KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

A Skilled and Ethical Society

STAGE BASED PATHWAY

SENSORY MOTOR INTEGRATION CURRICULUM DESIGN

FOR LEARNERS WITH SPECIAL NEEDS

INTERMEDIATE LEVEL

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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 Intermediate 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 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,
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PREFACE

The Ministry of Education (MoE) nationally implemented Competency Based Curriculum (CBC) in 2019. Intermediate is the second 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 Intermediate level curriculum furthers implementation of the CBC from Foundation 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 Intermediate Level curriculum designs are intended to enhance the learners' development in the CBC core competencies, namely: Communication and Collaboration, Critical Thinking and Problem Solving, Creativity and Imagination, Citizenship, Digital Literacy, Learning to Learn and Self-efficacy.

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

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ACKNOWLEDGEMENT

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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 beable 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 ofrapid modernisation. Education should assist our youth to adapt to this change.

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

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

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

4. **Promote sound moral and religious values.**

   Education should provide for the development of knowledge, skills and attitudes that will enhance the acquisition of sound moral values and help children to grow up into self-disciplined, self-reliant and integrated citizens.

5. **Promote social equity and responsibility.**

   Education should promote social equality and foster a sense of social responsibility within an education system which provides equal educational opportunities for all. It should give all children varied and challenging opportunities for collective activities and corporate social service irrespective of gender, ability or geographical environment.

6. **Promote respect for and development of Kenya's rich and varied cultures.**

   Education should instill in the youth of Kenya an understanding of past and present cultures and their valid place in contemporary society. Children should be able to blend the best of traditional values with the changing requirements that must follow rapid development in order to build a stable and modern society.

7. **Promote international consciousness and foster positive attitudes towards other nations.**

   Kenya is part of the international community. It is part of the complicated and interdependent network of peoples and nations. Education should therefore lead the youth of the country to accept membership of this international community with all the obligations and responsibilities, rights and benefits that this membership entails.

8. **Promote positive attitudes towards good health and environmental protection.**

   Education should inculcate in young people the value of good health in order for them to avoid indulging in activities that will lead to physical or mental ill health. It should foster positive attitudes towards environmental development and conservation. Itshould 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 level namely; Foundation, Intermediate, Prevocational and Vocational levels as outlined in the Basic Education Curriculum Framework (KICD, 2017). The Intermediate Level curriculum designs have been developed for the following categories of learners with special needs; learners with Intellectual Disability, Deafblindness, Severe Autism, Severe Cerebral Palsy and Multiple Disabilities.

The Intermediate Level curriculum covers the following learning areas:

1. Communication and Social Skills
2. Daily Living Skills and Religious Education
3. Sensory Motor Integration
4. Numeracy Activities
5. Creative Activities
6. Movement Activities

Learners will learn for a period of 4 years at Intermediate Level to enable them acquire competencies for progression to the Prevocational Level. Progression to the Prevocational Level will be informed by feedback from classroom assessment, school based assessment and the summative assessment reports. A learner at Intermediate Level MUST have at least TWO School Based Assessment (SBA) scores at Intermediate Level uploaded to the KNEC CBA portal to be registered to undertake Kenya Intermediate Level Education Assessment (KILEA) and progress to prevocational Level.

LESSON ALLOCATION AT INTERMEDIATE LEVEL

For learners with special needs, learning is individualized and time allocation is dependent on completion and mastery of specific tasks. The suggested time of 30 minutes per lesson is a guide.

S/No	Learning Area		Lessons Per Week (30 minutes per lesson)
1	Communication and Social Skills		**5**
2	Daily Living Skills and Religious Education	Daily Living Skills	**4**
		Religious education	**2**
3	Sensory Motor Integration		**4**
4	Numeracy Activities		**3**
5	Creative Activities	Art and Craft	**4**
		Music	**2**
6	Movement Activities		**5**
	Pastoral Programme Instruction		**1**
	Total Lessons Per Week		**30**

LEVEL LEARNING OUTCOMES

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

a) communicate appropriately using verbal and or non-verbal modes in a variety of contexts,
b) demonstrate literacy and numeracy skills for learning,
c) demonstrate appropriate etiquette in social relationships,
d) apply creativity and critical thinking skills in problem solving,
e) explore the immediate environment for learning and enjoyment,
f) practise hygiene, nutrition, sanitation, safety skills to promote health and wellbeing,
g) demonstrate the acquisition of emotional, physical, spiritual, aesthetic and moral development for balanced living,
h) demonstrate appreciation of the country's rich and diverse cultural heritage for harmonious co-existence,
i) use digital literacy skills for learning and enjoyment.

ESSENCE STATEMENT

Sensory motor integration refers to the relationship between the sensory system and the motor system and how they communicate and coordinate with each other. This learning area provides the learner with skills of identification, organisation, interpretation, coordination and execution of information. It includes skills necessary for interpreting sensory information and the use of two or more sensory modalities to perceive and react to stimuli in the environment.

GENERAL LEARNING OUTCOMES

By the end of Intermediate Level, the learner should be able to;
1. use the sense of sight to identify and respond appropriately to visual stimuli in the immediate environment,
2. employ the sense of hearing to identify and respond appropriately to auditory stimuli in the immediate environment,
3. use two or more sensory modalities to respond to various stimuli in the environment.

SUMMARY OF STRANDS AND SUB STRANDS

S/N	STRANDS	SUB STRANDS
1.0	**Visual Perception**	1.1 Visual Memory
		1.2 Visual Closure
		1.3 Visual Tracking
		1.4 Visual Figure- Ground Discrimination
2.0	**Auditory Perception**	2.1 Auditory Memory
		2.2 Auditory Tracking
		2.3 Auditory Figure Ground Discrimination
3.0	**Cross Modal Perception**	3.1 Visual Motor
		3.2 Auditory Motor
		3.3 Touch and Movement
		3.4 Smell and Movement

1.0   VISUAL PERCEPTION

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Visual Perception	**1.1 Visual Memory**	By the end of the Sub Strand, the learner should be able to: a) identify things previously observed in the immediate environment, b) use artwork to make things previously observed in the immediate environment, c) enjoy identifying things observed the immediate environment using the visual sense.	The learner is guided to: ● observe or tactually explore or listen to verbal or tactual description of realia or video clips or animations of different things (such as bottles, blocks, people, models, balls, balloons, utensils, pens, pencils, books) presented and identify them using appropriate mode of communication. *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,* ● talk about the things presented after they have been removed (name, size, colour, texture, shape). *Learners could use augmentative and alternative modes of communication when talking about the objects or pictures presented,* ● make or copy or imitate patterns using objects or pictures and replicate or recreate the patterns, *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 when making or imitating the patterns,* ● practise completing a sequence pattern of objects or pictures with the correct object or picture from a collection presented, ● take a guided tour to observe things (such as	What did you see on the way to school?

| | | | trees, classrooms, fence, school gate, learners, teachers, flowers, car or motorcycle) within the school. *Learners with motor, mobility and manipulation difficulties could be assisted by peers or learner support assistants or teacher during the excursion. Safety of all learners should be observed,*
● recall things observed during the excursion, *Learners severe speech difficulties could use AAC,*
● draw or model or colour or paint pictures of things within the environment, and display the finished work. *Learners with motor and manipulation difficulties could be assisted by peers or learner support assistants or teacher when drawing or modelling or colouring.* | |

Core Competencies to be developed:
- **Communication and Collaboration** as learners support one another during the excursion.
- **Self-efficacy** as the learner identifies objects seen successfully.

Values:
- **Responsibility** is enhanced as the learner takes care of the learning resources.

Pertinent and Contemporary Issues:
- **Environmental awareness** as the learner explores the environment to observe various objects.

Safety is observed as the learner moves about in the immediate environment.

Link to other learning areas:

Recall using visual memory is linked to naming objects in the immediate environment in Communication and Social Skills

Suggested Learning Resources:

Video clips, flashcards, screens, bottles, blocks, people, models, balls, balloons, utensils, pens, pencils, books, communication boards, Learner Support Assistants, crayons, paper, AAC resources.

Suggested Assessment Guides

1. **Assessment Checklist**

Learner's Name_____

S.N	Indicator	Skills Assessed	Tick as appropriate		Teacher's comment
			Demonstrated	**Not Demonstrated**	
1	Ability to identify things previously observed in the immediate environment.	i. Identifying things previously observed by name.			
		ii. Identifying things previously observed by size.			
		iii. Identifying things previously observed by texture.			
		iv. Identifying things previously observed by shape.			
2	Ability to use artwork skills to represent things previously observed in the immediate environment.	i. Drawing or modelling things previously observed.			
		ii. Colouring things previously observed or modelled or verbally or tactually described.			
		iii. Painting things previously observed or verbally or tactually described.			
		iv. Tracing things or embossed outlines of things previously observed or verbally or tactually described.			

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 Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to identify things previously observed in the immediate environment.	The learner identifies things previously observed in the immediate environment by 4 attributes.	The learner identifies things previously observed in the immediate environment by 3 attributes.	The learner identifies things previously observed in the immediate environment by 2 attributes.	The learner identifies things previously observed in the immediate environment by 1 attribute or none.
Ability to use artwork skills to represent things previously observed in the immediate environment.	The learner uses 4 artwork skills to represent things previously observed in the immediate.	The learner uses 3 artwork skills to represent things previously observed in the immediate.	The learner uses 2 artwork skills to represent things previously observed in the immediate.	The learner uses 1 or none of the artwork skills to represent things previously observed in the immediate.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
	1.2 Visual Closure	By the end of the Sub Strand, the learner should be able to: a) complete forms of incomplete objects presented for recognition, b) assemble parts of an object into a complete form for skill acquisition, c) arrange shapes into complete patterns for learning, d) appreciate the complete form of objects or items for recognition.	The learner is guided to: ● observe or listen to verbal or tactual descriptions of video clips, realia or animations of learners recognizing missing parts in different items through activities such as figuring out what a road sign says, even when part of the sign is not clear, making sense of pictures on unclear surface, recognizing an object even when you can only see part of it, finding a missing item when it is partly hidden and identify them *using appropriate mode of communication.* ● get ready for assembling parts of an object into a complete form by; i) collecting the resources to be used for assembling parts, ii) identifying the missing parts, iii) orienting to the part that needs to be assembled, iv) assembling all the parts into a complete form, ● participate in demonstrations on arranging shapes into complete patterns as follows; (i) finding a shape pattern, ii) identifying the sequence of shapes that is being repeated. iii) looking at the last known shape, iv) adding the next shape in the sequence, ● practise arranging shapes into complete patterns. *Learners with motor and manipulation difficulties could be assisted by peers or learner support assistants or teacher,* ● take turns to practise arranging shapes or	1. How do we assemble parts of an object? 2. How do we arrange shapes to

| | | | | puzzles into complete patterns. *Learners with motor and manipulation difficulties could be assisted by peers or learner support assistants or teacher,*
● take photographs or video clips as peers participate in arranging shapes into complete patterns and display or keep them in their portfolios,
● clear the working area, collect and store the resources used appropriately. | |

Core Competencies to be developed:
- **Self -efficacy** as the learner successfully arranges shapes into complete patterns.

Values:
- **Responsibility** is enhanced as the learner uses materials collected for the intended purpose.

Pertinent and Contemporary Issues:
- **Safety** is achieved as learners use the materials provided in an appropriate manner.

Link to other learning areas:
Arranging shapes into complete patterns is linked to collage in Creative Activities.

Suggested Learning Resources:
Digital devices with assistive technology, videos clips or animations, pictures, Learner Support Assistant, papers, wood blocks, scissors, shapes, puzzles.

Suggested Assessment Guides

1. **Assessment Checklist**

Learner's Name_____

S.N	Indicator	Skills Assessed	Tick as appropriate		Teacher's comment
			Demonstrated	Not Demonstrated	
1	Ability to get ready to assemble parts of an object into a complete form.	i. Collecting the resources to be used for assembling parts.			
		ii. Identifying the missing parts.			
		iii. Orienting to the part that needs to be assembled.			
		iv. Assembling all the parts in to a complete form.			
2	Ability to arrange shapes into complete patterns.	i. Finding a shape pattern.			
		ii. Identifying the sequence of shapes that is being repeated.			
		iii. Looking at or tactually exploring the last known shape.			
		iv. Adding the next shape in the sequence			

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 Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to get ready to assemble parts of an object into a complete form.	The learner demonstrates 4 skills in getting ready to assemble parts of an object into a complete form.	The learner demonstrates 3 skills in getting ready to assemble parts of an object into a complete form.	The learner demonstrates 2 skills in getting ready to assemble parts of an object into a complete form.	The learner demonstrates 1 or none of the skills in getting ready to assemble parts of an object into a complete form.
Ability to arrange shapes into complete patterns.	The learner demonstrates 4 skills in arranging shapes into complete patterns.	The learner demonstrates 3 skills in arranging shapes into complete patterns.	The learner demonstrates 2 skills in arranging shapes into complete patterns.	The learner demonstrates 1 or none of the skills in arranging shapes into complete patterns.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
	1.3 Visual Tracking	By the end of the Sub Strand, the learner should be able to: a) track a moving object in the environment, b) locate position and direction of moving objects in the environment, c) appreciate the position of various objects in motion for safety.	The learner is guided to: ● observe or listen to verbal or tactual descriptions of video clips, realia or animations of moving objects such as a ball being thrown, people walking, a flying aeroplane, moving train, fish swimming and identify them using appropriate mode of communication, ● track moving objects by using vision or tactually follow moving objects presented. *Learners with motor and manipulation difficulties could be assisted by peers or learner support assistants or teacher,* ● locate position and direction of moving objects in the environment by; i) checking if the object is moving from its position, ii) checking the speed at which the object is moving, iii) checking which direction the object is moving to, iv) positioning self to be safe from the moving object, ● practise locating position and direction of moving objects in the environment. *Learners with motor and manipulation difficulties could be assisted by peers or learner support assistants or teacher,* ● take turns to locate position and direction of moving objects in the environment, ● take photographs or video clips as peers locate position and direction of moving	

			objects in the environment and display or keep them in their portfolios, ● clear the area of work, collect and store the resources used appropriately.	

Core Competencies to be developed:
- **Self -efficacy** as the learner successfully locates position and direction of moving objects in the environment.

Values:
- **Responsibility** is enhanced as the learner uses materials collected for the intended purpose.

Pertinent and Contemporary Issues:
- **Environmental awareness** as learners observe pictures, video clips to locate position and direction of moving objects in the environment.

Link to other learning areas:
Visual tracking is linked to throwing and catching in movement activities.

Suggested Learning Resources:
Moving Objects in the immediate environment, pictures, tracking mazes, Audi visual video clips, Learner Support Assistants

Suggested Assessment Guides

1. Assessment Checklist

Learner's Name_____

S.N	Indicator	Skills Assessed	Tick as appropriate		Teacher's comment
			Demonstrated	**Not Demonstrated**	
1	Ability to locate position and direction of moving objects in the environment.	i. Checking if the object is moving from its position.			
		ii. Checking the speed at which the object is moving.			
		iii. Checking which direction the object is moving to.			
		iv. Positioning self to be safe from the moving object.			

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 Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to locate position and direction of moving objects in the environment.	The learner demonstrates 4 skills in locating position and direction of moving objects in the environment.	The learner demonstrates 3 skills in locating position and direction of moving objects in the environment.	The learner demonstrates 2 skills in locating position and direction of moving objects in the environment.	The learner demonstrates 1 or none of the skills in locating position and direction of moving objects in the environment.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
	1.4 Visual Figure- Ground Discrimination	By the end of the Sub Strand, the learner should be able to: a) locate an object of interest from a crowded background, b) identify specific features from crowded background using visual or tactile sense, c) enjoy identifying specific features in a crowded background.	The learner is guided to; ● observe or tactually explore a crowded picture and locate an object of interest from a crowded background by scanning through the picture, fixating on the object, point to the object interest or touching the object and showing where the object is. *Learners with motor and manipulation difficulties could be assisted by peers or learner support assistants or teacher,* ● observe a video clips or animations of crowded objects and identify particular features by scanning through the video, fixating on the object, point to the object of interest or touching the object and show where the object is. *Adjust light intensity for learners with light sensitivity. Learners with motor and manipulation difficulties could be assisted by peers or learner support assistants or teacher,* ● participate in a demonstration to identify specific features for a crowded background by scanning through the picture, fixating on the object, point to the object interest or touching the object	

			and show where the object is, ● practice identifying specific features from a crowded background by scanning through the picture, fixating on the object, point to the object interest or touching the object and show where the object is. *Learners with motor and manipulation difficulties could be assisted by peers or learner support assistants or teacher*.	

Core Competencies to be developed:
- **Learning to learn** as learners scan and touch objects of interest from a crowded background.

Values:
- **Responsibility** will be enhanced as learners identify object of interest from crowded background.

Pertinent and Contemporary Issue:
- **Environmental awareness** as learners observe pictures, video clips to scan object of interest from the crowded background.

Link to other learning areas:
Paying attention while scanning ,observing and touching specific object from crowded background is linking to paying attention in Communication and Social Skills.

Suggested Learning Resources:
Video clips or animations, pictures, embossed diagrams, digital devices with assistive technologies, Learner Support Assistant.

Suggested Assessment Guides

1. Assessment Checklist

Learner's Name_____

S.N	Indicator	Skills Assessed	Tick as appropriate		Teacher's comment
			Demonstrated	**Not Demonstrated**	
1	Ability to identify specific features from a crowded background.	i. Identifying specific features by scanning through the crowded picture.			
		ii. Identifying specific features by fixating on the object in the crowded picture.			
		iii. Identifying specific features by pointing or touching the object of interest in the crowded picture.			
		iv. Identifying specific features by showing where the object is found in the crowded picture.			

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 Expectation	3 Meets Expectation	Approaches Expectation	Below Expectation
Ability to identify specific features from a crowded background.	The learner demonstrates 4 skills in identifying specific features from a crowded background.	The learner demonstrates 4 skills in identifying specific features from a crowded background.	The learner demonstrates 2 skills in identifying specific features from a crowded background.	The learner demonstrates 1 or none of the skills in identifying specific features from a crowded background.

2.0 AUDITORY PERCEPTION

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Auditory perception	**2.1 Auditory Memory**	By the end of the Sub Strand, the learner should be able to: a) imitate sounds previously heard in the environment, b) repeat sound patterns presented sequentially, c) enjoy repeating sound patterns presented for auditory memory.	The learner is guided to: • listen to or tactual listen to sounds previously heard such as someone singing, birds singing, animal sound, vehicles moving and imitate the sounds, • listen to or tactual listen to a recorded sound from a video and repeat or imitate, • participate in a demonstration of listening to or tactual listening to various sounds like recorded songs or tactually signed songs, clapped patterns, sounds from the environment, tunes (ringtones) and repeat. *Learners with motor and manipulation difficulties could be assisted by peers or learner support assistants or teacher*, • practice listening to or tactual listening to different sounds and repeating them, • take turns in matching various sounds presented to pictures or sign or tactual sign the source of sound. *Learners with motor and manipulation difficulties could be assisted by peers or learner support assistants or teacher*, • participate in playing games with different sounds using sound recording devices or vibrations.	What sounds do you hear when you wake up?

Core Competencies to be developed:
• **Creativity and Imagination** as learners repeat sound patterns and recorded songs.
Values:
• **Respect** is enhanced as learners take turns in matching various sounds presented to pictures or sign or tactual sign the source of sound.
Pertinent and Contemporary Issues:
Environmental awareness will be achieved as learners explore environmental sounds.
Link to other learning areas:
Listening to sounds is linked to paying attention in Communication and Social Skills.
Suggested Learning Resources:
Environmental sounds, digital devices with assistive technology, Learner Support Assistant, recorded sounds, pictures, drums.

Suggested Assessment Guides

1. Assessment Checklist

Learner's Name_____

S.N	Indicator	Skills Assessed	Tick as appropriate		Teacher's comment
			Demonstrated	Not Demonstrated	
1	Ability to imitate sounds previously heard in the environment.	i. Imitating someone singing or sign singing.			
		ii. Imitating sound made by birds.			
		iii. Imitating sound made by animals			
		iv. Imitating sound made by vehicles.			
2	Ability to repeat sound patterns presented.	i. Repeating recorded songs or tactually signed songs.			
		ii. Repeating clapped patterns.			
		iii. Repeating sounds from the environment			
		iv. Repeating tunes (ringtones).			

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 Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to imitate sounds previously heard in the environment.	The learner demonstrates 4 skills in imitating sounds previously heard in the environment.	The learner demonstrates 3 skills in imitating sounds previously heard in the environment.	The learner demonstrates 2 skills in imitating sounds previously heard in the environment.	The learner demonstrates 1 or none of the skills in imitating sounds previously heard in the environment.
Ability to repeat sound patterns presented.	The learner demonstrates 4 skills in repeating sound patterns presented.	The learner demonstrates 3 skills in repeating sound patterns presented.	The learner demonstrates 2 skills in repeating sound patterns presented.	The learner demonstrates 1 or none of the skills in repeating sound patterns presented.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
	2.2 Auditory Tracking	By the end of the Sub Strand, the learner should be able to: a) locate the direction of sound in the environment, b) track the movement of sound in the environment, c) enjoy tracking movement of sound in the environment.	The learner is guided to: ● listen to sound in the environment and locate the direction they are coming from by turning to the direction of sound or source of vibration, pointing to the direction of sound, facing the direction of sound or orienting the body to the source of vibration, verbally saying or signing or tactual signing the direction of sound. *Learners who are totally Deafblind to tactually listen to vibrations from the source of sound,* ● participate in a demonstration of tracking the movement of sound by; turning towards moving sound or source of vibration, or pointing at the direction of moving sound, or facing the direction of moving sound or orienting the body to the source of vibration, or cupping the ear towards moving sound or tactually listening to vibrations from the source of sound, ● practice tracking moving sound in the environment. *Learners with motor and manipulation difficulties could be assisted by peers or learner support assistants or teacher*.	Where is the sound coming from?

Core Competencies to be developed:
• **Learning to learn** as learners pay attention to track sound and point in the direction the sound is coming from.

Values:
• **Responsibility** is enhanced as learners pay attention to track sounds in the environment.

Pertinent and Contemporary Issues:
• **Environmental awareness** as learners track moving sounds from the immediate environment.

Link to other learning areas:
Paying attention to moving sounds is linked to listening in Communication and social skills.

Suggested Learning Resources:
Environmental sounds, digital devices with assistive technology, Learner Support Assistant.

Suggested Assessment Guides

1. **Assessment Checklist**

Learner's Name_____

S.N	Indicator	Skills Assessed	Tick as appropriate		Teacher's comment
			Demonstrated	**Not Demonstrated**	
1	Ability to locate the direction sound is coming from.	i. Locating direction of sound by turning towards moving sound or source of vibration.			
		ii. Locating direction of sound by pointing to the direction of moving sound.			
		iii. Locating direction of sound by facing the direction of moving sound			

			or orienting the body to the source of vibration.		
		iv.	Locating direction of sound by saying or signing or tactual signing the direction of moving sound.		
2	Ability to track the movement of sound in the environment.	i.	Tracking the moving sound by turning towards the moving sound or source of vibrations.		
		ii.	Tracking the moving sound by pointing at the direction of the moving sound.		
		iii.	Tracking the moving sound by facing the direction of sound or orienting the body to the source of vibrations.		
		iv.	Tracking the moving sound by cupping the ear towards sound or tactually listening to vibrations from the source of sound.		

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

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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.

Level Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to locate the direction sound is coming from.	The learner demonstrates 4 skills in locating the direction sound is coming from.	The learner demonstrates 3 skills in locating the direction sound is coming from.	The learner demonstrates 2 skills in locating the direction sound is coming from.	The learner demonstrates 1 or none of the skills in locating the direction sound is coming from.
Ability to track the movement of sound in the environment.	The learner demonstrates 4 skills in tracking the movement of sound in the environment.	The learner demonstrates 3 skills in tracking the movement of sound in the environment.	The learner demonstrates 2 skills in tracking the movement of sound in the environment.	The learner demonstrates 1 or none of the skills in tracking the movement of sound in the environment.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
	2.3 Auditory Figure Ground Discrimination	By the end of the Sub Strand, the learner should be able to: a) listen to a specific sound from a noisy background, b) identify a specific sound from a variety of environmental sounds, c) enjoy identifying specific sounds from a variety of environmental sounds.	The learner is guided to: ● listen to different noisy environments and identify a specific sound presented, ● participate in a demonstration of listening or tactual listening to specific sounds from a noisy environment like, a recorded gathering, animal sounds, recorded songs or signed or tactually signed, a recorded or signed or tactually signed conversation and identify a specific sound. *Learners with severe speech difficulties could use augmentative and alternative communication,* ● take turns in identifying specific sounds in a noisy environment, ● participate in digital games involving sounds and identify specific sounds. *Adjust light intensity for learners with light sensitivity. Learners with motor and manipulation difficulties could be assisted by peers or learner support assistants or teacher.*	How do you identify the voice of your friend when in a noisy class?

Core Competencies to be developed:
- **Self-efficacy** as learners successfully identify a specific sound from a variety of environmental sounds.

Values:
• **Respect** is nurtured as learners take turns to listen to sounds in a noisy place and identify a specific sound.
Pertinent and Contemporary Issues:
Environmental awareness as learners listen to environmental sounds.
Link to other learning areas:
Listening to sounds from a noisy place is linked to listening in communication and social skills.
Suggested Learning Resources:
Environmental sounds, digital devices with assistive technology, Learner support assistant, AAC resources, Audiologist, Speech therapists.

Suggested Assessment Guides
1. Assessment Checklist
Learner's Name_____

S.N	Indicator	Skills Assessed	Tick as appropriate		Teacher's comment
			Demonstrated	**Not Demonstrated**	
1	Ability to identify a specific sound from a variety of environmental sounds.	i. Identifying a specific sound from a recorded gathering.			
		ii. Identifying a specific sound from animal sounds.			
		iii. Identifying a specific sound from a song recorded or signed or tactually signed**.**			
		iv. Identifying a specific sound from a recorded or signed or tactually signed conversation**.**			

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 Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to identify a specific sound from a variety of environmental sounds.	The learner demonstrates 4 skills in identifying a specific sound from a variety of environmental sounds.	The learner demonstrates 3 skills in identifying a specific sound from a variety of environmental sounds.	The learner demonstrates 2 skills in identifying a specific sound from a variety of environmental sounds.	The learner demonstrates 1 or none of the skills in identifying a specific sound from a variety of environmental sounds.

3.0   CROSS MODAL PERCEPTION

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Cross Modal Perception	3.1 Visual Motor	By the end of the Sub Strand, the learner should be able to: a) perform visual motor activities in a coordinated manner for learning, b) use vision and movement appropriately, c) appreciate the use of visual motor skills in performing various tasks.	The learner is guided to: ● observe or listen to verbal or tactual descriptions of audio visual clips or animations of learners performing visual motor activities (such as threading a needle, stringing beads, tracing, building blocks, sorting, cutting with a pair of scissor along a line, participating in gross motor activities) and talk about them using appropriate mode of communication. *Adjust light intensity for learners with light sensitivity,* ● collect materials for performing visual motor activities (such as beads, strings, scissors, pencils, papers and lacing boxes or board, balls, balloons, coloured pencils, crayons, paper, puzzles, blocks, shapes) and identify them using the most appropriate mode of communication. *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 to collect materials. Safety precautions should be observed for all learners,* ● participate in demonstrations on performing	What activities do you do at school?

| | | | visual motor activities; i) colouring within lines or embossed lines, ii) copying or modelling shapes, iii) stringing beads, iv) building blocks, v) cutting with a pair of scissors a long a line or embossed line, vi) threading a needle, vii) throwing and catching a ball, viii) completing puzzles. *Learners with motor or manipulation difficulties could be assisted by peers or Learner Support Assistant or teacher to perform the visual motor activities or be given an alternative corresponding activity as per their functional ability. Provide tactile modeling and physical guidance to learners with deaf blindness. Safety precautions should be observed for all learners,*
● take turns to practise visual motor activities to enhance visual coordination and movement,
● participate in tasks that require use of vision or touch (for DB) and movement such as playing, zipping, buttoning and feeding. | |

Core Competencies to be developed:
- **Communication and collaboration** as learners take turns to perform visual motor activities.
- **Critical thinking and problem solving** as learners engage in visual motor activities such as threading a needle.

Values:
- **Love** is enhanced as learners support one another and share learning resources when performing visual motor activities.
- **Responsibility** is nurtured as learners care for the learning resources.

Pertinent and Contemporary Issues:
- **Environmental Education** as learners clear their working areas after work visual motor activities.
- **Life skills are enhanced** as the learner performs the visual motor activities which are applicable in day-to- day lives.

Link to other learning areas:
 Performing visual motor activities is linked to throwing and catching in Movements Activities

Suggested Learning Resources:
Pencils, beads, threads, chalk, papers, books, lacing box or board, shirts with buttons, digital devices with assistive technology, video clips, animations, Learner support assistants, strings, scissors, papers, balls, balloons, coloured pencils, crayons, puzzles, blocks and shapes.

Suggested Assessment Guides

1. **Assessment Checklist**

Learner's Name_____

S.N	Indicator	Skills Assessed	Tick as appropriate		Teacher's comment
			Demonstrated	**Not Demonstrated**	
1	Ability to perform visual motor activities.	i. Colouring within lines or embossed lines.			
		ii. Copying or modelling shapes.			
		iii. Stringing beads.			
		iv. Building blocks.			
		v. Cutting with a pair of scissors a long a line or embossed line.			
		vi. Threading a needle.			
		vii. Throwing and catching a ball.			
		viii. Completing puzzles.			

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 Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to perform visual motor activities.	The learner perform 7 to 8 visual motor activities.	The learner perform 5 to 6 visual motor activities.	The learner perform 2 to 4 visual motor activities.	The learner perform 1 or none of the visual motor activities.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
	3.2 Auditory Motor Perception	By the end of the Sub Strand, the learner should be able to: a) relate environmental sounds to their sources, b) move appropriately in response to environmental sounds, c) appreciate making deliberate movement in response to environmental sounds.	The learner is guided to: ● observe or listen to verbal or tactual descriptions of video clips or animations of different sounds (such as hooting, ambulance siren, screaming, ringing bell) and relate them to their sources using appropriate mode of communication. *The sounds could be tactually described for learners with deafblindness. Safety of all learners should be observed,* ● take a guided tour of the immediate environment to identify different sounds (such as hooting, ambulance siren, screaming, ringing bell) in the environment and move appropriately in response to environmental sounds. *The sounds could be tactually described for learners with deafblindness,* ● listen or observe the teacher making different sounds or from recorded video clips and respond as per the instructions as follows; i) Hooting: Move out of the way, ii) Ambulance siren: Move out of the road and let the ambulance pass or there is an emergency, iii) Screaming: Something dangerous or exciting is happening, iv) Ringing bell: Being alerted or reminded that something you are aware of is happening, ● respond to different sounds played by the teacher such as dog barking, a person screaming, a child crying, a bell ringing and a blast. *Safety of all learners should be observed,* ● participate in role play of activities involving	What sounds do you move away from?

| | | | auditory tracking like facing the direction of the sound, capping the ear, moving away from the danger sound,
● engage in game activities involving sound and movement towards a place, or a target, or activity or patterned motion,
● play games such as 'nyama nyama nyama'.
Learners with motor or manipulation difficulties could be assisted by peers or Learner Support Assistant or teacher to perform the auditory motor activities or be given an alternative corresponding activity as per their functional ability. Provide tactile modeling and physical guidance to learners with deafblindness. Safety precautions should be observed for all learners. | |

Core Competencies to be developed:
- **Critical thinking and problem solving** as learners respond to different types of sounds**.**
- **Communication and collaboration** as learners role play different activities involving sounds in the environment.
- **Self-efficacy** as the learner successfully follows auditory instructions.

Values:
- **Responsibility** is enhanced as learners respond appropriately to different sounds.
- **Unity** is nurtured as learners participate in group activities involving auditory motor**.**

Pertinent and Contemporary Issues:
Personal Safety will be developed as the learner acquires the ability to perform various activities in a coordinated manner and becomes aware of different sounds in their environment.
Survival skills as learner respond appropriately to different situation.

Link to other learning areas:
Auditory motor is linked to Creative Activities as learners play different games.

Suggested Learning Resources:
Sound producing objects, environmental sounds, digital devices, Learner Support Assistant.

Suggested Assessment Guides
1. Assessment Checklist

Learner's Name_____

S.N	Indicator	Skills Assessed	Tick as appropriate		Teacher's comment
			Demonstrated	**Not Demonstrated**	
1.	Ability to move appropriately in response to environmental sounds.	i. Moving out of the way in response to a car or motorcycle hooting.			
		ii. Moving out of the road and letting the ambulance pass in response to an Ambulance siren.			
		iii. Saying or signing or tactual signing that something dangerous or exciting is happening in response to screaming.			
		iv. Responding to a ringing bell appropriately.			

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 Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to move appropriately in response to environmental sounds.	The learner moves appropriately in response to environmental sounds by 4 attributes.	The learner moves appropriately in response to environmental sounds by 3 attributes.	The learner moves appropriately in response to environmental sounds by 2 attributes.	The learner moves appropriately in response to environmental sounds by 1 attribute or none.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Cross Modal Perception	**3.3 Touch and Movement**	By the end of the Sub Strand, the learner should be able to: a) identify the properties of various things in the environment in relation to texture and temperature, b) respond appropriately when touching things in the environment for safety, c) appreciate the sense of touch in exploring the immediate environment.	The learner is guided to: ● observe or listen to verbal or tactual descriptions of video clips or animations of surfaces of different texture and temperature in the environment and talk about them using appropriate mode of communication, ● move within the classroom and within the school to tactually explore various surfaces of things and tell whether it was sticky or wet or dry or rough or bumpy or hot or cold or smooth using the most appropriate mode of communication, ● participate in demonstrations on performing activities involving sense of touch as follows; i) identifying smooth and rough surfaces ii) identifying wet or dry surfaces iii) identifying sticky surfaces, iv) identifying temperature of surfaces, ● participate in demonstrations on responding appropriately when touching things in the environment for safety (such as smooth or rough, wet or dry, sticky, hot, cold), ● practise activities involving touch and movement. *Learners with motor or manipulation difficulties could be assisted by peers or Learner Support Assistant or teacher to perform the auditory motor*	How do you use the sense of touch?

			activities or be given an alternative corresponding activity as per their functional ability. Provide tactile modeling and physical guidance to learners with deafblindness. Safety precautions should be observed for all learners, ● take turns to practise touch and movement activities,	

Core Competencies to be developed:
- **Communication and collaboration** as learners work in pairs and groups.
- **Self-efficacy** as learners successfully perform the activities identifying objects by touching.

Values:
- **Respect** is enhanced as learners take turns in group activities.
- **Responsibility** is enhanced as learners take care of self, others and materials.

Pertinent and Contemporary Issues:
 Safety as learners observe safety precautions when handling objects presented and distinguish between safe and unsafe surfaces to touch.

Link to other learning areas:
Touch and movement activities are linked to walking in Movements Activities.

Suggested Learning Resources:
Surfaces of different textures, tables, video clips and animations, Learner Support Assistants, pictures, doors and chairs.

Suggested Assessment Guides

1. Assessment Checklist

Learner's Name_____

S.N	Indicator	Skills Assessed	Tick as appropriate		Teacher's comment
			Demonstrated	**Not Demonstrated**	
1	Ability to identify the properties of various things in the environment.	i. Identifying rough surfaces.			
		ii. Identifying smooth surfaces.			
		iii. Identifying dry surfaces.			
		iv. Identifying wet surfaces.			
		v. Identifying sticky surfaces.			
		vi. Identifying bumpy surfaces.			
		vii. Identifying hot surfaces.			
		viii. Identifying cold surfaces.			
2	Ability to respond appropriately when touching things in the environment.	i. Responding appropriately when touching things with smooth or rough texture.			
		ii. Responding appropriately when touching wet or dry surfaces.			
		iii. Responding appropriately when touching things that			

		are sticky.			
		iv. Responding appropriately when touching hot surfaces.			
		v. Responding appropriately when touching cold surfaces.			

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

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Teacher's Name _____

*Signature*_____

*Date of assessment*_____

2. Guide for Rating the Learner's Performance

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

Level / Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to identify the properties of various objects in the environment.	The learner identifies the properties of various objects in the environment using 7 to 8 attributes.	The learner identifies the properties of various objects in the environment using 4 to 6 attributes.	The learner identifies the properties of various objects in the environment using 2 to 3 attributes.	The learner identifies the properties of various objects in the environment using 1 attribute or none.
Ability to respond appropriately when touching things in the environment.	The learner responds appropriately when touching things in the environment by 5 attributes.	The learner responds appropriately when touching things in the environment by 3 to 4 attributes.	The learner responds appropriately when touching things in the environment by 2 attributes.	The learner responds appropriately when touching things in the environment by 1 or none of the attributes.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Cross Modal Perception	**3.4 Smell and Movement**	By the end of the Sub Strand, the learner should be able to: a) distinguish between pleasant and unpleasant smell in the environment for learning, b) respond appropriately to scent or odour in the environment, c) appreciate the need to respond appropriately to different smells in the environment.	The learner is guided to: ● collect locally available items such as perfumes, flowers, familiar spices, coffee, foodstuffs. *Learners with motor or manipulation or mobility difficulties could be assisted by peers or learner support assistants or teacher,* ● observe or tactually explore items with different smells such as perfume, flowers, coffee, familiar spices, oranges, ripe bananas, rotten fruit, rotten vegetables, stale food and identify pleasant and unpleasant smells. *Learners with severe speech difficulties could use AAC,* ● take a guided tour in the school compound and visit the cooking area, dining area, toileting area and dumping area and identify and talk about the places with pleasant and unpleasant smells. *Learners with motor or manipulation difficulties could be assisted by peers or Learner Support Assistant or teacher or be given an alternative corresponding activity as per their functional ability. Provide tactile modeling and physical guidance to learners with deafblindness. Safety precautions should be observed for all learners,* ● pick items with different smells (pleasant and unpleasant) presented such as perfume,	How do you respond to scent and oduors?

			flowers, coffee, familiar spices, oranges, ripe bananas, rotten fruit, rotten vegetables, stale food and respond appropriately to scents and odours.	

Core Competencies to be developed:
- **Communication and Collaboration** as the learner explore items with different smells and identifies pleasant and unpleasant smells.

Values:
- **Responsibility** as the learners avoid hazardous places and things in the environment.

Pertinent and Contemporary Issues:
- **Safety** as the learner moves about in the surroundings taking care to avoid dangerous places.
- **Environmental awareness** as the learner identifies the sources of different smells from the environment.

Link to other learning areas:
Smell identification is linked to feeding in Daily Living Skills and Religious Education.

Suggested Learning Resources:
Perfumes, flowers, clothes, soaps, foodstuffs, drainage, Learner Support assistants, coffee, familiar spices, oranges, ripe bananas, rotten fruit, rotten vegetables and stale food.

Suggested Assessment Guides

1. Assessment Checklist

Learner's Name_____

S.N	Indicator	Skills Assessed	Tick as appropriate		Teachers remarks
			Demonstrated	**Not Demonstrated**	
1	Ability to respond appropriately to scents or odours in the environment.	i. Responding appropriately to smell from the cooking area.			
		ii. Responding appropriately to smell from the dining area.			
		iii. Responding appropriately to smell from the toileting area.			
		iv. Responding appropriately to smell from the dumping area.			

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 Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to respond appropriately to scents or odours in the environment.	The learner responds appropriately to scents or odours of 4 environments.	The learner responds appropriately to scents or odours of 3 environments.	The learner responds appropriately to scents or odours of 2 environments.	The learner responds appropriately to scents or odours of 1 environment or none.