



REPUBLIC OF KENYA
MINISTRY OF EDUCATION
UPPER PRIMARY LEVEL DESIGNS

SUBJECT
HOME SCIENCE
GRADE 6



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

JANUARY 2021

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FOREWORD

The Government of Kenya is committed to ensuring that policy objectives for education, training and research meet the aspirations of the Kenya Constitution 2010, the Kenya Vision 2030, the United Nations Sustainable Development Goals (SDGs) and the Regional and Global conventions to which Kenya is a signatory. In relation to this, the Ministry of Education (MoE) embarked on curriculum reforms that culminated in the full implementation of the Competency Based Curriculum (CBC) in January, 2019 from the level of Early Years Education (Pre-Primary 1 and 2, and Lower Primary Grade 1, 2 and 3). This was followed by the roll out of the curriculum in Grade 4 in 2020. In readiness for the progression of the Grade 4 cohort, the curriculum designs for Grade 5 were developed.

Grade 6 designs have now been developed. These curriculum designs are intended to ensure that the core competencies attained by learners at Grade 5 are enhanced even as further opportunities are provided for identification and nurturing of every learner's potential as learners prepare to transit to Junior Secondary school.

The curriculum designs include the general and specific learning outcomes for the learning areas (subjects) as well as strands and sub - strands. The designs also outline suggested learning experiences, key inquiry questions, assessment rubric, pertinent and contemporary issues, values and Community Service Learning (CSL) activities.

It is my hope that all Government agencies and other stakeholders in Education will use the designs to plan for effective and efficient implementation of the Competency Based Curriculum.

PROF. GEORGE A. O. MAGOHA, MBS, EBS, CBS
CABINET SECRETARY
MINISTRY OF EDUCATION

PREFACE

The Ministry of Education (MoE) is currently implementing the second phase of the curriculum reforms with the roll out of the Competency Based Curriculum (CBC) at Grade 4 in 2020. This is the first cohort of the Upper Primary level in the new education structure. Grade 5 and 6 designs have also been developed.

Grade 6 being the final stage of the upper primary level is very critical in the realization of the Vision and Mission of the on-going curriculum reforms as enshrined in the Sessional Paper No. I of 2019 whose title is: *Towards Realizing Quality, Relevant and Inclusive Education and Training for Sustainable Development* in Kenya. The Sessional Paper explains the shift from a Content - Focused Curriculum to a focus on **Nurturing every Learner's potential**.

Therefore, the Grade 6 curriculum designs are intended to enhance the learners' development in the CBC core competencies, namely: Communication and Collaboration, Critical Thinking and Problem Solving, Creativity and Imagination, Citizenship, Digital Literacy, Learning to Learn and Self-efficacy.

The curriculum designs also continue to link the activities in the main learning areas to the other aspects of the CBC including links to Pertinent and Contemporary Issues (PCIs), Values and Community Service Learning (CSL). The designs also offer several suggested interactive learning activities and variety of assessment techniques. It is expected that the curriculum designs will guide the teachers to enable learners attain the expected learning outcomes for Grade 6 and prepare them effectively for the next Grade.

It is my expectation that the teacher will use the designs to make learning interesting, exciting and enjoyable.

DR. BELIO R. KIPSANG, CBS
PRINCIPAL SECRETARY
STATE DEPARTMENT OF EARLY LEARNING AND BASIC EDUCATION
MINISTRY OF EDUCATION



ACKNOWLEDGEMENT

The Kenya Institute of Curriculum Development (KICD) Act Number 4 of 2013 (Revised 2018) mandates the Institute to develop curricula and curriculum support materials for basic and tertiary education and training, below the university. The curriculum development process for any level involves thorough research, international benchmarking and robust stakeholder engagement. Through this systematic and consultative process, the KICD conceptualised the Competency Based Curriculum (CBC) as captured in the Basic Education Curriculum Framework (BECF), that responds to the demands of the 21st Century and the aspirations captured in the Kenya Constitution 2010, Kenya and the Kenya Vision 2030, East African Commission Protocol and the United Nations Sustainable Development Goals.

KICD obtains its funding from the Government of Kenya to enable the successful achievement of the stipulated mandate and implantation of the Government and Sector (Ministry of Education (MoE) plans. The Institute also receives support from development partners targeting specific programmes. The Grade 6 curriculum designs have been developed with the support of the World Bank through the Kenya Secondary Education Quality Improvement Program (SEQIP) commissioned by the MoE. Therefore, the Institute is very grateful for the support of the Government of Kenya, through the MoE and the development partners for the policy, resource and logistical support. Specifically, special thanks to the Cabinet Secretary – MoE and the Principal Secretary – State Department of Early Learning and Basic Education,

We also wish to acknowledge the KICD curriculum developers and other staff, all teachers, educators who took part as panelists; the Semi-Autonomous Government Agencies (SAGAs) and representatives of various stakeholders for their various roles in the development of the Grade 6 curriculum designs. In relation to this, we acknowledge the support of the Secretary - Teachers Service Commission (TSC) and the Chief Executive Officer of the Kenya National Examinations Council (KNEC) for their support in the process of developing these designs.

Finally, we are very grateful to the KICD Council Chairperson Dr. Sara Ruto and other members of the Council for very consistent guidance in the process. We assure all teachers, parents and other stakeholders that these curriculum designs will effectively guide the implementation of the CBC at Grade 6 and preparation of learners for Grade 7.

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



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NATIONAL GOALS OF EDUCATION

1. Foster nationalism, patriotism, and promote national unity

Kenya's people belong to different communities, races and religions and should be able to live and interact as one people. Education should enable the learner acquire a sense of nationhood and patriotism. It should also promote peace and mutual respect for harmonious co-existence.

2. Promote social, economic, technological and industrial needs for national development

Education should prepare the learner to play an effective and productive role in the nation.

a) Social Needs

Education should instil social and adaptive skills in the learner for effective participation in community and national development.

b) Economic Needs

Education should prepare a learner with requisite competences that support a modern and independent growing economy. This should translate into high standards of living for every individual.

c) Technological and Industrial Needs

Education should provide the learner with necessary competences for technological and industrial development in tandem with changing global trends.

3. Promote individual development and self-fulfilment

Education should provide opportunities for the learner to develop to the fullest potential. This includes development of one's interests, talents and character for positive contribution to the society.

4. Promote sound moral and religious values

Education should promote acquisition of national values as enshrined in the Constitution. It should be geared towards developing a self-disciplined and ethical citizen with sound moral and religious values.



5. Promote social equity and responsibility

Education should promote social equity and responsibility. It should provide inclusive and equitable access to quality and differentiated education; including learners with special educational needs and disabilities. Education should also provide the learner with opportunities for shared responsibility and accountability through service learning.

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

Education should instil in the learner appreciation of Kenya's rich and diverse cultural heritage. The learner should value own and respect other people's culture as well as embrace positive cultural practices in a dynamic society.

7. Promote international consciousness and foster positive attitudes towards other nations

Kenya is part of the interdependent network of diverse peoples and nations. Education should therefore enable the learner to respect, appreciate and participate in the opportunities within the international community. Education should also facilitate the learner to operate within the international community with full knowledge of the obligations, responsibilities, rights and benefits that this membership entails.

8. Good health and environmental protection

Education should inculcate in the learner the value of physical and psychological well-being for self and others. It should promote environmental preservation and conservation, including animal welfare for sustainable development.

SUGGESTED TIME ALLOCATION

#	Subject	Lessons Per Week
	Mathematics	5
	Physical and Health Education	5
	English language	4
	Kiswahili Language KSL for learners who are deaf	4
	Science and Technology	4
	Agriculture	3
	Creative Arts (Art and craft, Music)	3
	Home science	3
	Religious Education (CRE/IRE/ HRE)	3
	Social Studies (Citizenship, Geography, History)	3
	Other Languages	2
	Pastoral Programme and Instructions	1
	TOTAL	40

GENERAL LEARNING OUTCOMES FOR MIDDLE SCHOOL EDUCATION

By the end of Middle School, the learner should be able to:

- 1) Apply literacy, numeracy skills and logical thinking appropriately in self-expression.
- 2) Communicate effectively in diverse contexts.
- 3) Apply digital literacy skills appropriately for communication and learning in day-to-day life.
- 4) Practise hygiene, appropriate sanitation and nutrition to promote health.
- 5) Explore, manipulate, manage and conserve the environment effectively for learning and sustainable development.
- 6) Demonstrate ethical behaviour and exhibit good citizenship as a civic responsibility.
- 7) Demonstrate social skills, spiritual and moral values for peaceful co-existence.
- 8) Demonstrate appreciation of the country's rich, diverse cultural heritage for harmonious co-existence.
- 9) Manage pertinent and contemporary issues in society effectively.



HOME SCIENCE

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 changes that occur from childhood to adolescence. The learner will engage in practical activities such as shopping for the home, caring for the home, planning, preparation and presentation of meals, food preservation, laundry work, making simple items during sewing, knitting and crocheting activities. 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 Adolescence (13-19 years) (3 lessons)	<p>By the end of the Sub Strand, the learner should be able to:</p> <p>a) explain the meaning of adolescence</p> <p>b) examine changes that take place during adolescence</p> <p>c) practice good grooming as a daily health habit for an adolescent</p> <p>d) identify healthy eating habits for adolescent</p> <p>e) engage in daily physical exercise as a healthy habits</p> <p>f) appreciate healthy habits in adolescence.</p>	<ul style="list-style-type: none"> • learners brainstorm on the meaning of adolescents • in groups, learners discuss the changes that take place during adolescents- through stories, experience sharing, resource persons, video clips, pictures (<i>menstruation, wet dreams, an increase in body and facial hair, voice change, acne</i>) • learners observe video clips, posters, pictures on good grooming during adolescence (<i>personal hygiene for both girls and boys, using deodorants, etc.</i>) • in groups, learners discuss aspects of good grooming during adolescence (<i>personal hygiene i.e. menstruation and body cleanliness, dressing, care of clothes, use of body deodrants</i>) 	<ol style="list-style-type: none"> 1. Who is an adolescent? 2. What are the needs of an adolescent? 3. What are the physical changes of an adolescent? 4. What are the emotional changes of an adolescent?

			<ul style="list-style-type: none"> • in groups, learners discuss aspects of good grooming during adolescence (<i>personal hygiene i.e. menstruation and body cleanliness, dressing, care of clothes, use of body deodorants</i>) • learners peer teach or role play on good grooming during adolescence • learners use safe locally available materials to make items for good grooming • learners brainstorm on healthy eating habits for an adolescent through experience sharing, stories, resource person, watching a video clip or charts or pictures (<i>nutritional and dietary needs</i>) • learners practise healthy eating habits in their daily lives (<i>balanced diet, correct portions, correct choice of snacks, essential nutrients for age group and gender, time for meals, table etiquette</i>) 	
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			<ul style="list-style-type: none"> • learners practise healthy eating habits in their daily lives (<i>balanced diet, correct portions, correct choice of snacks, essential nutrients for age group and gender, time for meals, table etiquette</i>) • in groups or pairs, learners carry out daily physical exercise as a healthy habit (<i>improve cardiorespiratory fitness, control weight, reduce symptoms of anxiety and depression, and reduce the risk of developing health conditions such as: heart disease</i>) • in groups, learners discuss safety precautions to observe when using grooming items within their environment • learners practice safety in their environment (<i>such as: relating with others, internet use, use of digital devices</i>). 	
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<p>Core competencies:</p> <ul style="list-style-type: none"> • Communication and collaboration will be developed when they engage in discussions • Creativity and imagination will be developed when they engage in discussions and carry out daily physical exercise as a healthy habit in groups also during role play on good grooming • Digital literacy skills when learners access digital content and play video clips on healthy eating habits for an adolescent • Self-efficacy when learners practice good grooming during adolescence 	
<p>PCIs:</p> <ul style="list-style-type: none"> • Life skills and value issues during peer mentorship when learners peer teach, model, or carry out good grooming practices • Health related issues when learners take care of their items, eating healthy meals, carrying out physical body exercises 	<p>Values:</p> <ul style="list-style-type: none"> • Social justice as learners brainstorm on healthy eating habits for an adolescent through experience sharing, stories, resource person, watching a video clip, charts or pictures • Respect for self when learners practice good grooming • Responsibility when learners take care of their items, eating healthy meals, carrying out physical body exercises
<p>Link to other learning areas</p> <ul style="list-style-type: none"> • Physical and health education when carrying out physical body exercises • Science and technology when learners practice safety measures related to internet use 	<p>Suggested community service learning activities:</p> <p>Make posters on physical exercises and healthy eating habits and sensitize their peers and the community</p>

Suggested Formative Assessment Rubrics

Level Indicator	Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Ability to practice good grooming habits	Correctly and consistently practices good grooming as a daily healthy habit and guides others	Correctly practices good grooming as a daily healthy habit	Correctly practices some good grooming as a daily healthy habit	Needs assistance to practice good grooming as a daily healthy
Ability to observe safety when using grooming items	Correctly and confidently observes safety when using grooming items and guide others	Correctly observes safety when using grooming items	Correctly observes some safety when using grooming items	Needs assistance to observe safety precautions when using grooming items
Ability to identify healthy eating habits	Correctly identifies healthy eating habits for an adolescent as a daily healthy practice and guides their peers	Correctly identifies healthy eating habits as a daily healthy practice	Correctly identifies some healthy eating habits for an adolescent	Needs assistance to identify healthy eating habits
Ability to engage in daily physical exercise as a healthy habits	Correctly and consistently engages in daily physical exercise as a healthy habit	Correctly engages in daily physical exercise as a healthy habits	Correctly engages in some daily physical exercise as a healthy habits	Needs assistance to engage in daily physical exercise as a healthy habits

Strand	Sub Strand	Specific learning outcomes	Suggested learning experience	Key inquiry question(s)
1.0 Healthy Living	1.2 Accessories and cosmetics (3 lessons)	<p>By the end of the Sub Strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) classify accessories and cosmetics used by adolescence b) describe accessories and cosmetics c) evaluate misuse of accessories by adolescents d) justify the misuse and dangers of cosmetics by adolescents e) appreciate decent dressing for adolescents. 	<ul style="list-style-type: none"> • learners brainstorm on the meaning of accessories and cosmetics • using digital devices and print media, learners research charts, pictures to-classify and write a report on accessories and cosmetics used for enhancing appearance • in groups, learners discuss and share their experiences on accessories and cosmetics used for enhancing appearance • in groups or pairs, learners brainstorm on the misuse of accessories (<i>such as: bangles, jewellery, scarves, caps, handbags, belts, etc.</i>) • in groups or pairs learners discuss dangers and misuse of cosmetics for adolescents 	<ol style="list-style-type: none"> 1. What are the uses of accessories and cosmetics? 2. What are the dangers of misuse of cosmetics and accessories for adolescents?

<p>Core competences:</p> <ul style="list-style-type: none"> • Communication and Collaboration as the learners engage in discussions, peer teaching on accessories and cosmetics • Creativity and Imagination as the learners classify and write reports on accessories and cosmetics • Self-efficacy as the learners choose and use cosmetics and accessories 	
<p>PCIs:</p> <ul style="list-style-type: none"> • Life skills and values issues as learners peer teach, model good grooming practices. • Safety as learners practice safety measures in the correct choice and use of accessories and cosmetics • Health education as learners exercise caution in choice and use of cosmetics for self and others. 	<p>Values:</p> <ul style="list-style-type: none"> • Social justice as learners brainstorm on the meaning of accessories and cosmetics • Self-efficacy as learners practice good grooming • Responsibility as learners take care of their items, eating healthy meals, exercising their bodies Love • Peace and love as learners discuss the misuse of accessories
<p>Link to other learning areas</p> <ul style="list-style-type: none"> • Religious education as they dressing decently • Science and technology as they search for information on the misuse and dangers of cosmetics. 	<p>Suggested community service learning activities:</p> <ul style="list-style-type: none"> • Sensitize the family, peers and school on the importance of respectful dressing for teenagers, and correct choice and use of accessories and cosmetics

Suggested Formative Assessment Rubrics

Level Indicator	Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Ability to classify accessories and cosmetics used by adolescents	Correctly classifies accessories and cosmetics used by adolescents and gives examples	Correctly classifies accessories and cosmetics used by adolescents	Correctly classifies some accessories and cosmetics used by adolescents	Needs assistance to classify accessories and cosmetics used by adolescents and gives examples
Ability to identify appropriate accessories and cosmetics for adolescents	Correctly and with examples identifies appropriate accessories and cosmetics for adolescents	Correctly identifies appropriate accessories and cosmetics for adolescents	Correctly identifies some accessories and cosmetics for adolescents	Needs assistance to identify accessories and cosmetics for adolescents
Ability to evaluate misuse of accessories by adolescents	Correctly and with examples evaluates misuse of accessories by adolescents	Correctly evaluates misuse of accessories by adolescents	Correctly evaluates some misuse of accessories by adolescents	Needs assistance to evaluate misuse of accessories by adolescents

Strand	Sub Strand	Specific learning outcomes	Suggested learning experience	Key inquiry question (s)
1.0 Healthy Living	1.4 Non-Communicable Diseases and disorders (8 lessons)	By the end of the Sub Strand, the learner should be able to: a) explain the meaning of non-communicable diseases and disorders b) identify common non-communicable diseases and disorders in the locality c) identify the causes of common non-communicable diseases d) describe prevention of common non-communicable diseases and disorders e) describe how to manage common non-communicable diseases and disorders.	<ul style="list-style-type: none"> • in groups, learners brainstorm on the meaning of non-communicable diseases and disorders • learners watch video clips and documentaries, read stories/biographies, pictures, charts on non-communicable diseases and disorders to locate their causes (<i>diabetes, obesity, hypertension, epilepsy, asthma, heart diseases, cancer</i>), present the findings to their peers • learners use ict, electronic devices and print media (<i>such as: video clips, pictures, charts, stories, documentaries</i>) to guide discussion on the causes of common non-communicable diseases and disorders (<i>to include excess salt, fats and sugar</i>) 	How can you prevent common non-communicable diseases and disorders?

		<p>f) describe first aid for epilepsy and asthma diseases</p> <p>g) practice healthy living habits that prevent acquisition of non-communicable diseases</p> <p>h) appreciate healthy living habits as a daily habit</p>	<p><i>sugar intake, lack of regular exercises, diet, substances use, use of cosmetics containing harmful chemicals)</i></p> <ul style="list-style-type: none"> learners listen to a talk from a health practitioner on healthy measures on prevention and management of common non-communicable diseases and disorders (<i>to include: a healthy diet, regular exercise, moderate use of salt, fats and sugar, regular medical checkup, proper use of medicine, avoid alcohol and substances abuse</i>) using electronica and digital devices (<i>such as: pictures, TV, radio, and relevant books and magazines</i>), a resource person and sharing experiences, learners discuss first aid for epilepsy and asthma diseases. 	
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			<ul style="list-style-type: none"> • learners watch a documentary or video clip, then in groups and pairs, learners role play first aid for epilepsy and asthma diseases • learners practice health living habits that prevent common non-communicable diseases through keeping journals and daily logs. 	
<p>Core competences:</p> <ul style="list-style-type: none"> • Communication and collaboration as learners brainstorm and discuss in sessions on the causes of common non-communicable diseases and disorders • Critical thinking and problem solving as learners identify causes of common non-communicable diseases • Learning to learn as learners search for information using digital devices, documentaries, stories, biographies, pictures and charts on non-common communicable diseases • Self-efficacy in role play first aid for epilepsy and asthma diseases and also as learners practice healthy living habits that prevent common non-communicable diseases through keeping journals and daily logs 				

<p>PCIs:</p> <ul style="list-style-type: none"> • Health issues in education as learners search for prevention of non-communicable diseases • Life skills, skills of knowing and living with others (empathy) when caring for people suffering from common non-communicable diseases in their families 	<p>Values:</p> <ul style="list-style-type: none"> • Social justice as learners treat each fairly as they share experiences and name non-communicable diseases and disorders in their locality • Unity as learners work in groups • Responsibility as learners practice healthy lifestyles to prevent non-communicable diseases in their life • Love and respect as learners take care of those suffering from common non-communicable diseases • Integrity as learners maintain journals and daily logs • Patriotism as they advocate for healthy habits to prevent non-communicable diseases
<p>Links to other learning areas:</p> <ul style="list-style-type: none"> • Languages as learners are reading stories, autobiographies, listening to a talk from a medic or resource person • Science and Technology as learners discuss common non-communicable diseases • English as they learn new words 	<p>Suggested community service learning activities:</p> <p>Participate in community service activities that target advocacy of healthy habits to prevent non-communicable diseases such World Diabetes Day, Cancer Day, Epilepsy Day, among others</p>

Suggested Formative Assessment Rubrics

Level Indicator	Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Ability to identify common non-communicable diseases	Correctly identifies common non-communicable diseases and is able to explain their causes and prevention	Correctly identifies common non-communicable diseases	Correctly identifies some common non-communicable diseases	Needs assistance to identify common non-communicable diseases
Ability to manage common non-communicable diseases	Correctly manages common non-communicable diseases and can teach their peers on the same	Correctly explains ways of managing common non-communicable diseases	Correctly explains ways of managing some common non-communicable diseases	Needs assistance to explain ways of managing common non-communicable diseases
Ability to perform simple first aid for epilepsy and asthma diseases	Correctly performs simple first aid for epilepsy and asthma diseases and guides others	Correctly performs simple first aid for epilepsy and asthma diseases	Correctly performs simple first aid for epilepsy and asthma diseases but with some errors	Needs assistance to perform simple first aid for epilepsy and asthma diseases
Ability to practice healthy living habits	Correctly and always practices healthy living habits and is able to keep a journal and daily log on the same	Correctly practices healthy living habits and is able to keep a journal and daily log on the same	Correctly practices some healthy living habits and is sometimes able to keep a journal and daily log	Needs assistance to practice healthy living

Strand	Sub Strand	Specific learning outcomes	Suggested learning experience	Key inquiry question (s)
2.0 Consumer Education	2.1 Budgeting (3 lessons)	<p>By the end of the Sub Strand, the learner should be able to:</p> <p>a) explain budgeting as used in daily life</p> <p>b) examine the importance of budgeting as a daily practice</p> <p>c) outline factors to consider when making a budget as a day-to-day practice</p> <p>d) make a simple budget for personal use</p> <p>e) create a portfolio of budgets made within a term</p> <p>f) appreciate the need for budgeting as a good consumer practice</p>	<ul style="list-style-type: none"> • In groups, learners brainstorm on the meaning of budgeting • Learners use electronic and digital devices and other documentaries to search for the importance of making a budget, write a report and present findings to peers • In groups, learners are provided with stories, and experiences that guide in discussion on factors to consider when making a budget • Learners use digital devices, relevant books and personal experiences to make a simple budget and share with their peers • Learners create a portfolio of the budgets they make within the term. 	How do we budget?

<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Communication and collaboration as learners engage in discussions on a budget • Critical thinking and problem solving as learners make a budget effectively • Digital literacy skills as learners use electronic and digital devices to make a budget • Self-efficacy as learners make a budget based on their needs within a school 	
<p>PCIs:</p> <ul style="list-style-type: none"> • Financial literacy as learners: <ul style="list-style-type: none"> - budget and live within the available resources; reduction of wastage through budgeting - make a simple budget and appreciate the need for budgeting as a good consumer practice 	<p>Values:</p> <ul style="list-style-type: none"> • Respect as they brainstorm and work in group discussions • Social justices as learners discuss, share and present findings on factors to consider when making a budget • Responsibility as learners make budgets and create a portfolio • Unity in group discussions
<p>Links to other learning areas:</p> <p>Mathematics – numbers, addition when making a budget; use of currency (money)</p>	<p>Suggested community service learning activities:</p> <ul style="list-style-type: none"> • Sensitize peers, family, parents or guardians on budgeting • Participate at home in family budgeting

Suggested Formative Assessment Rubrics

Level Indicator	Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Ability to budget wisely	Correctly and skillfully makes a budget	Correctly makes a budget	Sometimes makes a budget correctly	Needs assistance to make a budget
Ability to create a budget portfolio used within a school term	Correctly and confidently creates a budget portfolio used within a school term	Correctly makes a budget portfolio used within the school term	creates a budget portfolio used within a school term but with some errors	Needs assistance to create a portfolio used within a school term

Strand	Sub Strand	Specific learning outcomes	Suggested learning experience	Key inquiry question (s)
3.0 Foods and Nutrition	3.1 Food Nutrients Minerals (iodine and iron) (3 lessons)	<p>By the end of the Sub Strand, the learner should be able to:</p> <p>a) discuss different minerals found in foods</p> <p>b) identify sources of iodine and iron in foods found in the locality</p> <p>c) describe the importance of the different minerals in the body</p> <p>d) plan a meal that will include minerals in the diet using foods found in the locality</p> <p>e) create a journal and daily log of foods rich in essential minerals</p> <p>f) appreciate the habit of eating foods that are rich in essential minerals.</p>	<ul style="list-style-type: none"> • in groups, learners use electronic and digital devices to identify, discuss and share information on different minerals found in foods • using realia, pictures and electronic and ict devices, learners identify, discuss and share information on foods that provide iodine and iron. • in pairs, the learners group the different foods rich in iodine and iron • in groups, learners research and discuss the importance of the essential minerals in the body (<i>iodine and iron</i>) • using realia, electronic and digital devices (such as: <i>tv, radio, short video clips</i>), learners plan a meal that will include minerals (iodine and iron) in the diet (stress on the use of indigenous foods) 	<p>How do we create variety in diet?</p>

			<ul style="list-style-type: none"> Learners create journals and daily logs of foods rich in essential minerals (<i>iodine and iron</i>). 	
<p>Core competencies 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 Self-efficacy when learners develop a journal and daily log of foods rich in iodine and iron Digital literacy as they use digital devices e.g. video clips to identify foods that provide minerals Citizenship when planning meals using foods found in the locality (<i>promotion of indigenous traditional foods</i>) 				
<p>PCIs:</p> <ul style="list-style-type: none"> Health issues in education - nutrition will be included when eating foods rich in essential minerals Parental engagement in creating journals and daily logs Financial literacy when using foods found in the locality (<i>cheaper</i>) 		<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 essential minerals Integrity in creating a journal and daily log of what they eat Patriotism as the learners use traditional (<i>indigenous</i>) foods or foods found in the locality 		

<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 minerals; - using digital devices; • Agriculture as learners use plant and animal sources of minerals • Mathematics as learners keeping a daily log • English as learners write in the journal 	<p>Suggested community service learning activities:</p> <p>Participate in community service activities that aim at sensitization on the importance of including minerals in the diet</p>
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Suggested Formative Assessment Rubrics

Indicator	Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Ability to identify the sources of minerals (<i>iodine and iron</i>) in foods	Correctly identifies sources of minerals (<i>iodine and iron</i>) in foods and is able to explain to their peers	Correctly identifies sources of minerals (<i>iodine and iron</i>) in foods	Correctly identifies some sources of minerals (<i>iodine and iron</i>) in foods	Needs assistance to identify sources of minerals (<i>iodine and iron</i>) in foods
Ability to plan a meal that will include minerals in the diet	Correctly plans a meal that will include minerals in the diet and is able to effectively use foods found in the locality	Correctly plans a meal that will include minerals in the diet	Plans a meal that will include some minerals in the diet	Needs assistance to plan a meal that will include minerals in the diet

Ability to create a journal and daily log of foods rich essential minerals (<i>iodine and iron</i>)	Correctly and creatively creates a journal and daily log of foods rich in essential minerals (<i>iodine and iron</i>)	Correctly creates a journal and daily log of foods rich in essential minerals (<i>iodine and iron</i>)	Creates a journal and log (not daily) of foods rich essential minerals (<i>iodine and iron</i>) but with some errors	Needs assistance to create a journal and daily log of foods rich in minerals
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Strand	Sub Strand	Specific learning outcomes	Suggested learning experience	Key inquiry question (s)
3.0 Foods and Nutrition	3.2 Nutritional deficiencies and disorders (6 lessons)	By the end of the Sub Strand, the learner should be able to: a) identify nutritional deficiencies and disorders associated with poor eating habits b) tell the causes of nutritional deficiencies and disorders in relation to food intake c) identify the signs and symptoms of nutritional deficiencies and disorders d) explain the prevention of the nutritional deficiencies and disorders in relation to healthy eating habits e) create a journal and daily log of foods eaten daily and are rich in nutrients f) adopt healthy eating habits to prevent nutritional deficiencies and disorders.	<ul style="list-style-type: none"> • in groups, learners are guided to review the meaning of nutritional deficiencies and disorders • using print media, electronic and digital devices (<i>such as: relevant books and magazines, tv, radio, computer</i>), learners research on various nutritional deficiencies and disorders (<i>nutritional anaemia, goitre, constipation, kwashiorkor, marasmus</i>) categorize them and share their findings with peers • learners search for information and discuss using digital materials, pictures, videos and images of other nutritional deficiencies and disorders and present in groups 	What happens to your body when you do not eat a variety in diet?

			<ul style="list-style-type: none"> • Learners listen to a talk by a resource person on the causes, signs and symptoms and prevention of these nutritional deficiencies and disorders, discuss on the same and present to peers • Learners create a journal and daily log of foods eaten daily. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Communication and collaboration during brainstorming and discussion sessions • Critical thinking and problem solving as learners identify healthy eating habits to adopt in the prevention of nutritional deficiencies and disorders • Digital Literacy as learners use digital materials, pictures, videos and images to search and discuss other nutritional deficiencies and disorders • Self-efficacy as the learners adopt and practice healthy eating habits that prevent nutritional deficiencies and disorders and also keep journals and daily logs of what they eat 				

<p>PCIs:</p> <ul style="list-style-type: none"> • Health issues in education in prevention of nutritional deficiencies and disorders • Life skills, values integrity in keeping the journals and daily logs 	<p>Values:</p> <ul style="list-style-type: none"> • Unity as learners work in groups • Responsibility as learners adopt healthy lifestyles to prevent nutritional deficiencies and disorders • Social justices as learners participate in community service activities that target advocacy of healthy eating practices to prevent nutritional deficiencies and disorders. • Integrity as learners they write in their journals and daily logs of what they eat
<p>Links to other learning areas:</p> <ul style="list-style-type: none"> • English as learners write in the journals • Mathematics in maintaining daily logs • Science and Technology when identifying animal and plants as sources of nutrients that prevent nutritional deficiencies 	<p>Suggested community service learning activities:</p> <p>Participate in community service activities that target advocacy of healthy eating practices to prevent nutritional deficiencies and disorders.</p>

Suggested Formative Assessment Rubrics

Level Indicator	Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Ability to identify nutritional deficiencies and disorders associated with poor eating habits	Correctly identifies nutritional deficiencies and disorders associated with poor eating habits and matches them with their causes	Correctly identifies the nutritional deficiencies and disorders associated with poor eating habits	Correctly identifies some nutritional deficiencies and disorders associated with poor eating habits	Needs assistance to identify nutritional deficiencies and disorders associated with poor eating habits
Ability to identify the signs and symptoms of nutritional deficiencies and disorders	Correctly and with ease identifies the signs and symptoms of nutritional deficiencies and disorders	Correctly identifies the signs and symptoms of nutritional deficiencies and disorders	Correctly identifies some the signs and symptoms of nutritional deficiencies and disorders	Needs assistance to identify the signs and symptoms of nutritional deficiencies and disorders
Ability to explain the prevention of the nutritional deficiencies and disorders	Correctly explains the prevention of the nutritional deficiencies and disorders in relation to healthy eating habits	Correctly explains the prevention of the nutritional deficiencies and disorders	Correctly explains the prevention of some nutritional deficiencies and disorders	Needs assistance to explain the prevention of the nutritional deficiencies and disorders
Ability to create a journal and a daily log of what they eat	Correctly and creatively creates a journal and a daily log of what they eat	Correctly creates a journal and a daily log of what they eat	Creates a journal and a daily log of what they eat but with some errors	Needs assistance to create 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	3.3 Preservation and storage of Meat (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 sources of meat available in the locality b) explain the importance of preserving and storing meat at home c) identify facilities used for preserving and storing meat in the locality d) explain methods and procedure of preserving and storing meat in the locality e) use different methods and procedures to preserve meat at home f) store preserved meat at home 	<ul style="list-style-type: none"> • learners brainstorm and share information on sources of meat available in their locality using pictures, charts, digital devices and video clips • using print materials, digital devices, documentaries, video clips and through experience share, learners search for information on the importance of preserving and storing meat at home, discuss and make presentations in plenary • using print materials, digital devices, documentaries, video clips and through experience share, learners search for information on facilities used for preserving and storing meat (<i>refrigeration, salting, sun drying and smoking, advantages and disadvantages of each facility</i>), discuss and make presentations in plenary 	<p>How do you preserve and store meat at home?</p>

		<p>g) observe hygiene measures while preserving and storing meat at home</p> <p>h) appreciate the importance of preserving and storing meat at home.</p>	<ul style="list-style-type: none"> • Learners watch a demonstration, video clip, documentary on preserving and storing meat • Learners preserve and store meat at home using various methods and take photos and pictures using digital devices, share with their parents, peers and community. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Communication and collaboration as learners discuss, brainstorm and make presentations on methods and procedure used for preserving meat • Digital literacy when learners watch and search for information on a presentation of meat using digital devices • Critical thinking and problem solving as learners brainstorm on methods, equipment and materials, storage facilities for preserving meat • Learning to learn as learners explore facilities used for preserving and storing meat in their locality • Citizenship as learners use methods and procedures for preserving and storing meat in the locality 				

<p>PCIs:</p> <ul style="list-style-type: none"> • Health issues and education when learners observe hygienic practices when preserving and storing meat • Education for sustainable development (safety and security) – in preserving meat at home for food security • Financial literacy when learners preserve meat to avoid food wastage 	<p>Values:</p> <ul style="list-style-type: none"> • Unity when learners work in groups during discussion • Responsibility as observe hygiene practices when preserving and storing meat • Social justice as learners share experiences on methods and procedure of storing meat.
<p>Links to other learning areas:</p> <ul style="list-style-type: none"> • Science and technology when using scientific principles to preserve meat • Languages when using indigenous languages to name foods 	<p>Suggested community service learning activities:</p> <p>Participate in preserving and storing meat at home</p>

Suggested Formative Assessment Rubrics

Level Indicator	Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Ability to identify facilities used for preserving and storing meat in the locality	Correctly identifies facilities used for preserving and storing meat in the locality and is able to explain the advantages and disadvantages of each facility	Correctly identifies facilities used for preserving and storing meat in the locality	Correctly identifies some facilities used for preserving and storing meat in the locality	Needs assistance to identify facilities used for preserving and storing meat in the locality

Ability to preserve meat at home	Correctly preserves meat at home using different methods and procedures and is able to explain the advantages and disadvantages of each method	Correctly preserves meat at home using different methods and procedures	Correctly preserves meat at home using some methods and procedures	Needs assistance to preserve meat at home
Ability to store preserved meat using the appropriate methods	Correctly stores meat using different methods and procedures and is able to explain the advantages and disadvantages of each method (<i>refrigeration, salting, sun drying and smoking</i>)	Correctly stores meat using different methods and procedures (<i>refrigeration, salting, sun drying and smoking</i>)	Correctly stores meat using some methods and procedures	Needs assistance to preserve meat
Ability to observe hygiene when preserving and storing meat	Correctly and consistently observes hygiene when preserving and storing meat	Correctly observes hygiene when preserving and storing meat	Correctly observes some hygiene when preserving and storing meat	Needs assistance to observe hygiene when preserving and storing meat

Strand	Sub Strand	Specific learning outcomes	Suggested learning experience	Key inquiry question (s)
3.0 Foods and Nutrition	3.4 Preservation of Fruits and Vegetables (4 lessons)	<p>By the end of the Sub Strand, the learner should be able to:</p> <p>a) identify types of fruits and vegetables available in the locality</p> <p>b) explain the importance of preserving and storing fruits and vegetables at home</p> <p>c) identify facilities used for preserving and storing fruits and vegetables in the locality</p> <p>d) explain the drying methods and procedure of preserving fruits and vegetables at home</p> <p>e) preserve fruits and vegetables using the drying method at</p> <p>f) observe hygiene practices measures while preserving and storing fruits and vegetables at home</p>	<ul style="list-style-type: none"> • using pictures, stories, magazines and their life experiences, learners search and brainstorm on types of fruits and vegetables available in their locality • in groups, learners discuss using video clips, pictures, charts, stories on the importance of preserving and storing fruits and vegetables at home and make presentations using print materials, digital devices, documentaries and video clips • in groups, learners brainstorm on facilities used for preserving and storing fruits and vegetables using print materials, digital devices, documentaries and video clips through experiences (advantages and 	<ol style="list-style-type: none"> 1. Why do you preserve and store fruits and vegetables at home? 2. How do you preserve and store fruits and vegetables at home using the drying method?

		<p>g) appreciate the importance of preserving and storing dried fruits and vegetables using drying method at home.</p>	<p><i>disadvantages of each facility)</i></p> <ul style="list-style-type: none"> • in groups, learners identify and write a report on facilities used for preserving and storing fruits and vegetables using print material, digital devices, documentaries and video clips through experiences • in groups, learners share experiences on the drying method-used for preserving fruits and vegetables at home • learners watch a demonstration, video clip, documentary on preserving and storing fruits and vegetables using the drying method at home • learners preserve and store fruits and vegetables at home using the drying methods while observing hygienic practices. 	
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Core competencies to be developed:

- Communication and collaboration as learners discuss, brainstorm and make presentations on facilities used for preserving and storing fruits and vegetables
- Digital literacy as learners watch and research using digital devices on characteristics of facilities used for preserving and storing dried fruits and vegetables
- Critical thinking and problem solving as learners brainstorm on equipment and materials, storage facilities used for preserving and storing dried fruits and vegetables
- Citizenship as learners use facilities and methods of preserving dried fruits and vegetables in the locality

PCIs:

- Health issues and education when learners observe hygienic practices when preserving and storing fruits and vegetables
- Education for sustainable development (safety and security) – in preserving fruits and vegetables at home for food security
- Education for sustainable development (financial literacy) when learners preserve fruits and vegetables to avoid wastage and therefore save money

Values:

- Unity when learners work in groups during discussion
- Responsibility when observing hygiene practices when preserving fruits and vegetables
- Social justice and Respect as learners share experiences on preserving and storing dried fruits and vegetables

<p>Links to other learning areas:</p> <ul style="list-style-type: none"> • Science and technology when using scientific principles to preserve fruits and vegetables • Mathematics when counting or weighing fruits and vegetables and materials during preservation process • Languages when brainstorming, discussing, reading and listening 	<p>Suggested community service learning activities:</p> <p>Participate in preserving fruits and vegetables at home using the drying method</p>
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Suggested Formative Assessment Rubrics

Level Indicator	Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Ability to identify types of fruits and vegetables available in the locality	Correctly identifies types of fruits and vegetables available in the locality and is able to name them correctly	Correctly identifies types of fruits and vegetables available in the locality	Correctly identifies some types of fruits and vegetables available in the locality	Needs assistance to identify types of fruits and vegetables available in the locality
Ability to identify facilities used for preserving and storing fruits and vegetables in the locality	Correctly identifies facilities used for preserving and storing fruits and vegetables in the locality and is able to explain the advantages and disadvantages of each	Correctly identifies facilities used for preserving and storing fruits and vegetables in the locality	Identifies some facilities used for preserving and storing fruits and vegetables in the locality	Needs assistance to identify facilities used for preserving and storing fruits and vegetables

Ability to preserve fruits and vegetables using the drying method	Correctly preserves fruits and vegetables using the drying method and is able to explain the procedure accurately	Correctly preserves fruits and vegetables using the drying method	Correctly preserves some fruits and vegetables using the drying method	Needs assistance to preserve fruits and vegetables
Ability to store dried fruits and vegetables	Correctly stores dried fruits and vegetables and is able to explain the procedure accurately	Correctly stores dried fruits and vegetables	Correctly stores some dried fruits and vegetables	Needs assistance to store dried fruits and vegetables
Ability to observe hygiene when preserving and storing dried fruits and vegetables	Correctly and consistently observes hygiene when preserving and storing dried fruits and vegetables	Correctly observes hygiene when preserving and storing dried fruits and vegetables	Correctly observes some hygiene when preserving and storing dried fruits and vegetables	Needs assistance to observe hygiene when preserving and storing dried fruits and vegetables

Strand	Sub Strand	Specific learning outcomes	Suggested learning experience	Key inquiry question (s)
3.0 Foods and Nutrition	3.5 Cooking Equipment (4 lessons)	By the end of the Sub Strand, the learner should be able to: a) identify types of cooking equipment used in the locality b) explain daily cleaning for cooking equipment used at home c) improvise materials for cleaning cooking equipment d) clean cooking material used daily e) observe safety when cleaning cooking equipment at home f) appreciate the importance of appropriate use and care of cooking equipment at home.	<ul style="list-style-type: none"> learners identify and share experiences on types cooking equipment used in their locality learners explore cooking equipment using pictures, charts, video clips and realia (<i>charcoal jiko, gas cooker, electric cooker, paraffin stove, traditional open fire place or improved firewood stove</i>) learners watch video clip and brainstorm on how to clean cooking equipment used at home in groups or pairs, learners improvise materials for cleaning cooking equipment practice cleaning cooking equipment in groups, learners use electronic and digital devices to search for information on safety precautions to observe 	<ol style="list-style-type: none"> What are the safety measures to observe when using cooking equipment at home? How do you clean cooking equipment used at home? (<i>charcoal jiko, gas cooker, electric cooker, paraffin stove, traditional open fire place or improved firewood stove</i>)

			<ul style="list-style-type: none"> when cleaning cooking equipment, discuss and present their findings in plenary. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> Communication and collaboration as learners share experiences and discussions on cleaning of cooking equipment Self-efficacy in appropriate care for cooking equipment Creativity and Imagination when improvising cleaning materials to use and care for cooking equipment Citizenship when learners identify with various types of cooking equipment found in their locality 				
<p>PCIs:</p> <ul style="list-style-type: none"> Financial literacy - well cared for equipment lasts long and this cuts down on the cost of buying equipment Disaster Risk Reduction when observing safety in use and care of cooking equipment Parental engagement when practicing use and care of cooking equipment at home 		<p>Values:</p> <ul style="list-style-type: none"> Unity when learners work in groups Responsibility as learners care for cooking equipment; and also when observing safety when using and caring for cooking equipment Respect as learners share experiences on cooking equipment used in their locality Peace while assisting parents or guardians at home in household chores that involve using and caring for cooking equipment. 		

<p>Links to other learning areas:</p> <ul style="list-style-type: none"> • English when learning new terms • Science and technology when caring for cooking equipment to avoid rust 	<p>Suggested community service learning activities:</p> <p>Assisting parents or guardians at home in household chores that involve using and caring for cooking equipment</p>
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Suggested Formative Assessment Rubrics

Level Indicator	Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Ability to identify types of cooking equipment	Correctly identifies types cooking equipment and outlines factors to consider when choosing them	Correctly identifies types cooking equipment	Correctly identifies some cooking equipment	Needs assistance to identify cooking equipment
Ability to improvise materials for cleaning cooking equipment	Correctly improvises materials for cleaning cooking equipment and explains the procedure of improvising	Correctly improvises materials for cleaning cooking equipment	Correctly improvises some materials for cleaning cooking equipment	Needs assistance to improvise materials for cleaning cooking equipment
Ability to clean cooking equipment	Correctly cleans cooking equipment used daily and accurately explains every procedure	Correctly cleans cooking equipment used daily	Correctly cleans some cooking equipment used daily	Needs assistance to clean cooking equipment
Ability to observe safety when cleaning cooking equipment	Correctly observes safety when cleaning cooking equipment and explains how	Correctly observes safety when cleaning cooking equipment	Correctly observes some safety when cleaning cooking equipment	Needs assistance to observe safety when cleaning cooking equipment

Strand	Sub Strand	Specific learning outcomes	Suggested learning experience	Key inquiry question (s)
3.0 Foods and Nutrition	3.6 Planning meals for a family (4 lessons)	<p>By the end of the Sub Strand, the learner should be able to:</p> <ol style="list-style-type: none"> explain the meaning of meal planning as used at home identify factors to consider when planning a family meal identify different types of meals for a family for different times of the day state reasons for planning a meal at home outline factors to consider when planning healthy meals for the family plan and prepare a simple meal for a family appreciate the importance of effectively planning for a meal at home. 	<ul style="list-style-type: none"> in groups or pairs, learners brainstorm and examine the meaning of meal planning in buzz groups, learners brainstorm and report to peers on factors to consider when planning a family meal (<i>to include: money, time, fuel, number of people, dietary needs, variety in the diet, availability of the food</i>) in groups or pairs, learners search for information on the different types of meals for a family for different times of the day using digital devices, print materials, and other sources of electronic media (<i>e.g. the radio, tv</i>), discuss and share findings with peers in groups, learners-discuss and present to peers the reasons for planning a meal at home 	How should you plan for meals at home?

			<ul style="list-style-type: none"> learners undertake a simple group project in planning and preparing a simple meal for the family. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> Communication and collaboration during teamwork activities Creativity and imagination when choosing type of meal for a family Digital literacy when interacting with the digital devices to search for information on meal planning and preparation Self-efficacy when learners are able to plan and prepare simple meals for a family Learning to learn when learners work together and come up with simple healthy meals Citizenship when learning about the diverse foods from the different cultures and communities 				
<p>PCIs:</p> <ul style="list-style-type: none"> Health related issues when effectively planning a healthy meal for the family so as to avoid nutritional and life style diseases Education for Sustainable Development (ESD): <ul style="list-style-type: none"> financial literacy when using money wisely buying different amounts of food to avoid wastage proper planning helps to save on fuel 			<p>Values:</p> <ul style="list-style-type: none"> Responsibility when using money and food wisely and sparingly Unity and patience when working in groups or in pairs Patriotism in appreciation of other peoples diverse meal types Social justice as they plan for a meal Patriotism as they appreciate diverse foods from the different cultural groups in Kenya 	

<p>Links to other subjects:</p> <ul style="list-style-type: none"> • Mathematics when apportioning the correct amount of food to be cooked • Agriculture when identifying and using different types of foods to prepare a meal 	<p>Suggested community service learning activities:</p> <ul style="list-style-type: none"> • Write different meal plans to be to be used at home • Guide other learners and family members in planning healthy family meals for different times of the day
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Suggested Formative Assessment Rubrics

Indicator	Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Ability to explain the meaning of meal planning	Correctly explains the meaning of meal planning and guides others on the same	Correctly explains the meaning of meal planning	Correctly explains the meaning of meal planning but with some errors	Needs assistance to explain the meaning of meal planning
Ability to identify factors to consider when planning a family meal	Correctly explains factors to consider when planning a family meal and gives relevant examples	Correctly explains factors to consider when planning meals for a family.	Correctly explains factors to consider when planning some meals for a family	Needs assistance to explain factors to consider when planning meals
Ability to identify different types of meals for a family for different times of the day	Correctly identifies different types of meals for a family for different times of the day and gives relevant examples	Correctly identifies different types of meals for a family for different times of the day	Correctly identifies some types of meals for a family for some different times of the day	Needs assistance to identify different types of meals for a family for different times of the day

Ability to plan and prepare a simple meal for a family	Correctly plans and prepares a simple meal for a family for different times of the day	Correctly plans and prepares a simple meal for a family	Sometimes correctly plans and prepares simple meal for a family for different times of the day	Needs assistance to plan and prepare a meal
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Strand	Sub Strand	Specific learning outcomes	Suggested learning experience	Key inquiry question (s)
3.0 Foods and Nutrition	1.7 Stewing (6 lessons)	<p>By the end of the Sub Strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) explain meaning of stewing as used in cookery b) identify foods which can be stewed and are found in their locality c) describe the procedure used to stew a locally available food d) improvise cooking equipment for stewing e) stew food available in their locality f) describe the safety measures to practice when stewing food g) serve stewed food appropriately h) appreciate cooking food using the stewing method. 	<ul style="list-style-type: none"> • learners brainstorm on the meaning of stewing as used in cookery, and also use cut-outs from newspapers of stewed foods and display them in a scrap book or portfolio • using pictures, realia, video clips, charts and sharing experiences, learners brainstorm and identify suitable foods which can be stewed and are found within their locality (<i>e.g. meat, fish, poultry, a mixture of meat or fish with vegetables, green bananas</i>) • in groups or pairs, learners use electronic and digital devices, print media and relevant books to search for information on the procedures used in stewing food available in their locality, discuss and present their findings in class (<i>encourage use of indigenous foods</i>) 	<ol style="list-style-type: none"> 1. How do you stew a local food at home? 2. How do you serve stewed food?

			<ul style="list-style-type: none"> • learners improvise a cooking equipment where necessary (e.g. using a clay cooking pot) • in groups, learners stew food available in their locality • using digital devices, pictures books and sharing experiences, learners search and discuss safety measures to practice when stewing food • using digital devices, sharing experiences, books and pictures, learners serve stewed food appropriately • learners search and discuss ways of storing stewed foods. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Communication and Collaboration during teamwork activities • Critical thinking and problem solving when stewing local foods • Digital literacy when using the digital devices to search for information on stewing • Self-efficacy when cooking on their own • Citizenship when they use local foods 				

<p>PCIs:</p> <ul style="list-style-type: none"> • Disaster and risk reduction when observing safety precautions while stewing • Financial literacy when costing, budgeting and buying food 	<p>Values:</p> <ul style="list-style-type: none"> • Respect for each other when working and collaborating together; also when respecting each other's food choices • Responsibility in caring while handling cooking equipment • Unity when working together
<p>Links to other learning areas:</p> <ul style="list-style-type: none"> • Science and technology during conservation of energy while cooking • Mathematics in the time taken to cook and also when estimating time used for stewing food 	<p>Suggested community service learning activities:</p> <ul style="list-style-type: none"> • Learners sensitize the people in the community on stewing method of cooking as a healthy practice • Learners sensitize the people at home on the safety precautions to be observed when stewing • Learners sensitize the people at home on the equipment and materials and resources which can be improvised during stewing

Assessment Rubric

Level Indicator	Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
Ability to identify foods which can be stewed and are found their locality	Correctly identifies suitable foods which can be stewed and are found their locality and is able to call them by name	Correctly identifies suitable foods which can be stewed and are found their locality	Correctly identifies some suitable foods which can be stewed and are found their locality	Needs assistance to identify foods which can be stewed
Ability to stew food available in the locality	Correctly and creatively stews food available in the locality while strictly observing safety	Correctly stews food available in the locality while observing safety	Correctly stews some food available in the locality v while observing some safety	Needs assistance to stew a foods available in the locality while observing safety
Ability to improvise cooking equipment for stewing	Correctly improvises cooking equipment for stewing and explains how	Correctly improvise cooking equipment for stewing	Correctly improvises some cooking equipment for stewing	Needs assistance to improvise cooking equipment for stewing
Ability to serve stewed foods	Correctly and creatively serves stewed foods	Correctly serves stewed foods	Correctly serves stewed foods sometimes	Needs assistance to serve stewed foods

Strand	Sub Strand	Specific learning outcomes	Suggested learning experience	Key inquiry question (s)
3.0 Foods and Nutrition	3.8 Baking (Rubbed-in method) (6 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 baking as used in cookery b) identify foods which can be baked at home c) identify equipment and materials which are used for baking d) describe the procedure used to bake a simple cake at home using the rubbed-in method e) observe safety measures to practice when baking f) improvise cooking equipment for baking at home g) bake a simple cake using the rubbed-in method h) store baked cake appropriately at home 	<ul style="list-style-type: none"> • learners brainstorm on the meaning of baking as used in cookery • using pictures, realia, video clips, charts and sharing experiences, learners identify local foods which can be baked (<i>such as: cake, potatoes, bread, pizza</i>) • using pictures, realia, video clips and charts, learners discuss equipment and materials which are used for baking (<i>such as measuring cups (for liquid and dry ingredients) and spoons, wooden spoons, rubber spatula or scraper, pastry brush, whisk, rolling pin, among others</i>) • learners share experiences on local equipment and materials that can be improvised for baking 	<ol style="list-style-type: none"> 1. Which foods can be baked in your locality? 2. How do you bake a given local food at home?

		<p>i) appreciate foods cooked using the baking method.</p>	<ul style="list-style-type: none"> • learners observe a demonstration or watch a video clip on procedures used in baking using the rubbed-in method • in groups, learners discuss the procedures to follow when baking using the rubbed-in method • in groups or pairs, learners bake a simple cake using the rubbed-in method as they observe safety • learners improvise a cooking equipment where necessary (<i>e.g. using a charcoal stove or jiko, sufuria, hot ash, sand, etc.</i>) • in groups, learners practice appropriate storage of the baked cake . 	
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Core competencies:

- Communication and Collaboration during teamwork activities
 - Critical thinking and problem solving when carrying out the actual baking; also when improvising baking equipment
- Digital literacy when using the digital devices to search for information on baking
- Self-efficacy when baking on their own

<p>PCIs:</p> <ul style="list-style-type: none"> • Disaster and risk reduction in safety precautions while baking • Financial literacy when: <ul style="list-style-type: none"> - baking cake can be an income generating activity - improvising baking equipment also saves on the money for buying the equipment - apportioning the correct amount of ingredients to buy and cook 	<p>Values:</p> <ul style="list-style-type: none"> • Unity when working and collaborating together • Responsibility in caring while handling baking equipment • Respect for each other's diverse cultures in foods
<p>Links to other learning areas:</p> <ul style="list-style-type: none"> • Science and technology during conservation of energy while baking • Mathematics when: <ul style="list-style-type: none"> - estimating time for baking a cake so as to use the appropriate time - estimating and weighing the ingredients 	<p>Suggested community service learning activities:</p> <ul style="list-style-type: none"> • Learners sensitize the people in the community on baking as a method of cooking • Learners sensitize the people at home on the safety precautions to be observed when baking • Learners sensitize the people at home on the equipment which can be improvised during baking of a cake

Assessment Rubric

Level Indicator	Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
Ability to identify foods which can be baked	Correctly identifies foods which can be baked and which can also be found in their locality	Correctly identifies foods which can be baked	Correctly identifies some foods which can be baked	Needs assistance to identify foods which can be baked
Ability to identify equipment and materials which are used for baking	Correctly identifies equipment and materials which are used for baking and which can also be found in their locality	Correctly identifies equipment and materials which are used for baking	Correctly identifies some equipment and materials which are used for baking	Needs assistance to identify equipment and materials which are used for baking
Ability to bake a simple cake using the rubbed-in method	Correctly and creatively bakes a simple cake using the rubbed-in method while observing safety	Correctly bakes a simple cake using the rubbed-in method while observing safety	Bakes a simple cake using the rubbed-in method but not observe safety all the time	Needs assistance to bake a cake
Ability to store baked cake	Correctly stores baked cake and explains reasons for using the procedures followed	Correctly stores baked cake	Stores baked cake but with some errors	Needs guidance to store some cooked foods

Strand	Sub Strand	Specific learning outcomes	Suggested learning experience	Key inquiry question (s)
4.0 Clothing	4.1 Tools and equipment (3 lessons)	<p>By the end of the Sub Strand, the learner should be able to:</p> <p>a) identify tools and equipment used for sewing</p> <p>b) explain factors to consider in the choice of tools and equipment used for sewing</p> <p>c) describe ways to use different sewing tools and equipment</p> <p>d) explain methods of caring and storing the tools and equipment used for sewing at home</p> <p>e) observe safety precautions when using, caring and storing different sewing tools and equipment</p>	<ul style="list-style-type: none"> • using digital devices, pictures and books, learners identify tools and equipment used for sewing (<i>bodkin, iron box and ironing board or surface, sprinkler or spraying can, sleeve board</i>) • learners draw the above various types of tools and equipment used for sewing • in groups or pairs, learners discuss factors to consider in the choice of tools and equipment used for sewing using digital devices, pictures, charts and books • learners draw or cut pictures of various tools and equipment and attach in their portfolios 	<ol style="list-style-type: none"> 1. What factors of tools and equipment used for sewing would you consider? 2. How do you use tools and equipment used for sewing?

		<p>f) appreciate different tools and equipment used for sewing .</p>	<ul style="list-style-type: none"> • Using digital devices, video clips, learners watch demonstrations on how to use various sewing tools and equipment • Learners practice sewing using various tools and equipment • Using digital devices, video clips, learners watch practice on how to care and store various tools and equipment used for sewing • Learner watch a video clip practice safety when using, caring and storing different sewing tools and equipment. 	
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<p>Core competencies:</p> <ul style="list-style-type: none"> • Communication and Collaboration during teamwork activities • Critical thinking and problem solving when using different tools and equipment used for sewing • Digital literacy when learners use digital devices to search for information on sewing tools and equipment • Self-efficacy when learner independently uses different tools and equipment 	
<p>PCIs:</p> <ul style="list-style-type: none"> • Disaster and risk reduction in safety precautions while using sewing tools and equipment • Financial literacy when costing, budgeting and buying sewing tools and equipment 	<p>Values:</p> <ul style="list-style-type: none"> • Unity when working together • Respect for each other when working together • Responsibility in caring while handling sewing tools, materials and equipment
<p>Links to other learning areas:</p> <ul style="list-style-type: none"> • Science and technology and Art and craft when choosing sewing tools and equipment 	<p>Suggested community service learning activities:</p> <ul style="list-style-type: none"> • Learners sensitize the community on: <ul style="list-style-type: none"> - using different sewing tools and equipment - safety precautions to be observed when using sewing tools and equipment - care of various sewing tools and equipment
<p>Non formal – draw posters on sewing tools and equipment and pin on the notice boards in class</p>	<p>Assessment – portfolio, peer assessment, written and oral questions</p>

Assessment Rubric

Level Indicator	Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
Ability to identify different tools, and equipment used for sewing	Correctly identifies different tools, and equipment used for sewing and is able to explain the factors to consider when choosing them	Correctly identifies different tools and equipment used for sewing	Correctly identifies some tools and equipment used for sewing	Needs assistance to identify a few tools and equipment used for sewing
Ability to use different sewing tools and equipment while observing safety	Correctly and skilfully uses different sewing tools and equipment while observing safety	Correctly uses different sewing tools and equipment while observing safety	Correctly uses some different sewing tools and equipment while observing safety	Needs assistance to use sewing tools and equipment
Ability to care for different tools and equipment used for sewing	Correctly cares for tools and equipment while observing safety and gives reasons for every step taken	Correctly cares for tools and equipment while observing safety	Cares for some tools and equipment used for sewing and sometimes observes safety	Needs assistance to care for some tools and equipment used for sewing

Strand	Sub Strand	Specific learning outcomes	Suggested learning experience	Key inquiry question (s)
4.0 CLOTHING	4.2 Fabric construction 4.2.1 Weaving (6 lessons)	By the end of the Sub Strand, the learner should be able to: a) explain the term weaving as used in fabric construction b) identify tools, equipment and materials for weaving c) improvise weaving tools, equipment and materials used in fabric construction d) identify basic methods of weaving as used in fabric construction e) practice weaving an item for use at home f) care for and store weaving tools, equipment and materials g) observe safety precautions when weaving	<ul style="list-style-type: none"> • learners brainstorm on the meaning of weaving as used in fabric construction • using digital devices, pictures and books, learners identify tools, equipment and materials for weaving (such as: <i>hooks, simple weaving frame, yarns</i>) • learners improvise weaving tools, equipment and materials using locally available resources • using digital devices, pictures and books, learners identify and explain basic methods of weaving (<i>plain and basket weaves</i>) 	<ol style="list-style-type: none"> 1. How do you use weaving tools, equipment and materials? 2. How do you weave an item?

		h) appreciate woven items used at home.	<ul style="list-style-type: none"> • learners follow the correct procedure to weave an item for use at home by using the basic steps (<i>e.g. mat, rug, basket</i>) • learners weave items using the plain and basket weaves • learners observe safety precautions when weaving • in pairs or individually, learners care for and store weaving tools, equipment and materials. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Self-efficacy when the learner is able to weave various items on their own • Creativity and Imagination as learners improvise weaving tools, equipment and materials • Learning to learn as learners learn new methods of weaving different items • Digital literacy as learners use digital devices to search for information on weaving 				

<p>PCIs:</p> <ul style="list-style-type: none"> • Safety when handling weaving tools, equipment and materials • Financial literacy when they improvise on the weaving hooks and yarns; and also when learners weave items for sale • Life skills when learners weave items for use at home 	<p>Values:</p> <ul style="list-style-type: none"> • Responsibility when safely handling weaving tools, equipment and materials • Love and respect when weaving items to gift others or for use at home
<p>Links to other learning areas:</p> <ul style="list-style-type: none"> • Mathematics – counting the number of stitches and shaping when weaving an item • Art and Craft in being creative in the choice of colours; and also when improvising weaving tools, equipment and materials 	<p>Suggested community service learning activities:</p> <p>Teaching the peers and the community how to make weaved items for use at home or for sale</p>

Assessment Rubric

Level Indicator	Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Ability to identify tools, equipment and materials used for weaving	Correctly identifies tools, equipment and materials for weaving and is able to explain how they are effectively used	Correctly identifies tools, equipment and materials used for weaving	Identifies some tools, equipment and materials used for weaving	Needs assistance to identify some tools, equipment and materials used for weaving

Ability to improvise weaving tools, equipment and materials	Correctly and creatively improvises weaving tools, equipment and materials	Correctly improvises weaving tools, equipment and materials	Correctly improvises some weaving tools, equipment and materials	Needs assistance to improvise weaving tools, equipment and materials
Ability to identify the basic weaves used to make an item	Correctly identifies and is able to describe the basic weaves used to make an item	Correctly identifies the basic weaves used to make an item	Correctly identifies some of the basic weaves used to make an item	Needs assistance to identify the basic weaves used to make an item
Ability to use the basic weaves to make an item while observing safety	Correctly and creatively uses basic weaves to make an item while observing safety	Correctly uses the basic weaves to make an item while observing safety	Correctly uses some of the basic weaves to make an item	Needs assistance to use the basic weaves to make an item
Ability to care for and store weaving tools, equipment and materials	Correctly cares for and stores weaving tools, equipment and materials and is able to explain the procedures used	Correctly cares for and stores weaving tools, equipment and materials	Correctly cares for and stores some weaving tools, equipment and materials	Needs assistance to care for and store weaving tools, equipment and materials

Strand	Sub Strand	Specific learning outcomes	Suggested learning experience	Key inquiry question (s)
4.0 CLOTHING	4.2.2 Knitting (6 lessons)	By the end of the Sub Strand, the learner should be able to: a) explain the term knitting as a fabric construction b) identify tools and materials used for knitting c) improvise knitting tools and materials d) identify basic knitting stitches e) practice holding knitting needles and yarns f) knit a simple scarf for use at home g) observe safety precautions when knitting h) care for and store knitting tools and materials	<ul style="list-style-type: none"> • learners brainstorm on the meaning of the term knitting as a fabric construction • using digital devices, pictures, and books, learners identify tools and materials used for knitting (<i>knitting needles, knitting yarns, knitting machine</i>) • learners improvise knitting tools and materials using locally available resources • using digital devices, pictures and books, learners identify basic knitting stitches (<i>knit, purl</i>) • learners practice holding knitting needles and yarns • learners knit a simple scarf 	How do you make a knitted item for personal use?

		i) appreciate knitted items used at home.	<ul style="list-style-type: none"> learners follow the correct procedure to knit a simple scarf and using digital devices to take a video or photos of item made and share with peers, parents, community and others learners care for and store knitting tools and materials. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> Creativity and Imagination in the improvisation of knitting tools, equipment and materials Self-efficacy when the learner is able to knit a neck scarf on their own Learning to learn as learners learn the knitting procedure Digital literacy as learners use digital devices to search for information on knitting, or taking videos and pictures of the knitted items 				
<p>PCIs:</p> <ul style="list-style-type: none"> Safety when handling knitting tools and materials Financial literacy when learners improvise knitting needles and yarns; also when learners weave items for sale Life skills when learners knit items for use at home 			<p>Values:</p> <ul style="list-style-type: none"> Responsibility in handling knitting tools and materials Love and respect when knitting items which can be used to gift others 	

<p>Links to other learning areas:</p> <ul style="list-style-type: none"> • Mathematics when counting the number of stitches and shaping when knitting an item • Art and Craft in being creative in the choice of colours; and also when improvising knitting tools, equipment and materials 	<p>Suggested community service learning activities:</p> <p>Teaching peers in the community how to make knitted items for use at home or for sale</p>
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Assessment Rubric

Level Indicator	Exceeds expectation	Meeting expectation	Approaching expectation	Below expectation
Ability to identify tools, equipment and materials used for knitting	Correctly identifies and chooses tools, equipment and materials used for knitting and is able to explain the factors to consider	Correctly identifies tools, equipment and materials used for knitting	Correctly identifies some tools, equipment and materials used for knitting	Needs assistance to identify tools, equipment and materials used for knitting
Ability to improvise knitting tools and materials	Correctly improvises knitting tools and materials and explains factors to consider	Correctly improvises knitting tools and materials	Correctly improvises some knitting tools and materials	Needs assistance to improvise knitting tools and materials
Ability to identify basic knitting stitches	Correctly identifies basic knitting stitches and is able to explain how they are worked out	Correctly identifies basic knitting stitches	Sometimes correctly identifies basic knitting stitches	Needs assistance to identify basic basic knitting stitches

Ability to hold knitting needles and threads	Correctly and skillfully holds knitting needles and threads without supervision and guides others to do it	Correctly holds knitting needles and threads	Sometimes holds knitting needles and threads correctly	Needs assistance to hold knitting needles and threads
Ability to use the basic knitting stitches to make a scarf	Correctly and skillfully uses the basic knitting stitches to make a scarf	Correctly uses the basic knitting stitches to make a scarf	Correctly uses some basic knitting stitches to make a scarf	Needs assistance to use the basic knitting stitches
Ability to observe safety precautions when knitting	Correctly observes safety precautions when knitting and is able to point out the accidents that may occur	Correctly observes safety precautions when knitting	Correctly observes some safety precautions when knitting	Needs assistance to observe safety precautions when knitting
Ability to care for and store knitting tools and materials	Correctly cares for and stores knitting tools and materials and is able to explain how	Correctly cares for and stores knitting tools and materials	Correctly cares and stores some knitting tool and materials	Needs assistance to care for and store knitting tools and materials

Strand	Sub Strand	Specific learning outcomes	Suggested learning experience	Key inquiry question (s)
4.0 CLOTHING	4.1.3 Crocheting (6 lessons)	By the end of the Sub Strand, the learner should be able to: a) explain the term crocheting as a fabric construction process b) identify tools and materials used for crocheting c) improvise crocheting tools and materials d) identify basic crocheting stitches e) practice holding a crocheting needle (hook) and thread f) crochet an item for use at home g) observe safety precautions when crocheting h) care for and store crocheting tools and materials	<ul style="list-style-type: none"> • learners brainstorm on the meaning of the term crocheting as a fabric construction process • using digital devices, pictures, and books, learners identify tools and materials for crocheting (<i>crocheting hooks and crocheting yarns</i>) • learners improvise crocheting hooks using locally available materials (<i>such as: straw, grass, sticks</i>) • using digital devices, pictures, and books, learners identify basic crochet stitches (<i>single crochet stitch, double crochet stitch</i>) • learners practice holding crocheting needle (hook) and yarn 	How do you crochet an item for personal use?

		i) appreciate crocheted items used at home.	<ul style="list-style-type: none"> learners follow the correct procedure to crochet a simple neck scarf and using digital devices to take a video or photos of item made and share with peers, parents, community and others learners care for and store crocheting tools and materials. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> Self-efficacy when the learner is able to crochet a neck scarf Creativity and Imagination in the improvisation of crocheting tools and materials Learning to learn as learners learn new methods of crocheting a neck scarf Digital literacy as learners use digital devices to search for information on crocheting, or taking videos and pictures of the crocheted items 				
<p>PCIs:</p> <ul style="list-style-type: none"> Safety when handling crocheting tools and materials Financial literacy when they improvise crocheting hooks and yarns; also when learners crochet items for sale Life skills when learners crochet items for use at home 			<p>Values:</p> <ul style="list-style-type: none"> Responsibility in handling crocheting tools and materials Love and respect when crocheting items to gift others 	

<p>Links to other learning areas:</p> <ul style="list-style-type: none"> • Mathematics when counting the number of stitches when crocheting an item • Art and Craft in being creative in the choice of colours; also when improvising crocheting tools and materials 	<p>Suggested community service learning activities:</p> <p>Teaching the community, parents or guardians and their peers how to make crocheted items for use at home or for sale</p>
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Assessment Rubric

Level Indicator	Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Ability to identify tools and materials used for crocheting	Correctly identifies and chooses tools and materials used for crocheting and is able to explain the factors to consider	Correctly identifies tools and materials used for crocheting	Correctly identifies some tools and materials used for crocheting	Needs assistance to identify tools and materials used for crocheting
Ability to improvise crocheting tools and materials	Correctly improvises crocheting tools and materials for crocheting and explains factors to consider	Correctly improvises crocheting tools and materials	Correctly improvises some crocheting tools and materials	Needs assistance to improvise crocheting tools and materials
Ability to identify basic crocheting stitches	Correctly identifies basic crocheting stitches and is able to explain how they are worked out	Correctly identifies basic crocheting stitches	Sometimes correctly identifies basic crocheting stitches	Needs assistance to identify basic crocheting stitches

Ability to hold crocheting needles and threads	Correctly and skillfully holds crocheting needles and threads without supervision and guides others to do it	Correctly holds crocheting needles and threads	Sometimes holds crocheting needles and threads correctly	Needs assistance to hold crocheting needles and threads
Ability to use the basic crocheting stitches to make a scarf	Correctly and skillfully uses the basic crocheting stitches to make a scarf	Correctly uses the basic crocheting stitches to make a scarf	Correctly uses some basic crocheting stitches to make a scarf	Needs assistance to use the basic crocheting stitches
Ability to observe safety precautions when crocheting	Correctly observes safety precautions when crocheting and is able to point out the accidents that may occur	Correctly observes safety precautions when crocheting	Correctly observes some safety precautions when crocheting	Needs assistance to observe safety precautions when crocheting

Strand	Sub Strand	Specific learning outcomes	Suggested learning experience	Key inquiry question (s)
4.0 Clothing	1.3 Repair and maintenance of Pockets (6 lessons)	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> identify types of pockets on clothes identify types of damage on pockets mention factors to consider when repairing a pocket repair a damaged pocket on a garment practice safety while using tools and equipment when repairing a pocket appreciate a well repaired pocket on a garment. 	<ul style="list-style-type: none"> using realia, digital devices, books, pictures, learners study and discuss different types of pockets (<i>patch pocket on their shirts or blouses and pocket in seam</i>) learners identify damage on different articles (<i>loose stitches, torn pocket</i>) in groups, learners brainstorm on the factors to be considered when repairing a pocket (<i>such as size of damage, position of damage, texture of fabric, type of damage i.e. backstitches loose stitches, running stitches, colour of thread</i>) using realia, pictures and charts, learner chooses the correct repair to use on a damaged pocket (<i>i.e. when repairing loose stitches</i>) 	<ol style="list-style-type: none"> What do you look for when repairing a damaged pocket? How do you repair a damaged?

			<ul style="list-style-type: none"> • watch a video clip or demonstration on the repair of a patch and in-seam pocket • learners repairs damage on the pocket of their uniform (<i>patch pocket and pocket in-seam</i>) • learner practice safety while using tools and equipment when repairing a damaged pocket on a garment. 	
<p>Core competencies:</p> <ul style="list-style-type: none"> • Self-efficacy when learner is able to repair a damaged pocket on a garment • Critical thinking and problem solving when choosing the right way to repair a damaged pocket on a garment • Digital literacy when using digital devices to search for information on repairing a damaged pocket • Learning to learn as they learn new ways of repairing pockets 				
<p>PCIs:</p> <ul style="list-style-type: none"> • Hygiene as learner observes good grooming when they repair a pocket • Life skills and values as they repair pockets on clothes instead of taking to a tailor to do it for them • Financial Literacy as they make a saving out of repairing clothes themselves 			<p>Values:</p> <ul style="list-style-type: none"> • Responsibility when repairing a pocket • Unity when sharing and working together 	

<p>Links to other subjects:</p> <ul style="list-style-type: none"> • Art and craft when choosing correct colour in matching the thread with the garment to be repaired 	<p>Suggested community service learning activities:</p> <ul style="list-style-type: none"> • Guide other learners in school and at home on how to repair damaged pockets on their garments
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Suggested Formative Assessment Rubrics

Level Indicator	Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Ability to identify types of pockets on clothes (<i>patch pocket on their shirts or blouses and pocket in seam</i>)	Correctly identifies types of pockets on clothes and is able to explain factors to consider when repairing them (<i>patch pocket on their shirts or blouses and pocket in seam</i>)	Correctly identifies types of pockets on clothes (<i>patch pocket on their shirts or blouses and pocket in seam</i>)	Correctly identifies some types of pockets on clothes	Needs assistance to identify pockets on clothes
Ability to repair a damaged pocket (<i>loose stitches, torn pocket</i>)	Correctly and appropriately repairs a damaged pocket using appropriate stitches (<i>loose stitches, torn pocket</i>)	Correctly repairs a damaged pocket using appropriate stitches (<i>loose stitches, torn pocket</i>)	Correctly repairs a damaged pocket using appropriate stitches though with some errors	Needs assistance to repair a damaged pocket
Ability to observe safety while repairing a damaged pocket on a garment	Correctly and strictly observes safety while repairing a damaged pocket on a garment	Correctly observes safety while repairing a damaged pocket on a garment	Correctly observes some safety measures while repairing a damaged pocket on a garment	Needs assistance to observe safety measures while repairing a damaged pocket on a garment

Strand	Sub Strand	Specific learning outcomes	Suggested learning experience	Key inquiry question (s)
5.0 Laundry Work	5.1 Special treatment in laundry work (7 lessons)	<p>By the end of the Sub Strand, the learner should be able to:</p> <p>a) state the meaning of special treatment in laundry work</p> <p>b) identify various types of special treatments in laundry work</p> <p>c) explain the importance of special treatment in laundry work</p> <p>d) state points to consider when carrying out special treatment on clothes</p> <p>e) identify materials used for special treatment during laundry work</p> <p>f) state safety precautions to observe when carrying out special treatment while laundering different articles</p>	<ul style="list-style-type: none"> • using digital devices and print material, learners brainstorm on the meaning of special treatment in laundry work • using electronic, digital devices and print material, learners brainstorm and name various types of special treatments in laundry work <ul style="list-style-type: none"> - <i>stain removal of ink stain, grass stain, blood stain</i> - <i>removal of chewing gum</i> - <i>disinfecting</i> - <i>bleaching</i> - <i>use of fabric conditioners</i> • in groups, learners search and discuss the importance of special treatment in laundry work using print materials, digital devices, video clips, sharing experiences 	<ol style="list-style-type: none"> 1. Why do you carry out special treatment when laundering clothes? 2. How do you carry out different special treatment during laundering different articles?

		<p>g) carry out special treatment on different articles</p> <p>h) clean and store equipment and materials used in special treatment during laundry work</p> <p>i) appreciate special treatment in laundry work.</p>	<ul style="list-style-type: none"> • in groups, learners search and brainstorm to identify materials used in special treatment during laundry work from realia, charts, pictures, video clips, digital devices, print materials and sharing experiences • learners discuss safety precautions to observe during special treatment when laundering different articles • learners watch a demonstration or video clip and discuss the procedure of special treatment during laundering different articles <ul style="list-style-type: none"> - <i>stain removal of ink stain, grass stain, blood stains</i> - <i>removal of chewing gum</i> - <i>disinfecting</i> - <i>bleaching</i> - <i>use of fabric conditioners</i> 	
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			<ul style="list-style-type: none"> • Learners carry out special treatment of different articles • Learners carry out cleaning and storing of equipment and materials used in laundry work. 	
<p>Core competencies 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 carrying out special treatment in laundry work • Digital literacy skills when learners use digital devices to search for information on special treatment in laundry work • Self-efficacy will be developed when learners are able to carry out simple special treatments in laundry work • Critical thinking and problem solving when carrying out special treatment in laundry work 				
<p>PCIs:</p> <ul style="list-style-type: none"> • Peer mentorship when learners are sharing experiences of special treatments in laundry work • Safety and protection when learners observe safety precautions when carrying out special treatment in laundry work • Life skills when learning how to take care of their clothes without damaging them 			<p>Values:</p> <ul style="list-style-type: none"> • Respect when in group discussions on special treatments in laundry work • Responsibility when using materials and equipment in laundry work to carry out special treatments in laundry work • Unity in group discussions, sharing experiences on special treatments in laundry work 	

<p>Links to other learning areas:</p> <ul style="list-style-type: none"> • Science and technology when using water, detergents and other materials to carry out special treatments in laundry work • Languages when sharing experiences and discussing and when using new vocabulary • Mathematics when measuring materials and chemicals (<i>e.g. laundry bleach</i>), used for carrying out special treatments in laundry work 	<p>Suggested community service learning activities:</p> <p>Assist other peers or family members to carry out special treatment of articles in laundry work</p>
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Suggested Formative Assessment Rubrics

Level Indicator	Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Ability to identify materials used in special treatment during laundry work	Correctly identifies and explains the use of materials used during special treatment of articles in laundry work	Correctly identifies the use of materials used during special treatment of articles in laundry work	Correctly identifies some materials used during special treatment of articles in laundry work	Needs assistance to identify materials used during special treatment of articles in laundry work
Ability to carry out special treatments in laundry work on different articles	Correctly and skillfully carries out special treatments in laundry work on different articles	Correctly carries out special treatments in laundry work on different articles	Correctly carries out some special treatments in laundry work on different articles	Needs assistance carry out special treatments in laundry work on different articles

Ability to observe safety precautions when carrying out special treatment in laundry work	Correctly and strictly observes safety while carrying out special treatment in laundry work	Correctly observes safety while carrying out special treatment in laundry work	Correctly observes some safety measures while carrying out special treatment in laundry work	Needs assistance to observe safety measures while carrying out special treatment in laundry work
Ability to clean and store equipment and materials used in special treatment during laundry work	Correctly and with ease cleans and stores equipment and materials used in special treatment during laundry work	Correctly cleans and stores equipment and materials used in special treatment during laundry work	Correctly cleans and stores some equipment and materials used in special treatment during laundry work	Needs assistance to clean and store equipment and materials used in special treatment during laundry work

Strand	Sub Strand	Specific learning outcomes	Suggested learning experience	Key inquiry question (s)
5.0 Laundry Work	5.2 A woollen or acrylic article (3 lessons)	<p>By the end of the Sub Strand, the learner should be able to:</p> <p>a) state the reasons for care during laundering of woollen or acrylic articles</p> <p>b) identify resources required for laundering a woollen or acrylic article</p> <p>c) describe the procedure in laundering a woollen or acrylic article</p> <p>d) launder a woollen or acrylic sweater and socks</p> <p>e) clean and store laundry equipment and materials for maintenance of the equipment</p> <p>f) appreciate properly laundered woollen or acrylic articles.</p>	<ul style="list-style-type: none"> • in groups, learners search and discuss reasons for care during laundering of woollen or acrylic articles (<i>sweater and socks</i>) • using electronic (<i>radio, TV</i>) and ict devices, print media, relevant books and magazines, learners identify resources required for laundering a woollen or acrylic article • learners watch a video clip or a demonstration on procedures used in laundering a woollen or acrylic sweater and socks (<i>mending, measuring, washing, rinsing, drying, pressing, airing, storage</i>) 	<ol style="list-style-type: none"> 1. Why is proper care of a woollen or acrylic article important in laundrywork? 2. How do we launder a woollen or acrylic sweater or socks?

			<ul style="list-style-type: none"> • Learners watch a video or a demonstration on laundering a woollen or acrylic sweater or socks • Learners practice laundering of a woollen or acrylic sweater and socks as a personal item • Learners clean and store laundry equipment and materials appropriately. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Communication and Collaboration when working in pairs and groups as they launder a woollen and acrylic article • Critical thinking and problem solving when carrying out the laundry work • Self-efficacy in the ability to launder a woollen or acrylic sweater and socks on their own • Digital literacy when using digital devices 				

<p>PCIs:</p> <ul style="list-style-type: none"> • Health Education as this helps in good grooming • Life skills when taking care of personal items (sweater or socks) • Financial literacy as learners launder article correctly therefore resources will last long and there will be no wastage 	<p>Values:</p> <ul style="list-style-type: none"> • Responsibility and respect when caring for personal items; and also when caring for and storing cleaning equipment and materials • Unity when working in pairs and groups
<p>Links to other learning areas:</p> <ul style="list-style-type: none"> • Mathematics when: <ul style="list-style-type: none"> - using the correct amount of water and detergents - taking measurements on the woollen or acrylic sweater 	<p>Suggested community service learning activities:</p> <p>Learners guide their peers and family members on how to launder woollen or acrylic articles e.g. sweater and socks</p>

Assessment Rubric

Level Indicator	Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Ability to identify resources required for laundering a woollen or acrylic sweater	Correctly identifies resources required for laundering a woollen or acrylic sweater and can explain how to use them	Correctly identifies resources required for laundering a woollen or acrylic sweater	Correctly identifies some resources required for laundering a woollen or acrylic sweater	Needs assistance to identify resources required for laundering a woollen or acrylic sweater

Ability to launder a woollen or acrylic sweater and socks	Correctly and competently launders a woollen or acrylic sweater and socks and can explain each procedure use	Correctly launders a woollen or acrylic sweater and socks	Sometimes correctly launders a woollen or acrylic sweater and socks	Needs assistance to launder a woollen or acrylic sweater and socks
Ability to observe safety while laundering a woollen or acrylic sweater	Correctly and with ease observes safety while laundering a woollen or acrylic sweater	Correctly observes safety while while laundering a woollen or acrylic sweater	Sometimes correctly observes safety while laundering a woollen or acrylic sweater	Needs guidance to observe safety while laundering a woollen or acrylic sweater
Ability to care for and store laundry work equipment and materials	Correctly and with ease cares for and stores laundrywork equipment and materials	Correctly cares for and stores laundrywork equipment and materials	Correctly cares for and stores some laundry work equipment and materials	Needs assistance to care for and store laundry work equipment and materials

Strand	Sub Strand	Specific learning outcomes	Suggested learning experience	Key inquiry question (s)
5.0 Laundry Work	5.3 Laundering a loose coloured item (3 lessons)	<p>By the end of the Sub Strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) state reasons for care during laundering of loose coloured articles b) identify resources and materials used for laundering loose coloured articles c) describe the procedure of laundering a loose coloured article d) launder a loose coloured article for maintenance e) clean and store laundry equipment and materials for maintenance 	<ul style="list-style-type: none"> • in groups, learners search and discuss reasons for care during laundering of loose coloured articles • in groups, learners search and brainstorm to identify materials used in during laundering loose coloured articles from realia, charts, pictures, video clips, digital devices, print materials and sharing experiences • learners search for information and discuss how to launder a loose coloured article using print materials, video clips, sharing experiences • learners watch a video clip or a demonstration on procedures of laundering a loose coloured article 	<ol style="list-style-type: none"> 1. Why is proper care of a loose coloured article important in laundry work? 2. How do we launder a loose coloured item?

		f) appreciate properly laundered loose coloured articles.	<ul style="list-style-type: none"> • Learners practice laundering of a loose coloured item of a personal item • Learners clean and store laundry equipment and materials appropriately. 	
Core competencies to be developed:				
<ul style="list-style-type: none"> • Communication and collaboration when working in pairs and groups as they launder a loose coloured article • Critical thinking and problem solving when carrying out the laundry work • Self-efficacy in the ability to launder a loose coloured article 				
PCIs:			Values:	
<ul style="list-style-type: none"> • Life skills when taking care of personal items • Health education as this helps in good grooming • Financial literacy when managing resources (reusing water and soap) therefore resources will last long and there will be no wastage 			<ul style="list-style-type: none"> • Responsibility when caring for loose coloured personal items and when caring for and storing cleaning equipment and materials • Unity when working in pairs and groups 	
Links to other learning areas:			Suggested community service learning activities:	
<ul style="list-style-type: none"> • Mathematics when using the correct amount of laundry materials (<i>e.g. water, detergents and salt</i>) • Science and technology when fixing the loose colour or dye 			Learners guide their peers and family members on how to launder loose coloured articles	

Assessment Rubric

Level Indicator	Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Identify resources required for laundering a loose coloured article	Correctly identifies resources required for laundering a loose coloured article and is able to explain how to use them	Correctly identifies resources required for laundering a loose coloured article	Correctly identifies some resources required for laundering a loose coloured article	Needs assistance to identify resources required for laundering a loose coloured article
Ability to launder a loose coloured article	Correctly and competently launders a loose coloured article and is able to explain each procedure	Correctly launders a loose coloured article	Sometimes correctly launders a loose coloured article correctly	Needs assistance to launder a loose coloured article
Ability to observe safety while laundering a loose coloured article	Correctly and with ease observes safety while laundering a loose coloured article	Correctly observes safety while while laundering a loose coloured article	Correctly observes some safety while laundering a loose coloured article	Needs assistance to observe safety while laundering a loose coloured article
Care for and store laundry work equipment and materials	Correctly and with ease cares for and stores laundry work equipment and materials	Correctly cares for and stores laundry work equipment and materials	Correctly cares for and stores some laundry work equipment and materials	Needs assistance to care for and store laundry work equipment and materials

Non formal activities:

- Compose songs or poems on good grooming (respectful and good dressing)
- Use the home science club to sensitize the school community on respectful good dressing
- Show other learners how to improvise materials for cleaning the kitchen at home
- Compose songs and poems on the importance of essential minerals in the diet
- Compose songs and poems on healthy eating habits to prevent nutritional deficiencies and disorders
- Create journals and daily logs on healthy foods and paste it on the school notice board
- Educates other learners in health club activities in various methods of preserving and storing meat
- Educates other learners in health club activities in various methods of preserving and storing fruits and vegetables
- Peer teach each other on use and care of cooking equipment not found in all the homes
- Compose songs and poems on the importance of choosing healthy foods
- Use forums (debates) in school to talk to the other learners about the importance of variety in the diet
- Compose poems and songs on the importance of a variety in the diet
- Make posters to sensitise the rest of the school about the importance of a variety in the diet (balanced meal)
- Sensitize other learners in health club activities on giving special treatment to articles during laundering
- Use the home science club to sensitise the school community on good grooming



List of assessment methods: checklist, observations, debates, oral and written tests, group discussions, self-assessment, portfolios, daily logs, critiques, exhibitions

Learning resources

#	Strand	Sub Strand	List of learning resources
1.0	HEALTHY LIVING	1.1 Adolescence	Story books, resource persons, video clips, pictures, good grooming items, computer, internet, radio, tv
		1.2 Cosmetics and accessories	Resource persons, computer, internet, video clips, radio, tv, pictures, story books, charts
2.0	FOODS AND NUTRITION	2.1 Food Nutrients - Minerals	Realia, pictures and digital devices, samples of journals and daily logs
		2.2 Nutritional deficiencies and disorders	Pictures, charts and computer, internet, video clips, radio, tv
		2.3 Food Preservation and storage – Meat – Fruits and Vegetables	Pictures, charts, digital devices and video clips, print materials, health documentaries
		2.4 Cooking Equipment	cooking equipment (<i>charcoal jiko, gas cooker, electric cooker, paraffin stove, traditional open fire place/ improved firewood stove</i>)
		2.5 Planning meals for a family	Pictures, realia, video clips and charts
		2.6 Cooking foods - Baking (Rubbed-in method) - Stewing	Pictures, realia, video clips and charts, cooking equipment, materials and tools

3.0	CONSUMER AWARENESS	3.1 Budgeting	Sample budget, charts
4.0	CLOTHING	4.1 Weaving 4.2 Knitting 4.3 Crocheting	Digital and electronic devices (<i>computer, internet, video clips, radio, tv</i>), pictures, and books
5.0	LAUNDRY WORK	5.1 Special treatment in laundry work	Digital and electronic devices and print material, disinfectant, chewing gum, bleaching agent, fabric conditioner. Stains, laundry blue, cleaning and storing of equipment and materials
		5.2 Laundry work - A woollen or acrylic sweater and socks	Digital and electronic devices and print material, Woollen or acrylic articles (<i>sweater and socks</i>), laundry equipment, tools and materials (<i>measuring, washing, rinsing, drying, pressing, airing, storage</i>),
		5.3 A loose coloured item	Digital and electronic devices and print material, Woollen or acrylic articles and loose coloured article, laundry equipment, tools and materials