



MINISTRY OF EDUCATION

UPPER PRIMARY LEVEL DESIGNS

LEARNING AREA: HOME SCIENCE

GRADE 5

NOVEMBER 2019



KENYA INSTITUTE OF CURRICULUM DEVELOPEMENT

ESSENCE STATEMENT

Home Science aims at equipping learners with knowledge, skills, attitudes and values which will help promote healthy living in terms of preparing and eating healthy foods, prevention of illnesses, ensuring comfort and safety in the home, observing personal hygiene and wise buying. In addition, the learner will be able to appreciate the physical changes which occur from childhood to adolescence. The learner will engage in practical activities such as shopping for the home, care of the home, cooking and service of food, food preservation, laundrywork, sewing, knitting and crocheting. Home science will also strengthen the foundation for development of higher competencies in lower secondary.

LEARNING OUTCOMES FOR HOME SCIENCE

By the end of upper primary, the learner should be able to:

1. Promote healthy living practices for the wellbeing of self and others.
2. Appreciate the needs of a child in promoting proper growth and development.
3. Plan, prepare and present meals to promote healthy living.
4. Preserve food using traditional and modern methods.
5. Choose, use and care for clothes and household articles in school and at home.
6. Make simple needlework items for enjoyment and entrepreneurial competences.
7. Use resources appropriately at home and in school.

Strand	Sub strand	Specific learning outcomes	Suggested learning experience	Key inquiry question (s)
1.0 HEALTHY LIVING	1.1 Pre-teen/pre-adolescence (9-12 years) (5 lessons)	By the end of the sub strand, the learner should be able to: a) explain the meaning of pre-teen/pre-adolescence b) mention changes that take place during pre-teen/pre-adolescence c) practice good grooming as a daily health habit d) state healthy eating habits for a pre-teen/pre-adolescence e) engage in daily physical exercise as a healthy habit f) appreciate healthy habits in pre-teen/pre-adolescence	<ul style="list-style-type: none"> • Learners brainstorm on who a pre-teen/pre-adolescent is by using video clips, pictures, charts • In groups, learners share experiences on the changes that take place during pre-teen/pre-adolescence through stories, experience sharing, resource persons, video clips, pictures (<i>growth spurt, hair under arms, mood swings, adjustment in school</i>) • Learners watch a video clip on good grooming for pre-teen/pre-adolescent • In groups, learners discuss aspects of good grooming during pre-teen/pre-adolescence (<i>personal hygiene, dressing, care of clothes, etiquette, exercise, relationships</i>) • Learners practice good grooming as a daily healthy habit • Learners peer teach, role play on good grooming • Learners brainstorm on healthy eating habits during pre-teen/pre-adolescence through experience sharing, stories, resource person, watching a video clip/charts/pictures (<i>snacks, food choices, eating enough</i>) • In groups/pairs, learners carry out daily physical exercise as a healthy habit • In groups, learners discuss safety precautions to observe as pre-teens/pre-adolescents within their environment • Learners watch a video clip on safety practices to be observed within their environment 	What are the changes that take place during a pre-teen/pre-adolescent stage?
Core competences to be developed: <ul style="list-style-type: none"> • Communication and collaboration will be developed when they engage in discussions, peer teaching • Creativity and imagination will be developed during role play • Digital Literacy Skills when learners access digital content and play video clips 				

<p>PCIs</p> <ul style="list-style-type: none"> • Peer mentorship when learners peer teach, model good grooming practices • Safety and protection when learners practice safety measures in their daily lives • Guidance services when a resource person is invited to talk to learners, watching video clips and discussing them with the guidance of the teacher • Health education by: <ul style="list-style-type: none"> - practicing personal hygiene that will protect self and others from ill health - practice safety precautions in their environment during pre-teen/pre-adolescence 	<p>Values</p> <ul style="list-style-type: none"> • Respect for self when learners practice good grooming • Responsibility when learners take care of their items, eating healthy meals, physical exercise and have positive relationships
<p>Link to other learning areas</p> <ul style="list-style-type: none"> • Physical and health education when carryout physical body exercises • Science and technology when learners practice safety measures in relation to the use of the internet e.g. cyber bullying • Religious education when learners are taught about morals and emotional health 	<p>Suggested community service learning activities Learners peer teach others in the community on good grooming activities</p>

Assessment Rubrics

Indicator	Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Ability to practice good grooming habits for a pre-teen/pre-adolescent	Consistently and correctly practices good grooming as a daily health habit and also teaches the same to his or her peers	Correctly practices good grooming as a daily health habit	Practices some good grooming as a daily health habit	Needs assistance to practice good grooming as a daily health habit
Ability to practice healthy eating habits for a pre-teen/pre-adolescent	Effectively demonstrates healthy eating habits for a pre-teen/pre-adolescent as a healthy daily practice	Practices healthy eating habits for a pre-teen/pre-adolescent as a healthy practice	Practices some healthy eating habits for pre-teen/pre-adolescent	With supervision, practices a few healthy eating habits
Ability to exhibit aspects of good grooming during pre-teen/pre-adolescence	Consistently exhibits aspects of good grooming such as personal hygiene, dressing, care of clothes, etiquette, exercise	Exhibits aspects of good grooming such as personal hygiene, dressing, care of clothes, etiquette, exercise	Attempts to exhibit some aspects of good grooming such as personal hygiene, dressing, care of clothes, etiquette, exercise	Needs assistance for exhibit a few aspects of good grooming

Strand	Sub strand	Specific learning outcomes	Suggested learning experience	Key inquiry question(s)
1.0 HEALTHY LIVING	1.2 Dressing Self (4lessons)	By the end of the sub strand, the learner should be able to: a) mention factors to consider in the choice of clothes and shoes for pre- teens/pre-adolescents b) explain decent ways to dress during pre- teens/pre-adolescent stage c) fashion show different ways to dress for a pre- teens/pre-adolescents d) appreciate proper clothing for a pre- teens/pre-adolescents	<ul style="list-style-type: none"> • In groups, learners share experiences on the choice of clothes for pre- teens/pre-adolescents • Using digital devices, charts, pictures, learners brainstorm on the types of shoes for pre- teens/pre-adolescents • Learners brainstorm on different factors to be considered in the choice of shoes and clothes for pre- teens/pre-adolescents through experience sharing, stories, resource person, watching a video clip/charts/pictures (<i>comfort, age, shape and size, colour, occasion, amount of money to buy the clothes and shoes</i>) • Learners identify appropriate clothes and shoes for pre- teens/pre-adolescents • Learners fashion show different ways of dressing for pre-teens/pre-adolescents 	What are the dressing needs of pre- teens/pre-adolescents?
<p>Core competences to be developed:</p> <ul style="list-style-type: none"> • Communication and collaboration will be developed when they engage in discussions, peer teaching • Creativity and imagination will be developed during role play in fashion show • Digital literacy skills when learners access digital content and play video clips 				
<p>PCIs:</p> <ul style="list-style-type: none"> • Learner support programme during peer mentorship when learners: <ul style="list-style-type: none"> - peer teach others on how to dress self - model good grooming practices • Guidance services when resource persons are invited to talk to learners • Health education by practicing personal hygiene that will protect self and others from ill health. 			<p>Values:</p> <ul style="list-style-type: none"> • Respect for self when learners practice good grooming • Responsibility when learners: <ul style="list-style-type: none"> - take care of their items - eat healthy meals - carrying out physical exercises 	
<p>Link to other learning areas</p> <ul style="list-style-type: none"> • Movement and creative arts during physical body exercises 			<p>Suggested community service learning activities: Sensitize the family, community and school on the importance of respectful dressing for a pre-adolescent</p>	

Assessment Rubrics

Indicator	Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Ability to identify appropriate clothes and shoes for pre-teens/pre-adolescents	Confidently and correctly identifies and chooses appropriate clothes and shoes for pre-teens	Correctly identifies appropriate clothes and shoes for pre-teens	Attempts to identify some clothes and shoes for pre-teens	Needs guidance to identify a few clothes and shoes for pre-teens/pre-adolescents
Ability to show different ways to dress a pre-teen/pre-adolescent	With correctly and confidently shows different ways to dress a pre-teen/pre-adolescent	Correctly shows different ways to dress a pre-teen/pre-adolescent	Attempts to show different ways to dress a pre-teen/pre-adolescent	With assistance, attempts to show a few ways to dress a pre-teen/pre-adolescent

Strand	Sub strand	Specific learning outcomes	Suggested learning experience	Key inquiry question (s)
1.0 HEALTHY LIVING	1.3 Time management (3 lessons)	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> explain the importance of using time well in their daily life name the factors that may lead to time wastage in day to day life identify positive leisure activities for healthy living prepare a plan on how to spend time in their daily life identify the effects of wasting time in their daily life appreciate the importance of time management for wellbeing of self and others 	<ul style="list-style-type: none"> In groups, learners discuss the importance of using time well in their daily life Learners share experiences on how to spend their time well Using pictures, stories, video clips, magazines and their life experiences, learners identify positive leisure activities for healthy living In groups, learners share experiences on activities that lead to time wastage (<i>uncontrolled media influence, disorganization, excessive playing, talking too long</i>) Learners discuss the effects of time wastage Learners prepare a plan on how to spend time in their daily lives Role play on the importance of time management <p>NOTE: Teachers to emphasise on the positive effects of media</p>	How do you spend time at home?
<p>Core competences to be developed:</p> <ul style="list-style-type: none"> Learning to learn when the learner effectively manages their time and organizes their own activities Self-efficacy when the learner sets themselves challenging goals and maintains a strong commitment to them Critical thinking and problem solving when deciding on how to spend time Citizenship on self-discipline in promoting unity and order in the society 				
<p>PCIs:</p> <ul style="list-style-type: none"> Life skills education in managing time 			<p>Values:</p> <ul style="list-style-type: none"> Responsibility in using time wisely 	
<p>Links to other learning areas:</p> <ul style="list-style-type: none"> Mathematics when approximating time for a given activity Religious Education when positively spending leisure time 			<p>Suggested community service learning activities:</p> <p>Create a time schedule chart project where they will get involved in activities in the environment around them e.g. school, church, around the village or estate and also involve the community and their peers on the same</p>	

Assessment Rubrics

Indicator	Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Ability to identify positive leisure activities for healthy living	Correctly identifies and demonstrates complete understanding of leisure activities for healthy living	Correctly identifies leisure activities for healthy living	Identifies some leisure activities for healthy living	With assistance, attempts to identify some leisure activities
Ability to plan on how to spend time in daily life	Easily and efficiently plans on how to spend time in daily life and also creates a time schedule chart	Effectively plans on how to spend time in daily life	Partially plans on how to spend time in daily life	With guidance, attempts to plan time
Ability to manage time and organises their own activities	Effectively and consistently manages time and organises their own activities	Manages time and organises their own activities	Attempts to organise own time some times	With assistance sometimes organises their own activities

Strand	Sub strand	Specific learning outcomes	Suggested learning experience	Key inquiry question (s)
1.0 HEALTHY LIVING	1.4 Surfaces found in the home (9 lessons)	<p>By the end of the sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> identify surfaces made from different materials in the home outline the various procedures used to clean different surfaces in the home for healthy living identify cleaning materials and tools used for cleaning different surfaces in the home for protection of the surfaces and keep away illnesses improvise cleaning materials and tools for cleaning different surfaces at home for healthy living and a day to day healthy habit practice cleaning different surfaces at home as a healthy day to day practice observe safety measures when cleaning different surfaces at home care for cleaning materials and tools used for cleaning surfaces at home as a day to day maintenance appreciate a clean home to promote healthy living 	<ul style="list-style-type: none"> Learners share experiences on surfaces made from different materials in the home (<i>glass, wooden, cemented, and tiled surfaces</i>) Using realia, pictures, video clips, charts, learners identify cleaning materials and tools used for cleaning different surfaces In pairs learners make different cleaning materials and tools for cleaning different surfaces(<i>dusters, mops, brooms, scrubbing brush, dustpan, dustbin</i>) using locally available materials In groups, learners discuss procedures for cleaning different surfaces Learners discuss the importance of a clean window for good lighting In groups, learners clean different surfaces available in the school and record in a journal (<i>use of right materials, proper procedures and ventilation after cleaning</i>) Learners practice safety precautions (<i>including ventilation and lighting</i>) while cleaning different surfaces Learners demonstrate care for the cleaning materials and tools they used for cleaning different surfaces In groups, learners make a poster on importance of a clean home 	<p>How do you clean surfaces made from different materials at home?</p>

<p>Core competences to be developed:</p> <ul style="list-style-type: none"> • Critical thinking and problem solving when making decisions in selecting the right material for cleaning surfaces • Creativity and imagination when: <ul style="list-style-type: none"> - improvising cleaning materials and tools - making a poster on importance of a clean home • Communication and collaboration when working in groups 	
<p>PCIs:</p> <ul style="list-style-type: none"> • Environmental issues: <ul style="list-style-type: none"> - practicing proper disposal of water used for cleaning; - financial literacy when improvising cleaning materials; - safety issues when handling glass surfaces and different cleaning materials • Health issues in education when: <ul style="list-style-type: none"> - sweeping - using different detergents - ventilating a room 	<p>Values:</p> <ul style="list-style-type: none"> • Responsibility when handling cleaning materials used at home • Unity when working in groups during cleaning
<p>Links to other learning areas:</p> <ul style="list-style-type: none"> • Science and technology when the learners care for the environment • Art and craft when: <ul style="list-style-type: none"> - learners improvise cleaning materials and tools; - making the poster 	<p>Suggested community service learning activities:</p> <p>Create an activity-based project where they will get involved in cleaning the environment around them e.g. school, church, around the village/estate and also involve the community on the same</p>

Assessment Rubrics

Indicator	Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Ability to identify surfaces made from different materials in the home	Correctly and independently identifies surfaces made from different materials in the home	Correctly identifies surfaces made from different materials in the home	Identifies some surfaces made from different materials in the home	With assistance, attempts to identify a few surfaces made from different materials in the home
Ability to identify cleaning materials and tools used for cleaning different surfaces in the home	Correctly and independently identifies cleaning materials and tools used for cleaning different surfaces in the home	Correctly identifies cleaning materials and tools used for cleaning different surfaces in the home	Identifies some cleaning materials and tools used for cleaning some surfaces in the home	With assistance, attempts to identify a few materials and tools used for cleaning some surfaces in the home

Ability to improvise cleaning materials and tools for cleaning different surfaces at home	Easily and consistently improvises most cleaning materials and tools	Correctly improvises cleaning materials and tools	Improvises some of the cleaning materials and tools	With assistance, improvises a few cleaning materials and tools
Ability to clean surfaces made from different materials	Consistently cleans surfaces made from different materials following the correct procedures	Cleans surfaces made from different materials following the correct procedures	Cleans the surfaces made from different materials following some procedures	Attempts to clean some surfaces in the home
Ability to observe safety when cleaning different surfaces at home	Consistently observes safety when cleaning different surfaces at home	Observes safety when cleaning different surfaces at home	Observes safety sometimes when cleaning different surfaces at home	With assistance, attempts to observe a few safety measures when cleaning surfaces at home
Ability to care for cleaning materials and tools used for cleaning surfaces at home	Consistently and independently cares for cleaning materials and tools used for cleaning surfaces at home	Cares for cleaning materials and tools used for cleaning surfaces at home	Sometimes cares for cleaning materials and tools used for cleaning surfaces at home	With assistance, attempts to care for some cleaning materials and tools used for cleaning surfaces at home

Strand	Sub strand	Specific learning outcomes	Suggested learning experience	Key inquiry question (s)
1.0 HEALTHY LIVING	1.5 Common Communicable Diseases (7 lessons)	<p>By the end of the sub strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) explain the meaning of communicable diseases for healthy living b) identify common communicable diseases in the locality for easy identification of disease outbreaks c) identify the causes of common communicable diseases as a way of supporting disease eradication d) state health measures that prevent common communicable diseases e) practice health measures to prevent common communicable diseases in their locality f) appreciate importance of preventing common communicable diseases in the locality 	<ul style="list-style-type: none"> • In groups, learners brainstorm on the meaning of communicable diseases. • Using pictures, charts, posters, video clips, listen to stories, watch health documentaries in their locality. • Learners identify common communicable diseases in the locality as follows: <ul style="list-style-type: none"> - <i>Immunisable diseases i.e. childhood diseases – chickenpox, and measles</i> - <i>Skin diseases – ringworms and scabies</i> - <i>Diseases transmitted through insects – malaria</i> - <i>Respiratory diseases – coughs and colds</i> • Learners use the video clips, pictures, charts, stories to help them discuss the factors that cause common communicable diseases (<i>dirty environment, poor hygiene and sanitation, unsterilized appliances, sharing of personal items</i>) • Learners practice healthy measures that prevent common communicable diseases from pictures, documentaries, health posters, charts (<i>using a handkerchief, proper use of the toilet or latrine or urinal, washing hands after visiting the toilet, not sharing of personal items and observing personal hygiene</i>) • In groups, learners use the pictures, documentaries and health posters to guide discussion on healthy measures to prevent communicable diseases. • A resource person to visit the school to talk to the learners about communicable diseases in the locality. 	<ol style="list-style-type: none"> 1. What are the causes of communicable diseases? 2. How can you prevent communicable diseases in your environment?
<p>Core competences to be developed:</p> <ul style="list-style-type: none"> • Communication and collaboration during brainstorming and discussion sessions on common communicable diseases • Critical thinking and problem solving when learners go out in the community to map out risks on common communicable diseases and come up with proposals on preventive health measures 				

<ul style="list-style-type: none"> Digital literacy is developed when learners access and retrieve information using digital devices. 	
PCIs: <ul style="list-style-type: none"> Health education in the prevention of communicable diseases Financial literacy when learners evaluate the health challenges associated with communicable diseases 	Values: <ul style="list-style-type: none"> Unity when learners work in groups Respect when learners work in groups
Links to other subjects: <ul style="list-style-type: none"> Languages when reading stories from print media or internet on communicable diseases Science and technology when learning more on communicable diseases 	Suggested community service learning activities: <ul style="list-style-type: none"> Participate in community service activities that target advocacy of health practices to prevent illness such as World Hand Washing Day Learners sensitize the school about communicable diseases, their symptoms and management.

Assessment Rubrics

Indicator	Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Ability to identify communicable diseases in the locality	Correctly identifies common communicable diseases in the locality and is able to explain an understanding of their symptoms	Correctly identifies common communicable diseases in the locality	Identifies some common communicable diseases in the locality	With assistance, identifies few communicable diseases
Ability to identify causes of common communicable diseases	Correctly and accurately identifies causes of common communicable diseases	Correctly identifies causes of common communicable diseases	Attempts to identify causes of some common communicable diseases	With assistance attempts to identify causes of a few common communicable diseases
Ability to interpret the immunisation scheduled	Correctly and accurately interprets the immunisation schedule of children and explains the effect of skipping an immunisation schedule	Correctly interprets the immunisation schedule of children	Attempts to interpret the immunisation schedule of children	Has difficulty interpreting the immunisation schedule of children
Ability to identify measures that prevent spread of common communicable diseases in the locality	Correctly and consistently identifies health measures that prevent common communicable diseases and is able to teach the same to the peers	Correctly practices healthy measures to prevent common communicable diseases	Practices some healthy measures to prevent some common communicable diseases	Needs assistance to practice a few healthy measures to prevent communicable diseases
Ability to manage some common communicable diseases in the locality	Correctly and effectively manages some common communicable diseases in the locality such as ringworms, and scabies	Correctly manages some common communicable diseases in the locality	Attempts to manage some common communicable diseases in the locality	Needs assistance to manage a few common communicable diseases

Strand	Sub strand	Specific learning outcomes	Suggested learning experience	Key inquiry question (s)
2.0 CONSUMER EDUCATION	2.1 Consumer awareness 2.1.1 Advertisement (3 lessons)	By the end of the sub strand, the learner should be able to: a) explain the meaning of advertisement as used by consumers b) explain the importance of advertisement to a consumer c) identify types of media used in advertisement as a way of instilling product awareness to the consumers d) highlight safety precautions to observe when using information from an advertisement as a responsibility for the consumer e) create an advertisement for an item used in daily life f) appreciate role of advertisements in daily life	<ul style="list-style-type: none"> • In groups, learners brainstorm and gather information on the meaning of advertisement using digital devices, print materials, media, video clips and present their findings in class • In pairs or groups, learners discuss the importance of advertisement to a consumer in day to day life • In pairs or groups, learners discuss types of media used for advertisement (<i>TV, radio, newspapers, social media, posters, billboards, notice boards, word of mouth</i>) • Learners brainstorm on information from an advert after watching a video clip, listening to radio, observing various advertisements from different sources • In groups, learners discuss the importance of advertisement • In groups, learners share experiences on use of information given on a given advertisement through role playing, demonstrations, skit • Learners discuss on safety precautions to observe when using information from an advert after watching a video clip, listening to radio, observing adverts from print media, charts and pictures (<i>good and bad advertisements</i>) • In groups, learners create an advertisement for an item used in daily life 	<ol style="list-style-type: none"> 1. Where does a consumer get information? 2. How do you use information from an advertisement?
<p>Core competences to be developed:</p> <ul style="list-style-type: none"> • Communication and collaboration will be developed when they engage in discussions, and also when brainstorming • Creativity and imagination will be developed during: <ul style="list-style-type: none"> - role play - demonstrations - creating advertisements 				

<ul style="list-style-type: none"> Digital literacy skills when learners access digital content and play video clips, listening to radio Learning to learn when learners share information from an advertisement 	
PCIs: <ul style="list-style-type: none"> Safety and protection when learners are observing safety precautions in using information from an advertisement Health education when using information in an advertisement Financial literacy when learners share information and come up with their own advertisements 	Values: <ul style="list-style-type: none"> Respect will be observed in group discussions, brainstorming, and role playing Responsibility when learners correctly use information from an advertisement Unity in group discussions, and also when creating an advertisement
Links to other learning areas: <ul style="list-style-type: none"> Social studies when learners internalise the basic needs of an individual Religious education when learners practice morality when creating advertisements 	Suggested community service learning activities: Assist their family members or peers in using information from an advertisement correctly

Assessment Rubrics

Indicator	Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Ability to identify types of media used in advertisement	Correctly and independently identifies types of media used in advertisement and explains how they can be used effectively	Correctly identifies types of media used in advertisement	Identifies some types of media used in advertisement	With guidance, attempts to identify a few types of media
Ability to observe safety when using information from an advertisement	Correctly and consistently observes safety when using information from an advertisement	Correctly observes safety when using information from an advertisement	Observes some safety when using some information from an advertisement	With guidance, attempts to observe some safety when using information from an advertisement
Ability to make correct judgment of information from an advertisement	Correctly and effectively makes judgment of information from an advertisement and is able to explain the reasons	Correctly makes judgment of information from an advertisement	Makes some correct judgment of information from some advertisements	Needs guidance to make correct judgment of information from an advertisement
Ability to create an advertisement for an item used in daily life	Correctly and effectively creates a positive advertisement for an item used in daily life	Creates an advertisement for an item used in daily life	Attempts to create an advertisement for an item used in daily life	With assistance, creates an advertisement for an item used in daily life

Strand	Sub strand	Specific learning outcomes	Suggested learning experience	Key inquiry question (s)
2.0 CONSUMER EDUCATION	2.1.2 Wise buying (3 lessons)	By the end of the sub strand, the learner should be able to: a) explain the meaning of wise buying as used by a consumer b) state importance of wise buying to an individual c) analyse safety precautions to observe when buying different items from the market d) buy wisely from a shopping place in the locality e) appreciate importance of observing safety when buying items in the market	<ul style="list-style-type: none"> • Learners brainstorm on the meaning of wise buying • In groups, learners discuss the importance of wise buying using digital devices, print materials, video clips, documentaries • In groups, learners discuss the safety precautions to observe when buying different items (<i>through use of a shopping list, observing expiry date of items, avoiding impulse buying, comparing prices of items</i>) • In pairs, learners share experiences on wise buying of items while observing safety precautions from the market • Learners role play, after watching a demonstration or video clip on safety precautions to observe when buying items in the market • Learners will practice wise buying through role play using a shopping list 	How would you buy wisely from a shopping place in your locality?
<p>Core competences to be developed:</p> <ul style="list-style-type: none"> • Communication and collaboration will be developed when they engage in discussions, brainstorming, sharing experiences • Creativity and imagination will be developed during role play • Digital literacy skills developed when learners access information about wise buying using digital devices and play video clips on wise buying • Self-efficacy when learners buy items wisely 				
<p>PCIs:</p> <ul style="list-style-type: none"> • Learner support programme when: <ul style="list-style-type: none"> - learners practice peer mentorship - role play and share shopping experiences • Life skills when learners observe safety precautions when buying items from the market • Financial literacy education when learners make wise buying decisions 			<p>Values:</p> <ul style="list-style-type: none"> • Respect when in group discussions, brainstorming, role playing • Responsibility when learners practice wise buying • Unity in group discussions, sharing experiences in pairs • Integrity in using money correctly, returning balance 	
<p>Links to other learning areas:</p> <ul style="list-style-type: none"> • Languages when sharing experiences, role playing, reading • Mathematics when making a shopping list and a budget 			<p>Suggested community service learning activities: Practice wise buying in the locality as a daily habit</p>	

Assessment Rubrics

Indicator	Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Ability to analyse safety precautions to observe when buying different items	Correctly and persistently analyses safety precautions when buying different items	Correctly analyses safety precautions when buying different items	Analyses some safety precautions when buying some items	With assistance, analyses a few safety precautions to observe when buying items
Ability to buy wisely from a shopping place in the locality	Consistently buys wisely from a shopping place in the locality by writing and using a shopping list	Buys wisely from a shopping place in the locality	Sometimes buys wisely from a shopping place in the locality	Needs assistance to buy wisely from a shopping place in the locality

Strand	Sub strand	Specific learning outcomes	Suggested learning experience	Key inquiry question (s)
3.0 FOODS AND NUTRITION	3.1 Food Nutrients (5lessons)	By the end of the sub strand, the learner should be able to: a) explain meaning of the terms Food and Nutrients as used in nutrition b) Identify the various nutrients found in foods c) name foods which provide various nutrients and are found in the locality d) create variety in diet when cooking meals to provide all the nutrients for growth, health, and development e) appreciate the habit of eating foods that are rich all in nutrients	<ul style="list-style-type: none"> • Using digital devices, books, and through sharing experiences, learners brainstorm on the meaning of the terms Food and Nutrients • In groups, the learners are guided to brainstorm on the various nutrients found in foods <ul style="list-style-type: none"> - <i>macro-protein, carbohydrates and lipids/fats</i> - <i>Micronutrients - vitamins and minerals</i> • Using realia, pictures and digital devices, the learners identify foods that provide the various nutrients • Learners suggest foods that provide the various essential nutrients found in the locality • In groups, learners suggest ways of creating variety in diet when cooking meals to provide various nutrients • Learners adopt the habit of keeping journals and daily logs of what they eat 	<ol style="list-style-type: none"> 1. What is the importance of the different vitamins in our body? 2. Which foods provide us with the various vitamins? 3. How do we create variety in diet when providing essential vitamins and minerals?
<p>Core competences to be developed</p> <ul style="list-style-type: none"> • Communication and collaboration during brainstorming and discussion sessions • Critical thinking and problem solving when suggesting ways of creating variety in diet • Digital literacy when using digital devices 				
<p>PCIs:</p> <ul style="list-style-type: none"> • Health issues in education nutrition will be included when eating foods rich in various nutrients • Environmental education when feeding animals and watering plants as sources of food to provide various nutrients • Parental engagement in keeping journals and daily logs 			<p>Values</p> <ul style="list-style-type: none"> • Unity when learners work in groups • Responsibility when learners adopt the habit of eating foods rich in various nutrients • Integrity in keeping a journal and daily log of what they eat 	
<p>Links to other learning areas</p> <ul style="list-style-type: none"> • Science and technology: <ul style="list-style-type: none"> - in the inclusion of various nutrients; - using digital devices; - plant and animal sources of various nutrients 			<p>Suggested community service learning activities</p> <p>Participate in community service activities that aim at sensitization on the importance of various nutrients in the diet e.g. World Food Day</p>	

<ul style="list-style-type: none"> • Mathematics when keeping a daily log • English as they write in the journal 	
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Assessment Rubrics

Indicator	Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Ability to identify the various nutrients found in foods	Correctly identifies the various nutrients found in foods (macro and micro nutrients) and gives examples of their sources	Identifies the various nutrients found in foods	Identifies some nutrients found in foods	With guidance identifies few of the nutrients found in foods
Ability to create variety in diet rich in various nutrients	Consistently and correctly creates variety in diet rich in various nutrients and cites examples when planning meals	Correctly creates variety in diet rich in various nutrients when planning meals	Attempts to create variety in diet with some nutrients when planning meals	With assistance, attempts to create variety in diet
Ability to keep a journal and a daily log of what they eat in relation to various nutrients	Consistently and accurately keeps a journal and a daily log of what they eat in relation to various nutrients	Accurately keeps a journal and a daily log of what they eat in relation to various nutrients	Attempts to keep a journal and a daily log of what they eat in relation to some nutrients	With guidance, attempts keeps a journal and a daily log of what they eat

Strand	Sub strand	Specific learning outcomes	Suggested learning experience	Key inquiry question (s)
3.0 FOODS AND NUTRITION	3.2 Nutritional deficiencies and disorders (6Lessons)	By the end of the sub strand, the learner should be able to; a) explain the meaning of nutritional deficiencies and disorders in relation to food intake b) name causes, signs and symptoms and prevention of nutritional deficiencies and disorders in relation to different food nutrients c) adopt healthy eating habits to prevent nutritional deficiencies and disorders	<ul style="list-style-type: none"> • In groups, learners brainstorm on the meaning of nutritional deficiencies and disorders. • Using pictures, charts and video clips, learners identify nutritional deficiencies and disorders (<i>marasmus, kwashiorkor, rickets, constipation, night blindness, scurvy, Nutritional Anemia, Goitre</i>) • Learners use the video clips, pictures, charts to name the causes, signs, symptoms and prevention of each of these nutritional deficiencies and disorders • Learners identify healthy eating habits that prevent nutritional deficiencies and disorders • Learners practice healthy eating habits to prevent nutritional deficiencies and disorders and keep journals and daily logs on the foods they eat 	<ol style="list-style-type: none"> 1. What causes nutritional deficiencies and disorders? 2. How can you tell that a person is suffering from a nutritional deficiency and disorder? 3. How would you prevent nutritional deficiencies and disorders?
<p>Core competences to be developed</p> <ul style="list-style-type: none"> • Communication and collaboration during brainstorming and discussion sessions • Critical thinking and problem solving when learners identify healthy eating habits in order to observe to prevent nutritional diseases and disorders • Digital literacy when using digital devices 				
<p>PCIs</p> <ul style="list-style-type: none"> • Health issues in education in prevention of nutritional deficiencies and disorders • Parental engagement in keeping journals and daily logs 			<p>Values</p> <ul style="list-style-type: none"> • Unity when learners work in groups • Responsibility when learners adopt healthy eating habits to prevent nutritional deficiencies and disorders • Integrity in keeping a journal and a daily log on healthy eating habits they adopt 	
<p>Links to other learning areas</p> <ul style="list-style-type: none"> • Science and technology when using of digital devices • English when discovering meaning of terms used in nutritional deficiencies and disorders 			<p>Suggested community service learning activities</p> <p>Participate in community service activities that target advocacy of healthy eating habits to prevent nutritional deficiencies and disorders.</p>	

Assessment Rubrics

Indicator	Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Ability to identify nutritional deficiencies and disorders	Correctly and accurately identifies nutritional deficiencies and disorders and is able to further match each with the nutrient that causes it and further cites examples of foods that provide the nutrients	Correctly identifies nutritional deficiencies and disorders and matches each with the nutrient that causes it	Attempts to identify some nutritional deficiencies and disorders and tries to match them with the nutrient that causes it though with some inaccuracies	With assistance, attempts to identify few nutritional deficiencies and disorders but not able to match each with the nutrient that causes it
Ability to identify the symptoms of the nutritional deficiencies and disorders	Accurately and correctly identifies the symptoms of different nutritional deficiencies and disorders and explains their effects if they are not prevented	Correctly identifies the symptoms of different nutritional deficiencies and disorders	Identifies some symptoms of some of the nutritional deficiencies and disorders	With assistance, lists a few of the symptoms of some of the nutritional deficiencies and disorders
Ability to adopt healthy eating habits and keep a daily log on the foods they eat	Accurately and consistently adopts healthy eating habits to prevent nutritional deficiencies and disorders and keeps a daily log on the foods they eat	Consistently adopts healthy eating habits to prevent nutritional deficiencies and disorders and keeps a daily log of the foods they eat	Adopts healthy eating habits to prevent nutritional deficiencies and disorders but inconsistently keeps a daily log on the foods they eat	With guidance, attempts to adopt healthy eating habits to prevent nutritional deficiencies and disorders and is not able to keep a daily log on the foods they eat

Strand	Sub strand	Specific learning outcomes	Suggested learning experience	Key inquiry question (s)
3.0 FOODS AND NUTRITION	3.3 Food Preservation Cereals and Pulses (legumes) (6 Lessons)	<p>By the end of the sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> identify cereals and pulses available in their locality (legumes) name nutrients found in cereals and pulses (legumes). explain the importance of preserving cereals and pulses (legumes) to maintain the crop at home identify methods of preserving cereals and pulses (legumes) in the locality in order to minimize food losses identify equipment and materials for preserving cereals and pulses (legumes) in their locality for longer preservation of food state characteristics of a storage facilities for preserved cereals and pulses (legumes) in their locality preserve cereals and pulses using hygienic practices at home for healthy living appreciate the importance of preserving cereals and pulses (legumes) at home 	<ul style="list-style-type: none"> In pairs, learners brainstorm and identify cereals and pulses (legumes) from pictures, charts, video clips available in their locality In groups, learners discuss the nutrients gotten from cereals and pulses(legumes) using digital devices, print materials, video clips and documentaries In groups, learners discuss the importance of preserving cereals and pulses (legumes) at home and make presentations using experiences, print materials, digital devices, documentaries and video clips In groups, learners share experiences on methods of preserving cereals (legumes) in the locality Learners brainstorm on equipment and materials used for preserving cereals and pulses (legumes) in their locality using digital devices, documentaries, print materials, video clips and experience In groups, learners brainstorm on characteristics of storage facilities for preserved cereals and pulses (legumes) in their locality using digital devices, documentaries, print materials, video clips and experience Learners watch a demonstration, video clip on how to preserve and store cereals and pulses (legumes) in their locality Learners preserve and store cereals and pulses (legumes) hygienically using various methods 	<p>How do you preserve cereals and pulses (legumes) at home?</p>

Core competences to be developed <ul style="list-style-type: none"> • Communication and collaboration when learners discuss, brainstorm and make presentations • Digital literacy when learners watch and research using digital devices • Critical thinking and problem solving when learners brainstorm on methods, equipment and materials, storage facilities 	
PCIs <ul style="list-style-type: none"> • Health issues and education when learners preserve cereals and pulses (legumes) • Education for sustainable development(safety and security)in preserving cereals and pulses at home for food security • Education for sustainable development(financial literacy) when learners discuss on importance, methods and facilities used for preserving and storing cereals and pulses 	Values <ul style="list-style-type: none"> • Unity when learners work in groups during discussion • Responsibility observing hygienic practices when preserving cereals and pulses
Links to other subjects <ul style="list-style-type: none"> • Science and technology when using scientific principles to preserve cereals and pulses • Mathematics when measuring cereals, and pulses during preservation process • Languages when brainstorming, discussing, reading and listening 	Suggested community service learning activities Participate in preserving cereals and pulses at home especially after harvest.

Assessment Rubrics

Indicator	Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Ability to identify methods of preserving cereals and pulses (legumes)	Correctly and consistently identifies methods of preserving cereals and pulses (legumes)	Correctly identifies methods of preserving cereals and pulses (legumes)	Identifies some methods of preserving some cereals and pulses (legumes)	With assistance, identifies some methods of preserving a few cereals and pulses (legumes)
Ability to identify equipment and materials for preserving cereals and pulses in their locality	Demonstrates the ability to correctly and consistently identify equipment and materials for preserving cereals and pulses	Correctly identifies equipment and materials for preserving cereals and pulses	Identifies some equipment and materials for preserving cereals and pulses	With guidance, identifies some equipment and materials for preserving cereals and pulses
Ability to preserve cereals and pulses using hygienic practices	Correctly and independently preserves cereals and pulses using hygienic practices	Correctly preserves cereals and pulses using hygienic practices	Preserves some cereals and pulses using hygienic practices	With guidance, attempts to preserve a few cereals and pulses using hygienic practices
Ability to observe safety when preserving cereals and pulses	Correctly and consistently observes safety when preserving cereals and pulses	Correctly observes safety when preserving cereals and pulses	Observes some safety when preserving some cereals and pulses	With guidance, attempts to practice a little safety when preserving cereals and pulses

Strand	Sub strand	Specific learning outcomes	Suggested learning experience	Key inquiry question (s)
3.0 FOODS AND NUTRITION	3.4 Kitchen tools and Equipment (8 lessons)	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> identify materials used to make kitchen tools and equipment identify materials used for cleaning kitchen tools and equipment clean and store kitchen tools and equipment made of different materials following the correct procedures to stop the spread of bacteria and illnesses observe safety measures when cleaning, and storing kitchen tools and equipment 	<ul style="list-style-type: none"> Learners identify various kitchen tools and equipment found in the locality Using realia, pictures, charts and video clips, learners discuss materials used to clean kitchen tools and equipment in their locality (<i>plain wood, plastic, melamine, aluminum</i>) Learners observe a demonstration, video clips on cleaning kitchen tools and equipment In groups, learners discuss the procedures of cleaning kitchen tools and equipment made of different materials (<i>wood, plastic, aluminum</i>) Learners make materials for cleaning kitchen tools and equipment using locally available materials (<i>sisal fibres, fine ash, course leaves, pieces of cloth, crashed charcoal</i>) Learners clean and store kitchen tools and equipment made of different materials Learners practice safety when using kitchen tools and equipment 	<ol style="list-style-type: none"> How do you clean kitchen tools and equipment? How do you ensure safety when cleaning kitchen tools and equipment?
Core competences to be developed: <ul style="list-style-type: none"> Communication and collaboration when learners explain the procedures used in cleaning kitchen tools and equipment Digital literacy when using digital devices 				
PCIs: <ul style="list-style-type: none"> Life skills when practicing safety in when cleaning kitchen tools and equipment Financial literacy when improvising cleaning materials 		Values: <ul style="list-style-type: none"> Unity when learners work in groups Responsibility when learners practice safety when cleaning kitchen tools 		
Links to other subjects: <ul style="list-style-type: none"> Art and Craft when improvising cleaning materials Science and Technology when: <ul style="list-style-type: none"> getting cleaning materials from plants ; using digital devices 		Suggested community service learning activities: <ul style="list-style-type: none"> Assist their parents/guardians in house chores like cleaning kitchen tools and equipment. Sensitize the community on the importance of cleaning kitchen tools and equipment 		

Assessment Rubrics

Indicator	Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Ability to clean kitchen tools and equipment made from different materials	Correctly and thoroughly cleans kitchen tools and equipment made from different materials using the correct materials for cleaning using the correct procedures	Correctly cleans kitchen tools and equipment made from different materials	Cleans some kitchen tools and equipment made from different materials but does not consistently follow the correct procedures	With guidance, attempts to clean some kitchen tools and equipment made from different materials
Ability to practice safety when cleaning tools	Effectively and consistently practices safety when cleaning kitchen tools and equipment made from different materials following the correct procedures	Practices safety when cleaning kitchen tools and equipment made from different materials following the correct procedures	Practices some safety when cleaning some kitchen tools and equipment made from different materials following some procedures	With assistance, attempts to practice some safety when cleaning kitchen tools and equipment without following any correct procedures
Improvise materials for cleaning kitchen tools and equipment	Appropriately improvises materials for cleaning kitchen tools and equipment made from different materials and uses them effectively	Correctly improvises materials for cleaning kitchen tools and equipment made from different materials	Attempts to improvise some materials for cleaning kitchen tools and equipment made from different materials	With guidance, attempts to improvise some of the materials for cleaning kitchen tools and equipment irrespective of the materials they are made of

Strand	Sub strand	Specific learning outcomes	Suggested learning experience	Key inquiry question (s)
3.0 FOODS AND NUTRITION	3.5 Cooking foods	By the end of the sub strand, the learner should be able to:	<ul style="list-style-type: none"> Using pictures, realia, video clips and charts, learner will identify local foods which can be cooked using the dry fat frying method and are found within their locality In groups/pairs, learners share experiences on the foods they have eaten that are cooked using the dry fat method In groups, learners discuss the procedures used in dry frying food (<i>any food that has its own fat e.g. meat, fish, pork, chicken</i>) Watch a demonstration or video clip on safety to be observed when cooking In groups or pairs, learners brainstorm on the safety measures to observe during dry fat frying at home In groups/pairs, learners cook food using the dry fat frying method Learners serve the fried food appropriately <p>NOTE: <i>Select an appropriate food within the locality</i></p>	<ol style="list-style-type: none"> What safety precautions should you observe while frying at home? How do you use the dry fry method to cook a given local food at home?
	3.5.1 Dry fat frying (4 lessons)	<ol style="list-style-type: none"> identify foods which can be fried and are found within their locality describe the procedure used to cook food using the dry fat method cook a local food using the dry fat method observe safety when cooking foods at home serve fried food appropriately at home store the foods appropriately to avoid spoilage of food appreciate foods cooked using the dry fat frying method 		
	3.5.2 Deep frying (6 lessons)	By the end of the sub strand, the learner should be able to:	<ul style="list-style-type: none"> Using pictures, realia, video clips and charts, learner will identify local foods which can be deep fried and are found within their locality In groups/pairs, learners share experiences on the foods they have eaten that are deep fried In groups/pairs, learners discuss the procedures used in deep frying food (<i>meat, fish, chicken, green bananas, potatoes,</i> 	<ol style="list-style-type: none"> What local foods can you deep fry at home? How do you deep fry food at home?

		<p>home</p> <p>f) serve deep fried food at home</p> <p>h) store deep fried foods at home to avoid spoilage of food</p> <p>g) appreciate food cooked using the deep frying method</p>	<p><i>cassava</i>)</p> <ul style="list-style-type: none"> • In groups, learners cook a given food using the deep frying method • Learners improvise a cooking equipment where necessary (<i>e.g. using a clay cooking pot</i>) • In groups, learners discuss the procedures used in deep frying food (<i>meat, fish, chicken, green bananas, potatoes, cassava</i>) • Watch a demonstration or video clip on safety to be observed when cooking • Learners serve the cooked food appropriately 	
<p>Core competences to be developed:</p> <ul style="list-style-type: none"> • Communication and collaboration during teamwork activities • Critical thinking and problem solving when preparing different local foods using different methods of cooking • Digital literacy when using the digital devices • Self efficacy when cooking on their own • Citizenship because of the promotion of local foods 				
<p>PCIs:</p> <ul style="list-style-type: none"> • Disaster and risk reduction in safety precautions while cooking foods • Health related issues water and sanitation, nutrition 			<p>Values:</p> <ul style="list-style-type: none"> • Respect when embracing the local foods from different communities • Responsibility in caring while handling cooking items 	
<p>Links to other subjects:</p> <ul style="list-style-type: none"> • Science and technology during conservation of energy while cooking • Mathematics in the time taken to cook (estimation of time and also the ingredients in cooking different foods so as to use the appropriate time) • Financial literacy when <ul style="list-style-type: none"> - apportioning the correct amount of food to buy and cook; - during the improvisation of cooking equipment 			<p>Suggested community service learning activities:</p> <p>Learners sensitize the people in the community on the:</p> <ul style="list-style-type: none"> - different foods that can be fried, - the benefits of frying - the local foods that can be fried - safety precautions to be observed when frying foods 	

Assessment Rubrics

Indicator	Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Ability to fry a given local food appropriately at home using the dry fat method	Demonstrates exceptional ability to fry local foods using the dry fat method	Correctly fries local foods at home using the dry fat method	Fries some local foods correctly at home using the dry fat method	With assistance, fries a few local foods
Ability to fry a given local food appropriately at home using the deep frying method	Demonstrates exceptional ability to fry local foods using the deep frying method	Correctly fries local foods at home using the deep frying method	Fries some local foods correctly at home using the deep frying method	With assistance, fries a few local foods
Ability to serve fried foods appropriately	Correctly and appropriately serves fried food for enjoyment	Correctly serves fried food appropriately	Serves some fried food correctly	With guidance, attempts to serve a few fried foods
Ability to observe safety when frying foods at home	Consistently observes safety when frying foods at home and is able to identify possible hazards during cooking	Observes safety when frying foods at home	Observes safety some times when frying foods at home	Needs guidance to observe safety when frying foods at home
Ability to store the cooked foods appropriately	Stores fried foods safely and appropriately at home following the correct procedure	Stores fried foods correctly at home	Stores some fried foods correctly at home	With guidance, attempts to store some fried foods

Strand	Sub strand	Specific learning outcomes	Suggested learning experience	Key inquiry question(s)
4.0 CLOTHING	4.1 Stitches(12 lessons) 4.1.1Permanent stitches	By the end of the sub strand, the learner should be able to: a) explain meaning of permanent stitches in sewing b) identify different permanent stitches used in sewing c) practice how to use a needle correctly during sewing d) make samples of permanent stitches in sewing e) make a pincushion for safe storage of pins f) make a small embroidered cloth for use in the home g) observe safety precautions during needlework to avoid causing accidents h) appreciate the use of permanent stitches for sewing	<ul style="list-style-type: none"> • In groups/pairs, learners brainstorm on the meaning of permanent stitches • Using pictures, realia, video clips and charts, learner identifies different permanent stitches used in sewing <ul style="list-style-type: none"> - <i>Joining stitches – backstitches and oversewing</i> - <i>Embroidery stitches – Stem stitch, Chain stitch and satin stitch</i> - <i>Neatening stitches - hemming and loop stitches</i> • Learners practice how to use a needle during sewing • Learners practice reinforcing the start and end of stitching appropriately during sewing • Learner makes samples of backstitches, hemming and oversewing stitches and mounts on a portfolio • Learners make a pin cushion for safe storage of pins • Learner observes safety precautions during needlework 	What factors would you consider when making permanent stitches?
Core competences to be developed: <ul style="list-style-type: none"> • Creativity and imagination through tenacity to be persistent, working with uncertainty, difficulty and sometimes failure • Learning to learn when they get experience to deal with new situations • Self efficacy when they are able to do the sewing on their own 				

PCIs: <ul style="list-style-type: none"> • Safety when using the needle work tools like pins, needles and scissors 	Values: <ul style="list-style-type: none"> • Responsibility - in observing safety before and during sewing
Links to other learning areas: <ul style="list-style-type: none"> • Mathematics measuring different lengths before cutting out the cloth • Art and craft using different colours of threads when stitching 	Suggested community service learning activities: <ul style="list-style-type: none"> • Make a pin cushion to be used to store pins and needles safely at home • Teach peers in the community how to make embroidery stitches for enjoyment and acquisition of entrepreneurial skills

Assessment Rubrics

Indicator	Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Ability to use a needle during sewing	Confidently demonstrates the correct use of a needle during sewing	Correctly uses a needle during sewing	Attempts to correctly use a needle during sewing	With assistance, attempts to use a needle during sewing
Ability to reinforce the start and end of stitches appropriately during sewing	Correctly and accurately reinforces the start and end of stitches appropriately during sewing	Correctly reinforces the start and end of stitches appropriately during sewing	Sometimes reinforces the start and end of stitches appropriately during sewing	Needs guidance to reinforce the start and end of stitches appropriately during sewing
Ability to make a pincushion	Demonstrates exceptional ability to independently make a pin cushion for safe storage of pins	Demonstrates ability to make a pin cushion for safe storage of pins	Attempts to make a pin cushion with some inaccuracies	Needs assistance to make a pin cushion though with some difficulty
Ability to make a stool cover or stool cloth	Demonstrates exceptional ability to independently make a stool cover or cloth using both permanent and embroidery stitches	Demonstrates ability to make a stool cover or cloth using both permanent and embroidery stitches	Attempts to make a stool cover or cloth using both permanent and embroidery stitches with some inaccuracies	Exhibits difficulty in making a stool cover or cloth and also using both permanent and embroidery stitches

Strand	Sub strand	Specific learning outcomes	Suggested learning experience	Key inquiry question (s)
4.0 CLOTHING	4.2 Repair and maintenance of clothes (6 lessons)	<p>By the end of the sub strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) identify a gaping seam and hanging hem in a garment b) mention factors to consider when repairing a gaping seam and a hanging hem on a school uniform c) repair a gaping seam and a hanging hem on their school uniform using appropriate stitches d) practice safety measures to observe while repairing a gaping seam and a hanging hem on a garment e) appreciate the importance of repairing and maintenance of clothes 	<ul style="list-style-type: none"> • In groups or pairs, learners discuss a gaping seam and a hanging hem • In groups/pairs, learners brainstorm on the factors to consider when choosing the type of stitch to use when repairing a gaping seam and a hanging hem on a school uniform • Using pictures, realia, and chart, learner chooses the right stitch to use when repairing a gaping seam or hem on a school uniform • In groups or pairs, learners brainstorm on the safety precaution to observe when repairing gaping seams or hanging hems on their school uniform • Learner correctly repairs a gaping seam or hanging hem on a garment using appropriate stitches and procedure • Learner practices safety measures to observe while repairing a gaping seam or hanging hem on a garment <p>NOTE: Each repair (gaping seam, and hanging hem) to be handled and assessed separately.</p>	<ol style="list-style-type: none"> 1. How do you repair a gaping seam? 2. How do you repair a hanging hem?
<p>Core competences to be developed:</p> <ul style="list-style-type: none"> • Self efficacy when independently fixing a gaping seam and hanging hem on a garment • Critical thinking and problem solving when choosing the right stitches to fix on a seam and hanging hem on a garment 				
<p>PCIs:</p> <ul style="list-style-type: none"> • Safety when using the needlework tools to fix the gaping seam or hanging hem on a garment • Life skills when able to fix the gaping seam or hanging hem on a garment • Hygiene in good grooming 			<p>Values:</p> <ul style="list-style-type: none"> • Responsibility when the learner exhibits independence in fixing a gaping seam or hanging hem 	
<p>Links to other learning areas: Art and craft – choice of proper colour in matching the thread with the garment</p>			<p>Suggested community service learning activities: Sensitize other learners in school on how to repair a gaping seam or hanging hem on their garments</p>	

Assessment Rubrics

Indicator	Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Ability to repair a gaping seam and hanging hem on a garment using appropriate stitches	Demonstrates exceptional ability to independently and correctly repair a gaping seam and hanging hem on a garment using appropriate stitches	Correctly repairs a gaping seam and hanging hem on a garment using appropriate stitches	Repairs a gaping seam and hanging hem on a garment using appropriate stitches though with some inaccuracies	Exhibits difficulty in repairing a gaping seam and hanging hem on a garment
Ability to practice safety measures to observe while repairing a gaping seam or hanging hem on a garment	Effectively demonstrates the ability to observe safety while repairing a gaping seam and hanging hem on a garment	Observes safety while repairing a gaping seam and hanging hem on a garment	Observe some safety while repairing a gaping seam and hanging hem on a garment	With guidance observes a few safety measures while repairing a gaping seam and hanging hem on a garment

Strand	Sub strand	Specific learning outcomes	Suggested learning experience	Key inquiry question(s)
4.0 CLOTHING	4.3 Laundrywork (9 lessons)	<p>By the end of the sub strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) state the reasons for laundrywork in the maintenance of clothes b) describe the natural and synthetic classification of textile fibres c) explain meaning of different care labels found in clothes d) demonstrate the procedure used for laundering a white cotton shirt or blouse and a fast coloured cotton shirt or blouse. e) discuss safety precautions to observe when laundering different articles at home f) launder a cotton shirt or blouse using the right method for proper care and maintenance of clothes g) clean and store equipment and materials used in laundrywork h) appreciate the importance of laundrywork in maintenance of clothes 	<ul style="list-style-type: none"> • Learners brainstorm on the reasons for laundrywork using print materials, digital devices, video clips • Using digital devices, charts, and pictures learners classify natural and synthetic textile fibres <ul style="list-style-type: none"> - <i>Animal fibres – wool and silk</i> - <i>Plant fibres – cotton and linen</i> - <i>Synthetic fibres – polyester and acrylics</i> • Using digital devices, charts, pictures and realia, learner observes different care label symbols found in clothes(<i>ironing symbol, temperature of water for washing symbol, drying symbol, dry cleaning symbol, bleaching</i>) • Using digital devices, charts, pictures and realia, learner interprets different care label symbols found in clothes • Learners observe safety to observe when laundering a white cotton shirt or blouse and a fast coloured cotton shirt or blouse at home • Learners watch a video clip or a demonstration on laundering a a white cotton shirt or blouse and a fast coloured cotton shirt or blouse • In groups or pairs, learners practice laundering a white cotton shirt or blouse and a fast coloured cotton shirt or blouse • Learners clear, clean laundry work area and store laundry work equipment and materials using the right procedure 	<ol style="list-style-type: none"> 1. Why do you launder clothes? 2. What is the procedure of laundering articles made of cotton at home?

<p>Core competences to be developed:</p> <ul style="list-style-type: none"> • Communication and collaboration will be developed when learners are engaged in discussions and sharing experiences on laundrywork • Digital literacy skills developed when learners access information on laundry procedures using digital devices and play video clips • Self efficacy and learning to learn when learners launder their own clothes 	
<p>PCIs:</p> <ul style="list-style-type: none"> • Learner support programme during peer mentorship when learners are sharing experiences • Health issues in education (personal hygiene) when learners take care of personal clothes • Health issues in education when observing safety precautions when laundering articles • Financial literacy when: <ul style="list-style-type: none"> - learners discuss on importance of laundering clothes for durability and also so as to cut down on the cost of buying new clothes - improvisation of materials and equipment - when washing water is re-used to clean the house 	<p>Values:</p> <ul style="list-style-type: none"> • Respect for each other will be seen in group discussions • Responsibility when learners launder their own garments • Unity in group discussions, and also during sharing experiences
<p>Links to other subjects:</p> <ul style="list-style-type: none"> • Science and technology when using water and detergents • Languages when reading, sharing experiences and discussing • Science and technology when disposing waste water from laundry work 	<p>Suggested community service learning activities: Assist other family members or peers in following the correct laundry processes at home</p>

Assessment Rubrics

Indicator	Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Ability to launder a white cotton shirt or blouse and a fast coloured cotton shirt or blouse	Correctly and consistently launders a white cotton shirt or blouse and a fast coloured cotton shirt or blouse using the right procedure and is able to explain the advantages and disadvantages of each laundrywork procedure used	Correctly launders a white cotton shirt or blouse and a fast coloured cotton shirt or blouse using the right procedure	Launders a white cotton shirt or blouse and a fast coloured cotton shirt or blouse following some procedure	With assistance, launders a white cotton shirt or blouse and a fast coloured cotton shirt or blouse and does not follow any right procedure
Ability to clean and store equipment and materials used in laundrywork	Correctly and consistently cleans and stores equipment and materials used in laundrywork and is able to explain each procedure used	Correctly cleans and stores equipment and materials used in laundrywork	Sometimes cleans and stores equipment and materials used in laundrywork	With guidance, sometimes cleans and stores equipment and materials used in laundrywork
Ability to observe safety precautions when laundering different articles	Correctly and consistently observes safety precautions when laundering different articles	Correctly observes safety precautions when laundering different articles	Observe some safety precautions when laundering different articles	With guidance, attempts to observe a few safety precautions when laundering different articles
Ability to clear the laundrywork area	Correctly and consistently clears laundrywork area	Correctly clears laundrywork area	Sometimes clears laundrywork area	With guidance, sometimes clears laundrywork area

Strand	Sub strand	Suggested assessment methods	Suggested learning resources	Suggested non formal activities
1.0 HEALTHY LIVING	1.1 Pre-teen/pre-adolescence (9-12 years)	a) Demonstrations b) Tests c) Observations d) Self-assessment e) Critiques f) Checklists g) Portfolio	1. Video clips 2. Pictures 3. Charts 4. Story books 5. Resource person	1. Compose songs/poems on good grooming 2. Use the home science club to sensitize the school community on good grooming
	1.2 Dressing Self	a) Demonstrations b) Tests c) Observations d) Self-assessment e) Critiques f) Checklists	1. Digital devices 2. Charts 3. Pictures 4. Different types of shoes and clothes	1. Compose songs/poems on good grooming 2. Use the home science club to sensitize the school community on good grooming
	1.3 Time management	a) Portfolio b) Demonstrations c) Observations d) Self-assessment e) Project	1. Pictures 2. Story books 3. Video clips 4. Relevant magazines	1. Use forums (debates) in school to talk to the other students about the importance of a effectively spending time 2. Compose poems and songs on the importance of a spending time efficiently
	1.4 Surfaces found in the home	a) Observations b) Self-assessment c) Demonstrations	1. Glass windows or surfaces 2. Plain wooden furniture 3. cemented floor/wall and earthen floors, realia, pictures, video clips, charts	Teach other learners on how to improvise cleaning materials and tools using locally available materials Exhibit improvised cleaning materials during school functions
	1.5 Common communicable diseases	a) Critiques b) Tests c) Demonstrations d) Checklists	<ul style="list-style-type: none"> • Pictures • Charts • Posters 	Forming health clubs and discussing with other learners in school on ways to prevent communicable diseases

Strand	Sub strand	Suggested assessment methods	Suggested learning resources	Suggested non formal activities
		e) Observations f) Self-assessment	<ul style="list-style-type: none"> • Video clips • Story books • Health documentaries 	
2.0 CONSUMER EDUCATION	2.1 Consumer awareness – 2.1.1 Advertisement	a) Demonstrations b) Tests c) Observations d) Self-assessment e) Critiques f) Checklists	<ul style="list-style-type: none"> • Digital devices • Print materials • Video clips • Documentaries 	Learners use forums (debates) in school to talk to the other learners about practicing safety measures when using information from an advertisement
	2.1.2 Wise buying	a) Demonstrations b) Tests c) Observations d) Self-assessment e) Critiques f) Checklists	<ul style="list-style-type: none"> • Digital devices • Print materials • Video clips • Documentaries 	Learners use forums (debates, peer groups) in school to talk to the other learners about how to practice wise buying
3.0 FOODS AND NUTRITION	3.1 Food Nutrients	a) Checklists b) Demonstrations c) Self-assessment d) Observations e) Critiques f) Tests g) Diary/portfolio	<ul style="list-style-type: none"> • Realia • Books • Pictures • Digital devices 	Compose songs and poems on the importance of vitamins and essential minerals in the diet
	3.2 Nutritional deficiencies and disorders	a) Tests b) Checklists c) Demonstrations d) Self-assessment e) Observations f) Critiques	<ul style="list-style-type: none"> • Resource person • Pictures • Charts • Video clips 	<ol style="list-style-type: none"> 1. Compose songs and poems on prevention of nutritional deficiencies and disorders 2. Sensitize the community on the importance of a diet rich in vitamins and minerals
	3.3 Food Preservation – Cereals and Pulses (legumes)	g) Tests h) Checklists	<ul style="list-style-type: none"> • Pictures 	Educates other learners in health club activities in various

Strand	Sub strand	Suggested assessment methods	Suggested learning resources	Suggested non formal activities
		i) Demonstrations j) Self-assessment k) Observations l) Critiques m)	<ul style="list-style-type: none"> • Charts • Video clips • Realia 	methods of preserving cereal and pulses
	3.4 Kitchen tools and Equipment	n) Tests o) Checklists p) Demonstrations q) Self-assessment r) Observations s) Critiques	<ul style="list-style-type: none"> • Realia (<i>wood, plastic, and aluminum utensils</i>) • Pictures • Charts • Video clips 	Exhibit improvised cleaning materials during school functions
	3.5 Cooking foods 3.5.1 Dry fat frying 3.5.2 Deep frying	a) Observations b) Self-assessment c) Tests d) Checklists e) Critiques f) Demonstrations	<ul style="list-style-type: none"> • Pictures • Realia for dry fat frying (<i>fatty meat, fish, pork, termites, fatty chicken</i>) • Realia for deep frying (<i>meat, fish, chicken, green bananas, potatoes, cassava</i>) • Video clips • Charts 	Sensitize the community on the advantages and disadvantages of the different methods of cooking (Dry fat frying and Deep frying)
4.0 CLOTHING	4.1 Stitches 4.1.1 Permanent stitches (Joining, embroidery and neatening Stitches)	a) Tests b) Checklists c) Demonstrations d) Self-assessment e) Observations f) Critiques g) Project	<ul style="list-style-type: none"> • Pictures • Realia for permanent stitches (<i>backstitching, hemming and oversewing</i>) • Realia for embroidery stitches (<i>Stem stitch, Chain stitch and satin stitch</i>) • Video clips • Charts • Portfolio 	<ol style="list-style-type: none"> 1. Draw pictures of different types of permanent and embroidery stitches used in sewing 2. Make charts on samples of permanent and embroidery stitches used in sewing 3. Draw and display needlework tools on the school notice board

Strand	Sub strand	Suggested assessment methods	Suggested learning resources	Suggested non formal activities
				4. Make stitches and display on the classroom charts or in the portfolio
	4.2 Repair and maintenance of clothes	a) Observations b) Tests c) Self-assessment d) Checklists e) Demonstrations f) Critiques g) Project	<ul style="list-style-type: none"> • Pictures • Realia (<i>a gaping seam and a hanging hem on a school uniform</i>) • Charts 	Use the home science club to sensitize the school community on good grooming, especially the repair of clothes
	4.3 Laundrywork - Care labels - Classification of textile fibres - Laundering a cotton shirt or blouse	a) Checklists Tests b) Observations c) Critiques d) Demonstrations e) Self-assessment	<ul style="list-style-type: none"> • Realia • Charts • Pictures • Video clips • Digital devices • Print materials 	Use the home science club to sensitize the school community on good grooming, especially laundering of clothes