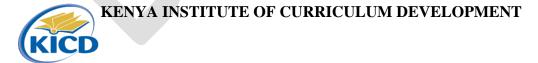**REPUBLIC OF KENYA**

MINISTRY OF EDUCATION

STAGE BASED PATHWAY

DAILY LIVING SKILLS AND NUTRITION CURRICULUM DESIGN

FOR LEARNERS WI TH SPECIAL NEEDS

PREVOCATIONAL LEVEL

KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

A Skilled and Ethical Society

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FOREWORD

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 rationalization and review of the basic education curriculum.

The Prevocational 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, key inquiry questions, core competencies, Pertinent and Contemporary Issues (PCIs), values, suggested learning resources and assessment checklist and rubric for rating the learner's 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. Prevocational is the third 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 Prevocational level curriculum furthers implementation of the CBC from Intermediate Level. The 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 realization of the Vision and Mission of the on-going curriculum reforms as enshrined in the Sessional Paper No. I of 2019 whose title is: explains the shift from a content-focused curriculum to a focus on **nurturing every learner's potential.**

Therefore, the Prevocational Level curriculum designs are intended to enhance the learner's 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 the learner to attain the expected learning outcomes for the Prevocational Level and prepare *Towards Realizing Quality, Relevant and Inclusive Education and Training for Sustainable Development* in Kenya. The Sessional Paper

them for smooth transition to the Vocational 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 conceptualized 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 Intermediate 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 Prevocational 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 Prevocational Level and preparation of learners for transition to Vocational Level.

PROF. CHARLES O. ONG'ONDO, PhD, MBS
DIRECTOR/CHIEF EXECUTIVE OFFICER
KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

TABLE OF CONTENT

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 beable 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 ofrapid modernization. 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-fulfillment**
   Education should provide opportunities for the fullest development of individual talents and personality. It should help children to develop their potential interests and abilities. A vital aspect of individual development is 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. Itshould lead the youth of Kenya to appreciate the need for a healthy environment.

INTRODUCTION

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

The Prevocational Level curriculum covers the following learning areas:

1. Prevocational Skills
2. Communication and Functional Literacy Skills
3. Daily Living Skills and Nutrition
4. Physical Education
5. Music and Movement
6. Social Studies
7. Religious Education (CRE, HRE & IRE)

Learners at Prevocational Level will also undertake an integrated Community Service Learning (CSL) activity whose goal is to provide linkage between concepts or skills learnt in the various Learning Areas. CSL is hosted in the Prevocational Skills learning area. The integrated CSL activity will take a Whole School Approach (WSA) where the entire school community is involved (learners, parents or caregivers or guardians, school administration, teachers).

Learners will stay for period of at least 4 years at Prevocational Level to enable them acquire competencies for progression to the Vocational Level. Progression to the Vocational Level will be informed by feedback from classroom assessment, school-based assessment and the summative assessment reports. Assessment at Prevocational level will be differentiated to identify the learner's ability and interest in a specific skill area to facilitate placement at Vocational Level. A learner at Prevocational Level MUST have at least TWO School Based Assessment (SBA) scores uploaded to the KNEC CBA portal to be registered to undertake Kenya Prevocational Level Education Assessment (KPLEA).

LESSON ALLOCATION AT PREVOCATIONAL LEVEL

Learning is individualized for learners with special needs and therefore, time allocation is dependent on completion and mastery of specific tasks. The suggested time of 35 minutes per lesson is a guide.

	Learning Area	Number of Lessons Per Week
1.	Prevocational Skills	18
2.	Communication and Functional Literacy Skills	4
3.	Daily Living Skills and Nutrition	4
4.	Physical Education	5
5.	Religious Education (CRE/IRE/HRE)	2
6.	Music and Movement	2
7.	Social Studies	4
	Pastoral Programme Instruction	1
	Total	**40**

LEVEL LEARNING OUTCOMES

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

a) utilize basic creative art skills in production of functional and aesthetic items,

b) transform raw materials into functional and aesthetic form for income generation,

c) develop suitable work related skills and values necessary for the job market and service industry,

d) use varied media of communication to express needs, wants and emotions,

e) utilize environmental resources efficiently for sustainability and problem solving,

f) apply health practices for personal wellness and healthy living,

g) use relevant technology to enhance learning and develop creativity,

h) perform activities that promote physical fitness and rehabilitation for healthy living,

i) participate in various socio-economic activities for individual and community development,

j) utilize safely varied materials, tools and equipment in production of articles of aesthetic and functional value,

k) appreciate the use of raw materials in production of functional items for economic development.

ESSENCE STATEMENT

Daily Living Skills and Nutrition is a learning area that targets a wide range of personal self-care skills at home, school, and work and community settings. These skills are important for learners to maintain a reasonable level of personal health and hygiene, enhance personal responsibility and safely explore the immediate environment. Further, the skills will promote successful integration into the home, school, community and ultimately facilitate fulfilling independent living by the learner.

Daily Living Skills and Nutrition at Prevocational Level include personal hygiene, environmental hygiene, food and nutrition, first aid, shopping and use of electronic and digital devices. Learning activities and experiences will be guided by inquiry and practical based learning approaches to effectively facilitate the acquisition of skills in real life situation. This learning area is guided by Social Learning Theory by Albert Bandura (1977), which asserts that acquisition of new learning occurs within social contexts and underscores the influence of social environment and individual experiences.

GENERAL LEARNING OUTCOMES

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

1. demonstrate care for self and personal items for hygiene and independent living,
2. apply food and nutrition skills for personal well-being,
3. manage common accidents for personal health,
4. manage money appropriately in day to day life,
5. apply social skills in recreational and leisure activities,
6. use electronic and digital devices in learning for independent living,
7. appreciate daily living skills for independent living.

SUMMARY OF STRANDS AND SUB STRANDS

S/No.	STRANDS	SUB STRANDS
1.0	Personal hygiene	1.1 Laundering personal clothes
		1.2 Mending personal clothes
		1.3 Care of shoes
2.0	Environmental hygiene	2.1 Cleaning the classroom
		2.2 Waste disposal
3.0	Food and nutrition	3.1 Types of foods
		3.2 Foods nutrients (carbohydrates, proteins and vitamins)
4.0	First aid	4.1 First Aid for nose bleeding
		4.2 First aid for insect bites
5.0	Shopping	5.1 Items to be bought
		5.2 Shopping skills
6.0	Electronic and digital devices	6.1 Operating electronic devices (Radio and Television)
		6.2 Operating digital devices (Phones, computer)
		6.3 Caring for electronic and digital devices

1.0   PERSONAL HYGIENE

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Personal hygiene	**1.1 Laundering personal clothes**	By the end of the Sub Strand, the learner should be able to: a) identify materials and equipment used in laundry work for appropriate use, b) launder personal clothes following the correct steps, c) desire to launder personal clothes to promote hygiene.	The learner is guided to: • observe or listen to verbal or tactual description of pictures or video clips on people laundering clothes and identify materials and equipment used, such as basins, water, detergents, pegs, hanging lines, iron boxes and storage facilities using verbal communication or signs or tactual signs or AAC, • participate in a demonstration of laundering personal clothes following the correct steps which include: sorting, soaking, washing, rinsing, drying, ironing and storage • practise carrying out the laundry process one step at a time until the entire process if mastered. *(A learner with motor difficulties could use alternative functional parts of the body or be assisted by peers or learner support assistant. Safety of all learners should be*	1. Why do we wash our clothes? 2. How do we wash our clothes?

			observed when carrying out the activities), • launder personal clothes following the correct step, (sorting, soaking, washing, rinsing, drying, ironing and storage), • use the waste water to clean floors, sprinkle on dusty floor or water plants, • display laundered items for self-evaluation and feedback, • Clear the working area and store the laundry materials and equipment appropriately.	

Core Competencies to be developed:
Self-efficacy: as the learner launders personal clothes following the correct steps.

Values:
Responsibility: as learners use laundry materials such as water and soap sparingly.

Pertinent and Contemporary Issues (PCIs):
Environmental issues in education: as the learner uses the waste water to clean floors or sprinkle on dusty floor or water plants.

Link to other Learning Areas:
 The learner relates   laundering of personal clothes to laundering of school uniform in Prevocational Skills.

Suggested Learning Resources:
Dirty clothes, different detergents, water, basins, buckets, soap, hanging lines, pegs, iron boxes, storage facilities, pictures, video clips, animations, communication boards, object of reference, locally available materials.

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 and equipment used in laundry work.	i. Identifying dirty clothes.			
		ii. Identifying soap/detergents.			
		iii. Identifying water.			
		iv. Identifying a basin.			
		v. Identifying pegs.			
		vi. Identifying hanging line.			
		vii. Identifying iron box.			
		viii. Identifying storage facilities.			
2	Ability to launder personal clothes following the correct steps.	i. Sorting clothes to be laundered.			
		ii. Soaking clothes.			
		iii. Washing clothes.			
		iv. Rinsing clothes.			
		v. Drying clothes.			
		vi. Ironing clothes.			
		vii. Airing clothes.			
		viii. Storing clothes.			

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 and equipment used in laundry work.	The learner identifies 7 to 8 of the materials and equipment used in laundry work.	The learner identifies 5 to 6 of the materials and equipment used in laundry work.	The learner identifies 3 to 4 of the materials and equipment used in laundry work.	The learner identifies 1 or 2 of the materials and equipment used in laundry.
Ability to launder personal clothes following the correct steps.	The learner launders personal clothes following 8 correct steps.	The learner launders personal clothes following 5 to 7 correct steps.	The learner launders personal clothes following 3 to 4 correct steps.	The learner launders personal clothes following 1 to 2 correct steps.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Personal Hygiene	**1.2 Mending Personal Clothes**	By the end of the Sub Strand, the learner should be able to: a) identify materials and tools used to mend clothes for appropriate use, b) tell different ways of mending clothes for durability, c) mend personal clothes to enhance neatness and usability, d) enjoy mending personal clothes for durability and neatness.	The learner is guided to: • observe or manipulate or tactually explore materials and tools used for mending clothes such as thread, sewing needles, thimbles, scissors, pieces of cloth for patching, and identify them *using verbal communication or signs or tactual signs or AAC,* • observe or listen to verbal or verbal description of picture or video clips of people mending clothes and identify different ways of mending clothes such sewing torn seams, patching, mending hanging hems, darning and replacing buttons, • participate in a step by step demonstrations on each of the following methods of mending clothes; sewing a torn seam, patching, mending hanging hem, darning, replacing button, • mend personal clothes by sewing or patching darning or replacing buttons. *(A learner with motor difficulties could use alternative functional parts of the body or be*	1. What do we use to mend torn clothes? 2. How do we mend torn clothes?

			assisted by peers or learner support assistant,),	
			• observe safety of self and others while mending clothes,	
			• display mended clothes for feedback,	
			• clear the working area and store the tools and materials used in mending the clothes.	

Core Competencies to be developed:
Learning to learn: as learners use the learnt sewing skills to care for their torn clothes.

Values:
Responsibility: as learners take care of their personal clothes.

Pertinent and Contemporary Issues (PCIs):
Safety: as learners observe safety while handling tools and materials used in mending clothes.
Self-esteem: as learners successfully mend their torn clothes.

Link to other Learning Areas:
 Learner relates mending personal clothes to Garment Making in Prevocational skills.

Suggested Learning Resources:
Personal torn clothes, thread, sewing needle, thimble, scissors, pictures, video clips, objects of reference.

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 and tools used to mend clothes.	i. Identifying thread.			
		ii. Identifying sewing needles.			
		iii. Identifying thimbles.			
		iv. Identifying scissors			
		v. Identifying pieces of cloth for patching.			
2.	Ability to tell different ways of mending clothes.	i. Identifying sewing torn seams as way mending clothes.			
		ii. Identifying patching as way mending clothes.			
		iii. Identifying darning as way mending clothes.			
		iv. Identifying replacing buttons as way mending clothes.			
3.	Ability to mend personal clothes using different ways.	i. Mending clothes by sewing.			
		ii. Mending clothes by patching.			
		iii. Mending clothes by darning.			

		iv. Mending clothes by replacing buttons.			

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 and tools used to mend clothes.	The learner identifies 5 items used to mend clothes.	The learner identifies 3 to 4 items used to mend clothes.	The learner identifies 2 items used to mend clothes.	The learner identifies 1 item used to mend clothes or none.
Ability to tell different ways of mending clothes.	The learner identifies 4 ways of mending clothes.	The learner identifies 3 ways of mending clothes.	The learner identifies 2 ways of mending clothes.	The learner identifies 1 way of mending clothes or none.
Ability to mend torn clothes.	The learner mends clothes in 4 different ways.	The learner mends clothes in 3 different ways.	The learner mends clothes in 2 different ways.	The learner mends clothes in 1 way or none.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Personal Hygiene	**1.3 Care of Shoes**	By the end of the Sub Strand, the learner should be able to: a) identify materials used in caring for shoes, b) care for shoes to promote personal hygiene, c) appreciate the need to care for shoes to enhance usability and hygiene.	The learner is guided to: • observe or manipulate materials used in caring for shoes such as shoe polish, shoe brush, water, soap, piece of cloth, and identify them using verbal communication or signs or tactual signs, AAC, • observe or listen to verbal or tactual description of pictures or video clips of people caring for shoes and mention the procedure of caring for different types of shoes such as leather, canvas and rubber shoes, • participate in a demonstration on how to care for leather shoes following the correct steps which include; dusting, wiping, drying polishing, shining and storing *(A learner with motor difficulties could use alternative functional body parts or be assisted by peers or learner support assistance.)*, • clean leather shoes following the right procedure (dusting, wiping, drying, polishing, shining and storing), • observe safety while doing the activities, • clear the working area and store the materials appropriately,	1. How do we care for our shoes? 2. Why do we care for our shoes?

			• display the polished shoes for peer assessment and feedback.	

Core Competencies to be developed:
- Self-efficacy: as learners take care of own shoes.
- Digital literacy: as learners use digital devices to watch/listen to video clips on care of shoes.

Values:
- Responsibility: as learners take care of their shoes and clean the working area.
  Love: as learners share materials during cleaning and polishing shoes.

Pertinent and Contemporary Issues (PCIs):
Personal hygiene: as the learners practise taking care of their shoes.

Link to other Learning Areas:
Learner relates caring of shoes to care of leather items in Prevocational Skills.

Suggested Learning Resources:
Soap, water, shoe brush, wiping materials, shoe polish, digital devices, video clips, pictures, AAC resources.

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 caring for shoes.	i.	Identifying shoe brush.			
		ii.	Identifying shoe polish.			
		iii.	Identifying water.			
		iv.	Identifying soap.			
		v.	Identifying a piece of cloth brush.			

2	Ability to care for leather shoes.	i.	Dusting the shoes.			
		ii.	Wiping the shoes.			
		iii.	Polishing the shoes.			
		iv.	Shining the shoes.			

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 caring for shoes.	The learner identifies 5 materials used in caring for shoes.	The learner identifies 4 materials used in caring for shoes.	The learner identifies 2 to 3 materials used in caring for shoes.	The learner identifies 1 material used in caring for shoes or none.
Ability to care for leather shoes.	The learner cares for leather shoes following 4 correct steps.	The learner cares for leather shoes following 3 correct steps.	The learner cares for leather shoes following 2 correct steps.	The learner cares for leather shoes following 1 correct step or none.

2.0 ENVIRONMENTAL HYGIENE

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Environmental Hygiene	**2.1 Cleaning the Classroom**	By the end of the Sub Strand, the learner should be able to: a) identify materials used in cleaning the classroom for appropriate use, b) clean the classroom following the correct steps to promote hygiene, c) appreciate the importance of having a clean classroom for conducive learning environment.	The learner is guided to: • observe or manipulate materials used in cleaning the classroom such as broom, cobweb remover, duster, water container, mop, detergent, water, waste bin or pit and identify them using verbal communication or signs or tactual signs or AAC, • use digital devices with assistive technology to watch or listen to verbal or tactual description of video clips or pictures of children cleaning the classroom and narrate the steps followed, • Participate in a demonstration of cleaning the classroom following the correct steps which include; removing cobwebs, sweeping, dusting, wiping *surfaces and mopping the floor. (A learner with motor difficulties could use alternative functional part of body or be assisted with peers or learner support assistance.)*, • practise cleaning the classroom following the correct step.	1. Why do we clean our classroom? 2. How do we clean our classroom?

			• sing/ sign sing/tactual sing a familiar song on cleaning the classroom.	

Core Competencies to be developed:
Communication and collaboration: as learners work together when cleaning the classroom.

Values:
Social justices: as learners exercise fair distribution of cleaning materials in class.

Pertinent and Contemporary Issues (PCIs):
Life skills: as learners participate in cleaning activities.

Link to other Learning Areas:
The learner relates cleaning the classroom to locomotor movements in Physical Education as learners move in class when cleaning the classroom.

Suggested Learning Resources:
Brooms, dusters, mops, soap, cobweb remover, basins, mop buckets, rugs, pictures, videos clips, charts AAC

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 the classroom.	i. Identifying a broom.			
		ii. Identifying cobweb remover.			
		iii. Identifying a duster.			
		iv. Identifying a mop.			
		v. Identifying detergent.			
		vi. Identifying water.			

		vii.	Identifying a waste bin or pit.		
		viii.	Identifying water container.		
2	Ability to clean the classroom following the correct step.	i.	Removing the cobwebs.		
		ii.	Sweeping the classroom.		
		iii.	Dusting surfaces.		
		iv.	Wiping the surfaces.		
		v.	Moping the classroom floor.		

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 the classroom.	The learner identifies 8 materials used in cleaning the classroom.	The learner identifies 6 to 7 materials used in cleaning the classroom.	The learner identifies 3 to 5 materials used in cleaning the classroom.	The learner identifies 1 to 2 materials used in cleaning the classroom or none.
Ability to clean the classroom following the correct steps.	The learner clean the classroom following 5 correct steps.	The learner clean the classroom following 4 correct steps.	The learner clean the classroom following 2 to 3 correct steps.	The learner clean the classroom following 1 correct step or none.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Environmental Hygiene	**2.2 Waste Disposal**	By the end of the Sub Strand, the learner should be able to: a) identify different types of waste in the environment for appropriate management, b) mention tools and materials used in waste disposal for appropriate use, c) explore different ways of disposing waste for environmental hygiene. d) appreciate proper waste disposal practices for a clean environment.	The learner is guided to: • observe or manipulate or listen to tactual description of types of waste found in the environment such as plastic papers, plastic bottles, organic waste, tins, glasses, metal and identify them *using verbal communication or signs or tactual signs or AAC,* • observe or tactually explore tools and materials used in waste disposal such as gloves, brooms, dust pans, rakes, wheelbarrows, waste bins and identify them using appropriate method of communication, • observe or listen verbal or to tactual description of video clips of persons wearing protective clothing for cleaning such as masks, gloves, overalls, aprons, and identify the parts of the body each of the clothing protects, • participate in demonstrations on correct waste disposal which include; putting on protective clothing, sorting the garbage for example papers and plastics, tins and glasses and organic waste, • dispose the waste according to the type of waste; burning (papers, plastics, pampers)	1. How do we dispose waste? 2. Why do we keep our environment clean?

			burying (tins, glasses, sharp objects) putting in a compost pit (organic waste) and reusing (containers, jerry cans, bottles, cartons), • practise proper waste disposal, • recite a poem on proper waste disposal.	

Core Competencies to be developed:
Self-efficacy: as learners successfully dispose waste materials appropriately.

Values:
Responsibility: as learners take care of the environment by practising proper waste disposal.

Pertinent and Contemporary Issues (PCIs):
Safety: as the learner puts on safety gear when handling waste.

Link to other Learning Areas:
 Learner relates skill of collecting organic waste and putting it in a compost pit to form manure to farming skills in Prevocational Skills learning Area.

Suggested Learning Resources:
Gloves, masks, brooms, rakes, wheelbarrows, bins, aprons, AAC resources, video clips.

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 tools and materials used in waste disposal.	i.	Identifying gloves.			
		ii.	Identifying masks.			
		iii.	Identifying apron or overall.			
		iv.	Identifying brooms.			
		v.	Identifying dust pans.			

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		vi.	Identifying rakes.			
		vii.	Identifying wheelbarrows.			
		viii.	Identifying waste bins or pit.			
2	Ability to dispose waste using proper ways.	i.	Disposing by burning.			
		ii.	Disposing by burying.			
		iii.	Disposing by composting.			
		iv.	Re-using waste.			

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

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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 tools and materials used in waste disposal.	The learner identifies 8 materials and tools used in waste disposal.	The learner identifies 6 to 7 materials and tools used in waste disposal.	The learner identifies 3 to 5 materials and tools used in waste disposal.	The learner identifies 1 to 2 materials and tools used in waste disposal or none.
Ability to dispose waste using proper ways.	The learner disposes waste appropriately using 4 ways.	The learner disposes waste appropriately using 3 ways.	The learner disposes waste appropriately using 2 ways.	The learner disposes waste appropriately using 1 way or none.

3.0   FOOD AND NUTRITION

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Food and Nutrition	**3.1 Types of Foods**	By the end of the Sub Strand, the learner should be able to: a) identify different types of foods found in the locality, b) classify different types of foods in the locality according to their sources, c) appreciate the importance of different types of food for good health.	The learner is guided to: • mention different types of food found in their locality such as maize, beans, vegetables, fruits, eggs, milk, fish, groundnuts, bananas among other local foods, • take a guided tour to a local market to identify types of food such as cereals, fish, eggs, milk, vegetables and fruits. *(A learner with mobility difficulties could be assisted by peers or learner support assistance.)*, • group locally available foods according to their sources such as water (fish), farm (maize, beans, vegetables, fruits), animals (milk, eggs), • prepare a nature table at an appropriate place in the classroom and display different types of foods according to their sources, • use digital devices with assistive technology to take photographs or record videos of different types of food.	Why do we group foods?

Core Competencies to be developed:
• Digital literacy: as learners uses and manipulate digital device to take photographs of different types of foods.
• Self-efficacy: as learners successfully identifies different types of foods found in their locality.

Values:
Unity: as learners collaborate with others to collect different types of food in the locality.

Pertinent and Contemporary Issues (PCIs):
Social awareness skills: as learners determine the various sources of food ideal for their health.

Link to other Learning Areas:
The learner relates identifying types of foods to farm produce in communication and Functional Literacy Skills.

Suggested Learning Resources:
Maize, beans, vegetables, eggs, pictures, models, AAC resources, digital devices ,

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 types of foods found in the locality.	i. Identifying maize.			
		ii. Identifying beans.			
		iii. Identifying vegetables.			
		iv. Identifying fruits.			
		v. Identifying milk.			
		vi. Identifying eggs.			
2	Ability to classify different types of	i. Classifying foods sourced from farms.			

food according to their sources.	ii.	Classifying foods sourced from animals.			
	iii.	Classifying foods sourced from birds.			
	iv.	Classifying foods sourced from water.			

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

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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 types of food found in the locality.	The learner identifies 6 types of foods found in the locality.	The learner identifies 5 types of foods found in the locality.	The learner identifies 3 to 4 types of foods found in the locality.	The learner identifies 1 to 2 types of foods found in the locality or none.
Ability to classify different types of food according to their sources.	The learner classifies 4 types of foods according to their sources.	The learner classifies 3 types of foods according to their sources.	The learner classifies 2 types of foods according to their sources.	The learner classifies 1 type of food according to its source.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3. Food and Nutrition	**3.2 Foods Nutrients** • *Carbohydrates* • *Proteins* • *vitamins*	By the end of the Sub Strand, the learner should be able to: a) identify different classes of foods for better planning of meals, b) categorise different foods according to their nutritional value, c) appreciate the importance of food nutrients for healthy living.	The learner is guided to: • observe or listen to verbal or tactual descriptions of a video clip on different classes of foods such as (carbohydrates, protein and vitamins) and mention them using verbal communication or signs or tactual signs or AAC resources, • participate in a demonstration on how to group different types of food according to their nutritional values such as rice, ugali, potatoes (carbohydrates) meat, fish and beans (protein), fruits and vegetables(vitamins), • practice grouping the different types of food according to their nutritional values (carbohydrates, protein and vitamins), • practice combining 3 classes of food to form a balanced diet such as maize, beans and Sukuma wiki or rice, meat and a fruit.	How do we classify food?

Core Competencies to be developed:
- Self-efficacy: as learner successfully classifies food according to their nutritional value.
- Digital literacy: as learner uses digital devices to watch video clips on classification of food.

Values:
Respect: as learners take turns in grouping foods according to their nutritional values.

Pertinent and Contemporary Issues(PCIs):
Child right and responsibility: as learners are empowered with knowledge on the importance of nutrients to the body.

Link to other Learning Areas:
Learner relates identifying different types of foods to farm produce in Communication and Functional Literacy Skills.

Suggested Learning Resources:
Food stuffs - ugali, meat, fish, vegetables and fruits, digital devices, AAC resources.

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 classes of food.	i.	Identifying carbohydrates.			
		ii.	Identifying proteins.			
		iii.	Identifying vitamins.			
2	Ability to categorize different foods according to their nutritional value.	i.	Grouping ugali, rice potatoes as carbohydrates.			
		ii.	Grouping meat, fish and beans as proteins.			
		iii.	Grouping vegetables as vitamins.			
		iv.	Grouping fruits as vitamins.			

Teacher's general comment on the learner's performance:
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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 classes of food.	Learner identifies 4 classes of food.	Learner identifies the 3 classes of food.	Learner identifies the 2 classes of food.	Learner is able to identify 1 class of food or none.
Ability to categorize different foods according to their nutritional value.	Learner categorizes food into 4 groups according to their nutritional value.	Learner categorizes food into 3 groups according to their nutritional value.	Learner categorizes food into 2 groups according to their nutritional value.	Learner categorize food into 1 group according to its nutritional value.

4.0   FIRST AID

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.0 First Aid	**4.1 First Aid for Nose bleeding**	By the end of the Sub Strand, the learner should be able to: a) identify first aid skills used to stop nose bleeding, b) administer first aid skills to stop nose bleeding, c) appreciate the importance of first aid in promoting recovery.	The learner is guided to: • observe or listen to verbal or tactual description of a video clip of person administering first aid for nose bleeding and narrate the skills applied, which include: sitting down leaning slightly forward, pinching the bridge of the nose, placing a wet cold piece of cloth on the fore head, breathing through the mouth, avoiding blowing the nose and spitting out any blood, • participate in demonstrations on how stop nose bleeding using a dummy. The skills applied include; sitting down leaning slightly forward, pinching the bridge of the nose, placing a wet cold piece of cloth on the fore head, encouraging the person to breathe through the mouth, spitting out blood, • practise First Aid skills to stop nose bleeding using dolls or dummies, • practice First Aid skills for nose bleeding at home, school and community.	Why do you administer first aid for nose bleeding?
Core Competencies to be developed: Critical thinking and problem solving: as learners practice the skills of stopping nose bleeding.					

Values:
Love: as learners desire to administer first aid for nose bleeding to safe life.

Pertinent and Contemporary Issues (PCIs):
Life skills: as learners practise first aid skills learnt.

Link to other Learning Areas:
Learner relates First Aid skills to   managing accidents and injuries during sports and games in Physical Education.

Suggested Learning Resources:
First Aid kit, digital devices, video clips,

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 apply First Aid skills to stop nose bleeding.	i.	Sitting down leaning slightly forward.			
		ii.	Pinching the bridge of the nose.			
		iii.	Placing a wet cold piece of cloth on the fore head.			
		iv.	Breathing through the mouth.			
		v.	Spitting out any blood.			

Teacher's general comment on the learner's performance:
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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 administer First Aid skills to stop nose bleeding.	The learner administer 5 First Aid skills to stop nose bleeding.	The learner administer 4 First Aid skills to stop nose bleeding.	The learner administer 2 to 3 First Aid skills to stop nose bleeding.	The learner administer 1 First Aid skill to stop nose bleeding or none.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.0 First Aid	**4.2 First Aid for Insect bites**	By the end of the Sub Strand, the learner should be able to: a) identify First Aid skills used to treat insect bites, b) administer first aid skills for treating insect bites to reduce pain, c) appreciate the need to administer first aid for bites to promote recovery.	The learner is guided to: • observe or listen to verbal or tactual description of a video clip of person administering first aid for insect bites and mention the skills applied, which include: removing the stinger, cleaning the affected area with soap and warm water, applying a cold pack, applying cream, elevating the affected part, giving pain relieving medication, • participate in demonstrations on how administer First Aid for insect bites using a dummy. The skills applied include; *removing the stinger, cleaning the affected area with soap and warm water, applying a cold pack, applying cream, elevating the*	How do we administer first aid for insect bites?

			affected part, giving pain relieving medication,			
			• practise First Aid skills for insect bites using dolls or dummies.			

Core Competencies to be developed:
Critical thinking and problem solving: as learners administer First Aid for insect bites.

Values:
Love: as learners administer first aid for insect bites to reduce pain.

Pertinent and Contemporary Issues (PCIs):
Life skills: as learners practise first aid skills learnt.

Link to other Learning Areas:
 The learner relates First Aid skills to Physical Education when First Aid skills are administered to manage accidents during sports and games.

Suggested Learning Resources:
First Aid kit, digital devices, AAC resources,

Suggested Assessment Guides

1. Assessment Checklist
Learner's Name_____

S/No.	Indicator	Skills Assessed		Tick as appropriate		Teacher's comment
				Demonstrated	**Not Demonstrated**	
2	Ability to administer First Aid skills to treat insect bite.	i.	Removing the stinger.			
		ii.	Cleaning the affected area with warm water.			
		iii.	Applying a cold pack.			
		iv.	Applying cream.			
		v.	Elevating the affected part.			
		vi.	Taking pain relievers.			

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

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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 administer First Aid skills to treat insect bite.	The learner administers 6 First Aid skills to treat insect bite.	The learner administers 4 to 5 First Aid skills to treat insect bite.	The learner administers 2 to 3 First Aid skills to treat insect bite.	The learner administer 1 First Aid skill to treat insect bite or none.

5.0   SHOPPING

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
5.0 Shopping.	**5.1 Items to be Bought**	By the end of the Sub Strand, the learner should be able to: a) identify items to be bought for easy shopping, b) prepare a simple budget to save money and time during shopping, c) appreciate the need for making personal budget for informed spending when shopping.	The Learner is guided to: • mention items bought in the neighboring shopping facilities such as sugar, salt, flour, cooking oil, soap and bread *(A learner could use verbal communication or signs or tactual signs or Augmentative and Alternative Communication to mention the items),* • participate in a demonstration on preparing a simple budget by determining the amount of money available, listing items to be bought, prioritizing the basic items and comparing the prices of the items, • simulate buying budgeted items from the classroom shop, • take a guided tour to a local market or a shopping center and practice buying budgeted items. *(A learner with motor difficulties could use alternative functional parts of the body or be assisted by peers or learner support assistant. Observe safety to and from the market/shopping center).*	1. Where do we buy the items we need? 2. Why do we make a budget?
Core competence to be developed:				
Creativity and imagination: as learners simulate buying budgeted items from the classroom shop.				

	Values:					
	• **Unity** as learners share ideas on items bought in local shopping facilities.					
	• **Responsibility** as learners learn to prepare a budget before shopping.					

Pertinent and Contemporary Issues (PCIs):

Life skills: as learners practise preparing a simple budget.

Link to other Learning Areas

Learner relates item to be bought during shopping to things found in the shopping area in Communication and functional literacy skills.

Suggested Learning Resources

Video clips, pictures, items like sugar, salt, flour, soap, cooking oil, bread, budget, Learner Support Assistants AAC ,

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 to be bought.	i.	Identifying sugar.			
		ii.	Identifying salt.			
		iii.	Identifying flour.			
		iv.	Identifying cooking oil.			
		v.	Identifying bread.			
2	Ability to prepare a simple budget.	i.	Determining the available money.			
		ii.	Listing items to be bought.			
		iii.	Prioritizing basic items to be bought.			

		iv. Comparing prizes of items to be bought.			

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

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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 to be bought during shopping.	The learner identifies 5 items to be bought.	The learner identifies 4 items to be bought.	The learner identifies 2 to 3 items to be bought.	The learner identifies 1 item to be bought or none.
Ability to prepare a simple budget.	The learner demonstrates 4 skills in preparing a simple budget.	The learner demonstrates 3 skills in preparing a simple budget.	The learner demonstrates 2 skills in preparing a simple budget.	The learner demonstrates 1 skill in preparing a simple budget or none.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
5.0 Shopping	**5.2 Shopping Skills**	By the end of the Sub Strand, the learner should be able to: a) identify the basic shopping skills necessary for independent buying of goods, b) apply appropriate shopping skills when buying different items for independent living c) cherish applying appropriate shopping skills in day to day life.	The Learner is guided to: • Observe or listen to verbal or tactual description of video clips of people buying goods in shopping facilities and mention the shopping skills used such as *preparing a shopping list of basic items to be purchased, comparing price of the items, negotiating prices using polite language, checking for expiry dates, making payment using either cash or phone payment, obtaining change,* • participate in a demonstration on shopping using skills such as, *preparing a shopping list of basic items to be purchased, comparing price of the items, negotiating prices using polite language, checking for expiry dates, making payment, obtaining change,* • simulate purchasing from the classroom shop to practise the shopping skills, • display the items in the classroom shop and let one learner play the role of shopkeeper and the other to be the buyer,	How do we buy items from the shops/market?

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- take a guided tour to a nearby shop or market and practise applying appropriate shopping skills which include; following a prepared shopping list, comparing prices of different items, negotiating prices, checking for expiry dates, making payments, obtaining correct change, keeping the purchased items in a basket, observing honesty not to take more or less change. Observe safety while carrying out the activities,
- display the items purchased for self - evaluation and feedback.

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Core competence to be developed:
- Communication and collaboration: as learners simulate applying appropriate shopping skills.
- Critical thinking and problem solving: as learners make decisions of what to buy when preparing a shopping list.

Values
Integrity: as leaners observe honesty when receiving change.

Pertinent and Contemporary Issues (PCIs):
Safety: as learners observe precautions while choosing items which have not expired.

Link to other Learning Areas:
 The learner relates Shopping skills to buying farm produce in prevocational skills.

 Suggested Learning Resources
Video clips, pictures, shopping list, corner shop, price list, digital devices, assistive technology, object of reference, shopping basket/bag, money , 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 apply appropriate shopping skills when buying different items.	i. Preparing a shopping list.			
		ii. Comparing prices.			
		iii. Negotiating prices.			
		iv. Checking expiry date.			
		v. Making payment.			
		vi. Obtaining change.			

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

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Teacher's Name _____

*Signature*_____

*Date of assessment*_____

2. Rating guide for the Learner's Performance

The leaners competence will be rated using the scoring guide as indicated below

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to apply appropriate shopping skills when buying different items.	The learner applies 6 shopping skills when buying different items.	The learner applies 4 to 5 shopping skills when buying different items.	The learner applies 2 to 3 shopping skills when buying different items.	The learner applies 1 shopping skill when buying different items or none.

6.0 ELECTRONIC AND DIGITAL DEVICES

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
6.0 Electronic and Digital Devices	**6.1 Operating Electronic Devices** • *Radio* • *Television*	By the end of the Sub Strand, the learner should be able to: a) identify electronic devices used in Information Communication Technology, b) identify parts of electronic devices for ease of operation, c) operate electronic devices for learning, d) appreciate the importance of electronic devices in day to day life.	The Learner is guided to: • observe or manipulate different types electronic and digital devices such as radio, television, tape recorders, video players, computers, phones, and identify them *using verbal communication or signs or tactual signs or AAC,* • observe or manipulate electronic devices and identify the parts of electronic devices such as buttons, knobs, switches, power cables, batteries or power source, antennae and talk about the parts found in different devices *(A learner with motor difficulties could use alternative functional parts of body or be assisted by peers or learner support assistant),* • participate in a demonstration on how to operate electronic devices (radio and television) by switching on, switching off, tuning, adjusting volume and using the remote control, • practise switching on, switching off, tuning, adjusting volume of radios or TV, and using the remote control to operate the devices, • operate electronic devices and enjoy listening to music or watching audio visual programmes.	1. How do you operate a radio?

Core competence to be developed:
• Digital literacy: as learners use and manipulate in operating electronic devices.

• Learning to learn: as learners use the skills acquired to operate other electronic devices and digital devices.	

Values:
- Respect: as learners practice switching on and off a radio or television in turns.
- Responsibility: as learner handles electronic devices with care.

Pertinent and contemporary issues (PCIs):
Disaster risk reduction: by using electronic devices and their accessories safely

Link to other Learning Areas:
Learner relates skills of operating electronic devices in listening to performing songs in Music and Movement.

Suggested Learning Resources:
Video clips, pictures, radio, television, remote control, models, embossed diagrams, learner support assistants,

Suggested Assessment Guides
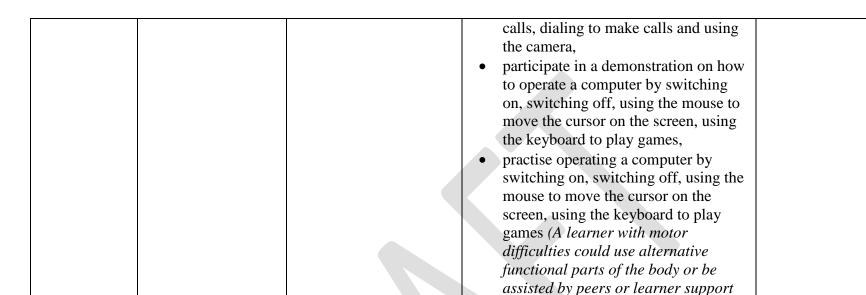
1. Assessment Checklist

Learner's Name_____

S/No.	Indicator	Skills Assessed		Tick as appropriate	Teachers comment
			Demonstrated	**Not Demonstrated**	
1	Ability to identify parts of electronic devices.	i. Identifying buttons.			
		ii. Identifying knobs.			
		iii. Identifying switches.			
		iv. Identifying power cables.			
		v. Identifying batteries or power source.			
		vi. Identifying antennae.			
2	ability to operate electronic devices	i. Switching on.			
		ii. Switching off.			
		iii. Tuning .			
		iv. Adjusting volume.			

		v. Using remote control to operate TV.			

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

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Teacher's Name _____

Signature_____

Date of assessment_____

2. Rating guide for the Learner's Performance

The leaners competence will be rated using the scoring guide as indicated below

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify parts of electronic devices.	The learner identifies 6 parts of electronic devices.	The learner identifies 4 to 5 parts of electronic devises.	The learner identifies 2 to 3 parts electronic devices.	The learner identifies 1 part of an electronic device or none.
Ability to operate electronic devices.	The learner carries out 5 operations on electronic devices.	The learner carries out 4 operations on electronic devices.	The learner carries out 2 to 3 operations on electronic devices.	The learner carries out 1 operation on an electronic device or none.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
6.0 Electronic and Digital Devices	**6.2 Operating Digital Devices** • *Phones* • *Computers*	By the end of the Sub Strand, the learner should be able to: a) identify basic components of a phone and computer for ease of use, b) operate a phone and computer for learning and enjoyment, c) appreciate the use of a computer and phone in daily life.	The Learner is guided to: • observe or manipulate or listen to verbal or tactual descriptions of basic components of a phone and a computer to identify the following features: buttons, battery, microphone, speaker, icons, power button, screen, keyboard, and mouse. *(Learners to handle the devices with care, while learners with deafblindness explore the phone and computer tactually or use residual sight to observe the devices, those with fine motor challenges may use alternative parts of the body to manipulate the devices or assistive technologies),* • observe or tactually explore a phone to identify the following features: icon for the contacts, icon for making calls, icon for receiving calls, icon for text messages and icon for the camera, • participate in a demonstration on how to operate a phone by switching on, switching off, making calls, receiving calls and using the camera, • practice operating a phone by switching on, switching off, receiving	1. How do you operate a phone? 2. How do you operate a computer?

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calls, dialing to make calls and using the camera,
- participate in a demonstration on how to operate a computer by switching on, switching off, using the mouse to move the cursor on the screen, using the keyboard to play games,
- practise operating a computer by switching on, switching off, using the mouse to move the cursor on the screen, using the keyboard to play games *(A learner with motor difficulties could use alternative functional parts of the body or be assisted by peers or learner support assistant)*,
- use phones and computers to play games at school and home for learning and enjoyment.

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Core competence to be developed:
- Digital literacy: as learners use computer at school and home for learning and entertainment.
- Self- efficacy: as learners successfully operates phones and computers.

Pertinent and contemporary issues (PCIs):
Sports and games: as learners play computer games at school, home for learning and entertainment.

values:
Responsibilities: as learners care for phones and computers.

Link to other Learning Areas
Learner relates skills operating computers and phones to listen to music to performing songs in music and movement.

Suggested Learning Resources
Computer, phone, computer components, assistive technologies.

Suggested Assessment Guides

1. Assessment Checklist

Learner's Name_____

S/No.	Indicator	Skills Assessed		Tick as appropriate		Teachers Comment
				Demonstrated	Not Demonstrated	
1	Identifying basic components of a phone and a computer	i.	Identifying key board.			
		ii.	Identifying screen.			
		iii.	Identifying power button.			
		iv.	Identifying camera.			
2	Operating a phone and a computer	i.	Switching on the phone.			
		ii.	Switching off the phone.			
		iii.	Dialing to make a call.			
		iv.	Receiving a calls.			
		v.	Switching on the computer.			
		vi.	Using the mouse.			
		vii.	Switching off the computer.			
		viii.	Using the key board.			

Teacher's general comment on the learner's performance:
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Teacher's Name _____
Signature_____
Date of assessment_____

2. Rating guide for the Learner's Performance

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

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify basic components of a phone and a computer.	Learner identifies 4 components of a phone and computer.	Learner identifies 3 components of a phone and computer.	Learner identifies 2 components of a phone and computer.	Learner identifies 1 or none of the components of a phone and computer.
Ability to operate a phone and computer.	Leaners is able to perform 7 to 8 operations on a phone and a computer.	Leaners is able to perform 5 to 6 operations on a phone and a computer.	Leaners is able to perform 3 to 4 operations on a phone and a computer.	Leaners is able to perform 1, 2 or none of the operations on a phone and a computer.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
6.0 Electronic and Digital Devices	**6.3 Caring for Electronic and Digital Devices**	By the end of the Sub Strand, the learner should be able to: a) identify ways of caring for electronic and digital devices for learning, b) care for digital and electronic devices for durability, c) appreciate care of the digital devices for effective communication.	The Learner is guided to: • observe or listen to verbal or tactual description of pictures or video clips on different ways of caring for electronic and digital devices (radio, television, phones and computers). The ways include: wiping, dusting, covering and storing. Learners mention how to care for the devices *using verbal communication or signs or tactual signs or AAC.* • participate in a demonstration of how to care for electronic and digital devices by dusting, wiping, covering and storing, • practise caring for electronic and digital devices, • keep the devices safely after use with the help of their support assistants, • clear the working area and store the material appropriately.	1. How do you care for a phone? 2. How do you care for a computer?

Core competence to be developed:
Self-efficacy: as learners successfully care for electronic and digital devices.

Values:
Responsibility: as learners care for the electronic and digital devices.

Pertinent and contemporary issues (PCIs):
Safety: as learners handle the electronic and digital devices carefully.

Link to other Learning Areas:
Learner relates the skills caring of electronic and digital devices to home care in prevocational skills.

Suggested Learning Resources
Video clips, pictures, radio television, phones, computer, AAC resources, Learner Support Assistants,

Suggested Assessment Guides

1. Assessment Checklist

Learner's Name_____

S/No.	Indicator	Skills Assessed		Tick as appropriate	Teachers Comment
			Demonstrated	Not Demonstrated	
1	Ability to identify ways of caring of electronic and digital devices.	i. Identifying dusting.			
		ii. Identifying wiping.			
		iii. Identifying covering.			
		iv. Identifying storing.			
2	Ability to care for electronic and digital devices.	i. Caring for electronic and digital devices by dusting.			
		ii. Caring for electronic and digital devices by wiping.			
		iii. Caring for electronic and digital devices by covering.			
		iv. Caring for electronic and digital devices by storing 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 leaners competence will be rated using the scoring guide as indicated below

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify ways of caring for electronic and digital devices	Learner identifies 4 ways of caring for electronic and digital devices.	Learner identifies 3 ways of caring for electronic and digital devices.	Learner identifies 2 ways of caring for electronic and digital devices.	Learner identifies 1 or none of the ways of caring for electronic and digital devices.
Ability to demonstrate how to care for digital devices.	Leaner demonstrates 4 ways of caring for electronic and digital devices.	Leaner demonstrates 3 ways of caring for electronic and digital devices.	Leaner demonstrates 2 ways of caring for electronic and digital devices.	Leaner demonstrate 1 or none of the ways of caring for electronic and digital devices.

APPENDIX I: COMMUNITY SERVICE LEARNING GUIDELINES FOR PREVOCATIONAL LEVEL

The goal of the Community Service Learning (CSL) activity at this level is to provide linkage between concepts or skills learnt in the various Learning Areas. Learners begin to make connections between what they learn and its relevance to their daily life. CSL is hosted in the Prevocational Skills learning area. Implementation of the CSL activity is a collaborative effort where the teacher coordinates and works with other teachers for the other Learning Areas to design and implement the CSL activity. Though they are teacher-guided, the learners should progressively be given more opportunities to participate in doing the project in school. Safety of the learners should also be taken into account during the CSL activity. The following steps for the CSL activity should be spread out across the school terms:

Steps in carrying out the CSL activity: Tree Nursery
1. Preparation ● Map out the skill to be integrated in CSL from the other learning areas and share with the respective teachers. ● Map out the targeted core competencies, values and PCIs for the CSL activity. ● Identify resources required for the activity (locally available materials). ● Spread out the activities across the term (Set dates and time for the activities). ● Communicate to learners, parents or caregivers or guardians, school administration, teachers and other relevant stakeholders in the school community. ● Identify and develop assessment tools.
2. Implementation of the CSL Activity ● Assign roles to learners. ● Ensure every learner actively participates in the activity. ● Observe learners as they carry out the CSL activity and record feedback**.** ● Use an appropriate assessment tool to   assess both the process and the product (Assess learner's work from the beginning to the end product). ● Assess the targeted core competencies, values, PCIs and skills.
3. Reflection on the CSL Activity Conduct a self-evaluation session with learners on the CSL activity undertaken by focusing on the following: ● What was done well. ● What needs to be improved. (what did not go well and why) ● Intervention measures to be put in place.

There will be one integrated CSL activity that will be conducted annually for the four years at the Prevocational level. The thematic areas for the integrated CSL activity will be derived from concepts from the various Learning Areas and the broader categories of the PCIs. Teachers are expected to vary the themes yearly or seasonally to allow learners to practise different skills and PCIs within their contexts. Different seedlings should be planted at different times. There should be a linkage between the skills from the Learning Areas and the themes.

The integrated CSL activity will take a Whole School Approach (WSA) where the entire school community is involved (learners, parents or caregivers or guardians, school administration, teachers). Parents or caregivers or guardians are key stakeholders in the planning and execution of the CSL activity. Although the teacher takes the lead role in the planning and integration of the CSL activity, the learner will be expected to participate actively in the whole process. Learners are expected to engage in differentiated activities according to their abilities.

The CSL activity provides an opportunity for development of core competencies and nurturing of various values. The teacher is expected to vary the core competencies and values emphasised in the activity yearly.

Assessment of the CSL Activity

Assessment of the integrated CSL activity will focus on 3 components namely: skills from various learning areas applied in carrying out the activity, core competencies and values demonstrated. Assessment should focus on both the process and end product of the CSL activity. The teacher will assess learners individually using various tools such as an observation schedule, checklist or rating scale or portfolio or any other appropriate tool. The teacher will differentiate assessment items according to learner's ability.