

ADAPTED

PRIMARY SCHOOL LEVEL

E-LEARNING CONTENT

**FOR CHILDREN WITH HEARING
AND INTELLECTUAL DISABILITIES**

PREPARED FOR

**LAGOS STATE UNIVERSAL
BASIC EDUCATION BOARD**

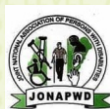
(LASUBEB)

BY CONSORTIUM OF:



(FFF)

FESTUS FAJEMILO FOUNDATION



(JONAPWD)

**JOINT NATIONAL ASSOCIATION
OF PERSONS WITH DISABILITIES
(LAGOS STATE CHAPTER)**



**Daughters of Charity,
Nigeria**

DAUGHTERS OF CHARITY NIGERIA

**Liliane
Fonds**

**WITH FUNDING
SUPPORT FROM**

**open the world
for a child
with a disability**

**JULY
2020**

BACKGROUND:

The COVID19 pandemic has had significant impact on the education sector globally. Governments across the world have had to shut down schools as part of measures to reduce the spread of the Coronavirus especially amongst children. However, efforts are now being made towards using the electronic media and various internet platforms to deliver education programs to children in their homes.

In Nigeria, national and subnational education agencies have also adopted the use of the media including radio, TV, as well as social media platforms like telegram, WhatsApp, Facebook, zoom, etc to deliver classes to primary and secondary school pupils and students respectively. The classes mostly focus on core subjects including mathematics, English language, and the sciences.

In Lagos State, the commercial capital of Nigeria, the conduct of E-learning through the use of electronic media (radio and TV) to complement regular school programs had been on-going even before the advent of the COVID-19 pandemic. The State Government was therefore among the first states in Nigeria to establish comprehensive E-learning program for primary and secondary schools in view of the COVID-19 pandemic.

The Lagos State government currently implements a Policy on Inclusive Education. This influenced the government's resolve to ensure that its E-learning program considered the needs of children with disabilities (CWDs). To achieve this, The Lagos State government, through the State Ministry of Education and the State Universal Basic Education Board (LASUBEB) collaborated with the Consortium of Festus Fajemilo Foundation (FFF), Joint National Association of Persons with Disabilities (JONAPWD) Lagos State Chapter, Daughters of Charity Nigeria, with funding support from the Liliane Foundation to facilitate the inclusion, access and participation of CWDs in the E-learning program.

A major aspect of the FFF-lead intervention is the provision of adapted primary school content for children with hearing impairment and those with various cognitive (intellectual) disabilities who could not be effectively accommodated in the regular E-learning program. This adapted content is designed to respond to the basic or functional education needs of the target beneficiaries in line with the Universal Basic Education Curriculum in Lagos State.

The adaptive E-learning content contained in this compilation focuses on literacy and numeracy skills, life and daily living skills, key learning on the COVID-19 pandemic safeguarding, as well as some basic elements of daily socio-economic activities.

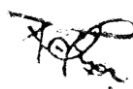
This adaptive content also recognizes the need for E-learning teachers or instructors to adopt the use of appropriate language and communication skills in reaching out to the target beneficiaries, as well as the need to adopt innovative skills in creating and applying accessible instructional materials to complement their lessons.

This adaptive E-learning tool acknowledges the role of parents, guardians and care-givers in the facilitation of inclusion, access and participation of CWDs in the E-learning program by highlighting strategies on how parents can support their CWDs in the process. The tool also provides instructions on how to achieve effective collaboration between parents and instructors in the process.

Finally, it is our expectation that this adaptive E-learning tool would go a long way in helping to realize the goal of the Lagos State Inclusive Education Policy beyond the COVID-19 pandemic.



Afolabi Fajemilo (Executive Director)
FESTUS FAJEMILO FOUNDATION



Dr. Adebukola Adebayo (State Chairman)
JOINT NATIONAL ASSOCIATION OF PERSONS WITH DISABILITIES
(LAGOS STATE CHAPTER)



(FFF)
FESTUS FAJEMILO FOUNDATION



(JONAPWD)
JOINT NATIONAL ASSOCIATION
OF PERSONS WITH DISABILITIES
(LAGOS STATE CHAPTER)



Daughters of Charity,
Nigeria
DAUGHTERS OF CHARITY, NIGERIA

PART ONE

**ADAPTED E-LEARNING CONTENT FOR DEAF AT PRIMARY SCHOOL LEVEL
BY DR DADA OLU SHONIBARE, DIRECTOR & HEAD OF ZONE (SW)
NIGERIAN EDUCATIONAL RESEARCH & DEVELOPMENT COUNCIL (NERDC).**

INTRODUCTION:

The adapted content in this tool cuts across the Social Studies with elements of entrepreneurship and basic self-integration into the immediate community to which the Deaf belongs. To safeguard and update the Deaf into the thinking of the times, hands washing, wearing nose mask and social distancing rounded up the 11-weeks contents for the Deaf.

Covered contents include: Alphabets A-Z for everyday language; basic number operations; Self-identification in society; location identification; awareness for identity of neighbours; Security awareness; awareness of resources available in the community; crossing the road as a Deaf person; Creative activities in the use of collage and tracing; integrity through community service and labour and basic safety initiatives with reference to COVID-19. The period span for this initiative covers 11 weeks. The core of the content is aimed at leading the DEAF at this Primary School stage of life to be able to feel a sense of responsibility as to value self-esteem and take responsibility as an individual. This will affect the ultimate value placed on education and how much efforts are exerted towards their career from the Primary school level.

11 - Weeks E-Learning Content for the Deaf at Primary School Level							
WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVEALUATION GUIDE
				TEACHER	PUPILS		
1	Magic Alphabets A-Z	Pupils should be able to: 1. Fingerspell English Alphabets A-Z 2. Sign an object symbolising the Alphabets 3. Fingerspell 3 letter words	a. English Alphabets A-Z	1. Introduces the Finger spelling of alphabets A-Z with the use of Flash Cards, Poster and selected real food Stuff	1. Observe the Teacher Demonstration 2. Repeat the Signs along with the Teacher. 3. Reach out to available food stuff at home or around to spell the Words	<ul style="list-style-type: none"> Posters of English Alphabets A-Z Flash Cards of English Alphabets A-Z Available food stuff in the Community Flash cards with 	Pupils to: 1. Fingerspell English Alphabets A-Z 2. Fingerspell names of selected food stuff 3. Fingerspell 3-5 letter words in their immediate environment at Home
			b. Three letter words	2. Fingerspell the food stuff selected asking pupils to do same 3. Present 3 letter words on flash cards for		written words not more than 5 letters	



(FFF)
FESTUS FAJEMILO FOUNDATION



(JONAPWD)
JOINT NATIONAL ASSOCIATION
OF PERSONS WITH DISABILITIES
(LAGOS STATE CHAPTER)



Daughters of Charity,
Nigeria
DAUGHTERS OF CHARITY, NIGERIA

			<p>Symbols:</p> <ul style="list-style-type: none"> ➤ Addition + ➤ Subtraction - ➤ Multiplication X <p>d. Carry out simple Number operations:</p> <ul style="list-style-type: none"> ➤ Addition + ➤ Subtraction - ➤ Multiplication X 	<p>concrete objects present the concept of:</p> <ul style="list-style-type: none"> ➤ Addition + ➤ Subtraction - ➤ Multiplication X <p>4. Present simple to complex number operations covering Units, Tens and Hundreds</p>	<ul style="list-style-type: none"> ➤ Multiplication X practicing using following the pattern of the teacher <p>4. Practice number operations from: 1-10; 10-50; 50-60 to show Units Tens and Hundreds</p>		
--	--	--	---	---	--	--	--

3	Self-Identity	<p>Pupils should be able to:</p> <ol style="list-style-type: none"> 1. Fingerspell their names 2. Identify Sign Name 3. Identify self in a photograph 4. Identify self-gender 	<p>a. My name b. My Sign Name c. My picture d. My gender</p>	<ol style="list-style-type: none"> 1. Introduces self with a name and a Sign Name 2. With the aid of newspaper cuttings and magazines Displays pictures with names of persons on it 2. Ask Pupils to assign a Sign Name to the picture cuttings displayed 3. Demonstrate the Sign name 4. Directs pupils to look at group pictures or mirror to identify self 5. Present pictures of a Boy Child and a Girl Child 	<ol style="list-style-type: none"> 1. Observe and fingerspell their names 2. Assign names to the selected pictures of personalities 3. Presents picture of self or look in a mirror to point at Self 4. Fingerspell name of self and a Sign Name 5. Indicate who they are: A boy child or a Girl Child 	<ul style="list-style-type: none"> • Picture cuttings with names • Mirror • Pictures of Children in group or singularly • Picture cutting of a boy child and a Girl Child 	<p>Pupils to:</p> <ol style="list-style-type: none"> 1. Fingerspell the name of teacher 2. Fingerspell their names 3. Sign name their names 4. Identify self in a picture 5. Identify Gender of self and teacher
---	---------------	---	--	---	---	---	---



(FFF)
FESTUS FAJEMILO FOUNDATION



(JONAPWD)
JOINT NATIONAL ASSOCIATION
OF PERSONS WITH DISABILITIES
(LAGOS STATE CHAPTER)



Daughters of Charity,
Nigeria
DAUGHTERS OF CHARITY, NIGERIA

4	Where	Pupils should be able to:	a. The Place I was born	1. The teacher introduces where he/she was born and State it belongs to	1. Pays attention to Teacher and note the origin of Teacher	• Pictures of newspapers, Magazines cuttings of small and city settlements	Pupils to:
	Am I from, Where Am I now	1. Name of their place of Origin 2. Fingerspell the name of their place of origin 3. Assign a Sign Name to their place of Origin 4. Fingerspell the place they are now 5. Assign a Sign Name to the place they are now	b. Fingerspell the name of my place of Origin c. Sign Name of my place of Origin d. Where I am now e. Sign Name of the place where I am now.	2. Show pictures of his or her Place of Origin. 3. Fingerspell the name of the place of Origin 4. Ask pupils to name and fingerspell their place of Origin. 5. Ask pupils to give A Sign Name to their place of Origin as the Teacher Sign Name his or her place of Origin. 6. Ask the name of present location they are. 7. Leads pupils to identify the present location, Fingerspell and assign a Sign Name	2. Fingerspell the name of Teacher place of Origin 3. Note the Sign Name of the Teachers place of Origin 4. Name, Fingerspell and Sign name their place of Origin 5. Note the present location they are 6. Fingerspell present location they are 7. Take note of the Sign Name of present location	• Pictures of family settlement of different settings • List of names of different towns and villages • Family pictures	1. Fingerspell the place of origin of Teacher 2. Fingerspell the place of their place of Origin 3. Sign Name their place of Origin 4. Fingerspell and Sign name their present location. 5. Do a painting of any type of the name of the present place of location 6. Require from parents at home existing gaps in the name of their place of Origin

5	Who are my Neighbours	Pupils should be able to:	a. Who are my Neighbours	1. Explains who are Neighbours and parents with the aid of pictures	1. Observe and watch materials on neighbours and family	• Family pictures	Pupils to:
		1. Explains who a Neighbour is 2. State the names of immediate neighbours including parents 3. Identify the careers of their neighbours including parents 4. Write phone numbers of their neighbours including parents	b. The names of my Neighbours and my parents c. How my neighbours and my parents earn their living d. My Neighbours and their Phone Number including my Parents.	2. Lists some common names of children in the neighbourhood asking children to confirm if they have heard of similar names in the Community, they came from 3. States his/her profession as a Teacher and mention some known social figures and their chosen career 4. Ask pupils of their choice of future career 5. Introduces one-way neighbours can be connected as through phone	2. Confirm the familiar names, add to them and state the family names, especially the surnames 3. Listen and state their future choice of career 4. Listens and take note of the known phone numbers including the teacher, and the parents	• List of different phone numbers with personalities as indicated • List of all phone networks • Pictures of different telephone related actions of the public	1. State names of Neighbours 2. State Telephone numbers of The Teacher 3. State Telephone numbers of Parents 4. Find out from home careers of parents and close neighbours



(FFF)
FESTUS FAJEMILO FOUNDATION



(JONAPWD)
JOINT NATIONAL ASSOCIATION
OF PERSONS WITH DISABILITIES
(LAGOS STATE CHAPTER)



Daughters of Charity,
Nigeria
DAUGHTERS OF CHARITY, NIGERIA

				and their Phone numbers 6. States his/her phone number and asked them to list phone numbers known to them And to find out others they should know their Phone Numbers			
--	--	--	--	---	--	--	--

6	How Safe am I in my environment	Pupils should be able to: 1. Use visual clues as security feedback 2. Indicate for other to know hearing status 3. Identify threat to life in the environment 4. Learn to seek for help when needed	a. Visual Clues b. Self-identity as a Deaf c. What makes me are insecure d. Who can help me	1. Explains the need for the Deaf to use Eyes and the remaining hearing and vibration to listen to monitor how secure the environment is 2. Introduces Name Tags, Sign Language, and school uniform as a point of identification for the Deaf at Primary School Level 3. Introduces the	1. Take notes and share experiences 2. Prepare a Name Tag to put around the neck 3. Take note of insecure environment 4 Note the resources in the environment that could be of help	<ul style="list-style-type: none"> Broom Pictures of Sporting activities showing cooperation Paper cuttings of a typical congested and confusing environment Name Tags School Uniforms Pictures of known successful Adult Deaf Pictures of Policemen and Women in Uniform, Immigration officers and other enforcement officers in the Community the Deaf belong 	Pupils to: 1. Identify a sequence in the turn of a colour and figure arrangement presented in turns 2. Identify the law enforcement officer 3. Act out a scene of withdrawal from a perceived dangerous environment
				Deaf to avoid where there is commotion, fight, throwing of Stone and rush by law enforcement agencies: NAFDAC; POLICE; ARMY; Etc 4. Illustrates the value of networking and collaboration in achieving goal			

7	Resources in my Community	Pupils should be able to: 1. List available vocation in the Community 2. Identify natural resources available in the Community 3. State the particular one that attracts the Child's attention	a. Vocation {what people do} in my community b. The Common things by nature in my community 3. The work I like in my Community	1. With the use of pictures, Magazine cuttings introduces different community vocations: fishing, Mining, farming, etc 2. List natural Resources different communities are endowed with: Waterfalls, Rivers, Mountains and Hills, Wildlife, Tourist Centres, etc	1. Observe and list and Signs the ones common in their immediate environment 2. Listens and list peculiar ones in their areas 3. Responds to the natural resources by stating peculiar one of interest to the Deaf	<ul style="list-style-type: none"> Pictures of different types of resources in the environment Pictures of economic activities in the Community 	Pupils to: 1. Fingerspel and Sign Name different resources in the Community 2. List 2 natural resources Nigeria is known for? 3. Give reasons for the choice of vocation of choice



(FFF)
FESTUS FAJEMILO FOUNDATION



(JONAPWD)
JOINT NATIONAL ASSOCIATION
OF PERSONS WITH DISABILITIES
(LAGOS STATE CHAPTER)



Daughters of Charity,
Nigeria
DAUGHTERS OF CHARITY, NIGERIA

8	Crossing the Road	Pupils should be able to: 1. Identify dangers in Crossing the Road as a DEAF 2. Identify skills required in crossing the road safely 3. Identify helps available in crossing the Road	1. Danger behind Road Crossing 2. Skills in Road Crossing for The Deaf Child 3. Helps for Road Crossing	1. Presents using Sign Language and pictorials to illustrate dangerous crossing that include: ➤ Accident ➤ Death ➤ Poverty Etc 2. Demonstrates the skills required in road crossing using Visual clues and residual hearing by: ➤ Looking at the left; right and left before crossing ➤ Looking at the movement of others to see	1. Follows the pictorials with other children at home 2. Acts out the demonstrated skills of looking left-right-left before crossing 3. Take note of the colours of traffic lights and symbols	<ul style="list-style-type: none"> • Pictorials • Video of images • Pictures resulting from motor accidents • Traffic lights • Zebra crossing pictorials 	Pupils to: 1. Indicate consequences of dangerous crossing 2 Demonstrate proper road crossing 3. Identify on paper resources for safe crossing
				that they are also crossing 3. Present pictures of Traffic Lights showing appropriate time to cross, The Traffic control officers; pedestrian bridges; etc			
9	Creating from Scraps in my Community	Pupils should be able to: 1. Identify scraps available in the community 2. Use scraps to produce useful materials 3. Display objects produce from scraps	a. List of scraps b. Using scraps c. Products from scrap exhibition	1. Lead pupils to identify objects used in the house 2. Demonstrates the skills required in using scraps: ➤ Collection and storage ➤ Determining what are the needs ➤ Practical's use of one	1. Follows the pictorials with other children at home and search at home for available scraps to be identified 2. Utilises identified objects at home to produce a household decoration 3. Exhibit product by asking adults at home to snap and display on platform agreed by the teacher	<ul style="list-style-type: none"> • Remnants from textile off cuts • Match box • Plastic bottles • Magazines • Newspaper cuttings • Printing Press offcuts • Pebbles • Sand • Toothpaste cartons • Etc 	Pupils to: 1. List using Sign Language for available scrap items at home 2. Produce a finished product using old Newspaper cuttings 3. Against next lesson produce another object from scraps for presentation as Home Assignment
				scrap to the pupils using what is available 3. Present s finished products from scraps which may include paper curtains. Dolls from textile cut offs			



(FFF)
FESTUS FAJEMILO FOUNDATION



(JONAPWD)
JOINT NATIONAL ASSOCIATION
OF PERSONS WITH DISABILITIES
(LAGOS STATE CHAPTER)



Daughters of Charity,
Nigeria
DAUGHTERS OF CHARITY, NIGERIA

10	Self-Integrity through Labour and Community Service	<p>Pupils should be able to:</p> <p>1. Identify behaviour that lacks integrity in the community</p> <p>2. Identify behaviour that promotes integrity in the community</p> <p>3. Contribute to community through service</p>	<p>a. List of behaviours not promoting integrity:</p> <ul style="list-style-type: none"> ➤ Stealing ➤ Fighting ➤ Rape ➤ Begging ➤ Throwing waste on the floor <p>b. a. List of behaviours promoting integrity:</p> <ul style="list-style-type: none"> ➤ Etc ➤ Removal of waste blocking drainages ➤ Collection of refuse ➤ Road <p>c. Personal choice for community service</p> <p>b. Using scraps</p> <p>c. Products from scrap exhibition</p>	<p>1. Lead pupils to identify behaviours lacking in integrity</p> <p>2. Lead pupils to identify behaviours promoting integrity</p> <p>3. Leads pupils to choose an aspect they feel they would like to contribute or which they have contributed in the past</p>	<p>1. List known behaviours that lack integrity</p> <p>2. Contribute by listing integrity promoting behaviours</p> <p>3. Select one behaviour for and against integrity and act it out</p>	<ul style="list-style-type: none"> • Pictures of volunteers doing service in the community • Pictures showing children behind the bars 	<p>Pupils to:</p> <p>1. List integrity prone behaviours</p> <p>2. List anti-integrity behaviours</p> <p>3. Narrate a story depicting each side of integrity in the community</p>



(FFF)
FESTUS FAJEMILO FOUNDATION



(JONAPWD)
JOINT NATIONAL ASSOCIATION
OF PERSONS WITH DISABILITIES
(LAGOS STATE CHAPTER)



Daughters of Charity,
Nigeria
DAUGHTERS OF CHARITY, NIGERIA

11	Keeping Safe in the Community: Hand washing ; Nose Masking	Pupils should be able to demonstrate: 1. Hand washing 2. Nose Masking 3. Social Distancing	a. Hand washing b. Nose masking	1. Lead pupils to practice Hand Washing 2. Lead pupils to practice nose masking 3. Lead pupils to practice social distancing	1. Follows the demonstration of the teacher on: * Hand washing * Nose masking * social distancing	<ul style="list-style-type: none"> • Pictures of hand washing procedures • Pictures of different types of nose masks • Pictures of people using face masks • Pictures of people 	Pupils to: 1. Act out the: + Hand washing <ul style="list-style-type: none"> • Nose masking • Social distancing
	and Social Distancing		c. Social Distancing			producing face masks <ul style="list-style-type: none"> • Pictures of people social distancing • 	

Additional information for the FACILITATOR:

- The facilitator must be abreast with the use of Sign Language
- Preparation before delivery is paramount for optimal results to be achieved
- There must be an integration of the content to the domestic setting through assignment and enquiries from family background
- The need for step by step continuation of lessons must be sustained to allow for sustenance of interest
- Creativity on the side of the facilitators cannot be overemphasised
- Encourage the participation of siblings during implementation to create a classroom peer interaction accordingly



(FFF)
FESTUS FAJEMILO FOUNDATION



(JONAPWD)
JOINT NATIONAL ASSOCIATION
OF PERSONS WITH DISABILITIES
(LAGOS STATE CHAPTER)



Daughters of Charity,
Nigeria
DAUGHTERS OF CHARITY, NIGERIA

PART TWO



(FFF)
FESTUS FAJEMILO FOUNDATION



(JONAPWD)
JOINT NATIONAL ASSOCIATION
OF PERSONS WITH DISABILITIES
(LAGOS STATE CHAPTER)



Daughters of Charity,
Nigeria
DAUGHTERS OF CHARITY, NIGERIA

2	Sanitation (Toilet facilities)	Pupils should be able to explain the use of toilet Mention one type of toilet Mention two materials to use to clean toilet	1. Explanation of toilet. 2. Two types of toilet. 3. Differences between the traditional and modern toilets. 5. How to maintain clean toilets.	1. explain toilet to the pupils. 2. mention the two types of toilet to the pupils. 3. show the pupils chart containing the types of toilet. 4. mention the differences between the traditional and modern toilets. 5. state how to maintain clean toilets;	Pupils to participate by: 1 Following teaching instruction 2 Cooperate with parents/assisting person at home 3 Be allowed to hold and feel the available materials in the toilet (to be guided by the parents)	Pictures showing toilet materials Available toilet materials such soap and water	Pupils to mention specific use of toilet Mention 2 materials in the toilet
---	-----------------------------------	--	---	---	---	---	---

3	First Aid	Pupils should be able to explain first aid	1. Explanation of first aid (The first treatment given to an injured person before the arrival of Doctor); 2. First aid box 3. Material in the first aids box	1. Teacher to explain the meaning of first aid to the pupils (The first treatment given to an injured person before the arrival of Doctor). 2. Teacher explains the importance of first aid. 3. Mention the materials in the first aid box 4. Show the various materials in the first aids box 5. Explain the use of each first aids materials	1. Listen to the teacher explanation and repeat after the teacher with the assistance of the parents 2. explains first aider. 3. To be assisted by parents to identify first aid material. 4. Mention names of the materials in the first aid box.	1. Chart 2. First aid box 3. Iodine 4. Paracetamol 5. Scissors 6. A bottle of vaseline	Pupils to explain first aid Mention materials inside first aid box
---	-----------	--	---	--	---	---	---



(FFF)
FESTUS FAJEMILO FOUNDATION



(JONAPWD)
JOINT NATIONAL ASSOCIATION
OF PERSONS WITH DISABILITIES
(LAGOS STATE CHAPTER)



Daughters of Charity,
Nigeria
DAUGHTERS OF CHARITY, NIGERIA

4	Story telling	Pupils should be able to narrate the simple story	1. Narration of simple story 2. Explanation of the story (meaning of the story) 3. Moral lesson of the story;	1. States the title of the story 2. Narrates the simple story using simple and appropriate style of narration 3. States the moral lesson in the story 4. Encourages the pupils to narrate the story while s/he listens.	1. Pupils to listen as teacher narrates the story. 2. Respond to questions asked by the teacher 3. Pupil also can be asked to narrate own story	Different pictures to illustrate the story	Pupils to identify specific words in the story
5	Rote counting to 5-10-20-50.	Pupils should be able to: 1-demonstrate counting by rote 2-count from 5-50	1. Counting of numbers using teaching aids 2. Counting from 5 to 50	1. Counts numbers orally 2. Using counting board to count from 5-50 2. use real objects to count	1.Demonstrate counting by rote 2. Count from 5 to 50 using written board with the help of parents at home 3. Use available objects at home to practice counting	Written numbers on cardboard Real objects	Pupils to count numbers 1 to 20 off hand Pupils to pronounce three words Spell three words Try to explain the meaning of two words
6	Reading of simple words	Pupils should be able to pronounce two simple word	1. Writing of the new words 3. pronunciation of the words 4. Meaning of the new words	1. Introduce the passage to the pupils 2. Write out the new words 3. Teach the pupils how to pronounce the words 4. Explain the meaning of the words to the pupils 5. Show the pupils the flash cards containing the new words 6. Spell the words 7. Asks the pupils to pronounce the words	Pupils to: 1. Observe teaching activities 2. To pronounce the new words after the teacher 3. To attempt writing of the new words with the help of parents 4. To spell the new words by following the teaching instruction	1.Flash cards 2.Chart	



(FFF)
FESTUS FAJEMILO FOUNDATION



(JONAPWD)
JOINT NATIONAL ASSOCIATION
OF PERSONS WITH DISABILITIES
(LAGOS STATE CHAPTER)



Daughters of Charity,
Nigeria
DAUGHTERS OF CHARITY, NIGERIA

7	Identification of Number (1-50)	<p>Pupils should be able to:</p> <p>1-identify one-digits numbers (1-9) without error</p> <p>2- identify specific two-digits numbers (such as 10, 20, 30, 40 & 50) with minimal error.</p> <p>3-Should be able to match one-digit numbers with counted objects</p>	<p>1 Identification of one-digit numbers</p> <p>2 Identification of two-digits numbers</p> <p>3 Matching of numbers with counted objects</p>	<p>1 Teacher explains one-digit numbers with examples, using flash cards and charts</p> <p>2 Teacher explains two-digit numbers with examples using flash cards and charts</p> <p>3 Teacher used available real objects and flash cards to teach march numbers with counted objects</p>	<p>1 Pay attention to teaching instruction</p> <p>2 Demonstrate the teaching activities with the available instructional materials at home</p> <p>3 Attempt the matching of number shown in the flash card by the teacher with counted objects</p>	<p>1.Flash cards</p> <p>2.Chart</p> <p>3 Real objects such as pebbles, bottle-tops</p>	<p>Pupils to identify numbers 0, 1 – 10</p> <p>Mention four one-digit numbers</p> <p>Identify 4 two-digits numbers</p> <p>Match the number on the flash card with counted objects</p>
8	Write numbers from 5-50 in figure	<p>Pupils should be able to:</p> <p>1-identify numbers from 5-25</p>	<p>1.Count numbers from 5-50</p> <p>2. Write from 5-50 in words</p>	<p>1. Count numbers from 5-50, using number board</p>	<p>1. Follow teaching activities with the help of the parents</p> <p>2. Be asked to</p>	<p>Numbers board</p> <p>Real objects & Writing materials</p>	<p>Pupils to identify 5-20</p> <p>Write numbers 5-25 in figure</p>
		<p>2-write from 5-50 in words</p>		<p>2. Write from 5-50 in figure</p>	<p>write numbers in figure from 5-50</p>		
9	Money ((#5, (#10, #50, (#100, (#200)	<p>Pupils should be able to:</p> <p>1-describe what money is</p> <p>2-identify Nigeria currency</p> <p>3-count out the proper amount of money</p> <p>4-compare the cost of items</p>	<p>1. Description of money</p> <p>2. Identification of money</p> <p>3.Count out the proper amount of money</p> <p>4. Value of Naira denominations</p>	<p>1.Describe money</p> <p>2. Shows different denomination of Nigeria Naira</p> <p>3. Differentiate Naira denominations by colours</p> <p>4.Explain the value of each denominations</p>	<p>1 Pay attention to teaching instruction</p> <p>2 Allowed to hold Nigeria currencies (guided by the parents to avoid damage)</p> <p>3 Demonstrate the teaching activities with the available instructional materials at home</p> <p>4 Attempt recognition of different denominations at home with real money</p>	<p>Real Nigeria money</p> <p>#5 note</p> <p>#10 note</p> <p>#50 note</p> <p>#100 note</p> <p>(#200 note</p>	<p>Ask pupils to mention three denomination of Nigeria Naira</p> <p>Ask them to differentiate between #50 and #100)</p>
10	Telling time	<p>Pupils should be able to:</p> <p>1-understand or have an awareness of time</p> <p>2- identify parts of clock</p>	<p>1. Meaning of time</p> <p>2. Different time of the day (Morning, Afternoon, and night)</p> <p>3. Difference between morning, afternoon, and night,</p>	<p>1. Explain the meaning of time</p> <p>2. Teaches the different time of the day (Morning, Afternoon, and night)</p>	<p>1. Listen to teaching instructions</p> <p>2. Cooperate with parents and learning assistance at home</p>	<p>Real clock</p> <p>Cardboard showing different time of the day</p>	<p>Pupils to mention different time of the day</p> <p>Distinguish between morning, afternoon and night</p>



(FFF)
FESTUS FAJEMILO FOUNDATION



(JONAPWD)
JOINT NATIONAL ASSOCIATION
OF PERSONS WITH DISABILITIES
(LAGOS STATE CHAPTER)



Daughters of Charity,
Nigeria
DAUGHTERS OF CHARITY, NIGERIA

		3-Differentiate between morning, afternoon, and night, using clock)	using clock	3. Explain the difference between morning, afternoon, and night, using clock			
11	Calendar skills (this lesson to be broken into two)	<p>Pupils should be able to:</p> <p>1-state the day of the week</p> <p>2-Mention the month of the year</p> <p>3-state the current year</p> <p>4-point to days of the week</p> <p>5-state the days of the week in order</p> <p>6-explain meaning of terms; yesterday, today, tomorrow, next</p>	<p>1 Days of the week</p> <p>2 Month of the year</p> <p>3 The current year</p> <p>4 Explain the meaning of the terms- yesterday, today, tomorrow, next week e.t.c.</p> <p>6.Identification of calendar units:</p> <p>-7 days make 1 week</p> <p>-28,30/31 days equal month</p> <p>7.Use calendar skills in real life situations</p>	<p>1 Teach the day of the week</p> <p>2 Explain the month of the year</p> <p>3 Teacher should mention and explain the current year</p> <p>4 Teacher should state the seven days of the week in order</p> <p>5 Teacher should explain meaning of terms- yesterday, today, tomorrow, next</p>	<p>With the assistance of parents at home.</p> <p>1 Pay attention to teaching activities</p> <p>2 Repeat what the teacher says when required</p> <p>3 Make use of the available counting materials at home</p> <p>4 -By ready ty to make use of calendar skills in their everyday real-life activities</p>	Real calendar Flash cards	<p>Pupils to mention days of the week</p> <p>Months in the year</p> <p>Days in a week</p> <p>Months in a year</p> <p>Mention seconds in an hour and hour in a day etc.</p> <p>Distinguish between yesterday and today</p>
		<p>week e.t.c.</p> <p>7-identify equivalent calendar units:</p> <p>-7 days make 1 week</p> <p>-28,30/31 days equal month</p> <p>9-use calendar skills in real life situations</p>		<p>week e.t.c.</p> <p>6 Teacher should teach how to identify equivalent calendar units:</p> <p>-7 days make 1 week</p> <p>-28,30/31 days equal to one month</p>			
		<p>Information for the presenters:</p> <ol style="list-style-type: none"> The presenters must be specialized and experienced teachers in education of children and adults with intellectual disability To achieve the expected result, presenter must duly prepare for effective delivery of the lesson. This content must be integrated with the needs of learners with intellectual and learning disabilities the domestic setting through assignment and enquiries from family background. The need for step by step continuation of lessons must be sustained to allow for sustenance of interest Lesson presenter must be innovative and make use of available resources as instructional aids. Parents must actively participate to make the lesson interactive at home. 					

LET'S ENGAGE OUR CHILDREN ON THESE E-LEARNING CHANNELS:

RADIO FOR PRIMARY SCHOOLS

PRIMARY 1-2

Radio Lagos 107.5 FM

Mon to Thur - 9:00am to 11:55am

PRIMARY 3-6

Eko FM 89.7

Mon & Wed - 10:30am to 1:00pm

Tue - 12:05pm to 1:05pm

Thur - 11:00am to 12:00 noon

TELEVISION FOR PRIMARY SCHOOLS

PRIMARY 4-6

LTV

Mon - 5:00pm to 6:00pm

Tue - 4:30pm to 5:30pm

Thur - 5:00pm to 6:00pm

31 INCLUSIVE UNITS FOR THE SPECIAL NEEDS PUPILS (PRIMARY SCHOOLS) SCHOOLS AND LOCATIONS

S/N	SCHOOL	LGEA	LOCATION
1	OKI PRIMARY SCHOOL ALIMOSHO	ALIMOSHO	35, TENIBELOJU STR, OFF IKOTUN RD, ALAGUNTAN
2	R.C.M PRIMARY SCHOOL, AYETEJU	IBEJU/LEKKI	AYETEJU TOWN, IBEJU LEKKI
3	MARLAND PRIMARY SCHOOL	KOSOFE	MARYLAND SCHOOLS COMPLEX, MARYLAND
4	L.G PRY SCHL IGANDO, ALIMOSHO	ALIMOSHO	IKOTUN RD, CHURCH BUST-STOP, IGANDO
5	ALL SAINT PRY SCHOOL, IFAKO IJAYE	IFAKO/IJAYE	AGEGE PEN CINEMA, B/STOP, IJU GARAGE, IJU RD
6	SARI IGANMU PRY SCHOOL, APAPA	APAPA	4, ADEKUNLE DEEN, SARIIGANMU, ORILE
7	BOLA MEMORIAL PRY SCHOOL, IKEJA	IKEJA	ABULE NLA BUS STOP, BEFORE EHO HOSP. IKEJA
8	METHODIST PRY SCHOOL AGBOWA	EPE	LGEA ROAD AGBOWA, EPE
9	CENTRAL PRY SCHOOL FESTAC TOWN	AMUWO/ODOFIN	5 TH AVENUE, FESTAC, AMUWO ODOFIN
10	EREKO METHODIST PRIMARY SCH	LAGOS/ISLAND	35, BECKLEY STR, OFF KING GEORGE RD, L/ISLAND
11	ST. JOSEPH CATHOLIC SCH. L/ISLAND	LAGOS/ISLAND	16, COLE STR, ELEGBATA, APONGBON, L/ISLAND
12	AGANJU AKA PRY SCHOOL 2	OJO	ALONG KEMBERI, ABULE AKA RD, OKOKOMAIKO
13	L.G PRY SCHOOL IPAKODO	IKORODU	ADEYEMO CLOSE, IPAKODO, IKORODU
14	ESTATE PRIMARY SCHOOL OGBA	IKEJA	OPPOSITE OLUWOLE ESTATE, OGBA
15	R.C.M PRY SCHOOL, OKUNRAYE I/L	IBEJU/LEKKI	OKUNRAYE TOWN, IBEJU LEKKI
16	AMUWO ODOFIN PRY SCHOOL	AMUWO ODOFIN	MILE 2, HOUSING ESTATE
17	G.R.A PRY SCHOOL OGUDU	KOSOFE	EMMANUEL STR, OFF OGUDU, OJOTA
18	ORE OFE PRIMARY SCHOOL	AGEGE	86, ABEOKUTA EXPRESSWAY, DOPEMU, AGEGE
19	COMMUNITY PRY SCHOOL AJANGBADI	OJO	AFROMEDIA, AJANGBADI, OJO
20	CENTRAL PRY SCHOOL, OSHODI	OSHODI/ISOLO	BESIDE COUNCIL SECTARIAT, OYETUGA, OSHODI
21	AMOSUN PRY SCHOOL, AGEGE	AGEGE	DAIRY FARM COMPLEX, NEAR DISTRICT 1, AGEGE
22	OJUWOYE COMMUNITY PRY SCHOOL	MUSHIN	35, DAMENGORO STREET, MUSHIN
23	ARMY CHILDREN PRY SCHOOL	ETI/OSA	BONNY CAMP CANTONMENT, VICTORIA ISLAND
24	OLISA PRY SCHOOL, MUSHIN	MUSHIN	DADA OLISA STREET, PAPA AJAO, MUSHIN
25	ANGLICAN PRY SCH. ARAROMI	AJEROMI/IFELODUN	11,YAYA CRESCENT, AJEGUNLE
26	ADO PRY SCH. ETI-OSA	ETI/OSA	ADO LANGBASA VIA ADO ROUNDABOUT, AJAH
27	MUSLIM PRY SCHOOL, BADAGRY	BADAGRY	ALONG GENERAL HOSPITAL RD, LGEA COMPOUND
28	NEW OKO PRY SCH. IFAKO/IJAYE	IFAKO IJAYE	AKINSEGUN ST, OFF CHARITY RDM NEW OKO-OBA
29	LOCAL AUTHORITY SCH. AJARA	BADAGRY	AJARA ROAD, BADAGRY
30	ANSAR-UD-DEEN PRY SCH. EPE	EPE	ALAWAYE STREET, EPE
31	METHODIST PRIMARY SCH. APAPA	APAPA	32/34 RANDLE ROAD, LGEA COMPOUND, APAPA



HORDC: 08023711441