflection on the lesson

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

APPENDIX FOUR

SCHOOL ASSESSMENT REPORT CARD

School.....

Grade.....

Term.....

Name of

Learner.....

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



Creative Activities

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

APPENDIX FIVE

ESSENTIAL SERVICES FOR SPECIAL NEEDS LEARNERS

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

Occupational therapists

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

Physiotherapy services providers

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

Teacher Aides

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

Social workers

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

Counsellors

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

House parents

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



Medical personnel

There are a number of medical professionals involved in attending special needs children include; pediatricians, nurses, dentists, child psychologists, Orthopedic 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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