



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT
A Skilled and Ethical Society

STAGE BASED PATHWAY

DAILY LIVING SKILLS AND RELIGIOUS EDUCATION CURRICULUM DESIGN

FOR LEARNERS WITH SPECIAL NEEDS

INTERMEDIATE LEVEL

First Published 2019

Revised 2024

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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 rationalisation and review of the basic education curriculum.

The Intermediate 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 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. Intermediate is the second 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 Intermediate level curriculum furthers implementation of the CBC from Foundation 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 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 Intermediate 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 Intermediate Level and prepare them for smooth transition to the Prevocational 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
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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 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 Intermediate 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 Intermediate Level and preparation of learners for transition to Prevocational 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 recognises 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 Intermediate 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 Intermediate Level curriculum covers the following learning areas:

1. Communication and Social Skills
2. Daily Living Skills and Religious Education
3. Sensory Motor Integration
4. Numeracy Activities
5. Creative Activities
6. Movement Activities

Learners will learn for a period of 4 years at Intermediate Level to enable them acquire competencies for progression to the Prevocational Level. Progression to the Prevocational Level will be informed by feedback from classroom assessment, school based assessment and the summative assessment reports. A learner at Intermediate Level MUST have at least TWO School Based Assessment (SBA) scores at Intermediate Level uploaded to the KNEC CBA portal to be registered to undertake Kenya Intermediate Level Education Assessment (KILEA) and progress to prevocational Level.

LESSON ALLOCATION AT INTERMEDIATE LEVEL

For learners with special needs, learning is individualized and 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	5	
2	Daily Living Skills and Religious Education	Daily Living Skills	4
		Religious education	2
3	Sensory Motor Integration	4	
4	Numeracy Activities	3	
5	Creative Activities	Art and Craft	4
		Music	2
6	Movement Activities	5	
	Pastoral Programme Instruction	1	
	Total Lessons Per Week	30	

LEARNING OUTCOMES FOR THE INTERMEDIATE LEVEL

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

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

ESSENCE STATEMENT

Daily Living Skills (DLS) are a wide range of basic adaptive and independent living activities performed by individuals across school, home, and community settings. Daily living skills enable the learners to develop personal care abilities and acquire skills to explore the immediate environment for independent living. On the other hand, Religious Education equips the learners with religious and moral values which enable them to acknowledge and appreciate God as the creator.

The Daily Living and Religious Education learning area covers self-care and independent living skills which include personal hygiene, independent feeding, care of things in the classroom and personal wellness. In addition, aspects of prayers, religious and moral values are covered in religious education.

GENERAL LEARNING OUTCOMES

By the end of Intermediate Level, the learner should be able to;

1. apply appropriate self-care skills for good grooming,
2. care for items at school and at home for accessibility and retrieval,
3. use appropriate feeding skills for independent feeding,
4. apply appropriate skills for care and organisation of items in the classroom,
5. observe safety measures for personal wellbeing,
6. acknowledge the existence of God through prayer and teachings of the holy books in day to day life.

SUMMARY OF STRANDS AND SUB STRANDS

S/N	STRANDS	SUB STRANDS
1.0	Personal Hygiene	1.1 Care for nails
		1.2 Washing hair
		1.3 Bathing
		1.4 Washing clothes
		1.5 Managing adolescence
		1.6 Dressing for different occasions
2.0	Independent Feeding	2.1 Feeding Etiquette
		2.2 Care of feeding items
3.0	Care of the surrounding	3.1 Cleaning different surfaces
		3.2 Organization of items in the classroom
		3.3 Care of kitchen equipment
		3.4 Cleaning the immediate environment
4.0	Personal Wellness	4.1 Expressing self when unwell
		4.2 First Aid
		4.3 Safe use of medication
Christian Religious Education (CRE)		
5.0	Prayers	5.1 Prayer for different Activities
		5.2 Prayer routine
6.0	Religious and moral values	6.1 Places of worship
		6.2 Religious leaders
Islamic Religious Education (IRE)		

5.0	Prayers	5.1 Prayer for different Activities
		5.2 Prayer routine
6.0	Religious and moral values	6.1 Places of worship
		6.2 Religious leaders
Hindu Religious Education (HRE)		
5.0	Prayers	5.1 Prayer for different Activities
		5.2 Prayer routine
6.0	Religious and moral values	6.1 Places of worship
		6.2 Religious leaders

1.0 PERSONAL HYGIENE				
Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Personal Hygiene	1.1 Care of Nails	By the end of the sub strand, the learner should be able to: a) identify materials used in cleaning nails for appropriate use, b) clean the nails using the correct procedure for personal grooming, c) enjoy cleaning the nails to promote personal hygiene.	The learner is guided to: <ul style="list-style-type: none"> ● observe or tactually explore items used for cleaning the nails such as soap, water, basin, nail cutter, file, hand towel or cotton cloth and identify them <i>using verbal communication or signs or tactual signs or AAC</i>, ● prepare to clean nails by assembling the items to be used in cleaning the nails and placing the items on a clean surface, ● participate in a demonstration of a step by step procedure of cleaning nails which include; trimming the nails, filing the nails, wetting the hands, applying the right amount of soap, rubbing the palm, nipping each nail to remove dirt, rinsing the hands and drying the hands, ● practise cleaning the nails following the correct procedure and observing safety, ● clean nails regularly in varied times and situations, 	<ol style="list-style-type: none"> 1. What do we use when cleaning our nails? 2. How do you clean your nails?
Core Competencies to be developed: Self-efficacy as learners follow the appropriate steps in cleaning nails to promote hygiene.				
Values: Responsibility will be inculcated as the learner cleans nails while observing safety.				

Pertinent and Contemporary Issues:

Health education and safety as the learner avoids sharing nail cutting items and trims the nails without causing injury to the fingers.

Link to other learning areas:

Identifying materials used to clean the nail is linked to saying or signing or tactual signing the names of familiar objects in Communicatio and Social Skills

Suggested Learning Resources:

Water, sink, basin, jug, tap, soap, nail cutter, nail file, towel, videos, pictures, video clips, digital devices with assistive technologies, AAC resources, Learners Support Assistant

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 nails for appropriate use,	i. Identifying soap			
		ii. Identifying water			
		iii. Identifying a basin			
		iv. Identifying a nail cutter			
		v. Identifying a hand towel or cotton cloth.			
2	Ability to clean the nails using the correct procedure	i. Trimming the nails			
		ii. Filing the nails			
		iii. Wetting the hands			
		iv. Applying the right amount of soap			
		v. Rubbing the palm			
		vi. Nipping each nail to remove dirt			
		vii. Rinsing the nails			
		viii. Drying the nails			

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 following scoring guide:

Level Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to identify materials used in cleaning nails	The learner identifies 5 materials used in cleaning the nails	The learner identifies 4 materials used in cleaning the nails	The learner identifies 2 to 3 materials used in cleaning the nails	The learner identifies 1 material used in cleaning the nails or none.
Ability to clean the nails using the correct procedure	The learner cleans the nails following 8 correct steps	The learner cleans the nails following 6 to 7 correct steps	The learner cleans the nails following 3 to 5 correct steps	The learner cleans the nails following 2 correct steps or less.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Personal Hygiene	1.2 Washing the Hair	<p>By the end of the sub strand, the learner should be able to;</p> <p>a) identify materials used in washing the hair for appropriate use,</p> <p>b) wash the hair following the correct procedure for personal hygiene,</p> <p>c) desire to wash the hair for personal hygiene and good grooming.</p>	<p>The learner is guided to;</p> <ul style="list-style-type: none"> ● observe or tactually explore real items used for cleaning hair such as a comb, water, hair shampoo or soap, a towel or cotton cloth and identify the items using verbal communication or signs or tactual signs or AAC, ● prepare to wash hair by assembling the items for washing the hair, identifying the place for washing the hair and moving to the place while observing safety, ● participate in a demonstration of a step by step procedure of washing the hair which includes: wetting the hair with warm water, applying the right amount of shampoo or soap, scrubbing the scalp back and forth, rinsing and shampooing the second time, rinsing the hair in cold water, drying using a clean towel or cotton cloth, applying oil, combing the hair and reusing the waste water by watering flowers or trees, clearing the working area, ● practice cleaning the hair using a doll. ● clean the hair in school and at home. 	<p>1. What do you do when your hair gets dirty?</p> <p>2. How do you wash your hair?</p>
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Self-efficacy as learners keep their hair clean in school and at home 				

Values:

Responsibility will be developed as learners use the materials for cleaning hair sparingly.

Pertinent and Contemporary Issues:

Environmental education as the learner reuse waste water on flowers or trees.

Link to other learning areas:

Naming materials used to clean the hair is linked to naming personal items in communication and social skills.

Suggested Learning Resources:

Water, sink, basin, tap, soap, hair shampoo, towel, AAC resources, Learners Support Assistant.

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 washing the hair.	i. Identifying a comb			
		ii. Identifying water			
		iii. Identifying shampoo or soap			
		iv. Identifying a towel or cotton cloth for drying the hair			
2	Ability to wash the hair following the correct steps	i. Wetting the hair with warm water,			
		ii. Applying the right amount of shampoo or soap			
		iii. Scrubbing the scalp back and forth,			
		iv. Rinsing the hair			
		v. Applying shampoo the second time			
		vi. Rinsing the hair in cold water			
		vii. Drying using a clean towel or cotton cloth.			

		viii. Applying oil,			
		ix. Combing the hair			
		x. Reusing waste water to water flowers or trees			
		xi. Clearing the working area			

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 following scoring guide:

Level	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Indicator				
Ability to identify materials used in washing the hair.	The learner identifies 4 materials for cleaning hair.	The learner identifies 3 materials for cleaning hair.	The learner identifies 2 materials for cleaning hair.	The learner identifies 1 material for cleaning hair or none.
Ability to wash the hair following the correct steps	The learner washes the hair following 9 to 11 correct steps	The learner washes the hair following 6 to 8 correct steps	The learner washes the hair following 3 to 5 correct steps	The learner washes the hair following 2 correct steps or less.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Personal Hygiene	1.3 Bathing	<p>By the end of the sub strand, the learner should be able to;</p> <ul style="list-style-type: none"> a) identify bathing items for appropriate use, b) bath following the correct procedure for good grooming, c) appreciate bathing regularly to promote personal hygiene and good grooming. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> ● observe or tactually explore real items used for cleaning the body such as water, soap, towel or clean cloth, a sponge or small towel, body lotion or jelly and identify them using verbal communication or signs or tactual signs or AAC, ● prepare for bathing by assembling the bathing items, identifying the bathing place and moving to the bathing place while observing safety, ● participate in a demonstration of a step by step procedure of bathing using a doll, which includes: removing clothes of the doll, wetting the body with warm water, applying the right amount of soap on a small towel or sponge, scrubbing the whole body with the sponge or small towel, rinsing and applying soap the second time, rinsing properly with warm clean water, drying the body with a clean cloth or towel, applying body lotion or jelly, dressing the doll in clean clothes, store the bathing items appropriately, using waste water appropriately for watering flowers, trees or sprinkling on dusty surfaces, clearing the working area, ● practice bathing the doll following the correct steps procedure, 	<ol style="list-style-type: none"> 1. What do you do when your get dirty? 2. How do you clean your body?

			<ul style="list-style-type: none"> • follow the same procedure to bath self daily. 	
Core Competencies to be developed: Learning to learn as learners develop the skills of bathing to promote hygiene.				
Values: Responsibility is inculcated as learners use bathing materials prudently.				
Pertinent and Contemporary Issues: Health education and safety as the learner cleans the body routinely to promote personal hygiene.				
Link to other learning areas: Identifying different parts of the body to clean is linked to identifying parts of the body in Sensory Integration				
Suggested Learning Resources: Water, basin, small towel or sponge, soap, towel, doll, body lotion or jelly, AAC resources, Learners Support Assistant.				

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 bathing	i. Identifying soap.			
		ii. Identifying a small towel or sponge			
		iii. Identifying a basin or bucket			
		iv. Identifying water			
		v. Identifying a towel for drying the body			
		vi. Identifying body lotion or jelly			
2	Ability to take a bath following the correct procedure	i. Moving to the bathing area			
		ii. Assembling the items for cleaning the body			
		iii. Removing clothes before bathing			
		iv. Wetting the body			
		v. Applying soap and scrubbing the body gently using a sponge or small towel			

		vi. Rinsing the body in warm clean water.			
		vii. Drying the body with a clean towel or clean cloth.			
		viii. Clearing the working area			
		ix. Storing the items properly			

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 following scoring guide:

Level Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to identify items used for cleaning the body	The learner identifies 4 items used for cleaning the body	The learner identifies 3 items used for cleaning the body	The learner identifies 2 items used for cleaning the body	The learner identifies 1 or none of the items used for cleaning the body
Ability to take a bath following the correct procedure	The learner takes a bath following 8 to 9 correct steps	The learner takes a bath following 6 to 7 correct steps	The learner takes a bath following 3 to 5 correct steps	The learner takes a bath following 2 correct steps or less.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Personal Hygiene	1.4 Washing Clothes (Inner wear)	<p>By the end of the sub strand, the learner should be able to;</p> <p>a) identify materials and items used in washing inner wear for appropriate use,</p> <p>b) wash inner wear following the correct procedure,</p> <p>c) desire to wash inner wear to promote hygiene.</p>	<p>The learner is guided to;</p> <ul style="list-style-type: none"> ● observe or tactually explore real items and materials used for washing inner wear, such as soap or detergent, basin, water, pegs clotheline and identify them verbally or using sign language or tactual sign or AAC, ● observe or listen to verbal or tactual description of a video clip of a person washing inner wears and talk about the steps followed, ● participate in a demonstration of a step by step procedure of washing the inner wear, which includes; moving to the washing area, assembling the items and materials for washing inner wear, sorting inner wear according to colour and material, soaking underwear in warm soapy water according to fabric, washing underwear with soapy water by gently rubbing to remove dirt and stains, rinsing thoroughly until water is clear, gently squeezing the inner wear to get rid of excess water, hanging on a clotheline using pegs to dry in the sun, removing the inner wear from the cloth line after drying, folding and storing appropriately, ● practice washing inner wears following the correct steps, ● wash inner wears in school and at home. 	<p>1. What do you do when your inner wears get dirty?</p> <p>2. How do you clean your inner wear?</p>

Core Competencies to be developed:

Self-efficacy as learners follow the appropriate steps in washing inner wear.

Values:

Responsibility is enhanced as learners use the washing materials sparingly.

Pertinent and Contemporary Issues:

Environmental education will be achieved as the learner avoid wasting water when laudering inner wears.

Link to other learning areas:

Discussing how inner wear is washed step by step is linked to expressive skills in communication and social skills.

Suggested Learning Resources:

water, basins, soap or detergents, cloth line, pegs, 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 items used in washing inner wear	i. Identifying soap or detergents			
		ii. Identifying basin/bucket			
		iii. Identifying water			
		iv. Identifying the clotheline			
		v. Identifying pegs			
2	Ability to wash inner wear following the correct procedure	i. Moving to the washing area.			
		ii. Assembling the items for washing inner wear.			
		iii. Sorting the inner wear according to colour and fabric.			
		iv. Soaking the inner wear in warm soapy water for one hour.			
		v. Washing the inner wear by rubbing gently to remove dirt and stains			
		vi. Rinsing the inner wear thoroughly			

		vii. Squeezing out excess water			
		viii. Hanging on the clotheline using pegs			
		ix. Storing the inner wear when dry			

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 the following scoring guide:

Level Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to identify items used in washing inner wear	The learner identifies 5 items used in washing inner wear	The learner identifies 3 to 4 items used in washing inner wear	The learner identifies 2 items used in washing inner wear	The learner identifies 1 or none of the items used in washing inner wear
Washing inner wear following the correct steps	The learner washes inner wear following 8 to 9 correct steps	The learner washes inner wear following 5 to 6 correct steps	The learner washes inner wear following 3 to 4 correct steps	The learner washes inner wear following 2 correct steps or less

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 Personal Hygiene	1.5 Managing Adolescence	<p>By the end of the sub strand, the learner should be able to;</p> <p>a) identify the physical changes in boys and girls during adolescence,</p> <p>b) manage the new changes responsibly in their bodies for personal wellness,</p> <p>c) appreciate changes that occur in the body during adolescent for appropriate management.</p>	<p>The learner is guided to;</p> <ul style="list-style-type: none"> ● observe or listen to verbal or tactual description of pictures or video clips or animations of changes that occur in the body during adolescent including (Girls: Menstruation, growth of pubic hair, budding of breasts, enlargement of hips. (Boys: voice breaking, pubic hair and beards, widening shoulders, wet dreams) and talk about the changes using verbal communication or signs or tactual signs or AAC, ● In purposive groups (boys only and girls only) talk about how to manage the physical changes for example managing menstruation for girls by wearing sanitary pad and shaving for boys. ● In purposive groups (boys only and girls only) participate in a demonstration of the skills of coping with physical changes during adolescent such as wearing sanitary pads for girls. The skills include; taking a new pant and unused sanitary pad, peeling the pad from the wrapper, putting the sticky part of the pad against the pant, wrapping the wings around the sides, putting on the pants, changing every two to three hours. Boy to participate in demonstration on skills involving in shaving using a doll which include; wetting the skin before shaving, 	<p>1) What changes do you see in your body as you grow?</p> <p>2) What do you do when you realize changes in your body?</p>

			shaving gently using a sanitized razor blade or shaving machine, cleaning the shaved area, applying disinfectant, <ul style="list-style-type: none"> ● in purposive groups, practice managing body changes using dolls, ● manage body changes through good grooming habits at school and home. 	
Core Competencies to be developed: Self-Efficacy as learners manage body changes independently during adolescence.				
Values: Responsibility is inculcated as the learner practise good grooming during adolescence.				
Pertinent and Contemporary Issues: Health education and safety is achieved as learners observe personal hygiene during adolescence.				
Link to other learning areas: Exploring real items and materials used for managing body changes and good grooming is linked to cross modal perception in Sensory motor integration				
Suggested Learning Resources: Digital devices with assistive technologies, AAC resources, video clips, charts, Learner Support Assistant Girls - Sanitary pads, pants, disposal bins Boys - Razor blade or shaving machine, soap, sanitizer or disinfectant.				

Suggested Assessment Guides

1. Assessment Checklist

Learner's Name _____

S/No.	Indicator	Skill Assessed	Tick as appropriate		Teacher's Comment
			Demonstrated	Not Demonstrated	
1	Ability to identify the physical changes that occur in the body during adolescence	Girls			
		i. Identifying menstruation as a physical change in girls during adolescence.			
		ii. Identifying growth of pubic hair as a physical change in girls during adolescence			
		iii. Identifying the growth of breasts as a physical change in girls during adolescence.			
		iv. Identifying broadening of hips as a physical change in girls during adolescence			
		Boys			
		i. Identifying breaking of voice as a physical change in boys during adolescence			
		ii. Identifying growth of beards as a physical change in boys during adolescence.			
		iii. Identifying growth of pubic hair as a physical change in boys during adolescence.			

		iv. Identifying wet dreams as a physical change in boys during adolescence			
2	Ability to manage physical changes during adolescence	Girls – Wearing sanitary pads			
		i. Peeling the pad from the wrapper			
		ii. Putting the sticky part of the pad against the pant			
		iii. Wrapping the wings around the sides			
		iv. Peeling the pad from the wrapper			
		Boys – Shaving			
		i. Wetting the beards			
		ii. Shaving the beard gently			
		iii. Cleaning the shaved area.			
		iv. Applying disinfectant			

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 following scoring guide:

Level Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to identify the physical changes that occur in the body during adolescence	The learners identifies 4 physical changes that occur during adolescence	The learners identifies 3 physical changes that occur during adolescence	The learners identifies 2 physical changes that occur during adolescence	The learners identifies 1 physical change that occur during adolescence or none
Ability to manage physical changes during adolescence	The learner manages physical changes during adolescence by performing the 4 given activities	The learner manages physical changes during adolescence by performing the 3 given activities	The learner manages physical changes during adolescence by performing the 2 given activities	The learner manages physical changes during adolescence by performing the 1 activity or none

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 Personal Hygiene	1.6 Dressing for Different Occasions	<p>By the end of the sub strand, the learner should be able to;</p> <ul style="list-style-type: none"> a) identify clothes worn during different occasion for appropriate use, b) choose clothes suitable for different occasions to enhance physical appearance, c) appreciate dressing appropriately for different occasions. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> ● observe or tactually explore clothes used for different occasions such as, casual wear, official wear, games uniform, ceremonial wear and identify them by naming them verbally or using signs or tactual signs or AAC. ● observe or listen to verbal or tactual description of videos clips of people dressed up for different occasions, ● choose clothes to put on for different occasions such as when going to church or work, when going for games, when going out with friends and when going for a ceremony, ● sort clothes used for different occasion (casual wear, official wear, games uniform, ceremonial wear), ● participate in a demonstration on how to dress up for different occasions, ● in turn, dress up for different occasions and then model in class as the other learners spectate and judge, ● dress up for different occasions independently. 	<p>How do we choose the dress to wear on different occasions?</p>

Core Competencies to be developed: Self-efficacy as learners choose appropriate dress to put on for different occasions.
Values: Responsibility is enhanced as learners dress appropriately for different occasion
Pertinent and Contemporary Issues: Life skills as learners dress appropriately for different occasions.
Link to other learning areas: Sorting clothes for different occasions is linked to sorting in Numeracy Activities.
Suggested Learning Resource: Casual shirts, official shirts, casual trousers, official trousers, casual dress, games' uniform, AAC resources, Learner Support Assistants, video clips, pictures, digital devices with assistive technologies.

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 clothes worn for different occasions	i. Identifying casual wear			
		ii. Identifying official wear			
		iii. Identifying games uniform			
		iv. Identifying ceremonial wear			
2	Ability to choose clothes for different occasions	i. Choosing clothes to put on when going to church or mosque or temple			
		ii. Choosing clothes to put on when going for games			
		iii. Choosing clothes to put on when going out with friends			
		iv. Choosing clothes to put on when going for a ceremony			

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 following scoring guide:

Level Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to identify clothes worn for different occasions	The learner identifies clothes worn for 4 different occasions	The learner identifies clothes worn for 3 different occasions	The learner identifies clothes worn for 2 different occasions	The learner identifies clothes worn for 1 occasion or none
Ability to choose clothes for different occasions	The learner Chooses clothes to wear for 4 different occasions	The learner Chooses clothes to wear for 3 different occasions	The learner Chooses clothes to wear for 2 different occasions	The learner Chooses clothes to wear for 1 occasion or none

2.0 INDEPENDENT FEEDING

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<p>2.0 Independent Feeding</p>	<p>2.1 Feeding Etiquette</p>	<p>By the end of the sub strand, the learner should be able to;</p> <ul style="list-style-type: none"> a) identify the items used during feeding for appropriate use, b) feed idependently using a spoon while observing table etiquettes, c) enjoy feeding self while observing table ettiquettes for independent living. 	<p>The learner is guided to;</p> <ul style="list-style-type: none"> ● observe or tactually explore real items used during feeding, such as a bib, plate, spoon and table or a surface and identify them verbally or by using signs or tactual signs or AAC. ● observe or listen to verbal or tactual descriptions of a video clip or animation of person eating using a spoon. Talk about the feeding etiquettes observed in the video, ● participate in a demonstration of a step by step procedure of feeding using a spoon which includes: moving to the feeding area, sitting in appropriate posture, wearing the bib, choosing the right spoon, holding the spoon appropriately, scooping the right amount of food, steadily moving the scooped food to the mouth, putting the food in the mouth without spilling, chewing the food, swallowing the food, ● Individually, feed appropriately using a spoon. ● observe safety while using a spoon such as not biting the spoon, not knocking the teeth with the spoon and not pushing the spoon to the throat, 	<ul style="list-style-type: none"> 1. What do we do before eating? 2. How do you sit when eating?

			<ul style="list-style-type: none"> • practice feeding self-using the spoon in various settings. 	
<p>Core Competencies to be developed: Self-Efficacy as learners feed using a spoon without spilling.</p>				
<p>Values: Respect will be enhanced as learners observe feeding etiquette.</p>				
<p>Pertinent and Contemporary Issues: Disaster Risk Reduction as learners observe safety while using the spoon to feed self</p>				
<p>Link to other learning areas: Holding the spoon appropriately is linked to lifting in Movement Activities.</p>				
<p>Suggested Learning Resources: Plates, spoon, bib, table or a surface, AAC resources, video clips, digital devices with assistive technology, Learner Support Assistants</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	i. Ability to identify the items used when feeding	ii. Identifying bib as an item for feeding.			
		iii. Identifying a plate as an item for feeding			
		iv. Identifying a spoon as an item for feeding			
		v. Identifying a table or a surface as a place for feeding			
2	Ability to feed independently using a spoon	i. Moving to the feeding area,			
		ii. Sitting in appropriate posture,			
		iii. Wearing the table napkin/bib			
		iv. Choosing the right spoon			
		v. Holding the spoon appropriately.			
		vi. Scooping the right amount of food.			

		vii. Steadily moving the scooped food to the mouth.			
		viii. Putting the food in the mouth			
		ix. Chewing the food appropriately			
		x. Swallowing the food			

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 following scoring guide:

Level Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to identify the items used when feeding	The learner identified 4 items used when feeding	The learner identified 3 items used when feeding	The learner identified 2 items used when feeding	The learner identified 1 item used when feeding or none
Ability to feed independently using a spoon	The learner demonstrates 9 feeding skills	The learner demonstrates 6 to 8 feeding skills	The learner demonstrates 3 to 5 feeding skills	The learner demonstrates 2 feeding skills or less

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 Independent Feeding	2.2 Care of Feeding Items <i>(Spoon, Plate and Cup)</i>	By the end of the sub strand, the learner should be able to; <ol style="list-style-type: none"> a) identify materials used in caring for feeding items for appropriate use, b) care for items used during feeding for hygiene and durability, c) show interest in caring for the items used in feeding for safe use. 	The learner is guided to; <ul style="list-style-type: none"> ● observe or tactually explore materials used to clean feeding items such as water, detergent/bar soap, sponge, dish cloth/ cotton cloth, scrubbing materials such as scouring pad, washing basin or sink and identify verbally or using signs or tactual sign or AAC, ● observe or listen to verbal or tactual description of a video clip or an animation of a person cleaning feeding items and talk about the procedure of cleaning the items using verbal or signs, tactual signs or AAC, ● participate in a demonstration of a step by step procedure of caring for feeding items which include; wiping off leftover food, putting warm water in a basin or sink, soaking the feeding items, scrubbing each item one at a time, rinsing the feeding item, drying the feeding items, storing the items in a cool and dry place, ● take turns to practice caring for feeding items while observing safety, ● care for feeding items in various times and situations. 	<ol style="list-style-type: none"> 1. What materials do we use when caring for feeding items? 2. How do we care for feeding items?
Core Competencies to be developed: Communication and collaboration as learners take turns to care for feeding items.				

<p>Values: Responsibility is enhanced as learners care for feeding items regularly.</p>
<p>Pertinent and Contemporary Issues: Health education and safety as learners routinely care for items used during eating time while observing safety.</p>
<p>Link to other learning areas: Identifying materials used in cleaning the feeding items is linked to naming the items found in the home in Communication and Social Skills.</p>
<p>Suggested Learning Resources: Plates, spoon, cup, water, dish cloth or cotton cloth, basin, soap or detergent, scouring pad or sponge, water jug, Learners Support Assistant, digital devices with assistive technologies, pictures or video clips or animations</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 caring for feeding items	i. Identifying basin or sink			
		ii. Identifying water			
		iii. Identifying dish cloth or cotton cloth			
		iv. Identifying a scouring pad or sponge			
		v. Identifying soap or detergent for cleaning feeding items			
2	Ability to care for feeding items	i. Wiping off leftover food			
		ii. Putting warm soapy water in a basin or sink			
		iii. Soaking the feeding items			
		iv. Scrubbing or sponging the feeding items one at time			
		v. Rinsing the feeding items			
		vi. Drying the feeding items			

		vii. Storing the feeding items appropriately			
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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 following scoring guide:

Level Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to identify materials used in caring for feeding items	The learner identifies 5 materials used in caring for feeding items	The learner identifies 4 materials used in caring for feeding items	The learner identifies 2 to 3 materials used in caring for feeding items	The learner identifies 1 material used in caring for feeding items or none
Ability to care for feeding items	The learner cares for feeding items following 7 correct steps	The learner cares for feeding items following 5 to 6 correct steps	The learner cares for feeding items following 2 to 4 correct steps	The learner cares for feeding items following 2 correct steps or less

3.0 CARE OF THE SURROUNDINGS

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Care of the Surroundings (Home and School)	3.1 Cleaning Different Surfaces (Earthen, concrete, wooden)	By the end of the sub strand, the learner should be able to; a) identify materials used in cleaning different surfaces for appropriate use, b) clean different surfaces in the classroom and at home for safety and hygiene, c) desire to clean different surfaces for environmental hygiene.	The learner is guided to; <ul style="list-style-type: none"> ● observe or tactually explore real materials used in cleaning different surfaces such as a broom, dry cloth, bucket or basin, water, mop or a rag, dust bin, soap and identify them verbally or using signs or tactual signs or AAC, ● observe or tactually explore different surfaces in the classroom and identify earthen, concrete and wooden surfaces. ● participate in a demonstrations of a step by step procedure of cleaning different surfaces each at a time as follows: earthen floor; collecting rubbish, sprinkling water, sweeping gently, collecting dirt, disposing the dirt appropriately; concrete floor; collecting rubbish, sweeping the surface, collecting dirt, mopping the surface using soapy water, rinsing the floor with clean water, drying the floor; wooden surfaces; collecting rubbish, dusting the wooden surface, wiping the surface with soapy water while avoiding wetting the wood excessively, rinsing the surface with clean water, drying the surface with a dry cloth. 	<ol style="list-style-type: none"> 1. What are the different surfaces in the house? 2. How do we care for different surfaces in the house?

			<ul style="list-style-type: none"> ● observe safety and avoid walking on wet surfaces, ● In turns, practice cleaning different types surfaces, ● care for different surfaces in school and at home. 	
<p>Core Competencies to be developed: Self-Efficacy as learners care for different surfaces using the right procedure.</p>				
<p>Values: Responsibility is developed as learners care for different surfaces.</p>				
<p>Pertinent and Contemporary Issues: Environmental education and safety as learners minimize water wastage and observe safety while caring for different surfaces.</p>				
<p>Link to other learning areas: Caring for different surfaces is linked to cleaning the working area in Creative activities.</p>				
<p>Suggested Learning Resources: Earthen, concrete and wooden surfaces, brooms, water, mop, rags, soap, basin or bucket, AAC resources, 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 materials used in cleaning different surfaces	i. Identifying a broom			
		ii. Identifying a mop or rag			
		iii. Identifying soap or detergent			
		iv. Identifying the dust bin			
		v. Identifying a dry piece of cloth			
2.	Ability to clean an Earthen surface	i. Collecting rubbish			
		ii. Sprinkling water			
		iii. Sweeping gently			
		iv. Collecting dirt			
		v. Disposing the dirt appropriately			
3.	Ability to clean a concrete surface	i. Collecting rubbish			
		ii. Sweeping the surface			

		iii. Collecting dirt			
		iv. Mopping the surface using soapy water			
		v. Rinsing the floor with clean water			
		vi. Drying the floor			
4.	Ability to clean a wooden surface	i. Collecting rubbish			
		ii. Dusting the wooden surface			
		iii. Wiping the surface with soapy water while avoiding wetting the wood excessively			
		iv. Rinsing the surface by wiping with a clean damp cloth			
		v. Drying the surface with a dry cloth			

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 following scoring guide:

Indicator \ Level	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to identify materials used in caring for different surfaces	The learner identifies 5 materials used in caring for different surfaces	The learner identifies 4 materials used in caring for different surfaces	The learner identifies 2 to 3 materials used in caring for different surfaces	The learner identifies 1 material used in caring for different surfaces or none
Ability to clean an Earthen surface	The learner cleans an earthen surface following 4 correct steps	The learner cleans an earthen surface following 3 correct steps	The learner cleans an earthen surface following 2 correct steps	The learner cleans an earthen surface following 1 correct step or none
Ability to clean a concrete surface	The learner cleans a concrete surface following 6 correct steps	The learner cleans a concrete surface following 4 to 5 correct steps	The learner cleans a concrete surface following 2 to 3 correct steps	The learner cleans a concrete surface following 1 correct step or none
Ability to clean a wooden surface	The learner cleans an earthen surface following 4 correct steps	The learner cleans an earthen surface following 3 correct steps	The learner cleans an earthen surface following 2 correct steps	The learner cleans an earthen surface following 1 correct step or none

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.0 Care of the Surroundings (Home and School)	3.2 Organization of Items in the Classroom	By the end of the sub strand, the learner should be able to; <ol style="list-style-type: none"> a) identify items in the classroom for easy access, b) arrange items in the classroom or house neatly for orderliness, c) show interest in arranging items in the classroom according to their use. 	The learner is guided to; <ul style="list-style-type: none"> ● observe or tactually explore items in the classroom such as tables, chairs, cabinets or shelves, desks, stationery, charts and identify them using verbal communication or signs or tactual signs or AAC, ● observe or listen to verbal or tactual description of pictures or video clips of items arranged neatly in a classroom or a house, ● participate in a demonstration of a step by step procedure of arranging items in the classroom which include, placing the furniture at the appropriate place, spacing furniture appropriately for ease of movement, arranging books neatly in the shelves, placing crayons and pens in used tins or pen holders, storing charts in the box, arranging utensils in cupboards, ● Observe safety when arranging items and materials in class and at home, ● Take turns in arranging items in the classroom, ● arrange items neatly in the classroom and at home all the time. 	<ol style="list-style-type: none"> 1. Where do we place the teacher's desk? 2. How do you arrange items in the classroom?
Core Competencies to be developed: Critical thinking and problem solving as learners follow the correct procedure in arranging items in the classroom.				

Values: Unity is developed as learners work together when arranging items in the classroom
Pertinent and Contemporary Issues: Safety is enhanced as learners take care of themselves and others when arranging desks
Link to other learning areas: Arranging items in class is linked to lifting in Movement activities
Suggested Learning Resources: Desks, chairs, tables, book cabinets, charts, boxes desks, stationary, digital devices with assistive technologies, video clips, AAC resources, Learner Support Assistant.

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 in the classroom	i. Identifying tables			
		ii. Identifying chairs			
		iii. Identifying books			
		iv. Identifying charts			
		v. Identifying crayons			
		vi. Identifying pencils			
		vii. Identifying cabinets.			
		viii. Identifying shelves.			
2	Ability to arrange items in the classroom or house	i. Placing the furniture at the appropriate place			
		ii. Spacing furniture appropriately for ease of movement			
		iii. Arranging books neatly in the shelves			

		iv. Placing crayons and pens in used tins or pen holders			
		v. Storing charts in a box			
		vi. Arranging utensils in cupboards,			

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 following scoring guide:

Level Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to identify items in the classroom	The learner identifies 8 items in the classroom	The learner identifies 6 to 7 items in the classroom	The learner identifies 3 to 5 items in the classroom	The learner identifies 2 items in the classroom or less.
Ability to arrange items in the classroom or house	The learner arranges 6 items neatly in the classroom or house	The learner arranges 5 items neatly in the classroom or house	The learner arranges 3 to 4 items neatly in the classroom or house	The learner arranges less than 3 items neatly in the classroom or house

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Care of the Surroundings (Home and School)	3.3 Care of the Kitchen Equipment <i>(Sufuria, cooking stick, kettle and water jug)</i>	By the end of the sub strand, the learner should be able to; <ol style="list-style-type: none"> a) identify kitchen equipment for appropriate use, b) care for kitchen equipment for durability and hygiene, c) show interest in caring for kitchen equipment for maximum utility. 	The learner is guided to; <ul style="list-style-type: none"> ● observe or tactually explore items in the school kitchen such as sufuria, cooking sticks, kettle or thermos flasks, water glasses, cups, plates, water jug and identify them using verbal communication or signs or tactual signs or AAC, ● observe or listen to verbal or tactual description of pictures or video clips or animations of a person cleaning different kitchen equipment one at a time and storing them appropriately. ● participate in a demonstration of a step by step procedure of caring for kitchen equipment which include; removing food remains, soaking in warm soapy water, scrubbing or sponging , rinsing several times in warm clean water, drying using a clean cotton cloth, airing on a rack, storing appropriately, ● in turns, practice caring for different kitchen equipment while observing safety, ● care for kitchen equipment in school and at home. 	<ol style="list-style-type: none"> 1. What items are found in our kitchen? 2. How do we care for kitchen items?
Core Competencies to be developed: Learning to Learn as the learner applies acquired skills to care for different kitchen equipment in school and at home.				

<p>Values: Responsibility is developed as learners care for kitchen equipment regularly</p>
<p>Pertinent and Contemporary Issues: Health education as learners observe hygiene while caring for kitchen equipment.</p>
<p>Link to other learning areas: Identifying kitchen items is linked to identifying items found in the home in Communication Skills.</p>
<p>Suggested Learning Resources: Sufuria, cooking stick, kettle, jug, water, abrasives, sponge, soap, sink or basin, digital device with assistive technologies, video clips or animations or pictures, AAC resources, 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 kitchen equipment.	i. Identifying a sufuria			
		ii. Identifying a cooking stick			
		iii. Identifying a kettle or thermos flask			
		iv. Identifying a water jug			
2	Ability to care for kitchen equipment	i. Removing food remains			
		ii. Soaking in warm soapy water,			
		iii. Scrubbing or sponging ,			
		iv. Rinsing several times in warm clean water			
		v. Drying using a clean cotton cloth			
		vi. Airing on a rack			
		vii. 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 learner's competencies will be rated using the following scoring guide:

Level Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to identify kitchen equipment	The learner identifies 4 kitchen equipment	The learner identifies 3 kitchen equipment	The learner identifies 2 kitchen equipment	The learner identifies 1 kitchen equipment or none
Ability to care for kitchen equipment	The learner cares for kitchen equipment by applying 7 correct steps	The learner cares for kitchen equipment by applying 5 to 6 correct steps	The learner cares for kitchen equipment by applying 3 to 4 correct steps	The learner cares for kitchen equipment by applying 2 correct steps or less.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Care of the Surroundings (Home and School)	3.4 Cleaning the immediate environment	<p>By the end of the sub strand, the learner should be able to;</p> <p>a) identify material used in cleaning the immediate environment for healthy living,</p> <p>b) clean the immediate classroom environment for wellness,</p> <p>c) appreciate cleaning the immediate environment for promoting good health.</p>	<p>The learner is guided to;</p> <ul style="list-style-type: none"> ● observe or tactually explore materials used to clean the immediate environment such as brooms, slasher or panga, water, water containers, gloves, dustbin or waste bucket, dustpan, and identify them by saying their names verbally, or signing or tactual signing or by use of AAC, ● observe or listen to verbal or tactual description of pictures or video clips or animations of learners cleaning the immediate environment and talk about the activities involved. ● participate in a demonstration of a step by step procedure of cleaning the immediate environment as follows, wearing gloves, trimming grass or flowers, picking litter, sprinkling water, sweeping, collecting rubbish in a dutpan, throwing the rubbish into a waste bucket or a dustbin or pit, watering grass and flower beds, ● observe safety of self and others when carrying out the cleaning activities, ● in turns practice cleaning the immediate environment, ● clean the immediate environment regularly in school and at home. 	<ol style="list-style-type: none"> 1. What materials do we use to clean the immediate environment? 2. How do we clean our environment?

Core Competencies to be developed: Self-efficacy as the learner keeps the immediate environment clean.
Values: Unity is developed as learners work in groups to clean the immediate environment.
Pertinent and Contemporary Issues: Safety will be achieved as learners observe safety precaution when cleaning the immediate environment.
Link to other learning areas: Identifying cleaning materials is linked to naming materials used in caring for the home in Communication and Social Skills.
Suggested Learning Resources: Broom, water, gloves, dustbin, dustpan, waste baskets, panga or slasher, water containers, AAC resources, digital devices with assistive technologies, video clips or pictures or animations, Learner Support Assistant.

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 material used to clean the immediate environment	i. Identifying a broom			
		ii. Identifying gloves			
		iii. Identifying water containers			
		iv. Identifying a dustpan			
		v. Identifying water			
		vi. Identifying a panga or slasher			
		vii. Identifying a dustbin or waste bucket			
2	Ability to clean the immediate environment	i. Wearing gloves			
		ii. Trimming grass or flowers			
		iii. Picking litter			
		iv. Sprinkling water			
		v. Sweeping			
		vi. Collecting rubbish in a dustpan			

		vii. Throwing the rubbish into a waste bucket or a dustbin or pit			
		viii. Watering grass and flower beds			

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 following scoring guide:

Level Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to identify material used in cleaning the immediate environment	The learner identifies 7 materials used to clean the immediate environment	The learner identifies 5 to 6 materials used to clean the immediate environment	The learner identifies 3 to 4 materials used to clean the immediate environment	The learner identifies less than 3 materials used to clean the immediate environment
Ability to clean the immediate environment.	The learner cleans the environment following 8 correct steps	The learner cleans the environment following 5 to 7 correct steps	The learner cleans the environment following 3 to 4 correct steps	The learner cleans the environment following 2 correct steps or less

4.0 PERSONAL WELLNESS

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
4.0 Personal Wellness	4.1 Expressing Self when Unwell	By the end of the sub strand, the learner should be able to; <ol style="list-style-type: none"> identify common signs of feeling unwell for prompt action, express self when feeling unwell to promote personal health, appreciate the need to express self when feeling unwell for prompt action. 	The learner is guided to; <ul style="list-style-type: none"> observe or listen to verbal or tactual description of pictures or video clips or animations of people exhibiting common signs of feeling unwell such as, body ache, fever, headache, fatigue or extreme tiredness and sweating, talk about how they feel when sick using verbal communication or signs or tactual signs or AAC. role play the signs of being unwell and the words used to express self when feeling sick such as, I am not feel well, I am feeling sick, I am unwell, I am feeling bad. in groups, practice using appropriate words to express self when feeling unwell. 	How do you feel when you are unwell?
Core Competencies to be developed: Learning to learn as learners identify common signs of feeling unwell				
Values: Responsibility is enhanced as the learner expresses self when unwell.				
Pertinent and Contemporary Issues: Health Education as learners identify common signs of feeling unwell				
Link to other learning areas: Expressing self when unwell is linked to expressive skills in Communication and Social Skills				
Suggested Learning Resources: Digital devices with assistive technologies, pictures, video clips or animations, Learner Support Assistant.				

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 common signs of feeling unwell.	i. Identifying body ache as a common sign of feeling unwell.			
		ii. Identifying fever as a common sign of feeling unwell			
		iii. Identifying headache as a common sign of feeling unwell			
		iv. Identifying sweating as a common sign of feeling unwell			
		v. Identifying fatigue or extreme tiredness as a common sign of feeling unwell			
2	Ability to express self when feeling unwell	i. Expressing self when unwell by using the word 'I don't feel well'			
		ii. Expressing self when unwell by using the word 'am feeling sick'			

		iii. Expressing self when unwell by using the word 'I am unwell'			
		iv. Expressing self when unwell by using the word 'I am feeling bad'			

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 following scoring guide:

Indicator \ Level	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to identify common signs of feeling unwell	The learner identifies 5 common signs of feeling unwell	The learner identifies 4 common signs of feeling unwell	The learner identifies 2 to 3 common signs of feeling unwell	The learner identifies 1 common sign of feeling unwell or none
Ability to express self when feeling unwell	The learner expresses self when feeling unwell in 4 different ways	The learner expresses self when feeling unwell in 3 different ways	The learner expresses self when feeling unwell in 2 different ways	The learner expresses self when feeling unwell 1 way or none.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.0 Personal Wellness	4.2 First Aid	<p>By the end of the sub strand, the learner should be able to;</p> <p>a) identify first aid materials for stopping bleeding from a cut,</p> <p>b) administer first aid for a bleeding cut to enhance quick recovery,</p> <p>c) develop interest in administering first aid to promote good health.</p>	<p>The learner is guided to;</p> <ul style="list-style-type: none"> • observe or tactually explore materials used for stopping bleeding from cuts which include, cotton wool, clean cloth, hand gloves, disinfectant or salt, gauze, clean water and identify them using verbal communication or signs or tactual signs or AAC, • observe or listen to verbal or tactual description of a video clip of a person administering first aid on a bleeding cut and talk about the procedure. • participate in a demonstration (simulation) of a step by step procedure of stopping bleeding from a cut, which includes; washing the hands, putting on hand gloves or protective material, pressing the cut with a clean cloth or cotton wool, cleaning the surface using a wet disinfected cloth, placing a swab of cotton wool soaked in a disinfectant or salty water on the cut, securing the swab using a gauze or a clean cloth, • in turns simulate administering first aid to stop bleeding from a cut following the correct steps, • observe safety precautions when administering first aid, 	<p>1) What materials do you use to stop bleeding from a cut?</p> <p>2) How do you stop bleeding from a cut?</p>

			<ul style="list-style-type: none"> • safely dispose of the materials and items used in stopping bleeding from a cut. • Asking for help for someone with a cut from an adult 	
<p>Core Competencies to be developed: Critical thinking and problem solving as learners chooses the right materials to stop bleeding from a cut</p>				
<p>Values: Unity is enhanced as learners take turns to simulate how to stop bleeding from a cut.</p>				
<p>Pertinent and Contemporary Issues:</p> <ul style="list-style-type: none"> • Disaster Risk reduction as learners participate in First Aid to stop bleeding from a cut. • HIV and AIDs prevention as learners manage their cuts and asking for help for someone else’s cut 				
<p>Link to other learning areas: Using a clean cloth or cotton wool to press the cut gently to stop the bleeding is linked to using touch in cross modal perception in Sensory Motor Integration.</p>				
<p>Suggested Learning Resources: Disinfectant or salt, cotton wool, clean cloth, hand gloves or a material to protect hands, water, gauze, digital devices with assistive technologies, video clips, AAC resources, Learner Support Assistants</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 to stop bleeding from a cut	i. Identifying cotton wool			
		ii. Identifying gloves			
		iii. Identifying a gauze			
		iv. Identifying clean water			
		v. Identifying disinfectant or salt			
2	Ability to stop bleeding from a cut	i. Washing the hands			
		ii. Putting on hand gloves or protective material			
		iii. Pressing the cut with a clean cloth or cotton wool			
		iv. Cleaning the surface using a wet disinfected cloth			
		v. Placing a swab of cotton wool soaked in a disinfectant or salty water on the cut			
		vi. Securing the swab using a gauze or a clean cloth			

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 following scoring guide:

Level Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to identify materials used to stop bleeding from a cut	The learner identifies 5 materials used to stop bleeding from a cut	The learner identifies 4 materials used to stop bleeding from a cut	The learner identifies 2 to 3 materials used to stop bleeding from a cut	The learner identifies 1 material used to stop bleeding from a cut or none.
Ability to stop bleeding from a cut	The learner stops bleeding from a cut following 6 correct steps	The learner stops bleeding from a cut following 5 correct steps	The learner stops bleeding from a cut following 3 to 4 correct steps	The learner stops bleeding from a cut following 2 correct steps or less

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
4.0 Personal Wellness	4.3 Safe Use of Medication	<p>By the end of the sub strand, the learner should be able to;</p> <ul style="list-style-type: none"> a) tell how to use medicine when sick, b) store medicine appropriately for safety, c) appreciate appropriate use of medication for personal wellness. 	<p>The learner could be guided to;</p> <ul style="list-style-type: none"> ● observe or listen to tactual description of pictures or video clips on how to take medicine safely and talk about safe use of medication. ● observe or tactually explore various containers of medicine and and talk about where medicine containers are stored. ● Participate in a simulation on how to use medicine safely which include, taking medicine at the right time, taking the right amount of medicine, avoiding sharing medicine, taking medicine only when unwell, following doctor’s instructions, ● participate in a demonstration on how to store medicine appropriately by; moving to where medicine is stored, identifying where medicine is kept, (cupboard, shelves, bottles, containers, drawers) ensuring medicine is kept out of reach of children, ensuring the containers are closed, disposing unused medicine appropriately, ● role play storing medicine appropriately. 	How do you take medicine?

Core Competencies to be developed: Communication and Collaboration as learners role play how to use medicine safely.
Values: Responsibility is enhanced as learners store medicine appropriately
Pertinent and Contemporary Issues: Environmental care as learners dispose unused medicine appropriately
Link to other learning areas: Moving to where medicine is stored is linked to locomotor activities in Movement Activities
Suggested Learning Resources: Cupboard, shelves, bottles, containers for storing medicine, drawers, digital devices with assistive technologies, video clips. 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 use medicine appropriately when sick.	i. Taking medicine at the right time			
		ii. Taking the right amount of medicine			
		iii. Avoiding sharing medicine			
		iv. Taking medicine only when unwell and as advised by the doctor			
		v. Following doctor's instructions,			
2	Ability to store medicine appropriately	i. Moving to where medicine is stored.			
		ii. Identifying where medicine is kept, (cupboards, shelves, bottles, containers, drawers).			
		iii. Ensuring medicine is kept out of reach of children.			
		iv. Ensuring the containers are closed.			

		v. Disposing unused medicine appropriately.			
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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 following scoring guide:

Level Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to use medicine appropriately when sick.	The learner tells 5 ways of using medicine safely	The learner tells 4 ways of using medicine safely	The learner tells 2 to 3 ways of using medicine safely	The learner tells 1 way of using medicine safely or none
Ability to store medicine appropriately	The learner stores medicine by demonstrating 5 appropriate skills	The learner stores medicine by demonstrating 4 appropriate skills	The learner stores medicine by demonstrating 2 to 3 appropriate skills	The learner stores medicine by demonstrating 1 appropriate skill or none

CHRISTIAN RELIGIOUS EDUCATION (CRE)

5.0 PRAYERS

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
5.0 Prayers	5.1 Prayer for different Activities <i>(Prayer for meals)</i>	By the end of the sub strand, the learner should be able to; a) prepare to say a prayer for meals in honour of God’s provisions, b) say a prayer for meals to enhance spiritual growth, c) enjoy saying a prayer for meals in appreciation of food as God’s gifts.	The learner is guided to; <ul style="list-style-type: none"> • observe or listen to verbal or tactual description of pictures or video clips or animations of learners reciting different prayers and talk about the prayer said for meals using verbal communication or signs or tactual signs or AAC, • participate in a demonstration on preparation to say a prayer for meals as follow; washing hands, wiping hands with a clean towel, moving to where food is served, sitting, serving the food or be served food, • participate in a demonstration to say the prayer for meals by: assuming a prayer position, closing the eyes or bowing, starting the prayer, saying a relevant prayer for meals, ending the prayer, maintaining appropriate facial expression, • take turns to practice saying a prayer for meals in groups and individually, • say prayer for meals in varied times and situations. 	How do you prepare for prayer?

<p>Core Competencies to be developed: Learning to learn as the learner develops relationships with peers while working in groups to say a prayer for meals.</p>
<p>Values: Respect is enhanced as learners take turns to say a prayer for meals.</p>
<p>Pertinent and Contemporary Issues: Spiritual awareness as the learner says a prayer for the meal.</p>
<p>Link to other learning areas: Assuming a prayer position for meals is linked to posture in Sensory Motor Integration</p>
<p>Suggested Learning Resources: Pictures, video clips or animations, a resource person, digital devices with assistive technology, AAC resources, 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 prepare to say a prayer for meals	i. Washing hands,			
		ii. Wiping hands with a clean towel,			
		iii. Moving to where food is served,			
		iv. Sitting appropriately,			
		v. Serving the food			
2	Ability to Say a prayer for meals	i. Assuming a prayer position			
		ii. Closing the eyes or bowing			
		iii. Starting the prayer			
		iv. Saying a relevant prayer for meals			
		v. Ending the prayer			
		vi. Maintaining appropriate facial expression			

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 following scoring guide:

Indicator \ Level	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to prepare to say a prayer for meals	The learner prepares for a meal by performing all the 5 activities	The learner prepares for a meal by performing 4 activities	The learner prepares for a meal by performing 2 to 3 activities	The learner prepares for a meal by performing 1 activity or none
Ability to say a prayer for meals	The learner says a prayer for meals by performing 6 activities	The learner says a prayer for meals by performing 4 to 5 activities	The learner says a prayer for meals by performing 2 to 3 activities	The learner says a prayer for meals by performing 1 activity or none

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
5.0 Prayers	5.2 Prayer routine	<p>By the end of the sub strand, the learner should be able to;</p> <p>a) identify different times of the day when prayers are performed in fulfillment of religious duty,</p> <p>b) perform routine prayers for spiritual growth,</p> <p>c) enjoy performing prayers for spiritual nourishment.</p>	<p>The learner is guided to;</p> <ul style="list-style-type: none"> • observe or listen to verbal or tactual description of pictures or video clips or animations of people praying at different times and talk about when the prayers are conducted for example; morning, during assembly, evening, before and after meals, bedtime, • talk about different times of the day when prayers are routinely said using verbal communication or signs or tactual signs, (morning, during assembly, during meals, end of school day, bed time), • participate in saying or signing or tactual signing routine prayers during different times of the day. • practice saying or signing or tactual signing prayers routinely in varied times and situations. 	<ol style="list-style-type: none"> 1. What do you do before you pray? 2. How do you perform prayers?
<p>Core Competencies to be developed: Self-efficacy as the learner successfully performs prayers at different times of the day.</p>				
<p>Values: Responsibility is enhanced as learners follow the routine of performing prayers.</p>				
<p>Pertinent and Contemporary Issues: Social cohesion as the learners participate in performing communal prayers routinely.</p>				
<p>Link to other learning areas: Observing prayer routine is linked to identifying routine activities carried out daily in Communication and Social Skills.</p>				
<p>Suggested Learning Resources:</p>				

Pictures or video clips or animations, digital devices with assistive technology, AAC resources, Learner Support Assistant.

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 times of the day when prayers are performed	i. Identifying morning as routine prayer time			
		ii. Identifying assembly session as routine prayer time			
		iii. Identifying meal time as routine prayer time			
		iv. Identifying end of the school day as routine prayer time			
		v. Identifying bedtime as routine prayer time			
2	Ability to perform routine prayers	i. Praying in the morning			
		ii. Praying during assembly			
		iii. Praying during meals			
		iv. Praying at the end of the school day			

		v. Praying when going to bed.			
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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 following scoring guide:

Level Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to identify different times of the day when prayers are performed	The learner identifies 5 different times of the day when prayers are performed	The learner identifies 4 different times of the day when prayers are performed	The learner identifies 2 to 3 different times of the day when prayers are performed	The learner identifies 1 or none of the times of the day when prayers are performed or none
Ability to perform routine prayers	The learner performs routine prayers at 5 different times of the day	The learner performs routine prayers at 4 different times of the day	The learner performs routine prayers at 2 to 3 different times of the day	The learner performs routine prayers at 1 time of the day or none.

6.0 RELIGIOUS AND MORAL VALUES

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
6.0 Religious and Moral Values	6.1 Places of Worship	By the end of the sub strand, the learner should be able to; a) identify places of worship for awareness, b) visit places of worship for orientation and spiritual nourishment, c) demonstrate appropriate behavior in a place of worship in honour of God, d) desire to visit places of worship for spiritual growth.	The learner could be guided to; <ul style="list-style-type: none"> • observe or listen to tactual description of pictures or video clips or animations of places of worship including; Church, Mosque, Temple, shrine, Chapel and identify them using verbal communication or signs or tactual signs or AAC; • take a guided tour to visit various places of worship in the locality and identify them, • participate in a demonstration on appropriate behaviour in places of worship which include, wearing modest and clean clothes, showing reverence by kneeling or bowing, sitting appropriately, listening to the preaching and prayers going on in the place of worship, reciting own prayer. • practice the protocols observed in a place of worship 	Where do you go to worship God?
Core Competencies to be developed:				
Learning to learn as the learner identifies different places of worship				
Values:				
Respect is enhanced as learners follow the appropriate protocols at the places of worship				
Pertinent and Contemporary Issues:				
Spiritual awareness as learners relate well with others by regularly observing appropriate behaviors in places of worship				

Link to other learning areas:

Visiting places of worship is linked to walking in locomotor activities in Movement Activities

Suggested Learning resources:

Pictures or video clips or animations, a resource person, digital devices with assistive technology, AAC resources, worship places, Learner Support Assistant

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 places of worship.	i. Identify a Church as a place of worship.			
		ii. Identify a Mosque as a place of worship			
		iii. Identify a Temple as a place of worship			
		iv. Identify a Chapel as a place of worship			
		v. Identify a Shrine as a place of worship			
2	Ability to demonstrate appropriate behavior in a place of worship	i. Wearing modest and clean clothes			
		ii. Showing reverence by kneeling or bowing			
		iii. Sitting appropriately,			
		iv. Listening to the preaching			
		v. Participating in songs and prayers			

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 following scoring guide:

Level Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to identify places of worship	The learner identifies 5 places of worship	The learner identifies 4 places of worship	The learner Identifies 2 to3 places of worship	The learner identifies 1 place of worship or none
Ability to demonstrate appropriate behavior in a place of worship	The learner demonstrates appropriate behavior in a place of worship in 5 different ways	The learner demonstrates appropriate behavior in a place of worship in 4 different ways	The learner demonstrates appropriate behavior in a place of worship in 2 to 3 different ways	The learner demonstrates appropriate behavior in a place of worship in 1 of the ways or none

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
6.0 Religious and Moral Values	6.2 Religious leaders <i>(Bishop, Priest, Pastors, Deacon)</i>	By the end of the sub strand, the learner should be able to; a) identify religious leaders in the church for awareness, b) tell the roles of religious leaders for spiritual growth, c) appreciate the roles played by religious leaders to promote spiritual wellbeing.	The learner is guided to; <ul style="list-style-type: none"> • observe or listen to verbal or tactual description of pictures or video clips or animations of religious leaders such as priests, pastors, bishops, deacons and identify them using verbal communication or signs or tactual signs or AAC, • take a guided tour to a nearby church and have a talk with religious leader(s) about roles of different church leaders and ministers such as priests, pastors, bishops, deacons • participate in a simulation of roles of religious leaders, which includes; conducting prayers, conducting church service, guiding the devotees on appropriate ways of performing prayers, sharing teachings from the Bible, performing church ceremonies such as bap-tism, organizing religious festivities, spreading the word of God, • role play the roles of religious leaders • use digital devices to take video clips and photos during the role play and put in the e-portfolio. 	<ol style="list-style-type: none"> 1. Who are the leaders in the places of worship? 2. What do religious leaders do?
Core Competencies to be developed: Self-efficacy as the learner successfully identifies religious leaders				

Values: Patriotism is enhanced as learners respect religious leaders from different denominations
Pertinent and Contemporary Issues: Spiritual awareness is achieved as learners learn about the roles of religious leaders
Link to other learning areas: Identifying religious leaders is linked to identifying different people within the locality in Communication and Social Skills
Suggested Learning Resources: Pictures or video clips or animations, a resource person, digital devices with assistive technology, AAC resources, clean cloth, water, Learner Support Assistant

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 religious leaders	i. Identifying the Bishop as a religious leader			
		ii. Identifying the Priest as a religious leader			
		iii. Identifying the Pastor as a religious leader			
		iv. Identifying the Deacon as a religious leader			
2	Ability to tell the roles of religious leaders	i. Conducting prayers			
		ii. Performing church ceremonies such as baprtism			
		iii. Conducting church service			
		iv. Guiding the devotees on appropriate ways of performing prayers			
		v. Sharing teachings from the Bible			
		vi. Organizing religious festivities			
		vii. Spreading the word of God			

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 following scoring guide:

Level Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to identify religious leaders	The learner identifies 4 religious leaders	The learner identifies 3 religious leaders	The learner identifies 2 religious leaders	The learner identifies 1 religious leader or none
Ability to tell the roles of religious leaders	The learner tells 7 roles of religious leaders	The learner tells 5 to 6 roles of religious leaders	The learner tells 3 to 4 roles of religious leaders	The learner tells 2 roles of religious leaders or less

ISLAMIC RELIGIOUS EDUCATION (IRE)

7.0 PRAYERS

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<p>7.0 Prayers</p>	<p>7.1 Prayers for different Activities (Praying for meals)</p>	<p>By the end of the sub strand, the learner should be able to;</p> <p>a) prepare to say a prayer for meals for spiritual growth,</p> <p>b) say a prayer for meals for spiritual nourishment,</p> <p>c) appreciate saying a prayer for meals for spiritual growth.</p>	<p>The learner could be guided to;</p> <ul style="list-style-type: none"> • observe or listen to verbal or tactual description of pictures or video clips or animations of learners reciting different prayers and talk about the prayer said for meals using verbal communication or signs or tactual signs or AAC, • participate in a demonstration on preparation to say a prayer for meals as follow; washing hands, wiping hands with a clean towel, moving to where food is served, sitting, serving the food or be served food, • participate in a demonstration on reciting a prayer for meals by assuming a prayer position, opening the palms, starting the prayer, reciting a relevant prayer for meals (<i>Bismillah wa ala barakatillah</i>), ending the prayer, maintaining appropriate facial expression, • take turns to practice saying a prayer for meals in groups and individually, say prayer for meals in varied times and situations. • say a prayer during meals at varied times in the school and at home. 	<ol style="list-style-type: none"> 1. What do you do before praying for meals? 2. How do you pray for meals?

Core competencies to be developed Communication and collaboration as learners take turns to practice saying a prayer for meals in groups.
Values: Respect will be developed as learners say a prayer for meals in turns.
Pertinent and Contemporary Issues: Mental health Spiritual awareness will be achieved as learners observe prayers regularly before eating.
Link to other learning areas: Practising saying the prayer for meals is linked to expressive skills in Communication and Social Skills.
Suggested Learning Resources: Pictures, video clips or animations, digital devices with assistive technology, AA Cresources, clean cloth, water, Learner Support Assistant.

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 prepare to say a prayer for meals	i. Washing hands			
		ii. Moving to where food is			
		iii. Sitting appropriately			
		iv. Serving food or wait to be served			
2	Ability to say a prayer for meals	i. Assuming a prayer position, starting the prayer,			
		ii. Opening the palms			
		iii. Reciting a relevant prayer for meals (Bismillah wa ala barakatillah),			
		iv. Maintaining appropriate facial expression,			
		v. Ending the prayer (dua)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 following scoring guide:

Level Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to prepare to say a prayer for meals	The learner performs 4 relevant activities in preparation to say a prayer for meals	The learner performs 3 relevant activities in preparation to say a prayer for meals	The learner performs 2 relevant activities in preparation to say a prayer for meals	The learner performs 1 relevant activity in preparation to say a prayer for meals1 or none
Ability to say a prayer for meals	The learner says a prayer for meals following 5 correct steps	The learner says a prayer for meals following 4 correct steps	The learner says a prayer for meals following 2 to 3 correct steps	The learner says a prayer for meals following 1 correct step or none

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
7.0 Prayers	7.2 Prayer Routine	<p>By the end of the sub strand, the learner should be able to;</p> <ol style="list-style-type: none"> identify times when prayers are routinely conducted for fulfillment of religious duty, perform <i>wudhu</i> systematically as a prerequisite for performance of prayers, observe routine prayers for spiritual growth, appreciate performing <i>wudhu</i> as a requirement before performing <i>swalah</i>. 	<p>The learner is guided to;</p> <ul style="list-style-type: none"> observe or listen to verbal or tactual description of pictures or video clips or animations of learners praying at different times of the day, talk about the times of the day prayers are routinely conducted for example; in the morning, mid day, during meals, evening, at bed time using verbal communication or signs or tactual signs or AAC, observe or listen to verbal or tactual description of video clips or animations of learners performing <i>wudhu</i> systematically as a prerequisite for performance of prayers and talk about the activities involved in each step <i>using verbal communication or signs or tactual signs or AAC</i>, participate in a demonstration on how to perform <i>wudhu</i> as follow, say <i>bismillah</i>, washing hands three times, rinsing the mouth three times, rinsing the nose three times, washing the face three times, washing the arms up to ankle three times, wiping the head, wiping the ears, washing the feet up to the ankles three times. Avoid wasting water when performing <i>wudhu</i>, 	<ol style="list-style-type: none"> What do you do before you pray? Which parts of the body are cleaned during <i>wudhu</i>? How do you perform <i>wudhu</i>?

			<ul style="list-style-type: none"> • use appropriate mode of communication to role play how to perform <i>wudhu</i> systematically before prayers following the correct steps. • participate in saying or signing or tactual signing routine prayers during different times of the day. • conduct routine prayers in the specified times of the day. 	
Core Competencies to be developed: <ul style="list-style-type: none"> • Digital literacy as learners listen to verbal or watch video of steps of performing <i>wudhu</i> • Self-efficacy as learners practise performing <i>wudhu</i> using the right steps 				
Values: Responsibility is enhanced as learners perform <i>wudhu</i> following the correct steps				
Pertinent and Contemporary Issues: Health education Personal hygiene will be achieved as learners perform <i>wudhu</i> every day before prayer				
Link to other learning areas: Performing <i>wudhu</i> every day is linked to body movement in Sensory Motor Activities				
Suggested Learning Resources: Pictures or video clips or animations, tap, a jerry can, water, Learner Support Assistant, digital devices with assistive technologies				

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 times of the day when prayers are performed	i. Identifying morning as routine prayer time			
		ii. Identifying midday as routine prayer time			
		iii. Identifying meal time as routine prayer time			
		iv. Identifying evening as routine prayer time			
		v. Identifying bedtime as routine prayer time			
2.	Ability to Perform <i>wudhu</i> systematically as prerequisite for performance of prayers	i. Saying or signing or tactual signing the word " <i>Bismillah</i> "			
		ii. Washing hands			
		iii. Rinsing the mouth			
		iv. Rinsing the nose			
		v. Washing the face			
		vi. Washing arms			

		vii. Wiping the head			
		viii. Wiping ears			
		ix. Washing the feet			
		x. Saying a prayer (dua)			
3	Ability to perform routine prayers	i. Praying in the morning .			
		ii. Praying during midday.			
		iii. Praying during meals.			
		iv. Praying in the evening.			
		v. Praying when going to bed.			

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

Teacher's Name _____

Signature _____

Date of assessment _____

3. Rating Guide for the Learner's Performance

The learner's competencies will be rated using the following scoring guide:

Level Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to identify different times of the day when prayers are performed	The learner identifies 5 different times of the day when prayers are performed	The learner identifies 4 different times of the day when prayers are performed	The learner identifies 2 to 3 different times of the day when prayers are performed	The learner identifies 1 times of the day when prayers are performed or none
Performing wudhu systematically	The learner performs 9 acts of <i>wudhu</i> systematically	The learner performs 6 to 8 acts of <i>wudhu</i> systematically	The learner performs 3 to 5 acts of <i>wudhu</i> systematically	The learner performs 2 acts of <i>wudhu</i> systematically or less
Ability to perform routine prayers	The learner performs routine prayers at 5 different times of the day	The learner performs routine prayers at 4 different times of the day	The learner performs routine prayers at 2 to 3 different times of the day	The learner performs routine prayers at 1 times of the day or none.

8.0 RELIGIOUS AND MORAL VALUES

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
8.0 Religious and Moral values	8.1 Places of worship (<i>Mosque</i>)	By the end of the sub strand, the learner should be able to; a) identify places of worship for awareness, b) demonstrate appropriate behaviour in a place of worship in honour of Allah, c) enjoy worshipping in a mosque for spiritual growth.	The learner could be guided to; <ul style="list-style-type: none"> ● observe or listen to tactual description of pictures or video clips of places of worship such as mosque, chapel, church, temple, shrine and identify them using verbal communication or signs or tactual signs or AAC. ● take a guided tour to visit a mosque in the locality and identify it as the place of worship for Muslims, ● participate in a demonstration on appropriate behaviour in places of worship which include, wearing modest clothes, performing <i>wudhu</i>, entering the hall on the right foot, giving <i>saalam</i>, male and female entering the mosque through different doors, sitting quietly in the mosque, ● simulate appropriate behaviour in the mosque, ● perform prayers in a mosque regularly. 	Where do you go for prayers?
Core Competencies to be developed:				
Learning to learn as learners acquire appropriate behaviours for visiting places of worship				
Values:				
Respect as learners dress appropriately to enter places of worship				

<p>Pertinent and Contemporary Issues: Mental awareness is achieved as learners relate well with others by regularly observing appropriate behaviors before visiting places of worship</p>
<p>Link to other learning areas: Visiting places of worship is linked to basic body movement of walking in Movement Activities</p>
<p>Suggested Learning Resources: Charts with drawings of places of worship, video clips, places of worship</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 places of worship.	i. Identifying a Mosque as a place of worship.			
		ii. Identifying a Church as a place of worship			
		iii. Identifying a Temple as a place of worship			
		iv. Identifying a Chapel as a place of worship			
		v. Identifying a shrine as a place of worship			
2	Ability to	i. Wearing a modest clothing			

demonstrate appropriate behaviour in a place of worship	ii. Performing wudhu			
	iii. Entering the mosque on the right foot			
	iv. Giving <i>salaam</i>			
	v. Entering the mosque through different doors for males and females			
	vi. Sitting quietly after entering the mosque			

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 following scoring guide:

Level Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to identify places of worship	The learner identifies 5 places of worship	The learner identifies 4 places of worship	The learner identifies 2 to 3 places of worship	The learner identifies 1 place of worship or none
Ability to demonstrate appropriate behaviour in a place of worship	The learner demonstrates 6 appropriate behaviours in a place of worship	The learner demonstrates 4 to 5 appropriate behaviours in a place of worship	The learner demonstrates 2 to 3 appropriate behaviours in a place of worship	The learner demonstrates 1 appropriate behaviour in a place of worship or none

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
8.0 Religious and Moral values	8.2 Religious Leaders <i>(Khadhi, Maalim, Sheikh, Imam)</i>	By the end of the sub strand, the learner should be able to; <ol style="list-style-type: none"> a) Identify Islamic religious leaders for awareness, b) tell the role of Islamic religious leaders for spiritual spiritual growth, c) appreciate the roles played by the Islamic religious leaders to promote spiritual wellbeing. 	The learner is guided to; <ul style="list-style-type: none"> • observe or listen to tactual description of pictures or video clips or animations of Islamic religious leaders such as <i>Khadhi, Maalim, Imam, Sheikh</i>, and identify them verbally or by use of signs or tactual signs or AAC, • take a guided tour to a nearby mosque and have a talk with religious leader(s) about their roles in the mosque such as; <i>Khadhi</i> gives guide in islamic <i>sharia</i>, <i>Maalim</i> teaches children how to read the <i>Quran</i>, <i>Imam</i> leads in prayers at the mosque, <i>Sheikh</i> is the person consulted on islamic matters, • participate in ademonstration to simulation on the roles of Islamic religious leaders, • simulate the roles of Islamic religious leaders • use digital devices to take video clips and photos during the role play and put them in the e-portfolio. 	1. Who are our religious leaders?
Core Competencies to be developed: Self-efficacy as the learner successfully identifies Islamic religious leaders				

Values: Patriotism is enhanced as learners respect religious leaders
Pertinent and Contemporary Issues: Spiritual awareness is achieved as learners gain knowledge from the religious leaders
Link to other learning areas: Identifying religious leaders is linked to identifying people within the school in Communication and Social Skills
Suggested Learning Resources: Video clips or animations or pictures of religious leaders, digital devices with assistive technology, AAC resources, Learner Support Assistant

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 identifying Islamic religious leaders	i. Identifying Sheikh as an Islamic religious leader			
		ii. Identifying Maalim as an Islamic religious leader			
		iii. Identifying Imam as an Islamic religious leader			
		iv. Identifying Khadhi as an Islamic religious leader			
2.	Ability to tell the role of Islamic religious leaders	i. Telling the role of <i>Sheikh</i> as the person consulted on Islamic matters.			
		ii. Telling the role of <i>Khadhi</i> as the person who gives guide in Islamic <i>sharia</i> .			
		iii. Telling the role of <i>Maalim</i> as the person who teaches children how to read the <i>Quran</i> .			
		iv. Telling the role of <i>Imam</i> as the person who leads in prayers at the Mosque.			

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 following scoring guide:

Level Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to identify Islamic religious leaders	The learner identifies 4 Islamic religious leaders	The learner identifies 3 Islamic religious leaders	The learner identifies 2 Islamic religious leaders	The learner identifies 1 Islamic religious leader or none
Ability to tell the role of Islamic religious leaders	The learner tells the roles of 4 Islamic religious leaders	The learner tells the roles of 3 Islamic religious leaders	The learner tells the roles of 2 Islamic religious leaders	The learner tells the roles of 1 Islamic religious leader or none

HINDU RELIGIOUS EDUCATION (HRE)

9.0 PRAYERS

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
9.0 Prayers	9.1 Prayers for Different Activities <i>(Prayer for meals)</i> Sanatan – <i>Bhojan Mantra</i> Jain – <i>Namaskara Sutra</i> Buddhist – <i>Five reflections/Zen prayer</i> Sikh – <i>Tu datha daathaar tera dhita khawanaa prayer (Salok 9)</i>	By the end of the sub strand, the learner should be able to; a) prepare to say the prayer for meals in honour of Paramatma’s provisions, b) say a prayer for meals to enhance spiritual growth, c) enjoy saying a prayer for meals in appreciation of Paramatma’s gifts.	The learner is guided to; <ul style="list-style-type: none"> • observe or listen to verbal or tactual description of pictures or video clips or animations of people saying different prayers. Talk about when specific prayers are said using verbal communication or signs or tactual signs or AAC. • Observe or listen how vegetarian food is offered in prayer to Paramatma before consuming it, as per each faith, • participate in a demonstration on preparation to say a prayer for meals as follow; washing hands, wiping hands with a clean towel, moving to where food is served, sitting, serving the food or be served food, • participate in a demonstration on saying a prayer for meals by; assuming a prayer posture, beginning the prayer, reciting the entire prayer, ending the prayer, maintaining appropriate facial expression, • practice the correct phrase for blessing the food and for thanksgiving after finishing the meal. • practice saying a prayer for meals, 	How do you prepare for prayer?

			<ul style="list-style-type: none"> • practice saying prayer for meals in congregation or family get togethers. 	
<p>Core Competencies to be developed: Learning to learn as the learner develops relationships with peers while carrying out role play on how to say a prayer for meals.</p>				
<p>Values:</p> <ul style="list-style-type: none"> • Respect is enhanced as learners appreciate others as they work together while role playing on prayer for meals. • Love as they exercise religious tolerance to different ways of praing from varied religions. 				
<p>Pertinent and Contemporary Issues: Spiritual awareness as the learner says a prayer to bless the meals and for thanksgiving.</p>				
<p>Link to other learning areas: Assuming a prayer position for meals is linked to posture in Sensory Motor Integration.</p>				
<p>Suggested Learning Resources: Pictures, video clips or animations, a resource person, digital devices with assistive technology, AAC resources, 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 prepare to say a prayer for meals	i. Washing hands			
		ii. Wiping hands with a clean towel			
		iii. Moving to where food is served			
		iv. Sitting appropriately,			
		v. Serving the food or be served food			
2.	Ability to say a prayer for meals	i. Assuming a prayer posture			
		ii. Beginning the prayer			
		iii. Reciting the entire prayer			
		iv. Ending the prayer			
		v. Maintaining appropriate facial expression			

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 following scoring guide:

Level Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to prepare to say a prayer for meals	The learner prepares for a meal by performing 5 activities	The learner prepares for a meal by performing 4 activities	The learner prepares for a meal by performing 2 to 3 activities	The learner prepares for a meal by performing 1 activity or none
Ability to say a prayer for meals	The learner says a prayer for meals by performing 5 activities	The learner says a prayer for meals by performing 4 activities	The learner says a prayer for meals by performing 2 to 3 activities	The learner says a prayer for meals by performing 1 activity or none

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
9.0 Prayers	9.2 Prayer routine <i>(Morning, during assembly, for emotional strength, end of school day, bed time)</i>	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> a) identify times when prayers are conducted for fulfillment of religious duty, b) prepare to perform routine prayers c) perform routine prayers for spiritual enhancement, d) enjoy performing prayers for spiritual growth.. 	The learner is guided to: <ul style="list-style-type: none"> ● observe or listen to verbal or tactual description of pictures or video clips or animations of people praying at different times. ● talk about different times of the day when prayers are routinely said using verbal communication or signs or tactual signs, (morning, during assembly, during meals, for emotional strength, end of school day, bed time), ● observe or listen to verbal or tactual description of pictures or video clips or animations on how to perform <i>Ishnaan</i> (full body bath) and wear clean clothes before a prayer, ● participate in a demonstration on preparing for prayers by putting on clean clothes, combing the hair, going to the prayer room, removing the shoes before entering the prayer hall or a place of worship to perform morning prayers either individually or in groups, ● participate in a demonstration on praying before starting classes by standing in front of the deity/Scripture folding hands, bowing down, closing eyes and reciting <i>Saraswati Vandan/Metta/Navkar Mantra/Ardaas</i>, 	<ol style="list-style-type: none"> 1. When do you say your prayers? 2. What do you do before you pray? 3. How do you perform prayers?

			<p>to ask for blessings to get knowledge and wisdom before starting class,</p> <ul style="list-style-type: none"> ● participate in a demonstration on preparing for evening prayer by washing hands and feet and if necessary change clothes before performing a prayer, ● role play how to perform prayer using the most appropriate mode of communication, ● practice saying prayer in varied times and situations, 	
<p>Core Competencies to be developed: Self-efficacy as the learner successfully perform prayers</p>				
<p>Values: Responsibility is enhanced as learners perform <i>Ishnaan</i> and wear clean clothes before a prayer</p>				
<p>Pertinent and Contemporary Issues: Self-esteem is enhanced as the learner successfully accomplishes routines for preparing for prayer</p>				
<p>Link to other learning areas: Preparing for prayer is linked to body movement in Sensory Motor Integration</p>				
<p>Suggested Learning Resources: Pictures, video clips or animations, a resource person, digital devices with assistive technology, 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 prepare for morning prayers	i. Performing Ishnaan			
		ii. Putting on clean clothes			
		iii. Combing the hair			
		iv. Moving to the prayer room			
		v. Removing the shoes			
		vi. Entering the prayer hall or a place of worship to perform morning prayers			
2	Ability to Pray before starting the lesson	i. Standing in front of the deity			
		ii. Putting hands together			
		iii. Bowing down			
		iv. Closing eyes in readiness for prayer			
		v. Reciting the appropriate prayer			
3	Ability to prepare for evening prayer	i. Washing hands			
		ii. Washing feet			
		iii. Changing clothes before performing a prayer.			

		iv. Reciting a prayer			
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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 following scoring guide:

Level Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to prepare for morning prayers	The learner prepares for morning prayes by performing 6 skills	The learner prepares for morning prayes by performing to 5 skills	The learner prepares for morning prayes by performing 2 to 3 skills	The learner prepares for morning prayes by performing 1skill or none
Ability to pray before starting lesson	The learner says a prayer before stating lesson by performing 5 skills	The learner says a prayer before stating lesson by performing 3 to 4 skills	The learner says a prayer before stating lesson by performing 2 skills	The learner says a prayer before stating lesson by performing 1 skill or none
Ability to prepare for evening prayer	The learner prepares for eveing prareya by performing 4 skills	The learner prepares for eveing prareya by performing 3 skills	The learner prepares for eveing prareya by performing 2 skills	The learner prepares for eveing prareya by performing 1 skill or none

10.0 RELIGIOUS AND MORAL VALUES

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
10.0 Religious and Moral Values	10.1 Places of Worship <i>Mandir (Sanatan/Vaidic)</i> <i>Derasar (Jain faith)</i> <i>Vihaar (Buddhist faith)</i> <i>Gurdwara (Sikh faith)</i>	By the end of the sub strand, the learner should be able to; <ol style="list-style-type: none"> identify places of worship for social awareness, visit a place of worship for spiritual growth, demonstrate appropriate behaviour in a place of worship, enjoy visiting places of worship for spiritual growth. 	The learner is guided to; <ul style="list-style-type: none"> observe or listen to tactual descriptions of pictures or video clips or animations on places of worship, take a guided tour or visit places of worship, such as the Mandir, Derasar, Vihaar and Gurdwara, participate in a demonstration on appropriate behaviour in places of worship which include, wearing modest and clean clothes, removing shoes and washing hands and feet, covering the head with scarf or turban, touching the threshold of the place of worship, showing reverence to the presiding deity or Scripture, presenting offering in the form of flowers or sweets or money, circumambulating the deity, sitting quietly, listening to the discourses going on in the place of worship or doing own prayer silently. practice the protocols observed in a place of worship 	Where do you go to pray?
Core Competencies to be developed: Learning to learn as the learner acquire appropriate behaviours for visiting places of worship				

Values: Respect is enhanced as learners follow the appropriate protocols at the places of worship
Pertinent and Contemporary Issues: Spiritual awareness is achieved as learners relate well with others by regularly observing appropriate behaviors in places of worship
Link to other learning areas: Visiting places of worship is linked to walking in locomotor activities in Movement Activities
Suggested Learning Resources: Pictures, video clips or animations, digital devices with assistive technology, learner support assistant

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 places of worship.	i. Identify a Sanatan Mandir as a place of worship.			
		ii. Identify a Derasar as a place of worship			
		iii. Identify a Vihaar as a place of worship			
		iv. Identify a Gurdwara as a place of worship			
		v. Identify other places of worship for example Church, Mosque, Synagogue.			
2	Ability to demonstrate appropriate behaviour in places of worship	i. Wearing modest and clean clothes			
		ii. Removing shoes			
		iii. Washing hands and feet			
		iv. Covering the head with scarf or turban			
		v. Touching the threshold at the entrance of the place of worship			
		vi. Showing reverence to the presiding deity or Scripture			

		vii. Presenting offering in the form of flowers or sweets or money			
		viii. Circumambulating the deity			
		ix. Sitting quietly			
		x. Listening to the discourses going on in the place of worship or doing own prayer silently.			

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 following scoring guide:

Indicator \ Level	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to identify places of worship.	The learner identifies 5 places of worship	The learner identifies 3 to 4 places of worship	The learner identifies 2 places of worship	The learner identifies 1 place of worship or none
Ability to demonstrate appropriate behaviour in places of worship	The learner demonstrates 8 to 10 appropriate behaviours in paces of worships	The learner demonstrates 5 to 7 appropriate behaviours in paces of worships	The learner demonstrates 3 to 4 appropriate behaviours in paces of worships	The learner demonstrates 2 appropriate behaviours in paces of worships or less

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
10.0 Religious and Moral Values	10.2 Religious Leaders <i>Pandit ji (Hindu)</i> <i>Maharaj (Jain)</i> <i>Bhante ji (Buddhist)</i> <i>Giani ji (Sikh)</i>	By the end of the sub strand, the learner should be able to: a) identify religious leaders for awareness, b) tell the role of religious leaders for spiritual growth, c) appreciate the roles played by the religious leaders for spiritual growth.	The learner is guided to; <ul style="list-style-type: none"> • observe or listen to a resource person (knowledgeable in HRE) or tactual description of pictures or video clips or animations on Hindu religious leaders, • verbally say, point, sign or tactual sign the Hindu religious leaders according to the four faiths; <i>Pandit ji, Maharaj, Swami ji, and Giani ji,</i> • participate in a demonstration on roles of religious leaders, which includes; taking care of the place of worship, carrying out daily prayers, taking care of the deities/Scriptures on daily routine (like showering, putting new clothes and jewelry on them), guiding the devotees on appropriate ways of performing daily prayers, performing religious rites and rituals as per social festivities, blessing devotees, praying for devotees • play on roles of religious leaders • use digital devices to take video clips and photos during the role play and put in the e-portfolio 	<ol style="list-style-type: none"> 1. Who are the leaders in the places of worship? 2. What is the role of religious leaders?

Core Competencies to be developed:

Self-efficacy as the learner successfully identifies religious leaders

Values:

Patriotism is enhanced as learners respect religious leaders

Pertinent and Contemporary Issues:

Spiritual awareness is achieved as learners learn about the roles of religious leaders

Link to other learning areas:

Identifying religious leaders is linked to roles played teachers in Communication and Social Skills

Suggested Learning Resources:

Pictures, video clips or animations, a resource person, digital devices with assistive technology, Learner Support Assistant

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 the role of religious leaders	i. Taking care of the place of worship			
		ii. Carrying out daily prayers			
		iii. Taking care of the deities/Scriptures on daily routine			
		iv. Guiding the devotees on appropriate ways of performing daily prayers			
		v. Performing religious rites and rituals as per social festivities			
		vi. Blessing devotees			
		vii. Praying for devotees			

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 following scoring guide:

Indicator \ Level	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to tell the role of religious leaders	The learner tells 7 roles played by religious leaders	The learner tells 5 to 6 roles played by religious leaders	The learner tells 3 to 4 roles played by religious leaders	The learner tells 2 roles played by religious leaders or less