



REPUBLIC OF KENYA
MINISTRY OF EDUCATION

PRIMARY SCHOOL CURRICULUM DESIGN

ENVIRONMENTAL ACTIVITIES

GRADE 3

FOR LEARNERS WITH PHYSICAL IMPAIRMENT



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT
A Skilled and Ethical Society

First Published in 2017

Revised 2024

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ISBN:

Published and printed by Kenya Institute of Curriculum Development

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 pre primary 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 Panelists; 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	Number of Lessons per Week
1.	Indigenous Language Activities	2
2.	Kiswahili 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 Activities	7
	Pastoral Instruction Programme	1
Total		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-fulfillment.
- 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 for Grade 1 – 3 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 at Pre Primary level. Skills of observation, identification, classification, manipulation, recording, interpretation, prediction, and 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 in the endeavour to nurture an engaged and environmentally aware citizen. The competencies acquired will be up-scaled in Upper Primary level through concepts in related learning areas.

SUBJECT GENERAL LEARNING OUTCOMES

By the end of lower primary, 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. Practice 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 Living Environment	12
	1.2 Family Needs	10
	1.3 Food in Our Environment	8
	1.4 Our Community	10
	1.5 Cultural Events	8
2.0 NATURAL ENVIRONMENT	2.1 Weather	10
	2.2 Soil	8
	2.3 Heat	10
3.0 RESOURCES IN OUR ENVIRONMENT	3.1 Water	12
	3.2 Plants	12
	3.3 Animals	8
	3.4 Waste Materials	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 Living Environment (12 lessons)	By the end of the sub strand, the learner should be able to; <ol style="list-style-type: none"> a) identify locally available materials that can be used as beddings, b) carry out hygienic practices in sleeping areas for a healthy environment, c) advocate for the importance of observing hygiene in the sleeping places. 	<ul style="list-style-type: none"> • In purposive groups, learners are guided to talk about or share on various materials used as beddings at home or school orally/ by writing/ stamping/ typing or using a theme based communication board. • Learners are strategically positioned or seated and guided to role-play how to care for the sleeping areas by taking turns cleaning and organising the area using any alternative functioning part of the body and or appropriate Assistive technology for manipulation and/ mobility with physical support. Learners should be assigned roles according to their individual ability levels/ unique needs. 	<ol style="list-style-type: none"> 1. Why is personal hygiene important in the sleeping area? 2. How do we keep the sleeping areas clean and healthy?

			<ul style="list-style-type: none"> • In purposive pairs or groups, learners are guided to discuss or share ideas on the causes of bed-wetting orally (using residual speech) / by writing/ typing/ stamping or using a theme based multi-purpose communication board with physical support. • Learners are guided to mention hygiene practices to observe during bed wetting orally (using residual speech) / by writing/ typing/ stamping/ using a theme based multi-purpose communication board with physical support. • In purposive pairs or groups, learners are guided to role play on care for beddings. Learners with difficulties in movement should be supported to use appropriate mobility devices to move during the role play. Those with difficulties in posture and balance should be 	
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			<p>appropriately positioned for ease of carrying out the task as well as observing as peers perform. Learners with manipulation difficulties, including those without limbs could use any other alternative functional part of the body and or appropriate Assistive technology to perform the task with physical support. In severe cases, the learner could narrate how care for bedding as a physical assistant does the actual task with his/ her instruction and as he/she is audio-visually recorded. The clip is then saved in the learner's portfolio as evidence for the performance of the task.</p> <ul style="list-style-type: none"> • Learners are strategically positioned/ seated on devices with worktops at a suitable height and guided to use adapted digital devices with appropriate accessibility 	
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			<p>features and appropriately adjusted screen glare/ volume, or print media with appropriate Assistive technology for holding or turning pages to search for information on what happens after bed wetting and share with peers orally/ by writing/ typing/ stamping or using a theme based multi-purpose communication board. Learners with manipulation difficulties could give physical support to manipulate the adapted digital devices.</p> <ul style="list-style-type: none"> • In purposive groups/ pairs or individually, learners are guided to observe safety precautions and practices when using digital devices to search and watch videos on what happens after bed wetting to develop digital citizenship. • Learners are guided to regularly maintain cleanliness and orderliness in sleeping area at 	
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			<p>home or school to enhance commitment and consistency. Learners with manipulation difficulties could use the locally available materials and appropriate adapted tools with enhanced grip which they operate using any functional part of the body or appropriate Assistive technology for manipulation with peer support. Learners are assigned tasks vis-a-vis their individual unique needs.</p>	
<p>Core Competencies to be developed: Digital Literacy: Digital citizenship as the learner observes safety precautions and practices when using digital devices to search and watch videos on problems related to bed wetting.</p>				
<p>Values: Integrity: Consistency is enhanced as learners commit to making their beds daily.</p>				
<p>Pertinent and Contemporary Issues (PCIs): Life skills: Personal responsibility is enhanced when learners wash and care for their beddings.</p>				
<p>Link to other learning areas: English language activities: Listening and Speaking Skills as learners mention various materials used as beddings at home or school.</p>				

Suggested Learning Resources:

Approved learning support materials, Beddings (mats, mattresses, bed sheets, bed covers, blankets), Adapted Brooms, lowered Clothesline, Mop ,Basin ,Soap, Pegs, theme based Pictures/ Flash cards charts with legible print and appropriate colour contrast on bedding, 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:

Physiotherapist, Occupational Therapist, Speech Therapist, Resource Person, 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 <ul style="list-style-type: none"> • <i>Emotional needs</i> (10 lessons)	By the end of the sub strand, the learner should be able to; <ol style="list-style-type: none"> a) describe how people express feelings in real life, b) describe ways in which emotional needs are met in real life situation, c) label emotions expressed by self and others, d) appreciate the importance of meeting emotional 	<ul style="list-style-type: none"> • In purposive groups/ pairs, learners are guided to discuss/ share about emotions experienced by self and others orally (through residual speech)/by writing/ typing/writing/ through total communication or using emoji that represent emotions in digital devices with physical support. 	<ol style="list-style-type: none"> 1. How do people show the way they feel? 2. How do we tell other people's emotions?

		<p>needs in character formation.</p>	<ul style="list-style-type: none"> • Learners are strategically positioned/ seated on devices with worktops at a suitable heights and guided to manipulate adapted digital devices with special accessibility features and software to watch video clips or observe pictures of people expressing various emotions and share what they have learnt with peers, orally (through residual speech)/by writing/ typing/writing or through total communication, with physical support. • In purposive groups/ pairs, learners are guided to discuss/ share about ways of meeting emotional needs orally (through residual speech)/by writing/ typing/writing/ through total communication or using emoji in digital devices with physical support. 	
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			<ul style="list-style-type: none">• Learners are strategically positioned or seated and guided to role play expressions of emotional needs and how they are met. Learners with manipulation and or mobility difficulties could use any functional part of the body and/ appropriate Assistive technology for manipulation or movement respectively, with physical support to carry out the tasks in the role play. Those learners with difficulties in speech could communicate through residual speech/ by writing/ pointing on theme based multi-purpose communication board or using Augmentative and Alternative modes of communication, AAC. Learners should be assigned roles vis-a-vis their individual ability levels or unique needs.	
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			<ul style="list-style-type: none"> • Individually, learners are guided to match pictures with the emotions expressed using any alternative functioning parts of the body/appropriate Assistive technology by writing/ typing/ mounting/ stamping or by arranging emotion picture cards on a theme based multi-purpose communication board with physical/ peer support. • Learners are guided to draw and colour/mount/ trace or stamp images showing various ways of expressing emotions. Learners who may not be able to perform the task could point or mention the images as they are given physical support. • In purposive groups, learners are guided to discuss or share ideas on the need for help when role playing expressions of emotional needs orally 	
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			<p>(through residual speech)/by writing/ typing/writing or through total communication, with physical support.</p> <ul style="list-style-type: none">• Learners are guided in purposive groups to make posters showing different ways of expressing emotions. Learners with manipulation difficulties could use any functional part of the body and/ appropriate Assistive technology for manipulation, adapted tools for cutting, heavy gauge Manilla Paper, padded marker pens for improved grip with physical support. Learners with speech difficulties could share their opinions through residual speech or by writing or pointing as they carry out the task.	
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<p>Core Competencies to be developed: Self-efficacy: Saying my needs as they role play how various emotions are expressed.</p>
<p>Values: Love: Empathy is enhanced as learners discuss about different emotions.</p>
<p>Pertinent and Contemporary Issues (PCIs): Life skills: Coping with emotions as the learner identifies different emotions expressed by self and others.</p>
<p>Link to other learning areas: Religious Education Activities: Value of love as learners role play how various emotions are expressed.</p>
<p>Approved learning support materials, local environment with suitable environmental adaptations, theme based Pictures/ Flash cards/ charts with legible print and appropriate colour contrast on family needs (emotional needs), emoji that represent emotions, 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,</p>
<p>Related Service Providers: Physiotherapist, Occupational Therapist, Speech Therapist, Learner Support Assistant</p>

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Social Environment	1.3 Food in our Environment (8 Lessons)	By the end of the sub-strand, the learner should be able to; a) identify common food items found in the immediate environment,	<ul style="list-style-type: none"> In purposive groups or pairs, learners are guided to share ideas on different food items found in the locality orally (through 	1. Why do we have different food items in the locality?

		<p>b) classify food items into three food groups, c) observe table manners during meals, d) embrace good eating habits to promote good health.</p>	<p>residual speech)/ by writing/ typing/ using total communication.</p> <ul style="list-style-type: none"> • In purposive groups or pairs, learners are strategically positioned or seated on devices whose table tops/ worktops are at an appropriate height and guided to use adapted digital devices with special accessibility features and software or print media to search for information on various food groups. Adjust glare on the screens of the digital devices and or volume to suit the individual learner's unique needs. Learners with manipulation difficulties could use any functional part of the body and or appropriate Assistive technology for manipulation such as typing aid to operate the adapted digital devices with physical support. Those who use the lower extremities should be supported to set the equipment on the foot-boards. 	<p>2. Why do we observe table manners during meals?</p>
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			<ul style="list-style-type: none"> • In purposive groups or pairs, learners are guided to use pictures, or video clips to classify various foods into the three food groups (<i>energy giving, body building and protective foods</i>). Learners with difficulties in manipulation could group or sort the food items using the appropriate Assistive technology for manipulation/ by pointing/ writing/ mounting/ describing orally as they are given physical support. • Individually or in purposive pairs, learners are guided to use adapted digital devices with appropriate accessibility features and whose screen light/ glare and or volume is suitably adjusted vis-a-vis individual learner's unique needs, or print media with appropriate Assistive technology for holding and flipping pages to search for information on good table manners when taking meals 	
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			<p>and share with others orally (through residual speech)/ by writing/ typing or using total communication.</p> <ul style="list-style-type: none">• Learners are purposively grouped, strategically positioned and guided to role play on how to observe good table manners when taking meals. Roles in the role-play should be allocated taking into cognizance the individual abilities and unique needs of learners. Learners with difficulties in movement could use appropriate mobility devices with physical support. Those with difficulties in posture and balance should also be appropriately positioned for comfort and to operate to their optimum. Learners with difficulties in vision and those with short stature should also be preferentially positioned to be able to have an enhanced auditory and visual input during	
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			<p>the activity. Learners with speech difficulties could use residual speech or total communication or demonstrate aspects of good table manners that do not require speech.</p> <ul style="list-style-type: none">• In purposive groups, learners are guided to observe good table manners when taking meals during role playing to enhance self-drive. Distinction should be made between bad table manners and difficulties experienced as a result of impairment. For example, some learners with Cerebral palsy may have difficulties closing their mouths or sitting calmly when having meals. Such learners with repetitive body movements could be strapped on their positioning devices as they are supported physically to feed. They could also use cut-out tables during meals. They could be trained in liaison with the Occupational	
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			<p>Therapist to feed independently using adapted utensils.</p> <ul style="list-style-type: none">• Learners are guided to share reasons why people eat too much or too little food orally/ by writing or typing the reasons for eating food either too much or too little.• Individually or in purposive pairs, learners are guided to use video clips or print media with appropriate Assistive technology for holding and turning pages, or age appropriate case stories to find out what happens when a person eats too much or too little food. Learners with manipulation difficulties could operate adapted digital devices with appropriate accessibility features and software using any functional part of the body and/ appropriate Assistive technology for manipulation with physical support. Screen glare/ light should be suitably adjusted for	
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			<p>learners who may experience difficulties in vision.</p> <ul style="list-style-type: none"> • Learners are guided individually to find out from parents or guardian the problems associated with eating too much or too little food (<i>overweight and underweight</i>) to develop self-awareness skills. Learners with manipulation difficulties could record their finding by writing/ mounting/ stamping/ typing using adapted devices for writing/ stamping/ typing or using digital devices such as audio recorders or smart phones. 	
<p>Core Competencies to be developed: Citizenship: Self-awareness as learners find out the problems (<i>overweight and underweight</i>) associated with eating too much or too little food.</p>				
<p>Values: Responsibility: Self-drive as learners observe good table manners when taking meals.</p>				
<p>Pertinent and Contemporary Issues (PCIs): Health promotion issues: Learners develop the skill of <i>eating clean and healthy foods</i> as they choose food for personal well being.</p>				

Link to other Learning Areas:

Creative Arts Activities: Skills of sorting and grouping as learners sort and group food items into food groups.

Suggested Learning Resources:

Approved learning support materials, adapted digital devices with appropriate accessibility features and software, foot-boards, slates, Pictures/ Photographs/ plan for a nature corner/ charts with legible print and appropriate colour contrast on food items in our environment, Adapted Pencils and crayons with enhanced grip, hand stabilizers, pencil grips, foot-boards,

Related Service Providers:

Physiotherapist, Occupational Therapist, Speech Therapist, Resource Person, Learner Support Assistant

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Social Environment	1.4 Our Community (10 lessons)	By the end of the sub strand, the learner should be able to; a) identify ways of keeping safe in the community, b) classify places in the community as safe and unsafe, c) apply basic road signs for personal safety, d) acknowledge the importance of keeping safe in the community.	<ul style="list-style-type: none"> In purposive pairs, learners are guided to share their experiences regarding safety in the community orally (using residual speech)/ by writing/ typing/ stamping/ using a theme based multi-purpose communication board. In purposive pairs or groups, learners are guided to discuss or share ideas on how to keep safe in the community orally (using residual speech)/ by 	<ol style="list-style-type: none"> How do we keep safe in the community? How do we tell that a place is safe or unsafe?

			<p>writing/ typing or using a theme based multi-purpose communication board.</p> <ul style="list-style-type: none"> • Learners are strategically positioned/ seated on devices whose heights are at a suitable height and guided to use pictures, flash cards or video games to sort and group places into safe and unsafe. Learners with difficulties in manipulation could use any functional parts of the body and/ appropriate Assistive devices for manipulation/ adapted digital devices with specialized accessibility features and/ software, with physical support. • In purposive pairs or groups, learners are guided to discuss or share ideas on discuss behaviour that can expose one to danger orally (using residual speech)/ by 	
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			<p>writing/ typing or using a theme based multi-purpose communication board.</p> <ul style="list-style-type: none"> • In purposive groups or pairs, learners are guided to discuss or share ideas on behaviours that expose one to danger <i>orally</i> (using residual speech)/ by writing/ typing/ stamping/ using a theme based multi-purpose communication board. • Learners are strategically positioned/ seated and guided to listen to a recorded story or a resource person on how to respond to strangers and other child safety tips. Learners with short stature and those who may be hard of hearing could be preferentially seated in front for enhanced auditory input during this task. • In purposive groups/ pairs, learners are guided to keenly and actively follow a story 	
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			<p>from resource persons on different ways of keeping safe in the community to develop listening skills. Apply preferential seating for learners with short stature, those with mild hearing difficulties and those who may experience difficulties in vision for an enhanced auditory and visual input during this task.</p> <ul style="list-style-type: none"> • In purposive pairs or individually, learners are strategically positioned/ seated and guided to use adapted digital devices or pictures to identify the basic road safety practices. Learners with manipulation difficulties could use any functional parts of the body and/ appropriate Assistive devices for manipulation/ adapted digital devices with specialized accessibility 	
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			<p>features/ software, with physical support.</p> <ul style="list-style-type: none"> • In purposive groups, learners are guided to role play on how to use basic road signs for personal safety with roles assigned according to individual learner's abilities. Learners with short stature, those on positioning devices, those with difficulties in hearing or vision should be preferentially positioned for enhanced reception of both auditory and visual input during the task. Learners with difficulties in speech could communicate through residual speech or total communication. They could alternatively perform tasks in the role play that do not require speech. • Learners are guided to to take a safety walk around/ visit to their neighbourhood 	
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			<p>using suitable Assistive technology for mobility and share their findings in class orally (using residual speech)/ by writing/ typing or using a theme based multi-purpose communication board.</p> <p>Learners with allergic reactions and those with epilepsy should be safeguarded against possible triggers to those conditions.</p> <p>The task could be rescheduled if the weather conditions are not favourable.</p>	
<p>Core Competencies to be developed: Communication and collaboration: Listening keenly and actively as the learner follows a case story from a resource person on different ways of keeping safe in the community.</p>				
<p>Values: Love: Caring attitude as learners share learning resources with peers while working in purposive groups or pairs.</p>				
<p>Pertinent and Contemporary Issues (PCIs): Life skills: Early safety and security awareness as learners avoid dangerous places and observe safety in the community.</p>				
<p>Link to other learning areas:</p>				

Creative Arts Activities: Basic road safety signs can be used by learners when learning colours (red, yellow, black, white, green, orange).

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 on road signs, 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:

Physiotherapist, Occupational Therapist, Speech Therapist, Resource Person, Learner Support Assistant

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Social Environment	1.5 Cultural Events (8 Lessons)	By the end of the sub strand, the learner should be able to; a) Identify cultural events carried out in the community, b) recognise cultural events that promote environmental and social well-being in the community, c) Classify cultural events into those that promote	<ul style="list-style-type: none"> In <i>purposive</i> pairs or groups, learners are guided to share experiences on cultural events in their community orally (using residual speech)/ by writing/ typing/ using a theme based multi-purpose communication board or through Augmentative and Alternative modes of communication, AAC. 	Why are cultural events important in the community?

		<p>environmental care and social well-being in the community,,</p> <p>d) embrace cultural events that promote social well-being in the community.</p>	<ul style="list-style-type: none"> • In <i>purposive</i> pairs or groups, learners are guided to practise singing and dancing to songs performed during cultural events in the community. Learners with speech difficulties who may not sing could hum/ mime/ clap/ tap/ play songs in adapted digital devices/ point the lyrics as peers sing along while those who may not dance could shake any part of the body or swing rhythmically as peers dance. They could alternatively be involved in recording the performance using adapted digital devices such as cameras. • Learners are guided to find out cultural events that promote social well-being and environmental care and share with peers in class orally (using residual speech)/ by writing/ typing/ using a theme based 	
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			<p>multi-purpose communication board.</p> <ul style="list-style-type: none"> • In purposive pairs/ groups, learners are guided to use pictures or video clips to group cultural events that promote environmental and social well-being in the community. Learners with manipulation difficulties could write/ type/ stamp/ mount event cut outs using any functional part of the body and/ appropriate Assistive technology with physical support or perform oral classification as a physical assistant does the actual writing. • In purposive pairs/ groups, learners are guided to role play cultural events performed by various communities that promote care for the environment. Learners with difficulties in movement could use appropriate Assistive 	
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			<p>technology for movement in tasks that require mobility while those with manipulation difficulties use Assistive technology for manipulation to handle props. Learners with weak limbs, those chronic health impairment such as sickle cell anaemia, and those with brittle bone disease should be given less vigorous tasks to prevent mishaps.</p>	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Creativity and imagination: Alternative ways as learners sing and dance to songs performed during cultural events • Citizenship: Active community life skills as learners find out from parents or guardians, elders about cultural events that promote social well-being. 				
<p>Values: Responsibility: Diligence is nurtured as learners accept assigned roles during cultural events in the community.</p>				
<p>Pertinent and Contemporary Issues (PCIs): Citizenship: Social cohesion as learners sing songs in indigenous languages during cultural events.</p>				
<p>Link to other learning areas: Indigenous language activities: Cultural events as learners sing and dance.</p>				

Suggested Learning Resources:

Artefacts, Journals and magazines, Approved learning support materials, local environment with suitable environmental adaptations, theme based Pictures and paintings charts with legible print and appropriate colour contrast on cultural events, 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:

Physiotherapist, Occupational Therapist, Speech Therapist, Resource Person, Learner Support Assistant

Suggested Assessment Rubric

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Identifying locally available materials that can be used as beddings	Elaborately identifies locally available materials that can be used as beddings	Identifies locally available materials that can be used as beddings	Identifies locally available materials that can be used as beddings with minimal hints	Identifies locally available materials that can be used as beddings when given many hints
Categorizing foods found in the environment and choosing healthy food for personal well-being.	Categorises foods found in the environment and chooses healthy food for personal well-being, accurately records and displays	Categorises foods found in the environment and chooses healthy food for personal well-being, indicating the composition of a healthy diet.	Categorises foods found in the environment and chooses healthy food for personal well-being but with scanty information about healthy diet.	Categorises foods from plants and animals eaten at home, and chooses healthy food for personal well-being with notable difficulty and does

	knowledge of nutritional value.			not demonstrate understanding of food categories.
Recognizing safe and unsafe places in the community.	Recognises safe and unsafe places in the community, and demonstrates exceptional ability to identify and keep off unsafe places.	Recognises safe and unsafe places in the community and identifies some implications of visiting unsafe places.	Recognise safe and unsafe places in the community but overlooks some critical aspects.	Recognise safe and unsafe places in the community with a significant level of difficulty and displays minimal understanding of key factors.
Recognizing cultural events that promote environmental and social well-being in the community.	Recognises cultural events that promote environmental and social well-being in the community, demonstrating exceptional ability explain a wide range of the cultural events.	Recognises cultural events that promote environmental and social well-being in the community, gives a simple description of each.	Recognises cultural events that promote environmental and social well-being in the community but shows little understanding.	Recognises cultural events that promote environmental and social well-being in the community, displaying a limited understanding of the events.
Carrying out hygienic practices observed in sleeping areas	Carries out hygienic practices observed in sleeping areas for clean and healthy environment, showing	Carries out hygienic practices observed in sleeping areas for clean and healthy environment,	Carries out hygienic practices observed in sleeping areas for clean and healthy environment	Carries out hygienic practices observed in sleeping areas for clean and healthy

for clean and healthy environment.	special skills in arranging beddings and ensuring a dry, neat and organised sleeping environment.	ensuring the bedding are aired frequently.	but with lack of consistency.	environment with close supervision and continuous prompts.
Mimicking emotions expressed by self and others and how they are met in real life situations.	Mimics emotions expressed by self and others and how they are met in real life situations, demonstrating high level of self-awareness and accuracy in identifying own emotions and taking initiative to seek for support.	Mimics emotions expressed by self and others and how they are met in real life situations, attempting to seek for support.	Mimics emotions expressed by self and others and how they are met in real life situations but portrays little difficulty in seeking for support.	Recognises motions expressed by self and others and how they are met in real life situations with significant difficulty even with clues.

2.0 NATURAL ENVIRONMENT

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Natural Environment	2.1 Weather (10 lessons)	By the end of the sub strand, the learner should be able to; <ol style="list-style-type: none"> a) describe unfavourable weather conditions, b) explain dangers of unfavourable weather conditions on people, c) respond appropriately to unfavourable weather conditions, d) appreciate the importance of keeping safe during unfavourable weather conditions. 	<ul style="list-style-type: none"> ● In purposive pairs, learners are guided to share their experiences on unfavourable weather conditions orally (using residual speech) /by writing/ typing or using a theme based communication board or through Augmentative and Alternative modes of communication with physical support. ● In purposive groups/ pairs, learners are strategically positioned/ seated on devices with worktops at a suitable height and guided to use adapted digital devices with appropriate accessibility features and appropriately adjusted screen light/ glare and volume or print media with appropriate Assistive technology for holding/ turning 	How can you keep safe during unfavourable weather conditions?

			<p>pages to search for information on unfavourable weather conditions and share their findings with peers orally (using residual speech) /by writing/ typing or using a theme based communication board with physical support.</p> <ul style="list-style-type: none"> • Learners are appropriately positioned/ seated on devices whose table tops/ worktops are at a suitable height and guided to equitably share available learning resources by the use of any functional part of the body/ appropriate Assistive technology to enhance cooperation when finding out more information on unfavourable weather conditions. • In purposive pairs/ groups, learners are guided to discuss or share ideas on what happens during unfavourable weather conditions in the environment 	
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			<p>orally (using residual speech)/ by writing/ typing or using a theme based communication board with physical support.</p> <ul style="list-style-type: none"> • Learners are guided to read or listen to stories about appropriate responses to unfavourable weather conditions from the teacher, guardians or resource person. Learners with mild hearing difficulties and those with difficulties in vision should be seated in close proximity to the source of information for enhanced listening. Learners with manipulation difficulties could use any functional part of the body or appropriate Assistive technology to hold and flip pages as they read. They could require book holders and page turners or digital readers or e-books which they listen to. Learners with short stature and those 	
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			<p>who are on positioning devices should have table tops or worktops at suitable heights.</p> <ul style="list-style-type: none"> • Learners are guided to match unfavourable weather conditions with corresponding safety measures. Learners with manipulation difficulties could use any alternative functional part of the body or appropriate Assistive technology to perform the task with physical support. They could arrange cards with unfavourable weather and safety measures on a flat surface using head or mouth pointers. In severe cases, they could perform the task orally as a physical assistant does the scribe's duty. • Individually or in purposive pairs or groups, learners are guided to practise how to keep safe during unfavourable weather conditions. Learners with manipulation difficulties 	
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			<p>could wear warm protective clothing with Velcro fasteners or zippers with holders and skirts/ trousers with waistbands using any alternative functional parts of the body/ Assistive technology for manipulation and Assistive technology for feeding in taking water. Learners with difficulties in movement could use appropriate Assistive technology for mobility with physical support to move out bask in the sun when it is chilly in the house.</p> <ul style="list-style-type: none"> ● Individually, learners are guided to gather information from parents or guardians on how to keep safe during unfavourable weather conditions and share with peers orally (using residual speech)/ by writing/ typing/ using a theme based communication board or Augmentative and 	
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			Alternative modes of communication with physical support. Learners with mobility difficulties could use appropriate mobility devices with support.	
Core Competencies to be developed;				
Communication and collaboration: Listening and speaking skills as learners actively contribute to group decision making when discussing the effects of unfavourable weather conditions in the environment.				
Values:				
Social justice: Cooperation as learners equitably share available learning resources when searching for information on unfavourable weather conditions.				
Pertinent and Contemporary Issues (PCIs):				
Life skills: Self-awareness as the learner makes right choices on the clothes to wear during unfavourable weather conditions.				
Link to other subjects:				
<ul style="list-style-type: none"> • Religious Education Activities: Noah and the flood as learners learn about unfavourable weather conditions-floods and drought. • English Language Activities: Listening Skills as learners listen to stories about appropriate responses to adverse weather conditions. 				
Suggested Learning Resources:				
Approved learning support materials, theme based Pictures/ Flash cards charts with legible print and appropriate colour contrast on weather conditions, paints and adapted painting brushes, adapted drawing materials(pencil, eraser, sharpener, crayons) with enhanced grip, heavy gauge Manilla papers, 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:

Physiotherapist, Occupational Therapist, Speech Therapist, Resource Person, Learner Support Assistant

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; a) list the characteristics of different types of soil, b) carry out basic soil conservation activities in the environment, c) embrace soil conservation activities in the environment	<ul style="list-style-type: none">• In purposive pairs/ groups, learners are guided to move around the school environment and collect different soil samples. Learners who may not move or collect soil on their own could use appropriate Assistive technology for mobility to move and/ or those for manipulation to handle materials and containers used to collect soil samples with physical support.• Learners are guided to use a sense of touch to interact with various samples of soil to feel their texture. Learners with numbness, who may not use the sense of touch could use	<ol style="list-style-type: none">1. How do we tell the difference between soil samples?2. How can we care for soil?

			<p>multi-sensory integration or any alternative functioning parts of the body to explore the texture of different soil samples with physical support. They could be purposively paired or grouped with peers who could use the sense of touch to feel the particles, while they record the findings. They could also assistive technology such as hand-held magnifying lens to observe and compare the particle sizes of different soils and use that to come up with the texture of the observed soils in relation to other types.</p> <ul style="list-style-type: none"> • Learners are guided to mount the different soil samples on a chart using glue and display the chart in class, with the display area lowered for enhanced accessibility. Learners could alternatively use transparent plastic pocket with transparent cello-tape and Manila papers to 	
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			<p>mount the samples or shallow containers to display soil samples on tables with low worktops with peer support.</p> <ul style="list-style-type: none"> • In purposive groups/ pairs learners are guided to discuss or share ideas on how to care for soil in the environment (<i>manuring, mulching, planting trees,</i>) and share with peers orally (through residual speech) by writing/ stamping/ typing or using a theme based multi-purpose communication board with physical support. • Learners are guided to carry out tree planting activities in the community using any functional part of the body and/ appropriate Assistive technology/ adapted tools with physical support. Learners with manipulation difficulties, those with brittle bone disease and those with weak muscles should be assigned roles vis-a- 	
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			<p>vis their individual unique needs/ characteristics. Learners with difficulties in movement should be supported to use the appropriate Assistive technology for mobility to navigate the community. Learners should be guided against rugged terrains and areas with possible triggers to health impairments such as asthma.</p> <ul style="list-style-type: none"> • In purposive groups/ pairs, learners are guided to participate actively in communal tree planting activities to develop decision making abilities. Learners with mobility difficulties could use appropriate Assistive technology for movement while those with manipulation difficulties use adapted gardening tools in the task which they operate using any functional part of the body and/ 	
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			appropriate Assistive technology for manipulation with physical support. Learners with weak muscles, those with weak bones, and those with health impairment such as cardiac conditions should be given lighter tasks. Learner with epilepsy and those with allergic reactions should be guided to keep safe from possible triggers to such conditions.	
Core Competencies to be developed:				
Communication and collaboration: Decision making abilities as learners actively participate in communal tree planting activities.				
Values:				
Patriotism: Awareness of responsibilities in the society as learners engage in tree planting activities in the community to avoid natural environmental disasters such as drought and floods.				
Pertinent and Contemporary Issues (PCIs):				
Health promotion issues: Hygiene practices as learners wash their hands after manipulating soils and participating in tree planting activities to prevent communicable diseases (<i>worms, diarrhoea</i>).				
Link to other learning area:				
Creative Arts Activities: Modelling as learners learn about characteristics of soil.				

Suggested Learning Resources:

Approved learning support materials, water, sieves, soil samples, glue, adapted watering cans, adapted farm tools, tree seedlings, theme based Pictures/ Flashcards charts with legible print and appropriate colour contrast on soil, adapted drawing materials(pencil, eraser, sharpener, crayons) with enhanced grip, heavy gauge Manilla papers, 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:

Physiotherapist, Occupational Therapist, Speech Therapist, Resource Person, Learner Support Assistant

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Healthy Environment	2.3 Heat (10 lessons)	By the end of the sub strand, the learner should be able to; a) list sources of heat in the environment, b) identify uses of heat in the environment, c) carry out activities of conserving heat in the environment, d) appreciate the importance of different sources of heat in daily life.	<ul style="list-style-type: none"> • Learners are guided to think and share on sources of heat used at home orally (using residual speech)/ by writing/ typing/ stamping/ using total communication. • Learners are guided in purposive group/ pair to discuss or share ideas with peers on sources of heat in the environment orally (using residual speech)/ by writing/ typing or using a theme based 	<ol style="list-style-type: none"> 1. Why is heat important in daily life? 2. How do we conserve heat in the environment?

			<p>communication board with physical support.</p> <ul style="list-style-type: none"> • Learners are strategically positioned/ seated on devices with worktops at a suitable height and guided to use pictures or video clips to find out various sources of heat in the environment by the use of any alternative parts of the body/ appropriate Assistive technology for manipulation. Light/ glare on the digital devices screens and or volume should be suitably adjusted to suit each learner's unique needs. • In purposive groups/ pairs, learners are guided to discuss and share ideas on the uses of heat in the environment and share in class verbally (using residual speech)/ by writing/ typing or using a theme based communication board with physical support. 	
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			<ul style="list-style-type: none"> • Learners are guided in purposive group/ pair to discuss share ideas on the basic conservation measures orally (using residual speech)/ by writing/ typing or using a theme based communication board with physical support. • In purposive groups/ pairs, learners are guided to role play how to conserve heat in the environment. Learners with manipulation difficulties and those with postural difficulties could use any functional part of the body and/ appropriate Assistive technology to participate in the role play. Those with mobility difficulties should use appropriate mobility devices to move as they role play. Learners with difficulties in vision, those with mild hearing difficulties and those with difficulties in vision should be 	
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			<p>seated in close proximity for ease of viewing and listening. The environment should be clutter free for ease of movement.</p> <ul style="list-style-type: none"> • Learners are guided to share with peers on how to keep safe when dealing with heat from various sources of heat orally (using residual speech)/ by writing/ typing or using a theme based communication board with physical support. • Learners reflect on experiences of conserving heat at home and share with others orally (using residual speech)/ by writing/ typing or using total communication.. 	
<p>Core Competencies to be developed: Learning to learn: Reflection on own actions as they find out from parents or guardians the ways of conserving heat from different sources at home and share with others.</p>				
<p>Values: Respect: Open mindedness as learners appreciate diverse opinions during group discussions on various sources of heat in the environment.</p>				

Pertinent and Contemporary Issues (PCIs):

Socio-economic and environmental issues: Safety and security as learners think, pair and share with peers on how to keep safe when dealing with heat from various sources of heat.

Link to other subjects:

Creative Arts Activities: Drying clay models as learners learn about uses of heat.

Suggested Learning Resources:

Approved learning support materials, Charcoal, fire wood, iron box, theme based Pictures/ Flash cards charts with legible print and appropriate colour contrast on heat, 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:

Physiotherapist, Occupational Therapist, Speech Therapist, Resource Person, Learner Support Assistant

Suggested Assessment Rubric

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Explaining dangers of unfavourable weather conditions on people.	Explains dangers of unfavourable weather conditions on people with confidence and accuracy, mentioning how to keep safe from the dangers.	Explains dangers of unfavourable weather conditions on people.	Explains dangers of unfavourable weather conditions on people with less confidence and minimal errors.	Explains dangers of unfavourable weather conditions on people without clarity and with frequent prompts.

Stating the characteristics of and care for different types of soil.	States the characteristics of and how to care for different types of soil, giving a detailed explanation on how soil is conserved.	States the characteristics of and how to care for different types of soil.	States the characteristics and how to care for different types of soil but leaves out key elements.	States the characteristics soil but experiences significant difficulty in stating how to care for different types of soil.
Exploring various sources of heat in the environment and how to use heat sparingly to conserve it for future use.	Explores various sources of heat in the environment and how to use heat sparingly to conserve it for future use, demonstrating exceptional understanding that heat is a scarce resource and giving examples of how they conserve heat at home.	Explores various sources of heat in the environment and how to use heat sparingly to conserve it for future use, displaying a good understanding of uses and conservation of heat.	Explores various sources of heat in the environment but misses some key ways on how it is conserved.	Explores various sources of heat in the environment with a lot of difficulties, also having trouble in stating how it is conserved.

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) name ways in which water can be contaminated in the environment, b) carry out activities to make water clean, c) conserve water at home and school as scarce resource, d) value the importance of clean and safe water for healthy living. 	<ul style="list-style-type: none"> • Learners are guided to think and share on sources and uses of water in the environment, orally (through residual speech) by writing/ stamping/ typing or using a theme based multi-purpose communication board with physical support. • In purposive groups/ pairs, learners are strategically positioned/ seated on devices with worktops at a suitable height and guided to observe pictures, use audio-visual resources or observe pictures to gather information on how water can be contaminated in the environment using adapted digital devices for manipulation and or appropriate Assistive technology for manipulation. The digital devices should be 	<ol style="list-style-type: none"> 1. How can we keep water clean and safe? 2. Why do we filter water?

			<p>adapted-with special accessibility features and software for ease of operation. Light intensity/ glare on the screens of the adapted digital devices should be appropriately adjusted to suit individual learner's unique needs.</p> <ul style="list-style-type: none"> • In purposive groups, learners are guided to improvise water filters using locally available materials. Learners who may not perform the manual task by hands could use any alternative functional part of the body and/ appropriate Assistive technology for manipulation with physical support or participate by telling the procedure as a physical assistant or peers perform the actual manual task. The tools used in the process should be modified to enhance manipulation. Learners with brittle bone and those with haemophilia should be 	
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			<p>safeguarded against strenuous tasks that could cause fractures and accidental cuts, respectively. The work surfaces should be at a suitable height that is least restrictive for learners, especially those with short stature and those on positioning devices.</p> <ul style="list-style-type: none"> • In purposive groups, learners are guided to clean dirty water through filtration using different materials. Learners with manipulation difficulties and those with brittle bone disease should be assigned roles according to their individual abilities. Learners with manipulation difficulties could alternatively perform the assigned roles using any functional part of the body and/ appropriate Assistive technology for manipulation with physical support. Learners with brittle bone disease should be guided to hold little amount of water to 	
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			<p>prevent mishaps such as fractures. Learners clear the working area by the use of lighter cleaning materials of appropriate height/ size vis-a-vis individual learner's abilities/ characteristics.</p> <ul style="list-style-type: none"> • Learners are guided to draw and colour an improvised water filter using locally available resources. Learners with poor finger dexterity could use padded pencils or pencils with grips, books holders and page turners when drawing. Those with tremors could require splinting of the most affected limb and or the use of hand stabilizers on the limb that is used to write. Those who write using the lower extremities could use foot-boards and heavy gauge drawing book. Learners with manipulation difficulties could alternatively trace or mount picture cut outs of the improvised water filter or 	
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			<p>label an already provided drawing by mounting or orally with physical support.</p> <ul style="list-style-type: none"> • In purposive groups/ pairs, learners are guided to discuss/ share ideas on how to make water safe for drinking orally (through residual speech)/ by writing/ stamping/ typing or using a theme based multi-purpose communication board with physical support. • Learners are guided to discuss/ share ideas with parents or guardians on how water is made safe for drinking by boiling it using any suitable means of communication (orally/ writing/ mounting/ stamping). • In purposive groups/ pairs learners are guided to discuss/ share ideas with peers on ways in which water can be reused (<i>watering plants, washing toilets, sprinkling on earthen surfaces to reduce dust, cleaning outdoor</i> 	
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			<p><i>surfaces</i>) orally (through residual speech) by writing/ stamping /typing or using a theme based multi-purpose communication board with physical support.</p> <ul style="list-style-type: none"> • In purposive groups/ pairs learners are guided to make posters on ways of conserving water in the environment. Learners with manipulation difficulties could use any part of the body/ appropriate Assistive technology for manipulation (writing/ stamping/ holding/ cutting/ drawing/ painting or displaying) to carry out the task with physical support. Learners with speech difficulties could communicate through residual speech/ pointing/ writing own ideas as they participate within the purposive groups. Learners with postural difficulties and those with short stature should be appropriately positioned on devices with worktops at an 	
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			<p>appropriate height for ease of manipulation. Learners with manipulation difficulties could use adapted cutting tools and writing materials with enhanced grip such as scissors with padded handles and pencils with pencil grips respectively. The working surfaces should be at a suitable height for learners with short stature and those on wheelchairs for ease of manipulation. The display area should also be at a suitable height for learners with short stature and those with postural defects.</p>	
<p>Core Competencies to be developed: Creativity and imagination: Unique and new ideas as learners use locally available materials to make improvised water filters.</p>				
<p>Values: Unity: Team spirit is enhanced as learners work collaboratively when making a water filter from locally available materials.</p>				
<p>Pertinent and Contemporary Issues (PCIs): Life skills: Unity and cooperation instead of competition as learners make improvised filters from locally available materials.</p>				
<p>Link to other learning areas: Mathematical activities: Sequencing as learners make improvised filters from locally available materials.</p>				

Suggested Learning Resources:

Approved learning support materials, water, sieves, soil, charcoal, White piece of cloth, plastic containers with handles, theme based Pictures/ Flashcards charts with legible print and appropriate colour contrast on water, adapted drawing materials(pencil, eraser, sharpener, crayons) with enhanced grip, heavy gauge Manilla papers, 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:

Physiotherapist, Occupational Therapist, Speech Therapist, Resource Person, Learner Support Assistant

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Resources in Our Environment	3.2 Plants (12 lessons)	By the end of the sub strand, the learner should be able to; a) identify safety measures to observe when handling different plants, b) classify plants in the environment into edible and non-edible, c) make a kitchen garden using locally available materials, d) appreciate plants as a source of food.	<ul style="list-style-type: none"> In purposive groups or pairs, learners are strategically positioned/ preferentially seated and guided to listen to a resource person on safety measures to observe when handling plants in the environment. Learners with manipulation difficulties could record what they have learnt by writing/ stamping/ typing using any functional part of the body and appropriate Assistive technology for manipulation such as universal cuffs with 	<ol style="list-style-type: none"> How are plants important in the environment? Why do we observe safety measures when handling plants?

			<p>adapted pens/ pencils with physical support. Learners with speech difficulties could either respond to asked questions or ask questions during the exercise using residual speech or by writing or through total communication.</p> <ul style="list-style-type: none"> • In purposive groups or pairs, learners are guided to manipulate an adapted digital device to watch video clips or read print media using any functional part of the body and or appropriate Assistive technology for holding and flipping pages on safety measures to observe when handling plants in the environment. • Learners are guided to carry out nature walk/ move around to interact with different plants found in the immediate environment using appropriate Assistive technology for 	
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			<p>mobility with physical support. Learners with conditions such as epilepsy and those with allergic reactions should be guided off sites with possible triggers to the conditions such as heights and fumes, respectively. Learners with brittle bone disease and those using mobility devices such as wheelchairs/ crutches should be guided on none rugged terrains to prevent mishaps. Learners who are shorter should be placed in front as they interact with various plants.</p> <ul style="list-style-type: none"> • Learners are guided to discuss or share ideas with peers on various types of plants (<i>edible, non-edible</i>) found in their locality orally (through residual speech) by writing/ stamping/ typing/ mounting the images of plants or through total communication with physical support. 	
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			<ul style="list-style-type: none"> • In purposive groups, learners are guided to sort and group various plants in the environment edible/non edible plants orally through residual speech)/ by writing/ typing/ stamping/ using theme based multi-purpose communication board. • Individually, learners are guided to draw and colour/ stamp/ mount/ trace one type of plant and display their work in class using any functional part of the body and/ appropriate Assistive technology for manipulation/ movement and adapted drawing tools with increased grip or digital devices with special accessibility features and software with physical support. Where the adapted digital devices are used, the soft copy could be saved in the learner's e-portfolio as the learner's work 	
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			<p>sample. In severe cases, learners could describe the features of the plants and the procedure and materials used to draw the types of plants as a physical assistant does the actual drawing with their instruction.</p> <ul style="list-style-type: none"> • In purposive groups learners are strategically positioned/ seated on devices with worktops at a suitable height and guided to search from the internet the various items used to make kitchen gardens using appropriate adapted digital devices and internet connectivity or print media with Assistive technology for holding and flipping over pages, Learners who may not operate the digital devices/ handle the media resources by hand could use any alternative functioning part of the body/ appropriate Assistive 	
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			<p>technology for manipulation with physical support. Learners who use the lower extremities could have the digital devices or print materials placed on the foot-boards. Adjust light intensity/ glare on the screens of the digital devices appropriately to suit each learner vis-a-vis his/ her individual uniqueness.</p> <ul style="list-style-type: none"> • Learners are strategically positioned/ seated on devices with worktops/ table tops at suitable height and guided to manipulate adapted digital devices with special accessibility features and software when searching for various forms of kitchen gardens from the internet using any functional part of the body and/ appropriate Assistive technology for manipulation and save them in their e-portfolio with physical support. 	
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			<ul style="list-style-type: none">• In purposive groups, learners are guided to create a kitchen garden in school using locally available materials as a class project using any alternative functioning part of the body and/ appropriate Assistive technology for manipulation and other adapted farm tools with physical support. Roles should be assigned according to individual learner's uniqueness or ability levels. Learners with conditions such as brittle bone disease, weak muscle, and cardiac issues should be assigned less vigorous or strenuous tasks in the class project. Learners with severe manipulation difficulties could participate orally as peers or learner support assistant supports by carrying out the practical task.	
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Core Competencies to be developed:

Digital literacy: Interacting with digital devices as learners search for various forms of kitchen garden from the internet and take photos of the kitchen garden and share them to peers in class.

Values:

Responsibility: Embracing hard work is enhanced as learners complete assigned tasks as they engage in kitchen garden creating activities at school.

Pertinent and Contemporary Issues (PCIs):

Health promotion issues: Safety skills as learners observe safety precautions when handling different plants in the environment during nature walk.

Link to other learning areas:

Mathematical activities: Measurement of length as learners create a kitchen garden with dimensions.

Suggested Learning Resources:

Approved learning support materials, different plants, paints, seedlings, manure, water, adapted watering cans, adapted farm tools, theme based Pictures/ Flashcards charts with legible print and appropriate colour contrast on plants, adapted drawing materials (pencil, colour pencils, eraser, sharpener, crayons) with enhanced grip, heavy gauge Manilla papers, 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:

Physiotherapist, Occupational Therapist, Speech Therapist, Resource Person, 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 (8 lessons)	By the end of the sub strand, the learner should be able to; <ol style="list-style-type: none"> a) explain the importance of domestic animals to human beings, b) determine ways of caring for domestic animals, c) carry out activities for caring for domestic animals, d) reflect on the value of domestic animals to human beings. 	<ul style="list-style-type: none"> ● In purposive groups/ pairs, learners are guided to share ideas on types of animals found in the community orally (through residual speech)/ by writing/ typing/ stamping/ using theme based multi-purpose communication board or by the use of total communication. ● Learners are guided to share ideas about the various uses of domestic animals to human beings by writing/ typing/ stamping/ using theme based multi-purpose communication board with physical support or by the use of Augmentative and Alternative modes of communication. ● In purposive groups, learners are strategically/ preferentially positioned or seated and guided to listen to a resource person or 	<ol style="list-style-type: none"> 1. How are domestic animals important to us? 2. How do we care for domestic animals?

			<p>read age appropriate stories on how to care for domestic animals. Learners with difficulties in vision, those with short stature and those with mild hearing difficulties should be positioned in close proximity to the resource person for enhanced auditory and visual input. Learners with manipulation difficulties could require tables with suitable heights, book holders and page turners as they read the story books. Learners with speech difficulties could ask or respond to asked questions orally (through residual speech/ by writing or through Augmentative and Alternative modes of Communication during interaction with the resource person.</p> <ul style="list-style-type: none"> ● role playing care for domestic animals to develop the skill of working independently, 	
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			<ul style="list-style-type: none"> ● In purposive groups/ pairs, learners are guided to role play care for domestic animals using any functional part of the body and appropriate Assistive technology for movement, manipulation as well as appropriate adapted materials/ tools/ equipment for giving care. The tools and Assistive technology should be those that enhance grip for learners with manipulation difficulties. Appropriately position learners who are on wheelchairs, special seats/ pone wedges, those with mild hearing difficulties, difficulties in vision and those with short stature for enhanced auditory and visual input during the activity. Roles should be assigned according to individual learner's ability/ unique needs. Guide learners on safety precautions against being 	
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			<p>gored or hurt by animals in the course of giving care.</p> <ul style="list-style-type: none"> ● In purposive pairs/ groups, learners are guided to sing/ hum songs/ point the words in the lyrics of the song about the importance of animals to human beings as peers sing along. Learners with speech difficulties could alternatively clap/ dance rhythmically to the tune as peers sing. 	
<p>Core Competencies to be developed: Learning to learn: Working independently as learners role play on how to care for domestic animals.</p>				
<p>Values: Love: Compassion is nurtured as learners role play on how to care for domestic animals.</p>				
<p>Pertinent and Contemporary Issues (PCIs): Socio-economic and environmental issues: Animal welfare education as learners advocate for care of animals including those that provide animal power.</p>				
<p>Link to other learning areas: Religious education activities: Caring for God’s creation as learners care for domestic animals.</p>				
<p>Suggested Learning Resources: Approved learning support materials, food items, animal habitats, theme based Pictures/ Flashcards charts with legible print</p>				

and appropriate colour contrast on animals, adapted drawing materials (pencil, colour pencils, eraser, sharpener, crayons) with enhanced grip, heavy gauge Manilla papers, 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:

Physiotherapist, Occupational Therapist, Speech Therapist, Resource Person, Learner Support Assistant

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p>3.0 Resources in Our Environment</p>	<p>3.4 Waste Materials (12 lessons)</p>	<p>By the end of the sub strand, the learner should be able to;</p> <p>a) identify aste materials which can be used to generate income,</p> <p>a) describe ways in which waste materials can generate income,</p> <p>b) Carry out activities to manage waste materials in the environment,</p> <p>c) value use of different waste materials to make money in the community.</p>	<ul style="list-style-type: none"> Learners are strategically positioned/ seated on devices with worktops at a suitable height and guided to use pictures, video clips or realia to explore various types of waste materials in the environment. Learners with manipulation difficulties who may not be able to handle the resources by hand could use any alternative functioning part of the body and/ appropriate Assistive technology such as head pointers to operate the 	<p>How can we use waste materials to generate income?</p>

			<p>adapted digital devices with special accessibility features and software with support.</p> <ul style="list-style-type: none"> ● In purposive groups, learners are guided to discuss/ share ideas on various ways of using waste to generate income in the immediate environment orally (through residual speech)/ by writing/ typing/ stamping or through total communication. ● Learners are strategically positioned/ seated on devices with worktops at a suitable height and guided to use adapted digital devices with appropriate accessibility features and appropriately adjusted screen light or glare/ volume, or print materials with appropriate Assistive technology for holding/ turning pages to search for more information on ways of making money from waste. 	
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			<p>Learners with manipulation difficulties could use an alternative functioning part of the body and/ any suitable Assistive technology to operate the adapted digital devices with physical support. They could also use book holders and page turners to hold and flip over pages as they read the print materials.</p> <ul style="list-style-type: none"> ● In purposive groups, learners are guided to discuss/ share ideas on safety measures to be observed when handling waste materials orally (through residual speech)/ by writing/ typing/ writing/ through total communication or by the use of Augmentative and Alternative modes of communication, AAC. ● Learners are guided to undertake activities that can manage waste materials in the environment using unique and 	
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			<p>new ideas. Learners with difficulties in movement could use mobility devices while those with manipulation difficulties use Assistive technology for manipulation and lighter adapted tools with enhanced grip in this task. Learners should be guided to protect self from places, materials and chemicals that could jeopardise their lives. They will require appropriate protective gear such as gloves. Learners with epilepsy and those with allergic reactions such as asthma should be guided off places with fumes, dust and cold. The task could be rescheduled to a later date or time of the day depending on the prevailing weather conditions. Learners with brittle bone disease should be guided to avoid slippery and</p>	
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			<p>rugged terrains to avoid fractures.</p> <ul style="list-style-type: none"> ● In purposive groups, learners are guided to undertake a project that will put waste materials from the environment into appropriate use with roles assigned according to individual learner's level of ability/ unique needs. Learners with postural defects could require positioning on appropriate devices such as prone wedges during the task. Learners with manipulation difficulties could use any alternative functional part of the body/ appropriate Assistive technology for manipulation, adapted tools with enhanced grip or handles and materials which are easy to handle. Those with severe manipulation difficulties could participate by giving own opinion on the procedure of 	
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			<p>carrying out different components of the project as they are recorded. Learners with brittle bone disease could be guided to handle light materials and participate in less strenuous tasks to prevent fractures. The general task in the project could be analysed and broken into simple sub tasks which can be carried out by individual learner. The time-line of the project could be adjusted to accommodate learners who may not finish the task owing to their individual unique needs.</p> <ul style="list-style-type: none"> ● Learners are guided to display transparency when accounting for money generated from the projects. 	
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Core competencies to be developed:
 Creativity and imagination: Unique and new ideas as learners undertake an income generating activity that will use waste materials from the environment.

Values:

Integrity: Accountability is enhanced as learners display transparency when accounting for money generated from the projects.

Pertinent and Contemporary Issues (PCIs):

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

Link to other learning areas:

Mathematical Activities: Money as learners use income generated from items made from waste.

Suggested Learning Resources:

Approved learning support materials, local environment with suitable environmental adaptations, theme based Pictures and paintings charts with legible print and appropriate colour contrast on income generation, Bottles(Glass and plastics), cans, waste paper, waste clothing materials, knitting yarn, paints, adapted painting brush, adapted scissors, personal protective equipment-gloves, aprons, gumboots, masks, 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:

Physiotherapist, Occupational Therapist, Speech Therapist, Resource Person, Learner Support Assistant

Suggested Assessment Rubric

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Exploring ways through which water is contaminated,	Explores ways through which water is contaminated, making water safe and	Explores ways through which water is contaminated, making water safe	Explores ways through which water is contaminated, making water safe and conserving	Explores ways through which water is contaminated, making water safe and

making water safe and conserving water as a critical resource.	conserving water as a critical resource with detailed explanation of filtering water and making a water filter from locally available materials.	and conserving water as a critical resource with examples.	water as a critical resource but displays lack of knowledge in some critical concepts.	conserving water as a critical resource but with a lot of difficulty and lack of clarity.
Classifying plants in the environment into edible and non-edible plants and making a kitchen garden.	Classifies plants in the environment into edible and non-edible plants and makes a kitchen garden, while also giving a detailed description of how to handle plants with care and the processes of improving quality of soil in the kitchen garden.	Classifies plants in the environment into edible and non-edible plants and makes a kitchen garden, stating how to handle harmful plants with care.	Classifies plants in the environment into edible and non-edible plants and makes a kitchen garden, also identifying harmful plants.	Classifies plants in the environment into edible and non-edible plants and makes a kitchen garden with significant support.
Demonstrating various ways of caring for domestic animals.	Demonstrates various ways of caring for domestic animals and shows high level of understanding on the importance of the	Demonstrates various ways of caring for domestic animals, displaying satisfactory knowledge on the	Demonstrates various ways of caring for domestic animals with little understanding on their importance to human beings.	Demonstrates various ways of caring for domestic animals but does not mention their importance to human beings.

	domestic animals to human beings as well as dangers they pose.	importance of the domestic animals to human beings.		
Exploring ways in which waste materials can be used to generate income.	Explores ways in which waste materials can be used to generate income, displays high level of understanding on the various waste materials and creates artefacts for sale from the waste materials.	Explores ways in which waste materials can be used to generate income, and describes how to create artefacts from waste materials.	Explores ways in which waste materials can be used to generate income, and names examples of items that can be made from waste materials.	Explores ways in which waste materials can be used to generate income but gives scanty information.

APPENDIX 1: 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 compliment 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 t 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: SUGGESTED LEARNING RESOURCES, ASSESSMENT METHODS AND SUGGESTED ADAPTAIONS

Suggested Resources	Learning	Suggested Assessment Methods	Suggested Adaptations
<ul style="list-style-type: none"> ● Approved curriculum support materials, ● Resources found in a home; Beddings, water, cleaning, utensils, cutlery, laundry equipment, food items. ● Digital devices with special accessibility features, ● Journals, magazines, pictures charts, flash cards made of heavy gauge paper, large prints and with clear colour contrast, ● Paints and painting brushes, ● Adapted drawing materials with enhanced grip/ pencil grips, ● Seeds, tree seedlings, soil samples, 		Written assessment	<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.
		Oral or Aural assessment	<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 ● Adjust playback speed, pause or replay to learners as

<ul style="list-style-type: none"> ● Assorted adapted farm tools with padded handles, ● Charcoal, fire wood, ● Large, lighter plastic containers ● Resource persons ● Waste paper, clothing materials, knitting yarn, scissors (with padded handles), ● Personal protective equipment-gloves, aprons, gumboots, masks, 		need may arise
	Portfolio	<ul style="list-style-type: none"> ● Use of E-Portfolio ● Provision of physical support ● Use of Assistive technology ● Provision of Adapted digital devices and writing/drawing resources ● Adjustment of time according to individual needs ● Description of how to carry 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 <ul style="list-style-type: none"> • School routine activities • Games and sports • Clubs and societies 		