

**ADAPTED CREATIVE AND TECHNOLOGY STUDIES FOR LEARNERS WITH
VISUAL IMPAIRMENT**

TEACHING MODULE

GRADE 1

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PREFACE

The advent of the Competence-Based Curriculum (CBC) heralds a new era of dynamic and practical learning experiences designed to equip learners with the 21st century skills.

The choice of the Competence-Based Curriculum (CBC) marks a transformative step in improving education quality and relevance. The Ministry of Education understands the challenges that come with transitioning to a new curriculum and is therefore committed to ensuring provision of quality teaching and learning materials to support effective lesson delivery.

The **Grade 1 Adapted CTS Teaching** Module has been shaped in line with the Competence Based Education principles which seek to link education to real life experiences. The General Competences provided in the 2023 Zambia Curriculum Framework such as collaboration, critical thinking, creativity and innovation, problem solving, analytical thinking, emotional intelligence, digital literacy and entrepreneurship. The Topics, Sub-topics, Specific Competences, Suggested

Effective implementation of the CBC requires clarity of focus, undivided dedication, commitment and setting higher level competences. It is my sincere hope that this CBC Adapted CTS Course for learners with Visual Impairments will greatly improve the quality of education provided to these learners as outlined and emphasized in various policy documents; ‘Education for Sustainability, 2023’, the ‘2023 Zambia Education Curriculum Framework and the ‘Guidelines in the Implementation of Special and Inclusive Education in Zambia, 2016’ as well as outlined in the 2015 National Policy on Disability.

This module reflects the Ministry’s unwavering commitment to making this journey as smooth as possible for teachers, by providing structured guidance, suggested activities, and formative assessments that align with the CBC’s objectives. However, teachers are encouraged to supplement this module with their own research and innovations in order to address any gaps that may arise during implementation.

Joel Kamoko (Mr.)
Permanent Secretary- Educational Services
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ACKNOWLEDGEMENT

The Adapted CTS Module for grade 1 learners with Visual Impairments is a result of wide consultation involving several stake holders within and outside the Education system.

Many individuals, institutions and organizations were consulted to gather their views on the existing Braille course for learners with Visual Impairments and to accord an opportunity to make suggestions for the Competence Based Curriculum. The Ministry of Education wishes to express heartfelt gratitude to all those who participated for their valuable contributions which culminated in the development of this Adapted CTS Module for grade 1 learners with Visual Impairments.

Finally, I acknowledge the dedication and hard work of the staff at the Curriculum Development Centre, whose efforts were instrumental in ensuring the successful completion of the syllabus development process.

Charles K. Ndakala, (Dr.)
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Introduction

The Grade 1 Adapted CTS Teaching Module has been meticulously designed to support teachers in the effective delivery of **CTS** lessons under the reformed curriculum. The module is developed based on the approved 2024 Competence-based Adapted CTS Syllabus. It aims to bridge the gap created by the

absence of approved textbooks and to equip educators with practical tools, activities, and assessments tailored to the learners' level and needs.

The Ministry, understands the challenges that come with transitioning to a new curriculum that is Competence Based. The choice of the Competence-Based Curriculum (CBC) marks a transformative step in improving education quality and relevance. This module reflects the Ministry's unwavering commitment to making this journey as smooth as possible for teachers, by providing structured guidance, suggested activities, and formative assessments that align with the CBC's objectives. However, teachers are encouraged to supplement this module with their own research and innovations in order to address any gaps that may arise during implementation.

The suggested activities and assessments provided in this module are designed to foster practical and critical thinking skills in learners while ensuring relevance and adaptability to different school contexts. Teachers are encouraged to tailor these suggestions to their unique classroom dynamics and to explore alternative, acceptable approaches when necessary. This flexibility is key to ensuring that all learners, regardless of their environment, benefit from meaningful and impactful Curriculum.

It is envisaged that this module will serve as a valuable resource for teachers as they navigate the new Competence-Based Curriculum, enhancing their ability to inspire and equip learners with essential **CTS** knowledge, skills and positive attitudes desired to create a vibrant and responsive education system.

TERM ONE

TOPIC 1.1. SAFETY

1. Introduction

Creative and Technology Studies Syllabus is the combination of Physical Education, Music, Art and Design, Home Economics, Design and Technology and Information and Communications Technology. This Learning Area is about being creative in finding appropriate solutions to human problems and meeting our needs. Therefore, Creative and Technology Studies, more than any other learning area prepares learners for the world of work. It places emphasis on the development of practical skills and enhancement of talents, creativity, self-expression and sense of aesthetic. With this in mind, it is important that the subject is introduced to learners with visual impairment at a tender age. This is the best time because at this age, learners with visual impairment like other children delight in exploring their surroundings; enjoy making, dismantling, examining and experimenting things. In this regard, term 1 of this subject looks at the topic safety in the environment to prevent accidents, injuries and possible death. It also outlines the best safety practices in any given setting. Demonstrating safety practices in the classroom, such as cleaning up the room, storing materials and equipment, keen interest safety rules in specialized rooms, conducting safety measures on the playground and how best to cross the road. Furthermore, the topic brings to light correct sitting and standing postures.

2. General Competence(s):

The general competences that learners will acquire through the learning experience include effective communication, collaboration, creativity and innovation, as well as critical thinking. provoking question

3. Key Terms /Words/Vocabulary

The key terms to be introduced in this topic include: safety, *injury*, *death*, *accident*, *playground*, *environment*.

Sub-Topic: 1.1.1. Safety in the immediate environment

1.Introduction

This sub-topic focuses on equipping learners with the ability to use appropriate means to interact with the immediate environment. Learners will be given an opportunity to explore the

environment to prevent any unforeseen circumstances and practice safety rules. Applying correct safety measures is an essential innovation skill that brings about confidence as someone navigates the immediate environment around them.

2. Specific Competence(s) - Learners to:

1.1.1.1. Demonstrate safety practices in the immediate environment

3. LEARNING ACTIVITIES:

Activity 1: Demonstrating safety practices in the classroom

- Introduce the phrase (safety in the immediate environment)
- Explain the terminology safety. Explain immediate environment as any surrounding (e.g. home, playground, road) that influences ones behavior and decision likely to bring about accidents, injuries and death without proper measures.
- Demonstrate the best safety measures to be taken in specialized and regular rooms. *For example, proper storage of some sharp items (e.g. knives, hoe, axe, building tools) likely to make children with visual impairments have serious injuries.*
- Proper arrangement of furniture with enough space in between desks for easy movements of each and every learner.

Activity 2: Practicing safety rules in the classroom

- Conduct a whole-class question and answer on how to practice safety rules in both specialized and regular classrooms as immediate environment.
- Choral repetition of key terminologies.
- Pair learners to practice the best safety measures in specialized and regular classrooms in a dialogue format:

Learner 1: What is safety?

Possible Answer:

Learner 2: is the state of being protected from danger or injuries

Rotate pairs to ensure everyone practices with different partners.

Activity 3: demonstrate how to clean and store equipment

- Put learners in small groups. Ask learners to role-play a scenario where they are practicing how to clean and store equipment in correct places.
- Ask each group to perform their dialogue in front of the class.
- Provide feedback

5. EXPECTED STANDARD: Safety practices in the immediate environment demonstrated appropriately.

6. CLOSURE

- Ask learners to sing the ‘safety practice rules song’

7. ASSESSMENT:

Oral language Assessment (*Demonstrations, Presentations, Question and Answer*)

1. What is safety?
2. How can you prevent accidents?

8. RECAP

- Safety practices for both specialized and regular classrooms in the storage of Equipment

9. SUGGESTED TEACHING AND LEARNING MATERIALS: *Puppets, Conversation Posters illustrating different immediate environments.*

1.1.2 SUB-TOPIC 2: BODY POSTURE

1. Introduction

The purpose of this topic is basic postural skills or habits. Body posture is very much connected to safety. Some accidents or injuries may be brought about due to bad body posture habits. Therefore, learners should be taught good body posture habit for safety reasons. Basic posture exercises will also improve motor skills, balance and make it easier for the learners with visual impairment to use the leg, body and arms in properly and prevent accidents.

NB: sitting and standing as body posture positions apply very much in the classroom situation.

2. Specific competence (s):

1.1.2.1 Demonstrate correct postural habits.

3. Key words/terms/Vocabulary:

Body posture, standing, sitting, lifting, kneeling, walking, safety

4. LEARNING ACTIVITIES

Activity 1: explanation on the meaning of body posture

- The teacher explains the term body posture. Body posture is the way the body is positioned including whether one is standing or sitting, the relative positions of body parts, and how much space the body occupies.
- Illustrate to learners how men and women in uniform stand or how people stand when they are singing the national form. Then ask learners what the two groups of people have in common. Possible answer: Both have good posture.
- Thereafter, state exactly what good posture is. Good posture refers to the way a person stands, sits and moves where there is proper body alignment.
- Demonstrate to the learners the different correct postural habits such as sitting, standing, walking, kneeling and lifting etc.

Activity 2: pair work to demonstrate correct posture habits

- Put the learners in pairs and ask them to practice the correct posture habits.

Activity 3: Individual performance of correct postural habits

- Put learners in small groups. Ask learners to demonstrate correct postural habits.

- Provide feedback

5. EXPECTED STANDARD: Correct postural habits demonstrated correctly.

6. CLOSURE

- Learners demonstrate the sit like Leo and Jumbo exercise.

7. SUGGESTED TEACHING AND LEARNING MATERIALS: *Posters*

8. ASSESSMENT:

- Written or Oral language Assessment (*Demonstrations, Presentations, Question and Answer*)

1. What is the meaning of the term body posture?
2. Mention various ways of bad and good posture.

9. SUMMARY

This topic focused equipping learners with knowledge and skills on safety. The served to teach learners the correct safety measures in the immediate environment.

TOPIC: 1.2 HAND MOTOR COORDINATION

1. Introduction

In this topic, learners will learn various skills of hand motor coordination. The learners will tactile activities such as finger dexterity, identification of shapes and how to make simple objects. This topic is important for learners with visual as it will help in the development of fine motor skills as they mostly as they rely on hands and sense touch for reading, writing, identification of both animate and inanimate objects and understanding the environment around them.

2. General Competence(s):

The general competences that learners will acquire through the learning experience include effective communication, creativity and innovation.

3. Key Terms /Words/Vocabulary

The key terms to be introduced in this topic include: *Texture, Object, Tactile, Coordination, Manipulation, Identification*

SUB-TOPIC 1.1.1. TACTILE ACTIVITIES

1. Introduction

This sub-topic focuses on equipping learners with the ability to use appropriate means to interact with the immediate environment using finger dexterity. Learners will be given an opportunity to explore the environment while observing safety rules to avoid possible accidents.

2. Specific Competence (s):

1.2.1.1 Differentiate textures of different objects

3. LEARNING ACTIVITIES:

Activity 1: Learners identify different shapes of objects according to texture.

- While displaying some objects such as plastic eggs, egg shells, dolls, medium sized stones, bottle tops etc., explain the meaning of the word object and texture.
- Learners identify different objects displayed.

Activity 2: Learners make simple objects (kite, house, car, hat)

- The teacher guides the learners on how to make various simple objects using local resources such as kite, house, car, hat, dolls.

Activity 3: Learners make tactile objects

- Put learners in small groups. Ask learners to make any of the tactile objects such as house, car, hat or kite.
- Ask each group to explain and demonstrate their object in front of the class.
- Provide feedback

4. CLOSURE

- Ask learners to state the importance of tactile objects.

Possible answer:

- It Improves in finger dexterity and helps a great deal to cement ideas.

5. EXPECTED STANDARD: Texture of objects differentiated correctly

6. ASSESSMENT:

- Ask learners to assemble similar in different groups or sets.

7. RECAP

- Tactile objects are very beneficial to persons with visual impairment as they facilitate good learning and can be made from local materials such as: wires, plastics clay soil, etc.

8. SUGGESTED TEACHING AND LEARNING: Conversation Posters illustrating different shapes and real-life objects.

SUB-TOPIC 1.2.2 FINGER MANIPULATION

1. Introduction

In this topic, learners will identify objects of different sizes, heights and shapes through finger manipulation. Learners will also use the egg tray to identify the six dots of the braille cell. This topic is important as it enables learners with visual impairment to build and strengthen finger dexterity and enhance object identification.

2. Key Terms/Words/Vocabulary: Objects, finger manipulation, dots, dexterity, object identification

3. Specific competence (s):

1.2.2.1 Identify objects of different sizes, heights and shapes.

3. LEARNING ACTIVITIES

Activity 1: Explain while showing the learners different kinds objects according to their sizes, heights and shapes.

- Explain while showing learners the different objects according to their shapes, sizes (in reference to smoothness and roughness of an object). Floor, smooth surfaces and others may be used as examples. The teacher can also make shapes such as square, rectangle, circle, triangle etc.
- The instructor asks learners to state some textures of some objects.

Possible answer: smooth skin, rough floor, and so on.

Activity 2: Demonstrate how to differentiate various objects in the environment.

- Learners divide into small groups. Learners in their small groups make two objects with different size and height.
- Thereafter, each group explains and distinguishes the two objects made in terms of size and height to the rest of the class.
- Learners identify the six dots of the braille cell on an egg tray cutting.
- Provide feedback

Activity 3: Identification of objects of different sizes, heights and shapes

Step 1: learners display the different objects and show their different sizes, heights

Step 2: Individually, learners touch and identify the different objects and show their different sizes, heights and shapes.

Activity 4: identifying the six dots of the braille using the egg tray

Step 1: Teacher distributes several egg tray cuttings replicating the six dots of the braille cell.

Step 2: Then, while being guided by the teacher, learners touch the and learn about the six dots of the braille cell using the egg tray cuttings.

Step 3: Learners describe the correct positions of dots of the braille cell on an egg tray cutting.

4. CLOSURE

- Ask learners to state the importance of tactile objects and the six dots of a Braille cell.

Possible answer:

- It improves in differentiating the size, direction, shape of objects especially in learners with visual impairments. A good example is the position of dots in a Braille cell 1,2,3 and 4,5,6 respectively.

5. EXPECTED STANDARD:

- Objects of different sizes, heights and shapes identified correctly.

NOTE: use this modern opportunity to identify the Six dots of a Braille cell on an egg tray accordingly.

6. ASSESSMENT:

- In few minutes, learners to give an explanation on the importance of texture and the six dots of a Braille cell.

7. SUGGESTED TEACHING AND LEARNING MATERIALS:

- Conversation Posters illustrating different shapes, egg tray and real-life objects

8. SUMMARY

Tactile objects are very beneficial to persons with visual impairment as they facilitate good learning and some of them can be made from local materials such as: wires, plastics clay soil, etc.

TOPIC 1.3: TOOLS AND EQUIPMENT

1. Introduction

In term 1, learners will look at the topic tools and equipment in the environment. This topic demonstrates learner's ability to use hand tools. Another observable aspect in this topic is the correct use, cleaning and storing of kitchen utensils. Learners will acquire knowledge and skills on the appropriate use of hand tools and equipment. It is expected that ultimately the learners would be able to produce products using these tools in order to promote independent living. Knowing where to find which tools and for what purpose goes very far in establishing the learner's self-reliance and independent living.

2. General Competence(s):

The general competences that learners will acquire through the learning experience include effective communication, collaboration, creativity and innovation, as well as critical thinking.

3. Key Terms /Words/Vocabulary The key terms to be introduced in this topic include: Hand tools, saw, adze, knife, Kitchen, Equipment, Utensils, kitchen scissors

Subtopic 1. 3.1 Hand tools

1.Introduction

This sub-topic focuses on equipping learners with the ability to use appropriate means to interact with the immediate environment using hand tools and products made from them.

2. Specific Competence (s)

1.3.1.1 Demonstrate ability to use hand tools to make products.

3. LEARNING ACTIVITIES:

Activity 1: Identifying Hand tools used to make products (knife, adze, saw...)

Step 1: Teacher displays various hand tools used to make products such as handsaw, hammer, chisel, knitting needles, pliers.

Step 2: An intensive and extensive introspection on the Hand tools used to make products they know so far.

Possible answer: knife, adze, saw...

Activity 2: whole-class discussion session on identifying hand tools

- Conduct a whole-class discussion session on identifying hand tools used to make various products (knife, adze, saw...)

Activity 3: matching given hand tools with their use/ product

- Put learners in small groups. Ask them to match given hand tools with their use/ product. Ask each group to give a clear explanation and demonstrate their artifact in front of the whole class.

Hand tool	Use/Product
Handsaw	Cutting wood
Chisel	Cutting, sculpting or scraping, shape stones, wood and metal
Pliers	Holding things firmly, cutting (wires)
Hammer	Nail pulling, framing, bending/shaping metal, riveting
Adze	Smoothing or carving wood
Knitting needles	To produce knitted fabrics
Screwdriver	Screw and unscrew nuts/bolts
Axe	Used for chopping, splitting, chipping and piercing wood

NB: Jumble up the uses/products in order for the learners to match them.

4. CLOSURE

- Ask learners to state the importance of hand tools.

Possible answers:

- They are very effective in coming up with products such as toys without wasting much time.
- They are easy to use and maintain.

5. EXPECTED STANDARD:

- Ability to use hand tools to make products demonstrated correctly

6. ASSESSMENT:

1. Give three examples of the hand tools used in making Products discussed in the lesson.

7. RECAP

Hand tools are very beneficial to persons with visual impairment as they facilitate a friendly environment when it comes to making different items. They make the work easy and without wasting a lot of time.

8. SUGGESTED TEACHING AND LEARNING MATERIALS:

Cardboards cuttings, threads, certain hand tools (pliers, screwdriver, adze, hammer),

SUB-TOPIC 1.3.2 KITCHEN UTENSILS

1.Introduction

In this sub topic, the learners will acquire knowledge and skills on how to work in the kitchen and its utensils. Knowing where to find which tools and for what purpose goes very far in establishing the learner's self-reliance and independent living.

2. Specific Competences:

1.3.2.1 Use kitchen utensils

3. LEARNING ACTIVITIES:

Activity 1: identify kitchen utensils and their uses

Step 1: Question and Answer on types of kitchen utensils and their uses

Question: What are some of the kitchen utensils you know?

Possible answer:

-Kitchen utensils: Knife, fork, spoon, grater, Jar, kitchen scissors, cutting board, kitchen towels, pan, pot, stove, microwave, mortar, Colander, Peeler, Can opener, plates, dish etc.

Activity 2: uses of various kitchen utensils

Step 1: in pairs, learners discuss the uses of kitchen utensils

- Cutting food items to size
- Heating food
- Grinding food
- Blending food
- Cooking food
- Baking
- Learners to match kitchen utensils with their uses.

Step 2: Ask learners to match kitchen utensils with their uses

Kitchen utensils	Uses
Knife	Used for cutting things like vegetables
Pan	Frying food
Different types of spoons	Used for cooking, eating, serving food
Fork	Eating, serving food, cooking
Kitchen towel	Drying dishes, wiping spills, cleaning

Stove	Heating to cook food
Plates	Serving, presenting food
Water Jug	Storing and pouring liquid

NB: Jumble up the kitchen utensils and uses in order for the learners to match them.

Activity 3: how to clean and store kitchen utensils in suitable places

Step 1: Learners divides into small groups to discuss on how to clean and store kitchen utensils in suitable places.

Group task 1: Explain how we clean Kitchen utensils 2.

Possible answers:

Cleaning Kitchen utensils:

- Fill the kitchen sink or dish with water.
- Soak the dirty kitchen utensils in water.
- Add dish washing liquid (detergent) or soda to break down the stains
- Scrub each kitchen utensil
- Rinse each kitchen utensil
- Dry the kitchen utensils

Storing Kitchen Utensils:

- Use drawers, kitchen utensil holders, cabinet doors, cutlery baskets, dish drainers,

Activity 4: demonstrating how to clean and store kitchen utensils

Step 1: In small groups, learners demonstrate how to clean and store kitchen utensils in suitable places.

4. CLOSURE

- Ask learners to explain the uses of some kitchen utensils, how to clean and store them.

5. EXPECTED STANDARD:

- Kitchen utensils used correctly.

6. ASSESSMENT:

1. Mention 3 kitchen utensils and their uses
2. Explain how kitchen utensils are cleaned and stored.

7. SUGGESTED TEACHING AND LEARNING MATERIALS:

- Real objects such as some of the kitchen utensils (dishes, pots, plates, trays, spoons),

8. SUMMARY

This topic focused on equipping learners with knowledge and skills on tools and equipment in the environment. The learners learnt about various hand tools such screw driver, hammer, chisel, adze, axe and the specific functions. The topic also introduced learners to different kitchen utensils, their uses and how they are cleaned and stored.

TOPIC 1.4 MATERIALS

1. Introduction

The focus of this topic is to introduce learners to the concept of materials. Learners will explore and describes characteristics of various objects in their immediate surroundings such as trees, soil, animals, stones and so on. They will identify sources of materials and their use. Learners will demonstrate ways of conserving materials such as reusing, recycling for the purpose of selling, tree planting and care. Further, learners are expected to make products using locally available materials.

2. General competence (s):

The general competences that learners will acquire through the learning experience include collaboration, creativity and innovation, as well as critical thinking.

3. Key words/terms/Vocabulary

- **Materials:** are the substances from which something is made.
- **Conservation:** careful maintenance and upkeep of a natural resource to prevent it from disappearing.
- **Reuse:** this the action or practice of using an item, whether for its original purpose or to fulfill a different function.
- **Recycle:** the process of converting waste materials into new materials and objects.

Sub-topic 1.4.1 Sources of materials

1. Introduction

In this topic, learners will be equipped with knowledge on the various materials. Learners will learn about sources of materials such as trees, soil and animals. They will also acquire knowledge and skills on methods that can be used to preserve the sources of materials.

2. Specific competence (s): - Learners to:

1.4.1.1 Identify sources of materials used to make items

LEARNING ACTIVITIES:

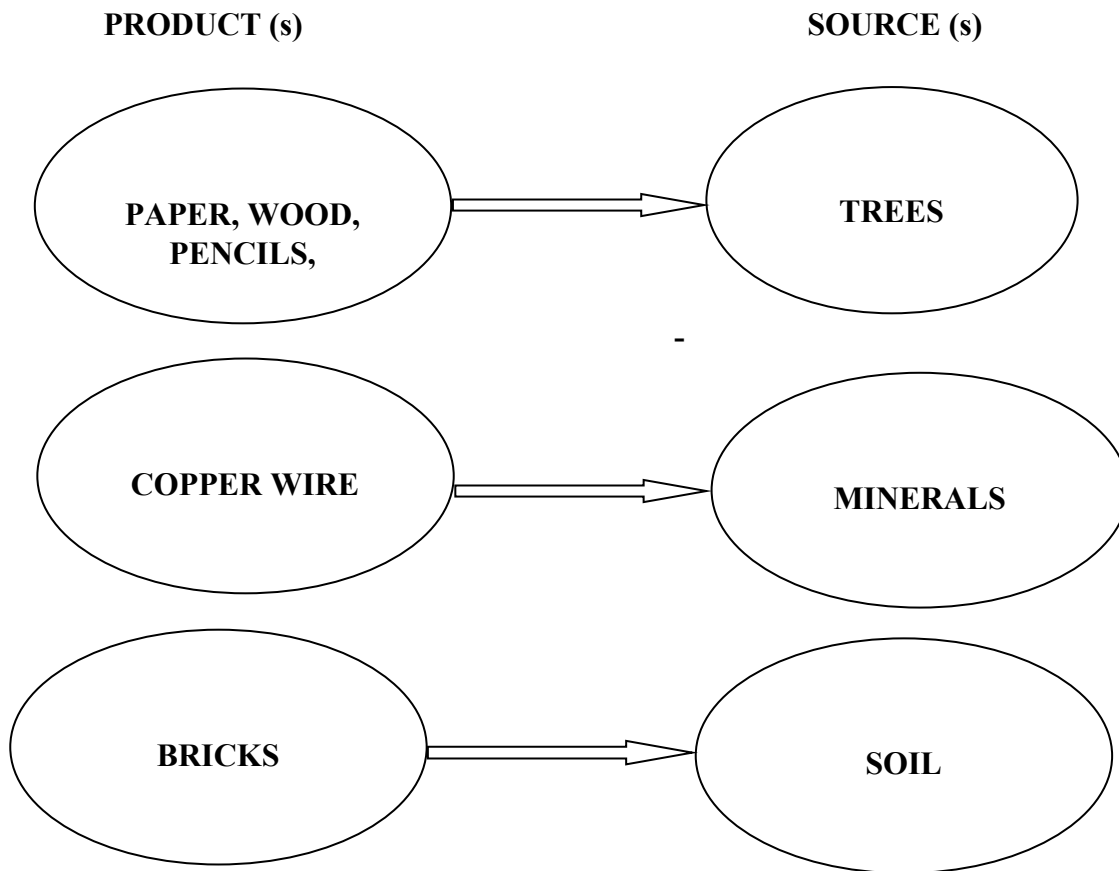
Activity 1: identify sources of materials

- Learners identify sources of materials.

Expected response: Soil, plants, animals, minerals, sand etc

Activity 2: match products with their sources

On a chart, make a list of objects available at home and classroom. Then using words from the word box, ask learners to identify materials from which the named objects are made.



Activity 3: Use different sources of materials to come up with products.

- Learners use different sources of materials to come up with products such as huts, wire cars, dolls, tooth picks, moulding mortar & pestle, cooking stick.

4. CLOSURE

- Ask at least 3 learners to mention the following:
 - a) Sources of materials

- b) Products made from various sources of materials

5. EXPECTED STANDARD:

- Sources of materials used to make items identified correctly

6. ASSESSMENT:

1. List any three sources of materials.
2. Mention two products and their sources.

7. RECAP

This topic has exposed learners to the different sources of materials such as soil, plants animals and minerals. The topic has also introduced learners to the products and the sources they are made from.

8. SUGGESTED TEACHING AND LEARNING MATERIALS:

- Real objects including clay soil, parts of a tree, cooking stick

SUB-TOPIC 1.4.2 MATERIAL CONSERVATION

1. Introduction

Under this topic, learners will learn different ways of conserving materials such as reusing, recycling for the purpose of selling, tree planting and care. Learners will acquire knowledge and skills of conserving materials and sources of materials. The lesson will also introduce the learners to the concept, practice and values of conservation of nature for sustainable development. Through this topic, learners will understand the importance of keeping materials in their original form for as long as possible.

2. Specific competence (s): - Learners to:

1.4.2 Demonstrate different ways of conserving materials.

Activity 1: explanation of the concept of material conservation

- The teacher explains the concepts of material conservation.
- Ask learners to state various ways of conserving materials and sources of materials.

Possible answers: recycling, reusing, tree planting, caring, painting, treatment using chemicals

Activity 2: Field work on tree planting

- Teacher asks learners to come with small trees.
- In pairs, learners are taken out of the classroom to the school garden to plant the trees.
- Then, the teacher asks learners to explain how they were going to care for the planted trees.

Activity 3: Learners together with the teacher to monitor the already planted trees

4. CLOSURE

- Learners to give a brief report on how the trees they planted are growing.

5. EXPECTED STANDARD:

- Different ways of conserving materials demonstrated appropriately

6. ASSESSMENT:

1. Explain the meaning of the term material conservation.
2. Describe what would happen if the small trees are not taken care of.

7. SUGGESTED TEACHING AND LEARNING MATERIALS:

- Real objects such as seedlings, hoes, garden forks, plastic bottles/containers etc.

8. SUMMARY

This topic has covered different ways of conserving materials such as reusing, recycling, painting, tree planting and so on. The lesson has emphasised the need for material conservation in order to preserve cultural heritage, objects and other items.

TOPIC 1.5 PATTERNS

1. Introduction

This topic will introduce learners to the concept of patterns. Learners will acquire skills on how to make simple patterns such as lines, scribbling, finger prints, splash, tear patterns and zig zag. The significance of this topic for learners with visual impairments include guidance in following straight lines when negotiating the environment and embossing.

2. General competence (s):

The general competences that learners will acquire through the learning experience include collaboration, effective communication, creativity, innovation and critical thinking.

3. **Key words/terms/Vocabulary:** Patterns, finger prints, scribble, line, splash, tear patterns, zig zag

3. Specific competence (s): - Learners to:

Activity 1: creating different patterns and shows them to the learners

Step 1: The teacher creates the patterns in the classroom.

Step 2: Then, the teacher shows the created patterns (finger prints, scribble, zig zag etc) to each individual learner.

Activity 2: Learners to identify various patterns

Step 1: Teacher displays various patterns to the learners for them to identify (e.g. finger prints, scribble, line, splash, tear patterns, zig zag)

Activity 3: Learners make the patterns individually

Step 1: In pairs, the learners create various patterns (e.g. finger prints, scribble, line, splash, tear patterns, zig zag).

Step 2: The teacher guides the learners as they make the patterns.

4. CLOSURE

Step 1: Learners mention various types of patterns.

Step 2: Teacher asks learners to state the importance of patterns (helps children to focus on an later understand a wide range of patterns and their relationships which are important in future leaning).

5. EXPECTED STANDARD:

- Simple patterns made appropriately

6. ASSESSMENT:

1. Mention any three (3) types of patterns.

7. SUGGESTED TEACHING AND LEARNING MATERIALS:

- Card boards, ordinary paper, scissors, plastics, readily made models, tracing wheel and tracing boards etc.

8. SUMMARY

In this topic, learners were introduced to the concept of patterns. Learners acquired skills on how to make simple patterns including but not limited to lines, scribbling, finger prints, splash, tear patterns and zig zag. This topic is important for learners with visual impairments because it will guide them in following straight lines when negotiating the environment, embossing and learning various mathematical concepts.

TOPIC 1.6 SOUNDS

1. Introduction

This topic covers the concept of exploration of sound. Learners are expected to distinguish and produce various sounds such as clapping, hissing, whistling. This topic plays a pivotal in enhancing the hearing ability of learners with visual impairment for safe and effective navigation in the environment, locate the direction of sound and for protection against social exclusion. It will help them make their way around the environment and identify and grasp near by items such as water, cars, animals, birds, drums, keyboard etc.

2. General competence (s):

The general competences that learners will acquire through the learning experience include effective communication, innovation and critical thinking.

3. Key words/terms/Vocabulary:

Subtopic 1.6.1 Exploration of sound

4. Specific competence (s): - Learners to:

1.6.1.1 Produce different sounds

Activity 1: Teacher produces different sounds

Step 1: The teacher should create the sounds e.g. clapping, hissing, whistling, sound of animals, cars, water, motorbike, birds etc.

Step 2: Learners listen attentively to the sounds being produced by the teacher.

Activity 2: distinguishing various sounds

Step 1: Learners distinguish different types of sounds e.g. sound of a motorbike and that of a running car.

Activity 3: learners make their own sounds

Step 1: In pairs, ask learners to make their own sounds.

Step 2: Learners should explain the representation of each sound such as sound of a cow, running engine of a car and hooting sound.

4. CLOSURE

- Emphasize the importance of understanding various types of sounds (to navigate the environment, for orientation and mobility purposes and help to avoid dangers within the environment).
- Ask learners to sing any traditional song.

5. EXPECTED STANDARD:

- Different sounds produced accordingly

6. ASSESSMENT:

1. Give three examples of different sounds.

7. SUGGESTED TEACHING AND LEARNING MATERIALS:

- Whistle, keyboard, drums, shakers

8. SUMMARY

This topic explored the concept of sound. Learners distinguished and produced various sounds such as clapping, hissing, whistling, hooting and so on. The topic of sound is useful to learners with visual impairment in order for them to distinguish different sounds. Being able to distinguish sounds is important for safe and effective navigation in the environment, location of the direction of sound and for protection against social exclusion.

TOPIC 1.7 DRAMA

1. Introduction

This topic unfolds performances that involves conflicts, emotions and the portrayal of human experiences expressed through dialogue and actions. Learners will be expected to perform role plays of various situations such as earning money, performing household chores, washing cars, selling artefacts. Drama allows learners to relate better to different situations, context and different cultures. Through drama, learners will develop empathy, creativity, communication and critical thinking skills.

2. General competence (s):

The general competences that learners will acquire through the learning experience include effective communication, innovation and critical thinking.

3. **Key words/terms/Vocabulary:** Drama, acting, singing, Role play, empathy, context, culture, dancing

Sub-topic 1: 1.7.1 Drama

4. Specific competence (s): - Learners to:

1.7.1.1 Demonstrate ability to act.

Activity 1: Teacher to introduce activities that are involved in house chores

Activity 2: Learners identify and discuss some house chores

Activity 3: In pairs, learners dramatize various house chores using role play to the rest of the class.

4. CLOSURE

- Teacher reemphasizes lessons learnt from the presentations.

5. EXPECTED STANDARD:

- The ability to act demonstrated appropriately

6. ASSESSMENT:

- Learners to state their observations from the actions displayed.

7. **SUGGESTED TEACHING AND LEARNING MATERIALS:** Brooms, mops, dishes, plates, pots, cutlery, soap, bucket etc.

8. SUMMARY

The purpose of this topic was to develop in learners the ability to act. Learners performed role plays for various situations such as earning money, performing household chores, washing cars, selling artefacts. Drama allows learners to relate better to different situations, context and different cultures. Through drama, learners will develop empathy, creativity, communication and critical thinking skills.

TERM TWO (2)

TOPIC 1.8 HOSPITALITY

1. Introduction

In this topic, learners are expected to acquire knowledge and skills on how develop a cordial relationship between themselves and visitors or customers They will also learn about the importance of being friendly, generous and welcoming to strangers or visitors. This topic will also enable learners to acquire good customer relations such as communicating effectively, being empathetic, helpful, efficient, creative and quick to attend to the needs of customers/guests.

2. General competence (s):

The general competences that learners will acquire through the learning experience include effective communication, collaboration, creativity, innovation and critical thinking.

Hook: Imagine you work at hungry lion. What things would you do make your customers feel welcome?

3. **Key words/terms/Vocabulary:** Hospitality, customer, customer service, cleaning, restaurant, guest, welcoming, uniform, menu card, shop

Sub-topic 1.8.1 Customer Service

1. Introduction

2. Specific competence (s): - Learners to:

- 1.8.1.1. Perform customer service skills

Activity 1: Explain customer service skills

Step 1: Learners share their experiences from the restaurant they have been to.

Step 2: Then, the teacher comes in to explain the customer service skills to the learners.

Customer service skills include the following:

- Soft skills: providing customer support on the phone, such as empathy, the ability to read a customer's emotional state, social graces, communication, and friendliness.

Activity 2: Demonstrating customer service skills

Step 1: In pairs, learners practice a role play on how to attend to customer in a shop. One learner should play the role of a customer or waiter and another should play the role of a sales assistant.

- NB: The teacher should prepare the lines for the learners to practice and perform in pairs.

Step 2: Selected pairs perform their role plays to the rest of the class.

4. CLOSURE

- Teacher to emphasize good customer service skills.

5. EXPECTED STANDARD:

- Customer service skills performed confidently

6. ASSESSMENT:

- Mention four (4) good customer service skills practiced at a restaurant.

7. SUGGESTED TEACHING AND LEARNING MATERIALS:

- Menu card, water or beverages, bottles, catering uniform, aprons

8. SUMMARY

The focus of this topic was to equip learners with knowledge and skills to perform customer service skills such as being friendly, empathetic generous, effective communication and welcoming to customers, strangers or visitors. Learners have also acquired good customer relations such as communicating effectively, being empathetic, helpful, efficient, creative and quick to attend to the needs of customers/guests.

SUB-TOPIC 1.8.2 CLEANING

1. Introduction

This topic focuses on equipping learners with knowledge and skills on how to clean rooms using different items such as brooms, pieces of cloth etc. Learners will acquire skills on how to sweep floors, dust furniture and other surfaces, mop or wash floors, polish surfaces, articles and accessories, scrub tiles, sinks, toilets, disinfect drains, rearrange cleaned areas and put things in their specific place.

2. Key words/Terms/Vocabulary:

- Cleaning – the action of removing unwanted substances such as dirt, infectious agents and other impurities from an object or environment.
- Cleaning agents – chemicals that help to keep an area clean by removing the soiling agents.
- Mop: the process of cleaning or soaking up liquid from a particular surface.
- Wipe: is the process of cleaning or drying of something by rubbing with a cloth, a piece of paper, or one's hand.
- Rinse: the act of washing something with clean water to remove soap, detergent, dirt, or impurities.
- Scrub: this is the act of rubbing someone or something hard so as to clean them, typically with a brush and water.
- Floor polish: wax or polish used to protect, polish and enhance floor surfaces.

3. Specific competence (s): - Learners to:

1.8.2.1 Clean rooms using different items.

4. LEARNING ACTIVITIES:

Activity 1: Identification of cleaning items

Step 1: Teacher displays some cleaning items (broom, mop, detergent, polish, water, scrubbing brush, bucket)

Step 2: Learners identify some of the cleaning items

Activity 2: Demonstrate how to clean rooms

Step 1: The teacher demonstrates how to clean rooms using various cleaning items.

Step 2: With the guidance of the teacher, learners imitate how to clean rooms using different cleaning items.

Activity 3: Learners clean the rooms

- In pairs, learners clean the rooms using various cleaning items.

5. EXPECTED STANDARD:

- Rooms cleaned using different items correctly

6. CLOSURE:

Look at the cleaning items mentioned during the lesson (broom, mop, detergent, polish, water, scrubbing brush, bucket)

7. ASSESSMENT:

1. Mention any four (4) cleaning items.

SUGGESTED TEACHING AND LEARNING MATERIALS:

- Real objects such as brooms, scrubs, mops, floor polish, water, bucket, dust pan

SUMMARY

This topic focused on equipping learners with knowledge and skills on how to clean rooms using different items such as brooms, pieces of cloth etc. Learners acquired skills on how to sweep floors, dust furniture and other surfaces, mop or wash floors, polish surfaces, articles and accessories, scrub tiles, sinks, toilets, disinfect drains, rearrange cleaned areas and put things in their specific place.

TOPIC 1.9 ICT DEVICES

1. Introduction

The purpose of this topic is to equip learners with knowledge and skills on Information and Communication Technology (ICT) devices such as a Desktop, laptop, smart phone, Television, Radio, printer and how to switch on and off ICT devices. The significance of this topic to learners with visual impairment is for them to gain knowledge, skills, general interest and develop basic ICT literacy and ICT capabilities. It will also build a foundation for them to live an integrated society dominated by ICT developments. Learning about ICT devices is essential as they act as a conduit for effective communication, collaboration and provide a sense of critical thinking.

2. General competence (s):

The general competences that learners will acquire through the learning experience include effective communication, collaboration, creativity, innovation and critical thinking.

3. Key words/Terms/Vocabulary: Information and Communication Technology, ICT devices, Computer

Sub-topic 1.9.1: Types of ICT devices

4. Specific competence (s): - Learners to:

1.9.1.1 Identify types of ICT devices

1.9.1.2 Demonstrate switching on/off of ICT devices

5. LEARNING ACTIVITIES:

Activity 1: Display some types of ICT devices

Step 1: The teacher displays some ICT devices (e.g. smartphone, laptop, desktop, Television, Radio, Printer)

Step 2: Learners identify various ICT devices displayed.

Activity 2: Demonstrate switching on/off of ICT devices

Step 1: The teacher demonstrates the switching on and off of the given ICT devices (laptop, desktop, smartphone, Radio, Television)

Step 2: Learners observe and imitate how to switch on and off of the given ICT devices (laptop, desktop, smartphone, Radio, Television)

Activity 3: learners switch ICT devices on and off

Step 1: Individually, learners perform the activity of switching on and off the given ICT devices.

6. CLOSURE

- The teacher talks about the dos and don'ts in working with ICT devices.

7. EXPECTED STANDARD:

- ICT devices identified correctly.
- ICT devices switched on/off correctly

8. ASSESSMENT

1. Mention any four (4) ICT devices.
2. Ask learners to switch on and off a given ICT device.

9. RECAP

- Go through the lesson stressing the following points:
- Mentioning some ICT devices.
- Demonstrating how to switch on and off some ICT devices.

10. SUGGESTED TEACHING AND LEARNING MATERIALS:

- Real objects such as laptop, desktop, smartphone Radio, Television,

11. SUMMARY

This lesson has introduced learners to different types of ICT devices such as a laptop, desktop, smartphone, Television, Radio etc. The topic has helped learners to gain an acquire knowledge, skills, general interest and develop basic ICT literacy and capabilities. The topic has acted as a conduit for effective communication, collaboration and provide a sense of critical thinking.

TOPIC 1.10 COMPUTER SOFTWARE

1. Introduction

This topic introduces learners to the concept of computer software. Learners will acquire knowledge and skills on how to use various computer software such as educational computer games. The topic is significant because through specialized software and assistive technologies, such as screen readers and braille displays, learners with visual impairment will navigate icons on the computer, smartphones and explore other computer programmes of interest.

2. General Competencies

The general learners will develop skills such as creativity, critical thinking, problem-solving, strategizing and social skills.

3. Key Words/Terms/Vocabulary

The key terms to be introduced in this topic include:

- Software: refers different kinds of programs that enable a user to perform some specific tasks on the computer.
- Screen readers: these are software programs that allow blind or visually impaired users to navigate icons of the computer, explore various programmes and read text that is displayed on the computer screen.
- Computer: an electronic device that is used to process information.
- Computer educational games: games used in the classroom to enhance learning.

1.10.1 Sub-topic 1.10 Computer Educational Games

1. Introduction

In this sub-topic, learners will acquire knowledge and skills on how to play computer educational games. Computer Educational Games will help to increase the cognitive abilities of learners by strengthening particular areas of their brains, boost their motivation, strengthen their social skills and make them aware of their emotions. Learners will also gain expected practical skills on playing video games such as word puzzles, colouring books, identifying shapes, number sense games, spelling games, parts of speech sorting games, telling time, place value block and so on.

2. Specific Competence (s)

1.10.1.1 Exhibit knowledge and ability to play different computer educational games.

3. LEARNING ACTIVITIES

Activity 1: Demonstration on using shortcut keys of the computer for playing educational computer games

- Step 1: Teacher begins by introducing some shortcut of the keyboard used in playing some computer educational games using screen readers such as JAWS.
- Step 2: Learners repeat the demonstrations by the teacher.

Activity 2: introduction of some educational computer games

- Step 1: Teacher introduces and demonstrates how to play some educational computer games.
- Step 2: While being guided by the teacher, learners explore various computer educational games.

Activity 3: playing computer educational games

- Learners play computer educational games using screen readers using JAWS.

4. CLOSURE

- The teacher is expected emphasise the importance of computer educational games.

5. ASSESSMENT

1. Learners to play one of the educational computer games.

6. EXPECTED STANDARD:

- Knowledge and ability to play educational games exhibited correctly.

7. SUGGESTED TEACHING AND LEARNING MATERIALS: Laptop, Desktop, screen reader (JAWS)

8. SUMMARY

This topic covered the concept of computer software. Learners were equipped with knowledge and skills on how to play computer educational games. The significance of this topic to learners with visual impairment is enhance their cognitive abilities, motivation and social skills. Learners

acquired practical skills on playing computer games such as word puzzles, colouring books, identifying shapes, number sense games, spelling games, parts of speech sorting games, telling time, place value block.

TOPIC 1.11 ICT DEVICES IN EVERYDAY LIFE

1. Introduction

In this topic, learners are expected to acquire knowledge on the use of ICT devices in everyday life. Learners will gain knowledge on a wide range of ICT devices and their impact in various areas of day-to-day life. This topic aims at helping learners with visual impairment to apply different ICT devices for communication, accessing information and learning in general

2. General Competence (s):

The general learners will develop skills such as creativity, critical thinking, problem-solving, strategizing and social skills.

3. Key Terms/Words/Vocabulary

- Information and Communication Technology (ICT): this includes a wide range of technologies used for processing, storing, retrieving, and sharing information e.g. laptop, smartphone, desktop, smart television, radio.

Sub-topic 1.11.1 Use of ICT devices

1. Introduction

In this sub-topic, learners acquire knowledge and skills on common ICT devices and their application in daily life. Hereafter, learners should demonstrate the ability to use ICT devices in various situations.

2. Specific Competencies: - Learner to:

1.11.1.1 Demonstrate ability to use ICT devices.

3. LEARNING ACTIVITIES:

Activity 1: Matching ICT devices with their uses.

Step 1: The teacher explains the use of various ICT devices.

Step 2: In groups, learners match ICT devices with their uses.

Table 1: ICT devices and their uses

ICT Device	Use
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Smartphones	Used to make calls, send texts, browse the internet, take pictures, play games, and access a wide variety of apps.
Smart TVs	Play audio or video material and display photos
Digital cameras	Capture, store digital images, take pictures of special events, vacations, and everyday life. It can also be used in taking digital videos.
Security cameras	Used for surveillance of premises and to deter any activities of theft, vandalism, or break-ins.
Laptop/Desktop	They are used in a variety of settings such as at work, schools, for playing games, web browsing, for personal multimedia, and for general home computer use.
Smart watches	Tell time & communicate wirelessly with a smartphone to enable you to make and answer phone calls, read and send messages, access the web, make mobile payments, play music, and work with other apps.
Home theatre speakers	An entertainment system of a home used to produced audio/video sound when playing music or watching a movie.
Projector	Used to display images, videos, or other content on a large screen or surface.

NB: Jumbo up the items under uses.

Activity 2: Whole class discussion on the use of ICT devices in real-life situations

Learners to come up with real life examples where ICTs are used in our communities to provide services and share them with the learners.

Table 2: Real life situations/areas where ICT devices are used

Real Life situation/Area	ICT device	Usage or application
Home	TV	Watching videos
	Smart phone	Making calls, sending text messages, browsing the internet, playing music, watching movies, accessing school materials
	Security camera	Surveillance and recording thieves
	Laptop	Storing information
School	Desktop computer with JAWS	Typing school work, playing educational video games, reading books, recording pupils' details, watching movies etc
	Digital camera	Capturing pictures for school projects/tasks, recording thieves
Hospital/clinic	Computer	Recording details for patients
Business (bank, post office, workshop)	Computer	Recording payments/sales

Activity 3: - Demonstration on how to use various ICT devices

Step 1: Teacher displays some ICT devices while demonstrating how the same are used.

NB: Teacher to simply the uses of ICT devices to the level of understanding of the learners (e.g. sending/receiving phone calls, capturing photos)

4. CLOSURE:

- The teacher talks about the uses of ICT devices in everyday life.

5. EXPECTED STANDARD:

- Ability to use ICT devices demonstrated correctly

6. ASSESSMENT

1. Match the following ICT devices with their uses

- a) Smartphone
- b) Laptop
- c) Tablet
- d) Desktop
- e) Smart Television

7. RECAP

Stress the following main points of the lesson:

- Uses of given ICT devices in everyday life (e.g. smartphone, camera, laptop, smart television, desktop etc).
- The use of ICT devices in various areas or fields such as home, school, business.

8. SUGGESTED TEACHING AND LEARNING MATERIALS: Smartphone, laptop, desktop, tablet, smart television, radio

9. SUMMARY

This topic has equipped learners with knowledge on ICT devices and what they are used for. The topic has also highlighted how ICT devices are applied in real life situations such as at home, school, hospital and business areas.

TOPIC 1.12 HEALTH AND FITNESS MANAGEMENT

1. Introduction

This topic introduces learners to the concept of health and fitness management. Learners will be equipped with knowledge and skills in performing fitness and health activities (running, climbing, jumping). They will also gain skills in performing educational gymnastics such as tumbling activities (forward roll, cartwheel, frog jump) and simple stunts activities (arm, trunk, leg rolling, squatting, balancing). The topic valuable as it aims at promoting cognitive, physical and social wellbeing. It will also help learners to develop good posture, muscle strength and body flexibility.

2. General competence (s):

The general learners will develop skills such as creativity, critical thinking, problem-solving, collaboration and social skills.

3. Key Terms/Words/Vocabulary

- Health: is not merely the condition of being free from illness, injury or pain, it is your overall state of wellness on all levels of your being: physical, social, emotional, mental and spiritual. -
- Fitness: the ability to carry out effectively and efficiently some particular activity.
- Physical exercises: movements and activities done to keep your body healthy or make it stronger.
- Warm-up: it is the gradual increase in intensity in physical activity, joint mobility exercise, stretching, followed by the activity.
- Playground: an outdoor area provided for children to play especially at school or park.
- Gymnasium: a place people go to exercise and participate in sports.
- Sports attire: athletic clothing such as footwear, truck suits, t-shirts, worn for sports activity or physical exercise.

Subtopic 1: 12.1 Fitness and health

1. Introduction

In this topic, learners will acquire knowledge and skills in performing the following fitness and health activities:

- climbing,
- running,
- jumping,
- deep breathing.

Learners gain skills such as using of horizontal bars, ropes, sliders, ladders and stair cases.

2. Specific Competence (s): - Learner to:

1.1.1.1 Perform fitness and health activities.

3. LEARNING ACTIVITIES

Activity 1: Performing various fitness and health activities (climbing, running, jumping, deep breathing)

- Step 1: Teacher introduces the topic by carrying out actual physical exercises such as running, jumping, deep breathing, stretching together with learners
- Step 2: Teacher finds out from the learners what exercises they had just performed in step 1 and tells them to repeat the same exercises.

Activity 2: Using of horizontal bars, ropes, sliders, ladders, stair cases

Step 1: The teacher leads learners to the school playground to perform various fitness activities using the following:

- horizontal bars,
- ropes,
- sliders,
- ladders,
- stair cases

4. CLOSURE:

The teacher guides learners in a cooling down exercise.

5. EXPECTED STANDARD:

- Fitness and health activities performed skilfully

6. ASSESSMENT

- Teacher instructs learners to return to the classroom as quickly as possible.

7. SUGGESTED TEACHING AND LEARNING MATERIALS:

- Ropes, horizontal bars, correct sports attire, ladder, sliders, stationary bicycles, jumping castle, trampoline, bell ball etc.

8. RECAP

- The teacher goes over some of the health and fitness activities.

SUB-TOPIC 1.12.2 EDUCATIONAL GYMNASTICS

1. Introduction

This topic provides learning experiences that are designed to meet children at their skill level and expand skills within their level of competence. Educational gymnastics centers on balance as a lifelong skill, on self-responsibility, and on respect for self and others. Here, children will perform simple tumbling activities such as *forward roll*, *cartwheel* and *frog jump*. Further, learners are expected to perform simple stunts activities including *arm*, *trunk*, *leg rolling*, *squatting*, *balancing*.

2. Specific Competence (s): - Learner to:

1.2.1.1 Perform tumbling activities

1.2.1.2 Perform stunt activities

5. LEARNING ACTIVITIES

Activity 1: Performing simple tumbling activities such as forward roll, cartwheel, frog jump

Step 1: Introduce the topic by demonstrating simple tumbling activities (forward roll, cartwheel, frog jump).

Step 2: Learners observe and repeat the exercises that the teacher just performed.

Activity 2: Performing simple stunts activities like arm, trunk, leg rolling, squatting, balancing.

Step 1: The teacher demonstrates to learners in performing simple stunt activities such as arm, trunk, leg rolling, squatting, balancing.

Step 2: Learners observe and repeat the exercises that the teacher just performed.

6. CLOSURE

- The teacher guides learners in a cooling down exercise.

7. EXPECTED STANDARD:

-Tumbling activities performed appropriately

-Stunt activities performed correctly

8. ASSESSMENT

Divide learners into two groups;

-Group 1: perform tumbling activities

-Group 2: perform stunts activities.

9. SUGGESTED TEACHING AND LEARNING MATERIALS: sports attire, jumping castle, trampoline, mattresses, floor mat/carpet, balancing beam, asymmetric bars, still rings, pommel horse, springboards.

10. SUMMARY

This topic introduced learners to the concept of health and fitness management. The topic aimed at equipping learners with knowledge and skills in performing fitness and health activities (running, climbing, jumping). The topic also covered practical skills such as performing educational gymnastics like tumbling activities (forward roll, cartwheel, frog jump) and simple stunts activities (arm, trunk, leg rolling, squatting, balancing).

TOPIC 1.13 TRAVEL AND TOURISM

1. Introduction

This topic introduces young learners with visual impairment to the concept of travel and tourism. Through travel and tourism, learners will change their perspective or worldview, increase independence and self-confidence, enhance cultural awareness and dispel myths about places and other people.

2. General competence (s)

The general competences that learners will acquire through the learning experience include effective communication, collaboration, creativity, innovation and critical thinking.

3. Key Terms/Words/Vocabulary:

- Travel: go from one place to another over a distance of some length.
- Tourism: travelling for pleasure and the commercial activity of providing and supporting such travel.
- Culture: the idea, customs and social behavior of a particular people or society.
- Landmarks: a recognizable natural or artificial features used for navigation.
- Cardinal points: each of the main four points of the compass i.e. north, south, east & west.

Subtopic 1.13.1 Cultures and Landmarks

1. Introduction

This sub-topic focuses on equipping learners with knowledge and skills on culture and landmarks. Learners will be exposed to different cultures and landmarks including traditional clothing, unique customs and famous places. They will also locate landmarks such as markets, hospital, police station, curio, shop using cardinal points.

2. Specific Competence (s): - Learner to:

1.13.1.1 Explore different cultures and landmarks in the immediate environment.

1.13.1.2 Locate landmarks using cardinal points.

3. LEARNING ACTIVITIES

Activity 1: Exploring different cultures and landmarks (traditional clothing, unique customs, traditional food, famous places, traditional ceremonies, artefacts, songs and dances)

- Step 1: Exhibit some traditional clothing, artefacts, traditional food
- Step 2: Learners touch or view the traditional items displayed to them and make observations.
- Step 3: Through class discussion, learners identify traditional ceremonies practised in their home areas and famous places (heritage sites).

Activity 2: Locating landmarks (markets, hospital, police station, shop, bridge, highway...) using cardinal points

Step 1: Discussion of the following landmarks (markets, hospital, police station, shop, bridge, highway).

Step 2: Learners locate different landmarks of famous places (e.g. markets, hospital, police station, shop, bridge)

4. CLOSURE

- Learners sing some traditional songs and perform traditional dances.

5. EXPECTED STANDARD:

- Different cultures and landmarks explored successfully.
- Landmarks located accurately using cardinal points

6. ASSESSMENT

-Ask learners to mention some of the landmarks of famous places.

7. SUGGESTED TEACHING AND LEARNING MATERIALS: artefacts, drums,

8. SUMMARY

This sub-topic focused on equipping learners with knowledge and skills on culture and landmarks. It has exposed learners to different cultures and landmarks including traditional clothing, unique customs and famous places. Lastly, learners gained skills of locating landmarks of famous places such as markets, hospital, police station, shop using cardinal points.

TOPIC 1.14 ENERGY

1. Introduction

In this topic, learners will be introduced to the concept of energy. The term energy refers to a property of matter that can be converted into work, heat or radiation and light. Learning about energy will arouse interest in the concept of energy. Learners will perform hands on activities which will build their self-confidence, innovation, creativity and critical thinking. They will become energy literate, a key factor in making informed decisions about energy and how to converse energy it.

2. General competence (s):

The general competences that learners will acquire through the learning experience include effective communication, collaboration, creativity, innovation and critical thinking.

3. Key Terms/Words/Vocabulary:

Energy: this is a property of matter that can be converted into work, heat or radiation.

Light: is a common form of renewable energy that comes from various sources such as sun, stars, fire, electricity.

Subtopic 1.14.1 Light

1. Introduction

This sub-topic focuses light as one form of energy. Learners will discuss the various sources of light. It is expected to arouse learner's initial interest in the concept of light. The young learners with visual impairment are likely to be inquisitive about items used to produce light.

2. Specific Competence (s): - Learner to:

1.14.1.1 Identify items used to produce light.

3. LEARNING ACTIVITIES

Activity 1: Explaining the concept of Energy and Light

Step 1: Explain to the learners the concept of Energy and Light

Step 2: Teacher guides learners in analyzing situations where light is or is not present (e.g. night, day, room without a bulb, room with a bulb).

Activity 2: Identifying different items that produce light.

Step 1: display various items that produce light.

Step 2: learners touch and identify the displayed items used to produce light.

Items that produce light: torch, electric bulb, mobile phones, candle, solar panel, lamp.

Activity 3: discuss how each item used to produce light works

Step 1: In pairs, learners discuss how each item used to produce light works.

Expected Responses: refer to the table 1 below.

Table 1: how each item used to produce light works

ITEM USED TO PRODUCE LIGHT	HOW IT WORKS
Torch	Uses dry cells/solar energy (sun)
Bulb	Electricity/solar energy (sun)/Cells or battery
Mobile phone	Battery/Dry Cells
Candle	Wax/Wick
Solar panel	Solar energy (sun)
Lamp	Paraffin/Wick

4. CLOSURE

-Briefly, the teacher goes through the lesson with learners.

5. EXPECTED STANDARD:

- Items used to provide light identified correctly

6. ASSESSMENT

Ask learners to mention some items used to produce light.

7. SUGGESTED TEACHING AND LEARNING MATERIALS: torch, electric bulb, mobile phones, candle, solar panel, lamp.

8. SUMMARY

This sub-topic focused on light as one of the forms of energy. The topic equipped the learners with knowledge and skills on items that produces light which include but not limited to torch, bulb, mobile phones, candle, solar panel, lamp.

TOPIC 1.15: SPORTS SKILLS DEVELOPMENT

1. Introduction

In this topic, learners will acquire knowledge and skills in performing various sports activities. Sports refers to athletic activities requiring cognitive, physical ability and skills to compete with the purpose of beating an opponent, typically performed on a specified area with guiding rules and regulations. The topic is significant to learners with visual impairment because it enhances motor skills, cognitive development, collaboration, effective communication and raise self-esteem. It will enable learners to engage in sports for the purpose of amusement, enjoyment and satisfaction.

2. General competence (s):

The general competences that learners will acquire through the learning experience include effective communication, collaboration, creativity, innovation and critical thinking.

Would you try to provide a very simple working for the term sports? 2. How do you classify games?

3. Key Terms/Words/Vocabulary:

- Sports Skills Development: include hand-eye coordination, balance, strength, speedy, endurance, agility, reaction time, decision making and tactical development.
- Sports: refers to an organized, a competitive and a skillful physical activity which asks for devotion and fair play.
- Game: is system in which players engage in an artificial conflict, defined by rules, that results in a quantifiable outcome.
- Field events: includes throwing and jumping competitions.
- Track events: refers to activities which test an athlete's running, endurance, agility, and speed capabilities.

Subtopic 1.15.1 Games

1. Introduction

This sub-topic focuses on imparting knowledge and skills in learners in performing various games. Games are important to learners with visual impairment as they enhance their physical,

mental, social, emotional, and spiritual health and fitness. Learners will utilize games for both competitive and recreational purposes.

2. Specific Competence (s): - Learner to:

1.15.1.1 Perform games

3. LEARNING ACTIVITIES

Activity 1: Explain the meaning of conventional and traditional games

Step 1: Introduce the topic by explaining the meaning of the term games.

Step 2: Ask learners to mention some of the games they know.

Step 3: The teacher gives other games not mentioned by the learners.

Activity 2: demonstrate how to perform various modified conventional games

Step 1: demonstrate how to perform various modified conventional games (chess, scrabble, football, goalball, netball, checkers, basketball, volleyball, braille draft, tug of war)

Step 2: while being guided by the teacher, learners observe and imitate how to play some conventional games (e.g. chess, scrabble, football, goalball, netball, checkers, basketball, volleyball, braille draft, tug of war).

Step 3: in small groups, learners perform various conventional games.

Activity 3: demonstrate how to perform different modified traditional games

Step 1: The teacher demonstrates how to perform various modified traditional games (e.g. isololo, impeta, icibale, icyyenga)

Step 2: with the guidance of the teacher, learners observe and imitate how to play some traditional games (e.g. isololo, impeta, icibale, icyyenga, icindunu).

Activity 3: In small groups, learners perform various modified traditional games (e.g. isololo, impeta, icibale, icyyenga, icindunu).

4. CLOSURE

-Teacher to emphasize the importance of both modified conventional and traditional games.

5. EXPECTED STANDARD:

-Various games performed appropriately

6. ASSESSMENT

-Ask learners to perform some modified conventional and traditional games.

7. RECAP

Go through the lesson by emphasizing the main points.

-How to perform modified conventional games.

-How to perform modified traditional games.

8. SUGGESTED TEACHING AND LEARNING MATERIALS: beads (icibale), stones (isolo & icyenga), football, netball, basketball, volley ball, chess set,

SUB-TOPIC 1.15.2 FIELD AND TRACK EVENTS

1. Introduction

This topic aims at imparting knowledge and skills in learners in performing various athletics activities. Athletics is a sport in which athletes compete in running, walking, jumping and throwing events. Track events consist of running and walking races of various distances while Field on the other side includes jumping and throwing events. Track and field events are important to learners with visual impairment as they improve cognitive, physical and emotional wellbeing. They are also useful in maintaining good body shape and posture, reducing stress and enhancing performance, as well as orientation and mobility.

2. Specific Competence (s): - Learner to:

1.15.2.1 Perform Field and Track Events

3. LEARNING ACTIVITIES

Activity 1: Explaining and identifying field and track events

Step 1: Lead learners to the school playground.

Step 2: Then, introduce the lesson by explaining the topic for the day (field & track events)

Table 1: Field and track events

Field Events	Track Events
Discuss	Long distance races (5km, 10km, half marathon, full marathon)
Javelin	Short distance sprints (100m, 200m, 400m)
High Jump	Relay races (4 x100m, 4 x 200m, 4 x 400m)
Long Jump	Hurdle races
Shot put	Sack race

Activity 2: Demonstrating perform track events listed above.

Step 1: Demonstrate to the learners how to perform track events listed in table 1 above.

Step 2: Ask learners to perform some track events demonstrated by the teacher.

Activity 3: Demonstrating perform field events listed above.

Step 1: Demonstrate to the learners how to perform field events listed in table 1 above.

Step 2: Ask learners to perform some field events demonstrated by the teacher.

4. CLOSURE

Step 1: Teacher goes through some of the activities done.

Step 2: Lead learners back to the classroom.

5. EXPECTED STANDARD:

-Field and Track Events performed correctly

6. ASSESSMENT

1. Ask learners to perform any three (3) track events.

2. Ask learners perform any three (3) field events.

7. SUGGESTED TEACHING AND LEARNING MATERIALS: Discus disc/plate, sports attire, hurdles, Javelin, Shot put, starting blocks, high jump rode, measuring tape, sand, high jump stand, Flexibar, running spikes, relay batons, hammer throw.

8. SUMMARY

The purpose of this topic was to introduce learners to sports skills development. The topic has equipped learners with knowledge and skills in performing modified conventional (chess, football, netball...) and traditional games (isolo, iciyenga, impeta...). Further, the lesson focused on imparting knowledge and skills in learners in performing track and field events.