



**REPUBLIC OF KENYA
MINISTRY OF EDUCATION**

**STAGE BASED PATHWAY
SOCIAL STUDIES CURRICULUM DESIGN
FOR LEARNERS WITH SPECIAL NEEDS
PREVOCATIONAL LEVEL**



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

A Skilled and Ethical Society

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FOREWORD

The Government of Kenya is committed to ensuring that policy objectives for Education, Training and Research meet the aspirations of the Constitution of Kenya 2010, the Kenya Vision 2030, National Curriculum Policy 2019, the United Nations Sustainable Development Goals (SDGs) and the Regional and Global conventions to which Kenya is a signatory. Towards achieving the mission of Basic Education, the Ministry of Education (MoE) has successfully and progressively rolled out the implementation of the Competency Based Curriculum (CBC) at 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 21st Century and the aspirations captured in the Constitution of Kenya 2010, the Kenya Vision 2030, East African Community Protocol, International Bureau of Education Guidelines and the United Nations Sustainable Development Goals (SDGs).

KICD receives its funding from the Government of Kenya to facilitate successful achievement of the stipulated mandate and implementation of the Government and Sector Ministry of Education (MoE) plans. The Institute also receives support from development partners targeting specific programmes. The revised 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 panelists; 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.

PROF. CHARLES O. ONG'ONDO, PhD, MBS
DIRECTOR/CHIEF EXECUTIVE OFFICER
KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

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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-fulfillment

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.

	Learning Area	Number of Lessons Per Week
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
	Total	40

LEVEL LEARNING OUTCOMES

By the end of the Pre-vocational Level, the learner should be able to:

- a) utilize 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) utilize 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) utilize 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

Social Studies is a branch of study which deals with human beings, their behaviour, growth and development, relationships, resources they use and the various places they require to function and carry on their life smoothly. The primary purpose of Social Studies at the Prevocational Level is to help the learner develop the ability to make informed decisions for the public good as a member of the society. The learning area aims at preparing the learner for national and global citizenship, lifelong learning and active participation in governance processes as well as environmental stewardship. Further, Social studies seeks to inculcate in the learner an understanding of the value system that defines our society. It nurtures dispositions to demonstrate concern for self and others through collective responsibility as good citizens.

The Social Studies Pedagogy is essentially inquiry based. This approach encourages the learner to ask critical questions, carry out investigations and make conclusions on different themes. Consequently, the teacher should use authentic, appropriate learning activities and varied learning resources to promote interactive learning. Thus makes Social Studies meaningful, interactive, purposeful, enticing and enjoyable to the learner as they prepare to get to the Vocational Level. This resonates with Vygotsky's Sociocultural Theory which asserts that learning is majorly a social activity. The Social Studies learning area at Prevocational Level covers weather, leadership and governance, transport and communication, environment and its resources and citizenship.

GENERAL LEARNING OUTCOMES

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

1. identify activities carried out during different weather conditions for awareness,
2. acquire values for personal development and promotion of an ethical society,
3. appreciate the role of leaders in the community for social cohesion,
4. appreciate their role as citizens in their immediate physical and social environment for healthy interaction,
5. participate in the various socio-economic activities within their locality for individual and community development,
6. take safety precautions when working with various tools and equipment for safety,
7. use digital devices as they interact with the physical and social environment for learning and enjoyment,
8. apply acquired competencies in solving environmental issues for sustainable development.

SUMMARY OF STRANDS AND SUB STRANDS

S/No.	STRANDS	SUB STRANDS
1.0	Weather	1.1 Weather Conditions.
		1.2 Dressing for different weather.
		1.3 Activities for different weather conditions.
2.0	Leadership and Governance	2.1 Leadership and Governance in School.
		2.2 Leadership and Governance in the Community
3.0	Transport and Communication	3.1 Road Safety
		3.2 Safe use of the road.
		3.3 Means of communication.
4.0	Environment and its resources	4.1 Soil.
		4.2 Water.
		4.3 Energy.
5.0	Citizenship	5.1 The Kenyan Flag.
		5.2 Documents of a citizen

1.0 WEATHER

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0. Weather	1.1. Weather conditions	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) identify different weather conditions of the day, b) make a weather chart showing the weather condition of the day, c) enjoy describing different weather conditions of the day. 	The learner is guided to: <ul style="list-style-type: none"> • observe or listen to verbal or tactual descriptions of pictures or audio visual clips or animations of sunny, rainy, windy, calm and cloudy weather conditions and identify them using appropriate mode of communication, • take a field trip within the school to explore different weather conditions of the day and talk about them (<i>a learner with motor and mobility difficulties could be assisted by peers or Learner Support Assistant or teacher to walk around and explore different weather conditions. Provide tactile modelling and physical guidance to a learner with deafblindness. Safety precautions should be observed for all learners</i>), • observe or listen to verbal or tactual descriptions of pictures or audio visual clips or animations of making a simple weather chart for sunny, rainy, windy and cloudy weather conditions, • collect the materials for making a simple weather chart such as manila paper, Markers, crayons, colored pencil, Ruler, Construction paper, Velcro, weather charts, models, picture cards or embossed cards of different weather conditions (<i>a learner with motor or manipulation or mobility difficulties could be assisted by peers or Learner Support Assistant or teacher. Safety of all learners should be observed</i>), • participate in a demonstration of making a simple weather chart by: i) Creating days of the week boxes by measuring out the manila or poster board so that all of the boxes are 	What are the different weather conditions?

			<p>pretty even, ii) Labeling each box starting with Monday to Sunday (using flash cards or cut outs with days of the week, object of reference, symbol), iii) Selecting a symbol for each of the weather condition, iv) drawing weather pictures or modeling weather symbols, v) attaching or mounting the symbols on the chart as appropriate, vi) Hanging or placing the weather chart in a location where it is easily accessible and can be used on a daily basis,</p> <ul style="list-style-type: none"> • use digital devices with assistive technology to take photographs or record video clips to put in the portfolio, • clear the working area and store the materials used appropriately, • maintain a daily weather chart by mounting the symbol of the weather condition of the day on the weather chart <i>(a learner with motor or manipulation or mobility difficulties could be assisted by peers or Learner Support Assistant or teacher. Safety of all learners should be observed),</i> • take turns in using a simple weather chart to tell the weather condition of the day <i>(a learner with severe communication difficulties could use Augmentative and Alternative communication or be assisted by peers or Learner Support Assistant or teacher. Provide tactile modelling and physical guidance to a learner with deafblindness),</i> • talk about what happens during different weather conditions, • recite or sign or tactual sign a poem or a song about weather conditions <i>(provide tactile modelling and physical guidance to a learner with deafblindness).</i> 	
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<p>Core Competencies to be developed: Creativity and imagination: as the learner makes a simple weather chart. Digital literacy: as the learner uses digital devices to observe or listen to verbal or tactual description of audio visual clips or animations of making a simple weather chart.</p>
<p>Values: Respect: is nurtured as the learner takes turns with peers in using a simple weather chart to tell the weather condition of the day.</p>
<p>Pertinent and Contemporary Issues (PCIs): Environmental awareness: is enhanced as the learner identifies different weather conditions of the day.</p>
<p>Link to other Learning Areas: The learner relates the skills used in making a simple weather chart to drawing and modelling in prevocational Skills.</p>
<p>Suggested Learning Resources: Pictures, audio visual clips, embossed charts, weather charts, tactile pictures, embossed cards, digital devices with assistive technology, immediate environment, Markers, crayons, colored pencil, Ruler, Construction paper, Velcro.</p>

SUGGESTED ASSESSMENT GUIDES

1. Assessment Checklist

Learner's Name _____

S/No.	Indicator	Skills Assessed	Tick as appropriate		Teacher's comment
			Demonstrated	Not Demonstrated	
1	Ability to identify different weather conditions.	i. Identifying sunny weather conditions.			
		ii. Identifying rainy weather conditions.			
		iii. Identifying windy weather conditions.			
		iv. Identifying cloudy weather conditions.			
2	Ability to make a simple weather chart.	i. Creating days of the week boxes by measuring out the manila or poster board or carton box so that all of the			

following the correct steps.	boxes are pretty even.			
	ii. Labeling each box starting with Monday all the way to Sunday.			
	iii. Selecting a symbol for each of the weather condition (sunny, rainy, windy and cloudy).			
	iv. Drawing weather pictures or modeling weather symbols.			
	v. Attaching or mounting the symbols to the chart as appropriate.			
	vi. Hanging or placing the weather chart.			

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

Teacher's Name _____

Signature _____

Date of assessment _____

2. RATING GUIDE FOR THE LEARNER'S PERFORMANCE

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

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify different weather conditions.	The learner identifies 4 different weather conditions.	The learner identifies 3 different weather conditions.	The learner identifies 2 different weather conditions.	The learner identifies 1 weather condition or none.
Ability to make a simple weather chart following the correct steps	The learner makes a simple weather chart following 6 correct steps.	The learner makes a simple weather chart following 3 to 5 correct steps.	The learner makes a simple weather chart following 2 correct steps.	The learner makes a simple weather chart following 1 or none of the correct steps.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0. Weather	1.2 Dressing for different weather. <ul style="list-style-type: none"> • <i>Light clothes.</i> • <i>Heavy clothes.</i> 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) identify clothes worn in different weather conditions, b) dress according to different weather conditions for self-protection, c) enjoy dressing appropriately in different weather conditions. 	The learner is guided to: <ul style="list-style-type: none"> • observe or listen to verbal or tactual descriptions of pictures or video clips or animations of people wearing clothes according to different weather conditions and talk about them using appropriate mode of communication, • identify light clothes (such as dress, t-shirt, shirt, vest, a pair of shorts, trousers) and heavy clothes (such as jackets, sweater, coats, boots, gloves, leg warmers or stockings, scarf, head marvin) worn during sunny and rainy or cold weather conditions respectively (<i>a learner with severe communication difficulties could use Augmentative and Alternative communication or be assisted by peers or Learner Support Assistant or teacher. Provide tactile modelling and physical guidance to a learner with Deafblindness</i>), 	<ol style="list-style-type: none"> 1. How do you dress on sunny day? 2. How do you dress on a rainy day?

			<ul style="list-style-type: none"> • participate in a demonstration on dressing according to different weather conditions by i) identifying the weather condition to dress for, ii) choosing the appropriate clothes to wear, iii) putting on the clothes, iv) putting on appropriate footwear (<i>provide tactile modeling and physical guidance to a learner with Deafblindness</i>), • practise dressing appropriately for different weather conditions (<i>a learner with motor or manipulation or mobility difficulties could be assisted by peers or Learner Support Assistant or teacher. Safety of all learners should be observed</i>), • match flashcards or embossed cards of different weather conditions with corresponding pictures of clothes or real clothes (<i>a learner with motor or manipulation or mobility difficulties could be assisted by peers or Learner Support Assistant or teacher. Safety of all learners should be observed. Provide tactile modelling and physical guidance to a learner with Deaf blindness</i>), • sort clothes worn during different weather conditions from a variety of clothes (<i>Learners could sort clothes worn during sunny weather (light clothes) and cold or rainy weather (heavy clothes)</i>), • draw or colour outlines or embossed outlines of clothes worn in different weather conditions (<i>a learner with motor or manipulation difficulties could be assisted by peers or Learner Support Assistant or teacher to draw or colour the clothes or be given an alternative corresponding activity as per their functional ability. Provide tactile modelling and physical guidance to a learner with deafblindness</i>), • clear the working area and store resources used appropriately. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Critical thinking and problem solving: as the learner sorts clothes according to different weather conditions from a variety of clothes. • Self-efficacy: as the learner dresses appropriately for different weather conditions. 				

<p>Values:</p> <ul style="list-style-type: none"> • Unity: is enhanced as the learner role plays how to dress during different weather conditions. • Responsibility: is nurtured as learner dresses appropriately for different weather conditions.
<p>Pertinent and Contemporary Issues (PCIs): Life skills: as the learner put on clothes according to different weather conditions. Health Education: as the learner dresses appropriately for different weather conditions.</p>
<p>Link to other Learning Areas: The learner relates skills used in identifying clothes worn in different weather conditions to personal hygiene in Daily Living Skills and Nutrition.</p>
<p>Suggested Learning Resources: Clothing, Video clips, Pictures, digital devices with assistive technology, charts, embossed cards, dummies of human beings, human curved model of a human being, crayons, pencils, papers, books, 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 clothing worn during rainy or cold weather condition.	i. Identifying a rain jacket or coat or sweater.			
		ii. Identifying gloves.			
		iii. Identifying a hat or head marvin or head gear.			
		iv. Identifying leg warmers or stockings.			
		v. Identifying a scarf.			
		vi. Identifying boots.			
2		i. Identifying the weather condition to			

Ability to dress appropriately for different weather conditions following the correct steps.	dress for.			
	ii. Choosing the appropriate clothes to wear.			
	iii. Putting on the clothes.			
	iv. Putting on appropriate footwear.			

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

Teacher's Name _____

Signature _____

Date of assessment _____

2. RATING GUIDE FOR THE LEARNER'S PERFORMANCE

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

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify clothing worn during rainy or cold weather condition.	The learner identifies 6 clothing worn during rainy or cold weather condition.	The learner identifies 4 to 5 clothing worn during rainy or cold weather condition.	The learner identifies 2 to 3 clothing worn during rainy or cold weather condition.	The learner identifies 1 or none of the clothing worn during rainy or cold weather condition.
Ability to dress appropriately for different weather conditions following correct steps.	The learner demonstrates appropriate dressing for different weather conditions following 4 correct steps.	The learner demonstrates appropriate dressing for different weather conditions following 3 correct steps.	The learner demonstrates appropriate dressing for different weather conditions following 2 correct steps.	The learner demonstrates appropriate dressing for different weather conditions following 1 or none of the correct steps.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0. Weather	1.3. Activities for different weather conditions.	By the end of the Sub Strand, the learner should be able to: a) identify activities carried out in different weather conditions, b) carry out appropriate activities in different weather conditions, c) enjoy participating in activities carried out in different weather conditions.	The learner is guided to: <ul style="list-style-type: none"> • observe or listen to verbal or tactual descriptions of pictures or video clips or animations of people performing activities carried out in different weather conditions and identify them using appropriate mode of communication, • identify activities carried during different weather conditions (sunny or dry, rainy, windy) such as land preparation in sunny or dry weather, planting in rainy weather, harvesting cereals in sunny or dry weather, winnowing in windy weather (<i>a learner with severe communication difficulties could use Augmentative and Alternative communication or be assisted by peers or Learner Support Assistant or teacher. Provide tactile modeling and physical guidance to a learner with deafblindness</i>), • take a field trip to observe activities done in different weather conditions in the locality (<i>a learner with motor or mobility or manipulation difficulties could be assisted by peers or Learner Support Assistant or teacher to perform activities done in different weather conditions. Safety of all learners should be observed</i>), • prepare to carry out activities during different weather conditions by gathering materials or tools to be used for each activity and dressing appropriately in readiness for carrying out each of the activities (<i>a learner with motor or manipulation or mobility difficulties could be assisted by peers or Learner Support Assistant or teacher</i>), • participate in demonstrations on performing appropriate 	1.What are the activities carried out in different weather conditions?

			<p>activities during different weather conditions such as land preparation in sunny or dry weather, planting in rainy weather, harvesting cereals in sunny or dry weather, winnowing in windy weather,</p> <ul style="list-style-type: none"> • practise performing appropriate activities during different weather conditions (<i>a learner with motor or manipulation or mobility difficulties could be assisted by peers or Learner Support Assistant or teacher, provide tactile modeling and physical guidance to a learner with deafblindness</i>), • clear the working area and store the resources or tools used in carrying out each of the activities as appropriate, • match pictures or descriptions of people carrying out activities with the appropriate weather conditions (<i>a learner with motor or manipulation difficulties could be assisted by peers or Learner Support Assistant or teacher. provide tactile modeling and physical guidance to learners with deafblindness</i>), • take photographs or video clips of various activities done during different weather conditions and talk about them using appropriate mode of communication. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Communication and collaboration: as learners identify activities carried out in different weather conditions. • Digital literacy: as the learner takes photographs or video clips of various activities carried out in different weather conditions. 				
<p>Values:</p> <ul style="list-style-type: none"> • Unity: as learners participate in different activities carried out during different weather conditions. • Responsibility: is nurtured as the learner takes care of learning resources used in performing the different activities. 				
<p>Pertinent and Contemporary Issues (PCIs): Education for Sustainable Development: is enhanced as learners participate in different activities carried during different weather conditions in the community.</p>				

Link to other Learning Areas:

The learner relates activities carried out during different weather conditions to crop farming in Prevocational Skills.

Suggested Learning Resources:

Video clips or animations, digital devices with assistive technology, pictures, charts, tactile pictures, farm or garden, Jembes, pangas, mattocks, spade wheelbarrows, seedlings, manure, seeds, cereals, winnowing basket or 'uteo',

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 activities carried out in different weather conditions.	i. Identifying land preparation as an activity carried out during sunny (dry) weather conditions.			
		ii. Identifying planting as an activity carried out during rainy weather condition.			
		iii. Identifying harvesting cereals as an activity carried out during sunny or dry weather condition.			
		iv. Identifying winnowing as an activity carried out during windy weather conditions.			
2	Ability to performing appropriate activities	i. Preparing land during sunny or dry weather.			
		ii. Planting during rainy weather.			

	during different weather conditions.	iii. Harvesting cereals during sunny or dry weather.			
		iv. Winnowing during windy weather.			

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

Teacher's Name _____

Signature _____

Date of assessment _____

2. RATING GUIDE FOR THE LEARNER'S PERFORMANCE

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

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify activities carried out in different weather conditions.	The learner identifies 4 activities carried out in different weather conditions.	The learner identifies 3 activities carried out in different weather conditions.	The learner identifies 2 activities carried out in different weather conditions.	The learner identifies 1 or none of the activities carried out in different weather conditions.
Ability to performs activities carried out in different weather conditions.	The learner performs 4 activities carried out in different weather conditions.	The learner performs 3 activities carried out in different weather conditions.	The learner performs 2 activities carried out in different weather conditions.	The learner performs 1 activity carried out in different weather conditions or none.

2.0 LEADERSHIP AND GOVERNANCE

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Leadership and Governance.	2.1 Leadership and governance in School 2.1.1 Student leadership	By the end of the Sub Strand, the learner should be able to: a) identify student leadership positions in the school, b) narrate the roles of various student leaders in the school, c) carry out elections to choose student leaders, d) appreciate the role of student leaders in the school for harmonious co-existence.	The learner is guided to: <ul style="list-style-type: none"> • observe or listen to verbal or tactual descriptions of pictures or video clips or animations on student leadership in school and identify various student leadership positions using appropriate mode of communication, • mention student leadership positions in school such as president, deputy president, class governor, games captain (<i>a learner with severe communication difficulties could use Augmentative and Alternative communication or be assisted by peers or Learner Support Assistant or teacher. Provide tactile modelling and physical guidance to a learner with deafblindness</i>), • talk about roles of various student leaders in the school using appropriate mode of communication such as president represents of all learners in the school, deputy president assists the president, class governor ensures the classroom is clean and well arranged, games captain is in charge of games and sports in the school, • match pictures or names or sign names of various student leaders with their roles as applicable using appropriate mode of communication (<i>a learner with motor or manipulation or mobility difficulties could be assisted by peers or Learner Support Assistant or</i> 	<ol style="list-style-type: none"> 1. Who are the student leaders in your school? 2. What are the roles of student leaders in your school?

			<p><i>teacher. Provide tactile modelling and physical guidance to a learner with deafblindness),</i></p> <ul style="list-style-type: none"> • role play or dramatizes the roles of student leaders in the school (<i>a learner with motor or manipulation or mobility difficulties could be assisted by peers or Learner Support Assistant or teacher. Provide tactile modelling and physical guidance to a learner with deafblindness),</i> • prepare in readiness for a mock election of student leaders in their class by: gathering the resources to be used, prepare the mock election materials, arranging the mock election materials appropriately, • participate in demonstration on mock election of student leaders in their class by: i) nominating the candidates ii) introducing the candidates by their name or sign name or identifiers or symbol, iii) issuing ballot papers, iv) marking the ballot paper appropriately, v) casting the ballot using appropriate mode of communication, vi) counting the casted ballots vii) declaring the winner (<i>provide tactile modelling and physical guidance to a learner with deafblindness),</i> • practise a mock election of student leaders in his or her class. • clear the working are and store the resources used appropriately, • participate in electing student leaders in his or her class. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Communication and Collaboration: as learners talk about roles of student leaders in the school. • Self-efficacy: as the learner successfully participates in the mock elections of student leaders. • Citizenship: as the learner participates in electing student leaders in the school. 				

<p>Values:</p> <ul style="list-style-type: none"> • Responsibility: is nurtured as the learner assumes leadership roles in the school. • Respect: as the learner obeys student leaders. • Integrity: as the learner chooses the leaders in the school.
<p>Pertinent and Contemporary Issues (PCIs): Social Awareness Skills: as the learner relates the student leadership election with the general election.</p>
<p>Link to other Learning Areas: The learner relates roles of student leaders in school to religious and moral values in Religious Education (CRE, HRE & IRE).</p>
<p>Suggested Learning Resources: Video clips or animations, digital devices with assistive technology, pictures, election materials such as manila paper, pen, papers, boxes or containers, posters, cartons, permanent makers/ink, drawing materials, crayons, 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 student leaders and their positions in the school. (<i>by name, unique identifiers, gender, the work they do</i>)).	i. Identifying students' president.			
		ii. Identifying students' deputy president.			
		iii. Identifying class governor.			
		iv. Identifying student's games captain.			
2	Ability to narrate the roles of student leaders in the school.	i. The President represents of all learners in the school.			
		ii. The Deputy President assists the			

		students' president.			
		iii. The Class representative ensures the classroom is clean and well arranged.			
		iv. The games captain is in charge of games and sports in the school.			
3	Ability to carrying out elections to choose student leaders in the school.	i. Nominating the candidates.			
		ii. Introducing the candidates by their name or identifiers or symbol.			
		iii. Issuing ballot papers.			
		iv. Marking the ballot paper appropriately.			
		v. Casting the ballot using appropriate mode of communication.			
		vi. Counting the casted ballots.			
		vii. Declaring the winner.			

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

Teacher's Name _____

Signature _____

Date of assessment _____

2. RATING GUIDE FOR THE LEARNER'S PERFORMANCE

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

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify student leaders and their positions in the school.	The learner identifies 4 student leaders and their positions in the school.	The learner identifies 3 student leaders and their positions in the school.	The learner identifies 2 student leaders and their positions in the school.	The learner identifies 1 or none of the student leaders and their position in the school.
Ability to narrate the roles of student leaders in the school.	The learner narrates roles of 4 student leaders in the school.	The learner narrates roles of 3 student leaders in the school.	The learner narrates roles of 2 student leaders in the school.	The learner narrates roles of 1 or none of the student leaders in the school.
Ability to carrying out elections to choose student leaders in the school following correct procedure.	The learner carries out elections to choose student leaders in the school following 7 correct procedure.	The learner carries out elections to choose student leaders in the school following 4 to 6 correct procedure.	The learner carries out elections to choose student leaders in the school following 2 to 3 correct procedure.	The learner carries out elections to choose student leaders in the school following 1 or none of the correct procedure.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Leadership and Governance.	2.1.2 Teacher leadership	<p>By the end of the Sub Strand, the learner should be able to:</p> <ol style="list-style-type: none"> identify teacher leadership positions in school, narrate the roles of various teachers in the school, appreciate the role of various teachers in the school for harmonious co-existence. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> observe or listen to verbal or tactual descriptions of pictures or video clips or animations on teachers' leadership in school and identify teachers' leadership positions using appropriate mode of communication, mention teacher leadership positions in school such as head teacher, deputy head teacher, class teacher, teacher on duty, games teacher (<i>a learner with severe communication difficulties could use Augmentative and Alternative communication or be assisted by peers or Learner Support Assistant or teacher. Provide tactile modeling and physical guidance to a learner with deafblindness</i>), take turns to talk about roles of various teacher leaders in the school using appropriate mode of communication such as head teacher is in charge of the administration school, deputy head teacher is in charge of learners' discipline, class teacher is in charge of the class, teacher on duty is in charge of organizing school assembly or parade, maintaining cleanliness, games teacher is responsible for coordinating games and sports activities in the school, match pictures or names or sign names of various teacher leaders with their roles using appropriate mode of communication (<i>a learner with motor or manipulation or mobility difficulties could be assisted by peers or Learner Support Assistant or teacher. Provide tactile modelling and physical guidance to a learner with deafblindness</i>), 	<p>What are the leadership position of teachers in schools?</p>

			<ul style="list-style-type: none"> role play or dramatize the roles of teacher leaders in the school (<i>a learner with motor or manipulation or mobility difficulties could be assisted by peers or Learner Support Assistant or teacher. Provide tactile modelling and physical guidance to a learner with deafblindness</i>). 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> Learning to learn: as the learner identifies teachers' leadership positions in the school. Communication and Collaboration: as learners talk about roles of teacher leaders in the school. 				
<p>Values: Respect: as the learner takes turns to talk about roles of teacher leaders in the school.</p>				
<p>Pertinent and Contemporary Issues (PCIs): Self-esteem: as the learner talks about roles of teacher leaders in the school.</p>				
<p>Link to other Learning Areas: The learner relates roles of teacher leaders in school to religious and moral values in Religious Education (CRE, HRE & IRE).</p>				
<p>Suggested Learning Resources: Video clips or animations, digital devices with assistive technology, pictures, chart, ruler, pen , pencil, 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 teacher leaders and their positions in the school.	i. Identifying the head teacher.			
		ii. Identifying the deputy head teacher.			
		iii. Identifying the class teacher.			
		iv. Identifying the teacher on duty.			
		v. Identifying the games teacher.			
2	Ability to narrate the roles of teachers in the school.	i. Head teacher is in charge of the administration school.			
		ii. Deputy head teacher is in charge of learners' discipline.			
		iii. Class teacher is in charge of the class.			
		iv. Teacher on duty is in charge of leading school assembly or parade, maintaining cleanliness.			
		v. Games teacher is responsible for coordinating games and sports activities in the school.			

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

Teacher's Name _____

Signature _____

Date of assessment _____

2. RATING GUIDE FOR THE LEARNER'S PERFORMANCE

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

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify teacher leaders and their positions in the school.	The learner identifies 6 teacher leaders and their positions in the school.	The learner identifies 4 to 5 teacher leaders and their positions in the school.	The learner identifies 2 to 3 teacher leaders and their positions in the school.	The learner identifies 1 or none of the teacher leaders and their position in the school.
Ability to narrate the roles of teacher leaders in the school.	The learner narrates 5 roles of teacher leaders in the school.	The learner narrates 3 to 4 of roles teacher leaders in the school.	The learner narrates 2 roles of teacher leaders in the school.	The learner narrates 1 role or none of the teacher leaders in the school.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 Leadership and Governance	2.2 Leadership and Governance in the Community. <ul style="list-style-type: none"> • <i>Religious leaders.</i> • <i>Village elders.</i> • <i>Assistant chief.</i> • <i>Chief.</i> • <i>Member of County Assembly (MCA)</i> 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) identify leaders in the community, b) narrate roles of leaders in the community, c) appreciate good leadership in the community. 	The learner is guided to: <ul style="list-style-type: none"> • observe or listen to verbal or tactual descriptions of pictures or video clips or animations on community leaders and identify them using appropriate mode of communication, • mention the leaders in the community such as religious leaders, Village elders, Assistant Chief, Chief, Member of County Assembly, Member of Parliament (<i>a learner with severe communication difficulties could use Augmentative and Alternative communication or be assisted by peers or Learner Support Assistant or teacher. Provide tactile modeling and physical guidance to a learner with deafblindness</i>), 	<ol style="list-style-type: none"> 1. Who are the different leaders in the community? 2. What are the roles of the different leaders in the community?

	<ul style="list-style-type: none"> • <i>Member of Parliament (MP)</i> 		<ul style="list-style-type: none"> • take turns to talk about the different roles of community leaders using appropriate mode of communication such as religious leaders - preach the word of God or Allah to the faithful, Village elders- maintain order in the village and facilitate services at the village level, Assistant Chief - maintains order in the area of his jurisdiction , Chief - maintains order in the area of his jurisdiction, Member of County Assembly (MCA) - legislates at the County Assembly, represents their electorate at the assembly and plays an oversight role of the county executive, Member of parliament (MP) - represents their constituent in parliament, make or amend laws, • participate in a skit on roles of leaders in the community (<i>a learner with motor or manipulation or mobility difficulties could be assisted by peers or Learner Support Assistant or teacher. Provide tactile modelling and physical guidance to a learner with deafblindness</i>). 	
Core Competencies to be developed:				
Creativity and Imagination: as the learner takes part in role playing different roles of community leaders.				
Communication and Collaboration: as learners talk about the roles of leaders in the community.				
Values:				
Respect: as the learner takes turns to talk about roles of leaders in the community.				
Pertinent and Contemporary Issues (PCIs):				
Leadership: as the learner talks about roles of leaders in the community.				
Link to other Learning Areas:				
The learner relates roles of leaders in the community to role of religious leaders and moral values in Religious Education (CRE, HRE & IRE).				
Suggested Learning Resources:				

Video clips or animations, pictures, photos of community leaders, resource persons such as Assistant Chief, Chief or political leaders, digital 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 leaders in the community. <i>(by name, title).</i>	i. Identifying religious leader.			
		ii. Identifying village elder.			
		iii. Identifying assistant chief.			
		iv. Identifying chief.			
		v. Identifying Member of County Assembly (MCA).			
		vi. Identifying Member of Parliament (MP).			
2	Ability to narrate the roles of leaders in the in the community.	i. Religious leaders preach the word of God or Allah to the faithful			
		ii. Village elders maintain order in the village and facilitate services at the village level.			
		iii. Chief maintains order in the area in respect of which he is appointed.			
		iv. Member of County Assembly (MCA) make laws at the County			

		assembly, represents people from his or her area at the assembly and oversight the County Executive.			
		v. Member of parliament (MP) represents his or her constituents in parliament, make or amend laws.			

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

Teacher's Name _____

Signature _____

Date of assessment _____

2. RATING GUIDE FOR THE LEARNER'S PERFORMANCE

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

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify leaders in the community.	The learner identifies 6 leaders in the community.	The learner identifies 3 to 5 leaders in the community.	The learner identifies 2 leaders in the community.	The learner identifies 1 or none of the leaders in the community.
Ability to narrate the roles of leaders in the community.	The learner narrates roles of 5 leaders in the community.	The learner narrates roles of 3 to 4 leaders in the community.	The learner narrates roles of 2 leaders in the community.	The learner narrates roles of 1 or none of the leaders in the community.

3.0: TRANSPORT AND COMMUNICATION

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.0. Transport and Communication	3.1. Road Safety <ul style="list-style-type: none"> • <i>Road signs and Signals</i> 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) identify different road signs and signals in the locality for learning, b) use common road signs and signals in the locality, c) enjoy using different road signs and signals in the locality for personal safety. 	The learner is guided to: <ul style="list-style-type: none"> • observe or listen to verbal or tactual descriptions of pictures or audio visual clips or animations on road safety and identify road signs and signals using the appropriate modes of communication, • talk about common road signs and signals such as stop, roundabout ahead, turn right, turn left, bumps, children crossing, and pedestrian crossing using appropriate mode of communication, • listen to or tactually follow description of a resource person talking about road signs and signals and their meaning, • visit a children’s traffic park or where there are road signs and signals are used <i>(a learner with motor or manipulation or mobility difficulties could be assisted by peers or Learner Support Assistant or teacher. Provide tactile modeling and physical guidance to a learner with deafblindness. Safety of all learners should be observed),</i> • take turns to talk about traffic lights and their meaning such as i) Red – stop or do not proceed, Amber – get ready to go 	<ol style="list-style-type: none"> 1. What are the common road signs? 2. What are the common road signals?

			<p>(proceed), Green – go or proceed (<i>a learner with severe communication difficulties could use Augmentative and Alternative communication or be assisted by peers or Learner Support Assistant or teacher. Provide tactile modeling and physical guidance to a learner with deafblindness</i>),</p> <ul style="list-style-type: none"> • make or draw or model or colour outlines or embossed outlines of simple road signs, • display their work for feedback, • clear the working area and store resources. 	
<p>Core Competencies to be developed: Creativity and imagination: as the learners make or draw or colour simple road signs and signals.</p>				
<p>Values:</p> <ul style="list-style-type: none"> • Responsibility: is enhanced as the learner uses road signs and signals to cross the road. • Unity: is promoted as learner role play a skirt on using road signs and signals. 				
<p>Pertinent and Contemporary Issues (PCIs): Safety: is promoted as the learner uses road safely.</p>				
<p>Link to other Learning Areas: The learner relates road signs and Signals to transport in Communication and Functional Literacy Skills.</p>				
<p>Suggested Learning Resources: Digital devices with assistive technology, pictures, audio visual clips, road signs and signals, drawing materials, manila papers, crayons, scissors, modeling materials, resource person, local and extended environment (children traffic park), Leaner 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 road signs and signals.	i. Identifying the road sign STOP .			
		ii. Identifying TURN RIGHT sign.			
		iii. Identifying TURN RIGHT sign.			
		iv. Identifying PEDESTRIAN CROSSING			
		v. Identifying CHILDREN CROSSING sign			
2	Ability to identify traffic lights and their meaning.	i. Identifying Red traffic lights.			
		ii. Identifying Amber traffic lights.			
		iii. Identifying Green traffic lights.			
		iv. Identifying the meaning of the traffic lights (Red – stop, Amber – get ready and Green – go or proceed).			

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

Teacher's Name

Signature

Date of assessment

2. RATING GUIDE FOR THE LEARNER'S PERFORMANCE

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

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify road signs and signals.	The learner identifies 5 road signs and signals.	The learner identifies 3 to 4 road signs and signals.	The learner identifies 2 road signs and signals.	The learner identifies 1 or none of the road signs or signals.
Ability to identify traffic lights and their meaning.	The learner identifies 3 traffic lights and the meaning of 3 traffic lights.	The learner identifies 2 traffic lights and the meaning of 2 traffic lights.	The learner identifies 1 traffic lights and the meaning of 1 of the traffic lights.	The learner identifies 1 or none of the traffic lights.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.0. Transport and Communication.	3.2. Safe use of the Road.	By the end of the Sub Strand, the learner should be able to: a) identify road safety measures for awareness, b) apply road safety measures for personal safety, c) value road safety measures to	The learner is guided to: <ul style="list-style-type: none"> observe or listen to verbal or tactual descriptions of pictures or video clips or animations of people using road while observing road safety and identify the road safety measures using appropriate mode of communication, talk about common road safety measures such as obeying road signs and signals, fastening seat belts when in a moving vehicle, paying attention when on the road, crossing the road safely, waiting for the motor vehicle to stop before alighting (<i>a learner with severe communication difficulties could use Augmentative and Alternative Communication or be assisted by peers or Learner Support Assistant or teacher. Provide</i> 	How do you cross the road?

		mitigate accidents.	<p><i>tactile modeling and physical guidance to a learner with deafblindness),</i></p> <ul style="list-style-type: none"> • listen to or tactually follow description of a resource person talking about road safety measures, • observe or listen to verbal or tactual descriptions of pictures or audio visual clips or animations of people observing road safety measures as they use the road and talk about them using appropriate modes of communication, • participate in a demonstration on crossing the road by: i) stopping when you arrive at the road, ii) crossing a road when told or assisted by an adult, iii) crossing the road where there is a pedestrian crossing, iv) looking right then left then right again and cross when the road is clear, • role play on how to cross the road (<i>a learner with motor and mobility difficulties could be assisted by peers or Learner Support Assistant or teacher to role play observing road signs and signals. Provide tactile modeling and physical guidance to a learner with deafblindness),</i> • Carry out a project of preparing different road signs and put them in the social studies corner in the classroom (<i>a learner with motor and mobility difficulties could be assisted by peers or Learner Support Assistant or teacher to role play observing road signs and signals. Provide tactile modeling and physical guidance to a learner with deafblindness).</i> 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Learning to learn: as the learner talks about common road safety measures. • Self-efficacy: as the learner successfully crosses the road safely. 				
<p>Values:</p> <ul style="list-style-type: none"> • Responsibility: is inculcated as the learner observes safety measures when using the road. • Unity: is promoted as learners role play how to cross the road with their peers. 				

Pertinent and Contemporary Issues (PCIs):

- Safety: is enhanced as the learner observes road safety measures while walking along the road.
- Social Cohesion: is developed as learners role play how to observe various safety measures.

Link to other Learning Areas:

The learner relates use of the road signs and signals to transport in Communication and Functional Literacy Skills.

Suggested Learning Resources:

Digital devices with assistive technology, video clips or animations, pictures, road signs, resource person, manila papers, coloured pencils, marker pens, cutting tools, adhesives, 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 applying road safety measures for personal safety.	i. Obeying road signs and signals.			
		ii. Fastening seat belts when in a moving vehicle.			
		iii. Paying attention to the road.			
		iv. Crossing road at the appropriate place or points.			
		v. Crossing the road safely.			
2		i. Stopping when you arrive at the road.			

Ability to cross the road following the correct procedure.	ii. Crossing a road when told or assisted by an adult.			
	iii. Crossing the road where there is a pedestrian crossing.			
	iv. Looking right then left then right again and cross when the road is clear.			

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 applying road safety measures for personal safety.	The learner applies 5 road safety measures.	The learner applies 3 to 4 road safety measures.	The learner applies 2 road safety measures.	The learner applies 1 road safety measure or none.
Ability to cross the road following the correct procedure.	The learner crosses the road following the 4 correct procedures.	The learner crosses the road following the 3 correct procedures.	The learner crosses the road following the 2 correct procedures.	The learner crosses the road following the 1 or none of the correct procedures.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.0. Transport and Communication	3.3. Means of communication. <ul style="list-style-type: none"> • <i>Messengers.</i> • <i>Alarms.</i> • <i>Siren.</i> • <i>Mobile phones.</i> • <i>Bells.</i> • <i>Radios.</i> • <i>Television.</i> 	<p>By the end of the Sub Strand, the learner should be able to:</p> <p>a) identify different means of communication in the locality,</p> <p>b) use different means of communication in the locality,</p> <p>c) enjoy using different means of communication in the locality.</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • observe or listen to verbal or tactual descriptions of pictures or audio visual clips or animations of people using various means of communication and identify them, using appropriate modes of communication. • mention the different means of communication in the locality such as drums, messengers, alarms, sirens, gestures, horns, mobile phones, bells, traffic lights, posters, billboards, radios, television, communication boards and or tactile communication boards. <i>(a learner with severe communication difficulties could use Augmentative and Alternative communication or be assisted by peers or Learner Support Assistant or teacher. Provide tactile modelling and physical guidance to a learner with deafblindness),</i> • talk about different means of communication in the locality using appropriate mode of communication. <i>(a learner with</i> 	<ol style="list-style-type: none"> 1. How do you communicate with other people? 2. What do you use to communicate to other people?

			<p><i>deafblindness could be guided to tactually explore the available means of communication within the school community),</i></p> <ul style="list-style-type: none"> • participate in demonstrations on using different means of communication in the locality by: i) preparing the message to be communicated appropriately, ii) choosing the means of communication to use, iii) sending the message, iv) receiving feedback, • role play using different means of communication in the locality. <i>Learners with motor and manipulation difficulties could be assisted by peers or Learner Support Assistant or teacher. Provide tactile modeling and physical guidance to learners with deafblindness),</i> • collect pictures of different means of communication in the locality and display in class for feedback, • clear the working area and store the resources used appropriately. 	
<p>Core Competencies to be developed: Self-efficacy as the learner successfully uses different means of communication in the locality.</p>				

<p>Values:</p> <ul style="list-style-type: none"> Responsibility: as the learner clears the working area and store resources used appropriately. Unity: as learners role play using different means of communication.
<p>Pertinent and Contemporary Issues (PCIs): Life Skills: is enhanced as the learner practises using different means of communication in the locality.</p>
<p>Link to other Learning Areas: The learner relates means of communication to means of transport in Communication and Functional Literacy Skills.</p>
<p>Suggested Learning Resources: Photos, audio visual clips, drums, alarms, sirens, horns, mobile phones, bells, posters, radios, television, communication boards and or tactile communication boards digital devices with assistive technology, 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 different means of communication in the locality.	i. Identifying bell.			
		ii. Identifying mobile phone.			
		iii. Identifying radio.			
		iv. Identifying alarms or siren.			
		v. Identifying a messenger.			
		vi. Identifying television.			

2	Ability to use different means of communication in the locality.	i. Preparing the message to be communicated appropriately.			
		ii. Choosing the means of communication to use.			
		iii. Sending the message.			
		iv. Receiving feedback.			

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

Teacher's Name _____

Signature _____

Date of assessment _____

2. RATING GUIDE FOR THE LEARNER'S PERFORMANCE

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

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify different means of communication in the locality.	The learner identifies 6 different means of communication.	The learner identifies 4 to 5 different means of communication.	The learner identifies 2 to 3 different means of communication.	The learner identifies 1 means of communication or none.
Ability to use different means of communication in the locality following correct steps.	The learner uses different means of communication in the locality following 4 correct steps.	The learner uses different means of communication in the locality following 3 correct steps.	The learner uses different means of communication in the locality following 2 correct steps.	The learner uses different means of communication in the locality following 1 or none of the correct steps.

4.0 ENVIRONMENT AND ITS RESOURCES

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.0 Environment and its resources.	4.1 Soil <ul style="list-style-type: none"> • <i>Types of soil</i> • <i>Uses of soil</i> • <i>Soil conservation</i> 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) identify different types of soil for learning, b) narrate uses of different types of soil, c) carry out soil conservation practices for skill acquisition, d) appreciate soil as a resource for usage within the environment. 	The learner is guided to: <ul style="list-style-type: none"> • observe or listen to verbal or tactual descriptions of pictures or audio visual clips or animations of the different types of soil and identify them using appropriate mode of communication, • take a guided walk in the school compound or nearby farm to collect different types of soil such as sand, clay, loam (<i>a learner with motor or manipulation or mobility difficulties could be assisted by peers or Learner Support Assistant or teacher. Provide tactile modelling and physical guidance to a learner with deafblindness</i>), • observe or manipulate and sort soil by colour and texture from the environment (<i>a learner with motor and manipulation difficulties could be assisted by peers or Learner Support Assistant or teacher Provide tactile modelling and physical guidance to a learner with deafblindness</i>), • mention the uses of different types of soil: i) sandy soil is used in building, ii) clay soil is used in modelling or making bricks, iii) loam soil is used for gardening or growing plants (<i>a learner with severe communication difficulties could use Augmentative and Alternative communication or be assisted by peers or Learner Support Assistant or teacher. Provide tactile modelling and physical guidance to a learner with deafblindness</i>), 	What are the uses of soil?

			<ul style="list-style-type: none"> • observe or listen to verbal or tactual descriptions of pictures or audio visual clips or animations of the different ways of conserving soil and identify them using appropriate mode of communication, • visit the school garden or a farm in the local community to observe soil conservation practices such as mulching, planting cover crops, planting trees (<i>a learner with mobility difficulties could be assisted by peers or Learner Support Assistant or teacher. Provide tactile modelling and physical guidance to a learner with deafblindness</i>), • participate in a demonstration on carrying out soil conservation practices by: mulching: i) dressing appropriately, ii) collecting the mulch, iii) weeding the plants, iv) watering the plants, v) spreading the mulch around the base of the plant, planting cover crops: i) dressing appropriately, ii) preparing the land, iii) obtaining the cover crops or seeds, iv) planting the cover crops or the seeds, v) watering the cover crops, planting trees: i) dressing appropriately, ii) obtaining seedlings, iii) digging holes, iv) mixing soil with manure, v) planting the seedling, vi) watering the seedling, • practise carrying out soil conservation practices. (<i>a learner with motor or manipulation or mobility difficulties could be assisted by peers or Learner Support Assistant or teacher. Provide tactile modelling and physical guidance to a learner with deafblindness</i>), • clear the working area and store materials and tools appropriately. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Self-efficacy: as the learner successfully identifies different types of soil. • Learning to learn: as the learner carries out soil conservation practices. 				

<p>Values: Responsibility: is nurtured as the learner practises carrying out soil conservation practices.</p>
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> • Environmental issues in education: is enhanced as the learner carries out soil conservation practices. • Safety: as the learner observes safety when handling material when carrying out soil conservation activities.
<p>Link to other Learning Areas: The learner relates the skills used in carrying out soil conservation practices to crop farming in Prevocational Skills.</p>
<p>Suggested Learning Resources: Digital devices with assistive technology, different types of soil, audio visual clips, charts, pictures, pots, flower vases, bricks, mulching materials, tree seedlings, grass, 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 carry out mulching following the correct procedure.	i. Dressing appropriately.			
		ii. Collecting the mulch.			
		iii. Weeding the plants.			
		iv. Watering the plants.			
		v. Spreading the mulch around the base of the plant.			
2		i. Dressing appropriately.			
		ii. Preparing the land.			

	Ability to plant cover crops following the correct procedure.	iii. Obtaining the cover crops or seeds.			
		iv. Planting the cover crops or seeds.			
		v. Watering the cover crops.			
3	Ability to plant trees following the correct procedure.	i. Dressing appropriately.			
		ii. Obtaining seedlings.			
		iii. Digging holes.			
		iv. Mixing soil with manure.			
		v. Planting the seedling.			
		vi. Watering the seedling.			

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 carry out mulching following the correct procedure.	The learner carries out mulching following the 5 correct procedures.	The learner carries out mulching following the 3 to 4 correct procedures.	The learner carries out mulching following the 2 correct procedures.	The learner carries out mulching following 1 correct procedure or none.
Ability to plant cover crops following the correct procedure.	The learner plants cover crops following the 5 correct procedures.	The learner plants cover crops following the 3 to 4 correct procedures.	The learner plants cover crops following the 2 correct procedures.	The learner plants cover crops following 1 correct procedure or none.
Ability to plant trees following the correct procedure.	The learner plant trees following the 5 correct procedures.	The learner plant trees following the 3 to 4 correct procedures.	The learner plant trees following the 2 correct procedures.	The learner plant trees following 1 correct procedure or none.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.0.Environment and its resources	4.2. Water <ul style="list-style-type: none"> • <i>Sources of water</i> • <i>Uses of water</i> • <i>Water conservation</i> 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) identify different sources of water for learning, b) mention uses of water for learning, 	The learner is guided to: <ul style="list-style-type: none"> • observe or listen to verbal or tactual descriptions of pictures or audio visual clips or animations of sources of water and identify them using appropriate modes of communication, • mention sources of water in the environment such as rain, tap, river, dam, well or borehole (<i>a learner with severe communication difficulties could use Augmentative and Alternative communication or be assisted by peers or Learner Support Assistant or</i> 	<ol style="list-style-type: none"> 1. What are the different sources of water? 2. How can you conserve water?

		<p>c) carry out activities to conserve water at for skill acquisition,</p> <p>d) appreciate the importance of conserving water in the environment.</p>	<p><i>teacher. Provide tactile modelling and physical guidance to a learner with deafblindness),</i></p> <ul style="list-style-type: none"> • observe or listen to verbal or tactual descriptions of pictures or audio visual clips or animations of uses of water and identify them using appropriate modes of communication, • mention uses of water such as i) drinking, ii) bathing, iii) cooking, iv) laundry, v) watering plants, vi) watering animals, vii) washing utensils, viii) cleaning floor, ix) swimming • observe or listen to verbal or tactual descriptions of pictures or audio visual clips or animations of ways used to conserve water and identify them using appropriate modes of communication, • participate in a demonstration on activities of conserving water in the environment by: i) turning off running taps when not in use, ii) re-using rinsing water from the kitchen to water the flowers or vegetable garden, iii) re-using rinsing water from laundry to clean floors, iv) water plants using drip irrigation, • practise activities of conserving water (<i>a learner with motor or manipulation or mobility difficulties could be assisted by peers or Learner Support Assistant or teacher. Provide tactile modeling and physical guidance to a learner with deafblindness. Safety of all learners should be observed</i>), • use digital devices with assistive technology to play digital games involving water sources (<i>a learner with motor or manipulation difficulties could be assisted by peers or Learner Support Assistant or</i> 	
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			<i>teacher. Provide tactile modeling and physical guidance to a learner with deafblindness),</i> <ul style="list-style-type: none"> recite or sign or tactual sign poems on water sources and conservation. 	
Core Competencies to be developed: <ul style="list-style-type: none"> Self-efficacy: as the learner successfully identifies different sources of water. Learning to learn: as the learner carries out activities of conserving water. 				
Values: Responsibility: as the learner practises activities on water conservation.				
Pertinent and Contemporary Issues (PCIs): Environmental Education: as the learner practises water conservation.				
Link to other Learning Areas: The learner relates the activities of water conservation to environmental hygiene in Daily Living Skills and Nutrition.				
Suggested Learning Resources: Digital devices with assistive technology, audio visual clips, charts, pictures, water, water tanks, watering cans, jerricans, soap, utensils, taps, towels, scrubbing brush, 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 sources of water.	i. Identifying rain as a source of water.			
		ii. Identifying a tap as a sources of water.			
		iii. Identifying river as a source of water.			

		iv. Identifying dam as a source of water.			
		v. Identifying well or borehole as a source of water.			
2.	Ability to carry out activities of conserving water.	i. Turning off running taps when not in use.			
		ii. Re-using the rinsing water from the kitchen to water the flowers or vegetable garden.			
		iii. Re-using rinsing water from laundry to clean floors.			
		iv. Water plants using drip irrigation.			

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

Teacher's Name _____

Signature _____

Date of assessment _____

2. RATING GUIDE FOR THE LEARNER'S PERFORMANCE

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

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify different sources of water.	The learner identifies 5 sources of water.	The learner identifies 3 to 4 sources of water.	The learner identifies 2 sources of water.	The learner identifies 1 or none of the sources of water.
Ability to carry out activities of conserving water.	The learner carries out 4 activities of conserving water.	The learner carries out 3 activities of conserving water.	The learner carries out 2 activities of conserving water.	The learner carries out 1 or none of the activities of conserving water.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.0. Environment and its resources.	4.3. Energy <ul style="list-style-type: none"> • <i>Sources of energy.</i> • <i>Uses of energy.</i> • <i>Energy conservation</i> 	<p>By the end of the Sub Strand, the learner should be able to:</p> <ol style="list-style-type: none"> a) identify sources of energy in the environment, b) use energy within the environment for learning, c) carry out activities of conserving energy within the environment, d) enjoy conserving energy in the environment for sustainability. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • observe or listen to verbal or tactual descriptions of pictures or video clips or animations on sources of energy such as sun, wind, water, biogas, wood, petroleum and identify them using appropriate modes of communication, • take a guided walk within the environment to identify the different sources of energy used in the locality such as sun, wind, water, biogas, wood, petroleum (<i>a learner with motor and mobility difficulties could be assisted by peers or Learner Support Assistant or teacher. Provide tactile modeling and physical guidance to a learner with deafblindness. Safety precautions should be observed for all learners</i>), • participate in a demonstration on using energy within the environment by: i) boiling water ii) cooking, iii) ironing, iv) drying clothes, v) lighting, vi) Charging digital devices, vii) operating machines, • practise using sources of energy found within the environment while observing safety, • participate in a demonstration on performing activities of conserving energy in the environment such as: i) switching off lights when not in use, ii) using energy saving bulbs, iii) taking shorter hot showers, iv) using solar energy 	<ol style="list-style-type: none"> 1. What are the sources of energy? 2. How do you conserve energy?

			for lightning and cooking, v) using energy saving jikos, <ul style="list-style-type: none"> practise carrying out activities of conserving energy in the environment. 	
Core Competencies to be developed: Self-efficacy: as the learner successfully carries out activities of conserving energy within the environment.				
Values: Responsibility: as the learner uses different sources of energy found within the environment while observing safety.				
Pertinent and Contemporary Issues (PCIs): Safety issues: as the learner takes precaution measures while practising using sources of energy found within the environment.				
Link to other Learning Areas: The learner relates using energy within the environment to home care in Prevocational Skills.				
Suggested Learning Resources: Digital device with assistive technology, video clips or animations, padded pencils, sun, utensils, clothes, bulbs, charcoal, firewood, sufurias, matchbox, water, jiko, gas cookers, food stuff, pictures, 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 sources of energy within the environment.	i. Identifying sun as a source of energy.			
		ii. Identifying electricity as a source of energy.			
		iii. Identifying firewood or charcoal as sources of energy.			
		iv. Identifying gas as a source of energy.			
2	Ability to use energy within the environment.	i. Boiling water.			
		ii. Cooking.			
		iii. Ironing.			
		iv. Drying clothes.			
		v. Lighting.			
		vi. Charging digital devices.			
		vii. Operating machines.			
3	Ability to carry out activities of conserving energy within the environment.	i. Lighting bulbs using solar energy.			
		ii. Boiling water using firewood or charcoal or gas cooker.			
		iii. Switching off lights when not in use.			

		iv. Using energy saving bulbs.			
		v. Using energy saving jikos,			

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

Teacher's Name _____

Signature _____

Date of assessment _____

2. RATING GUIDE FOR THE LEARNER'S PERFORMANCE

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

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify sources of energy within the environment.	The learner identifies 4 different sources of energy within the environment.	The learner identifies 3 different sources of energy within the environment.	The learner identifies 2 different sources of energy within the environment.	The learner identifies 1 source of energy within the environment or none.
Ability to use energy within the environment.	The learner demonstrates 6 to 7 skills in using energy within the environment.	The learner demonstrates 4 to 5 skills in using energy within the environment.	The learner demonstrates 2 to 3 skills in using energy within the environment.	The learner demonstrates 1 or none of the skills in using energy within the environment.
Ability to perform activities of conserving energy within the environment.	The learner performs 5 different activities of conserving energy.	The learner performs 3 to 4 different activities of conserving energy.	The learner performs 2 different activities of conserving energy.	The learner performs 1 activity of conserving energy or none.

5.0 CITIZENSHIP

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
5.0 Citizenship	5.1 The National Flag of Kenya.	<p>By the end of the Sub Strand, the learner should be able to:</p> <ol style="list-style-type: none"> identify the national flag of Kenya for awareness, identify colours of the national flag of Kenya, draw or model the national flag of Kenya, appreciate the national flag of Kenya as a symbol of unity, peace and defence of the country. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> observe or listen to verbal or tactual descriptions of pictures or video clips or animation of the national flag of Kenya and to identify it using appropriate modes of communication, identify the Kenyan flag from the pictures or flags provided using appropriate mode of communication (<i>a learner with motor or manipulation difficulties could be assisted by peers or Learner Support Assistant or teacher. Provide tactile modeling and physical guidance to a learner with deafblindness</i>), explore the pictures provided or flag presented or drawings and identify the colours of the national flag of Kenya. The colours of the national flag are black, red, white and green (<i>a learner with severe communication difficulties could use Augmentative and Alternative communication or be assisted by peers or Learner Support Assistant or teacher. Provide tactile modelling and physical guidance to a learner with deafblindness</i>), participate in a guided discussion on the meaning of the four colours of the Kenyan flag using appropriate mode of communication. Black represents the people of Kenya, Red represents the bloodshed in the fight for independence, White represents peace, and Green represents the country's landscape (<i>a learner with severe communication difficulties could use Augmentative and</i> 	<p>What are the colours of the National flag of Kenya?</p>

			<p><i>Alternative communication or be assisted by peers or Learner Support Assistant or teacher. Provide tactile modelling and physical guidance to a learner with deafblindness or an alternative appropriate activity),</i></p> <ul style="list-style-type: none"> • use digital devices with assistive technology to observe or listen to or sing or sign sing or tactual sign sing a song on the colours of the Kenyan flag (<i>Adjust light intensity for the learner with light sensitivity</i>), • participate in a demonstration of raising the National flag of Kenya and sing the National Anthem using the appropriate mode of communication, • lower the flag, fold and keep the National flag appropriately (<i>a learner with motor or manipulation or mobility difficulties could be assisted by peers or Learner Support Assistant or teacher. Provide tactile modeling and physical guidance to a learner with deafblindness. Safety precautions should be observed for all learners</i>), • collect resources for drawing or modelling the Kenyan flag such as drawing paper or books, pencils, crayons, Kenyan flag, clay, plasticine, paint, • draw and colour or model the Kenyan flag (<i>a learner with motor or manipulation or mobility difficulties could be assisted by peers or Learner Support Assistant or teacher. Provide tactile modeling and physical guidance to a learner with deafblindness. Safety precautions should be observed for all learner</i>), • display the finished work for feedback, • clear the working area and store the resources used appropriately. 	
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<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> Digital literacy: as the learner uses digital devices to observe or listen to or sing or sign sing or tactual sign sing a song on the colours of the Kenyan flag. Learning to learn: as the learner identifies the colours of the national flag of Kenya from the picture provided or the flag presented or drawings.
<p>Values:</p> <ul style="list-style-type: none"> Responsibility: as the learner lowers, folds and keeps the National flag appropriately. Patriotism: as the learner participates in raising the National flag of Kenya and sing the National Anthem.
<p>Pertinent and Contemporary Issues (PCIs): Social cohesion: as learners take turns to participate in the guided discussion on the meaning of the four colours of the Kenyan flag using appropriate mode of communication.</p>
<p>Link to other Learning Areas: The learner relates the skills used in drawing and colouring or modelling the Kenyan flag to drawing and modelling in Prevocational Skills.</p>
<p>Suggested Learning Resources: Digital devices with assistive technology, pictures, video clips, charts, National Flag of Kenya, drawing papers or books, crayons, pencils, flag post, clay, plasticine, 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 the colours of the National flag of Kenya,	i. Identifying black colour of the Kenyan flag.			
		ii. Identifying red colour of the Kenyan flag.			

		iii. Identifying green colour of the Kenyan flag.			
		iv. Identifying white colour of the Kenyan flag.			

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

Teacher's Name

Signature

Date of assessment

2. RATING GUIDE FOR THE LEARNER'S PERFORMANCE

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

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify the colours of the National flag of Kenya.	The learner identifies 4 colours of the National flag of Kenya.	The learner identifies 3 colours of the National flag of Kenya.	The learner identifies 2 colours of the National flag of Kenya.	The learner identifies 1 colour of the National flag of Kenya or none.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
5.0 Citizenship	5.2 Important documents of a Kenyan citizen <ul style="list-style-type: none"> • <i>Birth Certificate</i> • <i>National Identification Card</i> • <i>Disability Card</i> • <i>Passport</i> • <i>Driving license</i> 	<p>By the end of the Sub Strand, the learner should be able to:</p> <ol style="list-style-type: none"> a) identify important documents of a Kenyan citizen, b) identify places where important documents of a citizen are obtained in the locality, c) value important documents of a Kenyan citizen. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • observe or listen to verbal or tactual descriptions of pictures or video clips or animations on important documents for a Kenyan citizen and identify them using appropriate modes of communication, • explore important documents of a Kenyan citizen such as birth certificate, national Identity Card, disability card, passport and a driving license (<i>a learner with motor or manipulation difficulties could be assisted by peers or Learner Support Assistant or teacher. Provide tactile modeling and physical guidance to a learner with deafblindness</i>), • observe or listen to verbal or tactual descriptions of pictures or audio visual clips or animations of places. (<i>such as chief's office, police station, Huduma Centre, NCPWD offices</i>) where important documents of a citizen are obtained in the locality, • visit the offices where various documents are obtained such as office of the National Council for Persons with Disability, chief's office, Huduma Centre to familiarize with the process of acquiring the documents, • participate in a guided discussion on places where various documents are obtained such as: i) chief's office, ii) police station, iii) National Council for Persons with Disability, iv) Huduma Centre, • identify persons involved in process of acquiring important documents of a Kenyan citizen such as: parent or guardian, chief, police, Huduma Centre staff (<i>a learner with severe communication difficulties could</i> 	<ol style="list-style-type: none"> 1. What documents does a Kenyan citizen require? 2. How do we acquire important documents for a Kenyan citizen?

			<p><i>use Augmentative and Alternative communication or be assisted by peers or Learner Support Assistant or teacher. Provide tactile modeling and physical guidance to a learner with deafblindness),</i></p> <ul style="list-style-type: none"> • <i>role play the process of obtaining important documents for a Kenyan citizen (a learner with motor or mobility difficulties could be assisted by peers or Learner Support Assistant or teacher. Provide tactile modeling and physical guidance to a learner with deafblindness),</i> • <i>participate in demonstrations on ways of keeping important documents of a Kenyan citizen such as in wallets, bags, boxes or in wardrobes, Provide tactile modeling and physical guidance to learners with Deafblindness,</i> • <i>practise keeping the important documents safely (a learner with motor or manipulation or mobility difficulties could be assisted by peers or Learner Support Assistant or teacher. Provide tactile modeling and physical guidance to a learner with deafblindness,</i> • <i>take photographs of the important documents of a Kenyan citizen and put in his or her portfolio.</i> 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Learning to learn: as the learner identifies the important documents for a citizen. • Self-efficacy: as the learner successful identifies places where important documents of a citizen are obtained. 				
<p>Values:</p> <ul style="list-style-type: none"> • Patriotism: as the learner appreciates different important documents of a Kenyan citizen. • Responsibility: as the learner practises keeping safely the important documents of a citizen. 				
<p>Pertinent and Contemporary Issue (PCIs):</p> <ul style="list-style-type: none"> • Social Cohesion: as learners take a guided tour to visit the offices where various documents are obtained and to familiarize with the process of acquiring the documents. 				

Link to other Learning Areas:

The learner relates places where important documents of a citizen are obtained to social amenities in Communication and Functional Literacy Skills.

Suggested Learning Resources:

Birth Certificate, Disability Card, National Identity Card, Passport, glue, Manilla paper, Pens, Ink, Ink pad, Digital devices with assistive technology, video clips, resource person such as Area chief and assistant chief,

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 important documents of a Kenyan citizen.	i. Identifying National Identification Card.			
		ii. Identifying Birth Certificate.			
		iii. Identifying Disability Card.			
		iv. Identifying a Passport.			
2	Ability to identify places where important documents of a citizen are obtained.	i. Identifying a chief's office.			
		ii. Identifying a police station.			
		iii. Identifying Huduma Centre.			
		iv. Identifying NCPWD's office.			

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

Teacher's Name

Signature

Date of assessment

2. RATING GUIDE FOR THE LEARNER'S PERFORMANCE

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

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify important documents of a Kenyan citizen.	The learner identifies 4 different important documents for a Kenyan citizen.	The learner identifies 3 different important documents for a Kenyan citizen.	The learner identifies 2 different important documents for a Kenyan citizen.	The learner identifies 1 important document for a Kenyan citizen or none.
Ability to identify places where important documents of a citizen are obtained.	The learner identifies 4 places where important documents of a citizen are obtained.	The learner identifies 3 places where important documents of a citizen are obtained.	The learner identifies 2 places where important documents of a citizen are obtained.	The learner identifies 1 or none of the places where important documents of a citizen are obtained.

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:

Steps in carrying out the CSL activity: Tree Nursery
<p>1. Preparation</p> <ul style="list-style-type: none">● Map out the skill to be integrated in CSL from the other learning areas and share with the respective teachers.● Map out the targeted core competencies, values and PCIs for the CSL activity.● Identify resources required for the activity (locally available materials).● Spread out the activities across the term (Set dates and time for the activities).● Communicate to learners, parents or caregivers or guardians, school administration, teachers and other relevant stakeholders in the school community.● Identify and develop assessment tools.
<p>2. Implementation of the CSL Activity</p> <ul style="list-style-type: none">● Assign roles to learners.● Ensure every learner actively participates in the activity.● Observe learners as they carry out the CSL activity and record feedback.● Use an appropriate assessment tool to assess both the process and the product (Assess learner's work from the beginning to the end product).● Assess the targeted core competencies, values, PCIs and skills.
<p>3. Reflection on the CSL Activity</p> <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">● What was done well.

- | |
|---|
| <ul style="list-style-type: none">● What needs to be improved. (what did not go well and why)● Intervention measures to be put in place. |
|---|

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.