

**REPUBLIC OF KENYA**

**MINISTRY OF EDUCATION SCIENCE AND TECHNOLOGY**

**VOCATIONAL SYLLABUS FOR TRAINEES WHO ARE DEAFBLIND**

**COOKERY**

** KENYA INSTITUTE OF CURRICULUM DEVELOPMENT P O Box 30231 – 00100**

 **NAIROBI**

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**NAIROBI**

# FOREWORD

Education and training form an important foundation upon which all other pillars of our State construction and nationhood are built. It is through quality education and training that our country will be able to achieve vision 2030.

In achieving national development, the government has embarked on developing a productive human resource through quality training. Through such training, individuals get the opportunity to acquire skills and competencies that enable them enter the competitive labour market in both public and private sectors.

Increasing demand for training opportunities for persons who are deafblind necessitated the development of a vocational course that meets their needs. The cookery course ensures the acquisition of useful skills and competencies for individual economic and social independence thereby becoming self-reliant.

I wish to sincerely thank the Director and staff of Kenya Institute of Curriculum Development, practising teachers and stakeholders who participated in the development of this syllabus. Specifically, I wish to appreciate Sense International East Africa for financial and technical support during the development of this syllabus.

**PROF. PETER KINYANJUI**

**CHAIRMAN**

**GOVERNING COUNCIL**

**KENYA INSTITUTE OF CURRICULUM DEVELOPMENT**

**INTRODUCTION**

This cookery course aims at providing persons who are deafblind with skills and competencies that are meant to enable them live independently and become productive members of the society. The course intends to equip the trainee with knowledge, skills, attitude and competencies necessary in cookery. The course also introduces the trainees to a wide range of routine practices carried out in cookery. All trainees undertaking the cookery course are also expected to undertake support units in communication and social skills, health and safety, information communication technology (ICT) and entrepreneurship. Emerging issues have been integrated in the syllabus.

# NATIONAL GOALS OF EDUCATION

1. **Foster nationalism, 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 the youth acquire this sense of nationhood by removing conflicts and by 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.

1. **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 the changes in attitudes and Relationships which are necessary for the smooth process of a rapidly developing modern economy. There is bound to be a silent social revolution following in the wake of rapid modernization. Education should assist our youth to adapt to this change.

**b) Economic Needs**

Education in Kenya should produce citizens with 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 adequate domestic manpower.

**c)** **Technological and Industrial Needs**

Education in Kenya should provide the learners with the necessary skills and attitudes for industrial development. Kenya recognizes 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 deliberately focused on knowledge, skills and attitudes that will prepare the youth 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 character building.

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

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

**5**. **Promote social equality and responsibility**

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

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

Education should instill in the youth of Kenya an understanding of past and present cultures and their valid place in contemporary society. The children should be able to blend the best of traditional values with the changed 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 in this international community with al 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 the youth the value of good health in order 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 to appreciate the need for a health environment.

**Objectives of Special Needs Education**

The objectives of Special Needs Education in Kenya are to:

1. Facilitate the development of all learners with special needs spiritually, mentally, socially and physically;
2. Develop in the learners analytical and productive abilities so that they may excel in learning and in their future careers;
3. Enable learners acquire a suitable foundation for the world of work in the context of economic and manpower needs;
4. enable learners develop positive self-concept and attitudes towards life, based on moral and religious values;
5. Enable learners develop skills of coping and independent living aimed at habilitation, rehabilitation and adjustment;
6. Identify and assess learners with special needs for early intervention services;
7. Promote inclusion of learners with special needs in regular schools and institutions with appropriate support and related services;
8. Provide learners with special needs in education with appropriate resources for learning in a barrier free environment;
9. create awareness in the community on the needs and potentials of learners with special needs so as to be more responsive to their diverse needs;
10. Provide educational facilities, materials and equipment for the education of learners with special needs;
11. Provide appropriate human resource for special needs education.

# Objectives of Education for learners who are Deafblind

The objectives of education for learners who are Deafblind in Kenya are to:

1. determine the learner’s entry behaviour;
2. enable the learner develop communication skills;
3. assist the learner to acquire literacy and numeracy skills;
4. provide the learner with the necessary sensory stimulation for learning;
5. provide the learner with the opportunity to explore, discover and experiment at own pace;
6. encourage the learner to develop self identity;
7. assist the learner to develop and realize social interaction with members of the family and society;
8. enable the learner develop motor and manipulative skills;
9. enable the learner develop skills for self reliance and independent living.

**General Objectives of Vocational Curriculum for Trainees who are Deafblind**

The general objectives of the vocational curriculum for trainees who are deafblind are to:

1. equip the trainee with vocational skills in readiness for the world of work;
2. equip the trainee with practical skills for participating in income generating activities;
3. assist the trainee to develop positive attitude towards work;
4. assist the trainee to acquire relevant competencies in a specific vocational skill area based on abilities and interests;
5. equip the trainee with communication and social skills for interaction and adaptation to the community;
6. assist the trainee to develop safety skills for work and environment and promote good health practices;
7. equip the trainee with basic entrepreneurial skills in order to exploit the economic opportunities available in the community for income generation;
8. equip the trainee with basic skills in Information Communication Technology (ICT).

**GENERAL REGULATIONS OF COOKERY SYLLABUS FOR TRAINEES WHO ARE DEAFBLIND**

**Features of the syllabus**

1. The syllabus comprises of vocational skills component and support subject areas. The vocational skills component constitutes cookery course while the support subject include communication and social skills, health and safety, information communication technology and entrepreneurship.
2. The syllabus comprises well formulated objectives, carefully selected content, suggested teaching and learning resources, teaching and learning methods and assessment techniques.

**Duration of the course**

The course is designed to take four (4) years, three years of training and one year of project work on which the trainee will be externally assessed.

**Entry Requirements**

Trainees enrolling for this course should have successfully completed training at pre-vocational level.

**Assessment and Award of Certificates**

1. Continuous assessment shall be carried out throughout the course.
2. The Kenya National Examination Council will offer practical oriented assessment through project work.
3. Project work.
	* + - 1. A project in this context means practical work carried out by an individual trainee as per the stated objectives for cookery vocational course.
				2. Aim of the project work.

The aim of the project work is to give the trainee an opportunity to carry out practical work to demonstrate acquired skills.

* + - * 1. Project selection.

 The trainee will carry out the project as guided by the trainer. The project will be decided upon by the training institution and communicated to the Kenya National Examination Council.

* + - * 1. Project supervision

The project shall be supervised by the trainer to ensure that the trainee receives adequate guidance.

* + - * 1. Project assessment
* *Internal assessment.*

The trainer will continuously assess and award marks during the project period. The continuous assessment marks will be submitted to the Kenya National Examination Council for final grading.

Internal assessment will constitute fifty per cent (50%) of the final marks.

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* *External assessment.*

The Kenya National Examination Council will provide an external examiner who will evaluate the project and award marks accordingly.

External assessment will constitute 50% of the total marks.

1. Award of certificates.
* The training institution will award a school leaving certificate to every trainee who successfully completes the course.
* The Kenya National Examinations Council will award certificates to successful candidates.

**COURSE SUMMARY**

**COOKERY**

| **No.** | **Topic** | **Sub-topic** | **Duration {Hours}** |
| --- | --- | --- | --- |
| 1. | **Orientation in the kitchen**  | * Observing safety precautions during orientation in the kitchen;
* Identifying materials and equipment used in the kitchen;
* identifying sections of the kitchen;
* Identifying location of materials and equipment in the kitchen.
 | 265 |
| 2. | **Preparing Food using boiling method** | * Observing safety precautions when boiling food;
* Identifying food stuff to be boiled;
* identifying equipment used in boiling food;
* Obtaining food to be boiled;
* Preparing food using boiling method;
* Serving boiled food;
* Storing boiled food;
* clearing working area.
 | 305 |
| 3. | **Preparing Food Using Frying Method** | * Observing safety precautions when frying food;
* Identifying food stuff to be fried;
* Identifying equipment used in frying food;
* Obtaining food to be fried;
* Frying food;
* Serving fried food;
* Storing fried food;
* Clearing working area.
 | 305 |
| 4. | **Preparing food using roasting method**  | * Observing safety precautions when roasting food;
* Identifying food stuff to be roasted;
* Identifying materials and equipment used in roasting food;
* Obtaining food to be roasted;
* Preparing food for roasting;
* roasting food;
* serving roasted food;
* storing roasted food;
* clearing working area.
 | 315 |
| 5. | **Preparing food using baking method**  | * Observing safety precautions when baking food;
* Identifying food stuff to be baked;
* Identifying materials and equipment used in baking food;
* Obtaining food stuff to be baked;
* Preparing food for baking
* Baking food;
* Serving baked food;
* Storing baked food;
* Clearing working area.
 | 315 |
| 6. | **Selling of cooked food**  | * Observing safety precautions when handling cooked food for sale;
* Maintaining hygiene when handling cooked food for sale;
* Packaging cooked food for sale;
* Pricing packaged food for sale;
* Displaying cooked food for sale;
* Selling cooked food;
* Storing cooked food;
* Clearing working area.
 | 305 |

**COMMUNICATION AND SOCIAL SKILLS**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Topic** | **Sub-topic** | **Duration {Hours }** |
| 1 | **Receptive communication skills** | * Responding to greetings appropriately
* Responding to instructions and commands correctly
* Responding to questions appropriately
* Interpreting information in articles and objects
 | 60 |
| 2 | **Expressive communication skills** | * Describing activities of the day
* telling different stories
* Expressing emotions
* discussing events
* Pantomiming activities
 | 70 |
| 3 | **Directional and positional concepts** | * Identifying locations of various structures in the compound
* Identifying positions of various objects/tools in relation to the body
* Arranging objects/tools in relation to each other
* Moving the body in relation to the environment
* Moving objects/tools in relation to self.
 | 70 |
| 4 | **Signs for different places** | * Identifying institutions for learners who are deafblind
* Identifying towns where the institutions are found
* Identifying major cities and towns in Kenya
 | 50 |
| 5 | **Making Friends** | * Identifying friends
* Making friends
* Sustaining friendship
 | 50 |
| 6 | **Good behavior** | * Using courtesy signs/words
* Exhibiting acceptable social behaviour
 | 50 |

**HEALTHY AND SAFETY**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Topic** | **Sub-topic** | **Duration { Hours}** |
|  | **Maintaining hygiene** | * Caring for own body
* Dressing self appropriately
* Cleaning the environment
* Caring for cleaning materials and equipment
* Storing cleaning materials and equipment
 | 70 |
| 2 | **Food and nutrition** | * Identifying nutritional value of food
* Identifying diet for different groups of people
 | 50 |
| 3 | **Common accidents and ailments** | * Identifying common accidents
* Identifying ways of precauting common accidents
* Identifying common ailments
* Identifying ways of precaution ailments
 | 60 |
| 4 | **First Aid** | * Identifying contains of first aid kit
* Performing first aid for common accident and ailments
 | 50 |
| 5 | **Safety in the environment** | * Identifying chips and land marks in the environment
* Identifying dangerous places in the environment
* Moving safely with the aids of a sighted guide
* Moving safely using a white-cane
* Using mobility protective techniques appropriately
 | 70 |
| 6 | **HIV/AIDS** | * Identifying ways of contracting HIV
* Identifying ways of preventing HIV
* Identifying ways of caring for a person infected with AIDs
 | 50 |

**INFORMATION COMMUNICATION TECHNOLOGY**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Topic** | **Sub-topic** | **Duration** |
| 1 | **Information communication technology devices** | * Observing safety precautions when handling ICT devices
* Identifying common ICT devices
* Identifying used of ICT devices
 | 50 |
| 2 | **Using common ICT devices** | * Observing safety precautions when using ICT devices
* Identifying main parts of common ICT devices
* Connecting the devices to source of power
* switching on devices
* Using devices appropriately
* Switching off devices
* storing devices appropriately
 | 120 |
| 3 | **Using a computer** | * Observing safety precautions when using computer
* Identifying main parts of a computer
* Connecting the computer to source of power
* Switching on the computer
* storing the computer appropriately
 | 100 |
| 4 | **Caring for ICT devices** | * Disconnecting ICT devices from source of power
* Cloak ICT devices appropriately
* Pack ICT devices appropriately
* Store ICT devices appropriately
 | 50 |

**ENTREPRENEURSHIP**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Topic** | **Sub-topic** | **Duration {Hours}** |
| 1 | **Money** | * Identifying different denominations of money
* Identifying value of money
* Using money to obtain goods and services
 | 50 |
| 2 | **Income generating activities** | * Identifying income generating activities in the community
* Identifying suitable location for a business
* Identifying products and services that are in demand
* start a business
 | 120 |
| 3 | **Marketing and selling of goods and services** | * Preparing goods for sale
* determining prices of goods and services
* Identifying ways of distributing goods to customer
* Identifying various ways of advertising goods and services
* Practicing appropriating grooming for a sales person
 | 120 |
| 4 | **Managing a business** | * Identifying different sources of business finances
* Keeping business records
* Identifying various methods of sourcing money.
 | 120 |
|  | **Project work** |  | 1080 |
|  |  | **Total** | **4320** |

**COOKERY COURSE**

**Introduction**

 The course is intended to equip the trainee with knowledge, skills, attitude and competencies in cookery for personal consumption and income generation.

**General objectives of cookery**

By the end of the subject, the trainee should be able to:

1. acquire knowledge, skills, attitude and competencies in cookery;
2. acquire safety skills necessary in cookery
3. cook using appropriate methods;
4. sell cooked food;
5. appreciate cookery as an income generating activity.
6. **Orientation in the kitchen**
	1. **Specific objectives**

 By the end of the topic, the trainee should be able to:

1. observe safety precautions during orientation in the kitchen;
2. identify materials and equipment used in the kitchen;
3. identify sections of the kitchen;
4. identify location of materials and equipment in the kitchen.
	1. **Content**
		1. Observing safety precautions during orientation in the kitchen
* Safety of self
* Safety of others
* Safety of materials and equipment
	+ 1. Identifying materials and equipment used in the kitchen
* Kitchen towels
* Scouring materials
* Detergents
* Water containers
* Soaps
* Mops
* Mop buckets
* Brushes
* Dust pans
* Dust bins
* Fuel
* Cookers
* Cutlery
* Utensils
* Trays
* Chopping boards
* Rolling board and pin
* Troughs and basins
* Fridge
* Pots
	+ 1. Identifying sections of the kitchen
* Fire place
* Sinks
* Drying stand
* Water taps
* Shelves
* Drawers
* Store
* Wooden bar with hooks

1.2.4 Identifying location of materials and equipment in the kitchen

* 1. **Suggested Learning and Teaching Activities**
* Demonstrating (hand support)
* Manipulating
* Choice making
* Sorting
* Grouping
* Turn taking
* Imitating
* Role playing
	1. **Suggested Learning and Teaching Resources**
* Kitchen towels
* Scouring materials
* Detergents
* Water containers
* Soaps
* Mops
* Mop buckets
* Brushes
* Dust pans
* Dust bins
* Fuel
* Utensils
* Trays
* Wooden spoon
* Ladles
* Cutlery
* Cookers
* Jiko
* Gas
* Stove
* Open fire
* Rolling boards and pins
* Chopping board
* Trough
* Basins
* Pots
* Object of reference
* Calendar systems
1. **PREPARING FOOD USING BOILING METHOD**

**2.1 Specific objectives**

 By the end of the topic, the trainee should be able to:

1. observe safety precautions when boiling food;
2. identify food stuff to be boiled;
3. identify equipment used in boiling food;
4. obtain food to be boiled;
5. prepare food using boiling method;
6. serve boiled food;
7. store boiled food;
8. clear working area.
	1. **Content**
		1. Observing safety precautions when boiling food
* Safety of self
* Safety of others
* Safety of materials and equipment
* Safety of food stuff
	+ 1. Identifying food stuff to be boiled
* Maize
* Beans
* Sweet potatoes
* Cassava
* Yams
* Githeri
* Rice
* Meat
* Milk
	+ 1. Identifying equipment used in boiling food
* Sufuria
* Pressure cooker
* Cookers
* Lids
* Cooking stick
* Pots
	+ 1. Obtaining food to be boiled
* Buying
* Collecting from the farm
	+ 1. Preparing food using boiling method
* Maize
* Sweet potatoes
* Cassava
* Yams
* Githeri
* Rice
* Meat
* Porridge
* Milk
* Tea
	+ 1. Serving boiled food
		2. Storing boiled food
		3. Clearing working area.
	1. **Suggested Learning and Teaching Activities**
* Demonstrating (hand support)
* Imitating
* Manipulating
* Choice making
* Turn taking
* Role playing
* Sorting
* Cutting
* Chopping
* Covering
* Cleaning
* Winnowing
* Washing utensils
* Lighting fire
* Selecting
* Excursion
* Boiling
* Buying
* Storing
* Serving

**2.4 Suggested Learning and Teaching Resources**

* Match box
* Sufuria
* Pressure cooker
* Food stuff
* Pots
* Water
* Fire
* Bowls
* Serving spoons
* Trays
* Cutlery
* Plates
* Cookers
* Fuel
* Money
* Locally available materials
* Object of reference
* Calendar systems

**3.0 PREPARING FOOD USING FRYING METHOD**

**3.1 Specific objectives**

 By the end of the topic, the trainee should be able to:

1. observe safety precautions when frying food;
2. identify food stuff to be fried;
3. identify equipment used in frying food;
4. obtain food to be fried;
5. fry food;
6. serve fried food;
7. store fried food;
8. clear working area.
	1. **Content**
		1. Observing safety precautions when frying food
* Safety of self
* Safety of others
* Safety of materials and equipment
* Safety of food stuff
	+ 1. Identifying food stuff to be fried
* Mandazi
* Chapatti
* Drop scones
* Kaimati
* Doughnut
* Sukuma wiki (kale)
* Meat
* Eggs
* Fish
* Chips
* Crisps
* Sausages
* Samosa
* Chicken
	+ 1. Identifying equipment used in frying food
* Sufuria
* Sauce pan
* Frying pan
* Perforated spoon
* Colander
* Fish slice
* Cooking spoon
* Cooker
* Oven gloves
	+ 1. Obtaining food to be fried
* Buying
* Collecting from the farm
	+ 1. Frying food
* Shallow frying
* Chapatti
* Meat
* Pop corn
* Eggs
* Deep frying
* Mandazi
* Fish
* Chips
* Crisps
	+ 1. Serving fried food
		2. Storing fried food
		3. Clearing working area

**3.3 Suggested Learning and Teaching Activities**

* Demonstrating (hand support)
* Manipulating
* Choice making
* Imitating
* Role playing
* Cutting
* Chopping
* Kneading
* Stirring
* Cleaning
* Wiping
* Mopping
* Dusting
* Rolling
* Shaping
* Washing
* Mixing flour
* Frying
* Seasoning

**3.4 Suggested Learning and Teaching Resources**

* Frying pan
* Sauce pan
* Colander
* Spices
* Salt
* Knife
* Chopping board
* Basins
* Water
* Strainer
* Tongs
* Oil
* Fat
* Sugar
* Baking powder
* Milk
* Meat
* Wheat flour
* Kitchen detergents
* Towel
* Cookers
* Ladles (serving spoons)
* Object of reference
* Calendar systems
* Oven gloves

**4.0 Preparing food using roasting method**

**4.1 Specific objectives**

 By the end of the topic, the trainee should be able to:

1. observe safety precautions when roasting food;
2. identify food stuff to be roasted;
3. identify materials and equipment used in roasting food;
4. obtain food to be roasted;
5. prepare food for roasting;
6. roast food;
7. serve roasted food;
8. store roasted food;
9. clear working area.
	1. **Content**
		1. Observing safety precautions when roasting food
* Safety of self
* Safety of others
* Safety of materials and equipment
* Safety of food stuff
	+ 1. Identifying food stuffs to be roasted
* Groundnuts
* Maize
* Meat
* Sweet potatoes
* Arrow roots
* Yams
* Bananas
* Cassava
* Irish potatoes
	+ 1. Identifying materials and equipment used in roasting food
* Grill
* Open fire
* Charcoal
* Firewood
* Cookers
* Knife
	+ 1. Obtaining food to be roasted
* Buying
* Collecting from the farm
	+ 1. Preparing food for roasting
		2. Roasting food
* Groundnuts
* Maize
* Meat
* Potatoes
	+ 1. Serving roasted food
		2. Storing roasted food
		3. Clearing working area
	1. **Suggested Learning and Teaching Activities**
* Demonstrating (hand support)
* Imitating
* Manipulating
* Choice making
* Turn taking
* Role playing
* Roasting
* Cleaning
* Peeling
* Washing
* Buying
* Lighting fire
* Cutting
* Chopping
* Salting
* Seasoning

**4.4 Suggested Learning and Teaching Resources**

* Fuel
* Match box
* Cookers
* Grill
* Knife
* Chopping board
* Pan
* Ground nuts
* Maize
* Meat
* Sweet potatoes
* Arrow roots
* Yams
* Bananas
* Cassava
* Irish potatoes
* Cooking spoon
* Cooking stool
* Wire mesh
* Money
* Object of reference
* Calendar systems

**5.0 Preparing food using baking method**

**5.1 Specific objectives**

 By the end of the topic, the trainee should be able to:

1. observe safety precautions when baking food;
2. identify food stuff to be baked;
3. identify materials and equipment used in baking food;
4. obtain food stuff to be baked;
5. prepare food for baking
6. bake food;
7. serve baked food;
8. store baked food;
9. clear working area.
	1. **Content**
		1. Observing safety precautions when baking food
* Safety of self
* Safety of others
* Safety of materials and equipment
* Safety of food
	+ 1. Identifying food stuffs to be baked
* Bread
* Cake
* Buns
	+ 1. Identifying materials and equipment used in baking food
* Baking powder
* Baking flour
* Eggs
* Yeast
* Seasonings
* Sugar
* Icing sugar
* Oven
* Cookers
* Mixer
* Wooden spoon
* Margarine
* Coconut
* Baking trays
* Baking tins
* Cocoa
* Basin
* Oven gloves
* Pan
* Spoon
* Knife
* Cooking oil
* Cooking fat
* Kitchen cloths
* Aprons
* Measuring jars
* Measuring scale
* Grater
	+ 1. Obtaining food stuff to be baked
* Buying
* Collecting from the farm
	+ 1. Preparing food for baking
		2. Baking food
* Buns
* Cakes
* Bread
	+ 1. Serving baked food
		2. Storing baked food
		3. Clearing working area.
	1. **Suggested Learning and Teaching Activities**
* Demonstrating (hand support)
* Choice making
* Manipulating
* Imitating
* Role playing
* Kneading
* Baking
* Mixing
* Rolling
* Timing
* Regulating heat
* Lighting fire
* Sweeping
* Mopping
* Scooping
* Pouring
* Cutting
* Seasoning
* Storing
* Serving

**5.4 Suggested Learning and Teaching Resources**

* Cooking oil
* Cooking fat
* Oven
* Perforated spoon
* Water
* Icing sugar
* Milk
* Margarine
* Eggs
* Cocoa
* Fire wood
* Charcoal
* March box
* Cookers
* Coconut
* Knife
* Pan
* Cooking spoon
* Kitchen cloths
* Aprons
* Measuring jars
* Measuring scale
* Kitchen stool
* Object of reference
* Calendar systems

**6.0 Selling of cooked food**

**6.1 Specific objectives**

 By the end of the topic, the trainee should be able to:

1. observe safety precautions when handling cooked food for sale;
2. maintain hygiene when handling cooked food for sale;
3. package cooked food for sale;
4. price packaged food for sale;
5. display cooked food for sale;
6. sell cooked food;
7. store cooked food;
8. clear working area.
	1. **Content**
		1. Observing safety precautions when handling cooked food for sale
* Safety of self
* Safety of others
* Safety of materials and equipment
* Safety of food
	+ 1. Maintaining hygiene when handling cooked food for sale
* Washing hands
* Cleaning utensils
* Keeping working area clean
* Wearing protective clothing
	+ 1. Packaging cooked food for sale
* Using clean transparent polythene papers and containers
* Using clean utensils
* Using clean crates
* Using clean cartons
	+ 1. Pricing food for sale
		2. Displaying cooked food for sale
		3. Selling cooked food
		4. Storing cooked food
* Fridge
* Cupboard
* Hot pot
* Trays
	+ 1. Clearing working area.
	1. **Suggested Learning and Teaching Activities**
* Demonstrating (hand support)
* Imitating
* Manipulating
* Selling
* Packaging
* Cooking
* Pricing
* Mopping
* Sweeping
* Branding
* Wiping
* Scrapping
* Washing
* Storing
* Cleaning
* Counting
* Recording
	1. **Suggested Learning and Teaching Resources**
* Food stuff
* Cooked food
* Oil
* Fat
* Utensils
* Crates
* Cartons
* Serviette
* Fridge
* Mops
* Water
* Polythene papers
* Brooms
* Detergents
* Scrappers
* Brushes
* Dusters
* Recording books
* Object of reference
* Calendar systems

**COMMUNICATION AND SOCIAL SKILLS**

**Introduction**

Communication is a means by which relationships among people is established and maintained through interaction. Social skills form the foundation for communication and interaction. Learners who are deafblind experience difficulties in interacting with others. Therefore communication and social skills should be taught to these learners to enable them function effectively in the society.

**General Objectives**

By the end of the unit, the trainee should be able to:

1. acquire receptive and expressive communication skills;
2. acquire social skills;
3. develop socially acceptable communication behavior.
4. **RECEPTIVE COMMUNICATION SKILLS**

**1.1 Specific objectives**

By the end of the topic, the trainee should be able to:

1. respond to greetings appropriately;
2. respond to instructions and commands correctly;
3. respond to questions appropriately;
4. interprete information in articles and objects.

**1.2 Content**

1.2.1 Responding to greetings appropriately

* + 1. Responding to instructions and commands correctly

1.2.3 Responding to questions appropriately

1.2.4 Interpreting information in articles and objects

**1.3 Suggested Learning and Teaching Activities**

* Demonstrating (hand support)
* Turn taking
* Choice making
* Imitating
* Manipulating
* Signing
* Reading
* Writing
* Asking and answering questions
* Role playing
* Pantomiming

**1.4 Suggested Learning and Teaching Resources**

* Experience books
* Pictures
* Photographs
* Resource persons
* Tactile diagrams
* Story boxes
* Portfolios
* Real objects
* Object of reference
* Calendar systems
1. **EXPRESSIVE COMMUNICATION SKILLS**

**2.1 Specific objectives**

By the end of the topic, the trainee should be able to:

1. describe activities of the day;
2. tell different stories;
3. express emotions;
4. discuss events;
5. pantomime different activities.

**2.2 Content**

2.2.1 Describing activities of the day

2.2.2 Telling different stories

2.2.3 Expressing emotions

2.2.4 Discussing events

2.2.5 Pantomiming activities

**2.3 Suggested Learning and Teaching Activities**

* Demonstrating (hand support)
* Dramatizing
* Pantomiming
* Writing
* Telling stories
* Describing event/activities
* Imitating
* Signing
* Turn taking
* Role playing
* Choice making
* Making experience books
* Naming objects

**2.4 Suggested Learning and Teaching Resources**

* Tactile charts
* Tactile diagrams
* Resource persons
* Pictures
* Real objects
* Workshop objects
* Classroom objects
* Kenyan Sign Language books
* Kenyan Sign Language for schools (current edition)
* Braille machine &
* Braille paper
* Drawing books
* Exercise books
* Pens
* Pencils
* Crayons
* Paints
* Painting brushes
* Experience books
* Object of reference
* Calendar systems

1. **DIRECTIONAL AND POSITIONAL CONCEPTS**

**3.1 Specific objectives**

By the end of the topic, the trainee should be able to:

1. identify locations of various structures in the compound;
2. identify positions of various objects/tools in relation to the body;
3. arrange objects/tools in relation to each other;
4. move the body in relation to the environment;
5. move objects/tools in relation to self.

**3.2 Content**

3.2.1 Identifying locations of various structures in the compound

* Near to
* Next to
* Infront
* Behind
* Sideways

3.2.2 Identifying positions of various objects/tools in relation to the body

* Left/Right
* Top/Bottom
* Sideways
* Above/Below
* Behind/In front

3.2.3 Arranging objects/tools in relation to each other

* Putting objects/tools under or on the table
* Putting objects/tools in the tool box
* Putting objects/tools on the shelf
* Putting objects/tools on top of each other

3.2.4 Moving the body in relation to the environment

* Working area
* Farm structures
* Paths

3.2.5 Moving objects/tools in relation to self

* Putting an object on the head
* Putting an object/tool on the shoulder
* Pushing an object/tool away from self
* Pulling an object/tool towards self
* Rolling an object/tool besides self

**3.3 Suggested Learning and Teaching Activities**

* Demonstrating (hand support)
* Imitating
* Manipulating
* Choice making
* Discussing
* Turn taking
* Pushing
* Pulling
* Carrying
* Moving objects
* Arranging objects
* Walking
* Trailing
* Signing
* Role playing

**3.4 Suggested Learning and Teaching resources**

* Tables
* Tool box
* Books
* Pictures
* photographs
* Classroom objects
* Workshop objects/tool
* Classroom objects
* Kitchen objects
* School map (tactile)
* Kenyan Sign Language charts
* Kenyan Sign Language books
* Kenyan Sign Language for schools (current edition)
* Braille machine &papers
* Farm objects
* Real objects
* Utensils
* Laundry objects
* Tactile charts
* Tactile diagrams
* Experience books
* Object of reference
* Calendar systems
1. **SIGNS FOR DIFFERENT PLACES**

**4.1 Specific objectives**

By the end of the topic, the trainee should be able to:

1. identify institutions for learners who are deafblind;
2. identify towns where the institutions are found;
3. identify major towns and cities in Kenya.

**4.2 Content**

4.2.1 Identifying institutions for learners who are deafblind

* Signing
* Tactual signing
* Fingerspelling
* Writing
* Verbalizing

4.2.2 Identifying towns where the institutions are found

4.2.3 Identifying major towns and cities in Kenya

* Nairobi
* Mombasa
* Kisumu
* Eldoret
* Nakuru
* Garissa

**4.3 Suggested Teaching and Learning Activities**

* Demonstrating (hand support)
* Imitating
* Turn taking
* Manipulating
* Choice making
* Role play
* Signing
* Reading
* Tactual signing
* Fingerspelling
* Writing
* Verbalizing
* Excursion
* Making experience books

**4.4 Suggested Learning and Teaching Resources**

* Map of Kenya (tactile)
* Kenyan Sign Language books
* Kenyan Sign Language for schools (current edition)
* Resource persons
* Pictures
* Manual alphabet chart
* Braille machine
* Braille paper
* Photographs
* Experience books
* Object of reference
* Calendar systems

**5.0 MAKING FRIENDS**

**5.1 Specific objectives**

By the end of the topic, the trainee should be able to:

1. identify friends;
2. make friends;
3. sustain friendship.

**5.2 Content**

5.2 .1 Identifying friends

* Sign name
* Personal identifier

5.2.2 Making friends

* Introducing self
* Sharing
* Assisting others

5.2.3 Sustaining friendship

**5.3 Suggested Learning and Teaching Activities**

*
* Demonstrating (hand support)
* Manipulating
* Imitating
* Turn taking
* Choice making
* Introducing self
* Sharing
* Assisting others
* Writing
* Reading
* Story telling
* Pantomiming
* Role playing
* Signing
* Visiting friends
* Fingerspelling
* Asking and answering questions

**5.4 Suggested Learning and Teaching Resources**

* Resource persons
* Pictures
* Photographs
* Sign Language charts
* Kenyan Sign Language books
* Kenyan Sign Language for schools (current edition
* Personal identifiers
* Experience books
* Object of reference
* Calendar systems

**6.0 GOOD BEHAVIOUR**

* 1. **Specific objectives**

By the end of the topic, the trainee should be able to:

1. use courtesy signs/words;
2. exhibit acceptable social behavior.

**6.2 Content**

6.2.1 Using courtesy signs/words

* Please
* Thank you
* Sorry
* Excuse
* Help me
* Forgive
* Greetings
	+ 1. Exhibiting acceptable social behaviour

**6.3 Suggested Learning and Teaching Activities**

* Demonstrating (hand support)
* Pantomiming
* Turn taking
* Manipulating
* Signing
* Tactual signing
* Choice making
* Story telling
* Role playing
* Imitating
* Excursion

**6.4 Suggested Learning and Teaching Resources**

* Resource persons
* Kenyan Sign Language books
* Kenyan Sign Language for schools (current edition)
* Experience books
* Pictures
* Photographs
* Manual alphabet
* Sign Language chart
* Object of reference
* Calendar systems

**HEALTHY AND SAFETY**

**Introduction**

**General objectives**

By the end of the unit, the trainee should be able to:

1. maintain personal and environmental hygiene;
2. develop healthy practices on food and nutrition;
3. develop safety skills for work and environment;
4. acquire first aid skills for common accidents and ailments;
5. develop awareness of HIV and AIDS.

**1.0 Maintaining hygiene**

**1.1 Specific objectives**

 By the end of the topic, the trainee should be able:

1. care for own body;
2. dress self appropriately;
3. clean the environment;
4. care for cleaning materials and equipment;
5. store cleaning materials and equipment.

**1.2 Content**

1.2.1 Caring for own body

* cleaning the body
* caring for hair
* brushing teeth
* keeping nails clean
* Menstrual hygiene
	+ 1. Dressing self appropriately
* Putting on clean clothes
* Changing clothes
* Mending clothes
* Wearing clothes for appropriate activity
* Wearing protective clothes
	+ 1. Cleaning the environment;
* Classroom
* School compound
* Workshop/working area
* kitchen
* Bathroom
* Toilet
* Water source
* Compost pit/dust bin
	+ 1. Caring for cleaning materials and equipment
		2. Storing cleaning materials and equipment

**1.3 Suggested Learning and Teaching Activities**

* Demonstrating (Hand support)
* Imitating
* Manipulating
* Turn taking
* Dressing
* Trimming fences and flowers
* Slashing grass
* Washing
* Dusting
* Oiling
* Sweeping
* Mopping
* Sharpening
* Collecting rubbish
* Mending
* Airing

**1.4 Suggested Learning and Teaching Resources**

* Clothes
* Dusters
* Mops
* Body scrub
* Body lotion/oil
* Bathing soap
* Panga
* Jembe
* Secateurs
* Darning needles
* Thread
* Razor blade
* Nail cutter
* Dust bins
* Water
* Water containers
* Detergents
* Towels
* Face towels
* Basins/buckets
* Pegs
* Oil
* Combs
* Towels
* Scissors
* Water
* Lotion
* Shampoo
* Assorted sanitary towels
* Object of reference
* Calendar systems

**2.0 Food and nutrition**

* 1. **Specific objectives**

By the end of the topic, the trainee should be able to:

1. Identify nutritional value of food;
2. Identify diet for different groups of people.
	1. **Content**

2.2.1 Identifying nutritional value of food

* Vitamins
* Proteins
* Carbohydrates
* Fats and oils
* Minerals
	+ 1. Identifying diet for different groups of people
* Infants
* Elderly
* Sick
* Manual workers
* Expectant mothers
* Nursing mothers
	+ 1. **Suggested Learning and Teaching Activities**
* Demonstrating (hand support)
* Manipulating
* Imitating
* Turn taking
* Choice making
* Role playing
* Identifying food stuff
* Collecting different food stuff
* Grouping food stuff
* Asking and answering questions
	+ 1. **Suggested Learning and Teaching Resources**
* Food stuff
* Water
* Water containers
* Trays
* Utensils
* Soap
* Hand towel
* Basins
* Baskets
* Buckets
* Object of reference
* Calendar systems
1. **Common accidents and ailments**

**3.1 Specific objectives**

By the end of the topic, the trainee should be able to:

1. identify common accidents;
2. identify ways of preventing common accidents;
3. identify common ailments;
4. identify ways of preventing ailments.

**3.2 Content**

3.2.1 Identifying common accidents

* Burns
* Cuts
* Falls
* Electric shock
* Strain
* Sprain
* Dislocation
* Bites and stings
* Choking

3.2.2 Identifying ways of preventing common accidents

* Covering boiling water
* Holding sharp equipment appropriately
* Putting off all the electric appliances after use
* Drying wet floors
* Carrying materials that are manageable
* Removing obstacles
* Clearing bushes
* Taking of little quantities of food at a time
* Avoiding talking while eating

3.2.3 Identifying common ailments

* Nose bleeding
* Headaches
* Common colds
* Fainting
* Muscle cramps
	+ 1. Identifying ways of preventing ailments
* Working under shade
* Avoiding fatigue
* Working in a well ventilated room
* Using clean handkerchief
* Performing regular body exercises

**3.3 Suggested Learning and Teaching Activities**

* Demonstrating (hand support)
* Imitating
* Manipulating
* Role playing
* Covering boiling water
* Holding sharp equipment appropriately
* Putting off all the electric appliances
* Drying wet floors
* Carrying materials that are manageable
* Removing obstacles
* Clearing bushes
* Taking of little quantities of food at a time
* Eating without talking

**3.4 Suggested Learning and Teaching Resources**

* Electrical appliances
* Slashers
* Water
* Panga
* Knives
* Containers
* Source of fire
* Food stuff
* Utensils
* Mops
* Dusters
* Detergents
* Pictures
* Photographs
* Object of reference
* Calendar systems

**4.0 First aid**

**4.1 Specific objectives**

 By the end of the topic, the trainee should be able to:

1. identify first aid kit contents;
2. observe safety precautions when administering first aid;
3. perform first aid for common accidents and ailments.

**4.2 Content**

4.2.1 Identifying contents of first aid kit

4.2.2 Observing safety precautions when administering first aid

* safety of self
* safety of the casualty

4.2.3 Performing first aid for common accident and ailments

* Burns and scalds
* Cuts
* Choking
* Fainting
* Nose bleeding
* Epileptic fits
* Bites and stings

**4.3 Suggested Learning and Teaching Activities**

* Demonstrating (hand support)
* Manipulating
* Choice making
* Imitating
* Turn taking
* Role playing
* Dressing wounds
* Positioning
* Applying oil and disinfectants
* Applying liniment
* Patting
* Tying
* Cleaning wounds

**4.4 Suggested Learning and Teaching Resources**

* First aid kit
* Water
* Disinfectants
* Gloves
* Cotton wool
* Bandages
* Resource person
* Handkerchief
* Liniment
* Mattress/mats
* Ointment
* Sling
* Pain killers
* Gauze
* Locally available materials
* Object of reference
* Calendar systems

**5.0 Safety in the environment**

**5.1 Specific objectives**

By the end of the topic the trainee should be able to:

1. identify clues and land marks in the environment;
2. identify dangerous places in the environment;
3. move safely with aid of a sighted guide;
4. move safely using a white cane;
5. use mobility protective techniques appropriately.

**5.2 Content**

* + 1. Identifying clues and land marks in the environment

5.2.2 Identifying dangerous places in the environment

* Open pits
* Bore holes
* Swampy areas
* Bushy areas
* Rocky areas
* Wells and rivers
* Swimming pools
* Electrical/barbed fences
* Fire places
* Loose electrical wires
* Chemical stores
* Steep grounds
* Slippery surfaces
* Trenches
* Bee hives

5.2.3 Moving safely with aid of a sighted guide

5.2.4 Moving safely using a white cane

5.2.5 Using mobility protective techniques appropriately

* 1. **Suggested Learning and Teaching Activities**
* Demonstrating (hand support)
* Choice making
* Imitating
* Manipulating
* Turn taking
* Role play
* Guiding
* Tapping
* Trailing
* Taking position
* Changing sides
* Opening and closing doors
* Locating items
* Identifying dangerous places
* Ascending and descending stairs
* Moving along narrow passage ways

**5.4 Suggested Learning and Teaching Resources**

* Land marks/clues
* Sighted guide
* Obstacles /barriers
* White cane
* Selected sites
* Resource persons
* Pictures
* Photographs
* Object of reference
* Calendar systems

**6.0 HIV and AIDS**

**6.1 Specific objectives**

 By the end of the topic, the trainee should be able to:

1. identify ways of contracting HIV;
2. identify ways of preventing HIV;
3. identify ways of caring for a person infected with AIDS.
	1. **Content**

6.2.1 Identifying ways of contracting HIV

* Blood transfusion
* Unprotected sex
* Sharing sharp objects
* Coming into direct contact with body fluids of an infected person
	+ 1. Identifying ways of preventing HIV
		2. Identifying ways of caring for a person infected with AIDS
* Nutrition
* Medication
* Therapy
* Hygiene
* Avoiding re-infection

**6.3 Suggested Learning and Teaching Activities**

* Demonstrating (hand support)
* Imitating
* Turn taking
* Grouping food stuff
* Manipulating
* Role playing
* Asking and answering questioning

**6.4 Suggested Learning and Teaching Resources**

* Models
* Resource persons
* Pictures
* Photographs
* Object of reference
* Calendar systems

# INFORMATION COMMUNICATION TECHNOLOGY (ICT)

**Introduction**

This unit is intended to equip the trainee with basic knowledge, skills, attitude and competencies in Information Communication Technology (ICT). The trainee will be equipped with skills to enable him/her use ICT in daily activities.

**General Objectives**

By the end of the unit, the trainee should be able to:

1. demonstrate ability to use basic ICT devices;
2. use ICT in daily activities appropriately;
3. appreciate the use of ICT.
4. Information Communication Technology devices

**1.1 Specific objectives**

By the end of the topic, the trainee should be able to:

1. observe safety precautions when handling ICT devices;
2. identify common ICT devices;
3. identify uses of ICT devices.

**1.2 Content**

1.2.1 Observing safety precautions when handling ICT devices

* Safety of self
* Safety of others
* Safety of devices
	+ 1. Identifying common ICT devices
* Computer
* Desk top
* Lap top
* iPad
* Telephone
* Cell phone
* Radio
* Television
* Video machine
* Camera

1.2.3 Identifying uses of ICT devices

**1.3 Suggested Learning and Teaching Activities**

* Demonstrating (hand support)
* Manipulating
* Turn taking
* Choice making
* Imitating
* Role playing
* Pantomiming
* Signing
* Asking and answering questions

 **1.4 Suggested Learning and Teaching Resources**

* Computer
* Telephone
* Cell phone
* Radio
* Television
* Video machine
* Camera
* Pictures
* Photographs
* Source of power
* Models
* Working surface
* Resource person
* Object of reference
* Calendar systems
1. **Using common ICT devices**
	1. **Specific objectives**

By the end of the topic, the trainee should be able to:

1. observe safety precautions when using ICT devices;
2. identify main parts of common ICT devices;
3. connect the devices to source of power;
4. switch on devices;
5. use devices appropriately;
6. switch off devices;
7. store devices appropriately.

**2.2 Content**

2.2.1 Observing safety precautions when using ICT devices

* Safety of self
* Safety of others
* Safety of devices
	+ 1. Identifying main parts of common ICT devices
* Telephone
* Cell phone
* Radio
* Television
* Video machine
* Camera
	+ 1. Connecting the devices to source of power
* Battery
* Electricity
* Solar
	+ 1. Switching on the devices
		2. Using the devices appropriately
		3. Switching off the devices
		4. Storing the devices appropriately.

**2.3 Suggested Learning and Teaching Activities**

* Demonstrating (hand support)
* Manipulating
* Turn taking
* Choice making
* Imitating
* Role playing
* Pantomiming
* Signing
* Asking and answering questions
* Switching on
* Switching off
* Connecting to power
* Storing

**2.4 Suggested Learning and Teaching Resources**

* Telephone
* Cell phone
* Radio
* Television
* Video machine
* Camera
* Pictures
* Photographs
* Models
* Storage facilities
* Battery
* Electricity
* Solar
* Working surface
* Resource person
* Object of reference
* Calendar systems
1. **Using a computer**
	1. **Specific objectives**

By the end of the topic, the trainee should be able to:

1. observe safety precautions when using computer;
2. identify main parts of a computer;
3. connect the computer to source of power;
4. switch on the computer;
5. use the computer appropriately;
6. switch off the computer;
7. store the computer appropriately.
	1. **Content**
		1. Observing safety precautions when using computer
* Safety of self
* Safety of others
* Safety of the computer
	+ 1. Identifying main parts of a computer
* Monitor
* Keyboard
* Mouse
* Central Processing Unit (CPU)
	+ 1. Connecting the computer to source of power
		2. Switching on the computer
		3. Using the computer appropriately
* Manipulating mouse
* Manipulating keyboard
* Playing computer games
* Opening a word document
* Typing letters and numbers
* Using internet
	+ 1. Switching off the computer
		2. Storing the computer appropriately

**3.3 Suggested Learning and Teaching Activities**

* Demonstrating (hand support)
* Manipulating
* Turn taking
* Choice making
* Imitating
* Role playing
* Pantomiming
* Signing
* Typing
* Playing games
* Listening to music
* Watching games and pictures
* Browsing
* Asking and answering questions
* Switching on
* Switching off
* Connecting to power
* Storing

**3.4 Suggested Learning and Teaching Resources**

* Computer
* Monitor
* Keyboard
* Mouse
* Pictures
* Photographs
* Storage facilities
* Battery
* Electricity
* Solar
* Working surface
* Resource person
* Object of reference
* Calendar systems
1. **Caring for ICT devices**
	1. **Specific objectives**

By the end of the topic, the trainee should be able to:

1. disconnect ICT devices from source of power;
2. clean ICT devices;
3. pack ICT devices appropriately;
4. store ICT devices appropriately.
	1. **Content**
		1. Disconnecting ICT devices from source of power;
		2. Cleaning ICT devices
		3. Packing ICT devices appropriately
		4. Storing ICT appropriately
	2. **Suggested Learning and Teaching Activities**
* Demonstrating (hand support)
* Manipulating
* Turn taking
* Choice making
* Imitating
* Role playing
* Pantomiming
* Signing
* Wiping
* Dusting
* Blowing
* Packing
* Asking and answering questions
* Disconnecting from power
* Storing
	1. **Suggested Learning and Teaching Resources**
* Desktop
* Laptop
* iPad
* Telephone
* Cell phone
* Radio
* Television
* Video machine
* Camera
* Pictures
* Photographs
* Storage facilities
* Battery
* Electricity
* Solar
* Working surface
* Resource person
* Object of reference
* Calendar systems

# ENTREPRENEURSHIP

**Introduction**

Entrepreneurship refers to engagement in business activities using money and making business deals. This unit is intended to equip the trainee with necessary knowledge, skills, attitude and competencies that will enable him or her start, operate and manage small scale business enterprise.

**General Objectives**

 By the end of the unit, the trainee should be able to:

1. acquire entrepreneurial skills necessary for starting and operating a business;
2. use money to carry out business transactions;
3. acquire positive attitude towards self-employment for income generation.

**1. 0 Money**

**1.1 Specific objectives**

By the end of the topic, the trainee should be able to::

1. identify different denominations of money;
2. identify value of money;
3. use money to obtain goods and services.

**1.2 Content**

1.2.1Identifying different denominations of money

1.2.2 Identifying value of money

1.2.3 Using money to obtain goods and services

**1.3 Suggested Learning and Teaching Activities**

* Demonstrating (hand support)
* Manipulating
* Turn taking
* Choice making
* Imitating
* Role playing
* Pantomiming
* Signing
* Asking and answering questions
* Counting
* Identifying
* Excursion
* Buying
* Selling
* Bargaining
* Recording

**1.3 Suggested Learning and Teaching Resources**

* Denominations of money
* Cash box
* Shop
* Market
* Resource person
* Goods
* Pictures
* Photographs
* Recording books
* Receipt book
* Object of reference
* Calendar systems

**2.0 Income generating activities**

**2.1 Specific objectives**

By the end of the topic, the trainee should be able to:

1. identify income generating activities in the community;
2. identify suitable location for a business;
3. identify products and services that are in demand;
4. start a business.
	1. **Content**

2.2.1 Identifying income generating activities in the community

2.2.2 Identifying suitable location for a business

* Potential customers
* Economic activities of the area
* Access roads
* Means of transport
* Availability of public utilities such as electricity, telephone services and water
* Business premises rent
* Competing businesses
	+ 1. Identifying products and services that are in demand
		2. Starting a business

**2.3 Suggested Learning and Teaching Activities**

* Demonstrating (hand support)
* Manipulating
* Turn taking
* Choice making
* Imitating
* Role playing
* Pantomiming
* Signing
* Asking and answering questions
* Excursion

**2.4 Suggested Learning and Teaching Resource**

* Money
* Shop
* Market
* Resource person
* Goods
* Pictures
* Photographs
* Object of reference
* Calendar systems
	1. **Marketing and selling of goods and services**
	2. **Specific objectives**

By the end of the topic, the trainee should be able to:

1. prepare goods for sale;
2. determine prices of goods and services;
3. identify ways of distributing goods to customers;
4. identify various ways of advertising goods and services;
5. practise appropriate grooming for a sales person.
	* 1. **Content**
		2. Preparing goods for sale
* Selecting best goods for sale
* Grading goods appropriately
* Packaging goods
	+ 1. Determining prices of goods and services
* Costing the products
* Fixing profit margins
* Negotiating prices
* Setting reasonable prices
* Designing a price list
* Setting maximum and minimum possible prices of products

3.2.3 Identifying ways of distributing goods to customers

3.2.4 Identifying various ways of advertising goods and services

* Radio
* Television
* Sales representatives
* Posters
* Internet
* Brochures

3.2.5 Practising appropriate grooming for a sales person.

**3.3 Suggested Learning and Teaching Activities**

* Demonstrating (hand support)
* Manipulating
* Turn taking
* Choice making
* Imitating
* Role playing
* Pantomiming
* Signing
* Asking and answering questions
* Excursion
* Labeling
* Packaging
* Distributing
* Drawing
* Writing
* Grooming
* Delivering
* Browsing
* Recording

**3.4 Suggested Learning and Teaching Resource**

* Money
* Shop
* Market
* Resource person
* Goods
* Pictures
* Photographs
* Radio
* Television
* Sales representatives
* Posters
* Internet
* Cash box
* Brochures
* Price tags
* Price lists
* Object of reference
* Calendar systems

**4.0 Managing a business**

**4.1 Specific objectives**

 By the end of the topic, the trainee should be able to:

1. identify different sources of business finances;
2. keep business records;
3. identify various methods of saving money.

**4.2 Content**

4.2.1 Identifying different Sources of business finances

* Personal savings
* Donations
* Bank loans
* Micro finance institution loans
* Savings and credit societies
* Self help groups
* Grants
	+ 1. Keeping business records

4.2.3 Identifying various methods of saving money

* Saving box
* Mobile phone
* Saving in the bank
* Cooperative savings

**4.3 Suggested Learning and Teaching Activities**

* Demonstrating (hand support)
* Manipulating
* Turn taking
* Choice making
* Imitating
* Role playing
* Pantomiming
* Signing
* Asking and answering questions
* Excursion
* Labeling
* Packaging
* Writing
* Grooming
* Delivering
* Browsing
* Recording

**4.4 Suggested Learning and Teaching Resources**

* Money
* Shop
* Market
* Resource person
* Goods
* Pictures
* Photographs
* Radio
* Television
* Sales representatives
* Posters
* Internet
* Cash box
* Brochures
* Price tags
* Price lists
* Saving box
* Mobile phone
* Record books
* Receipt books
* Object of reference
* Calendar systems