



REPUBLIC OF KENYA
MINISTRY OF EDUCATION

STAGE BASED PATHWAY
ACTIVITIES OF DAILY LIVING SKILLS CURRICULUM DESIGN
FOR LEARNERS WITH SPECIAL NEEDS

FOUNDATION LEVEL



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

A Skilled and Ethical Society

First Published 2017

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FOREWARD

The Government of Kenya is committed to ensuring that policy objectives for Education, Training and Research meet the aspirations of the Constitution of Kenya 2010, the Kenya Vision 2030, National Curriculum Policy 2019, the United Nations Sustainable Development Goals (SDGs) and the Regional and Global conventions to which Kenya is a signatory. Towards achieving the mission of Basic Education, the Ministry of Education (MoE) has successfully and progressively rolled out the implementation of the Competency Based Curriculum (CBC) at Foundation, Intermediate and Prevocational levels.

The implementation of Competency Based Curriculum involves monitoring and evaluation to determine its success. After the five-year implementation cycle, a summative evaluation of the primary education cycle was undertaken to establish the achievement of learning outcomes as envisaged in the Basic Education Curriculum Framework. The Government of Kenya constituted a Presidential Working Party on Education Reforms (PWPER) in 2022 to address salient issues affecting the education sector. PWPER made far reaching recommendations for basic education that necessitated curriculum review. The recommendations of the PWPER, monitoring reports, summative evaluation, feedback from curriculum implementers and other stakeholders led to rationalisation and review of the basic education curriculum.

The Foundation Level curriculum designs have been reviewed to enable implementation of the Competency Based Curriculum for learners with special needs who follow the Stage Based education pathway. The curriculum designs present National Goals of Education, essence statements, general and specific expected learning outcomes for the learning areas as well as strands and sub strands. The designs also outline suggested learning experiences, suggested key inquiry questions, core competencies, Pertinent and Contemporary Issues (PCIs), values, suggested learning resources, assessment checklist and rubric for rating the performance.

It is my hope that all Government agencies and other stakeholders in Education will use the designs to plan for effective and efficient implementation of the CBC.

HON. EZEKIEL OMBAKI MACHOGU, CBS
CABINET SECRETARY,
MINISTRY OF EDUCATION

PREFACE

The Ministry of Education (MoE) nationally implemented Competency Based Curriculum (CBC) in 2019. Foundation is the first level of the Stage Based education pathway for learners with special needs in the reformed education structure. Vocational Level marks the end of basic education as provided for in the Basic Education Act, 2013.

The reviewed Foundation Level curriculum provides a variety of opportunities for identification and nurturing of learner's potentials and talents in preparation for life and the world of work. This is very critical in the realisation of the Vision and Mission of the on-going curriculum reforms as enshrined in the Sessional Paper No. I of 2019 whose title is: *Towards Realizing Quality, Relevant and Inclusive Education and Training for Sustainable Development* in Kenya. The Sessional Paper explains the shift from a content-focused curriculum to a focus on **nurturing every learner's potential**.

Therefore, the Foundation Level curriculum designs are intended to enhance the learners' development in the CBC core competencies, namely: Communication and Collaboration, Critical Thinking and Problem Solving, Creativity and Imagination, Citizenship, Digital Literacy, Learning to Learn and Self-efficacy.

The curriculum designs provide suggestions for interactive and differentiated learning experiences linked to the various sub strands and the other aspects of the CBC. They also offer several suggested learning resources, an assessment checklist and a rating guide for the learner's performance. It is expected that the designs will guide teachers to effectively facilitate learners to attain the expected learning outcomes for the Foundation Level and prepare them for smooth transition to the Intermediate Level. Furthermore, it is my hope that teachers will use the curriculum designs to make learning interesting, exciting and enjoyable.

**DR. BELIO KIPSANG', CBS
PRINCIPAL SECRETARY
STATE DEPARTMENT FOR BASIC EDUCATION
MINISTRY OF EDUCATION**

ACKNOWLEDGEMENT

The Kenya Institute of Curriculum Development (KICD) Act Number 4 of 2013 (Revised 2019) mandates the Institute to develop, adapt and review curricula and curriculum support materials for basic and tertiary education and training for learners with special needs. The curriculum development process for any level of education involves thorough research, international benchmarking and robust stakeholder engagement. Through a systematic and consultative process, the KICD conceptualised the Competency Based Curriculum (CBC) as captured in the Basic Education Curriculum Framework (KICD, 2017), that responds to the demands of the 21st Century and the aspirations captured in the Constitution of Kenya 2010, the Kenya Vision 2030, East African Community Protocol, International Bureau of Education Guidelines and the United Nations Sustainable Development Goals (SDGs).

KICD receives its funding from the Government of Kenya to facilitate successful achievement of the stipulated mandate and implementation of the Government and Sector Ministry of Education (MoE) plans. The Institute also receives support from development partners targeting specific programmes. The revised Foundation Level curriculum designs were developed with the support of the World Bank through the Kenya Primary Education Equity in Learning Programme (KPEELP); a project coordinated by MoE. The Institute is very grateful for the support of the Government of Kenya, through the MoE and the development partners for policy, resource and logistical support. Specifically, special thanks to the Cabinet Secretary-MoE and the Principal Secretary – State Department of Basic Education.

I also wish to acknowledge the KICD curriculum developers and other staff, all teachers, educators who took part as panelists; the Semi-Autonomous Government Agencies (SAGAs) and representatives of various stakeholders for their roles in the development of the Foundation, level curriculum designs. In relation to this, I acknowledge the support of the Chief Executive Officers of the Teachers Service Commission (TSC) and the Kenya National Examinations Council (KNEC) for their support in the process of developing these designs. Finally, I am very grateful to the KICD Council Chairperson and other members of the Council for very consistent guidance in the process.

I assure all teachers, parents and other stakeholders that this curriculum design will effectively guide the implementation of the CBC at Foundation Level and preparation of learners for transition to Intermediate Level.

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NATIONAL GOALS OF EDUCATION

Education in Kenya should:

1. Foster nationalism and patriotism and promote national unity.

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

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

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

a) Social Needs

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

b) Economic Needs

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

c) Technological and Industrial Needs

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

3. Promote individual development and self-fulfilment

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

- 4. Promote sound moral and religious values.**
Education should provide for the development of knowledge, skills and attitudes that will enhance the acquisition of sound moral values and help children to grow up into self-disciplined, self-reliant and integrated citizens.
- 5. Promote social equity and responsibility.**
Education should promote social equality and foster a sense of social responsibility within an education system which provides equal educational opportunities for all. It should give all children varied and challenging opportunities for collective activities and corporate social service irrespective of gender, ability or geographical environment.
- 6. Promote respect for and development of Kenya's rich and varied cultures.**
Education should instill in the youth of Kenya an understanding of past and present cultures and their valid place in contemporary society. Children should be able to blend the best of traditional values with the changing requirements that must follow rapid development in order to build a stable and modern society.
- 7. Promote international consciousness and foster positive attitudes towards other nations.**
Kenya is part of the international community. It is part of the complicated and interdependent network of peoples and nations. Education should therefore lead the youth of the country to accept membership of this international community with all the obligations and responsibilities, rights and benefits that this membership entails.
- 8. Promote positive attitudes towards good health and environmental protection.**
Education should inculcate in young people the value of good health in order for them to avoid indulging in activities that will lead to physical or mental ill health. It should foster positive attitudes towards environmental development and conservation. It should lead the youth of Kenya to appreciate the need for a healthy environment.

INTRODUCTION

The Stage Based pathway for learners with Special Needs is organised in four levels namely; Foundation, Intermediate, Prevocational and Vocational levels as outlined in the Basic Education Curriculum Framework (KICD, 2017). The Foundation Level curriculum designs have been developed for the following categories of learners with special needs; learners with Intellectual Disability, Deafblindness, Severe Autism, Severe Cerebral Palsy and Multiple Disabilities.

The Foundation Level curriculum covers the following learning areas:

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

Learners will stay for a period of 6 years at Foundation Level to enable them acquire competencies for progression to the Intermediate Level. Progression to the Intermediate Level will be informed by feedback from classroom assessment, school based assessment and the summative assessment reports. A learner at Foundation Level **MUST** have at least **TWO** School Based Assessment (SBA) scores uploaded to the KNEC CBA portal to undertake Kenya Foundation Level Educational Assessment (KFLEA) and progress to Intermediate Level.

LESSON ALLOCATION AT FOUNDATION LEVEL

For learners with special needs learning is individualised and therefore time allocation is dependent on completion and mastery of specific tasks. The suggested time of 30 minutes per lesson is a guide.

	Learning Area	Lessons Per Week (30 minutes per lesson)	
1	Communication and Social Skills	4	
2	Activities of Daily Living Skills and Religious Education	Activities of Daily Living Skills	4
		Religious Education	2
3	Sensory Motor and Creative Activities	Sensory Perception	1
		Psychomotor Activities	2
		Creative Activities	1
		Music and Movement	1
4	Orientation and Mobility	2	
5	Pre-numeracy Activities	2	
	Pastoral Programme Instruction	1	
	Total Lessons Per Week	20	

LEVEL LEARNING OUTCOMES

By the end of Foundation Level, the learner should be able to:

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

ESSENCE STATEMENT

Activities of daily living are the basic skills that one needs to take care of themselves appropriately in life. These skills include; personal hygiene, dressing skills, toileting, feeding and performing basic religious practices such as prayers. Learners with special needs who follow the Stage Based pathway show a wide range of deficits in these basic skills that are essential to living independently.

This learning area is intended to equip the learners with the necessary activities of daily living to enable them function independently in life. It is expected that with the competencies developed will enable them to explore the environment, carry out daily religious practices such as worship and prayer, appreciate God's creation and develop the desired values for personal and national development.

GENERAL LEARNING OUTCOMES

By the end of Foundation Level, the learner should be able to:

1. apply personal hygiene skills for healthy living,
2. use appropriate skills for dressing,
3. apply acceptable skills for appropriate use of the toilet,
4. use appropriate feeding skills for independent living,
5. communicate to God at all times to recognize His existence and supremacy,
6. exhibit moral values and acceptable social skills for harmonious coexistence,
7. care for the environment as God's creation in order to preserve it.

SUMMARY OF STRANDS AND SUB STRANDS

S/N	STRANDS	SUB STRANDS
1.0	Personal hygiene	1.1 Washing hands
		1.2 Brushing of the teeth
		1.3 Bathing
		1.4 Caring for hair
		1.5 Washing clothes
		1.6 Control of drooling
2.0	Dressing skills	2.1 Undressing
		2.2 Dressing
3.0	Toileting	3.1 Communicating toileting needs
		3.2 Orientation to the toileting area
		3.3 Toileting procedure
4.0	Feeding	4.1 Edible and non-edible items
		4.2 Feeding skills
		4.3 Feeding etiquette
5.0	Religious Education (CRE, HRE, IRE)	5.1 Prayer
		5.2 Creation

1.0 PERSONAL HYGIENE

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Personal Hygiene	1.1 Washing hands	By the end of the sub strand, the learner should be able to; <ol style="list-style-type: none"> a) identify items used for washing hands for appropriate use, b) wash hands following the correct procedure, c) enjoy washing hands to promote hygiene. 	The learner is guided to; <ul style="list-style-type: none"> ● observe or tactually explore real items used for washing hands such as soap, water, basin, hand towel or cloth and identify them (<i>learner could use Augmentative and Alternative Communication (AAC) to identify items used for washing hands</i>), ● observe or listen to tactual description of pictures or video clips of items used in washing the hands, ● participate in a demonstration of a step by step procedure of washing hands which includes: assembling the items for washing hands, moving to the hand washing area, wetting the hands, applying the right amount of soap, rubbing the palm, the back of the hands, between the fingers and the wrist, cleaning the nails, rinsing the hands, drying the hands, ● practise washing hands following the correct procedure, ● wash hands regularly in varied times and situations. 	<ol style="list-style-type: none"> 1. What do you do when your hands get dirty? 2. How do you wash your hands?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Self –efficacy as learners successfully wash hands following the appropriate steps. 				

Values:

- **Responsibility** is nurtured as the learner washes hands regularly in varied times and situations.

Pertinent and Contemporary Issues:

- **Personal hygiene** will be achieved as the learner washes hands routinely to promote hygiene.

Link to other learning areas:

Moving to the hand washing areas is linked to safe movement in the immediate environment in Orientation and Mobility.

Suggested Learning Resources:

Water, sink, basin, jug, tap, soap, towel, videos, pictures, video clips, digital devices with assistive technologies, AAC resources, Physiotherapist, Occupational Therapist.

SUGGESTED ASSESSMENT GUIDES

1. Assessment Checklist

Learner's Name _____

S/No.	Indicator	Skills Assessed	Tick as appropriate		Teacher's comment
			Demonstrated	Not Demonstrated	
1	Ability to identify items used for washing hands.	i. Identifying soap.			
		ii. Identifying a hand towel or cloth.			
		iii. Identifying basin or tap.			
		iv. Identifying water.			
2	Ability to wash hands following the appropriate steps.	i. Assembling the items for washing hands.			
		ii. Moving to the hand washing area.			
		iii. Wetting the hands.			
		iv. Applying the right amount of soap.			
		v. Rubbing the hand.			
		vi. Cleaning the nails.			
		vii. Rinsing the hands,.			
		viii. Drying the hands.			

Teacher's general comment on the learner's performance:

Teacher's Name _____

Signature _____

Date of assessment _____

2. RATING GUIDE FOR THE LEARNER'S PERFORMANCE

The learner's competencies will be rated using the scoring guide as indicated below

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify items used for washing hands	The learner identifies 4 items used for washing hands	The learner identifies 3 items used for washing hands	The learner identifies 2 items used for washing hands	The learner identifies 1 item used for washing hands or none
Ability to wash hands following the appropriate steps	The learner washes hands following 8 appropriate steps	The learner washes hands following 6 to 7 appropriate steps	The learner washes hands following 3 to 5 appropriate steps	The learner washes hands following 2 appropriate steps or less

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Personal Hygiene	1.2 Brushing teeth	By the end of the sub strand, the learner should be able to; a) identify items used in brushing teeth for appropriate use, b) differentiate own toothbrush from those of others, c) brush teeth following the correct procedure for dental hygiene, d) appreciate the importance of observing dental hygiene.	The learner is guided to; <ul style="list-style-type: none"> ● observe or tactually explore real items used for brushing teeth such as toothbrush, toothpaste, water, a cup and identify them. <i>Learners could use Augmentative and Alternative Communication (AAC) to identify items used in brushing teeth,</i> ● observe or listen to tactual description of pictures or video clips of items used in brushing teeth, ● observe and manipulate their tooth brushes to identify unique features which include the shape of the brush, colour, identification marks and size, 	<ol style="list-style-type: none"> 1. What do we use to brush teeth? 2. How do we brush our teeth?

			<ul style="list-style-type: none"> ● select their own toothbrushes from a holding container or rack, ● participate in a demonstration of a step by step procedure of brushing teeth which includes: assembling the items for brushing, moving to the tooth brushing area, applying appropriate amount of toothpaste on the bristles of the toothbrush, wetting the toothbrush, brush teeth appropriately, spit out the toothpaste, rinse the mouth several times with clean water, rinse the toothbrush and store it appropriately, ● practise brushing teeth following the correct procedure, ● talk about time for brushing teeth using routine schedules such as calendar systems, communication boards, theme board and objects of reference, ● brush teeth routinely in school and at home. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Self –efficacy as the learner follows the correct procedure when brushing their teeth. ● Critical thinking and problem solving as the learner differentiates own tooth brush using the unique identifiers. 				

Values:

Responsibility is nurtured as the learner takes care of their dental health by routinely brushing their teeth.

Pertinent and Contemporary Issues:

- **Personal hygiene** as the learner brushes teeth routinely to promote dental hygiene.
- **Safety and prevention of communicable diseases** as learners carefully distinguishes between his/her toothbrush from others for use.

Link to other learning areas:

Talking about time for brushing teeth using routine schedules such as calendar systems, communication boards, theme boards and objects of reference is linked to daily routine in Communication and Social skills

Suggested Learning Resources:

Toothbrush or improvised tooth brush or clean piece of cloth, toothpaste or salty water, glass/cup, water, mirror, sink, towel basin, videos clips, picture, communication boards, objects of reference, digital materials, Learner Support Assistant, Occupational therapist.

SUGGESTED ASSESSMENT GUIDES

1. Assessment Checklist

Learner's Name _____

S/No.	Indicator	Skills Assessed	Tick as appropriate		Teacher's comment
			Demonstrated	Not Demonstrated	
1	Ability to identify items used in brushing teeth.	i. Identifying a toothbrush.			
		ii. Identifying toothpaste.			
		iii. Identifying a cup.			
		iv. Identifying water.			
2	Ability to differentiate own toothbrush from those of others.	i. Identifying own toothbrush using shape as the unique feature.			
		ii. Identifying own tooth using colour or texture as the unique feature.			
		iii. Identifying own toothbrush using an identification mark as the unique feature.			
		iv. Identifying own toothbrush using size as the unique feature.			
3	Ability to brush teeth following the correct procedure.	i. Assembling the items for brushing.			
		ii. Moving to the tooth brushing area.			
		iii. Applying appropriate amounts of toothpaste on the bristles of the toothbrush.			
		iv. Wetting the toothbrush.			
		v. Brushing teeth appropriately.			

		vi. Spitting out the toothpaste.			
		vii. Rinsing the mouth several times with clean water.			
		viii. Rinsing the toothbrush and storing it appropriately.			

Teacher's general comment on the learner's performance:

Teacher's Name _____

Signature _____

Date of assessment _____

2. Rating Guide for the Learner's Performance

The learner's competencies will be rated using the scoring guide as indicated below.

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify items used in brushing teeth.	The learner identifies 4 items used in brushing teeth.	The learner identifies 3 items used in brushing teeth.	The learner identifies 2 items used in brushing teeth.	The learner identifies 1 item used in brushing teeth or none.
Ability to differentiate own toothbrush from those of others (<i>by shape of the brush, colour, identification marks and size</i>).	The learner differentiates own toothbrush from others by 4 attributes	The learner differentiates own toothbrush from others by 3 attributes	The learner differentiates own toothbrush from others by 2 attributes	The learner differentiates own toothbrush from others by 1 attribute or none
Ability to brush teeth following the correct procedure	The learner demonstrates 8 steps in brushing teeth following the correct procedure	The learner demonstrates 6 to 7 steps in brushing teeth following the correct procedure	The learner demonstrates 3 to 5 steps in brushing teeth following the correct procedure.	The learner demonstrates 2 steps or less in brushing teeth following the correct procedure.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Personal Hygiene	1.3 Washing the Face	<p>By the end of the sub strand, the learner should be able to;</p> <ul style="list-style-type: none"> a) identify items used for washing the face for appropriate use, b) differentiate own items for washing the face from those of others for personal hygiene, c) wash the face following the correct procedure for personal cleanliness, d) appreciate washing the face regularly for personal hygiene. 	<p>The learner is guided to;</p> <ul style="list-style-type: none"> ● observe or tactually explore real items used for washing the face such as soap, water, face towel, basin, towel or clean cloth, oil or jelly and identify them. <i>Learners could use Augmentative and Alternative Communication (AAC) to identify items used for washing the face,</i> ● observe or listen to tactual description of pictures or video clips of items used in washing the face and identify them, ● observe and manipulate their face towel, towel or clean cloth for drying the face and soap to identify unique features which include the colour or texture, shape, identification marks and size, ● sort their own face washing items (face towel, towel or clean cloth for drying the face, soap) from those of others, ● participate in a demonstration of a step by step procedure of washing the face which includes: assembling the items for washing the face, moving to the washing area, wetting the face, wetting the face towel, applying the right amount of soap on the face towel, rubbing the face with the wet soapy towel, rinse the face with clean water, dry the face with a dry towel or a clean piece of cloth, apply appropriate amount of body oil or jelly on the face, rinse 	<ol style="list-style-type: none"> 1. What items do we use to wash our face? 2. How do we wash our face?

			<p>the face towel, hang the face towel in the sun to dry, clear the working area,</p> <ul style="list-style-type: none"> ● practise washing the face following the correct procedure, ● talk about time for washing the face using routine schedules such as calendar systems, communication boards and objects of reference, ● wash the face routinely in school and at home. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Self –efficacy as the learner successfully identifies items used for washing the face. 				
<p>Values:</p> <ul style="list-style-type: none"> ● Responsibility is enhanced as the learner washes the face following the correct procedure. 				
<p>Pertinent and Contemporary Issues: Personal hygiene is promoted as learners routinely wash their face appropriately.</p>				
<p>Link to other learning areas: Talking about time for washing the face using routine schedules such as calendar systems, communication boards and objects of reference is linked to daily routine in Communication and Social Skills.</p>				
<p>Suggested Learning Resources: Soap, water, towel, sink/basin. Scrubber/brush, charts, pictures, videos clips, objects of reference, communication board, calendar, digital devices with assistive technology, Learner Support Assistant, Occupational therapist.</p>				

SUGGESTED ASSESSMENT GUIDES

1. Assessment Checklist

Learner's Name _____

S/No.	Indicator	Skills Assessed	Tick as appropriate		Teacher's comment
			Demonstrated	Not Demonstrated	
1	Ability to identify items used for washing the face.	i. Identifying soap.			
		ii. Identifying face towel.			
		iii. Identifying towel or clean cloth for drying the face.			
		iv. Identifying water.			
		v. Identifying a basin.			
		vi. Identifying Body oil or jelly			
2	Ability to differentiate own items for washing the face from those of others.	i. Identifying own face towel using colour or texture or size or a unique identifier.			
		ii. Identifying one's own towel or clean cloth using colour or texture or size or unique feature.			
		iii. Identifying one's own soap using colour or smell or size or unique identifier.			

		iv. Sort own face washing items from those of others.			
3	Ability to wash the face following the correct procedure	i. Assembling the items for washing the face.			
		ii. Moving to the face washing area.			
		iii. Wetting the face with clean water.			
		iv. Wetting the face towel.			
		v. Applying the right amount of soap on the face towel.			
		vi. Rubbing the face with a wet soapy towel.			
		vii. Rinsing the face with clean water.			
		viii. Drying the face with a dry towel or a clean piece of cloth.			
		ix. Applying the right amount of body oil or jelly on the face.			

Teacher's general comment on the learner's performance:

Teacher's Name _____

Signature _____

Date of assessment _____

2. Rating Guide for the Learner's Performance

The learner's competencies will be rated using the scoring guide as indicated below.

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify items used for washing the face.	The learner identifies 6 items used for washing the face.	The learner identifies 4 to 5 items used for washing the face.	The learner identifies 2 to 3 items used for washing the face.	The learner identifies 1 item used for washing the face or none.
Ability to differentiate own items for washing the face from those of others.	The learner performs 5 activities in differentiating own items for washing the face from those of others.	The learner performs 3 to 4 activities in differentiating own items for washing the face from those of others.	The learner performs 2 activities in differentiating own items for washing the face from those of others.	The learner performs 1 activity in differentiating own items for washing the face from those of others or none.
Ability to wash the face following the correct procedure.	The learner demonstrates 9 steps in washing the face.	The learner demonstrates 6 to 8 steps in washing the face.	The learner demonstrates 3 to 5 steps in washing the face.	The learner demonstrates 2 steps or less in washing the face.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 personal hygiene	1.4 Caring for hair (combing or brushing)	By the end of the sub strand, the learner should be able to; <ul style="list-style-type: none"> a) identify items used in combing or brushing hair to enhance appropriate use, b) comb or brush own hair following the correct procedure for good grooming, c) show interest in combing or brushing hair to promote personal hygiene. 	The learner is guided to; <ul style="list-style-type: none"> ● observe or tactually explore real items used in combing or brushing hair (a comb, brush, hair oil, and mirror) and identify them. <i>Learners could use Augmentative and Alternative Communication (AAC) to identify items used in combing or brushing hair,</i> ● explore the head to familiarize with the hair. <i>Learners with motor or manipulation difficulties be could use alternative functional parts of the body or use appropriate assistive technology or be assisted by peers or Learner Support Assistant or teacher. Safety of all learners should be observed</i> ● participate in demonstrations using toys and dummies on the procedure of combing or brushing hair. The procedure involves: Assembling the hair combing or brushing items in front of the mirror or at the hair combing area, brushing the hair to remove loose hair and other particles, oiling the hair and combing the hair and storing the hair combing materials appropriately, ● practise combing or brushing hair on a doll or dummy, ● practice combing or brushing the hair following the correct steps, 	<ol style="list-style-type: none"> 1. What items do we use when caring for hair? 2. How do we care for our hair?

			<ul style="list-style-type: none"> ● observe in the mirror or tactually explore the hair to ascertain whether it is neatly combed or brushed, ● comb or brush their hair routinely in different settings. 	
Core Competencies to be developed:				
<ul style="list-style-type: none"> ● Self –efficacy as learners successfully comb or brush their hair routinely in different settings. 				
Values:				
<ul style="list-style-type: none"> ● Responsibility as learners keep their hair clean and neat all the time. 				
Pertinent and Contemporary Issues:				
<ul style="list-style-type: none"> ● Personal hygiene will be achieved as learners routinely care for their hair appropriately. 				
Link to other learning areas:				
Exploring the head to familiarize with the hair is linked to identifying the head as part of the body in Communication and Social Skills.				
Suggested Learning Resources:				
Comb, hair brush, hair-oil, mirror, dummies, dolls, Learner Support Assistant, calendar systems, AAC resources, Occupational therapist.				

SUGGESTED ASSESSMENT GUIDES

1. Assessment Checklist

Learner's Name _____

S/No.	Indicator	Skills Assessed	Tick as appropriate		Teacher's comment
			Demonstrated	Not Demonstrated	
1	Ability to identify items involved in combing or brushing hair.	i. Identifying a comb.			
		ii. Identifying hair brush.			
		iii. Identifying hair oil.			
		iv. Identifying a mirror.			
2	Ability to comb or brush own hair following the correct procedure.	i. Assembling the hair combing items in front of the mirror or at the hair combing area.			
		ii. Brushing the hair to remove loose hair and other particles.			
		iii. Oiling the hair.			
		iv. Combing or brushing the hair.			
		v. Storing the hair combing or brushing materials appropriately.			

Teacher's general comment on the learner's performance:

Teacher's Name

Signature

Date of assessment

2. Rating Guide for the Learner's Performance

The learner's competencies will be rated using the scoring guide as indicated below.

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify items involved in combing or brushing hair.	The learner identifies 4 items used in combing or brushing hair.	The learner identifies 3 items used in combing or brushing hair.	The learner identifies 2 items used in combing or brushing hair.	The learner identifies 1 of the items used in combing or brushing hair.
Ability to comb or brush own hair following the correct procedure.	The learner demonstrates 5 steps in combing or brushing own hair following the correct procedure.	The learner demonstrates 3 to 4 steps in combing or brushing own hair following the correct procedure.	The learner demonstrates 2 steps in combing or brushing own hair following the correct procedure.	The learner demonstrates 1 step or none in combing or brushing own hair following the correct procedure.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Personal hygiene	1.5 Washing a handkerchief	<p>By the end of the sub strand, the learner should be able to;</p> <ul style="list-style-type: none"> a) identify items used in washing a handkerchief to enhance appropriate use, b) differentiate own handkerchief from those of others, c) wash a handkerchief using the appropriate procedure to enhance personal hygiene, d) appreciate the importance of washing a handkerchief for personal hygiene. 	<p>The learner is guided to;</p> <ul style="list-style-type: none"> ● observe or tactually explore real items used in washing a handkerchief (clean water, soap, salt, and basin) and identify them. <i>Learners could use Augmentative and Alternative Communication (AAC) to identify the items used in washing a handkerchief,</i> ● identify own handkerchief by use of identifiers which include colour, size and unique marks on the handkerchief, ● participate in a demonstration on how to wash a handkerchief following the correct procedure which includes: assemble the materials used for washing a handkerchief, moving to the identified washing area, putting a little salt in the basin of water, soaking the handkerchief in the salty water, applying the right amount of soap on the handkerchief, washing the handkerchief by rubbing or scrubbing, rinsing the handkerchief, squeezing out excess water and drying the handkerchief, ● practise washing handkerchiefs following the correct steps. <i>Learners with motor or manipulation difficulties be could use alternative functional parts of the body or be assisted by peers or Learner Support</i> 	<ol style="list-style-type: none"> 1. What items do we use in washing a handkerchief? 2. How do we wash a handkerchief

			<p><i>Assistant or teacher. Safety of all learners should be observed,</i></p> <ul style="list-style-type: none"> ● sing songs or participate in singing games about the steps of washing a handkerchief. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Self –efficacy as learners successfully wash a handkerchief using the right procedure. 				
<p>Values:</p> <ul style="list-style-type: none"> ● Responsibility is enhanced as learners wash handkerchiefs following the correct steps. 				
<p>Pertinent and Contemporary Issues:</p> <ul style="list-style-type: none"> ● Health Education: Personal hygiene will be achieved as learners wash their handkerchiefs whenever they are dirty. ● Prevention of communicable diseases such as flu as a result of using his or her own handkerchief and not sharing with others 				
<p>Link to other learning areas:</p> <p>Identifying own handkerchief by use of identifiers is linked to exploring and identifying items using sensory inputs in Sensory Motor and Creative activities</p>				
<p>Suggested Learning Resources:</p> <p>Handkerchiefs, basins, water, salt, buckets, soap, hanging lines, pegs, Learner Support Assistant, communication boards, objects of reference, occupational therapist.</p>				

SUGGESTED ASSESSMENT GUIDES

1. Assessment Checklist

Learner's Name _____

S/No.	Indicator	Skills Assessed	Tick as appropriate		Teacher's comment
			Demonstrated	Not Demonstrated	
1	Ability to identify items used in washing a handkerchief.	i. Identifying clean water.			
		ii. Identifying soap.			
		iii. Identifying salt.			
		iv. Identifying basin.			
		v. Identifying own handkerchief.			
2	Ability to wash a handkerchief.	i. Assembling the materials used for washing a handkerchief.			
		ii. Moving to the identified washing area.			
		iii. Putting a little salt in the basin of water.			
		iv. Soaking the handkerchief in salty water.			
		v. Applying the right amount of soap on the handkerchief.			
		vi. Washing the handkerchief by rubbing or scrubbing.			
		vii. Rinsing the handkerchief.			
		viii. Squeezing out excess water.			

		ix. Drying the handkerchief.			
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Teacher's general comment on the learner's performance:

Teacher's Name _____

Signature _____

Date of assessment _____

2. Rating Guide for the Learner's Performance

The learner's competencies will be rated using the scoring guide as indicated below.

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify items used in washing a handkerchief.	The learner identifies 5 items used in washing a handkerchief.	The learner identifies 3 to 4 items used in washing a handkerchief.	The learner identifies 2 items used in washing a handkerchief.	The learner identifies 1 of the items used in washing a handkerchief or none.
Ability to wash a handkerchief.	The learner demonstrates 9 steps in washing a handkerchief.	The learner demonstrates 6 to 8 steps in washing a handkerchief.	The learner demonstrates 3 to 5 steps in washing a handkerchief.	The learner demonstrates 2 steps or less in washing a handkerchief.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Personal hygiene	1.6 Control of drooling <i>(For learners experiencing drooling)</i>	By the end of the sub strand, the learner should be able to; <ol style="list-style-type: none"> a) identify different materials of managing drooling for personal cleanliness, b) manage drooling for personal cleanliness, c) show interest in managing drooling for personal hygiene. 	The learner is guided to; <ul style="list-style-type: none"> ● observe or tactually explore various materials used for managing drooling such as handkerchiefs, tissue paper, clean absorbent cloth and bibs to identify them. <i>Learners could use Augmentative and Alternative Communication (AAC) to identify the items used in managing drooling,</i> ● explore materials used for controlling drooling such as chewing gum or sugarcane, sweets, bubble blowers, a whistle, drinking straws and feathers or cotton wools, ● participate in a demonstration on managing drooling by wiping the saliva using a handkerchief or clean piece of absorbent cloth, wearing and changing the bib, cleaning the mouth regularly and maintain appropriate body posture to control drooling, ● carry out activities for controlling drooling such as, chewing, blowing, drinking from a straw, whistling, closing the mouth and swallowing saliva. <i>Leaners with motor or manipulation difficulties could use alternative functional parts of the body or be assisted by peers or</i> 	How do you prevent saliva from flowing out of your mouth?

			<p><i>learner support assistant or teacher. Safety of all learners should be observed,</i></p> <ul style="list-style-type: none"> ● practise managing drooling appropriately. <i>Leaners with motor or manipulation difficulties could use alternative functional parts of the body or be assisted by peers or learner support assistant or teacher. Safety of all learners should be observed,</i> ● respond to prompts to control drooling all the time. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Self –efficacy is as achieved as learners keep dry by controlling drooling 				
<p>Values:</p> <ul style="list-style-type: none"> ● Responsibility is enhanced as learners practise managing drooling appropriately. 				
<p>Pertinent and Contemporary Issues:</p> <ul style="list-style-type: none"> ● Health Education: Personal hygiene will be achieved as learners practise different ways of controlling drooling. 				
<p>Link to other learning areas: Carrying out activities for controlling drooling such as chewing, closing the mouth and swallowing saliva are linked to feeding etiquette in Communication and Social skills.</p>				
<p>Suggested Learning Resources: Resource person, Learner Support Assistants, bibs, towels, tissue paper, calendar system, mirror, bucket, sweets, straws, adapted seats, handkerchief, therapists, animations, communication boards, objects of reference, digital materials, oral massaging machine, structure board, occupational therapist</p>				

SUGGESTED ASSESSMENT GUIDES

1. Assessment Checklist

Learner's Name _____

S/No.	Indicator	Skills Assessed	Tick as appropriate		Teacher's comment
			Demonstrated	Not Demonstrated	
1	Ability to identify different materials of managing drooling.	i. Identifying handkerchiefs.			
		ii. Identifying clean absorbent cloth.			
		iii. Identifying bibs.			
		iv. Identifying tissue paper.			
2	Ability to manage drooling.	i. Wiping the saliva using a handkerchief or clean piece of absorbent cloth.			
		ii. Wearing and changing the bib.			
		iii. Cleaning the mouth regularly.			
		iv. Performing activities for controlling drooling.			

Teacher's general comment on the learner's performance:

Teacher's Name _____

Signature _____

Date of assessment _____

2. Rating Guide for the Learner's Performance

The learner's competencies will be rated using the scoring guide as indicated below.

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify different materials of managing drooling.	The learner identifies 4 different materials of managing drooling.	The learner identifies 3 different materials of managing drooling.	The learner identifies 2 different materials of managing drooling.	The learner identifies 1 material of managing drooling or none.
Ability to manage drooling.	The learner demonstrates 4 activities in managing drooling.	The learner demonstrates 3 activities in managing drooling.	The learner demonstrates 2 activities in managing drooling.	The learner demonstrates 1 activity in managing drooling or none.

2.0 DRESSING SKILLS

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Dressing skills	2.1 Undressing	By the end of the sub strand, the learner should be able to; <ol style="list-style-type: none"> a) unfasten a shirt or a blouse in readiness for independent dressing, b) undress by removing the shirt or blouse following the correct steps, c) enjoy undressing oneself during appropriate times. 	The learner is guided to; <ul style="list-style-type: none"> ● observe or tactually explore a shirt or blouse to identify different parts (sleeves, buttons, and buttonholes) of a shirt or blouse. <i>Learners could use Augmentative and Alternative Communication (AAC) to identify different parts of a shirt or blouse.</i> ● participate in a demonstration on how to unbutton a shirt or blouse starting from bottom to top, ● practise unbuttoning the shirt or blouse, <i>Leaners with motor or manipulation difficulties could use alternative functional parts of the body or be assisted by peers or learner support assistant or teacher. Safety of all learners should be observed,</i> ● observe or listen to verbal or tactual descriptions of a video clip of a person removing a shirt or blouse and talk about the steps using the most appropriate mode of communication, ● practise removing a shirt or blouse using a doll. <i>Leaners with motor or manipulation difficulties could use alternative functional parts of the body or be assisted by peers or learner support assistant or teacher. Safety of all learners should be observed,</i> 	How do you undress?

			<ul style="list-style-type: none"> remove their own shirts or blouse following the correct steps which include: unbuttoning the shirt, pulling one sleeve off the arm, slipping the other arm out of the shirt or blouse, pulling the shirt or blouse out from the side or over the head, remove the shirt or blouse in the appropriate time and place. <i>Learners with motor or manipulation difficulties could use alternative functional parts of the body or be assisted by peers or learner support assistant or teacher. Safety of all learners should be observed.</i> 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> Self-Efficacy as learners successfully remove own shirts or blouse following the correct steps. Learning to learn as learners remove own shirts or blouse following the correct steps. 				
<p>Values:</p> <ul style="list-style-type: none"> Responsibility is enhanced as learners practise pulling the shirt out from the side or over the head without damaging it. 				
<p>Pertinent and Contemporary Issues:</p> <ul style="list-style-type: none"> Environmental Education will be developed as learners acquire the competence of undressing during hot weather conditions. 				
<p>Link to other learning areas: Talking about the steps of undressing using the most appropriate mode of communication is linked to talking about self in Communication and Social Skills.</p>				
<p>Suggested Learning Resources: Pictures, charts, Learner Support Assistant, clothes, video clips, fasteners, dummies, dolls, structure boards, objects of reference, communication boards, animations, digital materials.</p>				

SUGGESTED ASSESSMENT GUIDES

1. Assessment Checklist

Learner's Name _____

S/No.	Indicator	Skills Assessed	Tick as appropriate		Teacher's comment
			Demonstrated	Not Demonstrated	
1	Ability to unfasten a shirt or blouse.	i. Exploring a shirt or blouse to identify sleeves.			
		ii. Exploring a shirt or blouse to identify buttons.			
		iii. Exploring a shirt or blouse to identify button holes.			
		iv. Unbutton a shirt or blouse starting from top to bottom.			
2	Ability to undress by removing the shirt or blouse following the correct steps,	i. Unbuttoning the shirt or blouse.			
		ii. Pulling one sleeve off the arm.			
		iii. Slipping the other arm out of the shirt or blouse.			
		iv. Pulling the shirt or blouse out from the side or over the head.			

Teacher's general comment on the learner's performance:

Teacher's Name _____

Signature _____

Date of assessment _____

2. Rating Guide for the Learner's Performance

The learner's competencies will be rated using the scoring guide as indicated below.

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to unfasten a shirt or blouse.	The learner demonstrates 4 activities in unfastening a shirt or a blouse.	The learner demonstrates 3 activities in unfastening a shirt or a blouse.	The learner demonstrates 2 activities in unfastening a shirt or a blouse.	The learner demonstrates 1 activity in unfastening a shirt or a blouse or none.
Ability to undress by removing the shirt or blouse following the correct steps.	The learner undresses by removing the shirt or blouse following 4 correct steps.	The learner undresses by removing the shirt or blouse following 3 correct steps	The learner undresses by removing the shirt or blouse following 2 correct steps	The learner undresses by removing the shirt or blouse following 1 correct step or none.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Dressing skills	2.2 Dressing	<p>By the end of the sub strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) identify the right and wrong side of a shirt or blouse for independent dressing, b) put on a shirt or a blouse following the correct steps, c) appreciate the need for dressing up for proper grooming. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> ● observe or listen to verbal or tactual descriptions of a video clip or an animation of a person displaying the right and the wrong sides of a shirt or blouse and talk about it using the most appropriate mode of communication, ● observe or tactually explore a real shirt or a blouse to identify the features on the right side and wrong side of the shirt or blouse such as the hems, the seams, button holes, collar labels or any other unique identifiers of the right and wrong sides of garments. <i>Learners could use Augmentative and Alternative Communication (AAC) to identify the features on the right side and wrong side of the shirt or blouse,</i> ● participate in a demonstration on the correct steps of putting on a shirt or a blouse using a doll. The steps include: identifying the right side of the blouse, putting the collar at the top with the front of the shirt facing you, sliding one arm into the sleeve, lifting the shirt over the back to the side of the other arm, sliding the other arm into the sleeve, bringing the front parts together and aligning the buttons to the button holes, 	How do you put on clothes?

			buttoning the shirt or blouse from bottom to top, <ul style="list-style-type: none"> ● practise putting on the shirt or blouse appropriately. <i>Learners with motor or manipulation difficulties could use alternative functional parts of the body or be assisted by peers or learner support assistant or teacher. Safety of all learners should be observed,</i> ● play dressing up games. 	
Core Competencies to be developed: <ul style="list-style-type: none"> ● Critical Thinking and problem solving as learners identify the features on the right side and wrong side of the shirt or blouse. ● Learning to learn as learners practise the skill of dressing up appropriately. 				
Values: <ul style="list-style-type: none"> ● Responsibility as learners practise putting on the shirt or blouse appropriately. 				
Pertinent and Contemporary Issues: <ul style="list-style-type: none"> ● Health education and environmental education as learners learn about clothes worn in different weather conditions. 				
Link to other learning areas: Buttoning the shirt or blouse from bottom to top is linked to positions of objects in relation to the body in Orientation and Mobility.				
Suggested Learning Resources: Shirts or blouses with buttons, dolls, video clips or animations, digital devices with assistive technologies, AAC resources, Learner Support Assistants.				

SUGGESTED ASSESSMENT GUIDES

1. Assessment Checklist

Learner's Name _____

S/No.	Indicator	Skills Assessed	Tick as appropriate		Teacher's comment
			Demonstrated	Not Demonstrated	
1	Ability to identify the right and wrong side of a shirt or blouse.	i. Identifying the right and wrong side of a shirt or blouse using seams.			
		ii. Identifying the right and wrong side of a shirt or blouse using buttonholes.			
		iii. Identifying the right and wrong side of a shirt or blouse using collar labels.			
		iv. Identifying the right and wrong side of a shirt or blouse using unique identifiers.			
2	Ability to put on a shirt or a blouse following the correct steps.	i. Identifying the right side of the blouse.			
		ii. Putting the collar at the top with the front of the shirt facing you.			
		iii. Sliding one arm into the sleeve.			
		iv. Lifting the shirt over the back to the side of the other arm.			

		v. Sliding the other arm into the sleeve.			
		vi. Bringing the front parts together and align the buttons to the button holes.			
		vii. Buttoning the shirt or blouse from bottom to top.			

Teacher's general comment on the learner's performance:

Teacher's Name _____

Signature _____

Date of assessment _____

2. Rating Guide for the Learner's Performance

The learner's competencies will be rated using the scoring guide as indicated below.

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify the right and wrong side of a shirt or blouse (<i>using seams, buttonholes, collar labels and unique identifiers</i>).	The learner uses 4 attributes in identifying the right and wrong side of a shirt or blouse.	The learner uses 3 attributes in identifying the right and wrong side of a shirt or blouse.	The learner uses 2 attributes in identifying the right and wrong side of a shirt or blouse.	The learner uses 1 attribute in identifying the right and wrong side of a shirt or blouse or none.
Ability to put on a shirt or a blouse following the correct steps.	The learner puts on a shirt or a blouse following 7 correct steps.	The learner puts on a shirt or a blouse following 5 to 6 correct steps.	The learner puts on a shirt or a blouse following 3 to 4 correct steps.	The learner puts on a shirt or a blouse following 2 correct steps or less.

3.0 CLOTHING

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Toileting	3.1 Communicating need for toileting	By the end of the sub strand, the learner should be able to; <ol style="list-style-type: none"> a) tell when in need of relieving self to promote independent toileting, b) communicate the need for toileting to enhance good grooming, c) appreciate the importance of communicating the need for toileting for personal hygiene. 	The learner is guided to; <ul style="list-style-type: none"> ● talk about the indicators or signs for the need of toileting such as feeling pressed, wetting the inner wear, stomach discomfort. <i>Learners could use verbal or signs or tactual signs or Augmentative and Alternative Communication (AAC) to talk about the indicators or signs for the need of toileting,</i> ● participate in a demonstration on how to communicate needs for toileting using different modes of communication such as pointing, fidgeting, pressing the legs together, holding the buttocks, speech/signing, removing the pants, moving towards the toileting area, and use of communication board or objects of reference, ● practise using different modes of communication to express the need for toileting, ● express the need for toileting in different settings. <i>Learners with severe communication difficulties could use Augmentative and Alternative Communication (AAC) to talk about the indicators or signs for the need of toileting.</i> 	How do you communicate the need for toileting?
Core Competencies to be developed: Self-efficacy as learners successfully use appropriate modes of communication to express the need for toileting.				

<p>Values: Responsibility is enhanced as learners express the need for toileting in different settings using the most appropriate mode of communication.</p>
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> • Personal hygiene as learners participate in a demonstration on how to communicate needs for toileting using different modes of communication. • Learners' self-esteem is enhanced when they gain mastery on toileting.
<p>Link to other Learning Areas: Communicating the need for toileting is linked to daily routine in communication and social Skills.</p>
<p>Suggested Learning Resources: Communication board, objects of reference, Learner Support Assistant, AAC resources, digital devices with assistive technologies,</p>

SUGGESTED ASSESSMENT GUIDES

1. Assessment Checklist

Learner's Name _____

S/No.	Indicator	Skills Assessed	Tick as appropriate		Teacher's comment
			Demonstrated	Not Demonstrated	
1	Ability to tell when in need of relieving self.	i. Recognising feeling pressed as an indicator of the need to relieve self.			
		ii. Recognising wetting underwear as an indicator of the need to relieve self.			
		iii. Recognising stomach discomfort as an indicator of the need to relieve self.			
		iv. Recognising crying as an indicator of the need to relieve self.			

2	Ability to communicate the need for toileting.	i. Communicating the need for toileting by pointing.			
		ii. Communicating the need for toileting by fidgeting.			
		iii. Communicating the need for toileting by pressing the legs together.			
		iv. Communicating the need for toileting by holding the buttocks.			
		v. Communicating the need for toileting by speech/ signing.			
		vi. Communicating needs for toileting by moving towards the toileting area.			
		vii. Communicating the need for toileting by use of communication board or objects of reference.			

Teacher's general comment on the learner's performance:

Teacher's Name _____

Signature _____

Date of assessment _____

2. Rating Guide for the Learner's Performance

The learner's competencies will be rated using the scoring guide as indicated below.

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to tell when in need of relieving self.	The learner tells when in need of relieving self by 4 Level Indicators	The learner tells when in need of relieving self by 3 Level Indicators	The learner tells when in need of relieving self by 2 Level Indicators	The learner tells when in need of relieving self by 1 Level Indicator or none
Ability to communicate the need for toileting.	The learner demonstrates 7 ways to communicate the need for toileting.	The learner demonstrates 5 to 6 ways to communicate the need for toileting.	The learner demonstrates 3 to 4 ways to communicate the need for toileting.	The learner demonstrates 2 or less ways to communicate the need for toileting.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Toileting	3.2 Orientation to the toileting area	By the end of the sub strand, the learner should be able to; a) identify cues and landmarks that give direction to the toileting area, b) locate the toileting area using different cues and landmarks, c) explore the toileting area for familiarisation, d) desire to toilet at the right place for	The learner is guided to; <ul style="list-style-type: none"> take a guided tour to the toileting area to identify cues and landmarks that give direction to the toilet such as paths, rails, walls, trees, or any other unique feature. <i>Leaners with motor or manipulation or mobility difficulties could use alternative functional parts of the body or be assisted by peers or learner support assistant or teacher. Safety of all learners should be observed,</i> move to the toileting area guided by the existing cues or landmarks, observe or tactually explore the toileting area to identify the features such as the door, the hole, the walls and any other features. <i>Leaners with motor or manipulation or mobility difficulties could use alternative functional parts</i> 	How do you identify the toileting area?

		environmental hygiene.	<i>of the body or be assisted by peers or learner support assistant or teacher,</i> <ul style="list-style-type: none"> locate and use the toileting area independently when need arises. 	
Core Competencies to be developed:				
<ul style="list-style-type: none"> Learning to Learn as learners explore the environment to identify landmarks and cues in locating the toileting area. Self-Efficacy as learners identify their way to the toilet independently 				
Values:				
Responsibility as learners use the toilets properly.				
Pertinent and Contemporary Issues (PCIs):				
Personal hygiene as the learners locate and use toileting facilities appropriately.				
Link to other Learning Areas:				
Exploring the environment to identify landmarks and cues in locating the toileting area linked to moving independently in the environment to identify landmarks in Orientation and Mobility				
Suggested Learning Resources:				
Toilet, pit-latrines, potty, bucket, containers, adapted toilet chair, time chart, calendar system, Learner Support Assistant, rails, posters, bliss symbols, video clips, animations, pictures, digital materials, rails, communication board.				

SUGGESTED ASSESSMENT GUIDES

1. Assessment Checklist

Learner's Name _____

S/No.	Indicator	Skills Assessed	Tick as appropriate		Teacher's comment
			Demonstrated	Not Demonstrated	
1	Ability to identify cues and	i. Identifying paths.			
		ii. Identifying rails.			

	landmarks that give direction to the toileting area.	iii. Identifying walls.			
		iv. Identifying trees.			
2	Ability to locate and explore the toileting area using different cues and landmarks.	i. Locating the door.			
		ii. Locating the hole			
		iii. Locating the walls			
		iv. Locating any other feature			

Teacher's general comment on the learner's performance:

Teacher's Name _____

Signature _____

Date of assessment _____

2. Rating Guide for the Learner's Performance

The learner's competencies will be rated using the scoring guide as indicated below.

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify cues and landmarks that give direction to the toileting area.	The learner identifies 4 cues and landmarks that give direction to the toileting area.	The learner identifies 3 cues and landmarks that give direction to the toileting area.	The learner identifies 2 cues and landmarks that give direction to the toileting area.	The learner identifies 1 or none of the cues and landmarks that give direction to the toileting area.
Ability to locate and explore the toileting area using different cues and landmarks.	The learner uses 4 different cues and landmarks in locating and exploring the toileting area.	The learner uses 3 different cues and landmarks in locating and exploring the toileting area.	The learner uses 2 different cues and landmarks in locating and exploring the toileting area.	The learner uses 1 or none of the different cues and landmarks in locating and exploring the toileting area.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Toileting	3.3 Toileting procedure	<p>By the end of the sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> a) identify materials used in cleaning self after using the toilet for personal hygiene, b) identify the clothes to remove during toileting, c) use the toilet to relieve self- following the correct procedure, d) desire to use toileting etiquette to enhance personal hygiene. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> ● observe or tactually explore materials used for cleaning self-such as tissue paper, soft paper, water, leaves, or any other impoverished materials, ● observe or listen to verbal or tactual description of a video clip or animation of a person removing clothes during toileting respecting privacy and dignity, ● talk about clothes to remove during toileting using appropriate mode of communication, ● participate in a demonstration on how to remove a pair of pants or shorts in readiness for toileting while observing privacy and dignity, ● participate in a demonstration on the toileting procedure using a doll. The steps include; obtaining the right amount of toileting materials, locating the toilet, undressing, positioning self appropriately, cleaning self correctly, disposing the used toileting materials, dressing up, flashing the toilet (where applicable) and washing hands, ● role play the toileting procedure using a potty. <i>Leaners with motor or manipulation or mobility difficulties could be assisted by peers or learner</i> 	<p>What do you do when you want to use the toilet?</p>

			<p><i>support assistant or teacher. Safety of all learners should be observed,</i></p> <ul style="list-style-type: none"> ● practice using the toilet following the correct procedure. <i>Learners with motor or manipulation or mobility difficulties could be assisted by peers or learner support assistant or teacher. Safety of all learners should be observed,</i> ● respond to the need for using the toilet and follow the procedure appropriately. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Learning to learn as learners practice using the toilet following the correct procedure. ● Self-efficacy as learners successfully demonstrate how to undress in readiness for toileting while observing privacy and dignity. 				
<p>Values: Respect as learners demonstrate on how to remove a pair of pants or shorts in readiness for toileting while observing privacy and dignity.</p>				
<p>Pertinent and Contemporary Issues:</p> <ul style="list-style-type: none"> ● Learners support programme as learners participate in the non-formal activity on how to undress in readiness for toileting while observing privacy and dignity. 				
<p>Link to other learning areas: Positioning self appropriately in readiness to use the toilet is linked to maintaining appropriate body posture in Orientation and Mobility.</p>				
<p>Suggested Learning Resources: Tissue paper, soft paper, water, leaves, or any other impoverished materials, Learner Support Assistant, potty, adapted latrine or toilet</p>				

SUGGESTED ASSESSMENT GUIDES

1. Assessment Checklist

Learner's Name _____

S/No.	Indicator	Skills Assessed	Tick as appropriate		Teacher's comment
			Demonstrated	Not Demonstrated	
1	Ability to identify materials used in cleaning self after using the toilet.	i. Identifying tissue paper.			
		ii. Identifying soft paper.			
		iii. Identifying water.			
		iv. Identifying leaves.			
		v. Identifying any other impoverished materials.			
2	Ability to use the toilet following the correct procedure.	i. Obtaining the right amount of toileting material (tissue paper).			
		ii. Locating the toilet.			
		iii. Undressing for toileting.			
		iv. Positioning self appropriately in the toileting area.			
		v. Cleaning self correctly after toileting.			
		vi. Disposing off the toileting materials after use.			
		vii. Dressing up after toileting.			
		viii. Flushing the toilet (where applicable).			
		ix. Washing hands.			

Teacher's general comment on the learner's performance:

Teacher's Name

Signature

Date of assessment

2. Rating Guide for the Learner's Performance

The learner's competencies will be rated using the scoring guide as indicated below.

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify materials used in cleaning self after using the toilet.	The learner identifies 5 materials used in cleaning self after using the toilet.	The learner identifies 3 to 4 materials used in cleaning self after using the toilet.	The learner identifies 2 materials used in cleaning self after using the toilet.	The learner identifies 1 or none of the materials used in cleaning self after using the toilet.
Ability to use the toilet following the correct procedure.	The learner demonstrates 8 steps in using the toilet following the correct procedure.	The learner demonstrates 6 to 7 steps in using the toilet following the correct procedure.	The learner demonstrates 3 to 4 steps in using the toilet following the correct procedure.	The learner demonstrates 2 steps or less in using the toilet following the correct procedure.

4.0 FEEDING

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.0 Feeding	4.1 Edible and non-edible items	By the end of the sub strand, the learner should be able to; <ol style="list-style-type: none"> a) identify different foodstuffs for consumption, b) differentiate between edible and non-edible items to ensure personal health and safety, c) appreciate the need to identify various edible items to promote personal health. 	The learner is guided to: <ul style="list-style-type: none"> ● observe or tactually explore different foodstuffs such as fruits, maize, beans, meat, eggs, rice, vegetables) and identify them. <i>(learner severe communication difficulties could use AAC to identify different foodstuffs),</i> ● observe or listen to verbal or tactual description of video clips or animations of edible items (foodstuffs) and non-edible items (stones, charcoal, chalk, soil, plasticine, paper, wood) talk about the items and identify the non-edible items using the most appropriate mode of communication, ● differentiate edible and non-edible items by sorting, ● move around the classroom and its surrounding and distinguish edible from non-edible items by tactually exploring them, smelling and pointing <i>(leaner with motor or manipulation or mobility difficulties could be assisted by peers or learner support assistant or teacher. Safety of all learners should be observed),</i> ● play a game on edible and non-edible items. 	What do you eat?

<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Self –efficacy as the learner successfully groups edible and non- edible items. • Learning to Learn as the learner differentiate edible and non-edible items outside the classroom settings.
<p>Values: Responsibility as the learner identifies what is edible and avoid eating what is not edible</p>
<p>Pertinent and Contemporary Issues (PCIs): Safety is achieved as learners learn to avoid eating non-edible items</p>
<p>Link to other Learning Areas: Moving around the classroom and its surrounding to distinguish edible from non-edible items by tactually exploring them, smelling and pointing is linked to safe movement in the immediate environment in Orientation and Mobility</p>
<p>Suggested Learning Resources: Foodstuff, adapted pictures, sites to visit, resource persons, models, nature corner, edible and non-edible items, communication board, structure board, object of reference, learner support assistant.</p>

SUGGESTED ASSESSMENT GUIDES

1. Assessment Checklist

Learner’s Name _____

S/No.	Indicator	Skills Assessed	Tick as appropriate		Teacher’s comment
			Demonstrated	Not Demonstrated	
1	Ability to identify different foodstuffs for consumption	i. Identifying edible fruits.			
		ii. Identifying maize.			
		iii. Identifying beans.			
		iv. Identifying meat.			

		v. Identifying eggs.			
		vi. Identifying rice.			
		vii. Identify vegetables.			
2	Ability to differentiate between edible and non-edible items.	i. Identifying stones as a non-edible items.			
		ii. Identifying charcoal as a non-edible items.			
		iii. Identifying chalk as a non-edible items.			
		iv. Identifying soil as a non-edible items.			
		v. Identifying plasticine as a non-edible items.			
		vi. Identifying paper as a non-edible items.			
		vii. Identifying wood as a non-edible items.			
		viii. Differentiating edible and non-edible items by sorting.			

Teacher's general comment on the learner's performance:

Teacher's Name

Signature

Date of assessment

2. Rating Guide for the Learner’s Performance

The learner’s competencies will be rated using the scoring guide as indicated below.

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify different foodstuffs for consumption.	The learner identifies 7 different foodstuffs for consumption.	The learner identifies 5 to 6 different foodstuffs for consumption.	The learner identifies 3 to 4 different foodstuffs for consumption.	The learner identifies 2 or less different foodstuffs for consumption.
Ability to differentiate between edible and non-edible items.	The learner performs 8 activities in differentiating between edible and non-edible items.	The learner performs 6 to 7 activities in differentiating between edible and non-edible items.	The learner performs 3 to 5 activities in differentiating between edible and non-edible items.	The learner performs 2 activities or less in differentiating between edible and non-edible items.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
	4.2 Feeding skills	<p>By the end of the sub strand, the learner should be able to;</p> <p>a) identify feeding utensils for appropriate use,</p> <p>b) eat food using the correct feeding skills,</p> <p>c) drink water and beverages using the correct feeding skills,</p> <p>d) appreciate the need to use appropriate feeding skills for independent living.</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> ● observe or tactually explore feeding utensils such as plates, serving bowls, spoons, cups, water jugs and identify them using appropriate mode of communication, ● observe or listen to verbal or tactual description of a video clip or animation of a person feeding and talk about the skills involved in feeding. These skills include: holding the spoon appropriately, scooping the right amount of food, putting the food in the mouth, chewing the food, swallowing the food, ● participate in a demonstration on using the appropriate feeding skills when eating food, ● practice eating food independently using the correct feeding skills (<i>learner with motor or manipulation difficulties could be assisted by peers or learner support assistant or teacher. Safety of all learners should be observed</i>), ● participate in a demonstration on drinking water or other beverages from a cup. The skills include: holding the cup appropriately, pouring the right amount of water or beverages in the cup without spilling, taking the cup to the mouth, gently tilting the cup, sipping the water, swallowing the water, ● practice drinking water or other beverages from a cup independently using the correct feeding skills (<i>learner with motor or manipulation difficulties could be assisted by peers or learner support</i> 	How do you eat?

			<i>assistant or teacher. Safety of all learners should be observed),</i> <ul style="list-style-type: none"> ● recite rhymes or sing or sign or tactual sign sing songs on feeding skills, ● use appropriate feeding skills independently in different settings. 	
Core Competencies to be developed: Self-efficacy as the learner eats food and drink water or other beverages independently using the correct feeding skills.				
Values: Responsibility as the learner scoops the right amount of food and eat without spilling.				
Pertinent and Contemporary Issues (PCIs): Health promotion as learners apply appropriately feeding skills in different settings				
Link to other Learning Areas: Pouring the right amount of water or beverages in the cup without spilling is linked to capacity (filling and emptying) in Pre-numeracy activities.				
Suggested Learning Resources: Plates, spoons, serving bowls, water jug, video clips or animations, digital devices with assistive technologies, objects of reference, communication boards.				

SUGGESTED ASSESSMENT GUIDES

1. Assessment Checklist

Learner's Name _____

S/No.	Indicator	Skills Assessed	Tick as appropriate		Teacher's comment
			Demonstrated	Not Demonstrated	
1	Ability to identify feeding utensils	i. Identifying a plate.			
		ii. Identifying a serving bowl.			
		iii. Identifying a spoon.			
		iv. Identifying a cup.			
		v. Identifying a water jug.			
2	Ability to eat food using the correct feeding skills	i. Holding the spoon appropriately.			
		ii. Scooping the right amount of food			
		iii. Putting the food in the mouth.			
		iv. Chewing the food.			
		v. Swallowing the food.			
3	Ability to drink water and beverages using the correct feeding skills	i. Holding the cup appropriately.			
		ii. Pouring the right amount of water or beverages in the cup without spilling.			
		iii. Taking the cup to the mouth.			
		iv. Gently tilting the cup.			
		v. Sipping the water.			

		vi. Swallowing the water.			
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Teacher's general comment on the learner's performance:

Teacher's Name _____

Signature _____

Date of assessment _____

2. Rating Guide for the Learner's Performance

The learner's competencies will be rated using the scoring guide as indicated below.

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify feeding utensils	The learner identifies 5 feeding utensils	The learner identifies 3 to 4 feeding utensils	The learner identifies 2 feeding utensils.	The learner identifies 1 or none of the feeding utensils.
Ability to eat food using the correct feeding skills	The learner eats food using 5 correct feeding skills	The learner eats food using 3 to 4 correct feeding skills	The learner eats food using 2 correct feeding skills	The learner eats food using 1 correct feeding skill or none.
Ability to drink water and beverages using the correct feeding skills	The learner drinks water and beverages using 6 correct feeding skills	The learner drinks water and beverages using 4 to 5 correct feeding skills	The learner drinks water and beverages using 2 to 3 correct feeding skills	The learner drinks water and beverages using 1 correct feeding skill or none

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
	4.3 Feeding Etiquette	<p>By the end of the sub strand, the learner should be able to;</p> <ul style="list-style-type: none"> a) tell good feeding habits exhibited during meals, b) exhibit appropriate feeding habits during meals, c) value the need to exhibit appropriate feeding habits during meals. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> ● observe or listen to verbal or tactual description of a video clip on good feeding habits and talk about them (<i>learner with severe communication difficulties could use Augmentative and Alternative Communication to talk about good feeding habits</i>), ● participate in a demonstration on good feeding habits such as washing hands before eating, maintaining appropriate posture in readiness for feeding, not scooping from others' plates, scooping enough food, putting the right amount of food in the mouth, chewing with the mouth closed, not talking with food in the mouth and imitate them, ● role play good feeding habits (<i>leaner with motor or manipulation difficulties could be assisted by peers or learner support assistant or teacher. Safety of all learners should be observed</i>), ● practise exhibiting good feeding etiquette during meals, ● exhibit appropriate feeding etiquette when eating all the time. 	<p>How do you eat your food?</p>
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Learning to learn as learners participate in a demonstration on good feeding habits and imitate them. 				

<p>Values: Responsibility is enhanced as learners exhibit appropriate feeding etiquette when eating all the time.</p>
<p>Pertinent and Contemporary Issues (PCIs): Health Education as learners exhibit appropriate feeding etiquette when eating all the time.</p>
<p>Link to other Learning Areas: Maintaining appropriate posture in readiness for feeding is linked to orienting the body to the appropriate posture in readiness for response in Communication and social skills.</p>
<p>Suggested Learning Resources: Plates, spoons, serving bowls, water jug, video clips or animations, digital devices with assistive technologies, objects of reference, communication boards.</p>

SUGGESTED ASSESSMENT GUIDES

1. Assessment Checklist

Learner’s Name _____

S/No.	Indicator	Skills Assessed	Tick as appropriate		Teacher’s comment
			Demonstrated	Not Demonstrated	
1	Ability to exhibit appropriate feeding habits during meals.	i. Washing hands before eating.			
		ii. Maintaining appropriate posture in readiness for feeding.			
		iii. Not scooping from others’ plates.			
		iv. Scooping enough food.			
		v. Putting the right amount of food in the mouth.			

		vi. Chewing with the mouth closed.			
		vii. Not talking with food in the mouth.			

Teacher's general comment on the learner's performance:

Teacher's Name _____

Signature _____

Date of assessment _____

2. Rating Guide for the Learner's Performance

The learner's competencies will be rated using the scoring guide as indicated below.

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to exhibit appropriate feeding habits during meals.	The learner exhibits 7 appropriate feeding habits during meals.	The learner exhibits 5 to 6 appropriate feeding habits during meals.	The learner exhibits 3 to 4 appropriate feeding habits during meals.	The learner exhibits 2 or less appropriate feeding habits during meals.

5.0 RELIGIOUS EDUCATION

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
5.0 Religious Education (CRE, HRE, IRE)	5.1 Prayers	By the end of the sub strand, the learner should be able to; <ol style="list-style-type: none"> assume appropriate position in readiness for a prayer, perform a prayer for spiritual growth, enjoy performing a prayer to promote spiritual growth. 	The learner is guided to: <ul style="list-style-type: none"> observe or listen to verbal or tactual description of a video clip on people praying and talk about them (<i>learner with severe communication difficulties could use Augmentative and Alternative Communication</i>), participate in a demonstration on preparation for praying by performing pre-prayers activities such as orienting the body appropriately, assuming appropriate prayer position, quieting and responding appropriately, role play praying while observing prayer etiquettes (<i>leaner with motor difficulties could be assisted by peers or learner support assistant or teacher. Safety of all learners should be observed</i>), pray while observing prayer etiquettes, practise praying while observing prayer etiquettes in different settings. 	<ol style="list-style-type: none"> When do you pray? How do we prepare for prayer?
Core-Competence to be developed: <ul style="list-style-type: none"> Creativity and Imagination as learner role play praying while observing prayer etiquettes Self-efficacy as learners practice praying while observing prayer etiquettes in different settings. 				
Values: Responsibility is enhanced as learners practice praying in different settings as they pray for themselves and others.				

Pertinent and Contemporary Issues (PCIs): Spiritual awareness as learners pray in different settings.
Links to other Learning Areas : Practicing praying in different settings is linked to activities done at different times of the day in Communication and social skills .
Suggested Resources: Religious books, charts with prayers, tactile diagrams, pictures, photographs showing moments of prayer, videos, learner support assistants, pictures of places of worship and models of people praying, communication board.

SUGGESTED ASSESSMENT GUIDES

1. Assessment Checklist

Learner's Name _____

S/No.	Indicator	Skills Assessed	Tick as appropriate		Teacher's comment
			Demonstrated	Not Demonstrated	
1	Ability to perform a prayer for spiritual growth.	i. Orienting the body appropriately.			
		ii. Assuming appropriate prayer position.			
		iii. Quieting			
		iv. Responding to a prayer appropriately.			
		v. Performing a prayer in different setting.			

Teacher's general comment on the learner's performance:

Teacher's Name

Signature

Date of assessment

2. Rating Guide for the Learner's Performance

The learner's competencies will be rated using the scoring guide as indicated below.

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to perform a prayer for spiritual growth.	The learner demonstrates 5 activities in performing a prayer for spiritual growth.	The learner demonstrates 3 to 4 activities in performing a prayer for spiritual growth.	The learner demonstrates 2 activities in performing a prayer for spiritual growth.	The learner demonstrates 1 or none of the activities in performing a prayer for spiritual growth.

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
5.0 Religious Education (CRE, HRE, IRE)	5.2 Creation	By the end of the sub strand, the learner should be able to; a) recognize self as Gods creation for spiritual wellbeing, b) identify things created by God in the immediate environment, c) appreciate Gods creation in the immediate environment.	The learner is guided to; <ul style="list-style-type: none"> • observe or listen to verbal or tactual description of a video clip or pictures of self and talk about them using appropriate mode of communication, • talk about self as Gods creation using appropriate mode of communication (Name, Gender, things they like, relatives) (<i>learner with severe communication difficulties could use Augmentative and Alternative Communication</i>), • observe or listen to verbal or tactual description of a video clip or pictures things created by God and 	1. What things did God create?

			<p>talk about them using appropriate mode of communication,</p> <ul style="list-style-type: none"> • verbally say or sign or tactual sign or point at things created by God in the immediate environment (animals, tree and flowers, sun,) • take a guided tour to identify things created by God in the immediate environment (<i>learner with motor or manipulation or mobility difficulties could be assisted by peers or learner support assistant or teacher. Safety of all learners should be observed</i>), • care for things created by God that are found in the immediate environment such as watering plants, feeding animals, observing personal hygiene (<i>learner with motor or manipulation or mobility difficulties could be assisted by peers or learner support assistant or teacher. Safety of all learners should be observed</i>). 	
<p>Core-Competence to be developed: Learning to learn as learners take a guided tour to identify things created by God in the immediate environment.</p>				

<p>Values: Responsibility is enhanced as learners care for things created by God that are found in the immediate environment.</p>
<p>Pertinent and Contemporary Issues: Environmental conservation is enhanced as learners take care for things created by God that are found in the immediate environment</p>
<p>Links to other learning areas : Talking about self as Gods creation using the most appropriate mode of communication is linked to telling own name in Communication and Social Skills.</p>
<p>Suggested Resources: Religious books, pictures, photographs showing things created by God, videos creation, Learner Support Assistants, digital devices with assistive technologies, communication board story box on creation, trees, flowers animals.</p>

SUGGESTED ASSESSMENT GUIDES

1. Assessment Checklist

Learner's Name _____

S/No.	Indicator	Skills Assessed	Tick as appropriate		Teacher's comment
			Demonstrated	Not Demonstrated	
1	Ability to recognize self as God's creation for spiritual wellbeing.	i. Talking about self as Gods creation by mentioning own name using appropriate mode of communication.			
		ii. Talking about self as Gods creation by mentioning their gender using appropriate mode of communication.			
		iii. Talking about self as Gods creation by mentioning things they like using appropriate mode of communication.			
		iv. Talking about self as Gods creation by mentioning their relatives using appropriate mode of communication.			

2	Ability to talk about things created by God in the immediate environment.	v.	Verbally say or sign or tactual sign or point at animals created by God in the immediate environment.			
		vi.	Verbally say or sign or tactual sign or point at trees created by God in the immediate environment.			
		vii.	Verbally say or sign or tactual sign or point at sun created by God in the immediate environment.			
		viii.	Verbally say or sign or tactual sign or point at flowers created by God in the immediate environment.			

Teacher's general comment on the learner's performance:

Teacher's Name _____

Signature _____

Date of assessment _____

2. Rating Guide for the Learner's Performance

The learner's competencies will be rated using the scoring guide as indicated below.

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to recognize self as God's creation for spiritual wellbeing	The learner talks about 4 aspects in recognizing self as God's creation for spiritual wellbeing	The learner talks about 3 aspects in recognizing self as God's creation for spiritual wellbeing	The learner talks about 2 aspects in recognizing self as God's creation for spiritual wellbeing	The learner talks about 1 or none of the aspects in recognizing self as God's creation for spiritual wellbeing.
Ability to talk about things created by God in the immediate environment.	The learner talks about 4 things created by God in the immediate environment.	The learner talks about 3 things created by God in the immediate environment.	The learner talks about 2 things created by God in the immediate environment.	The learner talks about 1 or none of the things created by God in the immediate environment.