



MINISTRY OF EDUCATION

PRIMARY SCHOOL CURRICULUM DESIGN

ENVIRONMENTAL ACTIVITIES

GRADE 2

FOR LEARNERS WITH PHYSICAL IMPAIRMENT



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

A Skilled and Ethical Society

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FOREWORD

The Government of Kenya is committed to ensuring that policy objectives for Education, Training and Research meet the aspirations of the Constitution of Kenya 2010, the Kenya Vision 2030, National Curriculum Policy 2019, the United Nations Sustainable Development Goals (SDGs) and the Regional and Global conventions to which Kenya is a signatory. Towards achieving the mission of Basic Education, the Ministry of Education (MoE) has successfully and progressively rolled out the implementation of the Competency Based Curriculum (CBC) at Pre-Primary, Primary and Junior School 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 reviewed Grade one to three curriculum designs build on competencies attained by learners at Pre Primary one and two (Provide the focus of learning for the level): Pre literacy, Pre numeracy and Social skills, Basic literacy, numeracy and interaction with the environment, Exploration, making informed decision on pathways based on careers, beginning of specialisation as well as preparation for tertiary education. Further, they provide opportunities for learners to focus in a field of their choice to form a foundation for further education and training and/or gain employable skills. The curriculum designs present National Goals of Education, essence statements, general and specific expected learning outcomes for the subjects 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, and assessment rubric.

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. Grade one is the first grade of Primary Education in the reformed education structure. Grade twelve marks the end of basic education as provided for in the Basic Education Act, 2013. The reviewed Grade one to three curriculum furthers implementation of the CBC from preprimary one to pre primary two in Pre Primary School. The curriculum provides opportunities for learners with Physical Impairment to focus in a field of their choice to form a foundation for further education and training and/or gain employable skills. 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 Realising 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 Grade one to three 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 and a variety of assessment techniques. It is expected that the designs will guide teachers to effectively facilitate learners with Physical Impairment to attain the expected learning outcomes for Grade one to three and prepare them for smooth transition to grade four (next grade or level). Furthermore, it is my hope that teachers will use the designs to make learning interesting, exciting and enjoyable.

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ACKNOWLEDGEMENT

The Kenya Institute of Curriculum Development (KICD) Act Number 4 of 2013 (Revised 2019) mandates the Institute to develop and review Special Needs Education Adapted curricula and curriculum support materials for basic and tertiary education and training. 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 (BECF)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 Grade one to three 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. Therefore, 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. We also wish to acknowledge the KICD curriculum developers and other staff, all teachers, educators who took part as Panellists; the Semi- Autonomous Government Agencies (SAGAs) and representatives of various stakeholders for their roles in the development of the Grade one to three curriculum designs. In relation to this, we 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, we are very grateful to the KICD Council Chairperson and other members of the Council for the very consistent guidance in the process.

We assure all teachers, parents and other stakeholders that this curriculum design will effectively guide the implementation of the CBC at Grade one to three and preparation of learners for transition to grade four(Grade, level, world of work).

A handwritten signature in blue ink, appearing to read 'Charles O. Ong'ondo', written in a cursive style.

PROF. CHARLES O. ONG'ONDO, PhD, MBS
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LESSON ALLOCATION AT LOWER PRIMARY

S/No.	Learning Area	Lessons Per Week
1	Indigenous Language Activities	2
2	Kiswahili English Language Activities/ Kenya Sign Language Activities	4
3	English Language Activities	5
4	Mathematical Activities	5
5	Religious Education Activities	3
6	Environmental Activities	4
7	Creative Arts Activities	7
	Pastoral/ Religious Instruction Programme	1
Total Lessons Per Week		31

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 practises 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.

LEVEL 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) Apply acquired knowledge, skills, values and attitudes in everyday life.
- c) Demonstrate social skills, moral and religious values for positive contribution to society.
- d) Exploit one's talents for individual development and self-fulfilment.
- e) Explore, manipulate, manage and conserve the environment for learning and sustainable development.
- f) Use digital literacy skills for learning and enjoyment.
- g) Value kenya's rich and diverse cultural heritage for harmonious living.
- h) Appreciate the need for, and importance of interdependence of people and nations.

ESSENCE STATEMENT

Environmental Activities is an integrated learning area comprising both environmental, hygiene and nutrition concepts. The learning area builds on knowledge, skills, attitudes and values developed in Environmental Activities Grade 1. Skills of observation, identification, classification, manipulation, recording, interpretation, prediction, environmental conservation, intrapersonal and interpersonal skills are further developed. Experiential learning will be utilised to enable the learner explore the environment through hands-on activities for learning and enjoyment. This will enable the learner to develop a sense of connection and appreciation to the immediate natural environment and its cultural diversity. Therefore, the learning area endeavours to nurture an engaged and environmentally aware citizen. The competencies acquired will be up-scaled in upper grades through concepts in related learning areas

SUBJECT GENERAL LEARNING OUTCOMES

By the end of Grade 2, the learner should be able to:

- 1) Acquire appropriate practical skills and values for problem solving in conserving the environment.
- 2) Communicate appropriate messages for conserving the environment.
- 3) Demonstrate appropriate values, attitudes and practices for sustainable interactions.
- 4) Explore the natural resources in the immediate environment for learning and enjoyment.
- 5) Practise proper hygiene and good health habits to promote the well-being of self, others and the environment.
- 6) Apply acquired competences in solving environmental challenges for sustainable development.
- 7) Participate in community service learning to promote environmental and social well-being.
- 8) Observe safety precautions to limit risks to self and others while exploring the environment.
- 9) Appreciate the country's rich and diverse cultural heritage for harmonious living in the community

SUMMARY OF STRANDS AND SUB STRANDS

Strands	Sub Strands	Suggested Number of Lessons
1.0 SOCIAL ENVIRONMENT	1.1 Our Home	16
	1.2 Family Needs and Wants	8
	1.3 Our School	8
	1.4 Our National Flag	8
	1.5 Our Rights and Responsibilities	6
	1.6 Our Market	8
2.0 NATURAL ENVIRONMENT	2.1 Weather	12
	2.2 Soil	8
	2.3 Light	12
3.0 RESOURCES IN OUR ENVIRONMENT	3.1 Water	12
	3.2 Plants	10
	3.3 Animals	12

1.0 SOCIAL ENVIRONMENT

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Social Environment	1.1 Our Home (16 lessons)	By the end of the sub strand, the learner should be able to; <ol style="list-style-type: none"> a) differentiate between personal and common items used at home, b) identify materials used for cleaning personal and common items at home, c) clean personal and common items using locally available materials, d) advocate for a clean home environment for self and others' well-being. 	<ul style="list-style-type: none"> ● In purposive groups or pairs, learners are guided to share information on personal items and common item found at home orally or through residual speech/ by writing or pointing on the multi-purpose communication board.. ● Learners are suitably positioned or seated on devices whose worktops or table tops are at an appropriate height and guided to draw and colour/ trace/ stamp/ mount cut-out pictures or describe the procedure for drawing the materials and the characteristics of different personal and common items used at home and display them in class using appropriate Assistive technology or describe the procedure for 	<ol style="list-style-type: none"> 1. How can we keep our home clean? 2. Why should we keep the home clean?

			<p>drawing and the features of the items being drawn as a physical assistant offers physical support.</p> <ul style="list-style-type: none"> ● In purposive groups or pairs, learners are strategically positioned and guided to recite/ mime poems or sing/ hum songs on personal items. ● In purposive groups/ pairs or individually, learners are guided to match personal and common items at home with their use orally or through residual speech/ by writing/ mounting cards with items and uses/ stamping/ arranging item image and use by the use of any alternative functional part of the body with physical support. ● Learners are strategically positioned/ preferentially seated vis-a-vis individual unique needs/ characteristics and guided to observe pictures 	
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			<p>or animations of different materials used for cleaning personal and common items. Adjust glare/ light intensity on the screens of the adapted digital devices to suit individual learner's needs.</p> <ul style="list-style-type: none"> ● In purposive groups learners to improvise cleaning materials at home or school using locally available materials. Learners who may not perform the physical task with their hands could use any alternative functional parts of the body/ appropriate Assistive technology/ adapted tools for enhanced grip and protective gear with physical support. Safety precaution should be observed for all learners especially those with conditions such as brittle bone and haemophilia. ● Learners are strategically positioned/ seated vis-a-vis 	
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			<p>individual unique needs/ characteristics and guided to manipulate a digital device to watch video clips or observe a demonstration from a resource person on cleaning personal and common items found at home. Adjust glare/ light intensity on the screens of the adapted digital devices to suit individual learner's needs.</p> <ul style="list-style-type: none"> ● In purposive groups learners to use water sparingly to clean personal items and dry them appropriately using any functional part of the body and appropriate Assistive technology for manipulation with physical support. Learners with chronic health impairment that could be triggered by cold water such as asthma or epilepsy should be safeguarded by giving them warm water or involving them in drying the already cleaned 	
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			<p>personal items. Learners with short stature and those on positioning devices should work at worktops with appropriate height. Learners with brittle bone disease should be allocated less strenuous tasks to prevent fractures.</p> <ul style="list-style-type: none"> ● In purposive groups learners to practise cleaning utensils using suitable soap and soft material with worktops/ sinks which are at suitable heights/ water of suitable temperature/ soap without pungent smell/ utensils of appropriate texture or without sharp edges, depending on the unique needs of an individual learner. Learners who may not wash utensils by hands could use any alternative functional parts of the body/ appropriate Assistive technology with physical support. They could 	
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			<p>alternatively describe the materials used and the procedure followed in washing utensils while a physical assistant does the actual task following the procedure as he/she instructs while he/she is audio-visually recorded. The recorded clip is then saved in the learner's e-portfolio as evidence for the performance of the practical task.</p> <ul style="list-style-type: none"> ● In purposive groups or pairs, learners are guided to observe safety and hygiene when handling waste materials to avoid communicable diseases, using appropriate protective gear. Learners with difficulties in manipulation could use any alternative functioning part of the body or appropriate Assistive technology for manipulation to carry out the task of disposal of waste. Learners with difficulties in 	
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			<p>movement should be supported to move using suitable mobility device.</p> <p>Learners with allergic reactions should be guided to keep off areas with pungent smell. Those with epilepsy should be kept off heights such as open and deep rubbish pits.</p> <ul style="list-style-type: none"> ● Learners are guided to sort and appropriately dispose of waste after cleaning utensils using appropriate adapted devices such as improvised dustbins or just cartons which they handle using ant functional part of the body or Assistive technology for manipulation. Learners with difficulties in movement could use appropriate mobility devices to move to the area of disposal of waste. The refuse from pans and plates should be sieved with a large sieve with padded handle so as not to block the sink or sewer line. 	
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Core Competencies to be developed:

Learning to learn: Learning independently as learners wash utensils using suitable soap and soft material.

Values:

Responsibility: Self-drive is promoted as the learner cleans utensils and disposes of waste appropriately.

Unity: Cooperation is enhanced as learners work in groups to improvise cleaning materials using locally available materials.

Pertinent and Contemporary Issues (PCIs):

Health promotion issues: Safety and hygiene as learners wash their hands after handling waste materials to prevent communicable diseases.

Link to other Learning Areas:

Mathematics Activities: Sorting and grouping as learners sort and dispose waste appropriately after cleaning personal and common items.

Suggested Learning Resources:

Approved learning support materials, Local environment with suitable environmental adaptations, water, soap, sponge, Improvised cleaning materials like sisal fibre, ash, Utensils: cups, plates, spoons, theme based communication board on home environment, Pictures/ Photographs/ Newspaper cuttings/ Flash cards/ charts with legible print and appropriate colour contrast on home environment, heavy gauge Manilla papers, Adapted Pencils, marker pens and crayons with enhanced grip, hand stabilizers, pencil grips, adapted digital devices (computers/ video players/ speakers/ audio-visual recorders/ smart phones) with appropriate accessibility features and software, foot-boards, slates,

Related Service Providers

Physiotherapists, Occupational Therapists, Speech Therapists, Resource Persons, Learner Support Assistant

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Social Environment	1.2 Family Needs and Wants (8 lessons)	By the end of the sub strand the learner should be able to; <ol style="list-style-type: none"> a) mention difference between family needs and wants, b) identify places within the locality where family needs are met, c) classify family needs and wants for financial literacy awareness, d) prioritise family needs over family wants, e) appreciate family needs and wants within the locality. 	<ul style="list-style-type: none"> ● In purposive groups pairs, learner are guided to talk about/ share on family needs and wants, orally or by writing or typing or stamping or through total communication. ● Learners are appropriately positioned/ seated and guided to draw and colour/ trace/ mount name cards/ stamp/ point draw items that represent family wants. Learners with manipulation difficulties could use any functional part of the body with adapted drawing tools such as pencil and pencil grips to draw. Those who use the lower extremities could use the foot-boards. Alternatively, they could mention the item (s) and the physical characteristics as they are given physical support. 	How can we meet our basic needs?

			<ul style="list-style-type: none"> ● Learners are strategically positioned/ seated on appropriate devices with suitable heights and guided to observe pictures and photographs of different places where family needs are met in purposive groups. Those who may not flip pages/ operate digital devices could use any alternative functional part of the body/ appropriate Assistive technology with physical support. ● Learners are appropriately positioned/ seated and guided to draw and colour/ trace/ mount name cards/ stamp/ point places (s) where family needs are met. Learners with manipulation difficulties could use any functional part of the body with adapted drawing tools such as pencil and pencil grips to draw. Those who use the lower extremities could 	
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			<p>use the foot-boards. Alternatively, they could mention the place (s) and the physical characteristics as they are given physical support.</p> <ul style="list-style-type: none"> ● Orally/ by pointing/ mounting, learners to match places or facilities within the locality where family needs are met. Learners with manipulation difficulties could arrange theme based cards with places of facilities/ on a theme based communication board using any functional parts of the body/ appropriate Assistive technology with physical support. ● Learners are strategically positioned/ seated on appropriate devices with suitable heights and guided to sort and group pictures of goods and services into family needs and wants in purposive groups using any alternative 	
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			<p>functional part of the body/ appropriate Assistive technology with physical support.</p> <ul style="list-style-type: none"> ● Learners are appropriately positioned/ seated and guided to watch video clips/ listen to a resource person on different ways of meeting family needs. They could use adapted digital devices with appropriate/ learner friendly accessibility features, software appropriately adjusted screen glare and sound, and appropriate Assistive technology to operate/ manipulate them with physical support. ● In purposive groups or pairs, learners are guided to draw and colour/ mount/ trace/ stamp items that represent different family needs and wants, or mention them orally as they are audio-visually 	
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			<p>recorded and physically supported by peers/ learner support assistant to carry out the task.</p> <ul style="list-style-type: none"> ● Learners are strategically positioned/ seated on appropriate devices with suitable heights and guided to observe video clips and pictures of different meals taken at different times of the day. Learners with manipulation difficulties could use appropriate Assistive technology for manipulation to operate the adapted digital devices or print materials with physical support. ● Individually, learners are guided to keep a daily record of meals eaten at home or school for one week, by writing/ typing or using symbols/ pictures representing meals which are mounted on provided worksheets or on 	
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			<p>own exercise books with some physical support from parents/ guardians or someone at home as a record for meals taken in the week.</p> <ul style="list-style-type: none"> ● In purposive groups or pairs, learners are guided to sort and group different food items into meals and snacks, by writing/ typing or orally with audio-visual recording and saving of the recorded clip in the learner's e-portfolio as evidence of task performance. ● Learners are strategically positioned/ seated and guided to draw and colour/ mount/ trace/ stamp in groups, the different foods that make a balanced diet. ● Learners are appropriately positioned/ seated and guided to play a game of picking out flashcards/paper cuttings/pictures that show family needs. Learners with 	
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			manipulation difficulties and those without limbs could use any other functional part of the body or appropriate Assistive technology for manipulation to handle the cards which are made of either heavy gauge paper/ cardboard/ plywood or plastic. In severe cases, the learners could point the flashcards to play with as they are physically supported by peers or learner support assistant.	
Core Competencies to be developed:				
Citizenship: Family life skills as learners sort and group pictures of goods and services into needs and wants				
Values:				
<ul style="list-style-type: none"> • Unity: Equity as learners observe pictures and photographs of different places where family needs are met in groups • Responsibility: Self-Drive skills as learners sort and group pictures of goods and services into family needs and wants in purposive groups. 				
Pertinent and Contemporary Issues (PCIs):				
Life skills: Tolerance is developed as learners watch video clips of different ways of meeting family needs				
Link to other Learning Areas:				
Mathematics Activities: Sorting and grouping as learners as sort and group family needs and wants.				

Suggested Learning Resources:

Approved learning support materials, Foods such as flour, vegetables, theme based Pictures/ Photographs/ Newspaper cuttings/ Flash cards/ charts with legible print and appropriate colour contrast of different foods, house and clothes, heavy gauge Manilla papers, Adapted Pencils, marker pens and crayons with enhanced grip, hand stabilizers, pencil grips, adapted digital devices (computers/ video players/ speakers/ audio-visual recorders/ smart phones) with appropriate accessibility features and software, foot-boards, slates,

Related Service Providers: Physiotherapists, Occupational Therapists, Speech Therapists, Resource Persons, Learner Support Assistant

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Social Environment	1.3 Our School (8 lessons)	By the end of sub strand the learner should be able to; a) name ways of keeping the school environment clean, b) identify common accidents at school, c) clean the school environment for the well-being of self and others, d) advocate for a clean and safe school environment.	<ul style="list-style-type: none"> • In purposive groups, learners are appropriately positioned on suitable devices whose worktops are at an appropriate height and guided to use video clips or pictures to find out how to keep the school environment clean. Learners with manipulation difficulties could use any functional parts of the body and or suitable Assistive technology such as typing aid to operate the 	How can you keep the school environment safe?

			<p>adapted digital devices with special accessibility features and software, with physical support. The glare on the screen of the digital devices should be appropriately adjusted vis-à-vis individual learner's needs/ characteristics.</p> <ul style="list-style-type: none"> • In purposive groups or pairs, learners are guided to move around the school compound to find out dangerous places and items. Learners with difficulties in movement should be supported to use appropriate mobility devices as they move. Learners with epilepsy should be kept off places with heights or depths as those with allergic reactions safeguarded from fumes and cold. Learners could record their finding by writing/ mounting name cards or taking photos using any functional part of the body or Assistive 	
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			<p>technology with physical support.</p> <ul style="list-style-type: none"> • Learners are strategically positioned/ seated on devices with worktops or table tops at suitable heights and guided to draw/ write down/ stamp/ mount dangerous places and items in school using any functional part of the body or appropriate Assistive technology with physical support. Those with severe manipulation difficulties could alternatively describe the dangerous places orally as a physical assistant does the writing. • In purposive groups, learners are guided to practise cleaning the school environment using any functional part of the body and or Assistive technology for manipulation and movement. Learners with 	
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			<p>brittle bone disease should be given less vigorous/ strenuous tasks to prevent fractures.</p> <p>Keep learners with conditions such as epilepsy off places with possible triggers such as cold or heights. Cleaning materials such as brooms should be adapted to be lighter and with padded handles for enhanced grip by learners with manipulation difficulties.</p> <ul style="list-style-type: none"> • In purposive groups or pairs, learners are guided to recite/ mime poems or sing/ hum songs about a clean school environment. • In purposive groups, learners role play ways of giving first aid to common accidents in school (<i>suffocation, falls, burns, cuts, choking</i>). Learners with manipulation difficulties and those whose bones are weak require 	
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			<p>lighter/ less strenuous tasks. Learners with difficulties in movement could be given physical support to move using appropriate mobility devices. Learners with brittle bone disease should be guided against carrying heavy loads and performing vigorous tasks.</p> <ul style="list-style-type: none"> • In purposive groups, learners are guided to make papier-mâché art using any functional part of the body and/ appropriate Assistive technology for manipulation, adapted tools and materials as well as protective gear. Duties in this task should be assigned vis-a-vis individual learner's ability or needs. 	
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Core Competency to be developed:

Self-efficacy: Knowing own school as learners walk around the school compound to find out what could expose them to danger in the school.

Values:

- Respect: Love is enhanced as learners exercise humility in cleaning the school environment
- Unity: Co-operation is promoted as as learners work in purposive groups to clean the school environment.

Pertinent and Contemporary issues:

- Learner support programme: Personal safety skills as learners walk around the school compound to identify what could expose them to danger in the school.
- **Social economic issues:** Disaster risk reduction as learners role play ways of giving first aid to common accidents in school.

Link to other Learning Areas:

- Mathematics Activities: Sorting and grouping as learners learn the skill of sorting and grouping.
- Creative Arts Activities: Paper Craft as learners use waste recycling to make papier-mâché.

Suggested Learning Resources:

Approved learning support materials, Cleaning materials such as Light brooms with padded handles for enhanced grip, Theme based Video clips, Name cards, Pictures/ Photographs/ Newspaper cuttings/ Flash cards/ charts with legible print and appropriate colour contrast about a clean school environment, Poems or songs about a clean school environment, Heavy gauge Manilla papers, Adapted Pencils, marker pens and crayons with enhanced grip, hand stabilizers, pencil grips, adapted digital devices (computers/ video players/ speakers/ audio-visual recorders/ smart phones) with appropriate accessibility features and software, typing aid, foot-boards, slates, mobility devices, protective gear such as gloves

Related Service Providers: Physiotherapists, Occupational Therapists, Speech Therapists, Resource Persons, Learner Support Assistant

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Social Environment	1.4 Our National Flag (8 lessons)	By the end of the sub strand the learner should be able to; <ol style="list-style-type: none"> a) identify meaning of colours on the Kenya National flag, b) name events in which the Kenya National Anthem is sung, c) observe etiquette when raising and lowering the Kenya national flag, d) appreciate the importance of the National Anthem. 	<ul style="list-style-type: none"> ● Learners are strategically positioned/ preferentially seated and guided to manipulate a digital device to watch videos and observe pictures with colours of the Kenya National flag in purposive groups using adapted digital devices with appropriate/ learner friendly accessibility features, software appropriately adjusted screen glare/ sound, and appropriate Assistive technology to operate/ manipulate them with physical support. ● Learners are strategically positioned/ seated on devices with worktops or table tops at suitable heights and guided to draw and colour/ trace/ mount/ stamp the national flag in purposive pairs or mention the appropriate colours in each of the parts of the National Flag 	<ol style="list-style-type: none"> 1. Why do we sing the Kenya National Anthem? 2. How could we demonstrate respect for the Kenya National flag?

			<p>template as they are offered physical support.</p> <ul style="list-style-type: none"> ● In purposive pairs or groups, learners are appropriately positioned using suitable Assistive devices and guided to role play the expected behaviour when raising and lowering the National Flag, with roles assigned according to their individual ability levels/ unique needs. The flag raising/ lowering string should be at an appropriate level and learners should be allowed to use any functional part of the body in raising/ lowering. Learners on wheelchair and other ambulatory devices should be supported to access the dais for the flag raising/ lowering ceremony or have the task carried out as an indoor activity. ● Learners appropriately positioned/ preferentially seated are guided to listen to audio- 	
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			visual clips or read print materials to identify occasions when the Kenya National Anthem is sung. The glare on the screens of the digital devices and the volume should be appropriately adjusted to suit the individual needs of each learner.	
Core Competencies to developed:				
Citizenship: Active community skills as learners observe the expected behaviour related to the National Flag and National Anthem.				
Values:				
<ul style="list-style-type: none"> • Patriotism: loyalty is enhanced as the learner sings the Kenya National Anthem. • Unity: Ccooperation is enhanced as learners sing the Kenya National Anthem. in groups. 				
Pertinent and Contemporary Issues (PCIs):				
Citizenship: Social cohesion and nationalism as learners sing the Kenya National Anthem.				
Link to other Learning Areas:				
Creative Arts Activities: Painting as learners draw the National flag.				

Suggested Learning Resources:

Approved learning support materials, Flag, Local environment with suitable environmental adaptations), theme based Pictures/ Photographs/ Newspaper cuttings/ Flash cards/ charts with legible print and appropriate colour contrast on the National Flag, heavy gauge Manilla papers, Adapted Pencils, marker pens and crayons (red, green, black) with enhanced grip, hand stabilizers, pencil grips, adapted digital devices (computers/ video players/ speakers/ audio-visual recorders/ smart phones) with appropriate accessibility features and software, foot-boards, slates,

Related Service Providers

Physiotherapists, Occupational Therapists, Speech Therapists, Resource Persons, Learner Support Assistant

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Social Environment	1.5 Our Rights and Responsibilities (6 lessons)	By the end of the sub strand the learner should be able to; a) outline Child Rights and responsibilities at home and in the school, b) carry out responsibilities of a child at home and in school, c) appreciate child rights and responsibilities for attainment of social justice.	<ul style="list-style-type: none"> ● Learners appropriately positioned/ preferentially seated are guided to listen to age appropriate stories involving expectations and experiences on Child Rights and responsibilities (<i>parental care, health care, protection from exploitation and cruelty</i>), ● In purposive pairs or groups, learners are strategically positioned or preferentially seated and guided to listen to a resource person on Child Rights and responsibilities in a home or 	Why are child rights and responsibilities important at home and school?

			<p>school and record by writing/ stamping/ typing or by audio recording using a smart phone or audio recorder. Learners with speech difficulties could communicate through residual speech or by writing/ typing or through total communication during this task.</p> <ul style="list-style-type: none"> ● Learners are appropriately positioned/ seated and guided to use multimedia resources to explore responsibilities of children at home and in school using any functional part of the body and or appropriate Assistive technology with physical support. The table/ worktops should be at a suitable height vis-a-vis the individual learner's unique needs or characteristics. ● While appropriately positioned/ seated learners learners are guided work with peers to role play responsibilities of children in school, with roles assigned 	
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			<p>according to their individual ability levels/ unique needs. Learners with brittle bone disease should be given light and less strenuous tasks. Learners with manipulation difficulties could use any functional part of the body and appropriate Assistive technology to carry out allocated tasks.</p> <ul style="list-style-type: none"> ● Learners are guided to perform age appropriate responsibilities at school, with tasks assigned according to their individual ability levels/ unique needs. 	
<p>Core Competencies to be developed: Communication and collaboration: Teamwork as the learners role play responsibilities of children in school</p>				
<p>Values:</p> <ul style="list-style-type: none"> ● Social justice: Equity is enhanced as the learners perform age appropriate responsibilities at school ● Respect: Human dignity is enhanced as the learners share their experiences on Child Rights using age appropriate stories 				
<p>Pertinent and Contemporary Issues (PCIs): Citizenship: Child rights awareness as learners share their experiences on child rights and responsibilities using age appropriate stories</p>				

Link to other Learning Areas:

English Language Activities: Listening and Speaking as learners listen to stories on Child Rights and responsibilities.

Suggested Learning Resources:

Approved learning support materials,, theme based Pictures/ Photographs/ Newspaper cuttings/ Flash cards/ charts with legible print and appropriate colour contrast on child rights and responsibilities, heavy gauge Manilla papers, Adapted Pencils, marker pens and crayons with enhanced grip, hand stabilizers, pencil grips, adapted digital devices (computers/ video players/ speakers/ audio-visual recorders/ smart phones) with appropriate accessibility features and software, foot-boards, slates,

Related Service Providers

Physiotherapists, Occupational Therapists, Speech Therapists, Resource Persons, Learner Support Assistant

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Social Environment	1.6 Our Market (8 lessons)	By the end of sub strand the learner should be able to; a) identify physical features on the way to a local market, b) locate local market using physical features, c) identify activities that take place in a market, d) value things and people found in a market.	<ul style="list-style-type: none"> ● Learners are guided to share experiences on physical features on the way to a local market orally (through residual speech)/ by writing/ typing/ stamping/ using a theme-based multi-purpose communication board or through total communication. ● Learners are strategically positioned/ seated on devices with worktops or table tops at 	<ol style="list-style-type: none"> 1. How do you locate your local market? 2. Why do we go to the market?

			<p>suitable heights and guided to draw and colour/ trace/ mount pictures of or stamp physical features found on the way to the local market. Learners with severe manipulation difficulties could describe the physical features and the procedure for drawing them orally as a physical assistant does the actual drawing.</p> <ul style="list-style-type: none"> ● In purposive groups or pairs, learners are guided to model main physical features found on the way to the local market using any functional part of the body and or appropriate Assistive technology for manipulation with physical support. ● Learners are strategically positioned/ seated and guided to manipulate digital devices to watch video clips or observe pictures on activities that take place in a market using adapted 	
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			<p>digital devices with appropriate/ learner friendly accessibility features, software, appropriately adjusted screen glare/ sound, and appropriate Assistive technology to operate or manipulate them with physical support.</p> <ul style="list-style-type: none"> ● label and match pictures of parts of the road for safety of self and others (<i>vehicle use and pedestrian walkways</i>), ● Learners are strategically positioned/ seated to listen to a resource person or an audio clip on activities that take place in a market using adapted digital devices with appropriate/ learner friendly accessibility features, software, appropriately adjusted screen glare and sound or print resources, and appropriate Assistive technology to 	
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			<p>operate/ manipulate them with physical support.</p> <ul style="list-style-type: none"> ● In purposive groups or pairs, learners are guided to visit the nearest market to find out activities that take place therein. Learners could move on foot/ using appropriate mobility devices with physical support. Learners with speech difficulties could communicate through residual speech/ by writing while those with manipulation difficulties could record findings by writing/ mounting theme-based cards on activities in a market or be supported physically to record using adapted digital devices. ● With roles assigned according to their individual ability levels/ unique needs learners to role play buying and selling activities, recognise interdependence and connections of people found in 	
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			<p>a market in purposive pairs. The negotiations could be done orally (through residual speech/ miming)/ by writing/ typing/ stamping/ using theme based multi-purpose communication board or through total communication. Learners with difficulties in movement could be supported to use appropriate Assistive technology for mobility. There should be sufficient space for movement and tables used as items display racks should be at an appropriate height for accessibility by all who participate and those who watch.</p> <ul style="list-style-type: none">● In purposive groups, learners to make a shop corner using locally available materials, protective gear, tools with appropriate adaptations, which they operate using any functional part of the body/	
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			<p>appropriate Assistive technology for manipulation and with physical support. Learners should be allocated roles vis-a-vis their individual unique needs/ ability.</p>	
<p>Core Competencies to be developed: Communication and collaboration: Teamwork as learners make a shop corner using locally available materials in groups.</p>				
<p>Values:</p> <ul style="list-style-type: none"> • Respect: Open mindedness is enhanced as learners visit and interact with people in the nearest market • Integrity: Honest and fair negotiations as learners role playing on buying and selling 				
<p>Pertinent and Contemporary Issues:</p> <ul style="list-style-type: none"> • Citizenship: Acknowledgement for self and others as learners interact with people found in the market. • Financial literacy: Spending skills as learners visit the nearest market to observe different activities that take place there. 				
<p>Link to other Learning Areas: Mathematics Activities: Concept of Money as learners role play buying and selling in the market.</p>				
<p>Suggested Learning Resources: Approved learning support materials, shop corner, Local environment with suitable environmental adaptations), theme based Pictures/ Photographs/ Newspaper cuttings/ Flash cards/ charts with legible print and appropriate colour contrast on the market, heavy gauge Manilla papers, Adapted Pencils, marker pens and crayons with enhanced grip, hand stabilizers, pencil grips, adapted digital devices (computers/ video players/ speakers/ audio-visual recorders/ smart phones) with appropriate accessibility features and software, foot-boards, slates, Protective gear (gloves/ gum boots/ goggles), Assistive technology for movement (crutches/ wheelchairs/ scooter-boards); cutting tools with enhanced handles (machete/ pair of scissors/ knife/ razor blades/ scalpel)</p>				

Related Service Providers

Physiotherapists, Occupational Therapists, Speech Therapists, Resource Persons, Learner Support Assistant

Suggested Assessment Rubric

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Caring for personal and common items used at home.	Cares for personal and common items used at home using appropriate cleaning and storage materials and with display of absolute responsibility.	Cares for personal and common items used at home and describes the materials used to clean them.	Cares for personal and common items used at home, naming some materials used to clean them.	Cares for personal and common items used at home, when prompted, displaying somewhat irresponsibility.
Demonstrating ability prioritise family needs over family wants, mentioning where they are met in the locality.	Demonstrates ability to prioritise family needs over family wants, mentioning where they are met in the locality with clear explanation	Demonstrates ability to prioritise family needs over family wants, mentioning where they are met in the locality with clarity.	Demonstrates ability to prioritise family needs over family wants, mentioning where they are met in the locality but with lack of clarity.	Demonstrates ability to prioritise family needs over family wants with prompts but fails to mention where they are met in the locality.

	as to why family needs are most important.			
Exploring ways of keeping the school environment clean to prevent common accidents for the well-being of self and others.	Explores ways of keeping the school environment clean to prevent common accidents for the well-being of self and others, giving a detailed explanation on prevention of the common accidents.	Explores ways of keeping the school environment clean to prevent common accidents for the well-being of self and others, describing the materials used in the cleaning process.	Explores ways of keeping the school environment clean to prevent common accidents for the well-being of self and others but with lack of clarity and names the materials used in the cleaning process.	Explores ways of keeping the school environment clean to prevent common accidents for the well-being of self and others with a lot of prompts, but fails to identify materials used in the cleaning process.
Demonstrating understanding of Kenya National flag, the respect given to it and the events when the Kenya National Anthem is sung.	Demonstrates understanding of Kenya National flag, the respect given to it and the events when the Kenya National Anthem is sung, names the colours of the National flag and clearly demonstrates	Demonstrates of Kenya National flag, the respect given to it and the events when the Kenya National Anthem is sung, also explaining the colours of the	Demonstrates of Kenya National flag, the respect given to it and the events when the Kenya National Anthem is sung and names the colours of the National flag.	Demonstrates of Kenya National flag, the respect given to it and some of the events when the Kenya National Anthem is sung with continuous prompts.

	how to show respect for it, and the implications for disrespecting it.	national flag and the meaning of each.		
Outlining Child Rights and responsibilities in the school, showing how they perform their responsibilities.	Outlines Child Rights and responsibilities in the school, showing how they perform their responsibilities at home and school and clearly differentiating responsibilities from child labour.	Outlines Child Rights and responsibilities in the school, showing how they perform their responsibilities at home and school.	Outlines Child Rights and responsibilities in the school, with significant effort in showing how they perform the responsibilities.	Outlines Child Rights and responsibilities in the school, but experiences a lot of difficulties in showing how they perform their responsibilities.
Locating the market using the main physical features and identifying the activities that take place in the market	Locates the market using the main physical features and evaluates the activities that take place in the market clearly identifying facility, different people and their roles.	Locates the market using the main physical features and identifying the activities that take place in the market, important facility and people who participate in the market activities.	Locates the market using the main physical features and identifying the activities that take place in the market, identifying an important facility found in the market.	Locates the market using the main physical features and identifies some activities that take place in the market with continuous prompts.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Natural Environment	2.1 Weather (12 lessons)	By the end of the sub-strand the learner should be able to; a) identify weather conditions at different times of the day, b) create a weather record, using weather symbols, c) predict weather conditions at different times of the day, d) develop curiosity in weather conditions experienced in the locality.	<ul style="list-style-type: none"> • Learners to discuss/ share ideas on different weather conditions at different times of the day while in purposive groups either orally (through residual speech) or by typing /writing/ stamping/ using a theme based communication board. • While appropriately positioned/ seated on devices with suitable heights, learners to draw/ trace/ mount/ stamp/ point at weather symbols that represent different weather conditions and display them in class using any functional part of the body/appropriate Assistive technology such as adapted pencils with pencil grips with physical support. Learners who use lower extremities to write should be provided with foot-boards. Learners who are not 	Why do we need to predict weather?

			<p>able to move could be physically supported to access the display area using appropriate mobility device.</p> <ul style="list-style-type: none"> • In purposive groups or pairs, learners are guided to observe and record prevailing weather conditions as an outdoor activity in collaboration with peers. Learners with difficulties in movement should use appropriate mobility devices with support. Those with manipulation difficulties could record their observation by writing/ mounting or taking pictures using adapted digital devices with physical support from peers or learner support assistant. Observe safety precaution for learners, especially those with allergic reactions and those with epilepsy against possible triggers. Where the weather conditions are not favourable, the lesson could be rescheduled for another time. 	
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			<ul style="list-style-type: none"> • In purposive groups, learners to create a digital/print weather record using weather symbols for a period of one week by writing/ mounting/ stamping/ typing or using any functional part of the body and/or appropriate Assistive technology with physical support where necessary. Learners with manipulation difficulties could be provided with an already prepared template for the weather record which they with weather symbol cards which they mount on the template using appropriate Assistive technology with physical support. • Learners are strategically positioned or seated on devices with worktops or table tops at a suitable height and guided to play relevant and educative computer games on weather conditions using any functional part of the body and/or appropriate Assistive technology with physical 	
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			<p>support. Learners who use the lower extremities to operate the adapted digital devices should use foot-boards. Glare or screen light should be appropriately adjusted to suit individual learner's needs/ characteristics.</p> <ul style="list-style-type: none"> • In strategic positions or seated on appropriate devices with suitable heights, learners are guided to observe pictures and or video clips to identify ways of responding to various weather conditions. Both volume and screen glare should be appropriately adjusted to suit learners with mild hearing difficulties and difficulties in vision. Learners with manipulation difficulties could operate the adapted digital devices with appropriate accessibility features using any functional part of the body and or appropriate Assistive technology 	
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			<p>for manipulation with physical support.</p> <ul style="list-style-type: none"> • Learners are guided in purposive groups or pairs to role play ways of responding to various weather conditions with roles assigned according to individual abilities/ unique needs. Learners with brittle bone disease and those with chronic health impairment such as cardiac conditions or anemia should be given light or less vigorous tasks to prevent eventualities. Learners with speech difficulties could communicate orally (through residual speech)/ by writing or pointing on the multi-purpose communication board. • In purposive groups or pairs, learners are guided to practise using weather symbols to interpret weather conditions at different times of the day by using alternative parts of the body or appropriate Assistive 	
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			<p>technology to mount weather symbol cut outs/drawings and label them appropriately.</p> <p>Learners with speech difficulties could communicate through residual speech or write or point given symbols that show different weather conditions.</p> <p>Learners with difficulties in vision and or hearing difficulties should be preferentially seated for enhanced visual and auditory input, respectively.</p> <ul style="list-style-type: none"> ● Learners to participate in a class contests on narrating weather occurrences for a past week from weather chart recording either orally (through residual speech) or by writing/ typing/ theme based multi-purpose communication board. 	
<p>Core Competencies to be developed: Digital literacy: Interacting with digital technology as learners play relevant and educative computer games on weather conditions.</p>				

Values:

- Unity: Cooperation as learners observe and record prevailing weather conditions as an outdoor activity.
- Integrity: Honesty as learners observe and record weather conditions over a period of one week.

Pertinent and Contemporary Issues (PCIs):

- Life skills: Effective communication skills as learners participate in a class contest, on narrating weather occurrences for a past week from weather chart recording.
- Learner support programs: Career guidance skills as learners create a weather record using weather symbols for a period of one week in groups.

Link to other subject:

: Creative Arts Activities Drawing and Colouring forms as learners draw and colour Weather symbols.

Suggested Learning Resources:

Approved learning support materials, local environment with suitable environmental adaptations theme based Pictures/Photographs/Flash cards/ charts with legible print and appropriate colour contrast, heavy gauge Manilla papers, Adapted Pencils and crayons with enhanced grip, hand stabilizers, pencil grips, adapted digital devices with appropriate accessibility features and software, foot-boards, slates,

Related Service Providers

Physiotherapists, Occupational Therapists, Speech Therapists, Resource Persons, Learner Support Assistant

2.0 NATURAL ENVIRONMENT

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Natural Environment	2.2 Soil (8 lessons)	By the end of the sub-strand the learner should be able to; <ol style="list-style-type: none"> a) identify different types of soils found in the locality, b) classify different types of soil in the locality, c) make items from soil, d) appreciate different types of soil in the immediate environment. 	<ul style="list-style-type: none"> • In purposive groups or pairs, learners are guided to move within the school compound or visit the school neighbourhood to observe types of soil using appropriate mobility devices with support to move around during this task. Learners with manipulation difficulties could write/ mount cards with types of soil or use adapted digital devices to record their observation by the use of any functional part of the body or appropriate Assistive technology with physical support. Observe safety precaution for all learners, especially those with epilepsy and other allergic conditions against possible triggers such as cold, pungent smell, water-bodies or heights. • Learners are purposively grouped and guided to model soil ribbons 	<ol style="list-style-type: none"> 1. How can you identify different types of soil in our environment? 2. How do we model with soil?

			<p>using the soil samples provided and observe to find out which soil samples make smooth long ribbons. Learners could use any alternative part of the body/ appropriate Assistive technology for manipulation to perform the task with physical support. Learners with severe manipulation difficulties could observe already made ribbons to identify the type of soil from which the long ribbons or otherwise are made.</p> <ul style="list-style-type: none"> • In purposive groups/ pairs, learners are guided to clean working area and wash hands with soap and water after handling soil. Learners who may not move to the washing point could be physically supported by peers/ learner support assistant to use mobility devices or have the water in containers brought to them. Learners with manipulation difficulties could use adapted cleaning materials with enhanced 	
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			<p>grip as they are being supported by peers/ learner support assistant. Safety precaution should be observed for all learners, especially those with brittle bone against fractures as they perform the task. Learners with short stature could be given areas whose heights are within reach to clean.</p> <ul style="list-style-type: none"> • In purposive groups, learners are appropriately positioned/ seated and guided to classify different types of soil in the locality. The samples of soils should be placed on worktops or surfaces which are accessible to all learners including those on positioning devices and those with short stature. Learners with manipulation difficulties could handle the samples using any functional part of the body or appropriate Assistive technology for manipulation such as universal cuffs with sticks as those with speech difficulties communicate 	
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			<p>through residual speech/ by writing or pointing to contribute in this task.</p> <ul style="list-style-type: none"> • In purposive groups or pairs, learners are guided to make paper cuttings or pictures of different types of soil and create a portfolio using any functional part of the body and appropriate Assistive technology for manipulation. For learners with manipulation difficulties, especially those with fine motor difficulties, the cutting tools should be adapted to have padded handles. The paper used should be of heavy gauge. 	
<p>Core Competencies to be developed: Learning to learn: Learning independently as learners model soil ribbons using the soil samples provided (<i>clay, loam, sand...</i>) and observe to find out which soil samples make smooth long ribbons.</p>				
<p>Values: Unity: Cooperation skills as learners model objects (<i>balls, ribbons, pots</i>) with different types of soil(<i>clay loam, sand</i>) in groups</p>				
<p>Pertinent and Contemporary Issues:</p> <ul style="list-style-type: none"> • Health promotion issues: Learners develop preventive health skills as they clean working areas, clean hands with soap and water after handling soil to prevent communicable diseases. 				

Link to other Learning Areas:

- Creative Arts Activities: Modelling as learners model ribbons with different types of soil.

Suggested Learning Resources:

Approved learning support materials, soil samples, local environment-school neighbourhood with suitable environmental adaptations, theme based Pictures/ cards with legible print and appropriate colour contrast about types of soils, heavy gauge Manilla papers, Adapted Pencils and crayons with enhanced grip, hand stabilizers, pencil grips, adapted digital devices with appropriate accessibility features and software, foot-boards, slates, universal cuffs with sticks, mobility devices, soap and water, adapted cutting tools padded handles,

Related Service Providers: Physiotherapists, Occupational Therapists, Speech Therapists, Resource Persons, Learner Support Assistant

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Healthy Environment	2.3 Light (12 lessons)	By the end of the sub strand the learner should be able to; a) identify sources of light in the environment, b) manipulate objects to form shadows in the presence of light for enjoyment, c) describe variety of ways of conserving light for sustainable supply of light energy, d) appreciate different sources of light in the environment.	<ul style="list-style-type: none"> • Learners are strategically positioned/ seated on appropriate devices with suitable heights and guided to observe pictures and photographs of different sources of light in the environment in purposive groups using any functional part of the body and/ appropriate Assistive technology to flip pages/ handle the pictures with physical support. Pictures/photographs should alternatively be cut out and 	<ol style="list-style-type: none"> 1. How can we conserve light energy in our environment? 2. Why should we conserve light energy in our environment?

			<p>mounted on cardboard for ease of manipulation.</p> <ul style="list-style-type: none"> • Learners are guided to to enjoy manipulating objects with peers forming shadows in the presence of light using any functional part of the body and/ appropriate Assistive technology with or without physical support. Roles are assigned according to individual learner’s ability level/ unique needs. • In strategic positions/ seated on appropriate devices with suitable heights, learners are guided to practice switching off lights when not in use and during day time using any alternative functional parts of the body/ Assistive technology with physical support. Where the switches are at a height which is inaccessible by learners with short stature and those on positioning devices, the teacher could organise for a light bulb 	
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			<p>connected to an extension socket with switches, and which is placed on an accessible worktop/ table and plugged into the mains with physical support. Learners should be cautioned against touching a switches with wet hands to prevent electrocution accident. Learners with severe manipulation difficulties could perform the task orally as a physical assistant carries out the actual task under their instruction.</p> <ul style="list-style-type: none"> • Learners to create light conservation messages to promote awareness at home and school using any alternative functional parts of the body/ Assistive technology/ adapted digital devices/ heavy gauge paper, and adapted marker pens with physical support. Learners with short stature and those on positioning devices could be supported physically to display 	
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			<p>the created light conservation messages.</p> <ul style="list-style-type: none"> • In purposive groups learners to make posters with simple messages on conservation of light to create awareness in purposive groups by writing/ typing/ mounting/stamping using any alternative functional parts of the body/ Assistive technology with physical support. The cutting tools should be adapted to have padded handles and the paper used should be of heavy gauge. • Learners to type messages on conservation of light using user friendly/ adapted digital devices with special accessibility features, appropriate software and appropriately adjusted screen glare and sound, which are operated by any functional part of the body and/appropriate Assistive technology with physical support. 	
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			<ul style="list-style-type: none"> Learners to recite/ mime poems or sing/ hum songs on energy conservation. Learners who may not perform the task could alternatively tap/ stump/ clap/ dance rhythmically/ point the lyrics in the poem/ song as peers recite/ sing. 	
<p>Core Competencies to be developed: Communication and collaboration: Writing skills as the learner makes posters with simple messages on conservation of light to create awareness.</p>				
<p>Values:</p> <ul style="list-style-type: none"> Responsibility: Hard work skills as learners make posters with simple messages on conservation of light. Unity:: Cooperation skills as learners manipulate objects to form shadows in the presence of light for enjoyment in groups. 				
<p>Pertinent and Contemporary Issues (PCIs): Social economic issues: Financial skills as learners make posters with simple messages on conservation of light to create awareness.</p>				
<p>Link to other Learning Areas: English Language Activities: Writing skills as learners make posters on energy conservation.</p>				
<p>Suggested Learning Resources: Approved learning support materials, Candles, Torch, theme based Pictures/ Photographs/ Newspaper cuttings/ Flash cards/ charts with legible print and appropriate colour contrast of different sources of light, heavy gauge Manilla papers, Adapted Pencils, marker pens and crayons with enhanced grip, hand stabilizers, pencil grips, adapted digital devices (computers/ video players/ speakers/ audio-visual recorders/ smart phones) with appropriate accessibility features and software, foot-boards, slates, book holders, page turners</p>				

Related Service Providers

Physiotherapists, Occupational Therapists, Speech Therapists, Resource Persons, Learner Support Assistant

Suggested Assessment Rubric

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Recording different weather conditions in the locality and describing the appearance of the sky during the day and at night.	Records different weather conditions in the locality and describe the appearance of the sky during the day and at night giving a detailed interpretation of weather condition at different times of the day.	Records different weather conditions in the locality and describe the appearance of the sky during the day and at night, representing weather using weather symbols.	Records different weather conditions in the locality and describe the appearance of the sky during the day and at night attempting to connect the observation with weather changes.	Records different weather conditions in the locality and describe the appearance of the sky during the day and at night with significant errors.
Demonstrating understanding of forming shadows and ways to conserve light from different sources for sustainable supply of light energy.	Demonstrates understanding of forming shadows using varied objects in different contexts and ways to conserve light from different sources	Demonstrates understanding of forming shadows and ways to conserve light from different sources for	Demonstrates understanding of forming shadows and ways to conserve light from different sources for sustainable supply of light	Demonstrates understanding of forming shadows but shows lack of understanding on ways to conserve light from different

	for sustainable supply of light energy, giving an explanation of implications for not conserving light energy.	sustainable supply of light energy.	energy, but with somewhat lack of clarity.	sources for sustainable supply of light energy.
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3.0 RESOURCES IN OUR ENVIRONMENT

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Resources in Our Environment	3.1 Water (12 lessons)	By the end of the sub strand the learner should be able to; <ol style="list-style-type: none"> a) identify ways of storing water at home and school, b) conserve water at home and school for future use, c) state the importance of keeping water safe for human and animal use, d) appreciate safe water storage to prevent health risk to self and others. 	<ul style="list-style-type: none"> ● Learners to explore various ways of storing water at home and school using appropriate adapted digital devices/ print resources which are operated by the use of any functional part of the body or appropriate Assistive technology and with physical support. The digital devices should be placed on worktops/ tables which are at suitable heights for ease of manipulation by learners with short stature and those on other positioning devices. Learners who use their lower extremities should be supported to use foot-boards as the ones with manipulation difficulties are supported to use book holders and page 	Why do we store water?

			<p>turners as they explore print resources.</p> <ul style="list-style-type: none"> ● Learners draw/trace/ stamp/mount/ items used to store water at home and school (tanks, drums, pots) using any alternative functional part of the body/ appropriate Assistive technology. ● Learners to find out ways of storing water at home and share with peers orally/ by writing/ typing or using a theme based communication board. ● Learners share experiences on why water is stored at home and school orally/ by writing/ typing or using a theme based communication board. ● Learners are guided to practise storing water appropriately in bottles and water cans at home and school. Learners should be given ability level tasks and the storage equipment should 	
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			<p>be at an accessible height vis-a-vis the individual learner's unique characteristics/ needs, with physical support. Observe safety precaution against fractures and seizure attacks for learners with brittle bone disease and those with epilepsy, respectively.</p> <ul style="list-style-type: none"> ● Learners are guided to watch video clips, pictures and photographs on appropriate ways of storing water at home and school using any functional part of the body and/ adapted digital devices with appropriate/ learner friendly accessibility features, software, appropriately adjusted screen glare and volume with physical support. ● Learners are guided in purposive groups or pairs share experiences on why water is stored at home and 	
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			<p>school orally (through residual speech)/ by writing/ mounting the ways.</p> <ul style="list-style-type: none"> ● In purposive groups or pairs, learners are guided to make a visit with peers in the neighbourhood to identify different ways of storing water. Learners who may not walk could be physically supported to use appropriate Assistive technology for mobility to move. Learners could record their observation by writing/ typing/ taking pictures using adapted digital devices with physical support. 	
<p>Core Competencies to be developed: Communication and collaboration: Teamwork as learners walk around the neighbourhood to identify different ways of storing water in groups.</p>				
<p>Values:</p> <ul style="list-style-type: none"> ● Social justice: Cooperation as learners walk around the neighbourhood to establish different ways of storing water. ● Responsibility: Hard work skills as learners store water appropriately at home and school. 				

<p>Pertinent and Contemporary Issues (PCIs): Health promotion issues: Preventive health as learners store water appropriately at home and school to prevent communicable diseases.</p>
<p>Link to other Learning Areas: Creative Arts Activities: Drawing different Forms as learners use different items used to store water.</p>
<p>Suggested Learning Resources: Approved learning support materials, local environment with suitable environmental adaptations theme based Pictures/Photographs tanks, pots, drums/Flash cards/ charts with legible print and appropriate colour contrast on various ways of storing water, heavy gauge Manilla papers, Adapted Pencils and crayons with enhanced grip, hand stabilizers, pencil grips, adapted digital devices with appropriate accessibility features and software, foot-boards, slates,</p>
<p>Related Service Providers: Physiotherapists, Occupational Therapists, Speech Therapists, Resource Persons, Learner Support Assistant</p>

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Resources in Our Environment	3.2 Plants (10 lessons)	By the end of the sub-strand the learner should be able to; a) identify ways of caring for plants using locally available materials, b) carry out activities for caring of plants using locally available materials, c) advocate for plant protection for	<ul style="list-style-type: none"> Learners are appropriately positioned/ seated and Physical support/use alternative functioning parts of the body to observe pictures, photographs or watch video clips of people watering, manuring and mulching plants using any functional part of the body/ appropriate Assistive technology 	How can we care for plants?

		<p>environmental sustainability.</p>	<p>adapted digital devices with appropriately adjusted screen glare/ volume, with physical support.</p> <ul style="list-style-type: none"> ● Learners to water, apply manure and do mulching for some plants in the school compound in purposive groups with roles assigned according to individual learner's ability level/ unique needs. The tools and equipment used should be adapted for enhanced grip. Safety precaution should be observed to safeguard all learners especially those with brittle bone disease against fractures. ● Learners are appropriately positioned/ seated on devices with worktops or table tops at suitable height and guided to observe pictures, photographs or video clips of healthy plants that have been conserved, in purposive groups. Learners to use adapted digital devices with 	
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			<p>appropriately adjusted light intensity/ glare and with physical support.</p> <ul style="list-style-type: none"> ● Learners are guided to create/ write plant protection messages using hand written, electronic or print resources, by the use of any alternative functional part of the body/ appropriate Assistive technology with physical support. They could alternatively recite/ mime poems in purposive groups. ● Learners to recite/mime poems and sing hum songs on plant protection. They could also use alternative and augmentative mode of communication (AAC)/ clap/tap/ point the words/ dance rhythmically as peers sing/ recite. 	
<p>Core Competencies to be developed: Creativity and imagination: Originality as learners create plant protection messages using hand writings, electronic or print resources</p>				

Values:

- Responsibility: Self-drive skills are nurtured as learners create plant protection messages using hand written, electronic or print resources in groups.
- Patriotism: Citizenship is enhanced as learners water, manure and do mulching for some plants in the school compound in groups.

Pertinent and Contemporary Issues (PCIs):

Citizenship: Environmental education and climate change skills as learners create plant protection messages using hand written, electronic or print resources in groups.

Link to other Learning Areas:

Religious Education Activities: Caring for God's Creation as learners care for plants in the immediate environment.

Suggested Learning Resources:

Approved learning support materials, Manure, Dry grass or leaves, adapted watering cans for enhanced grip/ usability, local environment with suitable environmental adaptations, theme based Pictures/Photographs /Flash cards/ charts with legible print and appropriate colour contrast, heavy gauge Manilla papers, Adapted Pencils and crayons with enhanced grip, hand stabilizers, pencil grips, adapted digital devices with appropriate accessibility features and software (cameras with neck-straps/ holders), foot-boards, slates, worktops/ surfaces with suitable heights,

Related Service Providers: Physiotherapists, Occupational Therapists, Speech Therapists, Resource Persons, Learner Support Assistant

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Resources in Our Environment	3.3 Animals (12 lessons)	By the end of the sub strand the learner should be able to; <ol style="list-style-type: none"> a) identify food items we get from animals, b) relate food items with respective animals, c) carry out activities of caring for animals in the locality, d) advocate for clean and secure animal shelters to reduce risk to the animals. 	<ul style="list-style-type: none"> • Learners are appropriately positioned/ seated on devices with worktops or table tops at a suitable height and guided to observe pictures and photographs of different foods we get from animals using appropriate adapted digital devices/ print resources with appropriate Assistive technology to hold/ flip over, with physical support. • Learners to sort and group different foods we get from animals and display them in class in purposive groups. Learners to use adapted digital devices with peer support. Appropriately adjust light intensity/glare on the screens of the digital devices and / volume. The display area should be at a suitable height that is accessible by all learners. • In purposive groups/ pairs, learners are preferentially positioned/ seated 	Why should an animal stay in a clean place?

			<p>and guided to watch pictures, videos or listen to a resource person on ways of caring for animals (<i>fair treatment, feeding, cleaning, medical care, appropriate shelter</i>) using appropriate Assistive technology for manipulation such as head/ mouth pointers with physical support.</p> <ul style="list-style-type: none"> • In purposive groups Learners to discuss/ share ideas on the importance of fair treatment of animals orally (through residual speech)/ by writing/typing/ stamping/ using a theme based communication board. • Learners are strategically positioned/ seated to observe videos on ways of keeping an animal shelter clean to develop empathy skills, using adapted digital devices with appropriate/ learner friendly accessibility features/ software, appropriately adjusted screen glare/ light, or 	
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			<p>volume and appropriate Assistive technology to operate/ manipulate them with physical support.</p> <ul style="list-style-type: none"> • Learners practise feeding and cleaning animal shelter at home or school using any functional part of the body and or appropriate Assistive technology to develop empathy skills, with physical support from peers or learner support assistant. Learners with brittle bone disease should be given smaller quantities of feedstuffs to prevent fractures. The cleaning materials should be modified to have handles with enhanced grip, lighter for learners with weak muscles, and shorter for learners with short stature and those who are on wheelchairs. • Individually or in purposive pairs, learners are guided to wash their hands or any part of the body used as hands with soap and water after cleaning the animal shelter, with roles assigned according to 	
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			<p>individual learner’s ability level/ unique needs. Guide parents/ guardians to support their child to use appropriate tools and equipment for safety, and enhanced grip/ usability. The water used should be warm (for learners with allergic conditions such as asthma and epilepsy) and the soap should not be of pungent or very strong scent.</p> <ul style="list-style-type: none"> • Learners are guided to dispose of waste appropriately after cleaning an animal shelter using appropriate waste disposal bags/ lighter bins with handles, appropriate Assistive technology to move/ handle the bins and with physical support while observing safety. Learners with epilepsy should be safeguarded against heights/ depths such as deep rubbish pits during this task. 	
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Core Competencies to be developed:
 Communication and collaboration: Speaking and listening skills as they discuss on importance of cleaning an animal shelter in groups

Values:

- Responsibility: Hard work skill is enhanced as they clean animal shelters.
- Love: Empathy skill as they clean animal shelters.

Pertinent and Contemporary Issues (PCIs):

Social economic issues: animal welfare awareness as they participate in cleaning animal shelters at home.

Link to other Learning Areas:

Mathematical activities: Foods from animals can be used to learn the skill of matching, sorting and grouping

Suggested Learning Resources:

Water, adapted brooms/ floor brushes, Spades, waste disposal bags/ lighter bins with handles, local environment with suitable environmental adaptations, theme based Pictures/Photographs /Flash cards/ charts with legible print and appropriate colour contrast on animals, heavy gauge Manilla papers, Adapted Pencils and crayons with enhanced grip, hand stabilizers, pencil grips, adapted digital devices with appropriate accessibility features and software (cameras with neck-straps/ holders), foot-boards, slates, worktops/ surfaces with suitable heights,

Related Service Providers: Physiotherapists, Occupational Therapists, Speech Therapists, Resource Persons, Learner Support Assistant

Suggested Assessment Rubric

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Stating the importance of keeping water safe for human and animal use.	States the importance of keeping water safe for human and animal use and shows thorough	States the importance of keeping water safe for human and animal use, naming	States the importance of keeping water safe for human and animal use without mentioning ways to make it safe.	States the importance of keeping water safe for human and animal use with somewhat limited understanding

	understanding of keeping water safe and the health consequences associated with unsafe water.	some ways of keeping water safe.		and with lack of clarity.
Exploring ways of caring for plants using the locally available materials.	Explores ways of caring for plants using varied the locally available materials and clearly explains the process and reasons for carrying out mulching.	Explores ways of caring for plants using the locally available materials, naming materials used for mulching and watering plants.	Explores ways of caring for plants using the locally available materials, identifying materials that can be used in mulching.	Explores ways of caring for plants using the locally available materials with significant level of difficulty.
Stating foods we get from animals and how to care for animal shelter.	States foods we get from animals and how to care for animals and their shelter, detailing the feeds, cleaning and the processes involved.	States foods we get from animals and how to care for animal shelter following the right procedure.	States foods we get from animals and how to care for animal shelter but misses the key steps in the procedure for cleaning.	States foods we get from animals and how to care for animal shelter but demonstrates limited understanding of the basic cleaning procedure.

APPENDIX I: COMMUNITY SERVICE LEARNING AT LOWER PRIMARY

At this sub-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, taking into cognizance the individual learner's unique abilities or needs.
- 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 and tailor make them to suit the user who is the individual learner with Physical Impairment)
- Stagger the activities across the term (Set dates and time for the activities). The activities planned may still be rescheduled owing to unfavourable environmental or weather changes that may affect learners, especially those with health impairment such as asthma or sickle cell anaemia.
- Communicate to learners, parents/caregivers/guardians, school administration, teachers and other relevant stakeholders in the school community, including the support strategies that the learners may require as they carry out the planed tasks.
- Identify and develop assessment tools, considering the expected mode of presentation and response to the assessment items. Indicate any alternative tasks for learners who may experience difficulties.

2) **Implementation of CSL Activity**

- Assigning ability level roles to learners. The roles should take into account the nature of impairment and the ability level of the learner. Learners with low muscle power and those with brittle bone disease may require lighter tasks.
- Ensure every learner actively participates in the activity. In practical activities, learners with manipulation difficulties such as those with stiff/ spastic muscles or those with repetitive muscle movements may participate orally as they are audio-visually recorded or video record peers as they perform manual tasks. Purposively group or pair learners so as to complement each other in carrying out given tasks.
- Observe learners as they carry out the CSL activity and record feedback. Learners with difficulties in manipulation and those with postural difficulties may require more time or fewer tasks at any time. The task may be paused to allow the affected learners to rest before they resume.
- Use an appropriate assessment tool to assess both the process and the product (Assess learner's work from the beginning to the end product). In tasks that require precision, learners with spastic limbs and those with writhing body movements may require a wider margin for error.
- 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 purposive groups using various tools such as an observation schedule, check-list, rating scale or any other appropriate assessment tool.

APPENDIX II: LIST OF SUGGESTED LEARNING RESOURCES, ASSESSMENT METHODS AND SUGGESTED ADAPTATIONS

Suggested Learning Resources	Assessment Methods/ Modes	Suggested Adaptations
<ul style="list-style-type: none"> ● Approved curriculum support materials with appropriate Assistive technology such as book holders and page turners to enhance manipulation. ● Resources from the local environment (<i>home and school</i>) which are adapted to suit individual learner’s needs in accessing and using them. ● Flash cards made of heavy gauge paper and with legible prints with lighter colour contrast. ● Pictures, newspapers, magazines, journals ● Digital devices with special accessibility features for enhanced manipulation by all learners. ● Assorted farm equipment with appropriate modification such as hoes with light padded spindles. 	<p>Written assessment</p>	<ul style="list-style-type: none"> ● Typing, stamping, tracing, mounting or signing ● Description of the task as a scribe or learner support assistant writes/ draws/ takes measurements ● Audio visual recording of the learner as he/she makes oral responses ● Provision of Adapted digital devices and writing/drawing/ stamping/ mounting resources ● Adjustment of time according to individual needs ● Providing illustrations to be interpreted for activities that involve drawing ● Use of worksheets/ Interactive digital version ● Accuracy in drawing and measurement may be far-fetched for learners with manipulation difficulties, therefore allow a wider margin for error to such learners.
	<p>Oral or Aural assessment</p>	<ul style="list-style-type: none"> ● Written responses ● Use of AAC (Augmentative and Alternative modes of Communication) e.g. talking books, gestures, body movement, sign language, alphabet cards, facial expressions ● Adjustment of time according to individual needs

<ul style="list-style-type: none"> ● Assorted cleaning agents, tools and equipment, modified for manipulation by all learners. ● Resource persons 		<ul style="list-style-type: none"> ● Adjust playback speed, pause or replay to learners as need may arise
	Portfolio	<ul style="list-style-type: none"> ● Use of E-Portfolio ● Provision of physical support to the learner as a task is performed ● Use of Assistive technology ● Provision of Adapted digital devices and writing/drawing resources ● Adjustment of time according to individual learner's needs ● Description of how a learner carries out a practical activity while being audio/video recorded
	Practical assessment	<ul style="list-style-type: none"> ● Provision of physical support ● Provision of Adapted resources (learner specific) ● Description of how to carry out a practical activity while being audio/video recorded ● Adjustment of time according to individual needs ● Rest intervals according to individual needs ● Provision of lighter/ non-vigorous tasks ● Environmental adaptation

	Project	<ul style="list-style-type: none"> • Provision of physical support • Provision of Adapted resources (learner specific) • Description of how to carry out a practical activity while being audio/video recorded • Adjustment of time according to individual needs • Provision of lighter/ non-vigorous tasks • Environmental adaptation
	Observation	Prepare tools for assessing through observation such as observation check-list or schedule indicating any alternative task indicators vis-a-vis individual unique characteristics/ needs of the learner being assessed.
	Peer assessment	Peers can give formative feedback on their colleagues' performance orally/ write/ type/ stamp/ point the areas well done and those that require improvement, as well as the rationale for the rating of their peers' performance.
	Self-assessment	Learners report on their individual assessment orally or through residual speech/ write/ type/ stamp/ mount their feelings/ ratings about own performance and the rationale for the rating.

Note: Safety of all learners should be observed during assessment.

Non formal Activities that support learning

- School routine activities such as cleaning, flag raising, worship activities
- Games and sports
- Clubs and societies