



**REPUBLIC OF KENYA
MINISTRY OF EDUCATION**

**STAGE BASED PATHWAY
ORIENTATION AND MOBILITY CURRICULUM DESIGN
FOR LEARNERS WITH SPECIAL NEEDS
FOUNDATION LEVEL**



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

A Skilled and Ethical Society

First Published 2017

Revised 2024

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ISBN: 978-9914-52-942-5

Published and printed by Kenya Institute of Curriculum Development

FOREWARD

The Government of Kenya is committed to ensuring that policy objectives for Education, Training and Research meet the aspirations of the Constitution of Kenya 2010, the Kenya Vision 2030, National Curriculum Policy 2019, the United Nations Sustainable Development Goals (SDGs) and the Regional and Global conventions to which Kenya is a signatory. Towards achieving the mission of Basic Education, the Ministry of Education (MoE) has successfully and progressively rolled out the implementation of the Competency Based Curriculum (CBC) at Foundation, Intermediate and Prevocational levels.

The implementation of Competency Based Curriculum involves monitoring and evaluation to determine its success. After the five-year implementation cycle, a summative evaluation of the primary education cycle was undertaken to establish the achievement of learning outcomes as envisaged in the Basic Education Curriculum Framework. The Government of Kenya constituted a Presidential Working Party on Education Reforms (PWPER) in 2022 to address salient issues affecting the education sector. PWPER made far reaching recommendations for basic education that necessitated curriculum review. The recommendations of the PWPER, monitoring reports, summative evaluation, feedback from curriculum implementers and other stakeholders led to rationalisation and review of the basic education curriculum.

The Foundation Level curriculum designs have been reviewed to enable implementation of the Competency Based Curriculum for learners with special needs who follow the Stage Based education pathway. The curriculum designs present National Goals of Education, essence statements, general and specific expected learning outcomes for the learning areas as well as strands and sub strands. The designs also outline suggested learning experiences, suggested key inquiry questions, core competencies, Pertinent and Contemporary Issues (PCIs), values, suggested learning resources, assessment checklist and rubric for rating the learner's performance.

It is my hope that all Government agencies and other stakeholders in Education will use the designs to plan for effective and efficient implementation of the CBC.

HON. EZEKIEL OMBAKI MACHOGU, CBS
CABINET SECRETARY,
MINISTRY OF EDUCATION

PREFACE

The Ministry of Education (MoE) nationally implemented Competency Based Curriculum (CBC) in 2019. Foundation is the first level of the Stage Based education pathway for learners with special needs in the reformed education structure. Vocational Level marks the end of basic education as provided for in the Basic Education Act, 2013.

The reviewed Foundation Level curriculum provides a variety of opportunities for identification and nurturing of learner's potentials and talents in preparation for life and the world of work. This is very critical in the realisation of the Vision and Mission of the on-going curriculum reforms as enshrined in the Sessional Paper No. I of 2019 whose title is: *Towards Realizing Quality, Relevant and Inclusive Education and Training for Sustainable Development* in Kenya. The Sessional Paper explains the shift from a content-focused curriculum to a focus on **nurturing every learner's potential**.

Therefore, the Foundation Level curriculum designs are intended to enhance the learner's development in the CBC core competencies, namely: Communication and Collaboration, Critical Thinking and Problem Solving, Creativity and Imagination, Citizenship, Digital Literacy, Learning to Learn and Self-efficacy.

The curriculum designs provide suggestions for interactive and differentiated learning experiences linked to the various sub strands and the other aspects of the CBC. They also offer several suggested learning resources, an assessment checklist and a rating guide for the learner's performance. It is expected that the designs will guide teachers to effectively facilitate the learner to attain the expected learning outcomes for the Foundation Level and prepare them for smooth transition to the Intermediate Level. Furthermore, it is my hope that teachers will use the curriculum designs to make learning interesting, exciting and enjoyable.

DR. BELIO KIPSANG', CBS
PRINCIPAL SECRETARY
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ACKNOWLEDGEMENT

The Kenya Institute of Curriculum Development (KICD) Act Number 4 of 2013 (Revised 2019) mandates the Institute to develop, adapt and review curricula and curriculum support materials for basic and tertiary education and training for learners with special needs. The curriculum development process for any level of education involves thorough research, international benchmarking and robust stakeholder engagement. Through a systematic and consultative process, the KICD conceptualised the Competency Based Curriculum (CBC) as captured in the Basic Education Curriculum Framework (KICD, 2017), that responds to the demands of the 21st Century and the aspirations captured in the Constitution of Kenya 2010, the Kenya Vision 2030, East African Community Protocol, International Bureau of Education Guidelines and the United Nations Sustainable Development Goals (SDGs).

KICD receives its funding from the Government of Kenya to facilitate successful achievement of the stipulated mandate and implementation of the Government and Sector Ministry of Education (MoE) plans. The Institute also receives support from development partners targeting specific programmes. The revised Foundation Level curriculum designs were developed with the support of the World Bank through the Kenya Primary Education Equity in Learning Programme (KPEELP); a project coordinated by MoE. The Institute is very grateful for the support of the Government of Kenya, through the MoE and the development partners for policy, resource and logistical support. Specifically, special thanks to the Cabinet Secretary-MoE and the Principal Secretary – State Department of Basic Education.

I also wish to acknowledge the KICD curriculum developers and other staff, all teachers, educators who took part as panelists; the Semi-Autonomous Government Agencies (SAGAs) and representatives of various stakeholders for their roles in the development of the Foundation Level curriculum designs. In relation to this, I acknowledge the support of the Chief Executive Officers of the Teachers Service Commission (TSC) and the Kenya National Examinations Council (KNEC) for their support in the process of developing these designs. Finally, I am very grateful to the KICD Council Chairperson and other members of the Council for very consistent guidance in the process.

I assure all teachers, parents and other stakeholders that this curriculum design will effectively guide the implementation of the CBC at Foundation Level and preparation of learners for transition to Intermediate Level.

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NATIONAL GOALS OF EDUCATION

Education in Kenya should:

1. Foster nationalism and patriotism and promote national unity.

Kenya's people belong to different communities, races and religions, but these differences need not divide them. They must be able to live and interact as Kenyans. It is a paramount duty of education to help young people acquire this sense of nationhood by removing conflicts and promoting positive attitudes of mutual respect which enable them to live together in harmony and foster patriotism in order to make a positive contribution to the life of the nation.

2. Promote the social, economic, technological and industrial needs for national development.

Education should prepare the youth of the country to play an effective and productive role in the life of the nation.

a) Social Needs

Education in Kenya must prepare children for changes in attitudes and relationships which are necessary for the smooth progress of a rapidly developing modern economy. There is bound to be a silent social revolution following the wake of rapid modernisation. Education should assist our youth to adapt to this change.

b) Economic Needs

Education in Kenya should produce citizens with the skills, knowledge, expertise and personal qualities that are required to support a growing economy. Kenya is building up a modern and independent economy which is in need of an adequate and relevant domestic workforce.

c) Technological and Industrial Needs

Education in Kenya should provide learners with the necessary skills and attitudes for industrial development. Kenya recognises the rapid industrial and technological changes taking place, especially in the developed world. We can only be part of this development if our education system is deliberately focused on the knowledge, skills and attitudes that will prepare our young people for these changing global trends.

3. Promote individual development and self-fulfilment

Education should provide opportunities for the fullest development of individual talents and personality. It should help children to develop their potential interests and abilities. A vital aspect of individual development is the building of character.

- 4. Promote sound moral and religious values.**
Education should provide for the development of knowledge, skills and attitudes that will enhance the acquisition of sound moral values and help children to grow up into self-disciplined, self-reliant and integrated citizens.
- 5. Promote social equity and responsibility.**
Education should promote social equality and foster a sense of social responsibility within an education system which provides equal educational opportunities for all. It should give all children varied and challenging opportunities for collective activities and corporate social service irrespective of gender, ability or geographical environment.
- 6. Promote respect for and development of Kenya's rich and varied cultures.**
Education should instill in the youth of Kenya an understanding of past and present cultures and their valid place in contemporary society. Children should be able to blend the best of traditional values with the changing requirements that must follow rapid development in order to build a stable and modern society.
- 7. Promote international consciousness and foster positive attitudes towards other nations.**
Kenya is part of the international community. It is part of the complicated and interdependent network of peoples and nations. Education should therefore lead the youth of the country to accept membership of this international community with all the obligations and responsibilities, rights and benefits that this membership entails.
- 8. Promote positive attitudes towards good health and environmental protection.**
Education should inculcate in young people the value of good health in order for them to avoid indulging in activities that will lead to physical or mental ill health. It should foster positive attitudes towards environmental development and conservation. It should lead the youth of Kenya to appreciate the need for a healthy environment.

INTRODUCTION

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

The Foundation Level curriculum covers the following learning areas:

1. Communication and Social Skills
2. Activities of Daily Living Skills and Religious Education
3. Sensory Motor and Creative Activities
4. Orientation and Mobility
5. Pre- Numeracy Activities

Learners will stay for a period of 6 years at Foundation Level to enable them acquire competencies for progression to the Intermediate Level. Progression to the Intermediate Level will be informed by feedback from classroom assessment, school based assessment and the summative assessment reports. A learner at Foundation Level **MUST** have at least **TWO** School Based Assessment (SBA) scores uploaded to the KNEC CBA portal to undertake Kenya Foundation Level Educational Assessment (KFLEA) and progress to Intermediate Level.

LESSON ALLOCATION AT FOUNDATION LEVEL

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

	Learning Area	Lessons Per Week (30 minutes per lesson)
1	Communication and Social Skills	4
2	Activities of Daily Living Skills and Religious Education	Activities of Daily Living Skills
		Religious Education
3	Sensory Motor and Creative Activities	Sensory Perception
		Psychomotor Activities
		Creative Activities
		Music and Movement
4	Orientation and Mobility	2
5	Pre-numeracy Activities	2
	Pastoral Programme Instruction	1
	Total Lessons Per Week	20

LEVEL LEARNING OUTCOMES

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

- a) communicate appropriately using verbal and or non-verbal models in varied contexts,
- b) practise hygiene and sanitation to promote health and wellbeing,
- c) demonstrate appropriate etiquette in social relations,
- d) explore the immediate environment for learning and enjoyment,
- e) demonstrate the acquisition of emotional, physical, spiritual aesthetic and moral development for balanced living,
- f) acquire basic pre-literacy and pre-numeracy skills for learning,
- g) use digital literacy skills for learning and enjoyment.

ESSENCE STATEMENT

Orientation refers to a person's ability to use their senses to know where they are positioned in their environment. On the other hand, Mobility refers to the ability to move safely, efficiently and independently from one place to another. Orientation and mobility is a set of skills that enable a person with disabilities to navigate their way through their environment safely and independently.

The Orientation and mobility learning area is intended to equip a learner with the necessary competencies to enable them to move independently and safely within the environment. This learning area also aims at equipping the learner with the necessary skills to attain appropriate body posture and to use mobility techniques for independent movement in the environment. Further, it provides the learner with a set of foundational skills to use residual visual, auditory, and other sensory inputs to understand their environments.

GENERAL LEARNING OUTCOMES

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

1. attain appropriate posture and balance for safe and independent movement in the environment,
2. apply orientation skills to determine position in space and direction of movement,
3. use mobility techniques appropriately,
4. use different parts of the body to explore and function in the environment,
5. move safely in the environment for personal wellness.

SUMMARY OF STRANDS AND SUB STRANDS

S/N	STRAND	SUBSTRAND
1.0	1.0 Body Positioning	1.1 Sitting Posture
		1.2 Standing Posture
		1.3 Head Posture
		1.4 Position in Space
2.0	2.0 Orientation Skills	2.1 Classroom Environment
		2.2 School Environment
3.0	3.0 Mobility Techniques	3.1 Upper and Lower Body Protection
		3.2 Search Techniques
		3.3 Trailing Techniques
		3.4 Sighted Guide Techniques
		3.5 Using mobility devices
4.0	Movement in the Environment	4.1 Preparation for Movement
		4.2 Safe Movement in the Neighbourhood
		4.3 Safe Methods of Travel
		4.4 Accessing a Marketplace

1.0 BODY POSITIONING

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Body Positioning	1.1 Sitting posture	<p>By the end of the Sub Strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) identify skills used to sit appropriately, b) sit in an appropriate posture for balance, c) desire to sit in an appropriate posture. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> ● observe or listen to verbal or tactual description of a video clip or animation of a person exploring the seat in preparation to sit (<i>adjust light intensity for the learner with light sensitivity</i>), ● observe or tactually explore the sitting area to identify the seat, the sitting part, the size of the sitting part, the front of the seat, the back of the seat and obstacles next to the seat (<i>leaner with manipulation difficulties can use alternative functional parts of the body or use appropriate assistive technology or be assisted by peers or learner support assistant or teacher when exploring the seat</i>), ● prepare to sit by approaching the seat, visually or tactually checking on the front edge of the seat, checking on the backrest where applicable, checking on the side edges of the seat, check on the seat part of the chair, turn appropriately and sit facing front (<i>leaner with motor or mobility or manipulation difficulties can use alternative functional parts of the body or use appropriate assistive technology or be assisted by peers or learner</i> 	How do you sit appropriately?

			<p><i>support assistant or teacher while ensuring safety of all learners),</i></p> <ul style="list-style-type: none"> ● sit appropriately by resting the back on the back of the seat, resting the hands appropriately, placing feet on the ground or a raised surface where applicable (<i>learner with motor difficulties can be assisted by peers or learner support assistant or teacher</i>), ● practise sitting appropriately in different settings. 	
<p>Core Competencies to be developed: Self-efficacy: learner successfully sits appropriately in different settings</p>				
<p>Values: Responsibility is enhanced as the learner cares for the seat by using it appropriately.</p>				
<p>Pertinent and Contemporary Issues: Safety as the learner carefully turns to sit appropriately while observing safety.</p>				
<p>Link to other learning areas: Preparing to sit in an appropriate posture is linked to performing locomotor activities of sitting in Sensory Motor and Creative Activities</p>				
<p>Suggested Learning Resources: Seat, video clip or animations, digital devices with assistive technologies, Learner Support Assistant, physiotherapist,</p>				

SUGGESTED ASSESSMENT GUIDES

1. Assessment Checklist

Learner's Name _____

S/No.	Indicator	Skills Assessed	Tick as appropriate		Teacher's comment
			Demonstrated	Not Demonstrated	
1	Ability to demonstrate skills in preparing to sit in an appropriate posture	i. Exploring the sitting area to identify the seat			
		ii. Exploring the seat to identify the sitting part			
		iii. Exploring the seat to identify the size of the sitting part			
		iv. Exploring the seat to identify the front of the seat			
		v. Exploring the seat to identify the back of the seat and obstacles next to the seat			
		vi. Exploring the sitting area to identify obstacles next to the seat			
2	Ability to sit in an appropriate posture	i. Turning appropriately to sit			
		ii. Sitting facing front			
		iii. Sitting appropriately by resting the back on the backrest of the seat where applicable			
		iv. Resting the hands appropriately			
		v. Putting the feet on the ground or a raised surface where applicable			

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

Teacher's Name _____

Signature _____

Date of assessment _____

2. Rating Guide for the Learner's Performance

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

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to demonstrate skills in preparing to sit in an appropriate posture	The learner demonstrates 6 skills in preparing to sit in an appropriate posture	The learner demonstrates 4 to 5 skills in preparing to sit in an appropriate posture	The learner demonstrates 2 to 3 skills in preparing to sit in an appropriate posture	The learner demonstrates 1 of the skills in preparing to sit in an appropriate posture or none
Ability to sit in an appropriate posture	The learner demonstrates 5 skills of sitting in an appropriate posture	The learner demonstrates 3 to 4 skills of sitting in an appropriate posture	The learner demonstrates 2 skills of sitting in an appropriate posture	The learner demonstrates 1 of the skills of sitting in an appropriate posture or none

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Body Positioning	1.2 Standing posture	<p>By the end of the Sub Strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) identify skills used to stand in an appropriate posture, b) stand in an appropriate posture for balance, c) desire to stand in an appropriate posture. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> ● observe or listen to verbal or tactual description of a video clip or animation of a person standing in an appropriate posture (<i>adjust light intensity for the learner with light sensitivity</i>), ● prepare to stand by identifying the place where to stand, moving to the place where to stand, checking the safety of the place where to stand, turning appropriately in readiness to stand (<i>leaner with motor or mobility difficulties can use alternative functional parts of the body or use appropriate assistive technology or be assisted by peers or learner support assistant or teacher when preparing to stand</i>), ● participate in a demonstration to attaining appropriate posture when standing by putting the sole of the feet on the ground or mat as appropriate, standing with the back against a wall and tucking the chin so that it is at level with the shoulders, the buttocks touching the wall and the chin be pulled back and face in front or eyesight be held at approximately two to three metres to the front (<i>leaner with motor or mobility or manipulation difficulties can use alternative functional parts of the body or use appropriate assistive technology or be assisted by peers or learner support assistant or teacher. For learners with blindness and those with deafblindness</i> 	How do you stand appropriately?

			<p><i>provide tactile guidance. Safety of all learners should be observed to avoid injuries,</i></p> <ul style="list-style-type: none"> ● practise standing appropriately in different settings while observing safety. (Learners who are wheelchair users should not be subjected to standing posture activities). 	
<p>Core Competencies to be developed: Self-efficacy: learner successfully stands appropriately in different settings.</p>				
<p>Values: Responsibility is nurtured as the learner takes care of self and others while assessing the place where to stand.</p>				
<p>Pertinent and Contemporary Issues: Safety as the learner checks the safety of the place where to stand.</p>				
<p>Link to other learning areas: Standing appropriately in different settings is linked to performing non locomotor activities for body balance in Sensory Motor and Creative Activities</p>				
<p>Suggested Learning Resources: Wall, occupational therapist, door mat, video clips or animations, digital devices with assistive technologies, Learner Support Assistant</p>				

SUGGESTED ASSESSMENT GUIDES

1. Assessment Checklist

Learner's Name _____

S/No.	Indicator	Skills Assessed	Tick as appropriate		Teacher's comment
			Demonstrated	Not Demonstrated	
1	Ability to demonstrate skills in preparing to stand in an appropriate posture	i. Identifying the place where to stand			
		ii. Moving to the place where to stand			
		iii. Checking the safety of the place where to stand			
		iv. Turning appropriately in readiness to stand			
2	Ability to stand in an appropriate posture	i. Putting the sole of the feet on the ground as appropriate			
		ii. Standing with the back against a wall			
		iii. Tucking the chin so that it is at level with the shoulders			
		iv. Having the buttocks touching the wall			
		v. Pulling back the chin and facing in front or holding the eyesight at defined distance to the front			

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

 Teacher's Name _____

 Signature _____

 Date of assessment _____

2. Rating Guide for the Learner’s Performance

The learner’s competencies will be rated using the scoring guide as indicated below.

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to demonstrate skills in preparing to stand in an appropriate posture	The learner demonstrates 4 skills in preparing to stand in an appropriate posture	The learner demonstrates 3 skills in preparing to stand in an appropriate posture	The learner demonstrates 2 skills in preparing to stand in an appropriate posture	The learner demonstrates 1 in the skills of preparing to stand in an appropriate posture or none
Ability to stand in an appropriate posture	The learner demonstrates 5 skills of standing in an appropriate posture	The learner demonstrates 3 to 4 skills of standing in an appropriate posture	The learner demonstrates 2 skills of standing in an appropriate posture	The learner demonstrates 1 of the skills of standing in an appropriate posture or none

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Body Positioning	1.3 Head posture	By the end of the Sub Strand, the learner should be able to: a) identify skills used to control the neck for appropriate head posture, b) control the neck for appropriate head posture, c) desire to maintain appropriate head posture in various settings.	The learner is guided to: <ul style="list-style-type: none"> observe or listen to verbal or tactual description of a video clip or animation of a person with appropriate neck control. Adjust light intensity for learners with light sensitivity, prepare to control the neck for appropriate head posture by elevating the neck, bringing the chin toward the chest, facing or looking up, and lift the chest (<i>leaner with motor difficulties can use alternative functional parts of the body</i>) 	How do you position your head?

			<p><i>or use appropriate assistive technology or be assisted by peers or learner support assistant or teacher when preparing to control the neck. Provide tactile guidance for the learner with blindness or deafblindness),</i></p> <ul style="list-style-type: none"> ● <i>practise controlling the neck appropriately while observing safety (learner with motor difficulties can use alternative functional parts of the body or use appropriate assistive technology or be assisted by peers or learner support assistant or teacher),</i> ● <i>participate in a demonstration on maintaining appropriate head posture by turning the head to the left, turning the head to the right, facing or looking up and down, and rotating the head clockwise or anticlockwise (learner with low muscle tone, train appropriate head posture using special seats with head support, straps, head rests and backrests. Provide tactile guidance for the learner blindness or deafblindness),</i> ● <i>practise maintaining appropriate head posture while observing safety.</i> 	
<p>Core Competencies to be developed: Self-efficacy: learner practises maintaining appropriate head posture while observing safety.</p>				

<p>Values: Responsibility is nurtured as the learner follows guidance in practising neck control and maintaining appropriate head posture while observing safety.</p>
<p>Pertinent and Contemporary Issues: Safety as learner practises controlling the neck and maintaining appropriate head posture in different settings while observing safety.</p>
<p>Link to other learning areas: Controlling the neck and maintaining appropriate head posture is linked to performing non locomotor activities for body balance in Sensory motor and creative activities</p>
<p>Suggested Learning Resources: Occupational therapist, video clips or animations, digital devices with assistive technologies, straps, special seat, head support, head rests and backrests bright objects, Learner Support Assistant</p>

SUGGESTED ASSESSMENT GUIDES

1. Assessment Checklist

Learner's Name _____

S/No.	Indicator	Skills Assessed	Tick as appropriate		Teacher's comment
			Demonstrated	Not Demonstrated	
1	Ability to demonstrate skills in preparing to control the neck	i. Elevating the neck			
		ii. Bringing the chin toward the chest			
		iii. Facing or looking up			
		iv. Lifting the chest			
2	Ability to control the neck for appropriate head posture	i. Turning the head to the left			
		ii. Turning the head to the right			
		iii. Facing or looking up			

		iv. Facing or looking down			
		v. Rotating the head clockwise or anticlockwise			

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

Teacher's Name _____

Signature _____

Date of assessment _____

2. Rating Guide for the Learner's Performance

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

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to demonstrate skills in preparing to control the neck	The learner demonstrates 4 skills in preparing to control the neck	The learner demonstrates 3 skills in preparing to control the neck	The learner demonstrates 2 skills in preparing to control the neck	The learner demonstrates 1 skill in preparing to control the neck or none
Ability to control the neck for appropriate head posture	The learner demonstrates 5 skills in controlling the neck for appropriate head posture	The learner demonstrates 3 to 4 skills in controlling the neck for appropriate head posture	The learner demonstrates 2 skills in controlling the neck for appropriate head posture	The learner demonstrates 1 skill in controlling the neck for appropriate head posture or none

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Body Positioning	1.4 Position in Space <ul style="list-style-type: none"> • <i>Front, behind, besides, on top</i> • <i>Under, above, below, between</i> 	<p>By the end of the Sub Strand, the learner should be able to:</p> <ol style="list-style-type: none"> a) identify positions of objects in space in relation to self, b) tell position of objects in space in relation to the body for orientation, c) enjoy positioning objects in space in relation to the body for orientation. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • observe or listen to verbal or tactual description of a video clip or animation of objects in relation to front, behind, beside and on top of the body so as to talk about the positions of the objects (<i>adjust light intensity for the learner with light sensitivity</i>), • identify positions of objects in relation to own body (<i>learner with severe communication difficulties can use augmentative and alternative modes of communication when identifying positions of objects</i>), • participate in a demonstration on identifying the different positions of objects in relation to the body such as front, behind, beside, on top (<i>Learner with motor or manipulation difficulties could use alternative functional parts of the body or use appropriate assistive technology or be assisted by peers or learner support assistant or teacher when identifying the different positions of objects</i>), • practice putting objects in different positions in relation to the body as instructed. <i>Leaners with motor or manipulation difficulties could use alternative functional parts of the body or use appropriate assistive technology or be assisted by peers or learner support assistant or teacher</i>), 	<p>What is the position of the object in space around you?</p>

			<ul style="list-style-type: none"> ● observe or listen to verbal or tactual description of a video clip or animation of objects in relation to the position - under, above, below and between (<i>adjust light intensity for learners with light sensitivity</i>), ● locate objects in relation to the position of the body using under, above, below, between the body (<i>learner can use augmentative and alternative modes of communication when identifying positions of the objects</i>), ● participate in a demonstration on telling the position of objects in relation to the body (<i>leaner with motor or mobility or manipulation difficulties can use alternative functional parts of the body or use appropriate assistive technology or be assisted by peers or learner support assistant or teacher when telling the positions of objects</i>), ● practise putting objects in different positions as instructed (<i>leaner with motor or mobility or manipulation difficulties can use alternative functional parts of the body or use appropriate assistive technology or be assisted by peers or learner support assistant or teacher</i>), ● participate in singing or sign singing or tactual sign singing songs on positions of objects in space in relation to the body (<i>leaner with severe communication difficulties can use augmentative and alternative modes of communication or be assisted by peers or learner support assistant or teacher when singing</i>). 	
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<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Self-efficacy: learner identifies objects in relation to the position of the body • Critical thinking and problem solving: learner puts objects in different positions as instructed.
<p>Values:</p> <p>Responsibility is nurtured the learner puts objects in different positions in relation to the body as instructed.</p>
<p>Pertinent and Contemporary Issues:</p> <p>Environmental education as the learner explores different positions in space in relation to the body.</p>
<p>Link to other learning areas:</p> <p>Identifying objects in relation to the position of the body is linked to sensory motor integration activities in Sensory motor and creative Activities</p>
<p>Suggested Learning Resources:</p> <p>Occupational therapist, video clips or animations, digital devices with assistive technologies, bright objects, toys, Learner Support Assistant, audio toys</p>

SUGGESTED ASSESSMENT GUIDES

1. Assessment Checklist

Learner's Name _____

S/No.	Indicator	Skills Assessed	Tick as appropriate		Teacher's comment
			Demonstrated	Not Demonstrated	
1	Ability to identify different positions of objects in space in relation to the body	i. Identifying 'front' as the position of an object in relation to the body			
		ii. Identifying 'behind' as the position of an object in relation to the body			
		iii. Identifying 'beside' as the positions of an object in relation to the body			

		iv. Identifying on 'top' as the positions of an object in relation to the body			
2	Ability to tell position of objects in space in relation to the body	i. Identifying 'under' as the positions of an object in relation to the body			
		ii. Identifying 'above' as the positions of objects in relation to the body			
		iii. Identifying 'below' as the position of an object in relation to the body			
		iv. Identifying 'between' as the position of an object in relation to the body			

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

Teacher's Name _____

Signature _____

Date of assessment _____

2. Rating Guide for the Learner's Performance

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

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify different positions of objects in space in relation to the body	The learner identifies 4 different positions of objects in space in relation to the body	The learner identifies 3 different positions of objects in space in relation to the body	The learner identifies 2 different positions of objects in space in relation to the body	The learner identifies 1 of the positions of an object in space in relation to the body or none
Ability to tell position of objects in spaces in relation to the body	The learner tells 4 positions of objects in space in relation to the body	The learner tells 3 positions of objects in space in relation to the body	The learner tells 2 positions of objects in space in relation to the body	The learner tells 1 of the positions of an object in spaces in relation to the body or none

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Body Positioning	1.5 Body planes <ul style="list-style-type: none"> <i>Right, left, forward, backward, upward, downward</i> 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> identify different directions in relation to the body for movement, move to different directions from a reference point, enjoy moving to different directions from a reference point. 	The learner is guided to: <ul style="list-style-type: none"> observe or listen to verbal or tactual description of a video clip or animation of the direction of different objects or places from a point - right, left, forward, backward, upward, downward (<i>adjust light intensity for learners with light sensitivity</i>), find out direction of different objects or places from a reference point (<i>learner with severe communication difficulties can use augmentative and alternative modes of communication when identifying direction of different objects or places</i>), 	How do you identify directions in relation to your body in the space?

			<ul style="list-style-type: none"> ● participate in a demonstration on moving to the direction of different objects or places from a reference point as instructed (<i>learner with motor or mobility or manipulation difficulties can use alternative functional parts of the body or use appropriate assistive technology or be assisted by peers or learner support assistant or teacher when moving to the direction of different objects or places</i>), ● observe or listen to verbal or tactual description of a video clip or animation of people moving to different directions from a point and talk about them using the most appropriate mode of communication (<i>adjust light intensity for learners with light sensitivity</i>), ● participate in a demonstration on moving to different directions or places from a reference point (right, left, forward, backward, upward, downward) as instructed (<i>learner with motor or mobility or manipulation difficulties can use alternative functional parts of the body or use appropriate assistive technology or be assisted by peers or Learner Support Assistant or teacher when moving to different directions or places</i>), ● participate in singing or sign singing or tactual sign singing songs on different direction of objects or places from a point (<i>learner with severe communication difficulties can use augmentative and alternative modes of communication or be</i> 	
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			<i>assisted by peers or learner support assistant or teacher when singing).</i>	
Core Competencies to be developed: Critical thinking and problem solving: learner tells the direction of objects or places from a point.				
Values: Responsibility is enhanced as the learner moves to the different directions from a reference point as instructed				
Pertinent and Contemporary Issues: Environmental education as the learner explores different directions in space from a point of reference.				
Link to other learning areas: Identifying different directions from a reference point is linked to identifying direction of sound in Sensory Motor and Creative Activities				
Suggested Learning Resources: Occupational therapist, video clips or animations, digital devices with assistive technologies, bright objects, toys, learner support assistant, audio toys				

SUGGESTED ASSESSMENT GUIDES

1. Assessment Checklist

Learner's Name _____

S/No.	Indicator	Skills Assessed	Tick as appropriate		Teacher's comment
			Demonstrated	Not Demonstrated	
1	Ability to identify different directions in relation to the body	i. Identifying right as direction of an object or place from a point of reference			
		ii. Identifying left as direction of an object or place from a point of reference			

		iii. Identifying forward as direction of an object or place from a point of reference			
		iv. Identifying backward as direction of an object or place from a point of reference			
2	Ability to move to different directions from a reference point	i. Moving to the right as the direction or place from a point			
		ii. Moving to the left as the direction or place from a point			
		iii. Moving forward as the direction or place from a point			
		iv. Moving backward as the direction or place from a point			

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

Teacher's Name _____

Signature _____

Date of assessment _____

2. Rating Guide for the Learner's Performance

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

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify different directions in relation to the body	The learner identifies 4 different directions in relation to the body	The learner identifies 3 different directions in relation to the body	The learner identifies 2 different directions in relation to the body	The learner identifies 1 of the different directions in relation to the body or none
Ability to move to different directions from a reference point	The learner moves to 4 different directions from a reference point	The learner moves to 3 different directions from a reference point	The learner moves to 2 different directions from a reference point	The learner moves to 1 directions from a reference point or none

2.0 ORIENTATION SKILLS

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Orientation Skills	2.1 Classroom environment <ul style="list-style-type: none"> • <i>Clues</i> • <i>Cues</i> • <i>Landmarks</i> 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) identify clues, cues and landmarks for orientation in the classroom, b) use clues, cues and landmarks for orientation in the classroom, c) enjoy using clues, cues and landmarks for orientation in the classroom. 	The learner is guided to; <ul style="list-style-type: none"> • observe or listen to verbal or tactual description of a video clip or animation of clues, cues and landmarks for orientation in the classroom such as, doors, windows, door signage, rails, lights, unique identifiers, chalkboards or learning corners (<i>Adjust light intensity for learners with light sensitivity</i>), • identify clues, cues and landmarks for orientation in the classroom such as, doors, windows, door signage, rails, lights, unique identifiers, chalkboards or learning corners (<i>learner with severe communication difficulties can use augmentative and alternative modes of communication when identifying clues, cues and landmarks</i>), • take a tour for classroom orientation to identify clues, cues and landmarks such as, doors, windows, door signage, rails, lights, unique identifiers, chalkboards or learning corner (<i>leaner with motor or mobility or manipulation difficulties can use alternative functional parts of the body or use appropriate assistive technology or be assisted by peers or Learner Support Assistant or teacher. Safety of all learners should be observed</i>), 	Which things are found in your classroom?

			<ul style="list-style-type: none"> practise using clues, cues and landmarks for orientation in the classroom such as, doors, windows, door signage, rails, lights, unique identifiers, chalkboards or learning corners. 	
<p>Core Competencies to be developed: Critical thinking and problem solving: learner takes a guided tour for orientation in the classroom to identify clues, cues and landmarks.</p>				
<p>Values: Responsibility is enhanced as the learner uses clues, cues and landmarks for orientation in the classroom.</p>				
<p>Pertinent and Contemporary Issues: Environmental Education as the learner explores clues, cues and landmarks for orientation in the classroom.</p>				
<p>Link to other learning areas: Taking a guided tour to identify clues, cues and landmarks is linked to locomotor activities in Sensory Motor and Creative Activities</p>				
<p>Suggested Learning Resources: Occupational therapist, video clips or animations, digital devices with assistive technologies, bright objects, toys, Learner Support Assistant, doors, windows, door signage, rails, lights, unique identifiers, chalkboards, learning corners</p>				

SUGGESTED ASSESSMENT GUIDES

1. Assessment Checklist

Learner's Name _____

S/No.	Indicator	Skills Assessed	Tick as appropriate		Teacher's comment
			Demonstrated	Not Demonstrated	
1	Ability to identify clues, cues and landmarks for orientation in the classroom	i. Identifying the door as a landmark in the classroom			
		ii. Identifying the window as a landmark in the classroom			
		iii. Identifying signage as a landmark in the classroom			
		iv. Identifying unique identifiers as a landmark in the classroom			
		v. Identifying chalkboard as a landmark in the classroom			
		vi. Identifying learning corner as a landmark in the classroom			
2	Ability to use clues, cues and landmarks for orientation in the classroom	i. Using the door as a landmark for orientation in the classroom			
		ii. Using the window as a landmark for orientation in the classroom			
		iii. Using the signage a landmark for orientation in the classroom			
		iv. Using the signage as a landmark for orientation in the classroom			
		v. Using as unique identifier as a landmark for orientation in the classroom			

		vi. Using as learning a corners as a landmark for orientation in the classroom			
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Teacher's general comment on the learner's performance:

Teacher's Name _____

Signature _____

Date of assessment _____

2. Rating Guide for the Learner's Performance

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

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify clues, cues and landmarks for orientation in the classroom	The learner identifies 6 clues, cues and landmarks for orientation in the classroom	The learner identifies 4 to 5 clues, cues and landmarks for orientation in the classroom	The learner identifies 2 to 3 clues, cues and landmarks for orientation in the classroom	The learner identifies 1 clue, cue or a landmark for orientation in the classroom or none
Ability to use clues, cues and landmarks for orientation in the classroom	The learner uses 6 clues, cues and landmarks for orientation in the classroom	The learner uses 4 to 5 clues, cues and landmarks for orientation in the classroom	The learner uses 2 to 3 clues, cues and landmarks for orientation in the classroom	The learner uses 1 clue, cue or landmark for orientation in the classroom or none

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Orientation Skills	2.2 School environment	<p>By the end of the Sub Strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) identify clues, cues and landmarks for orientation in the school environment, b) use clues, cues and landmarks for orientation in the school environment, c) enjoy using clues, cues and landmarks for orientation in the school environment. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> ● observe or listen to verbal or tactual description of a video clip or animation of clues, cues and landmarks for orientation in the school such as, classrooms, gate, paths, office, wash room, fields and pitches (<i>adjust light intensity for the learner with light sensitivity</i>), ● identify clues, cues and landmarks for orientation in the school such as, classrooms, gate, paths, office, wash room, fields and pitches (<i>learner with severe communication difficulties can use augmentative and alternative modes of communication when identifying clues, cues and landmarks</i>), ● take a tour for orientation in the school to identify clues, cues and landmarks while observing safety and talk about them (<i>leaner with motor or mobility or manipulation difficulties can use alternative functional parts of the body or use appropriate assistive technology or be assisted by peers or Learner Support Assistant or teacher</i>), ● practise using clues, cues and landmarks for orientation in the school. 	Which things are found in your school?
<p>Core Competencies: Critical thinking and problem solving: learner takes a guided tour for orientation in the school to identify clues, cues and landmarks.</p>				
<p>Values: Responsibility is enhanced as the learner uses clues, cues and landmarks for orientation in the school while observing safety.</p>				

Pertinent and Contemporary Issues:

Environmental Education as the learner explores clues, cues and landmarks for orientation in the school.

Link to other learning areas:

Taking a guided tour in the school to identify clues, cues and landmarks is linked to locomotor activities in Sensory Motor and Creative Activities.

Suggested Learning Resources:

Occupational therapist, video clips or animations, digital devices with assistive technologies, bright objects, Learner Support Assistant, classrooms, gate, paths, office, wash room, fields and pitches

SUGGESTED ASSESSMENT GUIDES**1. Assessment Checklist**

Learner's Name _____

S/No.	Indicator	Skills Assessed	Tick as appropriate		Teacher's comment
			Demonstrated	Not Demonstrated	
1	Ability to identify clues, cues and landmarks for orientation in the school environment	i. Identifying classroom as a landmark for orientation in the school			
		ii. Identifying the gate as a landmark for orientation in the school			
		iii. Identifying paths as landmarks for orientation in the school			
		iv. Identifying washrooms as landmarks for orientation in the school			
		v. Identifying fields and pitches as landmarks for orientation in the school			
2	Ability to use clues, cues and landmarks	i. Using the classroom as a landmark for orientation in the school			

for orientation in the school environment	ii. Using the gate as a landmark for orientation in the school			
	iii. Using the office as a landmark for orientation in the school			
	iv. Using washrooms as landmarks for orientation in the school			
	v. Using paths as landmarks for orientation in the school			
	vi. Using fields and pitches as landmarks for orientation in the school			

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

Teacher's Name _____

Signature _____

Date of assessment _____

2. Rating Guide for the Learner's Performance

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

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify clues, cues and landmarks for orientation in the school environment	The learner identifies 5 clues, cues and landmarks for orientation in the school environment	The learner identifies 3 to 4 clues, cues and landmarks for orientation in the school environment	The learner identifies 2 clues, cues and landmarks for orientation in the school environment	The learner identifies 1 clue cue or landmark for orientation in the school environment or none
Ability to use clues, cues and landmarks for orientation in the school environment	The learner uses 6 clues, cues and landmarks for orientation in the school environment	The learner uses 4 to 5 clues, cues and landmarks for orientation in the school environment	The learner uses 2 to 3 clues, cues and landmarks for orientation in the school environment	The learner uses 1 clue, cue or a landmark for orientation in the school environment or none

3.0 MOBILITY TECHNIQUES

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Mobility techniques	3.1 Protective techniques -Upper and lower body protection techniques (For children with blindness and Deafblindness)	By the end of the Sub Strand, the learner should be able to: a) identify parts of the body involved in upper and lower body protection, b) use upper and lower body protection techniques for safe movement in the environment, c) desire to protect the upper and lower body while moving in the environment.	The learner is guided to: <ul style="list-style-type: none"> ● observe or listen to verbal or tactual description of video clips or animations on upper and lower body protection technique to identify parts of the body involved in the protection during movement <i>(adjust light intensity for the learner with light sensitivity and the one with severe communication difficulties can use augmentative and alternative modes of communication when identifying the parts of the body),</i> ● participate in a demonstration on upper body protection techniques by placing the arm (either hand) in front of the face or upper chest area with the palm facing outwards (with fingers relaxed), extending the arm approximately six to twelve inches away from the face, arm diagonal or parallel to the floor and elbow slightly bent at 45 degrees <i>(learner with multiple disabilities holds both arms out together or place one hand in the correct position with the other hand holding at the wrist),</i> ● practise upper body protection technique for safe movement as instructed <i>(leaner with motor or mobility or manipulation difficulties can use alternative functional parts of the body or use appropriate assistive technology or be assisted by</i> 	1. How do you protect your upper part of the body when moving in the environment? 2. How do you protect your lower parts of the body when moving in the environment?

			<p><i>peers or Learner Support Assistant or teacher when practising upper body protection. Safety of all learners should be observed),</i></p> <ul style="list-style-type: none"> • participate in a demonstration on lower body protection techniques by placing the arm (either hand) in front of the belly, the back of the hand facing out with the palm of the hand turned towards the body, arm extended forward approximately six to twelve inches away from the body, arm is diagonally across the body, and the elbow slightly bent at 45 degrees, • practise lower body protection technique for safe movement as instructed (<i>learner with motor or mobility or manipulation difficulties can use alternative functional parts of the body or use appropriate assistive technology or be assisted by peers or Learner Support Assistant or teacher when practising lower body protection.</i> 	
<p>Core Competencies to be developed: Critical thinking and problem solving: learner uses upper and lower body protection techniques for safe movement.</p>				
<p>Values: Responsibility is enhanced as the learner protects the upper and lower body for safe movement in the environment.</p>				
<p>Pertinent and Contemporary Issues: Safety as the learner uses protective techniques (upper and lower body) to move safely in the environment.</p>				
<p>Link to other learning areas: Using protective techniques (upper and lower body) to move safely in the environment is linked to Sensory perception in Sensory Motor and Creative Activities</p>				

Suggested Learning Resources:

Occupational therapist, video clips or animations, digital devices with assistive technologies, Learner Support Assistant, half open windows, chairs, tables, closed doors, counter tops, partially open doors, low hanging branches, low hanging cupboards or selves, swings, Orientation and mobility specialist

SUGGESTED ASSESSMENT GUIDES**1. Assessment Checklist**

Learner's Name _____

S/No.	Indicator	Skills Assessed	Tick as appropriate		Teacher's comment
			Demonstrated	Not Demonstrated	
1	Ability to use upper body protection techniques for safe movement in the environment	i. Placing the arm (either hand) in front of the face or upper chest area			
		ii. Palm facing outwards			
		iii. Extending the arm approximately six to twelve inches away from the face			
		iv. Arm diagonal or parallel to the floor			
		v. Elbow slightly bent at 45 degrees			
2	Ability to use lower body protection techniques for safe movement in the environment	i. Placing the arm (either hand) in front of the abdomen or belly			
		ii. Back of the hand facing out with the palm of the hand turned towards the body			
		iii. Extending the arm forward approximately six to twelve inches away from the body			
		iv. Arm diagonally across the body			

		v. Elbow slightly bent at 45 degrees			
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Teacher's general comment on the learner's performance:

Teacher's Name _____

Signature _____

Date of assessment _____

2. Rating Guide for the Learner's Performance

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

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to use upper body protection techniques for safe movement in the environment	The learner uses 5 upper body protection techniques for safe movement in the environment	The learner uses 4 upper body protection techniques for safe movement in the environment	The learner uses 2 to 3 upper body protection techniques for safe movement in the environment	The learner uses 1 upper body protection technique for safe movement in the environment or none
Ability to use lower body protection techniques for safe movement in the environment	The learner uses 5 lower body protection techniques for safe movement in the environment	The learner 4 lower body protection techniques for safe movement in the environment	The learner 2 to 3 lower body protection techniques for safe movement in the environment	The learner 1 of the lower body protection technique for safe movement in the environment or none

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Mobility techniques	3.2 Search techniques <ul style="list-style-type: none"> • <i>Side -to-side pattern of motion and making a series of increasingly larger circles</i> <p>(For children with blindness and deafblindness)</p>	<p>By the end of the Sub Strand, the learner should be able to:</p> <ol style="list-style-type: none"> a) identify parts of the body involved in locating things on a surface, b) locate things on a surface safely, c) locate dropped objects on the ground, d) appreciate the use of search techniques in locating things. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • observe or listen to verbal or tactual description of a video clip or animation on ways of safely locating things on a surface and identify parts of the body used (<i>adjust light intensity for the learner with light sensitivity and the one with severe communication difficulties can use augmentative and alternative modes of communication when identifying the parts of the body</i>), • participate in a demonstration on locating things placed on a surface (table, floor) by turning or orienting the body towards the direction of the item or listen to the sound where the item is placed, moving the hand from one side to the other using only the fingertips to contact and search the surface area, moving the arm from one side to the next using as much of the arm as possible to sweep the area of the surface for the item or using the whole hand, starting at the centre, making a series of increasingly larger circles while observing safety (<i>leaner with motor or mobility or manipulation difficulties can use alternative functional parts of the body or use appropriate assistive technology or be assisted by peers or Learner Support Assistant or teacher when locating things placed on a surface</i>), 	<ol style="list-style-type: none"> 1. How do you search for items placed on a surface? 2. How do you locate dropped objects?

			<ul style="list-style-type: none"> ● practise locating things placed on surfaces while observing safety, ● observe or listen to verbal or tactual description of a video clip or animation on ways of safely locating dropped objects and talk about them (<i>adjust light intensity for learners with light sensitivity, the one with severe communication difficulties can use augmentative and alternative modes of communication when talking about safe ways of locating dropped objects</i>), ● participate in a demonstration on locating dropped objects by turning or orienting the body towards the object or listen to the sound where the object dropped, lower self to the floor by bending the knees with back straight, using protective techniques (upper and lower body protection technique) when bending forward to the floor, moving the hand from one side to the other using only the fingertips to contact and search the floor area, moving the arm from one side to the next using as much of the arm as possible to sweep the area of the floor for the object or using the whole hand, starting at the centre, making a series of increasingly larger circles, ● practise locating dropped objects while observing safety (<i>leaner with motor or mobility or manipulation difficulties can use alternative functional parts of the body or use appropriate assistive technology or be assisted by peers or Learner Support Assistant or teacher when locating dropped objects</i>). 	
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<p>Core Competencies to be developed: Critical thinking and problem solving: learner searches for things placed on a surface or locates dropped objects.</p>
<p>Values: Responsibility is nurtured as the learner carefully locates things placed on a surface and dropped objects.</p>
<p>Pertinent and Contemporary Issues: Safety as the learner uses protective techniques when bending forward to the floor as they search for dropped objects</p>
<p>Link to other learning areas: Locating things placed on a surface and searching for dropped objects is linked to Sensory perception in Sensory Motor and Creative Activities</p>
<p>Suggested Learning Resources: Occupational therapist, video clips or animations, digital devices with assistive technologies, Learner Support Assistant, toys, bright objects, audio toys, table, counter tops, Orientation and mobility specialist</p>

SUGGESTED ASSESSMENT GUIDES

1. Assessment Checklist

Learner's Name _____

S/No.	Indicator	Skills Assessed	Tick as appropriate		Teacher's comment
			Demonstrated	Not Demonstrated	
1	Ability to locate things on a surface safely	i. Turning or orienting the body towards the direction of the item or listening to the sound where the item is placed			
		ii. Contacting the surface and moving the hand from one side to the other using only the fingertips			

		iii. Moving the arm from one side to the next			
		iv. Using the arm to sweep the area of the surface to search for the item			
		v. Contacting the surface using one hand and moving in slow circular motions			
		vi. Contacting the surface using the two hands and move them in slow circular motions			
		vii. Starting at the centre and making a series of increasingly larger circles in search of the item			
2	Ability to locate dropped objects safely	i. Turning or orienting the body towards the object or listen to the sound where the object dropped			
		ii. Lowering self to the floor by bending the knees with back straight			
		iii. Using protective techniques (upper and lower protection technique) when bending forward to the floor			
		iv. Moving the hand from one side to the other using only the fingertips to contact and search the floor area			
		v. Moving the arm from one side to the next to sweep the area of the floor for the object			
		vi. Contacting the surface using the whole hand and moving in slow circular motions			

		vii. Starting at the centre and making a series of increasingly larger circles in search of the dropped object			
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Teacher's general comment on the learner's performance:

Teacher's Name _____

Signature _____

Date of assessment _____

2. Rating Guide for the Learner's Performance

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

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to locate things on a surface safely	The learner demonstrates 7 skills of locating things on a surface safely	The learner demonstrates 5 to 6 skills of locating things on a surface safely	The learner demonstrates 3 to 4 skills of locating things on a surface safely	The learner demonstrates 2 skills or less of locating things on a surface safely
Ability to locate dropped objects safely	The learner demonstrates 7 skills of locating dropped objects safely	The learner demonstrates 5 to 6 skills of locating dropped objects safely	The learner demonstrates 3 to 4 skills of locating dropped objects safely	The learner demonstrates 2 skills or less of locating dropped objects safely

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Mobility techniques	3.3 Trailing technique (For children with blindness and Deafblindness)	By the end of the Sub Strand, the learner should be able to: a) identify parts of the body involved in trailing for safe movement, b) trail a surface for protection and orientation in the environment, c) enjoy using the trailing technique for protection and orientation in the environment.	The learner is guided to: <ul style="list-style-type: none"> ● observe or listen to verbal or tactual description of a video clip or animations on trailing and identify parts of the body involved in trailing (<i>adjust light intensity for learners with light sensitivity and the one with severe communication difficulties can use augmentative and alternative modes of communication when identifying the parts of the body</i>), ● participate in a demonstration on trailing by standing in a comfortable distance away from the trailing surface, with the shoulder a few inches from the surface such as a wall or the edge of any surface like a table, extending the trailing arm forward at the hip level, keeping the inside of the upper arm against the side of the chest area, making contact with the surface to be trailed with the back of the hand that is closer to the surface, keeping the fingers of the trailing arm slightly curled inward and walking while maintaining contact with the wall or surface towards a destination (<i>learner with multiple disabilities can make contact with the surface to be trailed with a hand in a fist, with knuckles against the trailing surface</i>), 	How do you use trailing techniques to move safely in the environment

			<ul style="list-style-type: none"> practise trailing for protection and orientation in the environment while observing safety (<i>learner with motor or mobility or manipulation difficulties can use alternative functional parts of the body or use appropriate assistive technology or be assisted by peers or Learner Support Assistant or teacher when practising trailing</i>). 	
<p>Core Competencies to be developed: Critical thinking and problem solving: learner trails a surface for protection and orientation in the environment.</p>				
<p>Values: Responsibility is enhanced as the learner carefully trails surfaces for protection and orientation in the environment.</p>				
<p>Pertinent and Contemporary Issues: Safety as the learner uses trailing techniques for protection and orientation in the environment.</p>				
<p>Link to other learning areas: Using trailing techniques for protection and orientation in the environment is linked to Sensory perception in Sensory Motor and Creative Activities</p>				
<p>Suggested Learning Resources: Occupational therapist, video clips or animations, digital devices with assistive technologies, Learner Support Assistant, wall, table, counter tops, Orientation and mobility specialist, rails.</p>				

SUGGESTED ASSESSMENT GUIDES

1. Assessment Checklist

Learner's Name _____

S/No.	Indicator		Tick as appropriate		Teacher's comment
			Demonstrated	Not Demonstrated	
1	Ability to trail a surface for protection and orientation in the environment	i. Standing in a comfortable distance away from the trailing surface			
		ii. Extending the trailing arm forward at the hip level			
		iii. Keeping the inside of the upper arm against the side of the chest area			
		iv. Making contact with the surface to be trailed with the back of the hand that is closer to the surface			
		v. Keeping the fingers of the trailing arm slightly curled inward			
		vi. Walking while maintaining contact with the surface			

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

Teacher's Name

Signature

Date of assessment

2. Rating Guide for the Learner’s Performance

The learner’s competencies will be rated using the scoring guide as indicated below.

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to trail a surface for protection and orientation in the environment	The learner demonstrates 6 skills of trailing a surface for protection and orientation in the environment	The learner demonstrates 4 to 5 skills of trailing a surface for protection and orientation in the environment	The learner demonstrates 2 to 3 skills of trailing a surface for protection and orientation in the environment	The learner demonstrates 1 skill of trailing a surface for protection and orientation in the environment or none.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Mobility techniques	3.4 Sighted guide techniques (For children with blindness and Deafblindness)	By the end of the Sub Strand, the learner should be able to: a) identify parts of the body involved in sighted guide techniques for safe movement, b) use a sighted guide to move safely in the environment, c) desire to use a sighted guide for safe movement.	The learner is guided to: <ul style="list-style-type: none"> observe or listen to verbal or tactual description of a video clip or animations on sighted guide techniques and identify parts of the body involved in sighted guide techniques (<i>adjust light intensity for learners with light sensitivity and the one with severe communication difficulties can use augmentative and alternative modes of communication when identifying the parts of the body</i>), participate in a demonstration on using a sighted guide to safely move in the environment by establishing contact, lightly grasping or holding the guide on the upper arm just above the elbow 	How do you hold hands of a sighted guide when moving?

			<p>(the thumb is on the outside and fingers on the inside of the guide’s arm) or interlocking fingers to attain firm grip or holding onto the guide’s wrist (if a learner is too small to reach the elbow) with the learner moving half a step behind and to the side of the guide, and aligned to the guide’s shoulder (<i>learner with motor or mobility or manipulation difficulties can use alternative functional parts of the body or use appropriate assistive technology or be assisted by peers or learner support assistant or teacher when using sighted guide</i>),</p> <ul style="list-style-type: none"> ● practise using a sighted guide to move in the environment while observing safety. 	
<p>Core Competencies to be developed: Communication and collaboration: learner uses a sighted to move in the environment.</p>				
<p>Values: Unity is enhanced as the learner uses a sighted guide to move in the environment.</p>				
<p>Pertinent and Contemporary Issues: Social cohesion as the learner works harmoniously with a sighted guide to move in the environment.</p>				
<p>Link to other learning areas: Using sighted guide techniques to move in the environment is linked to Sensory perception in Sensory Motor and Creative Activities</p>				
<p>Suggested Learning Resources: Occupational therapist, video clips or animations, digital devices with assistive technologies, Learner Support Assistant, Orientation and mobility specialist, a sighted guide.</p>				

SUGGESTED ASSESSMENT GUIDES

1. Assessment Checklist

Learner's Name _____

S/No.	Indicator	Skills Assessed	Tick as appropriate		Teacher's comment
			Demonstrated	Not Demonstrated	
1	Ability to use a sighted guide to move safely in the environment	i. Establishing contact with the guide			
		ii. Grasping lightly or holding the guide on the upper arm just above the elbow or interlocking fingers to attain firm grip or holding onto the guide's wrist			
		iii. Moving half a step behind and to the side of the guide			
		iv. Aligning self to the guide's shoulder			

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

Teacher's Name _____

Signature _____

Date of assessment _____

2. Rating Guide for the Learner’s Performance

The learner’s competencies will be rated using the scoring guide as indicated below.

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to use a sighted guide to move safely in the environment	The learner demonstrates 4 skills of using a sighted guide to move safely in the environment	The learner demonstrates 3 skills of using a sighted guide to move safely in the environment	The learner demonstrates 2 skills of using a sighted guide to move safely in the environment	The learner demonstrates 1 skill of using a sighted guide to move safely in the environment or none.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Mobility techniques	3.5 Using mobility devices 3.5.1 White cane <i>(For learners with blindness and deafblindness)</i>	By the end of the Sub Strand, the learner should be able to: a) identify mobility devices for safe movement, b) use a white cane safely for movement in the environment, c) enjoy using a white cane for safe movement in the environment.	The learner is guided to: <ul style="list-style-type: none"> observe or listen to verbal or tactual description of a video clip or animations on using a white cane (<i>adjust light intensity for learners with light sensitivity</i>), observe or listen to verbal or tactual description of a video clip or animations on preparing to use a white cane and talk about the video (<i>learner with severe communication difficulties can use Augmentative and Alternative Communication to talk about how to prepare to use a white cane</i>), participate in a demonstration on preparing to use a white cane, by moving to where the white cane is kept, picking the appropriate white cane, assuming the right position in readiness 	How do you use a white cane to move from one place to another?

			<p>for movement, and holding the white cane appropriately,</p> <ul style="list-style-type: none"> ● observe or listen to verbal or tactual description of a video clip or animations on using a white cane and talk about the video using the most appropriate mode of communication (<i>adjust light intensity for learners with light sensitivity</i>), ● participate in a demonstration on using white cane by right or left hand, placing the thumb on the flat surface of the cane grip, holding the arm straight forward with the hand held in front of the hip, holding the cane diagonally across the front of the body, letting the tip of the cane constantly slide across the ground or tapping the tip of the cane at each end of the arc, never lifting the tip of the cane more than an inch off the ground, moving the cane in rhythm with the opposite foot while walking (<i>learner with motor or mobility or manipulation difficulties can be assisted by peers or Learner Support Assistants or teacher to use the white cane safely</i>), ● practise using a white cane to move safely in the environment. 	
<p>Core Competencies to be developed: Critical thinking and problem solving: learner uses a white cane for safe movement in the environment.</p>				
<p>Values: Responsibility is enhanced as the learner carefully uses a white cane for movement in the environment.</p>				

Pertinent and Contemporary Issues:

Safety as the learner uses a white cane to move in the environment while tacking of self and others.

Link to other learning areas:

Using a white cane to move in the environment is linked to sensory perception in Sensory Motor and Creative Activities

Suggested Learning Resources:

Occupational therapist, video clips or animations, digital devices with assistive technologies, Learner Support Assistant, Orientation and mobility specialist, white canes.

SUGGESTED ASSESSMENT GUIDES**1. Assessment Checklist**

Learner's Name _____

S/No.	Indicator	Skills Assessed	Tick as appropriate		Teacher's comment
			Demonstrated	Not Demonstrated	
1	Ability to demonstrate skills in preparing to use a white cane for movement	i. Moving to where the white cane is kept			
		ii. Picking the appropriate white cane			
		iii. Assuming the right position in readiness for movement			
		iv. Holding the white cane appropriately			
2	Ability to use a white cane safely for movement	i. Using either hand (right or left) to hold the white cane			
		ii. Placing the thumb on the flat surface of the cane grip			

		iii. Holding the arm straight forward with the hand held in front of the hip			
		iv. Holding the cane diagonally across the front of the body			
		v. Letting the tip of the cane constantly slide across the ground or tapping the tip of the cane at each end of the arc			
		vi. Not lifting the tip of the cane more than an inch off of the ground			
		vii. Moving the cane in rhythm with the opposite foot while walking			

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

Teacher's Name _____

Signature _____

Date of assessment _____

2. Rating Guide for the Learner's Performance

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

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to demonstrate skills in preparing to use a white cane for movement	The learner demonstrates 4 skills in preparing to use a white cane for movement	The learner demonstrates 3 skills in preparing to use a white cane for movement	The learner demonstrates 2 skills in preparing to use a white cane for movement	The learner demonstrates 1 skill in preparing to use a white cane for movement or none.
Ability to use a white cane safely for movement	The learner demonstrates 7 skills of using a white cane safely for movement	The learner demonstrates 5 to 6 skills of using a white cane safely for movement	The learner demonstrates 3 to 4 skills of using a white cane safely for movement	The learner demonstrates 2 or less of the skills of using a white cane safely for movement

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
	3.5 Using mobility devices 3.5.2 Wheelchair <i>(Assisted wheelchair mobility - severe Cerebral Palsy and those with mobility limitations)</i>	By the end of the Sub Strand, the learner should be able to: a) identify skills of using a wheelchair for movement, b) use a wheelchair safely for movement in the environment, c) appreciate using a wheelchair for safe movement in the environment.	The learner is guided to: <ul style="list-style-type: none"> observe or listen to verbal or tactual description of a video clip or animations of a person using a wheelchair for mobility and talk about it using the most appropriate mode of communication (<i>adjust light intensity for learners with light sensitivity</i>), participate in a demonstration on preparing to use a wheelchair by sitting in the wheelchair, leaning on the back of the wheelchair, strapping appropriately where 	How do you use a wheelchair to move from one place to another?

			<p>applicable, putting the head on the headrest where applicable, putting the arms on the arm rest, and putting the feet on the footrest (<i>learner with motor or manipulation difficulties can be assisted by peers or Learner Support Assistants or teacher</i>),</p> <ul style="list-style-type: none"> ● participate in a demonstration on using a wheelchair by observing and listening or tactually listening as the pusher describes the route while pushing the wheelchair as they walk, responding to the instructions as they move in the environment, scanning the environment to identify clues, cues and landmarks and talk about them, following verbal, signed, tactual signed guidance on the different directions of movement from the pusher (instructions are given from in front for learner with severe CP, severe multiple disabilities), ● practise using a wheelchair to move safely in the environment while observing safety. 	
<p>Core Competencies to be developed: Critical thinking and problem solving: learner uses a wheelchair for safe movement in the environment.</p>				
<p>Values: Responsibility is enhanced as the learner carefully uses a wheelchair for movement in the environment.</p>				
<p>Pertinent and Contemporary Issues: Safety as the learner uses a wheelchair to move safely in the environment.</p>				
<p>Link to other learning areas: Using a wheelchair to move in the environment is linked to sensory perception in Sensory Motor and Creative Activities.</p>				

Suggested Learning Resources:

Occupational therapist, video clips or animations, digital devices with assistive technologies, Learner Support Assistant, Orientation and mobility specialist, wheelchairs.

SUGGESTED ASSESSMENT GUIDES**1. Assessment Checklist**

Learner's Name _____

S/No.	Indicator	Skills Assessed	Tick as appropriate		Teacher's comment
			Demonstrated	Not Demonstrated	
1	Ability to demonstrate skills of preparing to use a wheelchair for movement	i. Sitting in the wheelchair			
		ii. Leaning on the back of the wheelchair			
		iii. Strapping appropriately where applicable			
		iv. Putting the head on the headrest where applicable			
		v. Putting the arms on the arm rest			
		vi. Putting the feet on the footrest			
2	Ability to use a wheelchair safely for movement	i. Observing or listening or tactually listening as the pusher describes the route			
		ii. Responding to the instructions as they move in the environment			
		iii. Scanning the environment to identify clues, cues and landmarks			

		iv. Following verbal or signed or tactual signed guidance on the different directions of movement from the pusher			
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Teacher's general comment on the learner's performance:

Teacher's Name _____

Signature _____

Date of assessment _____

2. Rating Guide for the Learner's Performance

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

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to demonstrate skills of preparing to use a wheelchair for movement	The learner demonstrates 6 skills of preparing to use a wheelchair for movement	The learner demonstrates 4 to 5 skills of preparing to use a wheelchair for movement	The learner demonstrates 2 to 3 skills of preparing to use a wheelchair for movement	The learner demonstrates 1 skill of preparing to use a wheelchair for movement or none.
Ability to use a wheelchair safely for movement	The learner demonstrates 4 skills of using a wheelchair safely for movement	The learner demonstrates 3 skills of using a wheelchair safely for movement	The learner demonstrates 2 skills of using a wheelchair safely for movement	The learner demonstrates 1 skill of using a wheelchair safely for movement or none.

4.0 MOVEMENT IN THE ENVIRONMENT

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.0 Movement in the Environment	4.1 Preparation for Movement <i>Footwear, clothing, place, people and mobility device</i>	By the end of the Sub Strand, the learner should be able to: a) identify things to prepare in readiness for movement, b) narrate how to prepare for movement in the immediate environment, c) enjoy preparing for movement in the immediate environment.	The learner is guided to: <ul style="list-style-type: none"> ● observe or listen to verbal or tactual description of a video clip or animation of things to prepare in readiness for movement (<i>adjust light intensity for learners with light sensitivity</i>), ● match or sort things to prepare in readiness for movement (appropriate footwear, appropriate clothing, location/destination, people to accompany them and appropriate mobility device where applicable), ● participate in a demonstration on preparing for safe movement by choosing appropriate footwear, choosing appropriate clothing, identifying the place to move to, identifying people to accompany them and choose appropriate mobility device where applicable (<i>learner with motor or manipulation difficulties can be assisted by peers or Learner Support Assistants or teacher</i>), ● prepare for safe movement in the immediate environment by choosing the right footwear and clothing, choosing appropriate mobility devices where applicable, moving out of the seat and responding to cues appropriately, ● practise preparing for movement in different settings. 	How do you prepare to move from one place to the other?

<p>Core competencies to be developed: Communication and collaboration: learner participates in preparation for movement.</p>
<p>Values: Responsibility is enhanced as the learner prepares for movement in different settings while observing safety.</p>
<p>Pertinent and Contemporary Issues: Health promotion issues as the learner chooses appropriate footwear and appropriate clothing in preparation for movement.</p>
<p>Link to other learning areas: Preparing for movement in the immediate environment by choosing the right footwear and clothing is linked to dressing skills in Activities of Daily Living Skills and Religious Education.</p>
<p>Suggested Learning Resources: Occupational therapist, video clips or animations, digital devices with assistive technologies, personal clothes, footwear, various mobility devices, Learner Support Assistant.</p>

SUGGESTED ASSESSMENT GUIDES

1. Assessment Checklist

Learner's Name _____

S/No.	Indicator	Skills Assessed	Tick as appropriate		Teacher's comment
			Demonstrated	Not Demonstrated	
1	Ability to identify things to prepare in readiness for movement	i. Identifying appropriate footwear as a requirement to prepare in readiness for movement			
		ii. Identifying appropriate clothing as something to prepare for movement			
		iii. Identifying the place to move as preparation for movement			

		iv. Identifying people to accompany them as preparation for movement			
2	Ability to prepare for movement in the immediate environment	i. Preparing for movement in the immediate environment by choosing the right footwear and clothing			
		ii. Preparing for movement in the immediate environment by choosing appropriate mobility devices			
		iii. Preparing for movement in the immediate environment by moving out of the seat			
		iv. Preparing for movement in the immediate environment by responding to cues appropriately			

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

Teacher's Name _____

Signature _____

Date of assessment _____

2. Rating Guide for the Learner’s Performance

The learner’s competencies will be rated using the scoring guide as indicated below.

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify things to prepare in readiness for movement	The learner identifies 4 things to prepare in readiness for movement	The learner identifies 3 things to prepare in readiness for movement	The learner identifies 2 things to prepare in readiness for movement	The learner identifies thing to prepare in readiness for movement or none.
Ability to prepare for movement in the immediate environment	The learner demonstrates 4 skills in preparing for movement in the immediate environment	The learner demonstrates 3 skills in preparing for movement in the immediate environment	The learner demonstrates 2 skills in preparing for movement in the immediate environment	The learner demonstrates 1 skill in preparing for movement in the immediate environment or none.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.0 Movement in the Environment	4.2 Safe Movement in the Neighborhood <ul style="list-style-type: none"> • <i>Clues</i> • <i>Landmarks</i> 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) identify clues and landmarks in the neighborhood for safe movement, b) move safely in the neighborhood using clues and landmarks, 	The learner is guided to: <ul style="list-style-type: none"> • observe or listen to verbal or tactual description of a video clip or animation of clues and landmarks in the neighbourhood such as school gate, road next to school, bus stop, junction, electricity poles and hotel (<i>adjust light intensity for learners with light sensitivity</i>), • identify clues and landmarks such as school gate, road next to school, bus stop, junction, electricity poles and hotel, 	How do you use clues and landmarks to move safely in the neighborhood?

		<p>c) enjoy moving safely using clues and landmarks in the neighborhood.</p>	<ul style="list-style-type: none"> ● take a tour in the neighbourhood to identify the clues and landmarks such as school gate, road next to school, bus stop, junction and hotel talk about them using appropriate mode of communication (<i>learner with motor or mobility or manipulation difficulties can be assisted by peers or Learner Support Assistants or teacher to identify clues and landmarks while ensuring safety</i>), ● role play moving safely in neighbourhood using clues and landmarks such as school gate, road next to school, bus stop, junction and hotel, ● move safely in neighbourhood using the clues and landmarks such as school gate, road next to school, bus stop, junction and hotel (<i>learner with motor or mobility or manipulation difficulties can be assisted by peers or Learner Support Assistants or teacher to move safely in the neighborhood</i>). 	
<p>Core competency to be developed:</p> <ul style="list-style-type: none"> ● Communication and collaboration: learner participates in moving safely in neighbourhood to identify the clues and landmarks ● Self-efficacy: learner successfully identifies the clues and landmarks to move safely in neighbourhood. 				
<p>Value: Responsibility is enhanced as the learner uses clues and landmarks to move in the neighbourhood.</p>				
<p>Pertinent and Contemporary Issue: Disaster risk management as learners take a guided tour to identify clues and landmarks in readiness for movement in the neighbourhood</p>				

Link to other learning areas:

Taking a guided tour to identify clues and landmarks in the neighbourhood is linked to sensory integration in Sensory Motor and Creative Activities

Suggested Learning Resources:

Occupational therapist, video clips or animations, digital devices with assistive technologies, bright objects, Learner Support Assistant, classrooms, school gate, road next to school, bus stop, junction and hotel.

SUGGESTED ASSESSMENT GUIDES**1. Assessment Checklist**

Learner's Name _____

S/No.	Indicator	Skills Assessed	Tick as appropriate		Teacher's comment
			Demonstrated	Not Demonstrated	
1	Ability to identify clues and landmarks in the neighbourhood for safe movement	i. Identifying the school gate as a landmark in the neighbourhood			
		ii. Identifying road next to school as a landmark in the neighbourhood			
		iii. Identifying bus stop as a landmark in the neighbourhood			
		iv. Identifying road junction as a landmark in the neighbourhood			
		v. Saying verbally or identifying electricity pole as a landmark in the neighbourhood			
		vi. Identifying hotel as a landmark in the neighbourhood			

2	Ability to move safely in the neighbourhood using landmarks	i. Moving safely and using gate as a landmark in the neighbourhood			
		ii. Moving safely and using the road next to school as a landmark in the neighbourhood			
		iii. Moving safely and using the bus stop as a landmark in the neighbourhood			
		iv. Moving safely and using the road junction as a landmark in the neighbourhood			
		v. Moving safely and using the electricity pole as a landmark in the neighbourhood			
		vi. Moving safely and using the hotel as a landmark in the neighbourhood			

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

Teacher's Name _____

Signature _____

Date of assessment _____

2. Rating Guide for the Learner’s Performance

The learner’s competencies will be rated using the scoring guide as indicated below.

Level Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to identify clues and landmarks in the neighbourhood for safe movement	The learner identifies 5 to 6 clues and landmarks in the neighbourhood for safe movement	The learner identifies 3 to 4 clues and landmarks in the neighbourhood for safe movement	The learner identifies 2 clues and landmarks in the neighbourhood for safe movement	The learner identifies 1 clue or a landmark in the neighbourhood for safe movement or none
Ability to move safely in the neighbourhood using clues and landmarks	The learner moves safely in the neighbourhood using 5 to 6 clues and landmarks	The learner moves safely in the neighbourhood using 3 to 4 clues and landmarks	The learner moves safely in the neighbourhood using 2 clues and landmarks	The learner moves safely in the neighbourhood using 1 clue or a landmark or none

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.0 Movement in the Environment	4.3 Methods of Travel	By the end of the Sub Strand, the learner should be able to: a) identify methods of travel available in the locality, b) use different methods of travel in the locality safely, c) enjoy using different methods of travel in the locality.	The learner is guided to: <ul style="list-style-type: none"> observe or listen to verbal or tactual description of a video clip or animation of various methods of travel such as bicycles, motor cycles, matatu, van, bus, train, airplanes, animal transport and boats and talk about them using the most appropriate mode of communication (<i>adjust light intensity for learners with light sensitivity</i>), say verbally or sign or point or tactual sign the various methods of travel such as bicycles, motor cycles, taxi, <i>matatu</i>, van, bus, train, aero plane, animal transport and boats (<i>learner with</i> 	What are the methods of travel available in the locality?

			<p><i>severe communication difficulties can use Augmentative and Alternative Communication to identify the methods of travel),</i></p> <ul style="list-style-type: none"> ● take a tour of the community to identify various methods of travel such as, bicycles, motor cycles, <i>matatu</i>, van, bus, train, aero plane, animal transport or boats and talk about them (<i>learner with motor or mobility or manipulation difficulties can be assisted by peers or Learner Support Assistants or teacher</i>), ● participate in a demonstration of using various methods of travel while observing safety by safely boarding the means of transport, getting seated before the vehicle starts moving, fastening the safety belt or holding the rider (motorcycle or bicycle), taking care of personal things, make sure the vehicle has completely stopped so as to alight, removing or unbuckling the seatbelt and alighting safely (<i>learner with motor or mobility or manipulation difficulties can be assisted by peers or Learner Support Assistants or teacher</i>), ● use various methods of travel while observing safety by safely boarding the means of transport, getting seated before the vehicle starts moving, fastening the safety belt or holding the rider (motorcycle or bicycle), taking care of personal things, make sure the vehicle has completely stopped so as to alight, removing or unbuckling the seatbelt, alighting safely, (<i>learner with motor or mobility or manipulation difficulties</i> 	
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			<p><i>can be assisted by peers or Learner Support Assistants or teacher),</i></p> <ul style="list-style-type: none"> ● practise using various methods of travel while observing safety. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Communication and collaboration: learner takes a guided tour of the community to identify various methods of travel ● Self-efficacy: learner successfully uses various methods of travel in the community 				
<p>Values: Responsibility is nurtured as the learners wait until the vehicle stops before alighting</p>				
<p>Pertinent and Contemporary Issues: Safety as learners take caution as they board and alight from the various modes of travel</p>				
<p>Link to other learning area Taking a guided tour to identify methods of travel in the locality is linked locomotor activities (walking) in Sensory Motor and Creative Activities</p>				
<p>Suggested Learning Resources: Physiotherapist, video clips or animations, digital devices with assistive technologies, learner support assistant, classrooms, bicycles, motor cycles, taxi, van, bus, train, airplanes, animal transport or boats.</p>				

SUGGESTED ASSESSMENT GUIDES

1. Assessment Checklist

Learner's Name _____

S/No.	Indicator	Skills Assessed	Tick as appropriate		Teacher's comment
			Demonstrated	Not Demonstrated	
1	Ability to identify methods of travel available in the locality	i. Identifying a bicycle as method of travel			
		ii. Identifying a motor cycle as a method of travel			
		iii. Identifying taxi as a method of travel			
		iv. Identifying a van (matatu) as a method of travel			
		v. Identifying a bus as a method of travel			
		vi. Identifying a train as a method of travel			
		vii. Identifying aero plane as a method of travel			
		viii. Identifying animal transport as a method of travel			
		ix. Identifying a boat as a method of travel			
2	Ability to use different methods of travel in the locality safely	i. Boarding the means of transport safely			
		ii. Getting seated before the vehicle starts moving			
		iii. Fastening the safety belt or holding the rider (motorcycle or bicycle)			

		iv. Taking care of personal things			
		v. Making sure the vehicle has completely stopped so as to alight			
		vi. Removing or unbuckling the seatbelt			
		vii. Alighting safely			

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

Teacher's Name _____

Signature _____

Date of assessment _____

2. Rating Guide for the Learner's Performance

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

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify methods of travel available in the locality	The learner identifies 8 to 9 methods of travel available in the locality	The learner identifies 5 to 7 methods of travel available in the locality	The learner identifies 2 to 4 methods of travel available in the locality	The learner identifies 1 method of travel available in the locality or none
Ability to use different methods of travel in the locality safely	The learner demonstrates 6 to 7 skills in using different methods of travel in the locality safely	The learner demonstrates 4 to 5 skills in using different methods of travel in the locality safely	The learner demonstrates 2 to 3 skills in using different methods of travel in the locality safely	The learner demonstrates 1 skill in using different methods of travel in the locality safely or none.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.0 Movement in the Environment	4.4 Accessing a marketplace	<p>By the end of the Sub Strand, the learner should be able to:</p> <ol style="list-style-type: none"> a) identify clues, cues and landmarks to the marketplace, b) move to the market in the neighborhood, c) move safely within the marketplace, d) enjoy moving around the marketplace. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> ● observe or listen to verbal or tactual description of a video clip or animation of clues and landmarks to the market place such as school gate, road next to school, bus stop, junction, market fence, market gate, carpark (<i>adjust light intensity for the learner with light sensitivity</i>), ● prepare to move to the marketplace by dressing appropriately, talking or tactual signing about the activity of going to the market place, identifying what to purchase at the marketplace, carrying money, getting a carrier bag or basket, picking a mobility device (<i>only for learners who require a mobility device</i>), ● take a tour to the marketplace by moving to the road, locating the bus stop, boarding the vehicle or motor cycle safely or walking to the market, alighting safely, accessing the market entrance (<i>learner with motor or mobility or manipulation difficulties can be assisted by peers or Learner Support Assistants or teacher</i>), ● participate in a demonstration on moving safely within the marketplace by orienting self to the entrance, moving safely within the pathways, negotiating turns to various stalls where things are sold, identifying the stall that has the item to buy. (<i>learner with motor or mobility or manipulation</i> 	<p>How do you access a market place in the neighborhood?</p>

			<i>difficulties could be assisted by peers or Learner Support Assistants or teacher),</i> <ul style="list-style-type: none"> practice accessing a market place in the neighborhood. 	
Core Competencies: Communication and collaboration as learners take a guided tour to a market place.				
Values: Respect is nurtured as learners access various stalls where things are sold.				
Pertinent and Contemporary Issues: Environmental education-Exploration as learners take a guided tour to a market place and observe how to access a market place in the neighborhood				
Link to other learning areas: Accessing market places by accessing various stalls where things are sold is linked to performing locomotor activities (walking) in Sensory Motor and Creative Activities				
Suggested Learning Resources: Video clips or animations, digital devices with assistive technologies, Learner Support Assistant, pictures money, sorted market items				

SUGGESTED ASSESSMENT GUIDES

1. Assessment Checklist

Learner's Name _____

S/No.	Indicator	Skills Assessed	Tick as appropriate		Teacher's comment
			Demonstrated	Not Demonstrated	
1	Ability to demonstrate skills in preparation to move to the marketplace	i. Dressing appropriately			
		ii. Talking or tactual signing about the activity of going to the market place			
		iii. Identifying what to purchase at the marketplace			

		iv. Carrying money			
		v. Getting a carrier bag or basket			
		vi. Picking a mobility device			
2	Ability to move to the market in the neighborhood	i. Moving to the road			
		ii. Locating the bus stop			
		iii. Boarding the vehicle or motor cycle safely or walking to the market			
		iv. Alighting safely			
		v. Accessing the market entrance			
3	Ability to move safely within the marketplace	i. Orienting self to the entrance			
		ii. Moving safely within the pathways			
		iii. Negotiating turns to various stalls where things are sold			
		iv. Identifying the stall that has the item to buy			

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

Teacher's Name _____

Signature _____

Date of assessment _____

2. Rating Guide for the Learner's Performance

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

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to demonstrate skills in preparation to move to the marketplace	The learner demonstrates 6 skills in preparation to move to the marketplace	The learner demonstrates 4 to 5 skills in preparation to move to the marketplace	The learner demonstrates 2 to 3 skills in preparation to move to the marketplace	The learner demonstrates skill in preparation to move to the marketplace 1 or none.
Ability to move to the market in the neighborhood	The learner demonstrates 5 skills of moving to the market in the neighborhood	The learner demonstrates 3 to 4 skills of moving to the market in the neighborhood	The learner demonstrates 2 skills of moving to the market in the neighborhood	The learner demonstrates 1 skill of moving to the market in the neighborhood or none.
Ability to move safely within the marketplace	The learner demonstrates 4 skills of moving safely within the marketplace	The learner demonstrates 3 skills of moving safely within the marketplace	The learner demonstrates 2 skills of moving safely within the marketplace	The learner demonstrates 1 skill of moving safely within the marketplace or none.
Ability to carry out activities that take place in the marketplace	The learner carries out 6 to 7 activities that take place in the marketplace	The learner carries out 4 to 5 activities that take place in the marketplace	The learner carries out 2 to 3 activities that take place in the marketplace	The learner carries out 1 activity that take place in the marketplace or none.