REPUBLIC OF KENYA
MINISTRY OF EDUCATION

LOWER PRIMARY CURRICULUM DESIGN

BTRAILLE SKILLS

GRADE 1

KENYA INSTITUTE OF CURRICULUM DEVELOPMENT
A Skilled and Ethical Society

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FOREWORD

The Government of Kenya is committed to ensuring that policy objectives for education, training and research meet the aspirations of the Kenya Constitution 2010, the Kenya Vision 2030, the United Nations Sustainable Development Goals (SDGs) and the Regional and Global conventions to which Kenya is a signatory. In relation to this, the Ministry of Education (MoE) embarked on the review of the Early Years Braille Curriculum Designs (EYE). The review of the designs resonates with Kenya's regional and international obligations and was occasioned by the need to align the language curriculum in EYE with the MOE status report.

The reviewed curriculum designs will facilitate the attainment of the core competencies by providing opportunities for the identification and nurturing of every learner's potential. The focus of learning in EYE is numeracy and literacy. Hence, the need to lay a firm foundation at the earliest stage. The curriculum designs include the general and specific learning outcomes for the learning areas (subjects) as well as strands and sub - strands. The designs also outline suggested learning experiences, key inquiry questions, assessment rubrics, pertinent and contemporary issues, values and Community Service Learning (CSL) activities. It is my hope that all Government agencies and other stakeholders in Education will use the designs to implement the Competency Based Curriculum effectively.

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PREFACE

The Ministry of Education (MoE) rolled out the first phase of the Competency Based Curriculum (CBC) in Early Years Education (EYE) in 2018. The Grade 1-3 Braille curriculum designs were developed in 2017 but a status report on the implementation of the languages necessitated the revision of these designs in the year 2021. EYE being the foundational stage is critical to the realisation of the Vision and Mission of the CBC as enshrined in the Sessional Paper No. I of 2019: "Towards Realising Quality, Relevant and Inclusive Education and Training for Sustainable Development in Kenya. "

The Sessional Paper explains the change in focus from content to nurturing every learner's potential. Therefore, the Grade 1-3 Braille curriculum designs are intended to enhance development and attainment of the core competencies of CBC namely: Communication and Collaboration, Critical Thinking and Problem Solving, Creativity and Imagination, Citizenship, Digital Literacy, Learning to learn and Self-efficacy. The curriculum designs also continue to link the activities in the main learning areas to the other aspects of the CBC including links to Pertinent and Contemporary Issues (PCIs), Values and Community Service Learning (CSL). Additionally, the designs offer suggested interactive learning activities and varied assessment techniques.

It is expected that the curriculum designs will guide the teacher on how to facilitate the acquisition of the desired knowledge, skills, attitudes and values in EYE. Indeed, it is my expectation that the teacher will use the designs to enliven learning.

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ACKNOWLEDGEMENT

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NATIONAL GOALS OF EDUCATION

1. **Foster nationalism, patriotism, and promote national unity**
   Kenya's people belong to different communities, races and religions and should be able to live and interact as one people. Education should enable the learner acquire a sense of nationhood and patriotism. It should also promote peace and mutual respect for   harmonious co-existence.

2. **Promote social, economic, technological and industrial needs for national development**
   Education should prepare the learner to play an effective and productive role in the nation.

   a) **Social Needs**
   Education should instil social and adaptive skills in the learner for effective participation in community and national development.

   b) **Economic Needs**
   Education should prepare a learner with requisite competences that support a modern and independent growing economy. This should translate into high standards of living for every individual.

   c) **Technological and Industrial Needs**
   Education should provide the learner with necessary competences for technological and industrial development in tandem with changing global trends.

3. **Promote individual development and self-fulfilment**
   Education should provide opportunities for the learner to develop to the fullest potential. This includes development of one's interests, talents and character for positive contribution to the society.

4 **Promote sound moral and religious values**

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

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

6. **Promote respect for and development of Kenya's rich and varied cultures**
Education should instil in the learner appreciation of Kenya's rich and diverse cultural heritage. The learner should value own and respect other people's culture as well as embrace positive cultural practices in a dynamic society.

7. **Promote international consciousness and foster positive attitudes towards other nations**
Kenya is part of the interdependent network of diverse peoples and nations. Education should therefore enable the learner to respect, appreciate and participate in the opportunities within the international community. Education should also facilitate the learner to operate within the international community with full knowledge of the obligations, responsibilities, rights and benefits that this membership entails.

8. **Good health and environmental protection**
Education should inculcate in the learner the value of physical and psychological well-being for self and others. It should promote environmental preservation and conservation, including animal welfare for sustainable development.

LESSON ALLOCATION FOR LOWER PRIMARY

S/No.	Learning Area	No. of Lessons
1	Mathematical Activities for Learners with Visual Impairment	5
2	English Language Activities for Learners with Visual Impairment	5
3	Environmental Activities for Learners with Visual Impairment	4
4	Creative Activities for Learners with Visual Impairment	7
5	Religious Education Activities	3
6	Kiswahili language activities for Learners with Visual Impairment	4
7	Braille Literacy Activities	2
8.	Pastoral/ Religious Instruction Programme	1
	Total	31

GENERAL LEARNING OUTCOMES FOR PRIMARY EDUCATION

By the end of the Primary Education, the learner should be able to:

a) Communicate appropriately using verbal and or non-verbal modes in a variety of contexts.
b) Demonstrate mastery of number concepts to solve problems in day to day life
c) Demonstrate social skills, moral and religious values for positive contribution to society
d) Develop one's interests and talents for personal fulfilment
e) Make informed decisions as local and global citizens of a diverse, democratic society in an interdependent world.
f) Explore, manipulate, manage and conserve the environment effectively for learning and sustainable development
g) Acquire digital literacy skills for learning and enjoyment.
h) Appreciate the country's rich, diverse cultural heritage for harmonious living

ESSENCE STATEMENT

Braille skills literacy is a major prerequisite for learning to learners with visual impairment. The skill will enable the learner to perform well in education, information, trade, diplomacy, social networking, science, technology, the internet, and travel. It is internationaly used as the main commonly learnt skills for learners with visual impairment in today's world. In Kenya, Braille skills literacy is learnt as the medium of instruction all gardaes Grades. Hence, a solid foundation in the mastery of Braille skills must be laid in Early Years Education. This will not only enhance learning in Middle School but will also prepare the learner with visual impairment for future engagements in the national and international arenas. Consequently, the learner with visual impairment must be exposed to targeted interactive tasks in braille skills literacy activities. Additionally, the learner with visual impairment will be able to progressively demonstrate the expected range of competencies in braille skills. A deliberate focus on each of the braille skills literacy is expected even though the interrelatedness between the various language skills must be taken into account.

GENERAL LEARNING OUTCOMES

By the end of Early Years Education, the learner with visual impairment should be able to:
- a) listen and respond appropriately to relevant information in a variety of contexts,
- b) express self-confidently using braille writing and reading materials
- c) read and write English braille notations fluently and accurately,
- d) read and writhe mathematics braille notations fluently and accurately,
- e) write simple sentences using Kiswahili braille notations fluently and accurately.

STRANDS
- Braille Writing Materials and Equipment.
- Braille ReadingSkills.
- Braille Writing Skills

- English Braille Notation.
- Mathematics Braille Notation.
- Breli ya Kiswahili.

SUB STRANDS
Braille Writing Materials and Equipment

1. Slate and Stylus Process.
2. Formatting on the Slate.
3. Braille Writing Machine Process.
4. Care and Storage of Braille Writing Equipment and Materials.
- Braille Reading Skills
1. Braille Book Orientation.
2. Tracing Tactile Lines.
- Braille Writing Skills
  1. Body Posture.

- English Braille Notation
  1. Letters of the Alphabet
  2. Uncontracted Braille.

GRADE 1   (30 minutes per lesson)

STRANDS	SUB STRAND	SPECIFIC LEARNING OUTCOMES	SUGGESTED LEARNING EXPERIENCES	SUGGESTED KEY INQUIRY QUESTIONS
1.0 BRAILLE WRITING MATERIALS AND EQUIPMENT	1.1 Slate & Stylus Process (10 lessons)	By the end of the lesson the learner should be able to: a) identify the position of beginning work on slate, b) use the stylus to emboss dots on the braille paper, c) move from the current line to the next starting with the right hand side, d) proof read braille work during writing, e) mark the last point of the writing on a slate, f) appreciate the use of slate and stylus in writing braille.	• Learner manipulate slates and begin work on the slate by helping them to identify the left margin, the first cell as well as indentation where need be. • Learner uses the stylus while embossing dots on a braille paper by fixing the paper in the slate, identiofying where to start wrining from and writing using the slate. • Learner explores the braille text and identify the lines them move from the current line to the next line when writing braille. • In pairs learners practice moving from current braille line to the next starting from right hand side • In groups learners take part in proof reading written	1. Why is it important to know where to begin braille work on a slate? 2. How do you hold the stylus to emboss dots on the braille paper? 3. How do you mark the last point of writing on the slate? •

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			braille work by opening the slate, turning the paper, reading text from left to right and fixing the paper back in the right position	
			• Learner marks the last point of the writing on a slate by either using pins or existing marks on the slate	
			• Learner enjoy using slate and stylus while writing personal work in braille.	

Core competences to be developed:
- A learner develops collaboration while working with others to identify the position where one begins to write on a slate.
- Critical thinking and Problem solving: The learner develops decision making skills as they settle on items to mark last point of writing on the slate
- Learning to learn: The learner develops curiosity for new knowledge as they use braille skills to learn new words.

Values:
Respect;a learner enhances respect as they take turns while writing their assignments in braille using braille and stylus

Pertinent and contemporary issues: Safety as the learners' exercise care while handling stylus and other braille devices.

Link to other Learning areas: identifying lines in a text and writing is linked to writing in English and kiswahili.

Suggested learning resources: Braille papers, slate, stylus

STRAND	SUB STRAND	SPECIFIC LEARNING OUTCOMES	SUGGESTED LEARNING EXPERIENCES	SUGGESTED KEY INQUIRY QUESTIONS
Braille writing equipment and materials.	1.2 Formatting on the slate (6 lessons)	By the end of the lesson the learner should be able to: a) skip lines when writing using slate and stylus appropriately, b) indent and center braille work when writing, c) write braille work sufficiently and accurately using slate and stylus, d) appreciate the use of braille in communication.	• Learners tactually explore braille lines and identift the different spacings between them • Learner is guided on how to skip lines when writing braille using slate and stylus. • In pairs learners practice indenting and centering braille work. • In groups learners practice writing short words and short sentences in braille correctly. • In groups, learners sing short songs involving braille dots.	1. How do you skip a line when writing using slate and stylus? 2. Why is it important to indent and center braille work?

Core competences to be developed:
- **Communication and collaboration:** a learner develops team spirit when doing group assignments in braille.
- critical **thinking and Problem solving:** a learner develops decision making skills when they are able to know when to indent and centre align a text.

Values: Respect a learner enhances this value as they turn take without unnecessary interruption
Pertinent and contemporary issues: Life skill is developed as the learner organizes short lines into clear paragraph.
Link to other Learning Areas: IndentingIndenting and centring a text is linked to wringing headings and paragrapgs in English, literacy and Kiswahili
Suggested Learning Resources; braille paper.stylus, writing frame.

STRANDS	SUB STRAND	SPECIFIC LEARNING OUTCOMES	SUGGESTED LEARNING EXPERIENCES	SUGGESTED KEY INQUIRY QUESTIONS
Braille writing equipment and materials.	1.3 Braille writing Machines process (12 lessons)	By the end of the lesson the learner should be able to: a) identify main parts of the braille machine, b) find out the functions of keys of a braille machine, c) write Braille steadily with both hands, d) proofread braille text when writing using the braille machine, e) correct error in the current line when writing with a braille machine, f) enjoy writing braille using	• Learner identifies the main parts of a braille machine such as knob, carriage, and paper release levers. • Learner explores the keys and their functions on a braille machine. • Learner writes braille steadily using both hands. • In pairs learners proofread braille text when writing using the braille machine. • In groups learners practice correcting errors in the current braille line by backspacing and using eraser.	1. why is it important to master the functions of the parts of a braille machine? 2. How would you correct an error when writing using a braille machine? 3. Why is it important to care for and store braille machine appropriately?

		braille writing machine.		

Core competences to be developed:
Creativity and imagination:A learner develops keenness when they are able to differentiate the texture of various keys of a braille machine,
Values: Love. This value is enhanced as learners share the few available machines while writing,   Pertinent and contemporary issues: **Global citizenship** Child's rights, care and protection as the learner is exposed to writing skills irrespective of the underline impairment.
• Link to other learning areas: Proof reading is linked to reading comprehension in English and Kiswahili.
Suggested Learning Resources: Braille machine,braille paper

STRANDS	SUB STRAND	SPECIFIC LEARNING OUTCOMES	SUGGESTED LEARNING EXPERIENCES	SUGGESTED KEY INQUIRY QUESTIONS
Braille writing equipment and materials.	1.4 Care and storage of braille writing equipment and materials (2 lessons)	By the end of the lesson the learner should be able to: a) identify ways of caring and storage of braille writing equipment,	• Learners identifies ways of caring for and storage of braille writing equipment • Learner cares for braille machines.	1. How do you take care of your braille machine, slate and stylus? 2. How do you keep your braille writing equipment?

		b) practice good care and storage of the braille writing equipment after use, c) appreciate the use of braille writing equipment in learning.	• Learner stores the machine to prevent breakage and loss.	

Core competences to be developed:
Self efficacy; is developed as learner demonstrates ways of caring for braille writing equipment,

Values: responsibility, a learner enhances this value as they take care of the machines

Pertinent and contemporary issues: **Health education**; Personal hygiene as learners wash hands after using braille machines. •	
Link to other Learning areas Caring for braille writing materials is linked to caring for writing materilas in English and literacy	
Suggested Learning Resources: braille machines, braille papers.	

STRANDS	SUB STRAND	SPECIFIC LEARNING OUTCOMES	SUGGESTED LEARNING EXPERIENCES	SUGGESTED KEY INQUIRY QUESTIONS
2.0 Braille Reading Skills	2.1 • Braille Book Orientation • (10 lessons)	By the end of the lesson the learner should be able to: a) identify pages of a braille book, b) locate edges of a braille book, c) appreciate the importance of positioning a Braille book in	• Learners identifies pages of a braille book through hand movement. • Learners locates the title, the left, the right. the top and lower sides of the page • Learners practice turning through the Braille book to the last page systematically and locate the last line.	1. How do we locate the edge of a braille book? 2. How do we locate the first page of a braille book? 3. Why is it important to locate the edge of a braille book?

		preparation for reading.	• In groups, learners could practice locating different positions of braille book. • Learner could listen to and recite poems and using songs related to these positions. •	

Core competences to be developed:
Communication and collaboration a learner develops listening skills as they take in guidelines given to them by the facilitator.

Values: unity, This value is enhanced when learners collaborate as they perform various tasks related to braille book orientation

Pertinent and contemporary issues:Global citizenship: social cohesion as the learners work together in groups respective of their different tribes.

Link to other learning areas: Locating the title of a text is likned to reading the title of a text in English and literacy

Suggested learning Resources: Braille books, braille papers.

STRAND	SUB-STRAND	SPECIFIC LEARNING OUTCOMES	SUGGESTED LEARNING EXPERIENCES	SUGGESTED KEY INQUIRY QUESTIONS

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Braille Reading Skills	2.2 Tracing Tactile Lines (8 lessons)	By the end of the lesson the learner should be able to: a) identiy tactile linse of different sices, b) trace tactile lines with both hands, c) retrace the braille line to the left side of the page with hands together, d) drop both fingers to the next line together, e) enjoy tracing lines in a braille text	● Learner traces tactile lines with both hands. ● Learner retraces Braille lines from right to left with hands together. ● In pairs or in groups learners could be guided to practice dropping both fingers to the next line together.	1. How would you trace tactile lines? 2. How would you begin reading a new line from the current Braille line?

Core competences to be developed:
Imagination and creativity:a learner develops keenness as they trace and drop the fingers without missing the lines.

Value:Love. This value is enhanced as learners come together to perform tracing tasks

Pertinent and contemporary issues: life skills: self esteem – when learners are able to-trace tactile line from left to right and drop both fingers to next line appropriately

Link to other learning areas: tracing lines is linked to line reading in English	
Suggested learning resources: braille machines,stylus.braille papers.	

STRAND	SUB STRAND	SPECIFIC LEARNING OUTCOMES	SUGGESTED LEARNING EXPERIENCES	SUGGESTED KEY INQUIRY QUESTIONS
3.0 Braille Writing Skills	3.1 Body posture (10 lessons)	By the end of the lesson the learner should be able to: a) identify various ways of body posture while reading braille, b) positioning the wrists on edge of the table appropriately, c) position fingers on braille machine in readiness to press the keys, d)] place fingers on the right keys in readiness to write braille, e) press the keys firmly to produce firm dots.	• Learner identifies various ways of body positioning. • Learner attaing appropriate body positioning of wrists on the edge of the table in readiness to write Braille. • In pairs learners practice positioning of the wrists on the edge of the table in readiness to write braille. • Learner way of placing fingers in readiness to press the keys.	1. How do you position your wrists in readiness to write braille? 2. How do you position your fingers on the keys to write Braille? 3. Why is it important to place the correct fingers on appropriate keys?

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| | | | | · Learners practice correct placement of fingers in readiness to press the keys.
· In pairs or small groups guide learners practice appropriate positioning of their bodies, wrists and fingers in readiness to write Braille. | |

Core competences to be developed:
Imagination and creativity: a learner develops flexibility when they are able to place the finger on the appropriate keys on the braille machine.

Values: responsibility this value is enhanced when learners adopt appropriate seating posture during braille learners.

Pertinent and contemporary issues: **citizenship –social cohesion:** as learners work in pairs and groups to promote the values of sharing, tolerance and respect.

Link to other learning areas: Posistioning self appropriately for writing is linked to setting self in a appropriate position in readiness for writing in English and Numeracy

| **Suggested learning resources** chairs, desks, braille machines, braille books. | |

STRAND	SUB - STRAND	SPECIFIC LEARNING OUTCOMES	SUGGESTED LEARNING EXPERIENCES	SUGGESTED KEY INQUIRY QUESTIONS
4.0 English Braille Notation	4.1 letters of the alphabet (16 lessons)	By the end of the lesson the learner should be able to: a) identify letters of the alphabet by feeling and naming the specific dots that form them, b) read letters of the alphabet in braille, c) write letters of the alphabet in braille, d) appreciate the role of letters of alphabet in braille.	• Learner says letters of the alphabet in a sequence orally • Learner identifies letters of the alphabet by feeling and naming specific dots that make each letter of the alphabet in groups of A – J, K- T, U-Z and W. • In groups learners associate the dots with letters of the alphabet by singing or formulating a letter-dot song. • Learner reads letters of the alphabet on a card or chart in groups of A – J, K- T, U-Z and W • In pairs learners practice reading letters of the alphabet by identifying and reading letters that are reverse of each other such as DF, EI, JH, RW.	1. Why is it important to master the dots that form letters A-Z in braille? 2. How do you identify letters that are reverse of each other when reading and writing braille?

			• Learner writes letters of the alphabet using Braille writing equipment in groups of A – J, K- T, U-Z and W. • In turns learners practice writing pairs of letters of the alphabet that are reverse of each other such as DF, EI, JH, RW.	

Core competence to be developed:
Communication and collaboration – a learner will develop team spirit **as** they recite letters of the alphabet as a team..
Values: Love .this value is acquired as learners recite letters of the alphabet as a team.

Pertinent and contemporary issues: Life skills and values; self awareness and self esteem as learners proudly pronounce letters of the alphabet fluently.

Link to other learning areas: Wriring the letters of the alphabets in braille is linked to writing the letters of the alphabet in English.

Suggested Learning Resources: Braille cards, braille alphabetical charts, embossed charts.

STRAND	SUB STRAND	SPECIFIC LEARNING OUTCOMES	SUGGESTED LEARNING EXPERIENCES	SUGGESTED KEY INQUIRY QUESTIONS
English Braille Notation	4.2 Un-	By the end of the lesson the learner should be able to:	• Learner identifies letters of the alphabet on uncontracted braille.	•

| | contacted braille (10 lesson) | a) identify letters of the alphabet on uncontracted braille,
b) read simple words in braille,
c) write simple words in braille,
d) appreciate the use of braille in reading and writing. | • In pairs learners participate in reading three – four letter words for speed, accuracy and enjoyment.
• In pairs learners participate in writing three - four letter words for speed, accuracy and enjoyment. | |

Core competence to be developed:
Communication and collaboration – a learner will develop team spirit as they work in pairs and in groups in reading and writing braille.

 value:Integrity a learner enhances this value as they observe punctuality and time management

Pertinent and contemporary issues: Citizenship –social cohesion:as learners work in pairs and groups to promote virtues of sharing, tolerance and respect.
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Link to other learning areas: Alphabet on uncontracted braille is linked to writing alphabets in English.
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Suggested Learning Resources: Braille papers, stylus, braille machines, braille charts.

STRAND	SUB-STRAND	SPECIFIC LEARNING OUTCOMES	SUGGESTED LEARNING EXPERIENCES	SUGGESTED KEY INQUIRY QUESTIONS
5.0 Mathematics Braille Notations	5.1 Numbers in Braille (14 lessons)	By the end of the lesson the learner should be able to: a) identify the dots that form the number sign, b) mention numbers 1-10 orally, c) identify numbers 1-10 in braille, d) write numbers 1-10 in braille, e) appreciate reading and writing numbers in braille.	• Learner identifies the dots that form number sign. Guide learners to mention numbers 1-10 orally. • Learner identifies specific dots forming the number sign through touch • Learner identifies numbers 1-10 in braille. • In groups learners practice writing the number sign. • Learner writes numbers 1-10 in braille. • In pairs or groups count objects in the classroom. • In pairs or groups learners practice singing number games songs for enjoyment.	1. How many fingers do you have? 2. Who can sing a number game? 3. How is the numeral sign written in braille?

Core competences to be developed:
Critical thinking and innovations: A learner develops elaborative skills as they identify dots that form numbers in braille.
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Values: Peace this value is acquired as learners work in harmony with each other.	

- **Pertinent and contemporary issues: life skills –** self esteem is boosted as learners are able to read and write numbers in braille

Link to other learning areas subjects:
- Writing numbers 1 to 10 is linked in braille to writing numbers in Mathematics activities.

Suggested Learning resources. Braille papers, braille machine, stylus, writing frames, cubes

STRAND	SUB STRAND	SPECIFIC LEARNING OUTCOMES	SUGGESTED LEARNING EXPERIENCES	SUGGESTED KEY INQUIRY QUESTIONS
Mathematic Braille Notations	5.2 Operation Signs (8 lessons)	By the end of the lesson the learner should be able to: a) identify operation signs in mathematics braille, b) read the basic operation signs in mathematics braille,	• Learner is guided to identify the basic operation signs +, - and = in braille. • Learner is guided to read the operation signs +, -, and = in braille. • Learner is guided to write the operation signs +, -, and = in braille. • In pairs or groups learners could sing	1. How do we identify the signs used for putting together, taking away and altogether of objects? 2. How do you write the sign for putting together, sign for take away and sign for altogether?

		c) write the basic operation signs in mathematics braille, d) appreciate basic operations signs as used in mathematics braille.	songs related to numbers and basic operation for mastery and enjoyment.	3. Why do we use the operation sign in mathematics?
Core competences to be developed Critical thinking and problem solving: a learner develops decision making skills when adding and subtracting objects				
Values: responsibility as learners support each other while learning about operations signs.				
Pertinent and contemporary issues: social and economic issues; poverty eradication as learners acquire numeracy skills that form a basis of financial literacy that is essential for wealth creation				
Link to other learning areas: Writing operation signs in braille is is linked to writing operations in Mathematics activities				
Suggested learning resources; cubes, slate, braille papers, cube boards				

MADA	MADA NDOGO	MATOKEO YANAYOTARAJIWA	SHUGHULI ZA UJIFUNZAJI ZILZOPENDEKEZWA	MASWALI DADiSi
6.0 Breli Ya Kiswahili	6.1 Abjadi za Kiswahili	Kufikia mwisho wa somo mwanafunzi aweze:	• Mwanafunzi aelekezwe kutaja abjadi za Kiswahili kwa sauti.	• Ni kwa nini ni muhimu kutambua nukta nundu

	(14 lessons)	a) kutambua abjadi za Kiswahili kwa kugusa na kutaja nukta nundu husika, b) kusoma abjadi za Kiswahili kwa breli, c) kuandika abjadi za Kiswahili kwa breli, d) thamini umuhimu wa abdaji katika breli ya kiswahili.	• Mwanafunzi aelekezwe kutambua abjadi kwa kugusa na kutaja nukta nundu husika kwa mpangilio ufuatao: - A – J, K- T ,U-Z na W. • Katika vikundi wanafunzi wanaweza kuhusisha nukta nundu na herufi za abjadi kwa kuimba nyimbo zinazohusisha herufi- na nukta nundu husika. • Wanafunzi waelekezwe kusoma herufi za abjadi zilizoandikwa kwenye kadi au chati kwa mpangilio ufuatao: - A – J, K- T, U-Z na W. • Wanafunzi wawili wawili wanaweza kusoma huku wakitambua herufi zinazokinzana kama vile: DF, EI, JH, and RW. • Wanafunzi waelekezwe kuandika herufi za abjadi kwa mpangilio ufutao - A – J, K- T, U-Z na W.	zinazotumika kuunda abdaji A-Z? •

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			• Kwa zamu wanafunzi waweze kuandika herufi zinazokinzana kama vile: DF, EI, JH, RW • Wanafunzi waimbe nyimbo zinazotukuza abdaji za breli ya kiswahili.	

Umilisi wa kimsingi unaokuzwa:
Mawasiliano na ushirikiano – mwanafunzi anposhiriki majadiliano na wenzake katika vikundi kufanya kazi ya kusoma na kuandika abjadi za kiwsahili.
Uhusiano wa maadili: Heshima: mwanafunzi anapoheshimu maoni yaw engine wanapojadiliana hukuzwa wakati wanafunzi wanafanya kazi kwa vikundi.
Uhusiano na masuala mtambuko: **Uraia mwema:** Mwanafunzi anaposhirikiana na wenzake kwa Imani kujadiliana kuhusu abjadi za kiswahili.
Uhusiano na masomo mengine: mwanafunzi hutumia abjadi za kiswahili kwa breli kusoma na kuandika makala katika masomo mengine yote.
Nyenzo; karatasi za breli, mashine ya breli, kadi za breli.

MADA	MADA NDOGO	MATOKEO YANAYOTARAJIWA	SHUGHULI ZA UJIFUNZAJI ZILZOPENDEKEZWA	MASWALI DADiSi

Breli ya kiswahili	6.2 Breli isiyo na mikato (8 lesson)	Kufikia mwisho wa somo mwanafunzi aweze: a) Kutambua maneno yasiyo na mkato katika breli ya kiswahili, b) kusoma maneno mafupi kwa breli, c) kuandika maneno mafupi kwa breli, d) kuthamini matumizi ya abjadi za Kiswahili katika kusoma na kuandika.	• Mwanafunzi aelekezwe kutambua maneno yasiyo na mkato. • Mwanafunzi aelekezwe kusoma maneno mafupi kwa breli. • Mwanafunzi aelekezwe kuandika maneno mafupi kwa breli. • Kwa zamu wanafunzi wanaweza kusoma na kuandika maneno mafupi kwa breli ili kuwapa uzoefu, na kasi inayohitajika katika kusoma na kuandika.	• Ni vipi unaweza kutumia herufi za abjadi kusoma n kuandika breli?

Mawasiliano na ushirikiano – mwanafunzi anposhiriki majadiliano na wenzake katika vikundi kufanya kazi ya kusoma na kuandika breli isiyo na mikato.
Uhusiano wa maadili:Umoja Mwanafunzi anaposhirikiana na wenzake kwa Imani kujadiliana kuhusu abjadi za kiswahili.
Uhusiano na masuala mtambuko: uongozi hitajika; hukuzwa wakati wanafunzi wanapofanya kazi katika vikundi huku wakizingatia uongozi kwa zamu.
Uhusiano na masomo mengine: wanafunzi wanapotumia ujuzi waliopata kuandika breli isiyo na mikato kwa masomo mengine yote.
Nyenzo; karatasi za breli, mashini za breli,kadi za breli

Suggested Assessment						
Strand	Sub Strand	Indicator	Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
Braille Writing Materials and equipment	Slate and Stylus Process	Ability to identify the position of beginning work on the slate.	Ability to identify the position of beginning work on the slate and carry out demonstrations.	Ability to identify the position of beginning work on the slate.	Ability to identify the position of beginning work on the slate with appropriate prompts.	Displays minimal effort to identify the position of beginning work on the slate.
Braille Writing Equipment and Materials	Formatting on the Slate	Ability to indent and center braille work when writing.	Ability to indent and center braille work when writing and link up sentences into paragraphs.	Ability to indent and center braille work when writing	Ability to indent braille work when writing but fails to centre the work.	Displays minimal effort to indent and center braille work when writing.
Braille Writing Equipment and Materials	Braille Writing Machine Process	Ability to find out the functions of keys of a braille machine.	Ability to find out the functions of the 6 main keys of a braille machine and make	Ability to find out the functions of the 6 main keys of a braille machine.	Ability to find out the functions of 3 keys of a braille machine.	Ability to find out the functions of 2 or less keys of a braille machine.

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			discoveries on the minor keys.			
Braille Writing Equipment and Materials	Care and Storage of Braille Writing Equipment and Materials	Ability to care for and store braille writing Equipment after use.	Ability to care for and store braille writing equipment after use and manage to lock them up securely.	Ability to care for and store braille writing equipment after use.	Ability to care for and store braille writing equipment after use but forgets some of them.	Ability to care for and store braille writing Equipment after use but damages some of them.
Braille Reading Skills	Braille Book Orientation	Ability to locate edges of a braille book.	Ability to locate edges of a braille book and relate them to the compass directions.	Ability to locate edges of a braille book.	Ability to locate at least 2 edges of a braille book.	Ability to locate only a single edges of a braille book.
Braille Reading Skills	Tracing Tactile Lines	Ability to trace tactile lines with both hands.	Ability to trace tactile lines with both hands and can move them	Ability to trace tactile lines with both hands.	Ability to trace tactile lines with a single hand.	Ability to trace tactile lines with a single hand but gets lost
Braille Writing Skills	Body Posture	Ability to position fingers on braille machine in	Ability to position fingers on braille machine in readiness to	Ability to position fingers on braille machine in	Ability to position only 4 fingers on braille machine in	Ability to position only 4 fingers on braille machine but

		readiness to press the keys.	press the keys and can elaborate their functions.	readiness to press the keys.	readiness to press the keys.	makes little effort to press them.
English Braille Notation	Letters of the Alphabet	Ability to read letters of the alphabet in braille.	Ability to read letters of the alphabet in braille and link them into sounds.	Ability to read letters of the alphabet in braille.	Ability to read the consonant letters of the alphabet in braille.	Ability to read only the vowel letters of the alphabet in braille.
English Braille Notation	Uncontracted Braille	Ability to write simple words in braille.	Ability to write simple words in braille and use them in sentences.	Ability to write simple words in braille.	Ability to write simple words in braille but may misspell some of them.	Ability to write simple words in braille but may have gross spelling errors..
Mathematics Braille Notation	Numbers in Braille	Ability to write numbers 1 to 10 in braille.	Ability to write numbers 1 to 10 in braille but may go beyond if required.	Ability to write numbers 1 to 10 in braille.	Ability to write numbers 1 to 6 in braille.	Ability to write numbers 1 to 4 in braille.
Mathematics Braille Notation	Operation Signs	Ability to identify operation signs in	Ability to identify operation signs in Mathematics	Ability to identify all the 3 operation	Ability to identify 2 operation signs in	Ability to identify only 1 operation sign in

		Mathematics Braille.	Braille and can use them comfortably.	signs in Mathematics Braille.	Mathematics Braille.	Mathematics Braille.
Breli ya Kiswahili	Abjadi za Kiswahili	Kuweza kutambua abjadi 26 za Kiswahili kwa kugusa na kutaja nukta nundu husika.	Anaweza kutambua abjadi 20 hadi 26 za Kiswahili kwa kugusa na kutaja nukta nundu husika na kutamka sauti.	Anaweza kutambua abjadi 14 hadi 19 za Kiswahili kwa kugusa na kutaja nukta nundu husika.	Anaweza kutambua abjadi 8 hadi 12 za Kiswahili kwa kugusa na kutaja nukta nundu husika.	Anaweza kutambua abjadi 1 hadi 7 za Kiswahili kwa kugusa na kutaja nukta nundu husika.
Breli ya Kiswahili	Breli isiyo na Mikato	kuweza kuandika maneno 10 mafupi kwa breli isiyo na mikato.	Anaweza kuandika maneno 9 hadi 10 mafupi kwa breli isiyo na mikato	Uwezo wa kuandika maneno 6 hadi 8 mafupi kwa breli.	Uwezo wa kuandika maneno 3 hadi 5 mafupi kwa breli lakini anakosea kuendeleza baadhi ya maneno hayo.	Uwezo wa kuandika maneno 1 hadi 2 mafupi kwa breli lakini ako na changa moto za maendelezo.

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Suggested Assessment Methods

Listening and Speaking	Reading Skills	Grammar	Writing Skills
• Oral reading or dictation recitations • Role play • Debates • Oral interviews • Dialogues • Oral discussions • Oral presentations • Public speaking • Teacher-made tests • Peer assessment • Self-assessment and standardised listening tests	• Reading aloud • Dictation • Oral interviews • Question and answer • Teacher-made tests • Learner summaries of what they read • Learner journals • Learner portfolios • Peer assessment • Self-assessment and standardised reading tests • Keeping a record of books read	• Tasks such as multiple choice • Discrimination • Gap-filling • Short-answer • Dialogue-completion, information gap • Role play • Simulation • Matching tasks • Substitution tables • Word games • Puzzles • Teacher made tests	• Teacher-made tests • Learner journals • Peer assessment • Self-assessment • Learner Portfolio • Standardised writing test

CSL at Early Years Education (PP1&2 and Grade 1-3)

At this level, the goal of the CSL activity is to provide linkages between concepts learnt in the various Learning Activities and the real life experiences. Learners begin to make connections between what they learn and the relevance to their daily life. CSL is hosted in the Environmental Activities learning area. The class teacher is expected to identify and guide learners to undertake age-appropriate whole-class integrated CSL activity within the school. The safety of the learners should also be taken into account when selecting the CSL activity. The following steps for the integrated CSL activity should be staggered across the school terms:

 Steps in carrying out the integrated CSL activity

1) Preparation
- Determine the activity for the learners
- Map out the targeted core competencies, values and specific learning areas skills for the CSL activity
- Identify resources required for the activity (locally available materials)
- Stagger the activities across the term (Set dates and time for the activities)
- Communicate to learners, parents/caregivers/guardians, school administration, teachers and other relevant stakeholders in the school community
- Identify and develop assessment tools

2)   Implementation of CSL Activity
- Assigning roles to learners.
- Ensure every learner actively participates in the activity
- Observe learners as they carry out the CSL activity and record feedback.
- Use an appropriate assessment tool to   assess both the process and the product (Assess learner's work from the beginning
     to the end product)
- Assess the targeted core competencies, values and subject skills.

3)   Reflection on the CSL Activity
Conduct a self-evaluation session with learners on the integrated CSL activity undertaken by discussing the following:
- what went well and why
- what did not go well and why,
- what can be done differently next time,
- what they have learnt.

There will be one integrated CSL activity that will be conducted annually. The thematic areas for the integrated CSL activity will be derived from the broader categories of the PCIs and concepts from the various Learning Areas. The teachers are expected to vary the themes yearly to allow learners to address different PCIs within their contexts. There should be a linkage between the skills from the learning areas and the themes.

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

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

Assessment of the CSL Activity
Assessment of the integrated CSL activity will focus on 3 components namely: skills from various learning areas applied in carrying out the activity, and core competencies developed and values nurtured. Assessment should focus on both the

process and end product of the CSL activity. The teacher will assess learners in groups using various tools such as an observation schedule, checklist, rating scale any other appropriate assessment tool.

Suggested Learning Resources

Non-digital	Digital
• Course books in appropriate print and braille • Story books in appropriate print and braille • Poetry books in appropriate print and braille • Pictures and photographs/ picture descriptions • Newspapers • Magazines • Junior encyclopaedia • Journals • Dictionaries • Diorama • Flash cards/ braille cards • Word wheels • Word puzzles • Code words • Charts and realia/ braille charts	• Digital story books • Pictures and photographs/ picture descriptions • Journals • Electronic and digital devices with assistive technology • Electronic or online dictionaries • Flash cards/ braille cards • Charts/braille charts • Video clips • Audio-visual resources • Other web resources