



**REPUBLIC OF KENYA**

**MINISTRY OF EDUCATION**

**STAGE BASED PATHWAY**

**PREVOCATIONAL SKILLS CURRICULUM DESIGN**

**FOR LEARNERS WITH SPECIAL NEEDS**

**PREVOCATIONAL LEVEL**



**KENYA INSTITUTE OF CURRICULUM DEVELOPMENT**

*A Skilled and Ethical Society*

First Published 2022

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## **FOREWORD**

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

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

The Prevocational Level curriculum designs have been reviewed to enable implementation of the Competency Based Curriculum for learners with special needs who follow the Stage Based education pathway. The curriculum designs present National Goals of Education, essence statements, general and specific expected learning outcomes for the learning areas as well as strands and sub strands. The designs also outline suggested learning experiences, key inquiry questions, core competencies, Pertinent and Contemporary Issues (PCIs), values, suggested learning resources and assessment checklist and rubric for rating the 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. Prevocational is the third 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 Prevocational Level curriculum furthers implementation of the CBC from Intermediate Level. The curriculum provides a **variety of** opportunities for identification and nurturing of learner's potentials and talents in preparation for life and the world of work. This is very critical in the realisation of the Vision and Mission of the on-going curriculum reforms as enshrined in the Sessional Paper No. I of 2019 whose title is: *Towards Realizing Quality, Relevant and Inclusive Education and Training for Sustainable Development* in Kenya. The Sessional Paper explains the shift from a content-focused curriculum to a focus on **nurturing every learner's potential**.

Therefore, the Prevocational 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 Prevocational Level and prepare them for smooth transition to the Vocational 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  
STATE DEPARTMENT FOR BASIC EDUCATION  
MINISTRY OF EDUCATION**

## **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 21<sup>st</sup> Century and the aspirations captured in the Constitution of Kenya 2010, the Kenya Vision 2030, East African Community Protocol, International Bureau of Education Guidelines and the United Nations Sustainable Development Goals (SDGs).

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

I also wish to acknowledge the KICD curriculum developers and other staff, all teachers, educators who took part as panellists; the Semi-Autonomous Government Agencies (SAGAs) and representatives of various stakeholders for their roles in the development of the Prevocational 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 Prevocational Level and preparation of learners for transition to Vocational Level.

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**DIRECTOR/CHIEF EXECUTIVE OFFICER**  
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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 instil 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 Prevocational Level curriculum designs have been developed for the following categories of learners with special needs; learners with Intellectual Disability, Deaf blindness, Severe Autism, Severe Cerebral Palsy and Multiple Disabilities.

The Prevocational Level curriculum covers the following Learning Areas:

1. Prevocational Skills
2. Communication and Functional Literacy Skills
3. Daily Living Skills and Nutrition
4. Physical Education
5. Music and Movement
6. Social Studies
7. Religious Education (CRE, HRE & IRE)

Learners at Prevocational Level will also undertake an integrated Community Service Learning (CSL) activity whose goal is to provide linkage between concepts or skills learnt in the various Learning Areas. CSL is hosted in the Prevocational Skills learning area. The integrated CSL activity will take a Whole School Approach (WSA) where the entire school community is involved (learners, parents or caregivers or guardians, school administration, teachers).

Learners will stay for period of at least 4 years at Prevocational Level to enable them acquire competencies for progression to the Vocational Level. Progression to the Vocational Level will be informed by feedback from classroom assessment, school-based assessment and the summative assessment reports. Assessment at Prevocational level will be differentiated to identify the learner's ability and interest in a specific skill area to facilitate placement at Vocational Level. A learner at Prevocational Level **MUST** have at least TWO School Based Assessment (SBA) scores uploaded to the KNEC CBA portal to be registered to undertake Kenya Prevocational Level Education Assessment (KPLEA).

## LESSON ALLOCATION AT PREVOCATIONAL 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.

	<b>Learning Area</b>	<b>Number of Lessons Per Week</b>
1.	Prevocational Skills	18
2.	Communication and Functional Literacy Skills	4
3.	Daily Living Skills and Nutrition	4
4.	Physical Education	5
5.	Religious Education (CRE/IRE/HRE)	2
6.	Music and Movement	2
7.	Social Studies	4
	Pastoral Programme Instruction	1
	<b>Total</b>	<b>40</b>

## LEVEL LEARNING OUTCOMES

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

- a) utilise basic creative art skills in production of functional and aesthetic items,
- b) transform raw materials into functional and aesthetic form for income generation,
- c) develop suitable work-related skills and values necessary for the job market and service industry,
- d) use varied media of communication to express needs, wants and emotions,
- e) utilise environmental resources efficiently for sustainability and problem solving,
- f) apply health practices for personal wellness and healthy living,
- g) use relevant technology to enhance learning and develop creativity,
- h) perform activities that promote physical fitness and rehabilitation for healthy living,
- i) participate in various socio-economic activities for individual and community development,
- j) utilise safely varied materials, tools and equipment in production of articles of aesthetic and functional value,
- k) appreciate the use of raw materials in production of functional items for economic development.

## **ESSENCE STATEMENT**

Prevocational skills are a set of competencies that a learner should acquire prior to entering any vocational training or career field. Prevocational skills learning area is meant to expose learners to a variety of basic vocational skills and values necessary for self-development and vocational training as well as an avenue to identification of talents and interests that form the basis of future vocational training and apprenticeship. In order to achieve this objective, learners at this level are introduced to skills in creative arts, building and construction, skills in technical areas, agriculture, job preparedness and home management. Further, functional mathematical skills have been integrated in the learning experiences where applicable.

The Prevocational Skills pedagogy is practical-based learning in real life settings so as to facilitate effective acquisition of skills. Consequentially, the teacher should use authentic and appropriate learning activities and varied learning resources to promote interactive learning. This will make Prevocational Skills meaningful, interactive, purposeful, enticing and enjoyable to the learner as they prepare to get to the Vocational Level. This learning area is anchored on the constructivism theories which assert that human beings construct knowledge while participating in different mental and physical experiences. In view of this, learners with disabilities will require exposure to practical skills to facilitate the acquisition of relevant competencies through learning.

## **GENERAL LEARNING OUTCOMES**

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

1. utilize basic creative art skills in production of functional and aesthetic items,
2. demonstrate basic building and construction competencies as a requisite for vocational training,
3. acquire various technical skills for vocational training and career development,
4. perform various farm practices for self-reliance,
5. develop suitable job readiness skills and values necessary for the job market and service industry,
6. apply home management skills in cookery, laundry and garment making for career development,
7. utilize information Communication Technology in learning and self-development,
8. appreciate prevocational skills as a basis for vocational training and self-fulfilment

### SUMMARY OF STRANDS AND SUB STRANDS

S/No.	STRANDS	SUB STRANDS
1.0	Picture Making	1.1 Drawing
		1.2 Painting
		1.3 Collage Techniques
		1.4 Mosaic Techniques
		1.5. Montage Technique
2.0	Paper Craft	2.1 Paper Decorations
		2.2 Lampshades
		2.3 Kites
		2.4 Envelope making
3.0	Jewellery and Ornament Making	3.1 Jewellery Making
		3.2 Wall Hangings
4.0	Sculpture	4.1 Carving
		4.2 Modelling
5.0	Wood work	5.1 Making a Chopping Board
		5.2 Making a Cooking Stick
		5.3 Making a Rolling Pin
6.0	Concrete works	6.1 Making a Concrete Slab
		6.2 Making a Concrete Ventilation
7.0	Weaving	7.1 Loom Weaving
		7.2 Tapestry
8.0	Pattern Making	8.1 Print Patterns
		8.2 Fabric Decoration
9.0	Leather Craft	9.1 Making Leather Items
		9.2 Care for leather items
10.0	Hairdressing and Beauty Therapy	10.1 Hairdressing
		10.2 Beauty Therapy
11.0	Home care	11.1 Cookery
		11.2 Making Detergents
		11.3 Laundry

12.0	Garment Making	12.1 Running Stitches
		12.2 Embroidery
		12.3 Knitting
13.0	Farming Skills	13.1 Crop farming
		13.2 Poultry farming

DRAFT

## 1.0 PICTURE MAKING

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>1.0 Picture Making</b>	<b>1.1 Drawing</b>	<p>By the end of the Sub Strand, the learner should be able to:</p> <ul style="list-style-type: none"> <li>a) identify items used for drawing pictures for awareness,</li> <li>b) draw pictures of different objects for skill acquisition,</li> <li>c) enjoy drawing pictures for self-expression and fun.</li> </ul>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>● observe or listen to verbal or tactual descriptions of pictures or watch audio visual clips or animations of different items used in drawing or modelling such as textured paper, crayons, pencils, books, picture cards, news print, manila paper, plasticine, clay, dotted outlines of common shapes, pictures or picture cut outs or embossed pictures and identify them <i>(a learner with severe communication difficulties could use Augmentative and Alternative Communication while the one with motor or manipulation difficulties to use alternative functional parts of the body or be assisted by peers or Learner Support Assistant or teacher),</i></li> <li>● collect items used in drawing or modelling such as pencils, pens, crayons, colour pencils, plasticine, chalk, charcoal, textured paper, drawing books, picture cards, news print, manila paper, clay, dotted outlines of common shapes, pictures or picture cut outs or embossed pictures and identify them <i>(a learner with motor or manipulation or mobility difficulties could use alternative parts of the body or be assisted by peers or learner support assistants or teacher. Provide tactile modelling and physical guidance to a learner with deafblindness),</i></li> <li>● participate in demonstrations on drawing or modelling (for the learner with blindness) by: i) assembling the</li> </ul>	<ol style="list-style-type: none"> <li>1. What materials do you use to draw?</li> <li>2. How do you draw or model?</li> </ol>

			<p>materials to be used, ii) moving to the working area, iii) sitting appropriately, iv) positioning the drawing or modelling materials appropriately, v) grasping the drawing material or manipulating the modelling materials, vi) drawing or modelling a table, a house, a tree, a flower, a chair, a car,</p> <ul style="list-style-type: none"> <li>● practise drawing or modelling different objects found in the learning environment (<i>a learner with motor or manipulation difficulties could use alternative functional parts of the body or be assisted by peers or Learner support assistant or teacher or be given an alternative corresponding activity as per his or her functional ability. Safety precautions should be observed for all learners</i>),</li> <li>● display the drawn finished work for feedback,</li> <li>● clear the working area, collect and store the resources used appropriately.</li> </ul>	
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>● Learning to learn: as the learner observes and draws or models various things in the environment.</li> <li>● Creativity and imagination: as the learner draws or models different things found in the learning environment.</li> </ul>				
<p><b>Values:</b>          Responsibility: is nurtured as the learner cares for the materials used in drawing or modelling          Love: is nurtured as learners support one another and share learning resources.</p>				
<p><b>Pertinent and Contemporary Issues (PCIs):</b></p> <ul style="list-style-type: none"> <li>● Education for Sustainable Development: as the learner makes use of the locally available materials in drawing or modelling.</li> <li>● Safety: as the learner observes safety of self and others when carrying out the activities.</li> </ul>				
<p><b>Link to Other Learning Areas:</b>          The learner is able to relate the skills used in identifying items used for drawing pictures to identifying things found in the shopping area in Communication and Functional Literacy Skills.</p>				



**Suggested Learning Resources:**

Drawing papers, pencils, crayons, flashcards, charts, audio visual clips, motifs, picture cut outs, templates, stencils, embossed pictures, plasticine, clay, Learner Support Assistant, AAC resources, tracing papers, digital devices with assistive technology, drawing books

**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 draw or model things	i. Drawing or modelling a table			
		ii. Drawing or modelling a house			
		iii. Drawing or modelling a tree			
		iv. Drawing or modelling a flower			
		v. Drawing or modelling a chair			
		vi. Drawing or modelling a car			

***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 draw or model things.	The learner draws or models 4 things	The learner draws or models 3 things	The learner draws or models 2 things	The learner draws or models 1 or none of the things

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>1.0 Picture Making</b>	<b>1.2 Painting</b>	By the end of the Sub Strand, the learner should be able to: a) identify different items used in painting, b) prepare water-based paint in readiness for painting, c) paint different shapes and pictures for skill acquisition, d) appreciate the use of painted items for aesthetics and income generation.	The learner is guided to: <ul style="list-style-type: none"> <li>observe or listen to verbal or tactual descriptions of pictures or painting materials presented or watch audio visual clips or animations on painting pictures using water-based paints and identify items used (<i>a learner with severe communication difficulties could use Argumentative and Alternative Communication to identify the items while the one with manipulation difficulties could be assisted by peers or learner support assistant or teacher. Adjust the lighting for learners with visual difficulties</i>),</li> <li>collect materials used in painting such as painting brushes, water, containers and water-based paints, colour palettes and paper, canvas, manilla paper (<i>a learner with motor and</i></li> </ul>	<ol style="list-style-type: none"> <li>What materials do we use in painting pictures?</li> <li>How do we paint pictures?</li> </ol>

			<p><i>manipulation difficulties could use alternative functional parts of the body or be assisted by peers or Learner Support Assistants or teacher),</i></p> <ul style="list-style-type: none"> <li>● participate in preparation of water-based paint by assembling the materials to be used, scooping out paint powder into containers using a scooping spoon while counting the number of scoops used, measuring and adding the appropriate amount of water by using different sizes of containers and mixing the water and the paint in the required proportions appropriately.</li> <li>● paint shapes and pictures by: i) preparing the painting space, ii) sketching the picture with a pencil, iii) choosing the appropriate adaptive tools such as brush, stencils for tracing shapes or textured surfaces, iv) practising the brush strokes to help develop their creativity and fine motor skills, v) painting shapes and pictures using different painting techniques,</li> <li>● use different painting techniques such as finger painting, sponge painting, wet or dry brush, blotting, water colour, blow painting, splattering and glazing to paint different shapes and pictures <i>(a learner who are deafblind could be provided with picture outlines/ embossed pictures and be supported to paint. Safety of all learners should be observed when carrying out the activities),</i></li> </ul>	
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			<ul style="list-style-type: none"> <li>● spread the painted pictures to dry, take photos and or record videos of peers taking part in the painting activities,</li> <li>● display the finished work for feedback,</li> <li>● clear the working area and store materials appropriately.</li> </ul>	
<b>Core Competencies to be developed:</b> <ul style="list-style-type: none"> <li>● Communication and collaboration: as learners work together when painting.</li> <li>● Creativity and imagination: as the learner produces unique painted pictures.</li> </ul>				
<b>Values:</b> <ul style="list-style-type: none"> <li>● Unity: is promoted as learners share resources when painting.</li> <li>● Respect: is nurtured as learners take turns in using the painting resources.</li> </ul>				
<b>Pertinent and Contemporary Issues (PCIs):</b> Safety: as the learner observes safety of self and others during the activities.				
<b>Link to Other Learning Areas:</b> The learner is able to relate the skills used in painting pictures to manipulative skills in Physical Education.				
<b>Suggested Learning Resources:</b> Water colours, paints, painting brushes, drawing media/surfaces, palettes, crayons, masking tapes, digital devices, video clips, pictures, water, containers, rulers, pencils, assistive technology, AAC resources, mirror board, stencils, books, manila papers and learner support assistant.				

## SUGGESTED ASSESSMENT GUIDES

### 1. Assessment Checklist

Learner's Name \_\_\_\_\_

S/No.	Indicator	Skills Assessed	Tick as appropriate		Teacher's comment
			Demonstrated	Not Demonstrated	
1	Ability to identify different items used for painting.	i. Identifying water-based paints.			
		ii. Identifying painting brushes.			
		iii. Identifying crayons.			

		iv. Identifying pellets.			
		v. Identifying stencils.			
2	Ability to prepare water-based paint following the correct steps.	i. Assembling the painting materials.			
		ii. Scooping the paint powder into containers as they count the number of scoops.			
		iii. Measuring and adding the right amount of water by using different sizes of containers.			
		iv. Mixing the water and the paint in the required proportions appropriately.			
3	Ability to paint different shapes and pictures following the correct steps.	i. Preparing painting space.			
		ii. Sketching the picture with a pencil.			
		iii. Choosing the appropriate adaptive tools.			
		iv. Practicing the brush strokes.			
		v. Painting shapes and pictures using different painting techniques.			

***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

<b>Level</b> <b>Indicator</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to identify different items used for painting.	The learner identifies 5 items used for painting.	The learner identifies 3 to 4 items used for painting.	The learner identifies 2 items used for painting.	The learner identifies 1 or none of the items used for painting.
Ability to prepare water-based paint following the correct steps.	The learner prepares water-based paint following 4 correct steps.	The learner prepares water-based paint following 3 correct steps.	The learner prepares water-based paint following 2 correct steps.	The learner prepares water-based paint following 1 or none of the steps.
Ability to paint different shapes and pictures following the correct steps.	The learner paints shapes and pictures following 5 correct steps.	The learner paints shapes and pictures following 3 to 4 correct steps.	The learner paints shapes and pictures following 2 correct steps.	The learner paints shapes and pictures following 1 or none of the steps.

<b>Strand</b>	<b>Sub Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Suggested Key Inquiry Question(s)</b>
<b>1.0 Picture Making</b>	<b>1.3 Collage technique</b>	By the end of the Sub Strand, the learner should be able to: a) identify pictures made using collage technique for familiarisation, b) identify materials used in making collage pictures for awareness,	The learner is guided to: <ul style="list-style-type: none"> <li>observe or explore or listen to verbal or tactual description of different types of collage pictures presented (paper collage pictures, mixed media pictures collage, photomontage collage) and identify them (<i>a learner with severe communication difficulties could use augmentative and alternative communication while the one with motor and manipulation difficulties could use</i></li> </ul>	1. What materials do we use in making collage pictures?  2. How do we make pictures

		<p>c) create pictures using collage technique for creativity and aesthetics,</p> <p>d) value collage work as a means of producing pictures for aesthetics and income generation.</p>	<p><i>alternative functional parts of the body or be assisted by peers or Learner Support Assistants or teacher),</i></p> <ul style="list-style-type: none"> <li>● observe or listen to verbal or tactual descriptions or watch audio visual clips or animations on making pictures using collage technique (<i>Learner with severe communication difficulties could use Augmentative and Alternative Communication to identify the items</i>)</li> <li>● collect materials used for making collage pictures such as paper, magazine and newspaper cut-outs, fibre, fabric, paint, photographs, foil paper, coloured paper, matchsticks, bottle tops, leaves, seeds, eggshells, twigs, buttons, feathers, photos (<i>learner with motor or manipulation difficulties could use alternative parts of the body or be assisted by peers or learner support assistants or teacher or be given an alternative corresponding activity as per their functional ability. Provide tactile modelling and physical guidance to learner with deafblindness</i>),</li> <li>● participate in a demonstration of making pictures using the collage technique by drawing an outline of pictures, assembling the materials to be used in the collage, folding or cutting or tearing the pieces into different shapes and designs, spreading the pieces to design the collage by laying it on a surface, adding decorations by using ribbons, beads, strings or feathers, glueing the collage, letting the collage dry,</li> </ul>	<p>using collage technique?</p>
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			<ul style="list-style-type: none"> <li>● practise making pictures using the collage technique. (<i>Safety precautions should be observed for all learners</i>),</li> <li>● display the finished collage work in class and take photographs for feedback.</li> <li>● clear the working area and store the items appropriately.</li> </ul>	
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>● Digital Literacy: as the learner manipulates digital devices and watch/ listen to video clips on collage technique.</li> <li>● Communication and Collaboration: as learners share resources to create pictures using collage technique.</li> </ul>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>● Respect: is nurtured as learners appreciate each other's work.</li> <li>● Responsibility: is enhanced as learners care for own and others' materials.</li> </ul>				
<p><b>Pertinent and Contemporary Issues (PCIs):</b></p> <ul style="list-style-type: none"> <li>● Environmental issues in education: as learners are sensitised on re-use of materials in making pictures using collage technique.</li> </ul>				
<p><b>Link to Other Learning Areas:</b></p> <p>The learner is able to relate the skills used in creating collage pictures to manipulative skills in Physical Education.</p>				
<p><b>Suggested Learning Resources:</b></p> <p>Papers, fabric, canvas material, coloured paper, paint, photographs, scissors, pencils, digital devices, video clips, glue or adhesives, pens, feathers, newspapers, rulers, devices with assistive technology, AAC resources and mirror board,</p>				



## SUGGESTED ASSESSMENT GUIDES

### 1. Assessment Checklist

Learner's Name \_\_\_\_\_

S/No.	Indicator	Skills Assessed	Tick as appropriate		Teacher's comment
			Demonstrated	Not Demonstrated	
1	Ability to identify materials used in making collage pictures	i. Identifying coloured paper.			
		ii. Identifying magazine and newspaper cut-outs.			
		iii. Identifying foil paper.			
		iv. Identifying seeds.			
		v. Identifying eggshells.			
		vi. Identifying buttons.			
		vii. Identifying feathers.			
2	Ability to make collage pictures following the correct steps	i. Drawing an outline of a picture on a carton or manilla paper to develop a theme to be used in collage			
		ii. Assembling the materials to be used in making collage.			
		iii. Folding or cutting or tearing the pieces into different shapes and designs			
		iv. Spreading the pieces on a surface to design the collage.			
		v. Adding embellishments using ribbons, beads, strings or feathers,			
		vi. Glueing the collage and letting the collage dry.			

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

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*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

<b>Indicator \ Level</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to identify materials used in making collage pictures	The learner identifies 4 materials used in making collage pictures	The learner identifies 3 materials used in making collage pictures	The learner identifies 2 materials used in making collage pictures	The learner identifies 1 or none of the materials used in making collage pictures
Ability to make collage pictures following the correct steps	The learner makes pictures using collage technique following 6 correct steps	The learner makes pictures using collage technique following 4 to 5 correct steps	The learner makes pictures using collage technique following 2 to 3 correct steps	The learner makes a picture using collage technique following 1 or none of the steps.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Picture Making	1.4 Mosaic Technique	<p>By the end of the Sub Strand, the learner should be able to:</p> <ol style="list-style-type: none"> <li>identify pictures made using mosaic technique for familiarisation,</li> <li>identify materials used in making mosaic pictures for familiarisation,</li> <li>create pictures using mosaic technique for creativity and aesthetics,</li> <li>value mosaic work as a means of producing pictures for aesthetics and income generation.</li> </ol>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>observe or explore or listen to verbal or tactual description of different types of mosaic pictures presented (such as sand picture mosaic, beads picture mosaic, seeds picture mosaic, pebbles picture mosaic, mixed media picture mosaic, marbles picture mosaic) and identify them (<i>a learner with severe communication difficulties could use Augmentative and Alternative Communication while the one with motor and manipulation difficulties could use alternative functional parts of the body or be assisted by peers or Learner Support Assistants or teacher</i>),</li> <li>observe or listen to verbal or tactual descriptions or watch audio visual clips or animations on making pictures using mosaic technique to identify items used, (<i>learner with severe communication difficulties could use Augmentative and Alternative Communication</i>),</li> <li>collect different materials used in mosaic work such as sand, small stones, pieces of broken glass, pebbles, marbles, coloured paper, shiny ribbon, beads, seeds, seashells, bottle tops, coins, glue, pencils, card board, manila paper,</li> </ul>	<ol style="list-style-type: none"> <li>What materials do we use in making mosaic pictures?</li> <li>How do we make pictures using mosaic technique?</li> </ol>

			<p>scissors (<i>learner with motor and manipulation difficulties could be assisted by peers or learner support assistants or teacher. Provide tactile modelling and physical guidance to a learner with deafblindness</i>),</p> <ul style="list-style-type: none"> <li>● participate in demonstrations of making mosaic pictures by: i) drawing an outline or tracing along dotted lines of a picture on manilla paper or card board such as an outline of a house, ii) choosing materials to be used in the mosaic work, iii) cutting the selected materials into small pieces to the desired sizes and shapes, iv) applying glue or paste on the picture, v) pasting the selected cut outs on the picture outline to form the desired pattern, vi) letting the mosaic dry (<i>safety of all learners should be observed when carrying out the activities</i>),</li> <li>● make pictures and decorative images using the mosaic technique and locally available materials (<i>learner with motor and manipulation difficulties could be assisted by peers or learner support assistants or teacher. Provide tactile modelling and physical guidance to a learner with deafblindness</i>),</li> <li>● display mosaic work in class and take photographs for feedback.</li> <li>● clear the working area and store the items appropriately.</li> </ul>	
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<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• Digital Literacy: as the learner manipulates digital devices and watch/ listen to video clips on mosaic technique.</li> <li>• Communication and Collaboration: as learners work together in pairs and groups to create pictures using mosaic technique.</li> </ul>
<p><b>Values:</b></p> <p>Responsibility: is enhanced as the learner collects different materials used in making mosaic pictures.</p>
<p><b>Pertinent and Contemporary Issues (PCIs):</b></p> <ul style="list-style-type: none"> <li>• Environmental issues in education: as the learner re-uses materials in making mosaic pictures.</li> <li>• Safety: as the learner observes safety of self and others when using materials and tools in creating pictures using mosaic technique.</li> </ul>
<p><b>Link to Other Learning Areas:</b></p> <p>The learner relates the skills used in creating pictures using mosaic technique to manipulative skills in Physical Education.</p>
<p><b>Suggested Learning Resources:</b></p> <p>Coloured paper, manila paper, scissors, cartons, pebbles, sand, marble, shiny ribbon, pencils, digital devices, video clips, adhesives, pens, different media surfaces, rulers, assistive technology, and mirror board, object of reference, AAC resources and calendar system.</p>

## SUGGESTED ASSESSMENT GUIDES

### 1. Assessment Checklist

Learner's Name \_\_\_\_\_

S/No.	Indicator	Skills Assessed	Tick as appropriate		Teacher's comment
			Demonstrated	Not Demonstrated	
1	Ability to identify materials used in making mosaic pictures.	i. Identifying sand.			
		ii. Identifying small stones.			
		iii. Identifying pebbles.			
		iv. Identifying coloured paper.			
		v. Identifying marbles.			

		vi. Identifying shiny ribbon.			
		vii. Identifying seeds.			
		viii. Identifying glue.			
		ix. Identifying cardboards.			
2	Ability to create pictures using mosaic technique following the correct steps.	i. Drawing an outline or tracing along dotted lines of a picture on manilla paper or card board,			
		ii. Choosing materials to be used in the mosaic work			
		iii. Cutting the selected materials into small pieces to the desired sizes and shapes.			
		iv. Applying adhesive on the sketch or picture outline.			
		v. Pasting the selected cut outs on the picture outline to form the desired pattern			
		vi. Letting the mosaic dry			

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

***Teacher's Name*** \_\_\_\_\_

***Signature*** \_\_\_\_\_

***Date of assessment*** \_\_\_\_\_

## 2. Rating Guide for the Learner's Performance

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

<b>Level</b> <b>Indicator</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to identify materials used in making mosaic pictures.	The learner identifies 7 to 9 materials used in making mosaic pictures,	The learner identifies 4 to 6 materials used in making mosaic pictures.	The learner identifies 2 to 3 materials used in making mosaic pictures.	The learner identifies 1 or none of the materials used in making mosaic pictures
Ability to create pictures using mosaic technique following the correct steps.	The learner creates pictures using mosaic technique following 6 correct steps.	The learner creates pictures using mosaic technique following 4 to 5 correct steps.	The learner creates pictures using mosaic technique following 2 to 3 correct steps.	The learner creates a mosaic picture following 1 or none of the steps.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>1.0 Picture Making</b>	<b>1.5. Montage Technique</b>	<p>By the end of the Sub Strand, the learner should be able to:</p> <ul style="list-style-type: none"> <li>a) identify pictures made using montage technique for familiarisation,</li> <li>b) identify materials used in making pictures using montage technique,</li> <li>c) create pictures using montage technique for aesthetics and skill acquisition,</li> <li>d) appreciate art work created using montage technique</li> </ul>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>● observe or explore or listen to verbal or tactual description of different types of montage pictures presented (such as photo montage, people montage, face montage, portrait montage, sports montage) and identify them (<i>a learner with severe communication difficulties could use Augmentative and Alternative Communication while the one with motor and manipulation difficulties could use alternative functional parts of the body or be assisted by peers or Learner Support Assistants or teacher</i>),</li> <li>● observe or listen to verbal or tactual descriptions or watch audio visual clips or animations on making pictures using montage technique and identify materials used (<i>learner with severe communication difficulties could use Augmentative and Alternative Communication to identify materials</i>),</li> <li>● collect items used for making montage such as cut out pictures from old magazines or newspapers, photographs, manilla paper, card board, pieces of cloth, shiny ribbons, scissors, adhesives and arrange them according to functions, materials, size, shape and measurements (<i>learner with motor and manipulation difficulties could use alternative functional parts of the body or be assisted by peers or learner support assistants or teacher</i>),</li> </ul>	<ol style="list-style-type: none"> <li>1. What materials do we use in making montage pictures?</li> <li>2. How do we make pictures using montage technique?</li> </ol>



			<ul style="list-style-type: none"> <li>● participate in demonstrations of making montage pictures by drawing an outline of a picture on manila paper or carton, choosing materials to be used in the montage work, cutting the selected materials into the desired sizes and shapes, applying glue or paste on the picture, counting the pieces of selected materials, pasting the selected materials on the picture outline to form the desired pattern, letting the montage dry. <i>(Provide tactile modelling and physical guidance to a learner with deafblindness),</i></li> <li>● use montage technique to create decorative images using locally available materials. <i>(safety of all learners should be observed),</i></li> <li>● display the completed montage work in class for feedback.</li> <li>● clear the working area and store materials and tools appropriately.</li> </ul>	
<p><b>Core Competencies to be developed:</b> Creativity and imagination: as learners use montage technique to create decorative images using locally available materials</p>				
<p><b>Values:</b> Unity: as learners support one another to collect materials to be used in creating decorative images using montage technique.</p>				
<p><b>Pertinent and Contemporary Issues (PCIs):</b></p> <ul style="list-style-type: none"> <li>● Safety: as learners carefully manipulate materials to create pictures using montage technique.</li> <li>● Environmental Issues in education: as learners are sensitised on re-use of materials in making pictures using montage technique.</li> </ul>				
<p><b>Link to Other Learning Areas:</b> The learner relates the skills used in creating pictures using montage technique to manipulative skills in Physical Education.</p>				
<p><b>Suggested Learning Resources:</b> Paper, scissors, newspapers, magazines, pencils, digital devices, video clips, adhesives, pens, media surfaces, rulers, picture cut outs, photographs, stencils, assistive technology,</p>				

## SUGGESTED ASSESSMENT GUIDES

### 1. Assessment Checklist

Learner's Name \_\_\_\_\_

S/No.	Indicator	Skills Assessed	Tick as appropriate		Teacher's comment
			Demonstrated	Not Demonstrated	
1	Ability to identify materials used in montage technique.	i. Identifying picture cutouts from magazines and newspapers .			
		ii. Identifying photographs.			
		iii. Identifying manila papers or cardboards .			
		iv. Identifying pieces of cloth.			
		v. Identifying shinny ribbons.			
		vi. Identifying pair of scissors.			
		vii. Identifying adhesives.			
2	Ability to make pictures using montage technique following the correct steps.	i. Collecting the items to be used.			
		ii. Drawing an outline of the picture on a manilla paper or cardboard.			
		iii. Cutting the materials into required sizes and shapes.			
		iv. Applying glue or paste on the picture outline.			
		v. Pasting the pictures or photos to form the desired pattern using adhesives.			
		vi. Letting the montage to dry.			

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

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*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

<b>Level</b> <b>Indicator</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to identify items used in montage technique.	The learner identifies 4 items used in montage technique.	The learner identifies 3 items used in montage technique.	The learner identifies 2 items used in montage technique.	The learner identifies 1 or none of the items used in montage technique.
Ability to make pictures using montage technique following the correct steps	The learner makes pictures using montage technique following 6 correct steps	The learner makes pictures using montage technique following 4 to 5 correct steps	The learner makes pictures using montage technique following 2 to 3 correct steps	The learner makes a picture using montage technique following 1 or none of the steps.

## 2.0 PAPER CRAFT

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Paper Craft	2.1 Paper Decorations	<p>By the end of the Sub Strand, the learner should be able to:</p> <ol style="list-style-type: none"> <li>identify items made using paper decorations for awareness,</li> <li>identify materials used in making paper decorations,</li> <li>make various types of paper decorations for skill acquisition,</li> <li>appreciate making paper decorations for aesthetics and income generation,</li> </ol>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>observe or explore or listen to verbal or tactual description of items made of paper decorations presented (such as paper fan decorations, Christmas paper decorations, paper wall decorations, paper flower decorations) and identify them (<i>a learner with severe communication difficulties could use Augmentative and Alternative Communication while the one with motor and manipulation difficulties could use alternative functional parts of the body or be assisted by peers or Learner Support Assistants or teacher</i>),</li> <li>observe or listen to verbal or tactual description or watch audio visual clips on making paper decorations and identify materials used (<i>learner with severe communication difficulties could use Augmentative and Alternative Communication</i>),</li> <li>collect materials used in making paper decorations such as coloured papers, magazines, newspapers, paper ribbons, pair of scissors, thread, glitters, cotton twine (<i>learner with motor and manipulation difficulties could use alternative functional</i></li> </ul>	<ol style="list-style-type: none"> <li>What materials do we use in making paper decorations?</li> <li>How are paper decorations made?</li> <li>Why are paper decorations made?</li> </ol>

			<p><i>parts of the body or be assisted by peers or learner support assistants or teacher to make paper decorations),</i></p> <ul style="list-style-type: none"> <li>● prepare in readiness for making paper decorations by moving to the working area, laying the paper on the working surface, measuring the required size, drawing of shapes or designs, marking the outline with dots or embossing the outline using cotton twine,</li> <li>● participate in a demonstration of making paper decorations by tracing over the dotted lines, drawing outlines of shapes or designs, folding, cutting, pinning/ joining, interlacing paper strips to make paper decorations of various designs and sizes. <i>(Provide tactile modelling and physical guidance to a learner with deaf blindness),</i></li> <li>● practice making paper decorations and observe safety of self and others when carrying out the activities,</li> <li>● display finished work for feedback</li> <li>● clear the working area and store the materials used appropriately.</li> </ul>	
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>● Creativity and imagination: as the learner makes unique patterns of paper decorations.</li> <li>● Self-efficacy: as the learner successfully makes paper decorations</li> </ul>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>● Respect: is enhanced as the learner accommodates diverse opinions when given feedback on the finished work.</li> <li>● Responsibility: is nurtured as the learner observes safety of self and others when making paper decorations.</li> </ul>				

**Pertinent and Contemporary Issues:(PCIs)**

- Social cohesion: as learners share resources for making paper decorations and feel safe when carrying out the activities
- Safety: as learners take precautions while using cutting materials in making paper decorations.

**Link to other Learning Areas:**

The learner is able to relate watching audio visual clips to operating digital devices (Phones, computer) in Daily living skills and Nutrition.

**Suggested Learning Resources:**

Papers, pins, scissors, ribbons, pencils, crayons, digital devices, video clips, wire, manila paper, thread, glue, masking tape, assistive technology, mirror boards, multipurpose slanting boards, calendar system, coloured paper

**SUGGESTED ASSESSMENT GUIDES****1. Assessment Checklist**

Learner's Name \_\_\_\_\_

S/No.	Indicator	Skills Assessed	Tick as appropriate		Teacher's comment
			Demonstrated	Not Demonstrated	
1	Ability to identify materials used in making paper decorations	i. Identifying coloured paper.			
		ii. Identifying a pair of scissors.			
		iii. Identifying cotton twine.			
		iv. identifying ribbons.			
2	Ability to prepare for making paper decorations	i. Moving to the working area.			
		ii. Laying the paper on the working surface.			
		iii. Measuring the required size.			
		iv. Marking the outline.			
		v. Cutting along the marked outline.			
3		i. Making paper decorations by folding.			

Ability to make paper decorations following the correct steps.	ii. Making paper decorations by cutting.			
	iii. Making paper decorations by pinning/ joining.			
	iv. Making paper decorations by interlacing paper strips.			

**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

<b>Level</b> <b>Indicator</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to identify materials used in making paper decorations.	The learner identifies 4 materials used in making paper decorations.	The learner identifies 3 materials used in making paper decorations.	The learner identifies 2 materials used in paper decorations.	The learner identifies 1 or none of the materials used in making paper decorations .
Ability to prepare for making paper decorations	The learner prepares to make paper decorations following 4 steps	The learner prepares to make paper decorations following 3 steps	The learner prepares to make paper decorations following 2 steps	The learner prepares to make paper decorations following 1 or none of the steps.
Ability to make paper decorations following the correct steps.	The learner makes paper decorations following 4 correct steps.	The learner makes paper decorations following 3 correct steps.	The learner makes paper decorations following 2 correct steps.	The learner makes paper decorations following 1 or none of the steps.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Paper Craft	2.2 Lampshades	<p>By the end of the Sub Strand, the learner should be able to:</p> <ul style="list-style-type: none"> <li>a) identify of lampshades of different shapes for awareness,</li> <li>b) identify materials and tools used in making paper lampshades,</li> <li>c) make paper lampshades for aesthetics and functional purposes,</li> <li>d) enjoy making paper lampshades for aesthetics and income generation.</li> </ul>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>● observe or explore or listen to verbal or tactual description of pictures or lampshades of different shapes (round, cylindrical, empire) presented and identify them (<i>a learner with severe communication difficulties could use augmentative and alternative communication when identifying beaded items presented. A learner with motor and manipulation difficulties could use alternative functional parts of the body or be assisted by peers or Learner Support Assistants or teacher</i>),</li> <li>● observe or listen to verbal or tactual descriptions of pictures or watch audio visual clips or animations on making paper lampshades and identify materials and tools used (<i>a learner with severe communication difficulties could use Augmentative and Alternative Communication to identify the materials and tools</i>),</li> <li>● assemble materials and tools used for making lampshades such as paper, manila paper, construction paper, pair of scissors, a craft knife, thread, glue, clear tape, pins, pencils, wire, masking tapes, decorative paper, lampshade rings,</li> <li>● prepare for making lampshades by: i) moving to the working area, ii) laying the</li> </ul>	<ol style="list-style-type: none"> <li>1. What materials do we use in making lampshades?</li> <li>2. How are paper lampshades made?</li> <li>3. Why are paper lampshades made?</li> </ol>



			<p>paper on the working surface (<i>a learner with manipulation and mobility difficulties could be supported by peers or learner support assistant or teacher</i>),</p> <ul style="list-style-type: none"> <li>participate in a demonstration on making lampshades as follows: <b>cylindrical lampshades</b> by i) Measuring the required paper size, ii) Marking the outline with dots or embossing the outline using cotton twine, iii) Tracing over dotted lines and drawing an outline of the shape and design of lampshade, iv) Cutting along the marked outline of the paper, v) Taping the other side of the pieces of paper together to form a cylindrical shape, vi) Adding lampshade ring to the shade, <p><b>Empire lampshade</b> by: i) Creating a template by rolling an empire lampshade (sample) across a large sheet of paper and tracing the outline as you go, ii) Cutting out the template while leaving at least an inch of extra paper on each side, iii) Checking to make sure that the template is large enough by wrapping it around the shade, iv) Tracing the template on the back side of a decorative paper and cutting out, v) Taping the sides of the template together to form an empire shade, vi) Applying adhesive on both the back side of the decorative paper and the empire shade with a light coating of adhesive, vii) Attaching the decorative paper to the shade and smoothing it down, viii)</p> </li></ul>	
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			<p>Binding lampshade rings with cotton tape, ix) Pegging rings to the lampshade, ix) Trimming any overhang with a pair of scissors or craft knife, x) Glueing a strip of hem tape around the top and bottom and folding it over the edge for a more finished look, xi) Using clothes pegs to hold the trim in place as it dries,</p> <ul style="list-style-type: none"> <li>● practise making paper lampshades of various designs and sizes by folding, cutting, pinning/ joining, interlacing paper strips (<i>Safety precautions should be observed for all learners</i>),</li> <li>● display the finished work in class for feedback and take photographs to put in his or her portfolio,</li> <li>● clear the working area and store the materials and tools appropriately.</li> </ul>	
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>● Communication and collaboration: as learners work together in pairs or groups to make paper lampshades.</li> <li>● Learning to learn: as the learner identifies materials and tools used in making paper lampshades.</li> </ul>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>● Unity: is nurtured as learners share resources when making paper lampshades.</li> <li>● Responsibility: is enhanced as learners take care of materials and the digital devices.</li> </ul>				
<p><b>Pertinent and Contemporary Issues (PCIs):</b> Safety: as the learner observes safety of self and others when making paper lampshades.</p>				
<p><b>Link to Other Learning Areas:</b> The learner is able to relate skills used in making lampshades to manipulative skills in Physical Education.</p>				

**Suggested Learning Resources:**

Papers, manilla papers, canvas, ribbons, pins, scissors, razor blades, pencils, digital devices, video clips, wire, thread, glue, masking tape, assistive devices with assistive technology, mirror boards, multipurpose slanting boards, pieces of wood, construction paper, a craft knife, thread, glue, clear tape, decorative paper, lampshade rings,

**SUGGESTED ASSESSMENT GUIDES****1. Assessment Checklist**

Learner's Name \_\_\_\_\_

S/No.	Indicator	Skills Assessed	Tick as appropriate		Teacher's comment
			Demonstrated	Not Demonstrated	
1	Ability to identify materials used in making paper lampshades	i. Identifying paper.			
		ii. Identifying adhesives.			
		iii. Identifying wire.			
		iv. Identifying masking tape.			
		v. Identifying lampshade rings			
		vi. Identifying thread.			
2	Ability to make a cylindrical paper lampshades following the correct steps	i. Measuring the required paper size.			
		ii. Marking the outline with dots or embossing the outline using cotton twine.			
		iii. Tracing over dotted lines and drawing an outline of the shape and design of lampshade.			
		iv. Cutting along the marked outline of the paper.			

		v. Taping the sides of the pieces of paper together to form a cylindrical shape			
		vi. Adding lampshade ring to the shade			

*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

<b>Level</b> <b>Indicator</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to identify items used in making paper lampshades.	The learner identifies 4 items used in making paper lampshades.	The learner identifies 3 items used in making paper lampshades.	The learner identifies 2 items used in making paper lampshades.	The learner identifies 1 item used in making paper lampshades or none.
Ability to make a cylindrical paper lampshades following the correct steps	The learner makes a cylindrical paper lampshades following 6 correct steps	The learner makes a cylindrical paper lampshades following 4 to 5 correct steps	The learner makes a cylindrical paper lampshades following 2 to 3 correct steps	The learner makes a cylindrical paper lampshades following 1 step or none

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Paper craft	2.3 Kites	<p>By the end of the Sub Strand, the learner should be able to:</p> <ol style="list-style-type: none"> <li>identify types of paper kites for familiarisation,</li> <li>identify materials and tools used in making paper kites,</li> <li>make paper kites for aesthetics and recreation,</li> <li>appreciate the importance of paper kites in aesthetics and recreation.</li> </ol>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>observe or explore or listen to verbal or tactual description of pictures or paper kites of different shapes (diamond kites, paper airplane kites, umbrella kites) presented and identify them using appropriate mode of communication,</li> <li>observe or listen to verbal or tactual descriptions of pictures or watch audio visual clips or animations on making paper kites and identify materials and tools used (<i>a learner with severe communication difficulties could use Augmentative and Alternative Communication to identify the materials and tools</i>),</li> <li>assemble materials and tools used for making paper kites such as paper, a pair of scissors or hole punch, pencils, kite strings, wire, wooden skewers or sticks or straws, stapler, needles, pins, ribbons, newspapers, manila paper, cardboard, ruler, masking tape (<i>learners with manipulation difficulties could be supported by peers or learner support assistant or teacher</i>),</li> <li>participate in a demonstration on making paper kites as follows: <b>Easy paper kite</b> by: i) Laying out the piece of paper on the working surface, ii) Measure the size of paper required, iii) Cutting along the marked outline, iv) Folding the paper into half, v) Marking a point on the top of the paper about 1 inch from the fold, vi) Marking a point on the bottom of the paper about 1 inch from the open side, vii) drawing a line connecting the 2 points, viii) Folding the top corner of the paper down along the line, ix) Flipping the paper over and folding the other</li> </ul>	<ol style="list-style-type: none"> <li>What materials do we use in making paper kites?</li> <li>How are paper kites made?</li> </ol>

			<p>side down to match the side folded, x) Flipping the paper back and taping along the middle seam, xi) Laying a stick or straw (cut to size) across the kite and tape it in place, xii) Flipping the kite back over and straightening the "spine", xiii) Marking a spot about a third of the way down the spine and about half an inch from the edge, xiv) Putting tape over the mark to reinforce it on both sides, xv) Using your hole punch or scissors to make a hole in the spot, Tying the kite string through the hole using a good knot,</p> <p><b>A diamond paper kite</b> by: i) Making the Frame as follows: Making a lowercase T-shape with the sticks, Attaching the 2 sticks together with string and glue, Making 1 to 2 (2.5 to 5.1 cm) horizontal notches at the end of each stick, Stretching the string around the frame, ii) Measuring and Cutting the Sail as follows: Using a paper or plastic bag or fabric that is 40 inches (100 cm) wide for the sail, Spreading the material for the sail flat on the ground, Placing the frame in the centre of the sail, Outlining the frame with a ruler to form a diamond shape on the sail with the frame in the middle of the diamond, cutting out the diamond leaving a bit of space around the outline so as to wrap the sail to the frame easily, iii) Assembling the Kite as follows: Folding the edge of the sail over the frame and glue and tape it down, Attaching the flying line, Making a kite tail with a 6 ft (1.8 m) long piece of thick string, Attaching pieces of cloth or ribbon to the tail at 1 foot (0.30 m) intervals to help the tail stay balanced and ensure the kite flies straight, Decorating the kite with markers or coloured paper as desired, Trying out the kite in a spot with no trees or power lines,</p>	
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			<ul style="list-style-type: none"> <li>● practise making paper kites of various designs and sizes (<i>a learner with motor and manipulation difficulties could use alternative functional parts of the body or be assisted by peers or learner support assistants or teacher. Safety of all learners should be observed when carrying out the activities</i>)</li> <li>● display the finished work for feedback,</li> <li>● clear the working area and store the resources appropriately.</li> </ul>	
<b>Core Competencies to be developed:</b> <ul style="list-style-type: none"> <li>● Creativity and imagination: as the learner makes different types of paper kites.</li> <li>● Learning to learn: as the learner measures the size of paper required in making paper kites.</li> </ul>				
<b>Values:</b> <ul style="list-style-type: none"> <li>● Respect: is achieved as the learner take turns with peers while playing with kite games.</li> <li>● Responsibility: is enhanced as learners take care of the digital devices while watching video clips.</li> </ul>				
<b>Pertinent and Contemporary Issues (PCIs):</b> <ul style="list-style-type: none"> <li>● Self-esteem: as learners successfully make functional paper kites.</li> <li>● Social cohesion: as learners share resources for making kites and observe safety precautions during the activities.</li> </ul>				
<b>Link to other Learning Areas:</b> The learner is able to relate the skills used in making paper kites to manipulation skills in Physical Education.				
<b>Suggested Learning Resources:</b> Papers, a pair of scissors or hole punch, pencils, ruler, digital devices, wire, thread, glue, masking tape, colours, light nylon materials, ribbons, stapler, pins, needles, kite strings, wooden skewers or sticks or straws, newspapers, manila paper, cardboard, assistive devices with assistive technology, learner support assistant.				

## SUGGESTED ASSESSMENT GUIDES

### 1. Assessment Checklist

Learner's Name \_\_\_\_\_

S/No.	Indicator	Skills Assessed	Tick as appropriate		Teacher's comment
			Demonstrated	Not Demonstrated	
1	Ability to identify materials used in making paper kites	i. Identifying paper			
		ii. Identifying wire			
		iii. Identifying kite string			
		iv. Identifying ribbons			
		v. Identifying wooden skewers or sticks			
2	Ability to make the Frame for a diamond paper kite following the correct steps	i. Making a lowercase T-shape with the sticks.			
		ii. Attaching the 2 sticks together with string and glue.			
		iii. Making 1 to 2 horizontal notches at the end of each stick.			
		iv. Stretching the string around the frame.			
3	Ability to measure and cut the Sail for a diamond paper kite following the correct steps	i. Using a paper or plastic bag or fabric for the sail.			
		ii. Spreading the material for the sail flat on the ground.			
		iii. Placing the frame in the centre of the sail.			
		iv. Outlining the frame with a ruler to form a diamond shape on the sail.			
		v. Cutting out the diamond leaving a bit of space around the outline.			
4	Ability to	i. Folding the edge of the sail over the frame, gluing and taping it down.			



assemble a diamond Kite	ii. Attaching the flying line.			
	iii. Making a kite tail with a piece of thick string			
	iv. Attaching pieces of cloth or ribbon to the tail.			
	v. Decorating the kite with markers or coloured paper.			
	vi. Trying out the kite.			

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

*Teacher's Name* \_\_\_\_\_

*Signature* \_\_\_\_\_

*Date of assessment* \_\_\_\_\_

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## 2. Rating Guide for the Learner's Performance

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

<b>Level</b> <b>Indicator</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to identify items used in making paper kites.	The learner identifies 4 items used in making paper kites	The learner identifies 3 items used in making paper kites	The learner identifies 2 items used in making paper kites	The learner identifies 1 or none of the items used in making paper kites.
Ability to make the Frame for a diamond paper kite following the correct steps	The learner makes the Frame for a diamond paper kite following 4 correct steps	The learner makes the Frame for a diamond paper kite following 3 correct steps	The learner makes the Frame for a diamond paper kite following 2 correct steps	The learner makes the Frame for a diamond paper kite following 1 step or none
Ability to measure and cut the Sail for a diamond paper kite following the correct steps	The learner measures and cut the Sail for a diamond paper kite following 5 correct steps	The learner measures and cut the Sail for a diamond paper kite following 3 to 4 correct steps	The learner measures and cut the Sail for a diamond paper kite following 2 correct steps	The learner measures and cut the Sail for a diamond paper kite following 1 step or none
Ability to assemble a diamond Kite following the correct steps	The learner assembles a diamond Kite following 6 correct steps	The learner assembles a diamond Kite following 4 to 5 correct steps	The learner assembles a diamond Kite following 2 to 3 correct steps	The learner assembles a diamond Kite following 1 step or none

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Paper craft	2.4 Envelope making	<p>By the end of the Sub Strand, the learner should be able to:</p> <ul style="list-style-type: none"> <li>a) identify types of envelopes for familiarisation,</li> <li>b) identify items used in making paper envelopes,</li> <li>c) make different types of paper envelopes for functional purposes,</li> <li>d) enjoy making functional paper envelopes for income generation.</li> </ul>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>● observe or explore or listen to verbal or tactual description of pictures or envelopes of different types (such as window, regular, square, open-end, document, airmail, mini, booklet) and sizes (such as A5, A4, A3) presented and identify them using appropriate mode of communication,</li> <li>● observe or listen to verbal or tactual descriptions of pictures or watch audio visual clips or animations on making envelopes and identify items used (<i>a learner with severe communication difficulties could use Augmentative and Alternative Communication to identify the materials and tools</i>),</li> <li>● collect items for envelope making such as paper (of any colour), wrapping paper, decorative paper, scissors, pencils, glue or tape, ruler (<i>a learner with motor and manipulation difficulties could use alternative functional parts of the body or be assisted by peers or learner support assistants or teacher</i>),</li> <li>● participate in a demonstration on envelope making as follows: <b>Making a Pouch Envelope</b> by: i) Laying paper on the work surface, ii) Measuring the required size and shape (<i>Getting a paper that's about twice as large as the desired envelope size</i>), iii) Marking the outline with dots or embossing with cotton twine, iv) Cutting out to desired shapes and sizes, v) Folding the paper over evenly to get a rectangle half the size of the original</li> </ul>	<ul style="list-style-type: none"> <li>1. How do you make paper envelopes?</li> <li>2. Why are paper envelopes made?</li> </ul>

			<p>piece, vi) Taping or gluing together the open left and right sides leaving the top open, vii) Folding down the top to make a flap,</p> <p><b>An envelope for a card</b> by: i) Laying paper on the work surface, ii) Placing the card along the bottom edge of the paper, iii) Ensuring that the paper is approximately 2 cm wider than the card on both sides and approximately 2.5 times as tall as your card, iv) Trimming the paper to the size needed, v) Folding the two longer sides of the paper, vi) Folding the bottom flap of the paper upwards, vii) Folding the top flaps of the paper into triangles, viii) Folding down the top flap of the paper, ix) Gluing or sticking the sides,</p> <ul style="list-style-type: none"> <li>● practise making different shapes and designs of envelopes following the correct procedures (<i>a learner with manipulation difficulties could use alternative functional parts of the body or be supported by peers or learner support assistants or teacher</i>),</li> <li>● display the finished work feedback and take photographs of the completed items to put in his or her portfolio (<i>Safety precautions should be observed for all learners</i>),</li> <li>● clear the working area and store the materials and tools used appropriately.</li> </ul>	
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>● Learning to learn: as the learner measures and draw outlines of different designs to make paper envelopes.</li> <li>● Creativity and imagination: as the learner makes unique designs of paper envelopes.</li> </ul>				

<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>• Unity: is nurtured as learners share resources when making envelopes.</li> <li>• Responsibility: is enhanced as the learner observes safety precautions when carrying out activities when making envelopes.</li> </ul>
<p><b>Pertinent and Contemporary Issues: (PCIs):</b></p> <ul style="list-style-type: none"> <li>• Self-esteem: as learners successfully make functional paper envelopes.</li> <li>• Safety: as the learner observes safety of self and others during the activities.</li> </ul>
<p><b>Link to other Learning Areas:</b> The learner is able to relate the skills used in making paper envelopes to to manipulative skills in Physical Education.</p>
<p><b>Suggested Learning Resources:</b> Paper, scissors, pencils, digital devices with assistive technology, thread, glue, masking tape, ribbons, string, stapler, rulers, working surface, learner support assistant.</p>

## SUGGESTED ASSESSMENT GUIDES

### 1. Assessment Checklist

Learner's Name \_\_\_\_\_

S/No.	Indicator	Skills Assessed	Tick as appropriate		Teacher's comment
			Demonstrated	Not Demonstrated	
1	Ability to identify materials used in making paper envelopes.	i. Identifying paper			
		ii. Identifying ruler			
		iii. Identifying adhesives			
		iv. Identifying scissors.			
		v. Identifying pencil.			
2	Ability to make a pouch envelope	i. Laying paper on the work surface.			
		ii. Measuring the required size and shape.			

following the correct steps	iii.	Marking the outline with dots or embossing with cotton twine.			
	iv.	Cutting out to desired shapes and sizes.			
	v.	Folding the paper over evenly to get a rectangle half the size.			
	vi.	Taping or gluing together the open left and right sides leaving the top open.			
	vii.	Folding down the top to make a flap.			

*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:

<b>Level</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
<b>Indicator</b>				
Ability to identify items used in making paper envelopes.	The learner identifies 5 items used for making paper envelopes.	The learner identifies 3 to 4 items used for making paper envelopes.	The learner identifies 2 items used for making paper envelopes.	The learner identifies 1 or none of the items used for making paper envelopes.
Ability to make a pouch envelope following the correct steps	The learner makes a pouch envelope following 6 to 7 correct steps	The learner makes a pouch envelope following 4 to 5 correct steps	The learner makes a pouch envelope following 2 to 3 correct steps	The learner makes a pouch envelope following 1 step or none

### 3.0 JEWELLERY AND ORNAMENT MAKING

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>3.0 Jewellery and Ornament making</b>	<b>3.1 Jewellery making</b> <ul style="list-style-type: none"> <li>• <i>Beaded necklace</i></li> <li>• <i>Beaded Bracelet</i></li> <li>• <i>Beaded earrings</i></li> <li>• <i>Beaded key holder</i></li> </ul>	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) identify beaded items for awareness,</li> <li>b) identify materials and tools used in making beaded items,</li> <li>c) make different beaded items for aesthetics,</li> <li>d) enjoy making beaded items for personal appeal and income generation.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>• observe or explore or listen to verbal or tactual description of pictures or real beaded items presented such as neck lace, rings, bracelets, bangles, armlets, anklets, earrings, hair pins and identify them (<i>a learner with severe communication difficulties could use augmentative and alternative communication when identifying beaded items presented. A learner with motor and manipulation difficulties could use alternative functional parts of the body or be assisted by peers or Learner Support Assistants or teacher</i>),</li> <li>• observe pictures or listen to verbal or tactual descriptions of pictures or watch audio visual clips or animations on beaded items and identify materials used in making beaded items using appropriate mode of communication,</li> <li>• assemble the materials and tools used in making beaded items such as assorted beads, stoppers, craft pliers, fishing line, elastic cord, pendants, wire, beading needle, hook and eye, thread, pairs of scissors, glue, bead board, endpins or headpins, earring hooks,</li> <li>• prepare in readiness for making bead items like neck laces, bracelets, earrings, and key holders by; i) assembling the materials that will be used for making beaded items, ii) moving to the working area, iii) orienting to the working area, iv) Sitting appropriately,</li> </ul>	What materials do you use in making beaded items?

			<ul style="list-style-type: none"> <li>• make beaded items following the correct procedure as follows: <b>Beaded necklaces</b> by: i) gathering beading materials, ii) measuring and cutting the fishing line or string or thread to required size, iii) tying a knot at one end of the string to keep the beads from slipping off, iv) designing and laying out or arranging the beads on a flat surface (<i>different colour variations, multiple layers of string</i>), v) stringing or threading beads onto the stringing material until the required length, vi) tying a knot or fixing a stopper or hook and eye to finish the necklace, vii) trimming off any excess length of string for neatness.  <b>Beaded Bracelets</b> with Elastic Cord by: i) Assembling the materials, ii) Cutting the elastic cord to length, iii) Prestretching the elastic cord, iv) Securing the end of the cord, v) Laying out the beads, vi) Stringing the beads onto the cord, vii) Tying a knot to secure the beading cord, viii) Securing the knot as appropriate.  <b>Beaded earrings</b> by: i) assembling the materials for making the earrings, ii) arranging the beads in the order you want them to create a colourful pattern, iii) putting a spacer bead or a bead with a smaller hole than other beads at the bottom of the endpin, iv) adding beads to the headpin as appropriate, v) bending the top of the headpin into a loop, vi) adding the earring hook, vii) making a second earring.  <b>Beaded key holder</b> (a simple single-strand key holder) by: i) measuring and cutting the required key holder cord or fishing line or thread or string to size, ii) folding the cord in half, iii) positioning the key holder ring in the centre of the piece of cord, iv) making the ends of the cord equal to one another, v) securing a knot or a crimp</li> </ul>	
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			<p>bead at the top of the cord, vi) planning out bead arrangement before putting them on the cord, vii) threading both ends of the cord through the beads or stringing the beads, viii) pushing each bead to the top of the key holder ring and leaving no little space between each bead, ix) making the key holder as long or as short as required, x) tying a knot or securing a crimp bead at the end of the key holder, xi) trimming off any excess cord that is hanging down,</p> <ul style="list-style-type: none"> <li>● practise making a variety of beaded items of different sizes, colours and patterns (<i>Safety precautions should be observed for all learners</i>),</li> <li>● display the finished beaded items for feedback and take photographs of the necklaces and put in their portfolio,</li> <li>● clear the working area and store materials and tools appropriately.</li> </ul>	
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>● Learning to learn: as the learner identifies materials and tools used in making beaded items.</li> <li>● Creativity and imagination: as the learner makes unique beaded items.</li> </ul>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>● Unity: is nurtured as learners share learning resources when making beaded items.</li> <li>● Responsibility: is enhanced as the learner clears the working area and store materials and tools appropriately</li> </ul>				
<p><b>Pertinent and Contemporary Issues (PCIs):</b></p> <ul style="list-style-type: none"> <li>● Self-esteem: as the learner successfully make beaded items.</li> <li>● Safety: as the learner observes safety of self and others during the activities.</li> </ul>				
<p><b>Link to other Learning Areas:</b> The learner is able to relate the skills used in threading beads to mending personal clothes in Daily Living Skills and Nutrition,</p>				
<p><b>Suggested Learning Resources:</b></p>				

Assorted beads, craft pliers, tape measure, head pins, seeds, pendants, elastic cord, fishing line, thread, cord, string, beading plates, containers, digital devices with assistive technology, wires, scissors, stoppers, learner support assistant, AAC resources, bead board, beaded items such as neck lace, rings, bracelets, bangles, armlets, anklets, earrings, hair pins.

## 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 make a beaded necklace following correct steps	i. Gathering materials for making a beaded necklace.			
		ii. Measuring and cutting the fishing line or string or thread to required size.			
		iii. Tying a knot at one end of the string to keep the beads from slipping off.			
		iv. Designing and laying out or arranging the beads on a flat surface.			
		v. Stringing or threading beads onto the stringing material until the required length.			
		vi. Tying a knot or fixing a stopper or hook and eye to finish the necklace.			
		vii. Trimming off any excess length of string for neatness.			
2	Ability to make a beaded bracelet	i. Assembling materials to use in making a bracelet.			
		ii. Cutting the elastic to length.			

	following correct steps	iii. Prestretching the elastic cord.			
		iv. Securing the end of the cord.			
		v. Laying out the beads.			
		vi. Stringing the beads onto the cord.			
		vii. Tying a knot to secure the beading cord.			
		viii. Securing the knot as appropriate.			
3	Ability to make beaded earrings following correct steps	i. Assembling materials for making earrings.			
		ii. Arranging the beads in the order you want them to create a colourful pattern.			
		iii. Putting a spacer bead at the bottom of the head-pin.			
		iv. Adding beads to the headpin as appropriate.			
		v. Bending the top of the head-pin into a loop.			
		vi. Adding the earring hook.			
		vii. Making a second earring.			
4	Ability to make a beaded key holder following correct steps	i. Measuring and cutting the required cord or fishing line or thread or string to size.			
		ii. Folding the cord in half.			
		iii. Positioning the key holder ring in the centre of the piece of cord.			
		iv. Making the ends of the cord equal to one another.			
		v. Securing a knot or a crimp bead at the top of the cord.			
		vi. Planning out bead arrangement before putting them on the cord.			

		vii. Stringing the beads.			
		viii. Pushing each bead to the top of the key holder ring and leaving no little space between each bead.			
		ix. Making the key holder to the required size.			
		x. Tying a knot or securing a crimp bead at the end of the key holder.			
		xi. Trimming off any excess cord that is hanging down.			

***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

<b>Level</b> <b>Indicator</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to make a beaded necklace following correct steps.	The learner makes a beaded necklace following 7 correct steps.	The learner makes a beaded necklace following 4 to 6 correct steps.	The learner makes a beaded necklace following 2 to 3 correct steps.	The learner makes a beaded necklace following 1 or none of the steps.
Ability to make a beaded bracelet following correct steps.	The learner makes a beaded bracelet following 8 correct steps.	The learner makes a beaded bracelet following 5 to 7 correct steps.	The learner makes a beaded bracelet following 3 to 4 correct steps.	The learner makes a beaded bracelet following 2 or less of the steps.
Ability to make beaded earrings following correct steps.	The learner makes a beaded earrings following 7 correct steps.	The learner makes a beaded earrings following 4 to 6 correct steps.	The learner makes a beaded earrings following 2 to 3 correct steps.	The learner makes a beaded earrings following 1 or none of the steps.
Ability to make a beaded key holder following correct steps.	The learner makes a beaded necklace following 10 to 11 correct steps.	The learner makes a beaded necklace following 7 to 9 correct steps.	The learner makes a beaded necklace following 4 to 6 correct steps.	The learner makes a beaded necklace following 3 or less of the steps.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Jewellery Ornament Making	3.2 Wall Hangings	<p>By the end of the Sub Strand, the learner should be able to:</p> <p>a) identify different types wall hangs for familiarisation,</p> <p>b) identify materials and tools used for making different types of wall hangings,</p> <p>c) make different types of wall hangings for communication, aesthetics and income generation,</p> <p>d) value wall hangings as a source of income and for aesthetic purposes.</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>● observe or explore or listen to verbal or tactual description of pictures or different types wall hangings presented such as: paper wall hangings, beaded wall hangings, wood wall hangings, crocheted wall hangings, kitted wall hangings, weaved wall hangings and identify them (<i>a learner with severe communication difficulties could use augmentative and alternative communication when identifying the different types wall hangings presented. A learner with motor and manipulation difficulties could use alternative functional parts of the body or be assisted by peers or Learner Support Assistants or teacher</i>),</li> <li>● observe pictures or listen to verbal or tactual descriptions or watch audio visual clips or animations on making wall hangings and identify materials and tools used such as: beads, thread, fishing line, cord, string, cotton twine, crotchet needles, knitting needles, banana fibres, wire, scissors, fabric, coloured or patterned paper, knitting wool, glue, paint, painting brushes, wood (<i>Screen resolutions should be regulated for learners with visual difficulties. A learner with severe communication difficulties could use Augmentative Alternative Communication</i>).</li> <li>● assemble materials and tools used in making wall hangings such as: beads, thread, fishing line, cord, string, cotton twine, rope, crotchet needles, knitting</li> </ul>	<p>1.What materials do we use in making wall hangings?</p> <p>2. How do you make wall hangings?</p>

			<p>needles, wire, scissors, fabric, paper, knitting wool, banana fibres, glue or double sided tape, paint, painting brushes, wood,</p> <ul style="list-style-type: none"> <li>● prepare in readiness for making different types of wall hangings by: i) dressing appropriately, ii) assembling items to be used in making wall hangings, iii) moving to the working area, iv) orienting to the working area,</li> <li>● participate in a demonstration on making wall hangings as follows: <b>Paper wall hanging</b> by: i) Choosing a design or theme for the wall hanging, ii) Tracing and cutting out the shapes from coloured or patterned paper, iii) Preparing the base, iv) Arranging the shapes, v) Attaching shapes to the base, vi) Adding embellishments using decorations, vii) Creating hanging elements, viii) Attaching hanging elements, ix) Choosing a wall location for hanging the finished work. <b>Weaved wall hanging</b> (such as traditional house, traditional tray, animals, flower vase) using banana fibre or palm fronds by: i) preparing the materials by trimming the fronds or fibres to desired lengths. Soaking the materials in water if they are too stiff to weave easily, ii) Designing the pattern for the wall hanging on paper, iii) Creating a base by choosing a sturdy base for weaving such as a wooden frame or a piece of card board cut to the desired shape and size, iv) attaching the first strand of the palm frond or banana fibre to the base using glue or tying it securely, v) weaving by overlapping the strands in an under-over pattern while alternating directions to create a tight weave, vi) adding texture and colour, vii) filling in the</li> </ul>	
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			<p>design by continuing to weave until the entire base is covered while periodically pressing down the woven material to ensure a flat surface, viii) finishing touches by trimming any excess material and securing the ends of the fronds or fibres to prevent unravelling, ix) adding embellishments such as beads or shells or feathers, x) attaching hanging elements, xi) choosing a wall location for hanging the finished work,</p> <ul style="list-style-type: none"> <li>● making different types of wall hangings such as paper wall hangings, beaded wall hangings, wood wall hangings, crocheted wall hangings, kitted wall hangings, weaved wall hangings (<i>a learner with motor or manipulation difficulties could use alternative functional parts of the body or be assisted by peers or learner support assistants or teacher. Safety precautions should be observed for all learners during the activities</i>),</li> <li>● display the finished work for feedback,</li> <li>● clear the working area and store the learning resources used appropriately.</li> </ul>	
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>● Creativity and imagination: as the learner makes unique wall hangings.</li> <li>● Self-efficacy: as the learner successfully makes different types of wall hangings.</li> </ul>				
<p><b>Values:</b> Responsibility: is enhanced as the learner takes care of the learning resources.</p>				
<p><b>Pertinent and Contemporary Issues (PCIs):</b> Self-esteem: as the learner successfully make functional wall hangings. Safety: as the learner observes safety of self and others during the activities.</p>				
<p><b>Link to other Learning Areas:</b></p>				



The learner is able to relate the skills used in making wall hangings to making of Road Signs in Social Studies.

**Suggested Learning Resources:**

Beads, fishing lines, pliers, needles, straws, dry wood, paint and brushes, paper, wires, scissors, razor blades, pencils, video clips, thread, ropes, cotton twine, fishing line, knitting needles, glue, masking tape, colours, fabric or textile materials, string and sticks, nails, design templates, sand paper, digital devices with assistive technology, learner support assistant, paper wall hangings, beaded wall hangings, wood wall hangings, crocheted wall hangings, kitted wall hangings, weaved wall hangings.

**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 make paper wall hanging	i. Choosing a design or theme for the wall hanging.			
		ii. Tracing and cutting out the shapes from coloured or patterned paper.			
		iii. Preparing the base.			
		iv. Arranging the shapes.			
		v. Attaching shapes to the base.			
		vi. Adding embellishments using decorations.			
		vii. Creating hanging elements.			
		viii. Attaching hanging elements.			
		ix. Choosing a wall location for hanging the finished work.			

2.	Ability to make a woven wall hanging (using banana fibres or palm fronds)	i.	Preparing the materials by trimming the fronds or fibres to desired lengths.			
		ii.	Designing the pattern for the wall hanging on paper.			
		iii.	Creating a base by choosing a sturdy base for weaving			
		iv.	Attaching the first strand of the palm frond or banana fibre to the base			
		v.	Weaving by overlapping the strands in an under-over pattern while alternating directions to create a tight weave			
		vi.	Adding texture and colour			
		vii.	Filling in the design by continuing to weave until the entire base is covered			
		viii.	Finishing touches by trimming any excess material.			
		ix.	Adding embellishments such as beads or shells or feathers.			
		x.	Attaching hanging elements.			
		xi.	Choosing a wall location for hanging the finished work.			

**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

<b>Level</b> <b>Indicator</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to make paper wall hanging following correct steps	The learner makes paper wall hanging following 9 correct steps	The learner makes paper wall hanging following 6 to 8 correct steps	The learner makes paper wall hanging following 3 to 5 correct steps	The learner makes paper wall hanging following 2 or less of the steps
Ability to make a woven wall hanging ( <i>using banana fibres or palm fronds</i> ) following the correct steps	The learner makes a woven wall hanging following 10 to 11 correct steps	The learner makes a woven wall hanging following 7 to 9 correct steps	The learner makes a woven wall hanging following 4 to 6 correct steps	The learner makes a woven wall hanging following 3 or less of the steps

## 4.0 SCULPTURE

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.0 Sculpture	4.1 Carving	<p>By the end of the Sub Strand, the learner should be able to:</p> <ol style="list-style-type: none"> <li>identify carved items for familiarisation,</li> <li>identify materials used in carving for learning,</li> <li>carve items using correct procedure,</li> <li>appreciate the artistic and aesthetic aspects of carving as a form of expression and earning income for self-reliance.</li> </ol>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>observe or explore or listen to verbal or tactual description of pictures or real carved items presented such as a three legged stool, wooden bird, wooden giraffe, wooden hippopotamus, wooden bottle top opener, wooden key holder, wooden kitchen utensils like spoons and bowls, wood nobs, and identify them (<i>a learner with severe communication difficulties could use augmentative and alternative communication when identifying carved items presented. A learner with motor and manipulation difficulties could use alternative functional parts of the body or be assisted by peers or Learner Support Assistants or teacher</i>),</li> <li>observe pictures or listen to verbal or tactual descriptions or watch audio visual clips or animations of materials used for carving such as wood, hammer, pencil, pen, paper, scissor, stone, straight gouges, a set of chisels, knife, rasps, rulers, tape measure, wood polish, safety goggles, glove or finger protectors and identify them using the most appropriate mode of communication (<i>Screen resolutions should be regulated for a learner with light sensitivity</i>),</li> </ul>	<ol style="list-style-type: none"> <li>How are carvings made?</li> <li>Why are carvings important?</li> </ol>

			<ul style="list-style-type: none"> <li>• assemble materials and tools to be used in carving such as: wood, hammer, pencil, pen, paper, scissor, stone, straight gouges, a set of chisels, knife, rasps, rulers, tape measure, wood polish, safety goggles, glove or finger protectors (<i>a learner with motor or manipulation or mobility difficulties could use alternative functional parts of the body or be supported by peers or learner support assistant or teacher. Provide tactile modelling and physical guidance to a learner with deafblindness</i>),</li> <li>• prepare in readiness for carving by dressing in protective clothing appropriately, assembling items to be used in carving iii) moving to the working area, iv) orienting to the working area,</li> <li>• participate in a demonstration on carving wooden items such as wooden bird, giraffe, hippopotamus, bottle top opener, key holder, stool by: i) Sketching or design the item to be carved on paper, ii) Choosing the appropriate piece of wood to use (size and material), iii) Transferring the design to the wood, iv) Clamping or securing the wood to a stable work surface, v) Carving the basic shape by carving away excess wood gradually, vi) Adding details and refining the design, vii) Sandpapering and smoothing, viii) Applying a finish (wood stain or varnish or oil or wax or paint) to protect and enhance appearance of the carved item,</li> <li>• practise carving different items following the correct procedure (<i>safety precautions should be observed for all learners</i>),</li> </ul>	
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			<ul style="list-style-type: none"> <li>display finished carved items for feedback and use digital devices to take photos of finished carvings and put them in their portfolio,</li> <li>clear the working area and store the materials and tools used appropriately.</li> </ul>	
<b>Core Competencies to be developed:</b> <ul style="list-style-type: none"> <li>Learning to learn: as the learner identifies materials and tools used in carving</li> <li>Creativity and Imagination: as the learner carves unique forms of sculpture.</li> </ul>				
<b>Values:</b> Responsibility: is developed as the learner takes care of carving materials and tools.				
<b>Pertinent and Contemporary Issues (PCIs):</b> <ul style="list-style-type: none"> <li>Environmental Issues in education: as the learner uses locally available natural resources in making carvings.</li> <li>Safety: as the learner observes safety of self and of others when using the carving materials and tools.</li> </ul>				
<b>Link to other Learning Areas:</b> The learner is able to relate the skills used in carving to activities in the work place in Communication and Functional Literacy Skills.				
<b>Suggested Learning Resources:</b> Hammer, pencil, pen, paper, scissor, stone, gouges, a set of chisels, knife, rasps, rulers, tape measure, wood polish, safety goggles, glove or finger protectors, saws, audio visual clips, gouges, adze, soapstone, bar soap, painting brushes, sandpaper, polish soft sponge, digital devices, assistive technology, portfolio, learner Support assistant, carved items such as a three legged stool, wooden bird, wooden giraffe, wooden hippopotamus, wooden bottle top opener, wooden key holder, wooden kitchen utensils like spoons and bowls, wood nobs. wood,				

## 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 carve wooden items following the correct steps.	i. Sketching or design the item to be carved on paper.			
		ii. Choosing the appropriate piece of wood to use (size and material).			
		iii. Transferring the design to the wood.			
		iv. Clamping or securing the wood to a stable work surface.			
		v. Carving the basic shape.			
		vi. Adding details and refining the design.			
		vii. Sandpapering and smoothing			
		Vii. Applying a finish.			

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

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*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

<b>Level</b> <b>Indicator</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to carve wooden items following the correct steps.	The learner carves wooden items following 7 correct steps.	The learner carves wooden items following 4 to 6 correct steps.	The learner carves wooden items following 2 to 3 correct steps.	The learner carves wooden items following 1 or none of the steps.

<b>Strand</b>	<b>Sub Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Suggested Key Inquiry Question(s)</b>
<b>4.0 Sculpture</b>	<b>4.2 Modelling</b>	<p>By the end of the Sub Strand, the learner should be able to:</p> <ul style="list-style-type: none"> <li>a) identify modelled items for awareness,</li> <li>b) identify items used in modelling for learning,</li> <li>c) model items for functional and aesthetic value,</li> <li>d) enjoy modelling different items for functional and aesthetic value.</li> </ul>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>• observe or explore or listen to verbal or tactual description of pictures or real modelled items presented such as cups, pots, plates, flower vases, village house and identify them (<i>a learner with severe communication difficulties could use augmentative and alternative communication when identifying modelled items presented. A learner with motor and manipulation difficulties could use alternative functional parts of the body or be assisted by peers or Learner Support Assistants or teacher</i>),</li> <li>• observe or listen to verbal or tactual descriptions or watch audio visual clips or animations on modelling and identify items used (<i>a learner with severe communication difficulties could use AAC. Adjust screen resolutions for a learner with light sensitivity</i>),</li> </ul>	<p>How do you prepare to model?</p>



			<ul style="list-style-type: none"> <li>● manipulate different modelled items such as a pot or cup or plate or flower vase or wall hanging or observe or listen to verbal or tactual descriptions of pictures provided and identify the materials used (<i>a learner with motor or manipulation difficulties could use alternative functional parts of the body or be assisted by peers or learner support assistant or teacher. Provide physical guidance to a learner with deafblindness</i>),</li> <li>● assemble materials and tools used in modelling such as: clay, wire, sculpting tools, knives, shaping implements, plasticine, papier Mache, dough’.</li> <li>● prepare in readiness for modelling a pot or cup or plate or flower vase or a wall hanging by: <b>Step 1</b> - wear protective gear in readiness for modelling. <b>Step 2</b> - prepare clay or dough for modelling by scooping the right amount of clay soil or wheat flour, sieving it, mixing it with water and kneading to form the right consistency or prepare plasticine by cutting and kneading it to the right consistency or prepare papier machie by cutting news print papers and soaking for some time in water, squeezing out the water, adding adhesive to the mixture and kneading to the right consistency. <b>Step 3</b> – roll the clay or dough or plasticine or papier mache into a ball. (<i>a learner with motor or manipulation difficulties could be assisted by peers or learner support assistant or teacher. Safety of all learners should be observed during the activities</i>),</li> <li>● participate in a demonstration on modelling a pot or a cup or a plate or a flower vase or a wall hanging using: <b>Slab method</b> by: rolling out slabs using a rolling pin, cutting the slabs according to the desired</li> </ul>	
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			<p>shapes and sizes, assembling the pieces by joining them together using slip (mixture of clay and water), smoothing the joints. <b>Coil method</b> by: preparing a slab base, rolling out the clay, preparing clay coils, scoring the base to secure the coil, adding the first coil, blending the coil to the base, building up layers of coils gradually to prevent sagging. <b>Pinch method</b> by: kneading the clay thoroughly and softening it in the hands, making a hole in the ball by pushing the thumb into the middle of the clay ball, pinching further to thin the walls evenly, smoothing the clay with a bit of water in the fingers (<i>safety of all learners should be observed during the activities</i>),</p> <ul style="list-style-type: none"> <li>● finish the modelled items by firing or glazing, or polishing or drying as may be appropriate depending on the modelling material used (<i>a learner with motor or manipulation difficulties could use alternative functional parts of the body or be assisted by peers or learner support assistant or teacher. Provide physical guidance and tactile modelling to a learner with deafblindness</i>),</li> <li>● display the finished items for feedback,</li> <li>● clear the working area and store materials and tools appropriately.</li> </ul>	
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>● Learning to learn: as the learner identifies items used in modelling.</li> <li>● Creativity and Imagination: as the learner models unique items.</li> </ul>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>● Responsibility: is enhanced as the learner takes care of the finished items and stores them appropriately.</li> <li>● Unity: is nurtured as learners work together and share resources.</li> </ul>				
<p><b>Pertinent and Contemporary Issues (PCIs):</b></p>				

- Safety: as the learner observes safety of self and of others during the activities.
- Environmental issues in education: as the learner uses locally available materials in modelling.

**Link to other Learning Areas:**

The learner is able to relate identifying items used in modelling, to identifying things found in the work place in Communication and Functional literacy skills.

**Suggested Learning Resources:**

Clay, paper, old newspapers, wheat flour, wires, pliers, pincher, pair of scissors, knives, water, protective clothing, containers, firewood, kiln, digital devices with assistive technology, adhesives, video clips, Learner Support assistant, modelled items such as cups, pots, plates, flower vases, village house.

**SUGGESTED ASSESSMENT GUIDES**

**1. Assessment Checklist**

Learner's Name \_\_\_\_\_

S/No.	Indicator	Skills Assessed	Tick as appropriate		Teacher's comment
			Demonstrated	Not Demonstrated	
1	Ability to prepare clay in readiness for modelling.	i. Scooping the right amount of clay.			
		ii. Sieving the clay.			
		iii. Mixing clay with water.			
		iv. Kneading to the right consistency.			
2	Ability to model an item using coil technique following correct steps ( <i>a pot or cup or plate or flower vase</i> )	i. Preparing a slab base.			
		ii. Rolling out the clay.			
		iii. Preparing clay coils			
		iv. Scoring the base to secure the coil.			
		v. Adding the first coil.			
		vi. Blending the coil to the base.			

		vii. Building up layers of coils gradually to prevent sagging.			
		viii. Finishing the modelled item.			

*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

<b>Level</b> <b>Indicator</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to prepare clay in readiness for modelling.	The learner prepares clay for modelling following 4 steps.	The learner prepares clay for modelling following 3 steps.	The learner prepares clay for modelling following 2 steps.	The learner prepares clay for modelling following 1 or none of the steps.
Ability to model an item using coil technique following correct steps	The learner models an item using coil technique following 8 correct steps.	The learner models an item using coil technique following 5 to 7 correct steps.	The learner models an item using coil technique following 3 to 4 correct steps.	The learner models an item using coil technique following 1 or 2 steps.

## 5.0 WOOD WORK

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
5,0 Wood work	5.1 Making a Chopping board	<p>By the end of the Sub Strand, the learner should be able to:</p> <ul style="list-style-type: none"> <li>a) identify items made of wood for familiarisation,</li> <li>b) identify materials and tools used in making a chopping board,</li> <li>c) make a chopping board following the correct steps,</li> <li>d) enjoy making a chopping board for home use and income generation.</li> </ul>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>● observe or explore or listen to verbal or tactual description of pictures or real wood items such as a chair, a table, a stool, a cupboard, a cooking stick, a chopping board, a rolling pin, a shelf and identify them (<i>a learner with severe communication difficulties could use augmentative and alternative communication when identifying wooden items presented. A learner with motor and manipulation difficulties could use alternative functional parts of the body or be assisted by peers or Learner Support Assistants or teacher</i>),</li> <li>● observe or listen to verbal or tactual description of pictures or watch video clips or animation on make a chopping board and identify the items used such as, wood, cutting tools like hand saw, plane, clamp, sandpaper, tape or ruler, woos glue and working bench (<i>a learner with severe communication difficulties could use AAC</i>),</li> <li>● participate in a demonstration on how to prepare to make a chopping board by: <ul style="list-style-type: none"> <li>i) dressing in protective clothing,</li> </ul> </li> </ul>	<ol style="list-style-type: none"> <li>1. What items do you use to make a chopping board?</li> <li>2. How do you make a chopping board?</li> </ol>

			<p>ii) moving to the area of work,  iii) assembling tools and equipment and locally available materials to use in making a chopping board, iv) assuming the appropriate position to start making a chopping board (<i>a learner with motor or manipulation difficulties could use alternative functional parts of the body or be assisted by peers or learner support assistant or teacher. Provide physical guidance and tactile modelling to a learner with deafblindness</i>),</p> <ul style="list-style-type: none"> <li>● make a chopping board by: i) placing the wood material on the workbench, ii) holding the material with a vice or a clamp, iii) measuring the size of the chopping board, iv) marking the measurements and cutting the chopping board along the marked measurements, v) sandpapering the chopping board and removing it from the vice or clamp for finishing (<i>safety precautions should be observed for all learners</i>),</li> <li>● display the finished products for appreciation and feedback and take photographs to put in their portfolios.</li> <li>● clear the working area and store the materials and tools used appropriately.</li> </ul>	
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**Core Competencies to be developed:**

- Creativity and Imagination: as the learner makes a chopping board.
- Self-efficacy: as the learner successfully makes a chopping board.

**Values:**

Responsibility: is nurtured as the learner observes safety and take care of the learning resources

**Pertinent and Contemporary Issues (PCIs):**

Environmental conservation: as the learner uses locally available materials to make a chopping board

**Link to other Learning Areas:**

The learner is able to relate the skills used in cutting along the marked areas to motor activities in Physical Education

**Suggested Learning Resources:**

Waste wood (Offcuts), Vice or clamp, saw, working bench or surface, marking tool (pencil, charcoal, making chalk), sand paper, wood glue, vanish, Learner Support assistant, AAC resources, pictures, video clips, wood file, a chair, a table, a stool, a cupboard, a cooking stick, a chopping board, a rolling pin, a shelf, overall or dust coat, workshop boots, helmet.

**SUGGESTED ASSESSMENT GUIDES****1. Assessment Checklist**

Learner's Name \_\_\_\_\_

S/No.	Indicator	Skills Assessed	Tick as appropriate		Teacher's comment
			Demonstrated	Not Demonstrated	
1	Ability to identify items used in	i. Identifying wood			
		ii. Identifying a hand saw			
		iii. Identifying a tape measure or ruler			

	making a chopping board.	iv. Identifying sandpaper			
		v. Identifying a plane			
		vi. Identifying a clamp			
2	Ability to prepare to make a chopping board.	i. Dressing in protective clothing.			
		ii. Moving to the area of work.			
		iii. Assembling locally available materials.			
		iv. Assuming the appropriate position.			
3	Ability to make a chopping board following the correct steps.	i. Placing the wood material on the work bench.			
		ii. Holding the material with a vice or a clamp.			
		iii. Measuring the size of the chopping board.			
		iv. Marking the measurements correctly			
		v. Cutting the chopping board along the marked measurements.			
		vi. Sandpapering the chopping board.			
		vii. Removing the chopping board from the vice or clamp.			
		viii. Finishing the chopping board.			

***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

<b>Level</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
<b>Indicator</b>				
Ability to identify items used for making a chopping board	The learner identifies 5 to 6 items used for making a chopping board	The learner identifies 3 to 4 items used for making a chopping board	The learner identifies 2 items used for making a chopping board	The learner identifies 1 or none of the items used for making a chopping board.
Ability to prepare to make a chopping board	The learner prepares to make a chopping board by performing 4 activities.	The learner prepares to make a chopping board by performing 3 activities	The learner prepares to make a chopping board by performing 2 activities.	The learner prepares to make a chopping board by performing 1 or none of the activities.
Ability to make a chopping board following the correct steps	The learner makes a chopping board following 7 to 8 steps	The learner makes a chopping board following 4 to 6 steps	The learner makes a chopping board following 2 to 3 steps	The learner makes a chopping board following 1 or none of the step.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
5.0 Wood work	5.2 Making a cooking stick	<p>By the end of the Sub Strand, the learner should be able to:</p> <p>e) identify items used in making a cooking stick,</p> <p>f) make a cooking stick following the correct steps,</p> <p>g) enjoy making a cooking stick for home use and income generation.</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>● observe or listen to verbal or tactual description of pictures or watch audio-visual clips or animations of items used in making a cooking stick to identify them. The items could include wood, panga, knife, saw, vice, clamp, wood file, sandpaper (<i>adjust light intensity for a learner with light sensitivity. A learner with severe communication difficulties could use Augmentative and Alternative Communication</i>),</li> <li>● prepare to make a cooking stick by: i) dressing appropriately, ii) assembling materials and tools to use in making a cooking stick iii) making a sketch of the cooking stick on paper or making embossed outlines using cotton twine, iv) cutting the piece of wood to the right size, v) transferring the sketch to the piece of wood,</li> <li>● participate in a demonstration of making a cooking stick by: i) cutting the wood along the marked lines, ii) holding the working wood on the working bench to chop off the unwanted parts to the right shape and size, iii) holding the cooking stick with a vice or a clamp, iv) filing</li> </ul>	<p>1. What items do you use in making a cooking stick?</p> <p>2. How do you make a cooking stick?</p>

			<p>the cooking stick, v) sandpapering the cooking stick,</p> <ul style="list-style-type: none"> <li>● practise making a cooking stick by following the correct steps (<i>a learner with motor or manipulation difficulties could use alternative functional parts of the body or be assisted by peers or learner support assistant or teacher. Provide physical guidance and tactile modelling to a learner with deafblindness</i>),</li> <li>● display the finished product for feedback, and take photographs to keep in their portfolios (<i>Safety precautions should be observed for all learners</i>),</li> <li>● clear the working area and store the materials and tools used appropriately.</li> </ul>	
<p><b>Core Competencies to be developed:</b> Creativity and Imagination: as the learner makes a cooking stick following the correct steps.</p>				
<p><b>Values:</b> Responsibility: is nurtured as the learner observes safety when working with tools.</p>				
<p><b>Pertinent and Contemporary Issues: (PCIs)</b> Environmental conservation: as the learner uses locally available materials to make a cooking stick.</p>				
<p><b>Link to other learning areas:</b> The learner is able to relate the skills used in cutting along the marked lines to motor activities in Physical Education</p>				
<p><b>Suggested Learning Resources:</b> Wood, Vice or clamp, saw, working bench or surface, panga or knife, marking tools (pencil, charcoal, making chalk), sand paper, Learner Support assistant, AAC resources, pictures, audio visual clips, wood file, a cooking stick, overall or dust coat, workshop boots, helmet, 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 items used making a cooking stick	i. Identifying wood.			
		ii. Identifying a panga.			
		iii. Identifying a saw			
		iv. Identifying wood file.			
		v. Identifying sandpaper			
2	Ability to prepare to make a cooking stick	i. Dressing appropriately.			
		ii. Assembling materials and tools to use in making a cooking stick.			
		iii. Making a sketch of the cooking stick on paper or making embossed outlines using cotton twine.			
		iv. Cutting the piece of wood to the right size.			
		v. Transferring the sketch to the piece of wood.			
3		i. Cutting the wood along the marked lines.			

Ability to make a cooking stick following the correct steps	ii. Holding the working wood on the working bench to chop off the unwanted parts to the right shape and size.			
	iii. Holding the cooking stick with a vice or a clamp.			
	iv. Filing the cooking stick.			
	v. Sandpapering the cooking stick.			

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

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*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

<b>Level Indicator</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to identify items used in making a cooking stick	The learner identifies 5 items used in making a cooking stick.	The learner identifies 3 to 4 items used in making a cooking stick	The learner identifies 2 items used in making a cooking stick	The learner identifies 1 item used in making a cooking stick or none.
Ability to prepare to make a cooking stick	The learner prepares to make a cooking stick by performing 5 different activities	The learner prepares to make a cooking stick by performing 3 to 4 different activities	The learner prepares to make a cooking stick by performing 2 different activities	The learner prepares to make a cooking stick by performing 1 or none of the activities
Ability to make a cooking stick following the correct steps	The learner makes a cooking stick following 5 correct steps	The learner makes a cooking stick following 3 to 4 correct steps	The learner makes a cooking stick following 2 correct steps	The learner makes a cooking stick following 1 or none of the steps

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
5.0 Wood work	5.3 Making a rolling pin	<p>By the end of the Sub Strand, the learner should be able to:</p> <ul style="list-style-type: none"> <li>a) identify items used in making a rolling pin for learning,</li> <li>b) make a rolling pin for skill acquisition,</li> <li>c) enjoy making a rolling pin for home use and income generation.</li> </ul>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>• observe or listen to verbal or tactual descriptions of pictures or watch audio visual clips or animations of people preparing to make a rolling pin to identify the items used. The items could include wood, panga or knife, saw, vice, wood file, sand paper (<i>a learner with severe communication difficulties could use Augmentative and Alternative Communication</i>),</li> <li>• participate in a demonstration of preparing to make a rolling pin by: i) assembling items to use in making a rolling pin, ii) making a sketch of a rolling pin on paper or making embossed outlines using cotton twine, iii) holding the piece of wood to be worked on appropriately, iv) holding the tool to work with appropriately, iv) assuming the appropriate position to start making a rolling pin (<i>provide physical guidance and tactile modelling to a learner with deafblindness</i>),</li> <li>• prepare to make a rolling pin by: i) assembling items to use in making a rolling pin such as pieces of wood, panga or knife, saw, bench vice, sand paper, ii) making a sketch of the cooking stick on paper or</li> </ul>	<ol style="list-style-type: none"> <li>1. How do you prepare for making a rolling pin?</li> <li>2. How do you make a rolling pin?</li> </ol>

			<p>making embossed outlines using cotton twine, iii) assuming the appropriate position to start making a cooking stick.</p> <ul style="list-style-type: none"> <li>● participate in a demonstration of making a rolling pin by: i) dressing appropriately, ii) moving to the working area, iii) cutting the piece of wood or rough cutting, iv) measuring the size of the rolling pin from the piece of wood, v) marking the measurements appropriately, vi) cutting the wood along the marked measurements, vii) holding the working wood and chopping off the excess parts to the right shape and size, viii) sandpapering, ix) finishing the rolling pin,</li> <li>● make a rolling pin by following the correct steps while observing safety of self and others,</li> <li>● display the finished product for feedback,</li> <li>● clear the working area and store the materials and tools used appropriately.</li> </ul>	
<p><b>Core Competencies to be developed:</b> Self-efficacy: as the learner successfully makes a wooden rolling pin.</p>				
<p><b>Values:</b> Responsibility: is nurtured as the learner works with tools while observing safety of self and others.</p>				
<p><b>Pertinent and Contemporary Issues (PCIs):</b> Environmental conservation: as the learner makes a rolling pin from locally available materials.</p>				
<p><b>Link to other Learning Areas:</b> The learner is able to relate skills used in manipulating materials and tools used in making a rolling pin to motor activities in Physical Education.</p>				



**Suggested Learning Resources:**

Pieces of wood, re-usable wood materials, panga or knife, saw, sand paper, paper, pencil, marking chalk or charcoal, varnish Learner Support Assistant, digital devices with assistive technology.

**SUGGESTED ASSESSMENT GUIDES****1. Assessment Checklist**

Learner's Name \_\_\_\_\_

S/No.	Indicator	Skills Assessed	Tick as appropriate		Teacher's comment
			Demonstrated	Not Demonstrated	
1	Ability to identify items used in making a rolling pin.	i. Identifying wood			
		ii. Identifying a panga			
		iii. Identifying a saw			
		iv. Identifying wood file			
		v. Identifying sandpaper			
2	Ability to prepare to make a rolling pin	i. Assembling items to use in making a rolling pin such a piece of wood.			
		ii. Making a sketch on paper or making embossed outlines using cotton twine.			
		iii. Holding the piece of wood to be worked on appropriately			
		iv. Holding the tool to work with appropriately.			

		v. Assuming the appropriate position to start making a rolling pin.			
3	Ability to make a rolling pin.	i. Dressing appropriately.			
		ii. Moving to the working area.			
		iii. Cutting the piece of wood or rough cutting.			
		iv. Measuring the size of the rolling pin from the piece of wood.			
		v. Marking the measurements appropriately.			
		vi. Cutting the wood along the marked measurements.			
		vii. Holding the working wood and chopping off the excess parts to the right shape and size.			
		viii. Sandpapering the rolling pin.			
		ix. Finishing the rolling pin.			

*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

<b>Level</b> <b>Indicator</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to identify items used in making a rolling pin	The learner identifies 5 items used in making a rolling pin	The learner identifies 3 to 4 items used in making a rolling pin	The learner identifies 2 items used in making a rolling pin	The learner identifies 1 item used in making a rolling pin or none
Ability to prepare to make a rolling pin	The learner prepares to make a rolling pin by performing 5 different activities	The learner prepares to make rolling pin by performing 3 to 4 different activities	The learner prepares to make rolling pin by performing 2 different activities	The learner prepares to rolling pin by performing 1 activity or none
Ability to make a rolling following the correct steps	The learner makes a rolling pin following 7 to 8 correct steps	The learner makes a rolling pin following 4 to 6 correct steps	The learner makes a rolling pin following 2 to 3 correct steps	The learner makes a rolling pin following 1 step or none of the steps

## 6.0 CONCRETE WORKS

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
6.0 Concrete works	6.1 Making Concrete slabs	<p>By the end of the Sub Strand, the learner should be able to:</p> <ul style="list-style-type: none"> <li>a) identify items made of concrete for awareness,</li> <li>b) identify materials and tools used to make a concrete slab,</li> <li>c) make a slab using concrete following the correct steps,</li> <li>d) enjoy making a slab using concrete for income generation.</li> </ul>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>● observe or explore or listen to verbal or tactual description of pictures or real concrete items presented such as slabs, bricks, ventilations, flower vases, chairs, plant pots, cabros and identify them (<i>a learner with severe communication difficulties could use augmentative and alternative communication when identifying wooden items presented. A learner with motor and manipulation difficulties could use alternative functional parts of the body or be assisted by peers or Learner Support Assistants or teacher</i>),</li> <li>● observe or listen to verbal or tactual descriptions or pictures or watch audio visual clips or animations of materials and tools used in making a concrete slab such as water, ballast, spade, wheelbarrow, slab mould, cement, sand, polythene paper, trowel, mixer and identify them (<i>a learner with severe communication difficulties could use augmentative and alternative communication. Adjust light intensity for learners with light sensitivity</i>),</li> <li>● prepare to make a concrete slab by: putting on appropriate clothes, moving to the areas of</li> </ul>	<ol style="list-style-type: none"> <li>1. What items do you use in making a concrete slab?</li> <li>2. How do you make a concrete slab?</li> </ol>

			<p>work, assembling materials and tools to use (water, sand, ballast, spade, wheelbarrow, slab mould), orienting self in readiness to start the work,</p> <ul style="list-style-type: none"> <li>● observe or listen to verbal or tactual description of pictures or watch video clips or animations of people making a slab and identify the steps (<i>a learner with motor or mobility or manipulative difficulties could use alternative functional parts of the body or be assisted by peers or Learner Support Assistant or teacher</i>),</li> <li>● participate in a demonstration of making a concrete slab by: i) measuring the right rations of sand and ballast, ii) mixing ballast and sand evenly, iii) adding water to the mixture of ballast and sand, iv) cleaning the slab mould, v) putting the slab mould on a flat and secure place, vi) pouring motar into the slab mould, vii) flattening the motar to flash with the edges of the mould, viii) airing the moulded slab (<i>Provide physical guidance and tactile modelling to learners with deafblindness</i>),</li> <li>● make a concrete slab by following the correct steps (<i>Safety precautions should be observed for all learners</i>),</li> <li>● displaying the finished product for feedback and take photographs to keep in the portfolio,</li> <li>● clear the working area and store the materials and tools used appropriately.</li> </ul>	
<p><b>Core Competencies to be developed:</b>  Creativity and Imagination: as the learner makes a concrete slab following the correct steps.</p>				

<b>Values:</b> Responsibility: is nurtured as the learner takes care of self and others when making concrete slab.
<b>Pertinent and Contemporary Issues (PCIs):</b> Environmental conservation: as learners use the right amount of water when mixing the mortar.
<b>Link to other Learning Areas:</b> The learner is able to relate the skills used in mixing materials to performing non-locomotor activities in Physical Education
<b>Suggested Learning Resources:</b> Sand, water, cement, ballast (concrete dust 0.6mm) wheelbarrow, spade, polythene paper, trowel, watering can, weighing machine, bucket/containers, mixer, protective clothing, concrete items such as slabs, bricks, ventilations, flower vases, chairs, plant pots, cabs.

## SUGGESTED ASSESSMENT GUIDES

### 1. Assessment Checklist

Learner's Name \_\_\_\_\_

S/No.	Indicator	Skills Assessed	Tick as appropriate		Teacher's comment
			Demonstrated	Not Demonstrated	
1	Ability to prepare to make a slab using concrete	i. Putting on appropriate clothes.			
		ii. Moving to the areas of work.			
		iii. Assembling materials and tools to use.			
		iv. Orienting self in readiness to start the work.			
2	Ability to make a slab using concrete	i. Measuring the right ratios of sand and ballast.			

		ii. Mixing ballast and sand evenly,			
		iii. Adding water to the mixture of ballast and sand.			
		iv. Cleaning the slab mould.			
		v. Putting the slab mould on a flat and secure place.			
		vi. Pouring motar into the slab mould.			
		vii. Fattening the motar to flash with the edges of the mould.			
		viii. Airing the moulded slab.			

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

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*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

<b>Level</b> <b>Indicator</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to prepare to make a slab using concrete.	The learner prepares to make a concrete slab by performing 4 activities.	The learner prepares to make a concrete slab by performing 3 activities.	The learner prepares to make a concrete slab by performing 2 activities.	The learner prepares to make a concrete slab by performing 1 or none of the activities.
Ability to make a slab using concrete following the correct steps	The learner makes a concrete slab by performing 7 to 8 correct steps.	The learner makes a concrete slab by performing 4 to 6 correct steps.	The learner makes a concrete slab by performing 2 to 3 correct steps.	The learner makes a concrete slab by performing 1 or none of the steps.

<b>Strand</b>	<b>Sub Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Suggested Key Inquiry Question(s)</b>
<b>6.0 Concrete Works</b>	<b>6.2 Making concrete ventilations</b>	By the end of the Sub Strand, the learner should be able to:  a) identify items used in making concrete ventilations, b) make concrete ventilations following the correct steps,	The learner is guided to:  <ul style="list-style-type: none"> <li>observe or listen to verbal or tactual description of pictures or watch audio-visual clips or animations of items used in making concrete ventilations and identify them (<i>a learner with severe communication difficulties could use augmentative and alternative communication. Adjust light intensity for learners with light sensitivity</i>),</li> <li>prepare to make concrete ventilations by: i) dressing appropriately, ii) assembling materials</li> </ul>	How do you make a concrete ventilation?



		<p>c) desire to make concrete ventilations for income generation.</p>	<p>and tools to use in making ventilations (water, sand, cement, ballast, spade, trowel, wheelbarrow, ventilation mould), iii) clear the working area and spread a polythene sheet appropriate, iv) measuring the appropriate amount of sand, ballast and cement in the correct ratio, v) sieving the sand using the right methods while observing safety,</p> <ul style="list-style-type: none"> <li>• participate in a demonstration of how to make ventilations using concrete by: i) mixing the raw materials in preparation of making exterior and interior ventilations, ii) adding water to the mixture and continuing mixing to the right consistency, iii) selecting the appropriate mould to use for making exterior and interior ventilations, iv) placing ventilation moulds appropriately on top of the polythene sheet, v) filling the mortar into the mould using a trowel, spade or any other improvised tool, vi) levelling the mortar into the mould using steel trowel or any other improvised tool to give the exterior and interior concrete ventilations a desired finish, vii) spreading the polythene bag on a flat surface to ensure the exterior and interior concrete ventilations comes out smooth, viii) demoulding the exterior and interior ventilations on the polythene paper, ix) cleaning tools used during moulding and store them appropriately, x) leaving the concrete blocks to stay overnight, xi) curing the interior and exterior concrete ventilations twice a day for seven days to strengthen them for durability (<i>Provide physical</i> </li></ul>	
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			<p><i>guidance and tactile modelling to a learner with deafblindness),</i></p> <ul style="list-style-type: none"> <li>● practise making concrete ventilations by following the correct steps (<i>Safety precautions should be observed for all learners during the activities</i>),</li> <li>● displaying the moulded exterior and interior ventilations for feedback,</li> <li>● clear the working area and store the resources used appropriately.</li> </ul>	
<p><b>Core Competence to be developed:</b></p> <ul style="list-style-type: none"> <li>● Digital Literacy: as the learner uses digital devices with assistive technology to watch and listen to audio-visual clips or animations of items used in making concrete ventilations.</li> <li>● Self-efficacy: as the learner successfully makes exterior and interior concrete ventilations.</li> </ul>				
<p><b>Value:</b></p> <ul style="list-style-type: none"> <li>● Love: is enhanced as learners share resources as they make exterior and interior concrete ventilations</li> <li>● Responsibility: is nurtured as the learner cleans and stores items used in making exterior and interior concrete ventilation safely.</li> </ul>				
<p><b>Pertinent and Contemporary Issues (PCIs):</b></p> <ul style="list-style-type: none"> <li>● Safety and security: is promoted as the learner handles materials carefully when making exterior and interior concrete ventilations.</li> <li>● Self-esteem is enhanced as the learner successfully makes exterior and interior concrete ventilations for sale.</li> </ul>				
<p><b>Link to other Learning Areas:</b></p> <p>The learner is able to relate the skills used in mixing concrete for making exterior and interior ventilations to performing locomotor and non-locomotor activities in Physical Education.</p>				
<p><b>Suggested Learning resources:</b></p> <p>Sand, water, cement, wheelbarrow, spade, polythene paper, trowel, weighing machine, bucket/containers, sieve, mixer, mould, spade, watering can, protective clothing, 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 items used in making concrete ventilations.	i. Identifying sand			
		ii. Identifying cement			
		iii. Identifying ballast			
		iv. Identifying a ventilation mould			
		v. Identifying a spade			
		vi. Identifying a trowel			
2	Ability to prepare to make ventilations using concrete.	i. Dressing appropriately.			
		ii. Assembling materials and tools to use in making ventilations.			
		iii. Clear the working area and spread a polythene sheet appropriately.			
		iv. Measuring the appropriate amount of sand, ballast and cement in the correct ratio.			
		v. Sieving the sand using the right methods while observing safety.			

3.	Ability to make concrete ventilations following the correct steps.	i.	Mixing the raw materials in preparation of making exterior and interior ventilations.			
		ii.	Adding water to the mixture and continuing mixing to the right consistency.			
		iii.	Selecting the appropriate mould to use for making exterior and interior ventilations.			
		iv.	Placing ventilation moulds appropriately on top of the polythene sheet.			
		v.	Filling the mortar into the mould using a trowel, spade or any other improvised tool.			
		vi.	Levelling the mortar into the mould to give the exterior and interior concrete ventilations a desired finish.			
		vii.	Spreading the polythene bag on a flat surface to ensure the Exterior and Interior concrete ventilations comes out smooth.			
		viii.	Demoulding the exterior and interior ventilations on the polythene paper.			
		ix.	Cleaning tools and equipment used during moulding and store them appropriately.			
		x.	Leaving the concrete blocks to stay overnight.			

		xi. Curing the interior and exterior concrete ventilations to strengthen them for durability.			
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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

<b>Level Indicator</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to identify items used in making concrete ventilations	The learner identifies 6 items used in making concrete ventilations	The learner identifies 4 to 5 items used in making concrete ventilations	The learner identifies 2 to 3 items used in making concrete ventilations	The learner identifies 1 or none of the items used in making concrete ventilations
Ability to prepare to make ventilations using concrete	The learner prepares to make concrete ventilations by performing 5 activities	The learner prepares to make concrete ventilations by performing 3 to 4 activities	The learner prepares to make concrete ventilations by performing 2 activities	The learner prepares to make concrete ventilations by performing 1 or none of the activities
Ability to make concrete ventilations following the correct steps	The learner makes concrete ventilations following 9 to 11 correct steps	The learner makes concrete ventilations following 6 to 8 correct steps	The learner makes concrete ventilations following 3 to 5 correct steps	The learner makes concrete ventilations following 1 to 2 correct steps or none

## 7.0 WEAVING

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
7.0 Weaving	7.1 Loom Weaving	<p>By the end of the Sub Strand, the learner should be able to:</p> <ul style="list-style-type: none"> <li>a) identify woven items for familiarisation,</li> <li>b) identify materials, tools and equipment used in loom weaving,</li> <li>c) make loom woven items for skill acquisition,</li> <li>d) appreciate items made using loom weaving for income generation.</li> </ul>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>● observe or explore or listen to verbal or tactual descriptions of pictures or woven items presented and identify items them using appropriate mode of communication. The woven items could include scarves, shawls, headscarves, table mats and neck ties,</li> <li>● observe or watch verbal or tactual descriptions of pictures or watch audio visual clips or animations on loom weaving and identify materials, tools and equipment used such as; weaving loom, yarn, tapestry needle, pair of scissors, knitting wool, weaving comb, weaving shuttle, shed stake (<i>screen resolutions should be regulated for learners with visual difficulties. A learner with severe communication difficulties could use AAC to identify materials used in loom weaving</i>),</li> <li>● watch or listen to audio visual video clips on different methods of loom weaving (<i>learner who are deafblind could be assisted through tactual signing</i>),</li> <li>● participate in a demonstration on making loom woven items using the plain and twine</li> </ul>	<ol style="list-style-type: none"> <li>1. How are loom woven items made?</li> <li>2. Why do we make loom woven items?</li> </ol>

			<p>techniques by: i) fasten the warp onto the loom, ii) prepare the weft yarn, iii) insert the shed stake into the warp thread, iv) create a basic weaving pattern, v) push each new row of weft thread down, vi) keep an even tension, g) add colour and texture with additional weft material,</p> <ul style="list-style-type: none"> <li>● practise making woven items (<i>(a learner with motor difficulties could use alternative functional parts of the body or be assisted by peers or learner support assistants or teacher to make woven items. Safety precautions should be observed for all learners)</i>),</li> <li>● display woven items for feedback and take photographs to keep in their portfolio,</li> <li>● clear the working area and store the resources appropriately.</li> </ul>	
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>● Creativity and imagination: as learners develop various designs and patterns using loom weaving.</li> <li>● Self-efficacy: as the learner successfully makes woven items.</li> </ul>				
<p><b>Values:</b>  Responsibility: is developed as the learner cleans the working area and store the learning resources used appropriately.</p>				
<p><b>Pertinent and Contemporary Issues (PCIs):</b>  Safety: is observed, as learners handle materials used in loom weaving</p>				
<p><b>Links to other Learning Areas:</b>  The learner is able to relate skills used in making woven items to mending personal clothes in Daily Living Skills and Nutrition</p>				
<p><b>Suggested Learning Resources:</b>  Sisal fibre, knitting wool, fishing line, pliers, needles, dry wood, wires, scissors, razor blade, pencils, video clips, fabric or textile materials, ribbons, string, sticks, nails, synthetic materials, digital devices with assistive devices, looms, frames, AAC resources, learner support assistant.</p>				

## SUGGESTED ASSESSMENT GUIDES

### 1. Assessment Checklist

Learner's Name \_\_\_\_\_

S/No.	Indicator	Skills Assessed	Tick as appropriate		Teacher's comment
			Demonstrated	Not Demonstrated	
1	Ability to identify materials used in loom weaving	i. Identifying weaving loom			
		ii. Identifying yarn			
		iii. Identifying a pair of scissors			
		iv. Identifying weaving comb			
		v. Identifying shed stake			
		vi. Identifying tapestry needle			
2	Ability to make loom woven items following correct steps	i. Fastening the warp on the loom			
		ii. Preparing the weft yarn			
		iii. Inserting the shed stake into the warp thread			
		iv. Pushing each new row of the weft thread down			
		v. Keeping an even tension			

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

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*Teacher's Name* \_\_\_\_\_

\_\_\_\_\_  
*Signature* \_\_\_\_\_

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*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

<b>Level</b> <b>Indicator</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to identify materials used for loom weaving.	The learner identifies 6 materials used for loom weaving.	The learner identifies 4 to 5 materials used for loom weaving.	The learner identifies 2 to 3 materials used for loom weaving.	The learner identifies 1 or none of the materials used for loom weaving.
Ability to make loom woven items following correct steps	The learner makes loom woven items following 5 following correct steps	The learner makes loom woven items following 3 to 4 following correct steps	The learner makes loom woven items following 2 following correct steps	The learner makes loom woven items following 1 or none of the steps.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
7.0 Weaving	7.2 Tapestry <ul style="list-style-type: none"> <li>• <i>Mat making</i></li> </ul>	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) identify items made using tapestry for familiarisation,</li> <li>b) identify materials and tools used in tapestry mat making,</li> <li>c) make mats using tapestry following the correct procedure,</li> <li>d) value tapestry mats for personal use and income generation.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>• observe or explore or listen to verbal or tactual descriptions of pictures or tapestry items presented and identify items them using appropriate mode of communication. The woven items could include floor mats, door mats and car mats,</li> <li>• observe or listen to verbal or tactual descriptions of pictures or watch audio visual clips or animations on tapestry mat making and identify materials and tools used such as tapestry, crochet needles, tapestry needles, pair of scissors, yarn, a thread sizer (<i>Screen resolutions should be regulated for a learner with visual difficulties. A learner with severe communication difficulties could use AAC to identify the materials and tools</i>),</li> <li>• assemble materials and tools to be used such as tapestry, crochet needles, tapestry needles, pair of scissors, yarn, a thread sizer,</li> <li>• participate in demonstration on tapestry mat making by: i) cutting the tapestry into the required size and shape, ii) choosing colour of yarn, iii) binding all the borders by crocheting, iv) cutting the yarn into 3 cm or 3.5 cm using a thread sizer, v) using a crochet needle to tie</li> </ul>	<ol style="list-style-type: none"> <li>1. How are tapestry mats made?</li> <li>2. Why are tapestry mats made?</li> </ol>

			<p>the yarn to the tapestry to create a loop and let the two strands pass through it and then tighten, vi) continuing the process to the end, vii) trimming the yarn after completion so that the mat is even and neat (<i>a learner with motor difficulties could use alternative functional parts of the body or be assisted by peers or learner support assistants or teacher</i>),</p> <ul style="list-style-type: none"> <li>● practise making different tapestry mats (<i>Safety precautions should be observed for all learners</i>),</li> <li>● display the finished tapestry mat in class for feedback and take photos to keep in their portfolio,</li> <li>● clear the working area and store the items appropriately.</li> </ul>	
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>● Communication and collaboration: as learners work together in making tapestry mats.</li> <li>● Creativity and imagination: as the learner develop various designs and patterns of tapestry mats.</li> </ul>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>● Responsibility: is developed as learners clean and store items used in tapestry mat making.</li> </ul>				
<p><b>Pertinent and Contemporary Issues (PCIs):</b></p> <ul style="list-style-type: none"> <li>● Safety: as learners carefully use materials in making tapestry mat.</li> </ul>				
<p><b>Link to other Learning Areas:</b> The learner is able to relate the skills used in making tapestry mats to mending personal clothes in Daily Living skills and Nutrition.</p>				
<p><b>Suggested Learning Resources:</b> Yarn, tapestry, scissors, thread sizer, knitting wool, crochet, yarn needle, cutting tool, digital assistive devices, video clips, learner support assistant, AAC resources</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 tools used in making tapestry mats	i. Identifying crochet needle			
		ii. Identifying tapestry needle			
		iii. Identifying pair of scissors			
		iv. Identifying thread sizer			
2	Ability to make tapestry mat	i. Cutting tapestry into required size and shape.			
		ii. Choosing the colour of yarn.			
		iii. Binding borders by crocheting .			
		iv. Cutting yarn into 3 cm or 3.5 cm using a thread sizer.			
		v. Tying the yarn to the tapestry to create a loop and letting the two strands pass through then tighten			
		vi. Continuing the process to the end.			
		vii. Trimming yarn after completion			

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

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*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

<b>Indicator \ Level</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to identify tools used in making tapestry mats.	The learner identifies 4 tools used in making tapestry mats.	The learner identifies 3 tools used in making tapestry mats.	The learner identifies 2 tools used in making tapestry mats.	The learner identifies 1 or none of the tools used in making tapestry mats
Ability to make the tapestry mat following the correct steps.	The learner makes tapestry mats following 7 correct steps.	The learner makes tapestry mats following 5 to 6 correct steps.	The learner makes tapestry mats following 3 to 4 steps.	The learner makes tapestry mats following 2 steps or less.

## 8.0 PATTERN MAKING

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experience	Suggested Key Inquiry Question
<b>8.0 Pattern Making</b>	<b>8.1 Print Patterns</b> <ul style="list-style-type: none"> <li>• <i>Printing press</i></li> <li>- <i>Leaf printing</i></li> <li>- <i>Banana stalk printing</i></li> <li>• <i>Block printing</i></li> </ul>	<p>By the end of the Sub Strand, the learner should be able to:</p> <ol style="list-style-type: none"> <li>a) identify items made using print patterns for familiarisation,</li> <li>b) identify materials and tools used in making print pattern for learning,</li> <li>c) make print patterns for skill acquisition,</li> <li>d) enjoy making print pattern on different media for aesthetics and income generation.</li> </ol>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>• observe or explore or listen to verbal or tactual descriptions of pictures or print patterns presented and identify the items using appropriate mode of communication,</li> <li>• observe or listen to verbal or tactual descriptions of pictures or watch audio visual clips or animations on print patterns making and identify materials and tools used such as sponges, stamps, brushes, leaves, paper, potatoes, feathers, banana stalks, ink or dye, knife (<i>screen resolutions should be regulated for a learner with visual difficulties. A learner with severe communication difficulties could use Augmentative and Alternative Communication to identify the materials and tools</i>),</li> <li>• assemble materials and tools to be used such as sponges, stamps, brushes, leaves, paper, potatoes, feathers, banana stalks, ink or dye, knife (<i>a learner with motor difficulties could use alternative functional parts of the body or be assisted by peers or learner support assistants or teacher</i>),</li> <li>• participate in a demonstration on making print patterns using printing press as follows:</li> </ul>	<ol style="list-style-type: none"> <li>1. What materials do we use in printing patterns?</li> <li>2. How are print patterns made?</li> <li>3. Why do we make print patterns?</li> </ol>

			<p><b>Leaf printing</b> by: i) collecting leaves of different shapes and sizes, ii) prepare paper or fabric or canvas, iii) prepare ink or paint, iv) apply ink or paint onto the underside of the leaf using a paintbrush or sponge, v) carefully placing the inked side on a clean paper or fabric and pressing down gently, vi) lifting the leaf straight up and making multiple prints to form patterns (motifs) of choice, vii) allowing the patterns to dry,</p> <p><b>Banana stalk printing</b> by: i) collecting banana stalks, ii) cutting through the banana stalk at an angle, iii) apply ink on one side of the cut side, iv) carefully placing the inked side on a clean paper and pressing lightly, v) making several other prints to form patterns (motifs) of choice, vi) allowing the patterns to dry,</p> <ul style="list-style-type: none"> <li>● prepare in readiness for <b>block print</b> pattern making by: i) collecting printing materials to be used, ii) wearing protective clothing (gloves and dust masks or goggles), iii) measuring the lengths of the fabric to be used (in 1 m or ½m or ¼m), iv) tightening the fabric to be worked on, v) making the printing block (<i>from wood, paper, plastics or metal</i>) by drawing the design in a sketch pad and tracing the design in a sketch pad onto a printing block, vi) mixing colours as required,</li> <li>● participate in a demonstration on making print patterns using <b>block printing</b> by: i)</li> </ul>	
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			<p>preparing the block with patterns cut on it, ii) applying the dye/ink across the surface of the block using a brush, iii) placing the block on top of the fabric (cloth), iv) tapping the back of the block with a mallet to ensure even printing,</p> <ul style="list-style-type: none"> <li>● practise making print patterns (<i>a learner with motor difficulties could use alternative functional parts of the body or be assisted by peers or learner support assistants to make print patterns. Safety of all learners should be observed when carrying out the activities</i>),</li> <li>● display the finished work for feedback,</li> <li>● leave the printed paper or fabric to dry and file in the showcase portfolios,</li> <li>● clear the working area and store the resources used appropriately.</li> </ul>	
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>● Digital literacy as the learner manipulates digital devices to listen to and watch audio visual clips on items decorated using print pattern.</li> <li>● Creativity and imagination: as the learner makes unique types of print pattern.</li> </ul>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>● Unity is enhanced as the learners share items while working together</li> <li>● Respect is nurtured as the learner accommodates others opinions when giving feedback on the displayed finished work.</li> </ul>				
<p><b>Pertinent and Contemporary Issues (PCIs):</b></p> <ul style="list-style-type: none"> <li>● Safety as learners carefully manipulate items as they make print patterns</li> <li>● Assertiveness is enhanced as the learners practice measuring in 1 metre, half metre and ¼ a metre</li> </ul>				
<p><b>Link to Other Learning Areas:</b> Wearing protective clothing is linked to protection clothing in Communication and Functional literacy skills.</p>				



**Suggested Learning Resources.**

Leaves, blocks, paint, ink, water, surfaces, pens, knives, pencils, containers, chisel, stirring sticks, assistive devices such as magnifying glasses pen holders mirror boards, masking tapes, head pointers communication boards digital devices and locally available materials.

**SUGGESTED ASSESSMENT GUIDES****1. Assessment Checklist**

Learners Name \_\_\_\_\_

S/No.	Indicator	Skills Assessed	Tick As Appropriate		Teacher's Comment
			Demonstrated	Not Demonstrated	
1	Ability to identify materials used in making print patterns.	i. Identifying leaf			
		ii. Identifying potatoes			
		iii. Identifying feathers			
		iv. Identifying a stamp			
		v. Identifying banana stalk			
2	Ability to make print patterns using leaf printing	i. Collecting leaves of different shapes and sizes.			
		ii. Preparing paper or fabric or canvas,			
		iii. Preparing ink or paint			
		iv. Apply ink or paint onto the underside of the leaf using a paintbrush or sponge			
		v. Carefully placing the inked side on a clean paper or fabric and pressing down gently.			
		vi. Lifting the leaf straight up and making multiple prints to form patterns (motifs) of choice			
		vii. Allowing the patterns to dry.			
3		i. Collecting banana stalks			

	Ability to make print patterns using banana stalk printing	ii. Cutting through the banana stalk at an angle			
		iii. Apply ink on one side of the cut side			
		iv. Carefully placing the inked side on a clean paper and pressing lightly			
		v. Making several other prints to form patterns (motifs) of choice			
		vi. Allowing the patterns to dry			
4	Ability to prepare in readiness for block print pattern making	i. Collecting printing items.			
		ii. Wearing protective clothing.			
		iii. Measuring the fabric.			
		iv. Tightening the fabric.			
		v. Making the printing block			
		vi. Mixing colours as required.			
5	Ability to make print patterns using block printing following the correct steps	i. Preparing the block with patterns cut on it			
		ii. Applying the dye/ink across the surface of the block using a brush			
		iii. Placing the block on top of the fabric (cloth)			
		iv. Tapping the back of the block with a mallet to ensure even printing			

***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.

<b>Level</b> <b>Indicator</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to identify materials used in making print patterns.	The learner identifies 5 materials used in making print patterns	The learner identifies 3 to 4 materials used in making print patterns	The learner identifies 2 materials used in making print patterns	The learner identifies 1 materials used in making print patterns or none
Ability to make print patterns using leaf printing following the correct steps	The learner makes print patterns using leaf printing following 6 to 7 correct steps	The learner makes print patterns using leaf printing following 4 to 5 correct steps	The learner makes print patterns using leaf printing following 2 to 3 correct steps	The learner makes print patterns using leaf printing following 1 step or none
Ability to make print patterns using banana stalk printing following the correct steps	The learner makes print patterns using banana stalk printing following 6 correct steps	The learner makes print patterns using banana stalk printing following 4 to 5 correct steps	The learner makes print patterns using banana stalk printing following 2 to 3 correct steps	The learner makes print patterns using banana stalk printing following 1 step or none
Ability to prepare in readiness for block print pattern making	The learner performs 6 skills in readiness for block print pattern making	The learner performs 4 to 5 skills in readiness for block print pattern making	The learner performs 2 to 3 skills in readiness for block print pattern making	The learner performs 1 or none of the skills in readiness for block print pattern making.
Ability to make print patterns using block printing following the correct steps	The learner makes print patterns using block printing following 4 correct steps	The learner makes print patterns using block printing following 3 correct steps	The learner makes print patterns using block printing following 2 correct steps	The learner makes print patterns using block printing following 1 step or none

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experience	Suggested Key Inquiry Question
<b>8.0 Pattern Making</b>	<b>8.2 Fabric decoration</b> <ul style="list-style-type: none"> <li>• <i>Tie and dye</i></li> </ul>	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) identify items made using tie and dye for familiarisation,</li> <li>b) identify materials for decorating fabric using tie and dye for learning,</li> <li>c) decorate fabrics using tie and dye technique for skill acquisition,</li> <li>d) desire to decorate fabric for beauty value addition and durability.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>• observe or explore or listen to verbal or tactual descriptions of pictures or tie and dyed items presented and identify the items using appropriate mode of communication. The items may include a T-shirt or scarf or shawl or kanga/leso or socks or shorts or bedding or hoodies or sweatpants,</li> <li>• observe or listen to verbal or tactual descriptions of pictures or watch audio visual clips or animations on fabric decoration using tie and dye and identify materials used such as dyes, binding threads, fabric (cloth), vessels or containers for dyes, water for rinsing the sample, gloves, masking tape, paintbrush,</li> <li>• assemble materials to be used such as dyes, binding threads, fabric (cloth), vessels or containers for dyes, water, gloves, masking tape, paintbrush (<i>a learner with motor difficulties could use alternative functional parts of the body or be assisted by peers or learner support assistants or teacher</i>),</li> <li>• prepare in readiness for carrying out tie and dye by: i) collecting materials to be used, ii) wearing protective clothing (gloves and dust masks, iii) boiling water, iv) prepare the working area,</li> </ul>	<ol style="list-style-type: none"> <li>1. What materials do we use to decorate fabric using tie and dye?</li> <li>2. How do we tie and dye fabric?</li> </ol>

			<ul style="list-style-type: none"> <li>• participate in a demonstration decorating a fabric using tie and dye by: i) prewashing the cloth to remove dirt or grease and then ironing it, ii) marking the pattern, iii) preparing the cloth by tying or knotting or folding or sewing, iv) preparing the dye by choosing the colour of the dye, measuring the dye and mixing it with the right quantities of water, v) dipping the cloth for some time, vi) removing the cloth and squeezing it to remove surplus dye, vii) rinsing the dyed cloth properly and squeezing the surplus water, viii) hanging the dyed cloth to dry,</li> <li>• practise making tie and dye using the methods of binding with string or rubber band or stitching or folding or twisting or pleating or crumpling following the correct procedure (<i>observe safety of self and others when carrying out activities</i>),</li> <li>• display the finished items for feedback,</li> <li>• clear the working area and safety store the materials and tools appropriately.</li> <li>• sell the finished items for income generations.</li> </ul>	
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• Creativity and Imagination: as the learner makes unique tie and dye patterns on the fabric.</li> <li>• Self-efficacy: as the learner successfully decorates fabric using tie and dye technique.</li> <li>• Learning to learn: as the learner observes or manipulates various items made using tie and dye.</li> </ul>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>• Unity is nurtured as learners work together through the process of tie and die such as folding, twisting, pleating.</li> </ul>				

<ul style="list-style-type: none"> <li>Responsibility is enhanced as the learner clears the working area and stores the materials used in the tie and dye activity.</li> </ul>
<b>Pertinent and Contemporary Issues (PCIs):</b> <ul style="list-style-type: none"> <li>Social cohesion: as learners work together and support each other when carrying out the tie and dye activity.</li> <li>Safety and security: is enhanced as the learner observes safety of self and others when carrying out tie and dye activities.</li> </ul>
<b>Link to other Learning Areas.</b> Washing of the fabric ready for colour application is linked to laundering personal items in Daily Living Skills and Nutrition
<b>Suggested Learning Resources:</b> Textile paint or tie and dyes, string, water, working surfaces, video clips, pens, knives, bottles with nozzle, pair of scissors, pieces of cloth, wax rollers, binding threads, needles, assistive devices such as magnifying glasses, pen holders, mirror boards, communication board, digital devices, Fabric samples, decoration items (beads, sequins, threads), vessels or containers for dyes, water, gloves, masking tape, paintbrush

## SUGGESTED ASSESSMENT GUIDES

### 1. Assessment Checklist

Learner's Name \_\_\_\_\_

S/No.	Indicators	Skills Assessed	Tick As Appropriate		Teachers Comment
			Demonstrated	Not Demonstrated	
1	Ability to identify materials for decorating fabric using tie and dye.	i. Identifying fabric (cloth)			
		ii. Identifying dyes			
		iii. Identifying containers for dye			
		iv. Identifying binding thread or string			
2	Ability to decorate fabric using tie and dye technique following the correct steps.	i. Prewashing the fabric to remove dirt or grease.			
		ii. Marking the pattern			
		iii. Preparing the cloth by tying or knotting or folding or sewing			
		iv. Preparing the dye.			
		v. Dipping the cloth for some time.			

		vi. Removing the fabric and squeezing it to remove surplus dye.			
		vii. Rinsing the dyed cloth properly and squeezing the surplus water.			
		viii. Hanging the dyed cloth to dry.			

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

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*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.

<b>Level</b> <b>Indicator</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to identify materials for decorating fabric using tie and dye.	The learner identifies 4 materials for decorating fabric using tie and dye.	The learner identifies 3 materials for decorating fabric using tie and dye.	The learner identifies 2 materials for decorating fabric using tie and dye.	The learner identifies 1 or none of the materials for decorating fabric using tie and dye.
Ability to decorate fabric using tie and dye technique following the correct steps.	The learner decorates fabric using tie and dye technique following 7 to 8 correct steps.	The learner decorates fabric using tie and dye technique following 5 to 6 correct steps.	The learner decorates fabric using tie and dye technique following 3 to 4 correct steps.	The learner decorates fabric using tie and dye technique following 2 steps or less.

## 9.0 LEATHER CRAFT

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
9.0 Leather Craft	<b>9.1 Making Leather Items</b> <ul style="list-style-type: none"> <li>• Purses</li> </ul>	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) identify items made of leather for familiarisation,</li> <li>b) identify materials and tool used in leather craft for learning,</li> <li>c) make purses using leather for aesthetics and income generation,</li> <li>d) value the functional and aesthetic use of finished leather purses.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>• observe or explore or listen to verbal or tactual descriptions of pictures or leather items presented and identify items them using appropriate mode of communication. The leather items could include purses, hand bags, belts, shoes,</li> <li>• observe or listen to verbal or tactual descriptions of pictures or watch audio visual clips or animations on making leather products and identify materials and tools used. The materials and tools include pieces of leather, beads, skiving knife, fishing lines, measuring tapes, cutting board, pliers, glue, cobblers' needle, dye, pair of scissors, blades, cobblers' strings, punches, awl, setters <i>(screen resolutions should be regulated for a learner with visual needs such as those with epilepsy and autism. Learner with severe speech difficulties could use AAC to identify items used in leather craft),</i></li> </ul>	<ol style="list-style-type: none"> <li>1. What do we use to make a leather purse?</li> <li>2. How do we make a leather purse?</li> </ol>



			<ul style="list-style-type: none"> <li>● prepare to make a leather purse by; dressing appropriately, assembling the materials and tools to be used, making a sketch of a purse on paper, laying the leather on the working surface, transferring the sketch to the leather by measuring and marking as appropriate, cutting along the marked outline (<i>learner with motor or manipulation difficulties could use alternative functional parts of the body or be assisted by peers or learner support assistants or teacher. Safety of all learners should be observed</i>),</li> <li>● participate in a demonstration on making leather purses by: i) designing the purse, ii) selecting the appropriate leather, iii) cutting leather into required shape and size, iv) stitching together, v) fixing fasteners,</li> <li>● practise making leather purses using different techniques (<i>learner with motor or manipulation difficulties could use alternative functional parts of the body or be assisted by peers or learner support assistant or teacher. Safety of all learners should be observed when carrying out the activities</i>),</li> <li>● display the finished leather Purses for feedback,</li> </ul>	
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			<ul style="list-style-type: none"> <li>● use digital devices with assistive technology to take photographs or record video clips to put in their portfolios,</li> <li>● clean and clear the working area, dispose waste materials and safely store the items appropriately.</li> </ul>	
<b>Core Competencies to be developed:</b> <ul style="list-style-type: none"> <li>● Creativity and imagination: as the learner uses unique designs and patterns in making leather purse.</li> <li>● Self-efficacy: as the learner successfully makes and use their own leather purse.</li> </ul>				
<b>Values</b> <ul style="list-style-type: none"> <li>● Love: is nurtured as learners share materials and tools.</li> <li>● Responsibility: is enhanced as the learner takes care of the materials and tools used.</li> </ul>				
<b>Pertinent and Contemporary Issues (PCIs):</b> <ul style="list-style-type: none"> <li>● Safety as the learner observes safety of self and others</li> </ul>				
<b>Link to other Learning Areas</b> <ul style="list-style-type: none"> <li>● The learner is able to relate the skills used in manipulating leather materials and tools to manipulative Skills in Physical Education.</li> <li>● Cleaning and clearing the working area, disposing waste materials is linked to Environmental hygiene in Daily Living Skills and Nutrition.</li> </ul>				
<b>Suggested resources:</b> Leather, beads, hammer, nails, skiving knife, thread, purses, hand bags, belts, shoes, fishing line, measuring tape, cutting board, pliers, glue, scratch and welting awl, cobblers' needles, dry wood, paint and brushes, dye, scissors, blade, video clips, masking tape, cobbler string, assistive devices such as magnifying glasses, pen holders, mirror boards, head pointers, communication board, digital devices, and locally available materials.				

## SUGGESTED ASSESSMENT GUIDES

### 1. Assessment Checklist

Learner's Name \_\_\_\_\_

S/No.	Indicator	Skills Assessed	Tick as appropriate		Teacher's comment
			Demonstrated	Not Demonstrated	
1	Ability to identify items made of leather.	i. Identifying a leather purse.			
		ii. Identifying a leather hand bag.			
		iii. Identifying leather shoes.			
		iv. Identifying a leather belt.			
2	Ability to identify tools used in leather craft.	i. Identifying skiving knife			
		ii. Identifying pliers			
		iii. Identifying cobblers' needle			
		iv. Identifying pair of scissors			
3	Ability to prepare to make leather purses following the correct steps	i. Dressing appropriately.			
		ii. Assembling materials and tool used in making leather purses.			
		iii. Making a sketch of a purse on paper.			
		iv. Marking the outline using dotted lines or cotton twine.			
4	Ability to make leather purses following the correct procedure	i. Selecting the appropriate leather.			
		ii. Cutting leather into required shape and size.			
		iii. Stitching the leather.			
		iv. Fixing fasteners.			

*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

<b>Indicator \ Level</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to identify items made of leather.	The learner identifies 4 items made of leather.	The learner identifies 3 items made of leather.	The learner identifies 2 items made of leather.	The learner identifies 1 item made of leather or none.
Ability to identify tools used in leather craft.	The learner identifies 4 tools used in leather craft.	The learner identifies 3 tools used in leather craft.	The learner identifies 2 tools used in leather craft.	The learner identifies 1 tool used in leather craft. or none.
Ability to prepare to make leather purses following correct steps	The learner prepares to make a leather purse following 4 correct steps	The learner prepares to make a leather purse following 3 correct steps	The learner prepares to make a leather purse following 2 correct steps	The learner prepares to make a leather purse following 1 step or none
Ability to make leather purses following the correct procedure	The learner makes a leather purse following 4 steps	The learner makes a leather purse following 3 steps	The learner makes a leather purse following 2 steps	The learner makes a leather purse following 1 step or none.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
9.0 Leather Craft	9.2 Care for leather items	<p>By the end of the Sub Strand, the learner should be able to:</p> <p>a) identify materials used in caring for leather items,</p> <p>b) care for leather items for skill acquisition,</p> <p>c) appreciate the need for good care of leather items.</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>● observe pictures or listen to verbal or tactual descriptions or watch audio visual clips or animations on care for leather items and identify leather care products such as cleaners, conditioners, protectants, and brushes using appropriate mode of communication. (<i>screen resolutions should be regulated for learners with visual difficulties</i>),</li> <li>● participate in demonstrations on how to care for different leather items by dusting, wiping with a damp cloth, moisturising with a cream, brushing, polishing,</li> <li>● practise caring for leather items using the correct steps (<i>learner with motor or manipulation difficulties could use alternative functional parts of the body or be assisted by peers or learner support assistants or teacher</i>),</li> <li>● display the leather items for feedback,</li> <li>● clear the working area and store the materials and tools appropriately.</li> </ul>	<p>1. How are leather items cared for?</p> <p>2. Why is it important to care for leather items?</p>
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>● Critical thinking and Problem solving as learners cares for different leather items.</li> <li>● Self-efficacy: as learners accomplish the task of caring for leather items.</li> </ul>				
<p><b>Values</b></p> <ul style="list-style-type: none"> <li>● Responsibility is enhanced as learners take care of own and others leather items.</li> <li>● Unity is achieved as learners work together when caring for leather items.</li> </ul>				
<p><b>Pertinent and Contemporary Issues (PCIs):</b> Self-esteem as learners successfully accomplish the tasks involved in caring for leather items.</p>				

**Links to other Learning Areas:**

The learner is able to relate skills used in caring for leather items to care of shoes in Daily Living Skills and Nutrition.

**Suggested Learning Resources:**

Leather, beads, hammer, nails, knife, thread, fishing line, measuring tape, cutting board, pliers, glue, scratch and welting awl, cobblers' needles, dry wood, paint and brushes, dye, scissors, blade, video clips, masking tape, cobbler string, nails, assistive devices such as magnifying glasses, pen holders, mirror boards, head pointers, communication board, digital devices, video clips, calendar system and locally available materials.

**SUGGESTED ASSESSMENT GUIDES****1. Assessment Checklist**

Learner's Name \_\_\_\_\_

S/No.	Indicator	Skills Assessed	Tick as appropriate		Teacher's comment
			Demonstrated	Not Demonstrated	
1	Ability to identify materials used in caring for leather items.	i. Identifying cleaners.			
		ii. Identifying conditioners.			
		iii. Identifying protectants			
		iv. Identifying brushes.			
2	Ability to care for leather items following the correct steps	i. Dusting leather items			
		ii. Wiping leather items.			
		iii. Moisturising leather items			
		iv. Brushing leather items			
		v. Polishing leather items			

*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

<b>Level</b> <b>Indicator</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to identify items used in caring for leather items.	The learner identifies 4 items used in caring for leather items.	The learner identifies 3 items used in caring for leather items.	The learner identifies 2 items used in caring for leather items.	The learner identifies 1 item used in caring for leather items or none.
Ability to care for leather items following correct steps.	The learner cares for leather items following 5 correct steps.	The learner cares for leather items following 3 to 4 correct steps.	The learner cares for leather items following 2 correct steps.	The learner cares for leather items following 1 step or none.

## 10.0 HAIRDRESSING AND BEAUTY THERAPY

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experience	Suggested Key Inquiry Question(s)
<b>10.0 Hairdressing and Beauty Therapy</b>	<b>10.1 Hairdressing</b> <ul style="list-style-type: none"> <li>• <i>Shampooing</i></li> <li>• <i>Conditioning</i></li> <li>• <i>Blow drying</i></li> <li>• <i>Plaiting</i></li> </ul>	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) identify items used in hair dressing for learning</li> <li>b) perform the hairdressing process of cleaning for skill acquisition,</li> <li>c) appreciate the role of hair dressing for beauty and income generation.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>• observe or explore or listen to verbal or tactual description of hair dummies or dolls presented and identify them (<i>a learner with severe communication difficulties could use Augmentative and Alternative Communication while the one with motor and manipulation difficulties could use alternative functional parts of the body or be assisted by peers or Learner Support Assistants or teacher</i>),</li> <li>• observe or listen to verbal or tactual descriptions of pictures or watch audio visual clips or animations or real items used in hair dressing such as combs, aprons, blow drier, saloon sink, basins, towel, shampoo, and identify them using appropriate mode of communication (<i>screen resolution should be regulated for learners with visual needs</i>),</li> <li>• watch and listen to audio visual clips on demonstrations on various hairdressing skills such as shampooing and conditioning, blow drying, plaiting and braiding, barbering, roller setting and styling,</li> <li>• prepare in readiness to wash hair by: dressing appropriately, assembling the items to use, moving to the hair washing area,</li> </ul>	<ol style="list-style-type: none"> <li>1. What do we use to clean our hair?</li> <li>2. How do we keep our hair clean?</li> <li>3. How do we plait hair?</li> </ol>



			<ul style="list-style-type: none"> <li>● participate in a demonstration on washing hair as follows: i) soaking hair with warm water, ii) apply shampoo to the wet hair and wash to remove oil and dirt, iii) scrubbing the scalp and iv) rinsing the shampoo thoroughly, v) applying conditioner in right quantity to soften the hair, vi) rinsing conditioner with warm water, vii) wrapping the head with a clean towel to remove excess water from the hair,</li> <li>● practise washing hair,</li> <li>● cleaning hair items used, clearing the working area and storing the items appropriately,</li> <li>● participate in a demonstration on blow drying hair as follows: moving to the blow drying area, sitting appropriately, putting a protective clothing or towel on the shoulders, plugging the blow dryer to electric socket, fixing nozzle and comb to the dryer, detangling the hair, splitting the hair into sections, blow drying each section, finishing with a blast of cool air applying hair food and styling as desired switching off power and unplugging the blow dryer, storing the blow dryer appropriately</li> <li>● practise blow drying hair,</li> <li>● clear the working area and store the materials and tools used appropriately,</li> <li>● prepare in readiness for plating hair as follows: i) combing the hair thoroughly, applying a light weight hair oil for easier plaiting, creating neat even sections left, middle and right, combing through the sections and securing</li> </ul>	
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			<p>each with a small elastic or clip to keep them separated,</p> <ul style="list-style-type: none"><li>• participate in a demonstration on plaiting cornrows by: i) parting the hair cleanly from the front of the hairline to the nape of the neck, ii) starting the cornrow closest to the hairline, iii) making a small, horizontal part, from one end of the presectioned area to the other, left to right, iv) sectioning and dividing just that front area into three small sections, using the thumb, index, and middle finger to separate the sections, v) beginning the braiding by crisscrossing one section of hair over the other - starting with the side sections, either right or left, and beginning to cross the hair over the middle piece of hair that the index finger created, vi) switching fingers to allow a new section to take place in the centre and holding each piece of hair with tension, so that the braid doesn't loosen up, vii) creating the cornrow by grabbing a half-inch section from the unbraided hair left in the section you are working in and use it to create one bigger section with the middle piece of hair, viii) repeating crossing both left- and right-side sections over the new centre and continue this process down to the nape of the neck, ix) braiding the ends by crossing each side section over the centre and switching fingers to take each side section over the centre piece smoothly,</li></ul>	
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			x) repeating the steps for the other presectioned areas of the hair, <ul style="list-style-type: none"> <li>● practise plaiting hair,</li> <li>● clear the working area and store the materials or tools appropriately.</li> </ul>	
<b>Core Competencies to be developed:</b> <ul style="list-style-type: none"> <li>● Learning to learn: as the learner carries out various hairdressing activities.</li> <li>● Digital literacy: as the learner manipulated digital devices with assistive technology to watch and listen to audio visual clips on demonstrations on various hairdressing skills .</li> </ul>				
<b>Values:</b> Responsibility is developed as learners take care of the hairdressing items.				
<b>Pertinent and Contemporary Issues (PCIs):</b> <ul style="list-style-type: none"> <li>● Self-esteem as learners successfully accomplish the assigned tasks.</li> <li>● Safety as learners practice to handle materials in hairdressing with caution.</li> </ul>				
<b>Links to other Learning Areas:</b> The learner is able to relate skills used in washing the hair and cleaning hair items using the right procedure to Personal Hygiene in Daily living skill and nutrition.				
<b>Suggested Resources:</b> Shampoo and conditioner, towel, braids, blow dryer, towels, apron, trolleys, assorted combs, basins, sinks, needles, pins, hair clips, gloves, plaits, gown, trappers, digital devices with assistive technology, mirror boards, communication board, dolls, hair dummies.				

## SUGGESTED ASSESSMENT GUIDES.

### 1. Assessment Check List

Learner's Name \_\_\_\_\_

S/No.	Indicators	Skills Assessed	Tick As Appropriate		Teacher's Comment
			Demonstrated	Not Demonstrated	
1	Ability to identify items used in hairdressing	i. Identifying assorted combs.			
		ii. Identifying a blow drier.			
		iii. Identifying shampoo.			
		iv. Identifying conditioner.			
		v. Identifying an apron.			
		vi. Identifying salon sink.			
		vii. Identifying a towel.			
2	Ability to wash the hair using correct procedure.	i. Soaking hair with warm water.			
		ii. Applying right quantity of shampoo to the wet hair.			
		iii. Scrubbing the scalp.			
		iv. Rinsing the shampoo thoroughly.			
		v. Applying conditioner evenly.			
		vi. Rinsing conditioner with warm water.			
		vii. Wrapping the head with a clean towel to remove excess water from the hair			
3	Ability to blow drying hair following the correct steps	i. Moving to the blow drying area.			
		ii. Sitting appropriately.			
		iii. Putting a protective clothing or towel on the shoulders.			
		iv. Plugging the blow dryer to electric socket.			
		v. Fixing nozzle and comb to the dryer.			
		vi. Detangling the hair.			

		vii. Splitting the hair into sections.			
		viii. Blow drying each sections.			
		ix. Finishing with a blast of cool air			
		x. Styling as desired.			

*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

<b>Level Indicator</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to identify items used in hair dressing	The learner identifies 5 to 6 items used in hairdressing	The learner identifies 4 items used in hairdressing	The learner identifies 2 to 3 items used in hairdressing	The learner identifies 0 or 1 item used in hairdressing.
Ability to wash the hair using correct procedure.	The learner follows 5 steps used in washing the hair.	The learner follows 3 to 4 steps used in washing hair.	The learner follows 2 steps used in washing hair.	The learner follows 0 to 1 step used in washing hair.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experience	Suggested Key Questions.
<b>10.0 Hairdressing and beauty therapy</b>	<b>10.2 Beauty therapy</b> <ul style="list-style-type: none"> <li>• <i>Care of nails</i> <ul style="list-style-type: none"> <li>- <i>Finger nails</i></li> <li>- <i>Toenails</i></li> <li>- <i>Cuticle maintenance</i></li> </ul> </li> </ul>	<p>By the end of the Sub Strand, the learner should be able to:</p> <ul style="list-style-type: none"> <li>a) identify materials and tools used in nail care for familiarisation,</li> <li>b) care for nails for skill acquisition and enhancement of physical appearance,</li> <li>c) appreciate caring for nails to enhance physical appearance.</li> </ul>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>• observe or listen to verbal or tactual descriptions of pictures or watch audio visual clips or animations on nail care and identify materials and tools used such as nail cutter, nail file, cuticle cutter, cuticle pusher, nail polish, top coat, nipper, basin, cuticles remover or cream, towels, buffers, colour chart, surgical spirit, polish remover, cotton wool, manicure table, stool or chair (<i>screen resolutions should be regulated for a learner with visual difficulties</i>),</li> <li>• assemble the materials and tools to be used in caring for the nails such as nail cutter, nail file, cuticle cutter, cuticle pusher, nail polish, top coat, nipper, basin, cuticles remover or cream, towels, buffers, colour chart, surgical spirit, polish remover, cotton wool, manicure table, stool or chair,</li> <li>• prepare in readiness for nail care by dressing appropriately, gathering materials and tools for caring for nails, moving to the working area, sitting appropriately,</li> <li>• participate in a demonstration on performing nail care as follows:  <b>Preparing the nails</b> by: i) removing the old polish using a nail polish remover, ii) trimming nails, iii) filing nails to shape them,</li> </ul>	<ol style="list-style-type: none"> <li>1. What items do we use to care for our nails?</li> <li>2. How do we care for nails?</li> </ol>

			<p>iv) buffing nails for a smooth and clean nail bed,  <b>Removing cuticles</b> by: i) applying cuticle remover or cream, ii) putting warm water in a basin, iii) measuring the right amount of disinfectant and adding it to the water, iv) soaking the nails to soften the cuticles, v) pushing the cuticles using a nail pusher, vi) cutting the cuticles using a nipper,  <b>Washing the nails</b> by: i) applying soap, ii) scrubbing the nails with a nail brush, iii) rinsing the nails with clean water, iv) drying the nails with a clean towel,  <b>Applying polish</b> by: i) choosing the colour of polish to apply, ii) applying base coat, iii) applying nail polish, iv) applying top coat, v) allowing the polish to dry, vi) massaging the hand or foot,</p> <ul style="list-style-type: none"> <li>● display the polished nails for feedback and take photos to put in his or her portfolio,</li> <li>● clear the working area and store the items used in caring for our nails appropriately,</li> <li>● take photos of peers for self-evaluation and feedback.</li> </ul>	
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>● Critical thinking and problem solving: as the learner follows the correct steps in caring for the nails.</li> <li>● Self-efficacy: as the learner successfully cares for the nails.</li> </ul>				
<p><b>Values</b>  Responsibility: is achieved as the learner takes care of materials and tools used in taking care of the nails.</p>				
<p><b>Pertinent and Contemporary Issues (PCIs):</b>  Safety: as the learner observes safety of self and others when carrying out the activities.</p>				

**Link to Other Learning Areas.**

The learner is able to relate skills used in caring for nails to personal hygiene in Daily Living Skills and Nutrition.

**Suggested Learning Resources.**

Nail cutters, nail files, cuticle cutter, towels, apron, cotton wool, mirrors, linen, moisturizers, digital devices with assistive technology, base coat, nail polish, top coat, basin, cuticles remover or cream, buffers, colour chart, surgical spirit, manicure table, stool or chair.

**SUGGESTED ASSESSMENT GUIDES****1. Assessment Checklist**

Learner's Name: \_\_\_\_\_

S/No.	Indicators	Skills Assessed	Tick Appropriately		Teacher's Comment
			Demonstrated	Not Demonstrated	
1	Ability to identify materials used in caring for nails	i. Identifying a colour chart.			
		ii. Identifying manicure bowl or basin.			
		iii. Identifying nail polish.			
		iv. Identifying base coat.			
		v. Identifying top coat.			
		vi. Identifying polish remover.			
		vii. Identifying cuticles remover or cream.			
2	Ability to identify tools used in caring for nails	i. Identifying a nail cutter.			
		ii. Identifying a nail file.			
		iii. Identifying a buffer.			
		iv. Identifying cuticle cutter.			
		v. Identifying a pusher.			
		vi. Identifying a nipper.			
3		i. Removing the old polish using a nail polish remover.			



	Ability to prepare the nails for polish application	ii. Trimming nails.			
		iii. Filing nails and shaping.			
		iv. Buffing the nails.			
4	Ability to remove cuticles following the correct steps	i. Applying cuticle remover or cream.			
		ii. Putting warm water in a manicure bowl.			
		iii. Measuring the right amount of disinfectant and adding it to the water			
		iv. Soaking the nails.			
		v. Pushing the cuticles using a pusher.			
		vi. Cutting the cuticles using a nipper.			
5	Ability to wash nails following the correct steps	i. Applying soap.			
		ii. Scrubbing the nails with a nail brush.			
		iii. Rinsing the nails with clean water.			
		iv. Drying the nails with a clean towel.			
6	Ability to apply polish following the correct steps	i. Choosing the colour of polish to apply.			
		ii. Applying base coat.			
		iii. Applying nail polish.			
		iv. Applying top coat.			
		v. Allowing the polish to dry.			
		vi. Massaging the hand or foot.			

*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.

<b>Level Indicator</b>	<b>Exceed Expectations</b>	<b>Meet Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations.</b>
Ability to identify materials used in caring for nails	The learner identifies 6 to 7 materials used in caring for nails	The learner identifies 4 to 5 materials used in caring for nails	The learner identifies 2 to 3 materials used in caring for nails therapy activities.	The learner identifies 1 or none of the materials used in caring for nails
Ability to identify tools used in caring for nails	The learner identifies 6 tools used in caring for nails	The learner identifies 4 to 5 tools used in caring for nails	The learner identifies 2 to 3 tools used in caring for nails therapy activities.	The learner identifies 1 or none of the tools used in caring for nails
Ability to prepare the nails for polish application	The learner performs 4 skills in preparing the nails for polish application	The learner performs 3 skills in preparing the nails for polish application	The learner performs 2 skills in preparing the nails for polish application	The learner performs 1 or none of the skills in preparing the nails for polish application
Ability to remove cuticles following the correct steps	The learner removes cuticles following 6 correct steps	The learner removes cuticles following 4 to 5 correct steps	The learner removes cuticles following 2 to 3 correct steps	The learner removes cuticles following 1 step or none
Ability to wash the nails following the correct steps	The learner washes nails following 6 correct steps	The learner washes nails following 4 to 5 correct steps	The learner washes nails following 2 to 3 correct steps	The learner washes nails following 1 step or none
Ability to apply polish following the correct steps	The learner applies polish following 6 correct steps	The learner applies polish following 4 to 5 correct steps	The learner applies polish following 2 to 3 correct steps	The learner applies polish following 1 step or none

## 11.0 HOME CARE

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>11.0 Home Care</b>	<b>11.1 Cookery</b> <ul style="list-style-type: none"> <li>• <i>Boiling</i></li> </ul>	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) identify foodstuffs cooked by boiling,</li> <li>b) identify items used in preparing food by boiling methods,</li> <li>c) prepare food using boiling method for learning,</li> <li>d) enjoy preparing food by boiling method.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>• observe or explore or listen to verbal or tactual descriptions of pictures or foodstuffs presented and identify them using appropriate mode of communication. The foodstuffs cooked by boiling may include eggs, beans, green maize, sweet potatoes, bananas, arrow roots,</li> <li>• observe or listen to verbal or tactual descriptions of pictures or watch audio visual clips or animations on boiling food and identify items used such as source of heat, water, salt, knife, fork, sufuria, pot, apron, toque/chef's hat or a headscarf,</li> <li>• assemble items used for boiling food (<i>a learner with motor and manipulation difficulties could be supported by peers or learner support assistant or teacher</i>),</li> <li>• prepare in readiness to cook food using boiling method by: i) planning the items to be used in boiling food, ii) dressing appropriately (wearing an apron, toque/chef's hat or a headscarf), iii) assembling the items to be used, iv) moving to the working area,</li> </ul>	<ol style="list-style-type: none"> <li>1. What foodstuff do we cook by boiling method?</li> <li>2. How do we boil food?</li> </ol>

			<ul style="list-style-type: none"> <li>• participate in a demonstration on cooking food using boiling as follows: <b>Boiling sweet potatoes</b> by: i) Choosing fresh unblemished sweet potatoes, ii) Washing the sweet potatoes thoroughly under running water to remove any dirt or debris, iii) Placing the sweet potatoes in a pot or Sufuria and covering them with enough water, iv) Adding a pinch of salt to the water (if desired) and cover the pot with a lid, v) Placing the pot over high heat and bring the water to a boil, vi) Reducing the heat to medium-low, vii) Setting a timer for 25-30 minutes depending on the size of the sweet potatoes, viii) Checking the doneness of the sweet potatoes by inserting a fork or knife into the thickest part, ix) Removing the sweet potatoes from the pot using tongs or a slotted spoon, x) Allowing the sweet potatoes to cool for a few minutes before handling them, xi) Peeling off the skin, which should easily come off or leaving the skin on for added texture and nutrients, xii) Serving the boiled sweet potatoes as appropriate,</li> <li>• practice cooking different food using boiling method while observing safety of self and others when carrying out the activities (<i>a learner with motor difficulties could use alternative functional parts of</i></li> </ul>	
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			<p><i>the body or be assisted by peers or learner support assistants or teacher),</i></p> <ul style="list-style-type: none"> <li>• display the boiled food for feedback.</li> <li>• eat the prepared boiled food,</li> <li>• clear the working area and store the items appropriately.</li> </ul>	
<p><b>Core Competencies to be developed</b></p> <ul style="list-style-type: none"> <li>• Self-efficacy: as the learner successfully accomplish tasks in preparing food using boiling method and serving meals.</li> <li>• Creativity and Imaginations: as the learner creatively serves the prepared food.</li> </ul>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>• Responsibility: is enhanced as the learner takes care of self, others during the activities.</li> <li>• Unity: is promoted as learners work together and share resources.</li> </ul>				
<p><b>Pertinent and Contemporary Issues (PCIs):</b></p> <ul style="list-style-type: none"> <li>• Safety: as learners manipulate crockery and cutlery items as they prepare different meals.</li> <li>• Hygiene as learners maintain high levels of cleanliness when preparing meals.</li> </ul>				
<p><b>Link to other Learning Areas:</b> Boiling of different foods is linked to Food and Nutrition in the Daily Living Skills and Nutrition.</p>				
<p><b>Suggested Learning Resources:</b> Cookery, cutlery, different food stuffs such as eggs, beans, aprons, digital devices, working surfaces, kitchen towels, kitchen gloves, chef's hat, head gear, assistive devices with assistive technology, water, salt, lid, strainer, timer, cooking pot.</p>				

## SUGGESTED ASSESSMENT GUIDES

### 1. Assessment Checklist

Learner's Name \_\_\_\_\_

S/No.	Indicator	Skills Assessed	Tick as appropriate		Teacher's comment
			Demonstrated	Not Demonstrated	
1	Ability to prepare in readiness to cook food using boiling method.	i. Planning the items to be used in boiling food.			
		ii. Dressing appropriately.			
		iii. Assembling the items to be used.			
		iv. Moving to the working area.			
2	Ability to boil sweet potatoes following the correct steps.	i. Choosing fresh unblemished sweet potatoes.			
		ii. Washing the sweet potatoes thoroughly under running water to remove any dirt or debris.			
		iii. Placing the sweet potatoes in a pot or sufuria and covering them with enough water.			
		iv. Adding a pinch of salt to the water (if desired) and cover the pot with a lid.			
		v. Placing the pot over high heat and bring the water to a boil.			
		vi. Reducing the heat to medium-low.			
		vii. Setting a timer for 25-30 minutes depending on the size of the sweet potatoes.			
		viii. Checking the doneness of the sweet potatoes by inserting a fork or knife into the thickest part.			

		ix. Removing the sweet potatoes from the pot using tongs or a slotted spoon.			
		x. Allowing the sweet potatoes to cool for a few minutes before handling them.			
		xi. Peeling off the skin, which should easily come off or leaving the skin on for added texture and nutrients.			
		xii. Serving the boiled sweet potatoes as appropriate.			

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

*Teacher's Name* \_\_\_\_\_

*Signature* \_\_\_\_\_

*Date of assessment* \_\_\_\_\_

## 2. Rating Guide for the Learner's Performance

<b>Level</b> <b>Indicator</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to prepare in readiness to cook food using boiling method.	The learner performs 4 skills in preparing in readiness to cook food using boiling method.	The learner performs 3 skills in preparing in readiness to cook food using boiling method.	The learner performs 2 skills in preparing in readiness to cook food using boiling method.	The learner performs 1 skill in preparing in readiness to cook food using boiling method or none.
Ability to boil sweet potatoes following the correct steps.	The learner boils sweet potatoes following 11 to 12 correct steps.	The learner boils sweet potatoes following 7 to 10 correct steps.	The learner boils sweet potatoes following 4 to 6 correct steps.	The learner boils sweet potatoes following 3 or less steps.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>11.0 Home Care</b>	<b>11.2 Detergent Making</b> <ul style="list-style-type: none"> <li>• <i>Liquid soap</i></li> </ul>	<p>By the end of the Sub Strand, the learner should be able to:</p> <ol style="list-style-type: none"> <li>a) identify items used in making liquid soap,</li> <li>b) make liquid soap following the correct procedure,</li> <li>c) appreciate making liquid soap as an income generating activity.</li> </ol>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>• observe or listen to verbal or tactual descriptions of pictures or watch audio visual clips or animations on making liquid soap and identify different items used such as buckets, water, wooden spoon, cleaning agents, foaming agents, thickening agent, perfume/fragrance, colour, preservatives, protective clothing, working surface, containers of different capacities (<i>Learners with severe communication difficulties could use AAC. Learners who are deafblind could be guided through tactual signing</i>).</li> <li>• prepare in readiness to make liquid soap by wearing protective clothing, assembling the items to be used, sorting out the cleaning, foaming and thickening agents, measuring the right amount of water to be used (<i>Learners with manipulation difficulties could be supported by peers or learner support assistants or teacher</i>),</li> <li>• participate in a demonstration on the procedure of making 10 litres liquid soap by:</li> </ul>	<p>How do you make liquid soap?</p>



			<ol style="list-style-type: none"> <li>i. Pouring 5-litres of water in a bucket and mixing it thoroughly with the cleaning agents using a wooden spoon.</li> <li>ii. Adding foaming agents and stirring until all mixtures are even.</li> <li>iii. Adding the thickening agent to the mixture while stirring.</li> <li>iv. Adding the remaining 5 litres of water and continue stirring.</li> <li>v. Covering the mixture with a lid for some hours.</li> <li>vi. Add colour of choice to the mixture and stir.</li> <li>vii. Add perfume or fragrance of choice and stir evenly.</li> <li>viii. Add a preservative for it to last longer.</li> </ol> <ul style="list-style-type: none"> <li>• Pack the soap into desired containers such as: 0.5 Litres, 1 Litre, 2 Litres, 3 Litres, 5 Litres (<i>Learners with motor and manipulation difficulties could use alternative functional parts of the body or be assisted by peers or learner support assistant or teacher. Observe safety precautions when handling chemicals used to make soap</i>).</li> <li>• practise making different quantities of soap using agents (cleaning, foaming and thickening agents) as appropriate while observing safety,</li> <li>• display the packaged liquid soap for feedback.</li> </ul>	
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			<ul style="list-style-type: none"> <li>• clear the working area and store the materials and equipment appropriately.</li> <li>• sell the detergents in the school and community for income generation.</li> </ul>	
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• Self-Efficacy as learners accomplish tasks in liquid soap making and displaying the finished work.</li> <li>• Learning to learn as learners learn how to make liquid soap.</li> </ul>				
<p><b>Values:</b></p> <p><b>Responsibility</b> is enhanced as learners take care of self, others while handling the various agents used in making liquid soap.</p>				
<p><b>Pertinent and Contemporary Issues (PCIs):</b></p> <ul style="list-style-type: none"> <li>• Safety as learners use protective clothing while working.</li> <li>• Environmental issues in education as learners dispose waste materials appropriately.</li> </ul>				
<p><b>Link to other Learning Areas:</b></p> <p>Making liquid soap is linked to Laundering Personal Clothes in Daily Living Skills and Nutrition</p>				
<p><b>Suggested Learning Resources:</b></p> <p>Cleaning agents (Caustic soda, Sodium Tripolyphosphate, Soda ash) foaming agent (Texapon, Sulphonic acid, Sodium Lauryl Sulfate, Foam booster), thickening agent (Nitrosol), wooden spoon, water soluble colour, bucket, perfume/fragrance, preservatives, packaging bottles, protective gear (mask, gloves), jug, digital device with assistive technology, learner support assistant, AAC resources, water</p>				

## SUGGESTED ASSESSMENT GUIDES

### 1. Assessment Checklist

Learner's Name \_\_\_\_\_

S/No.	Indicator	Skills Assessed	Tick as appropriate		Teacher's comment
			Demonstrated	Not Demonstrated	
1	Ability to prepare in readiness to make liquid soap	i. Wearing protective clothing.			
		ii. Assembling the items to be used.			
		iii. Sorting out the cleaning, foaming and thickening agents.			
		iv. Measuring the right amount of water to be used.			
2	Ability to make the liquid soap following the correct steps	i. Pouring 5-litres of water in a bucket and mixing it thoroughly with the cleaning agents using a wooden spoon.			
		ii. Adding foaming agents and stirring until all mixtures are even.			
		iii. Adding the thickening agents to the mixture while stirring.			
		iv. Adding the remaining 5 litres of water and continue stirring			
		v. Covering the mixture with a lid for some hours.			
		vi. Add colour of choice to the mixture and stir.			

		vii. Add perfume or fragrance of choice and stir evenly.			
		viii. Add a preservative.			

*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

<b>Level</b> <b>Indicator</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to prepare in readiness to make liquid soap	The learner performs 4 skills in preparing to make liquid soap	The learner performs 3 skills in preparing to make liquid soap	The learner performs 2 skills in preparing to make liquid soap	The learner performs 1 skills in preparing to make liquid soap or none
Ability to make the liquid soap following the correct steps	The learner makes liquid soap following 7 to 8 correct steps	The learner makes liquid soap following 4 to 6 correct steps	The learner makes liquid soap following 2 to 3 correct steps	The learner makes liquid soap following 1 step or none

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
11.0 Home Care	<b>11.3 Laundry</b> <ul style="list-style-type: none"> <li>• <i>Washing School Uniform</i></li> </ul>	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) identify materials and equipment used for laundry,</li> <li>b) carry out laundry work following the correct steps,</li> <li>c) appreciate own items for personal wellness.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>• observe pictures or watch verbal or tactual descriptions or watch audio visual clips or animations on laundry and identify different materials and equipment used in laundry work such as basins, sinks, buckets, water, detergents, washing machine, cloth softeners, clothes lines, pegs, irons, ironing boards or tables, storage facilities. <i>(Learners with severe communication difficulties could use AAC),</i></li> <li>• prepare for laundry by identifying dirty clothes, moving to the working area, assembling the containers and detergents to be used, fetching water <i>(Learners with motor and manipulation difficulties could use alternative functional parts of the body or be assisted by peers or learner support assistants or teacher. Learners with deafblindness could be given physical support),</i></li> <li>• participate in a demonstration on laundry school uniform following the correct procedure by sorting dirty school uniform, soaking in soapy water, washing by rubbing and squeezing, rinsing with clean water, hanging to dry, ironing and folding and storing the uniform <i>(Learners with motor difficulties could use alternative functional</i></li> </ul>	<ol style="list-style-type: none"> <li>1. Why are clothes washed?</li> <li>2. How do we wash clothes?</li> </ol>

			<p><i>parts of the body or be assisted by peers or learner support assistants).</i></p> <ul style="list-style-type: none"> <li>• practise Laundering clothes following the correct procedure.</li> <li>• observe safety of self and others when carrying out the activities.</li> <li>• display laundered items for feedback.</li> <li>• clear the working area and store the materials and equipment used in laundry appropriately</li> </ul>	
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• Communication and collaboration as learners work together in pairs and in groups while carrying out laundry activities.</li> <li>• Self-efficacy as learners accomplishes laundry work activities.</li> </ul>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>• Responsibility is enhanced as learners take care of self, others, materials, and equipment used in laundry work.</li> <li>• Unity is promoted as learners work together in pairs and groups and as they share resources used in laundry</li> </ul>				
<p><b>Pertinent and Contemporary Issues (PCIs):</b></p> <ul style="list-style-type: none"> <li>• Safety as learners manipulate materials and equipment used in laundry.</li> <li>• Environmental issues in education as learners manage the use and disposal of materials used in laundry.</li> </ul>				
<p><b>Link to other Learning Areas:</b> Washing their school uniform is linked to Personal Hygiene, Laundering Personal Clothes in Daily Living Skills and Nutrition</p>				
<p><b>Suggested Learning Resources:</b> different detergents, basins, working surfaces, soap, water, iron boxes, ironing boards, pegs, containers, clothe lines, laundry machine, gloves, aprons, hangers, shelves/boxes/cupboards, dirty clothes, assistive devices, AAC resources, video clips and locally available materials, Learner Support assistant</p>				

## SUGGESTED ASSESSMENT GUIDES

### 1. Assessment Checklist

Learner's Name \_\_\_\_\_

S/No.	Indicator	Skills Assessed	Tick as appropriate		Teacher's comment
			Demonstrated	Not Demonstrated	
1	Ability to prepare to carry out laundry	i. Identifying dirty clothes			
		ii. Moving to the working area			
		iii. Assembling the containers and detergents to be used.			
		iv. Fetching water			
2	Ability to wash school uniform following the correct procedure	i. Sorting dirty school uniform			
		ii. Soaking in soapy water			
		iii. Washing by rubbing and squeezing			
		iv. Rinsing with clean water			
		v. Hanging to dry			
		vi. Ironing and folding			
		vii. Storing the school uniform			

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

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*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

<b>Indicator \ Level</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to prepare to carry out laundry	The learner performs 4 skills in preparing to carry out laundry	The learner performs 3 skills in preparing to carry out laundry	The learner performs 2 skills in preparing to carry out laundry	The learner performs 1 skill in preparing to carry out laundry or none
Ability to launder school uniform following the correct procedures	The learner launders school uniform following 7 correct procedures	The learner launders school uniform following 4 to 6 correct procedures	The learner launders school uniform following 2 to 3 correct procedures	The learner launders school uniform following 1 correct procedure or none



## 12.0 GARMENT MAKING

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>12.0 Garment Making</b>	<b>12.1 Running Stitches</b>	<p>By the end of the Sub Strand, the learner should be able to:</p> <ul style="list-style-type: none"> <li>a) identify running stitches from stitched articles for familiarisation,</li> <li>b) identify materials and tools used in sewing running stitches for learning,</li> <li>c) make running stitches on articles for skill acquisition,</li> <li>d) cherish the use of running stitches to make different clothing items.</li> </ul>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>• observe pictures or listen to verbal or tactual descriptions of samples of running stitches in rows (<i>Learners with manipulation difficulties could use alternative functional parts of the body. Learners with deafblindness could be assisted through tactual demonstrations</i>),</li> <li>• observe pictures or listen to verbal or tactual descriptions or watch audio visual clips or animations on stitching and identify different materials, tools and equipment using appropriate mode of communication,</li> <li>• assemble materials used in sewing such as hand sewing needles, sewing threads, pieces of cloth, pairs of scissors, sugar papers, tape measures, tracing wheel, tailor’s chalk, pencils, rulers, sewing machine (<i>Learners with manipulation difficulties could use alternative functional parts of the body or be assisted by peers or learner support assistant or teacher. Safety precautions should be observed for all learners</i>),</li> </ul>	<p>How are running stitches made?</p>

			<ul style="list-style-type: none"> <li>• participate in a demonstration on making running stitches on paper or pieces of cloth following the correct steps by; i) holding the needle in place, ii) threading the needle, iii) making a knot at the two strands to keep them together, iv) inserting the needle into the fabric and pulling it through the backside, v) inserting the needle tip back into the fabric 1/4 inch from where thread was pulled, vi) continuing working in same manner to make consecutive running stitches,</li> <li>• making running stitches in parallel rows for embroidery or gathers, use running stitches to make hems, seams and patchwork,</li> <li>• practise making hemming stitches while observing safety of self and others when carrying out the activities,</li> <li>• display finished articles for feedback,</li> <li>• clear the working area and store the materials, tools and equipment appropriately.</li> </ul>	
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• Communication and collaboration as the learners work together and share materials and tools used in sewing running stitches.</li> <li>• Self-efficacy as learners accomplishes the task of making functional items using running stitches.</li> </ul>				
<p><b>Vvalues:</b></p> <ul style="list-style-type: none"> <li>• Unity is achieved as learners work together.</li> <li>• Responsibility is developed as learners take care of materials, tools and equipment when making the running stitches.</li> </ul>				
<p><b>Pertinent and Contemporary Issues (PCIs):</b> Safety as learners observe health and safety precautions in handling tools and equipment.</p>				

**Link to other Learning Areas:**

Making running stitches is linked to mending personal clothes in Daily Living Skills and Nutrition

**Suggested Learning Resources:**

Textile Materials, Needles, Scissors, Tape Measures, Rulers, Seam Rippers, Iron boxes, Ironing Board /Table, Pins, Sewing Machines, Sugar Paper, Thimble, Seam Markers, digital devices.

**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 make running stitches following correct steps	i. Holding the needle in place.			
		ii. Threading the needle.			
		iii. Making a knot at the two strands to keep them together.			
		iv. Inserting the needle into the fabric and pulling it through the backside.			
		v. Inserting the needle tip back into the fabric 1/4 inch from where thread was pulled.			
		vi. Continuing working in same manner to make consecutive running stitches.			

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

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*Teacher's Name* \_\_\_\_\_

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*Signature* \_\_\_\_\_

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*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 make running stitches following correct steps	The learner make running stitches following 6 correct steps	The learner make running stitches following 4 to 5 correct steps	The learner make running stitches following 2 to 3 correct steps	The learner make running stitches following 1 correct step or none

Strand	Sub Strand	Specific Learning Outcomes	Suggested learning experiences	Suggested Key Inquiry Question(s)
<b>12.0 Garment Making</b>	<b>12.2 Embroidery</b> <ul style="list-style-type: none"> <li>● <i>Chain stitch</i></li> </ul>	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) identify chain stitch from stitched articles for familiarisation,</li> <li>b) identify materials, tools and equipment used in embroidery for learning,</li> <li>c) make chain stitches for skill acquisition,</li> </ol>	The learner is guided: <ul style="list-style-type: none"> <li>● observe pictures or listen to verbal or tactual descriptions of articles made using chain stitch (<i>Learners with manipulation difficulties could use alternative functional parts of the body. Learners with deafblindness could be assisted through tactual demonstrations</i>),</li> <li>● assemble materials, tools and equipment used in embroidery such as embroidery needles, embroidery threads, embroidery machines, scissors, pieces of cloth, embroidery hoops identify them using AAC (<i>Learners with motor and manipulation difficulties could use alternative functional parts of the body or</i></li> </ul>	How do you make a chain stitch in embroidery?

		<p>d) appreciate own and others embroidered items.</p>	<p><i>be assisted by peers or learner support assistants or teacher to identify materials. Safety precautions should be observed for all learners),</i></p> <ul style="list-style-type: none"> <li>● watch or listen to verbal or tactual descriptions or watch audio visual clips or animations or observe demonstrations on making chain stitches in embroidery,</li> <li>● make chain stitches on pieces of cloth by; i) threading the needle, ii) holding the cloth in place, iii) starting a row with a loop, iv) putting the needle back and bringing it out, v) taking the thread around the needle from left to right to form a loop, vi) pulling out the needle to tighten the loop to make first part of chain, vii) repeating the process to make a row of chain stitches,</li> <li>● practise making chain stitches while observe safety of self and others when carrying out the activities,</li> <li>● display the finished work in the class for feedback,</li> <li>● clear the working area and store the materials, tools and equipment appropriately.</li> </ul>	
<p><b>Core Competencies to be developed:</b> Creativity and imagination as learners make chain stitches.</p>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>● Love is promoted as learners share materials and tools</li> <li>● Responsibility is developed as learners take care of own and others' materials and tools.</li> </ul>				

<p><b>Pertinent and Contemporary Issues (PCIs):</b> Self-esteem as learners display and appreciate their finished articles</p>
<p><b>Link to other Learning Areas</b> Making chain stitches is linked to mending personal clothes in Daily Living Skills and Nutrition</p>
<p><b>Suggested Learning Resources:</b> Embroidery Threads, Scissors, Needles, Cotton Fabric, Tracing Papers, Pencils, Tracing Tool, Tracing Wheel, Chalk, Pencils, digital devices, embroidery machines,</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 make chain stitches following correct steps	i. Threading the needle.			
		ii. Holding the cloth in place.			
		iii. Starting a row with a loop.			
		iv. Putting the needle back and bringing it out.			
		v. Taking the thread around the needle from left to right to form a loop.			
		vi. Pulling out the needle to tighten the loop to make first part of chain.			
		vii. Repeating the process to make a row of chain stitches.			

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

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*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 make chain stitches following correct steps	The learner makes chain stitches following 6 to 7 correct steps	The learner makes chain stitches following 4 to 5 correct steps	The learner makes chain stitches following 2 to 3 correct steps	The learner makes chain stitches following 1 step or none

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>12.0 Garment Making</b>	<b>12.3 Knitting</b> <ul style="list-style-type: none"> <li><i>Casting on and casting off</i></li> </ul>	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> <li>identify casting on and casting off for familiarisation,</li> <li>identify materials, tools and equipment used for knitting for learning,</li> <li>make knitted articles using casting on and casting off for skill acquisition,</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>observe pictures or watch verbal or tactual descriptions or watch audio visual clips or animations on casting on and casting off in knitting,</li> <li>assemble materials, tools and equipment used for knitting and identify them using appropriate mode of communication. The materials could include knitting wool, knitting needles, working surfaces, pairs of scissors, knitted articles,</li> <li>watch or listen to audio visual clips or observe demonstrations on</li> </ul>	How do we hand knit?

		<p>d) desire to produce knitted articles for own use and income generation.</p>	<p>casting on to begin knitting and casting off to finish a knitted article,</p> <ul style="list-style-type: none"> <li>• cast on to start knitting an article by; <ul style="list-style-type: none"> <li>i) casting on stitches on a single knitting needle by making a slip knot, ii) holding the knitting wool appropriately, iii) putting knitting needle through the loop, iv) throwing the knitting wool through the needle, v) pulling to make the right tension. vi) repeating casting on to desired number of stitches,</li> </ul> </li> <li>• cast off to start on a new row by; <ul style="list-style-type: none"> <li>i) knitting two stitches loosely, ii) pulling the first stitch over the second, iii) continuing to pull the first stitch over the second stitch and off the needle, iv) continuing to remain with one stitch over the needle, v) cutting a ten-inch wool tail, vi) wrapping the wool round the needle, vii) pulling the stitch over the wool, viii) pulling the wool tail through the needle to tighten it,</li> </ul> </li> <li>• practice casting on and casting off to begin and finish knitted articles using the correct steps while observing safety of self and others when carrying out the activities,</li> <li>• display the knitted items in the class for feedback,</li> </ul>	
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			<ul style="list-style-type: none"> <li>• clear the working area and store the materials, tools and equipment appropriately.</li> </ul>	
<p><b>Core Competencies to be developed:</b> Learning to learn as learners cast on and cast-off stitches successfully in knitting</p>				
<p><b>Values:</b> Responsibility is enhanced as learners work together and take care of themselves and others</p>				
<p><b>Pertinent and Contemporary Issues (PCIs):</b> <b>Safety is observed</b> as learners handle materials cautiously while working</p>				
<p><b>Link to other Learning Areas:</b> Knitting is linked to mending personal clothes in Daily Living Skills and Nutrition</p>				
<p><b>Suggested Learning Resources:</b> Knitting wool, knitting needles, knitting machine, knitted articles, working surfaces, video clips, 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 cast on following the correct steps.	i. Making a slip knot.			
		ii. Holding knitting wool appropriately.			
		iii. Putting knitting needle through the loop.			
		iv. Throwing knitting wool through the needle.			
		v. Pulling to make right tension.			
		vi. Repeating casting on to desired number of stitches			
3	Ability to cast off following the correct steps.	i. Knitting two stitches loosely.			
		ii. Pulling first stitch over the second.			
		iii. Pulling the first stitch over the second stitch and off the needle			

		iv. Remaining with one stitch over the needle			
		v. Cutting a ten-inch wool tail			
		vi. Wrapping the wool round the needle			
		vii. Pulling the stitch over the wool,			
		viii. Pulling the wool tail through the needle and tightening.			

***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

<b>Level</b> <b>Indicator</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to cast on following correct steps.	The learner casts on following 6 correct steps	The learner casts on following 4 to 5 correct steps	The learner casts on following 2 to 3 correct steps	The learner casts on following 1 step or none
Ability to cast off following correct steps.	The learner casts off following 7 to 8 correct steps	The learner casts off following 4 to 6 correct steps	The learner casts off following 2 to 3 correct steps	The learner casts off following 1 step or none

## 13.0 FARMING SKILLS

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>13.0 Farming Skills</b>	<b>13.1 Crop Farming</b> <ul style="list-style-type: none"> <li>• <i>Vegetable growing</i></li> </ul>	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) identify types of vegetables grown in the locality for familiarisation,</li> <li>b) identify tools equipment and materials used in growing vegetables,</li> <li>c) establish a site for raising vegetable seedlings,</li> <li>d) care for vegetables until they are harvested,</li> <li>e) appreciate the importance of growing vegetables in their locality.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>• visit the school garden or a nearby farm in the community to observe or explore and identify different types of vegetables grown such as kales, spinach, carrots, cabbage, tomatoes, onions, egg plants, hot pepper, sweet pepper (<i>a learner with severe communication difficulties could use AAC to identify the vegetables or be assisted by peers or learner support assistant or teacher</i>),</li> <li>• identify different types of vegetables grown in the garden using appropriate modes of communication,</li> <li>• observe or listen to verbal or tactual descriptions of pictures or watch audio visual clips or animations on growing vegetables and identify tools, equipment and materials used such as jembe, panga, slasher, rake, garden trowel, fork jembe, planting line, hoe, manure, fertilizer, seeds (<i>a learner with severe communication difficulties could use AAC to identify items used in gardening. Screen resolutions should be regulated for learners with visual needs</i>),</li> </ul>	<ol style="list-style-type: none"> <li>1. What are the tools used in growing vegetables?</li> <li>2. How do we grow vegetables?</li> </ol>

			<ul style="list-style-type: none"> <li>● prepare in readiness for growing vegetables by: dressing appropriately, assembling the material and tools to be used,</li> <li>● prepare a nursery bed (<i>for vegetables which require transplanting</i>) as follows: i) Clearing vegetation and weeds, ii) Digging the soil well so that there are no lumps, iii) Mixing the soil with manure or compost, iv) Raising the nursery bed, v) Levelling the bed well, vi) Using a string to make straight lines, vii) Making shallow furrows along the marked lines using a stick, viii) Spreading seeds thinly along the rows, ix) Covering the seeds with a thin layer of soil, x) Mulching the bed with dry grass, xi) Watering the nursery bed,</li> <li>● take care of the seedlings by: i) removing the mulch after the seedlings have sprouted, ii) putting a shade (1 metre high) over the nursery bed, iii) watering the seedlings regularly, iv) weeding, v) thinning, vi) controlling pests and diseases by uprooting seriously affected seedlings,</li> <li>● participate in preparing a seedbed (<i>in case of carrots or other vegetables which do not require transplanting</i>) which can be in a container or on the ground and sow vegetable seeds as follows: <ul style="list-style-type: none"> <li>i) vegetable garden on the ground by clearing the vegetation, digging the garden, harrowing, manuring, or</li> <li>ii) container gardens by obtaining the resources to be used, mixing soil with manure or compost, filling the containers or waste plastics or gunny bags with the mixture to the desired levels, watering,</li> </ul> </li> </ul>	
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			<ul style="list-style-type: none"> <li>● transplant vegetable seedlings (<i>for those vegetables which require transplanting</i>) on a ground site or container garden,</li> <li>● carry out appropriate care such as gapping, watering, weeding, mulching, controlling pests and diseases until they are harvested,</li> <li>● use digital devices with assistive technology to take photographs or record video clips while taking care of e vegetables and put in a portfolio,</li> <li>● harvest the vegetables when ready (<i>a learner with motor or manipulation or mobility difficulties could use alternative functional parts of the body or be assisted by peers or learner support assistants or teacher. Safety precautions should be observed for all learners</i>),</li> <li>● prepare the produce for consumption or sale to appreciate the importance of growing vegetables.</li> </ul>	
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>● Self-efficacy: as the learner successfully grow vegetable crops for own consumption or sale.</li> <li>● Creativity and imagination : as the learner experiments how to grow vegetables in containers.</li> </ul>				
<p><b>Values:</b> Responsibility: is enhanced as the learner participate in assigned tasks while growing vegetables.</p>				
<p><b>Pertinent and Contemporary Issues (PCIs):</b></p> <ul style="list-style-type: none"> <li>● Safety: as the learner observes safety of self and others while using tools and equipment to prepare gardens.</li> <li>● Food security and poverty eradication: as learner grows vegetables for consumption or sell to earn income.</li> </ul>				
<p><b>Links to other Learning Areas:</b> The learner is able to relate some skills used in Vegetable farming such as estimating planting depth, spacing of crops and weighing of harvested vegetables to Communication and Functional Literacy skills</p>				
<p><b>Suggested learning Resources:</b> Seeds, watering can, fertilizer, manure, jembe, forked jembe, rake, panga, hoe, spade, shovel, wheelbarrow, Pesticides, planting line, tape measure, pictures, digital devices with assistive technology, dry grass, sacks, sticks, gunny bags, waste plastics, wires, metals and wood.</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 types of vegetables grown in the locality.	i. Identifying sukuma wiki.			
		ii. Identifying spinach.			
		iii. Identifying cabbage.			
		iv. Identifying carrots			
		v. Identifying tomatoes			
		vi. Identifying onions.			
2	Ability to identify tools and equipment used in vegetable growing.	i. Identifying a jembe			
		ii. Identifying a panga			
		iii. Identifying a rake			
		iv. Identifying a forked jembe			
3.	Ability to establish a site for a vegetable nursery bed.	i. Clearing vegetation and weeds.			
		ii. Digging the soil well so that there are no lumps.			
		iii. Mixing the soil with manure or compost.			
		iv. Raising the nursery bed.			
		v. Levelling the bed well.			
		vi. Using a string to make straight lines.			
		vii. Making shallow furrows along the marked lines using a stick.			
		viii. Spreading seeds thinly along the rows.			
		ix. Covering the seeds with a thin layer of soil.			
		x. Mulching the bed with dry grass			
		xi. Watering the nursery bed.			



*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.

<b>Level</b> <b>Indicator</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to identify types of vegetables grown in the locality.	The learner identifies 6 types of vegetables grown in the locality	The learner identifies 4 to 5 types of vegetables grown in the locality.	The learner identifies 2 to 3 types of vegetables grown in the locality.	The learner identifies 1 type of vegetable grown in the locality or none.
Ability to identify tools and equipment used in vegetable growing.	The learner identifies 4 tools and equipment used in vegetable growing	The learner identifies 3 tools and equipment used in vegetable growing	The learner identifies 2 tools and equipment used in vegetable growing.	The learner identifies 1 or none of the tools and equipment used in vegetable growing.
Ability to establish a site for a vegetable nursery bed following the correct steps.	The learner establishes a site for a vegetable nursery bed following 10 to 11 correct steps.	The learner establishes a site for a vegetable nursery bed following 7 to 9 correct steps.	The learner establishes a site for a vegetable nursery bed following 4 to 6 correct steps.	The learner establishes a site for a vegetable nursery bed following 3 or less of the steps.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>13.0 Farming Skills</b>	<b>13.2 Poultry Farming</b> <ul style="list-style-type: none"> <li>• <i>Chicken</i></li> </ul>	<p>By the end of the Sub Strand, the learner should be able to:</p> <ol style="list-style-type: none"> <li>a) identify types of chicken that are kept in the locality,</li> <li>b) identify resources used in rearing chicken for awareness,</li> <li>c) carry out appropriate practices in chicken rearing,</li> <li>d) enjoy rearing different types of chicken for consumption and income generation.</li> </ol>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>• observe or explore or listen to verbal or tactual descriptions of pictures or different types of chicken presented or watch audio visual clips or animations on rearing chicken and identify types of chicken in the locality such as broilers, layers and kienyeji chicken (<i>Screen resolutions should be regulated for a learner with visual difficulties. A learner with severe communication difficulties could use AAC</i>),</li> <li>• visit a chicken rearing farm in the locality and identify different types of chicken reared such as broilers and layers.</li> <li>• identify different resources used in rearing chicken from the pictures or realia provided such as poultry shelter or house, feeds, water, feeding troughs, water troughs, cleaning materials, egg trays, poultry house (<i>a learner with severe communication difficulties could use Augmentative and Alternative Communication or be assisted by peers or learner support assistant or teacher</i>),</li> <li>• prepare in readiness to carry out chicken rearing practises by: wearing protective clothing, assembling the resources to be used, moving to the poultry house in the school or neighbourhood (<i>Safety</i>)</li> </ul>	<ol style="list-style-type: none"> <li>1. Why do we keep chicken at home?</li> <li>2. How do we care for chicken?</li> </ol>

			<p><i>precautions should be observed for all learners),</i></p> <ul style="list-style-type: none"> <li>● participate in carrying out chicken rearing practices such as feeding, watering, cleaning the chicken house, controlling parasites and diseases, collecting eggs and collecting manure (<i>a learner with motor or manipulation or mobility difficulties could use alternative functional parts of the body or be assisted by peers or learner support assistants or teacher. Provide tactile modelling and physical guidance to a learner with deaf blindness),</i></li> <li>● use digital devices to take photos or record video clips when performing different activities and put them in a portfolio.</li> </ul>	
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>● Learning to learn: as the learners share with one another when identifying different types of chicken that are kept in the locality.</li> <li>● Self-efficacy: as the learner successfully carries out chicken rearing practices.</li> </ul>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>● Responsibility: is enhanced as the learner carries out assigned tasks in chicken rearing.</li> <li>● Unity: is nurtured as learners work together and share resources while participating in the chicken rearing.</li> </ul>				
<p><b>Pertinent and Contemporary Issues (PCIs):</b> Safety: as the learner observes safety of self and others when carrying out chicken rearing practices.</p>				
<p><b>Links to other Learning Areas:</b> The learner is able to relate the skills used in chicken rearing to farm animals in Communication and Functional Literacy Skills</p>				
<p><b>Suggested learning Resources:</b> Poultry feeds, drinkers, feeding troughs, chicken (broilers and layers), vaccines, needles and syringes, egg trays, saw dust, disinfectants, brooms, wheelbarrows, shovels, digital devices, assistive technology such as universal cuffs., protective clothing.</p>				

**SUGGESTED ASSESSMENT GUIDES.**

**1. Assessment Checklist**

Learners Name: \_\_\_\_\_

S/No.	Indicator	Skills Assessed	Tick Appropriately		Teachers Comments
			Demonstrated	Not Demonstrated	
1	Ability to identify resources used in rearing chicken.	i. Identifying egg trays.			
		ii. Identifying feeding troughs.			
		iii. Identifying drinkers.			
		iv. Identifying a poultry shelter or house.			
		v. Identifying chicken feeds.			
2	Ability to carry out practices in chicken rearing.	i. Feeding chicken.			
		ii. Watering chicken.			
		iii. Cleaning chicken house.			
		iv. Collecting manure.			
		v. Collecting eggs.			

*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.

<b>Level</b> <b>Indicator</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to identify resources used in rearing chicken.	The learner identifies 5 resources used in rearing chicken.	The learner identifies 3 to 4 resources used in rearing chicken.	The learner identifies 2 resources used in rearing chicken.	The learner identifies 1 resource used in rearing chicken or none.
Ability to carry out practices in chicken rearing.	The learner carries out 5 practices in chicken rearing.	The learner carries out 3 to 4 practices in chicken rearing.	The learner carries out 2 practices in chicken rearing.	The learner carries out 1 or none of the practices in chicken rearing.

## APPENDIX I: COMMUNITY SERVICE LEARNING GUIDELINES FOR PREVOCATIONAL LEVEL

The goal of the Community Service Learning (CSL) activity at this level is to provide linkage between concepts or skills learnt in the various Learning Areas. Learners begin to make connections between what they learn and its relevance to their daily life. CSL is hosted in the Prevocational Skills learning area. Implementation of the CSL activity is a collaborative effort where the teacher coordinates and works with other teachers for the other Learning Areas to design and implement the CSL activity. Though they are teacher-guided, the learners should progressively be given more opportunities to participate in doing the project in school. Safety of the learners should also be taken into account during the CSL activity. The following steps for the CSL activity should be spread out across the school terms:

<b>Steps in carrying out the CSL activity: Tree Nursery</b>
<b>1. Preparation</b> <ul style="list-style-type: none"><li>● Map out the skill to be integrated in CSL from the other learning areas and share with the respective teachers.</li><li>● Map out the targeted core competencies, values and PCIs for the CSL activity.</li><li>● Identify resources required for the activity (locally available materials).</li><li>● Spread out the activities across the term (Set dates and time for the activities).</li><li>● Communicate to learners, parents or caregivers or guardians, school administration, teachers and other relevant stakeholders in the school community.</li><li>● Identify and develop assessment tools.</li></ul>
<b>2. Implementation of the CSL Activity</b> <ul style="list-style-type: none"><li>● Assign roles to learners.</li><li>● Ensure every learner actively participates in the activity.</li><li>● Observe learners as they carry out the CSL activity and record feedback.</li><li>● Use an appropriate assessment tool to assess both the process and the product (Assess learner's work from the beginning to the end product).</li><li>● Assess the targeted core competencies, values, PCIs and skills.</li></ul>
<b>3. Reflection on the CSL Activity</b> <p>Conduct a self-evaluation session with learners on the CSL activity undertaken by focusing on the following:</p> <ul style="list-style-type: none"><li>● What was done well.</li><li>● What needs to be improved. (what did not go well and why)</li><li>● Intervention measures to be put in place.</li></ul>

There will be one integrated CSL activity that will be conducted annually for the four years at the Prevocational level. The thematic areas for the integrated CSL activity will be derived from concepts from the various Learning Areas and the broader categories of the PCIs. Teachers are expected to vary the themes yearly or seasonally to allow learners to practise different skills and PCIs within their contexts. Different seedlings should be planted at different times. There should be a linkage between the skills from the Learning Areas and the themes.

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

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

### **Assessment of the CSL Activity**

Assessment of the integrated CSL activity will focus on 3 components namely: skills from various learning areas applied in carrying out the activity, core competencies and values demonstrated. Assessment should focus on both the process and end product of the CSL activity. The teacher will assess learners individually using various tools such as an observation schedule, checklist or rating scale or portfolio or any other appropriate tool. The teacher will differentiate assessment items according to learner's ability.