



REPUBLIC OF KENYA  
MINISTRY OF EDUCATION

## **JUNIOR SECONDARY SCHOOL CURRICULUM DESIGN**

# **HOME SCIENCE**

## **GRADE 7**



**KENYA INSTITUTE OF CURRICULUM DEVELOPMENT**

First Published in 2022

All rights reserved. No part of this book may be reproduced, stored in a retrieval system or transcribed, in any form or by any means, electronic, mechanical, photocopy, recording or otherwise, without the prior written permission of the publisher.

**ISBN: 978-9914-43-938-0**

Published and printed by Kenya Institute of Curriculum Development

## **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, National Curriculum Policy 2019, the United Nations Sustainable Development Goals (SDGs) and the Regional and Global conventions to which Kenya is a signatory. Towards achieving the mission of Basic Education, the Ministry of Education (MoE) has successfully and progressively rolled out the implementation of the Competency Based Curriculum (CBC) at Pre-Primary and Primary School levels. The roll out of Junior Secondary School (Grade 7-9) will subsequently follow as from 2023-2025.

The curriculum designs at this level build on competencies attained by learners at the end of the Primary School cycle. Further, they provide opportunities for learners to continue exploring and nurturing their potentials as they prepare to transit to Senior Secondary School.

The curriculum designs present National Goals of Education, essence statements, general and specific expected learning outcomes for the learning areas (subjects) as well as strands and sub strands. The designs also outline suggested learning experiences, key inquiry questions, core competencies, Pertinent and Contemporary Issues (PCIs), values, Community Service Learning (CSL) activities and assessment rubric.

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 CBC.

**PROF. GEORGE A. O. MAGOHA, EGH**  
**CABINET SECRETARY,**  
**MINISTRY OF EDUCATION**



## **PREFACE**

The Ministry of Education (MoE) is implementing the second phase of the curriculum reforms with the national roll out of the Competency Based Curriculum (CBC) having been implemented in 2019. Grade 7 is the first level of the Junior Secondary School (JSS) in the new education structure.

Grade 7 curriculum furthers implementation of the CBC to the JSS education level. The main feature of this level is a broad curriculum for the learner to explore talents, interests and abilities before selection of pathways and tracks at the Senior Secondary education level. This is very critical in the realisation 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 7 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 provide suggestions for interactive and differentiated learning experiences linked to the various sub strands and the other aspects of the CBC. The curriculum designs also offer several suggested learning resources and a variety of assessment techniques. It is expected that the designs will guide teachers to effectively facilitate learners to attain the expected learning outcomes for Grade 7 and prepare them for smooth transition to the next Grade. Furthermore, it is my hope that teachers will use the designs to make learning interesting, exciting and enjoyable.

**JULIUS O. JWAN, PhD, CBS**  
**PRINCIPAL SECRETARY**  
**STATE DEPARTMENT FOR EARLY LEARNING AND BASIC EDUCATION**  
**MINISTRY OF EDUCATION**



## **ACKNOWLEDGEMENT**

The Kenya Institute of Curriculum Development (KICD) Act Number 4 of 2013 (Revised 2019) mandates the Institute to develop curricula and curriculum support materials for basic and tertiary education and training. The curriculum development process for any level of education involves thorough research, international benchmarking and robust stakeholder engagement. Through a 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 21<sup>st</sup> Century and the aspirations captured in the Kenya Constitution 2010, the Kenya Vision 2030, East African Community Protocol and the United Nations Sustainable Development Goals (SDGs).

KICD receives its funding from the Government of Kenya to enable the successful achievement of the stipulated mandate and implementation of the Government and Sector (Ministry of Education (MoE) plans. The Institute also receives support from development partners targeting specific programmes. The Grade 7 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 roles in the development of the Grade 7 curriculum designs. In relation to this, we acknowledge the support of the –Chief Executive Officers of the Teachers Service Commission (TSC) and 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 Prof. Elishiba Kimani 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 7 and preparation of learners for Grade 8.

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



## TABLE OF CONTENTS

FOREWORD .....	i
PREFACE.....	ii
ACKNOWLEDGEMENT .....	iii
TABLE OF CONTENTS.....	iv
LESSON ALLOCATION.....	v
NATIONAL GOALS OF EDUCATION .....	vi
LEARNING OUTCOMES FOR MIDDLE SCHOOL .....	viii
ESSENCE STATEMENT .....	viii
SUBJECT GENERAL LEARNING OUTCOMES.....	ix
STRAND 1.0: FOODS AND NUTRITION .....	1
STRAND 2.0: CONSUMER EDUCATION .....	14
STRAND 3.0 TEXTILES AND CLOTHING.....	19
STRAND 4.0: CARING FOR THE FAMILY .....	33
GUIDELINES FOR COMMUNITY SERVICE LEARNING CLASS ACTIVITY .....	43
APPENDIX 1: SUGGESTED ASSESSMENT METHODS, LEARNING RESOURCES & NON-FORMAL LEARNING ACTIVITIES .....	48



## LESSON ALLOCATION

	<b>Subject</b>	<b>Number of Lessons Per Week (40 minutes per lesson)</b>
1.	English	5
2.	Kiswahili/ Kenya Sign Language (KSL)	4
3.	Mathematics	5
4.	Integrated Science	4
5.	Health Education	2
6.	Pre-Technical Studies	4
7.	Social Studies	3
8.	Religious Education (CRE/IRE/HRE)	3
9.	Business Studies	3
10.	Agriculture	3
11.	Life Skills Education	1
12.	Physical Education and Sports	2
13.	Optional Subject	3
14.	Optional Subject	3
	<b>Total</b>	<b>45</b>



## NATIONAL GOALS OF EDUCATION

Education in Kenya should:

i) **Foster nationalism, patriotism and promote national unity.**

Kenya's people belong to different communities, races and religions, but these differences need not divide them. They must be able to live and interact as Kenyans. It is a paramount duty of education to help young people acquire this sense of nationhood by removing conflicts and promoting positive attitudes of mutual respect which enable them to live together in harmony and foster patriotism in order to make a positive contribution to the life of the nation.

ii) **Promote the social, economic, technological and industrial needs for national development.**

Education should prepare the youth of the country to play an effective and productive role in the life of the nation.

a) **Social Needs**

Education in Kenya must prepare children for changes in attitudes and relationships which are necessary for the smooth progress of a rapidly developing modern economy. There is bound to be a silent social revolution in the wake of rapid modernisation. Education should assist our youth to adapt to this change.

b) **Economic Needs**

Education in Kenya should produce citizens with the skills, knowledge, expertise and personal qualities that are required to support a growing economy. Kenya is building a modern and independent economy which is in need of an adequate and relevant domestic workforce.

c) **Technological and Industrial Needs**

Education in Kenya should provide learners with the necessary skills and attitudes for industrial development. Kenya recognises the rapid industrial and technological changes taking place, especially in the developed world. We can only be part of this development if our education system is deliberately focused on the knowledge, skills and attitudes that will prepare our young people for these changing global trends.

iii) **Promote individual development and self-fulfilment.**

Education should provide opportunities for the fullest development of individual talents and personality. It should help children to develop their potential interests and abilities. A vital aspect of individual development is the building of character.





- iv) **Promote sound moral and religious values.**  
Education should provide for the development of knowledge, skills and attitudes that will enhance the acquisition of sound moral values and help children to grow up into self-disciplined, self-reliant and integrated citizens.
- v) **Promote social equality and responsibility.**  
Education should promote social equality and foster a sense of social responsibility within an education system which provides equal educational opportunities for all. It should give all children varied and challenging opportunities for collective activities and corporate social service irrespective of gender, ability or geographical environment.
- vi) **Promote respect for and development of Kenya's rich and varied cultures.**  
Education should instil in the youth of Kenya an understanding of past and present cultures and their valid place in contemporary society. Children should be able to blend the best of traditional values with the changing requirements that must follow rapid development in order to build a stable and modern society.
- vii) **Promote international consciousness and foster positive attitudes towards other nations.**  
Kenya is part of the international community. It is part of the complicated and interdependent network of peoples and nations. Education should therefore lead the youth of the country to accept membership of this international community with all the obligations and responsibilities, rights and benefits that this membership entails.
- viii. **Promote positive attitudes towards good health and environmental protection.**  
Education should inculcate in young people the value of good health in order for them to avoid indulging in activities that will lead to physical or mental ill health. It should foster positive attitudes towards environmental development and conservation. It should lead the youth of Kenya to appreciate the need for a healthy environment.



## **LEARNING OUTCOMES FOR MIDDLE SCHOOL**

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

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

## **ESSENCE STATEMENT**

Home Science is an applied and integrated science which aims at improving the quality of life for the individual, the family and the community. It is also anchored on Kenya Vision 2030's social pillar, which promotes education, health, the environment, gender, youth, children, housing, water and sanitation. The National Education Sector Plan (NESSP) 2018-2022 has shown that Home Science is among learning areas that expose a learner's abilities in life. Further, respondents in the Needs Assessment Survey (KICD, 2016) indicated that Home Science should be emphasised in the curriculum reforms.

Home Science is an optional subject in Junior Secondary School. As a discipline, it covers aspects of caring for self and the family, foods, nutrition, textiles, clothing, housing the family, home care, laundry work, maternal health care and consumer education. It forms the foundation for learners who want to pursue related subjects and careers at the Senior Secondary and tertiary levels.



## **SUBJECT GENERAL LEARNING OUTCOMES**

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

1. Adopt a healthy lifestyle through nutritional habits for the wellness of self and others,
2. Apply knowledge, attitudes, values and skills gained in meal planning, food preparation, cooking and presentation, equitably and responsibly to improve daily living in the family and community,
3. Apply the principles of consumer education for personal financial management,
4. Develop skills in fabric choice for construction of garments and household articles,
5. Adopt healthy hygienic practices at personal and household level,
6. Build a foundation for further education, career and training,
7. Appreciate the importance of a healthy environment for the wellbeing of self and others.



## STRAND 1.0: FOODS AND NUTRITION

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question (s)
<b>1.0 Foods and Nutrition</b>	<b>1.1 Food Nutrients</b> (12 lessons)	By the end of the sub strand the learner should be able to: a) describe role of Home Science education in contemporary life, b) outline guidelines for nutrient conservation during food preparation and cooking, c) explain the role of food enrichment, fortification and supplementation of nutrients in nutrition, d) investigate the effect of heat on various vegetables during cooking, e) conserve food nutrients during preparation and cooking of various vegetables found in the locality,	The learner is guided to: <ul style="list-style-type: none"> <li>brainstorm on the importance of <i>knowledge, skills, attitudes and values</i> gained through Home Science in daily living for self and family and nation,</li> <li>brainstorm on the guidelines on nutrient conservation during food preparation and cooking such as (<i>peeling, cutting, washing</i>) and in cooking (<i>Reducing the amount of water used in cooking, Reducing the cooking time and Reducing the surface area of food(3Rs), use of blanching, parboiling, covering food and avoid the use of sodium bicarbonate (baking soda, bicarbonate of soda)</i>),</li> <li>research and make a presentation on food</li> </ul>	<ol style="list-style-type: none"> <li>How does the knowledge in Home Science improve quality of life?</li> <li>Why are the 3Rs important in minimising the nutrient losses in vegetables?</li> </ol>



		<p>f) appreciate conservation of nutrients in food handling, preparation and cooking.</p>	<p>enrichment, fortification and supplementation of nutrients in nutrition (<i>meaning, reasons for, relevant examples</i>),</p> <ul style="list-style-type: none"> <li>• carry out cooking experiments (<i>frying, steaming, stewing and boiling</i>) to investigate the effects of heat (on <i>colour, texture, taste</i>) on edible parts of vegetables such as from <i>stem vegetables, leafy vegetables to include indigenous vegetables, pods and seed vegetables, flower vegetables, root vegetables and fruit vegetables</i>,</li> <li>• practise and showcase how to conserve food nutrients during preparation and cooking of various vegetables found in the locality (<i>raw or cooked</i>).</li> </ul>	
--	--	---	---	--



**Core Competences to be Developed:**

- Communication and collaboration: The learner listens to one another while brainstorming on the importance of knowledge, skills, attitudes and values: gained through Home Science in daily living for self and others.
- Learning to learn: The learner organises their own learning while discussing the effects of heat on vegetables during cooking.
- Digital literacy: The learner uses digital and print content to research and make a presentation on food enrichment, fortification and supplementation of nutrients in nutrition
- Critical thinking and problem solving: The learner employs explanation skills to carry out experiments to investigate the effects of heat on vegetables during cooking.

**Values:**

- Love: Learner portrays a caring attitude towards others while they carry out experiments to investigate and record the effects of heat on vegetables while cooking.
- Unity: Learner respects other people's opinions as they debate the importance of knowledge and skills gained through Home Science.

**Pertinent and Contemporary Issues (PCIs):**

- Health-related issues when the learner observes personal and kitchen hygiene while carrying out investigations on the effects of heat on vegetables during cooking.
- Environmental education as the learner economically uses resources and dispose of waste appropriately while carrying out experiments on the effects of heat on vegetables.
- Safety and security education as the learner observes safety precautions while carrying out investigations on the effects of heat on vegetables.

**Link to other Subjects:**

- Health Education as the learner observes and practises safety while carrying out investigations on the effects of heat on vegetables during cooking.



- Life Skill Education when the learner brainstorms on the importance of knowledge, skills, attitudes and values: gained through Home Science in daily living for self and others.
- Mathematics when the learner is making conversions while weighing and measuring cooking ingredients correctly.
- Integrated Science as the learner investigates the effect of heat on edible parts of vegetables while they make observations on *colour, texture, taste*.
- Pre-Technical Studies when the learner engages actively with a resource person concerning careers and income-generating activities in Home Science.
- Health Education as the learner practises and showcases how to conserve various vegetables found in the locality.

### Assessment Rubric

Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to describe role of Home Science education in contemporary life.	Clearly describes role of Home Science education in contemporary life.	Describes role of Home Science education in contemporary life.	Describes some roles of Home Science education in contemporary life.	With guidance, describes some of the roles of Home Science education in contemporary life even with support.
Ability to outline guidelines for nutrient conservation in food handling and cooking	Comprehensively outlines guidelines for nutrient conservation in food handling and cooking.	Outlines guidelines for nutrient conservation in food handling and cooking.	Outlines some guidelines for nutrient conservation in food handling and cooking	Needs help to outline some guidelines for nutrient conservation in food handling and cooking.
Ability to explain role of food enrichment,	Explains in detail the role of food	Explains the role of food enrichment,	Partially explains the role of food	With assistance, explains some roles of



fortification and supplementation of nutrients in nutrition.	enrichment, fortification and supplementation of nutrients in nutrition.	fortification and supplementation of nutrients in nutrition.	enrichment, food fortification and supplementation of nutrients in nutrition.	food enrichment. fortification and supplementation of nutrients in nutrition.
Ability to investigate the effect of heat on vegetables during cooking.	Comprehensively investigates the effect of heat on vegetables during cooking and provides examples and details.	Investigates the effect of heat on vegetables during cooking.	Partially investigates the effect of heat on vegetables during cooking	With help. Investigates some effects of heat on vegetables during cooking.
Ability to conserve food nutrients during preparation of various vegetables found in the locality.	Innovatively conserves food nutrients during preparation of various vegetables found in the locality and showcases how.	Conserves food nutrients during preparation of various vegetables found in the locality.	Conserves some food nutrients during preparation of various vegetables found in the locality.	Has challenges conserving food nutrients during preparation of various vegetables found in the locality.





Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question (s)
<b>1.0 Foods and Nutrition</b>	<b>1.2 Small Kitchen Tools and Equipment</b>  (8 lessons)	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> <li>describe uses of small kitchen tools and equipment in the home,</li> <li>explain factors to consider in the choice of small kitchen tools and equipment,</li> <li>care for small kitchen tools and equipment used at home,</li> <li>improvise small kitchen tools and equipment,</li> <li>adopt proper use and care of small kitchen tools and equipment.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>brainstorm in groups, on the uses of various small kitchen tools and equipment (<i>baking utensils, pans and pots, tools for cutting, measuring &amp; weighing, shaping &amp; moulding, separating, lifting, mixing, turning, and scooping tools and equipment</i>). Include <i>traditional utensils</i>,</li> <li>discuss, in groups, the factors considered in the purchase of various small kitchen tools and equipment such as (<i>cost, quality and use</i>),</li> <li>carry out cleaning and storage of various small kitchen tools and equipment used at home and school while observing safety precautions (<i>self, others and the equipment</i>),</li> <li><b>Project work:</b> improvise (<i>reuse or recycle</i>) some of the small kitchen tools and equipment using safe and locally sustainable resources.</li> </ul>	<ol style="list-style-type: none"> <li>Why are the small kitchen equipment useful in the kitchen?</li> <li>How are the basic small kitchen equipment stored safely in the kitchen?</li> </ol>



**Core Competencies to be Developed:**

- Citizenship: The learner is aware of a responsible and sustainable lifestyle when they improvise small kitchen tools and equipment using safe and locally available sustainable resources.
- Self-efficacy: The learner uses cleaning and storage skills of small kitchen tools and equipment while observing safety on self and the equipment.
- Creativity and imagination: The learner applies new ideas and improvises small kitchen tools and equipment using safe, locally sustainable resources.

**Values:**

- Responsibility: Learner observes safety precautions on self as well as the equipment while cleaning and storing.
- Respect: Learners understand and appreciate each other's opinion when working in teams as they discuss in groups.
- Social justice: Learner works harmoniously while carrying out cleaning and storage of small kitchen tools and equipment.

**Pertinent and Contemporary Issues (PCIs):**

- Interpersonal skills during friendship formation as the learner improvises small kitchen tools and equipment.
- Environmental awareness as the learner adopts a responsible and sustainable lifestyle when they reuse and recycle small kitchen tools and equipment.

**Link to other Subjects:**

- Health Education as the learner observes safety of self, others and that of equipment while cleaning and storing.
- Life Skills Education as the learner makes (*reuses or recycles*) some of the small kitchen tools and equipment using safe and locally sustainable resources.
- Visual Arts as the learner makes small kitchen tools and equipment using safe locally sustainable resources.



<b>Assessment Rubric</b>				
<b>Indicator</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to describe uses of small kitchen tools and equipment.	Clearly describes all 11 uses of small kitchen tools and equipment, giving supportive details.	Describes 11 uses of small kitchen tools and equipment.	Describes 5-10 uses of some small kitchen tools and equipment.	Describes 1-5 uses of small kitchen tools and equipment.
Ability to explain factors to consider in choice of small kitchen tools and equipment.	Clearly explains factors to consider in choice of small kitchen tools and equipment, giving details.	Explains factors to consider in choice of small kitchen tools and equipment.	Explains some factors to consider in the choice of small kitchen tools and equipment.	Needs assistance to explain some factors to consider in the choice of small kitchen tools and equipment.
Ability to care for small kitchen tools and equipment used at home.	Properly and consistently cares for the small kitchen tools and equipment used at home and employs all steps.	Cares for the small kitchen tools and equipment used at home.	Occasionally cares for some of the small kitchen tools and equipment used at home.	Requires assistance to care for some small kitchen tools and equipment used at home.
Ability to improvise small kitchen tools and equipment.	Creatively improvises small kitchen tools and equipment, employing various techniques.	Improvises small kitchen tools and equipment.	Improvises some of the small kitchen tools and equipment.	Requires help to improvise some small kitchen tools and equipment.



Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>1.0 Foods and Nutrition</b>	<b>1.3 Cooking Food</b>  (16 lessons)	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) describe methods of cooking different types of food,</li> <li>b) examine equipment used in the various methods of cooking food,</li> <li>c) improvise equipment used in various methods of cooking food,</li> <li>d) describe guidelines for cooking foods using various methods,</li> <li>e) plan, prepare, cook and present suitable foods using appropriate methods,</li> <li>f) appreciate the importance of various methods of cooking different types of foods.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>• use digital, print resources or resource persons to search for information on methods of cooking different types of foods (<i>grilling, roasting and steaming</i>),</li> <li>• discuss, in groups, the suitable equipment used for <i>grilling, roasting and steaming</i> food,</li> <li>• use safe and locally sustainable resources to improvise kitchen equipment for grilling, roasting and steaming food such as <i>improvised roasting racks, skewers, grills or bars</i>, tongs and turners, <i>steamers, ovens for roasting</i>,</li> </ul>	<ol style="list-style-type: none"> <li>1. Why should we use different methods in cooking food?</li> <li>2. How can you identify food cooked by grilling, roasting and steaming?</li> </ol>



			<ul style="list-style-type: none"> <li>• discuss appropriate guidelines for various methods of cooking (<i>grilling, roasting and steaming</i>) to ensure safety and quality of foods,</li> <li>• use <i>grilling, steaming and roasting</i> methods to prepare and cook food while observing appropriate safety precautions for self and others,</li> <li>• present the cooked food items suitably (<i>attractively and creatively</i>).</li> </ul>	
--	--	--	--	--

**Core Competencies to be Developed:**

- Digital literacy: The learner uses digital, print resources or resource persons to search for information on methods of cooking different types of foods.
- Self-efficacy: The learner uses various methods of cooking effectively during preparation and presenting cooked foods.
- Learning to learn: The learner reflects on own learning while presenting the cooked food items suitably.



**Values:**

- Responsibility: Learner observes safety precautions while using hot grills and steamers.
- Unity: Learner collaborates with others as they share opinions while grilling food.
- Integrity: Learner utilises resources sparingly when using cooking ingredients.

**Pertinent and Contemporary Issues (PCIs):**

- Safety and security issues as the learner observes safety while using grilling, steaming and roasting methods to prepare and present foods.
- Environmental education as the learner economically uses and conserves locally available resources when improvising equipment for grilling, roasting and steaming food.
- Personal attributes and talents as the learner, prepares and presents foods made using grilling, steaming and roasting methods.

**Link to other Subjects:**

- Health Education as the learner observes safety measures when using open fires, hot grills and hot steamers.
- Mathematics when the learner makes conversions while weighing and measuring cooking ingredients accurately.
- Computer Science as the learner uses digital and print resources to search for information on methods of cooking different types of foods.
- Life Skills Education as the learner uses safe and locally sustainable resources to improvise kitchen equipment for grilling, roasting and steaming food.
- Visual Arts as the learner presents food items cooked using grilling, roasting and steaming methods.



<b>Assessment Rubric</b>				
<b>Indicator</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to describe methods of cooking different types of food.	Clearly describes methods of cooking different types of food, giving details.	Describes methods of cooking different types of food.	Describes some methods of cooking different types of food.	Needs assistance to describe methods of cooking different types of food.
Ability to examine suitable equipment used in various methods of cooking food.	Comprehensively examines the suitable equipment used in various methods of cooking food.	Examines the suitable equipment used in various methods of cooking food.	Examines some of the suitable equipment used in various methods of cooking food.	Requires constant guidance examine some suitable equipment used in various methods of cooking food.
Ability to improvise equipment used in various methods of cooking food.	Skilfully improvises equipment used in various methods of cooking food.	Improvises equipment used in various methods of cooking food.	Improvises some of the equipment used in various methods of cooking food.	Requires help to improvise some equipment used in various methods of cooking food,



Ability to describe guidelines for cooking foods using various methods.	With reference, clearly describes guidelines for cooking foods using various methods, giving details.	Describes guidelines for cooking foods using various methods.	Describes some guidelines for cooking foods using various methods.	Needs help to describe some guidelines for cooking foods using various methods.
Ability to plan, prepare, cook and present suitable foods using appropriate methods of cooking.	Innovatively plans, prepares, cooks and presents suitable foods using appropriate methods of cooking	Plans, prepares, cooks and presents suitable foods using appropriate methods of cooking.	Plans, prepares, cooks and presents some suitable foods using appropriate methods of cooking.	Needs constant assistance to plan, prepare, cook and present some suitable foods using appropriate methods of cooking .





## STRAND 2.0: CONSUMER EDUCATION

Strand	Sub Strand	Specific Learning Outcome	Suggested Learning Experience	Key Inquiry Question (s)
<b>2.0 Consumer Education</b>	<b>2.1 Buying Goods and Services</b>  <b>(6 lessons)</b>	By the end of the sub-strand, the learner should be able to: a) describe factors to consider when buying goods and services at the household level, b) explore methods of buying various household goods and services from various sale outlets, c) describe ways of saving income when buying household goods and services, d) carry out comparative shopping to assess challenges experienced when buying household goods and services and their mitigation factors, e) appreciate consumer education in the acquisition of goods and services.	The learner is guided to: <ul style="list-style-type: none"> <li>brainstorm and outline factors that influence consumers' purchasing decisions on goods and services needed at the household level,</li> <li>use digital, print resources, open resource centres, library resources or resource persons to explore and list possible sale outlets such as <i>shops and kiosks, online outlets, malls, stores (grocery), supermarkets and e-commerce stores</i> for various household goods and services,</li> <li>organise a field visit to explore methods of buying used for various goods and</li> </ul>	<ol style="list-style-type: none"> <li>Why is comparative shopping a wise idea when planning to buy goods and services?</li> <li>How can one save income while shopping for goods and services?</li> </ol>



			<p>services such as <i>cash, credit, debit cards,, mobile money, barter trade,</i></p> <ul style="list-style-type: none"> <li>• brainstorm on different methods of saving personal and family income when buying goods and services,</li> <li>• conduct a market survey in the locality to compare goods and services at various sale outlets and the approximate amount of money needed to buy them. Share findings during class plenary,</li> <li>• brainstorm on the challenges associated with buying goods and services for household use and their mitigation factors.</li> </ul>	
<p><b>Core Competencies to be Developed:</b></p> <ul style="list-style-type: none"> <li>• <b>Communication and Collaboration:</b> The learner recognises the value of ideas from others as they conduct a market survey in the locality.</li> </ul>				



- **Critical thinking and Problem solving:** The learner uses researching skills while conducting a market survey in the locality.
- **Digital literacy:** The learner uses use digital, print resources, open resource centres and library resources to explore and list possible sale outlets for various household goods and services.

**Values:**

- **Integrity:** Learner follows laid out procedures when conducting a market survey in the locality.
- **Patriotism:** Learner embraces and obeys laws and regulations while exploring various methods of buying goods and services.
- **Respect:** Learner appreciates each other's opinion while making a list of various goods and services.

**Pertinent and Contemporary Issues (PCIs):**

- Analytic thinking and decision-making skill as the learner carries out field visits to explore buying methods for various goods and services.
- Integrity as the learner displays transparency, fairness and accountability when handling money to carry out transactions for goods and services.

**Link to other Subjects:**

- Business Studies as the learner explores using digital and print resources to identify and list sale outlets for various goods and services.
- Social Studies when learner explores buying methods used for various goods and services.
- Mathematics when the learner discusses and prepares a list of various goods and services and approximate amounts of money needed to buy them.
- Languages as the learner learns new words expressed such as transaction, comparative shopping, cash, credit, mobile money, and barter trade.
- Life Skills Education as the learner conducts a market survey in the locality.



<b>Assessment Rubric</b>				
<b>Indicator</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to describes the factors to consider when buying goods and services at the household level.	Comprehensively describes in detail, factors to consider when buying goods and services at the household level.	Describes factors to consider when buying goods and services at the household level.	Describes some factors to consider when buying goods and services at the household level.	Needs help to describe some factors to consider when buying goods and services at the household level.
Ability to explore the methods of buying various household goods and services from various sale outlets.	With reference, exhaustively explores the methods of buying various household goods and services from various sale outlets.	Explores the methods of buying various household goods and services from various sale outlets.	Explores some methods of buying various household goods and services from various sale outlets.	Requires assistance to explore some of the methods of buying various household goods and services from various sale outlets.
Ability to describe ways of saving income when buying household goods and services.	Describes in detail ways of saving income when buying household goods and services.	Describes ways of saving income when buying household goods and services.	Describes some ways of saving income when buying household goods and services.	Needs guidance to describe some of the ways of saving income when buying household goods and services.



Ability to carry out comparative shopping of various household goods and services.	Comprehensively carries out comparative shopping of various household goods and services.	Carries out comparative shopping of various household goods and services.	Partly carries out comparative shopping of various household goods and services.	Requires help to carry out comparative shopping of various household goods and services.
Ability to assess the challenges and mitigation factors experienced when buying household goods and services	With references, exhaustively assesses the challenges and mitigation factors experienced when buying household goods and services.	Assesses the challenges and mitigation factors experienced when buying household goods and services.	Partially assesses some of the challenges and mitigation factors experienced when buying household goods and services.	Requires assistance to assess the challenges and mitigation factors experienced when buying household goods and services.



### STRAND 3.0 TEXTILES AND CLOTHING

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question (s)
<b>3.0. Textiles and Clothing</b>	<b>3.1 Natural Textile Fibres</b>  (12 lessons)	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> <li>classify textile fibres based on their natural sources,</li> <li>describe properties of the natural textile fibres,</li> <li>explain uses of natural textile fibres,</li> <li>carry out physical identification tests on natural textile fibres,</li> <li>describe safer alternative mineral fibres having similar function as asbestos,</li> <li>appreciate the value of various natural textile fibres in clothing and household articles.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>draw a textile tree or flow chart to organise the various textile fibres based on their natural sources (<i>plant, animal, mineral</i>),</li> <li>search using digital and print materials for properties of textiles fibres (<i>animal, plant and mineral</i>). Share in class,</li> <li>collect and mount samples of various types of natural textile material (<i>plant, animal, mineral</i>) in a textile sample album or scrapbook to analyse the properties of natural textile fibres,</li> <li>use digital media to search and watch video clips on various uses of natural textile fibres (<i>plant, animal,</i></li> </ul>	<ol style="list-style-type: none"> <li>How are different types of natural textile fibres identified in clothing material?</li> <li>Why is it important to know the type of textile fibres our clothes are made of?</li> </ol>



			<p><i>mineral</i>) and present findings in class plenary,</p> <ul style="list-style-type: none"> <li>• carry out physical identification tests such as <b><i>Feel-heat conductivity</i></b> (<i>coolness and warmness</i>) and smoothness. <b><i>Burning test</i></b> - flame colour, smell, residue) on natural textile fibres (<i>plant, animal</i>) and observe safety while conducting the burning test, <p><i>NB: Watch a video clip or observe images demonstrating physical identification tests on mineral textile (asbestos) fibres for safety.</i></p> <ul style="list-style-type: none"> <li>• search and brainstorm on safer alternative mineral fibres such as <i>glass fibres, cellulose fibres</i>, having similar function as asbestos.</li> </ul> </li></ul>	
--	--	--	---	--



**Core Competencies to be Developed:**

- Communication and collaboration: The learner listens keenly and actively when analysing textile sampler albums or scrapbooks.
- Digital literacy: The learner uses digital media to search and watch video clips on various uses of natural textile fibres.

**Values:**

- Responsibility: Learner independently and safely carries out physical identification tests of natural textile fibres
- Unity: Learner works collaboratively during presentations of their findings in class plenary.
- Social justice: Learner shares equitably the resources used to carry out physical identification tests.

**Pertinent and Contemporary Issues (PCIs):**

- Safety as the learner observes safety precautions when carrying out the burning test to identify natural textile fibres and search and brainstorm on safer alternative mineral fibres having similar function as asbestos.

**Link to other Subjects:**

- Visual Arts as the learner draws a textile tree, collects and mounts samples of various types of natural textile material in a textile sample album or scrapbook.
- Integrated Science as the learner carries out identification tests on natural fibres.
- Health Education when the learner safely carries out physical identification tests of natural textile fibres.





<b>Assessment Rubric</b>				
<b>Indicator</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to classify the textile fibres based on their natural sources.	Classifies all 3 textile fibres based on their natural sources and provides supporting details.	Classifies all 3 textile fibres based on their natural sources.	Makes some effort to classify 2 textile fibres based on their natural sources.	Requires help to classify some textile fibres based on their natural sources.
Ability to describe properties of natural textile fibres.	Describes in detail properties of natural textile fibres.	Describes the properties of natural textile fibres.	Describes some of the properties of natural textile fibres.	Needs assistance to describe some of the properties of natural textile fibres.
Ability to explain uses of natural textile fibres.	Explains in detail the uses of natural textile fibres.	Explains uses of natural textile fibres.	Explains some of the uses of natural textile fibres.	With assistance, explains some of the uses of natural textile fibres.
Ability to carry out physical identification tests of natural textile fibres.	Systematically carries out physical identification tests of natural textile fibres.	Carries out physical identification tests of natural textile fibres.	Partly carries out physical identification tests of some natural textile fibres.	With prompts, carries out the physical identification tests of natural textile fibres.
Ability to describe safer alternative mineral fibres having similar function as asbestos.	Describes in detail safer alternative mineral fibres <i>having</i> similar function as asbestos.	Describes safer alternative mineral fibres <i>having</i> similar function as asbestos.	Describes some safer alternative mineral fibres <i>having</i> similar function as asbestos.	With help, describes some of the safer alternative mineral fibres having similar function as asbestos.



Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question (s)
3.0 Textiles and Clothing	3.2 Sewing Machine  (10 lessons)	By the end of the sub-strand, the learner should be able to: a) explain factors considered when buying different types of sewing machines, b) describe functions of the various parts of a sewing machine, c) prepare a sewing machine for straight stitching, d) practise basic straight stitching on stitch swatches, e) outline machine fault, causes and their remedies during straight stitching, f) carry out basic care of a sewing machine,	The learner is guided to: <ul style="list-style-type: none"> <li>• use digital, print resources or a resource person to identify types of sewing machines used in making clothing and household articles (<i>treadle, hand-driven, motor-driven or electric machine</i>),</li> <li>• discuss, in groups, the factors considered when buying different types of sewing machines (<i>cost, space, uses, ease of use, spare parts, brand (manufacturer), running of the machine</i>),</li> <li>• watch a demonstration or a video clip to observe the parts of a sewing machine and their functions,</li> <li>• prepare a sewing machine for basic straight stitching (<i>carrying out the upper and lower threading, winding the bobbin,</i></li> </ul>	<ol style="list-style-type: none"> <li>1. Why is a sewing machine an asset worth buying?</li> <li>2. How is a sewing machine beneficial to an individual and the family?</li> </ol>



		<p>g) appreciate use of a sewing machine in making straight stitching.</p>	<p><i>threading the bobbin case, fixing (inserting) the needle, testing the stitches and machine tension, powering-on incase of the electric sewing machine),</i></p> <ul style="list-style-type: none"> <li>• use a sewing machine to make straight stitching on a piece of clothing material (<i>swatch, sample or strip</i>),</li> <li>• explore and brainstorm on machine faults, causes and their remedies during straight stitching,</li> <li>• carry out basic care on a sewing machine such as <i>dusting, oiling, covering and replacement of broken needles and proper use.</i></li> </ul>	
--	--	--	--	--

**Core Competencies to be Developed:**

- Learning to learn: The learners portray self-discipline to continuously learn when using the sewing machine to make quality stitches.
- Critical thinking and problem solving: The learners employ evaluation and decision-making skills when exploring machine faults, their causes and their effects during machine stitching.
- Self-efficacy: The learners develop personal skills while operating a sewing machine to make a stitch swatch, sample or strip.



**Values:**

- Patriotism: Learner respects peers during group activities as they practise running or operating, and winding the bobbin, including threading the sewing machine.
- Unity: Learner takes turns in activities and conversations while identifying parts of a sewing machine and their functions.
- Responsibility: Learner engages in assigned roles and duties when using and caring for a sewing machine.

**Pertinent and Contemporary Issues (PCIs):**

- Safety and security education when the learner observes caution while running /operating the sewing machine.
- Personal attributes and talents as the learner develops and practises the art of using the machine straight stitches for making a stitch swatch, sample or strip.

**Link to other Subjects:**

- Pre-Technical Studies when the learner practises using and caring for the sewing machine.
- Mathematics as the learner practises accuracy and adjusts stitch length while making quality machine stitches.
- Health Education as the learner observes safety and hygiene during care for the sewing machine and when using the sewing machine to avoid accidents.
- Business Studies as the learner discusses, in groups, the factors considered in buying different types of sewing machines.



<b>Assessment Rubric</b>				
<b>Indicator</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to explain the factors considered when buying different types of sewing machines.	With examples, comprehensively explains the factors considered when buying different types of sewing machines.	Explains the factors considered when buying different types of sewing machines.	Explains some factors considered when buying different types of sewing machines.	Requires help to explain some of the factors considered when buying different types of sewing machines.
Ability to describe the functions of various parts of a sewing machine.	With evidence, exhaustively describes the functions of various parts of a sewing machine, giving details.	Describes the functions of various parts of a sewing machine.	Describes some functions of various parts of a sewing machine.	Needs assistance describes the functions of parts of a sewing machine.
Ability to prepare a sewing machine for basic straight stitching.	Systematically prepares a sewing machine for basic straight stitching.	Prepares a sewing machine for basic straight stitching.	Partly prepares a sewing machine for basic straight stitching.	Needs help to prepare a sewing machine for basic straight stitching.



Ability to practise basic straight stitching on a stitch swatch, sample or strip.	Always practises basic straight stitching on a stitch swatch, sample or strip, and helps peers.	Practises basic straight stitching on a stitch swatch sample or strip.	Occasionally practises basic straight stitching on a stitch swatch, sample or strip	Rarely practises basic straight stitching on a stitch swatch, sample or strip.
Ability to outline machine faults, causes and their remedies during straight stitching	With supportive details, comprehensively outlines machine faults, causes and their remedies during straight stitching	Outlines machine faults, causes and their remedies during straight stitching	Outlines some machine faults, causes and their remedies during straight stitching	Requires assistance to outline machine faults, causes and their remedies during straight stitching.
Ability to carry out the basic care of a sewing machine.	Constantly carries out basic care of a sewing machine.	Carries out basic care of a sewing machine.	Occasionally carries out basic care of a sewing machine	Rarely carries out basic care of a sewing machine.



Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question (s)
<b>3.0 Textiles and Clothing</b>	<b>3.2 Seams</b>  (10 lessons)	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) explain the meaning of given terms:               <ul style="list-style-type: none"> <li>- seam allowance</li> <li>- seam turning</li> <li>- seam line as used in clothing construction,</li> </ul> </li> <li>b) identify types of seams used in clothing construction,</li> <li>c) analyse factors to consider when choosing seams in clothing construction,</li> <li>d) examine qualities of well-made seams in clothing construction,</li> <li>e) make open and plain seams used in clothing construction,</li> <li>f) construct a clothing or household article using open and or plain seams,</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>• brainstorm on the meaning of the terms <i>seam, seam allowance, seam turning, seam line,</i></li> <li>• search for information on the different types of seams (<i>open, plain, overlaid (lapped), french, machine fell (double-stitched) and run and fell,</i></li> <li>• research, discuss and compile the factors to consider when choosing seams,</li> <li>• discuss the qualities of a well-made seam (<i>plain and open seams</i>) in clothing construction,</li> <li>• illustrate the procedures of making open and plain seam,</li> <li>• make samples of different open and plain seams using machine stitch, neaten the seams appropriately using suitable</li> </ul>	<ol style="list-style-type: none"> <li>1. Why are clothing and household articles joined with seams?</li> <li>2. How is the open seam different from a plain seam?</li> </ol>



		<p>g) appreciate the use of seams in clothing construction.</p>	<p>method of neatening such as <i>pinking, edge stitching, use loop stitch and overcasting stitch</i>. Mount them in a portfolio or folder,</p> <ul style="list-style-type: none"> <li>• make a simple clothing or household article, applying the skills learnt such as machine straight stitching, use of an open seam (<i>edge stitching or use of loop stitch or use of overcasting stitch</i>), use of plain seam (<i>use of loop stitch or use overcasting stitch</i>),</li> <li>• in groups or individually, peer assess a finished clothing article (<i>skirt or shorts with elastic or tie strings</i>) or a household article (<i>work bag( lap bag) or pillow case or a cushion cover</i>).</li> </ul>	
--	--	---	---	--





**Core Competencies to be Developed:**

- Learning to learn: The learner portrays self-discipline to continuously learn while making a simple clothing or household article.
- Self-efficacy: The learner develops personal skills while operating a sewing machine to make a clothing or household article.
- Creativity and imagination: The learner applies new ideas while making and mounting samples of different open or plain seams using machine stitches in a portfolio or folder.

**Values:**

- Patriotism: Learner respects fellow peers during group activities while assessing clothing or household articles made.
- Respect: Learner takes turns in activities and conversations while preparing a class display and evaluates the qualities of well-made open or plain seam from the samples made.
- Responsibility: Learner engages in assigned roles and duties when researching, discussing and compiling the factors to consider when choosing open and plain seams.

**Pertinent and Contemporary Issues (PCIs):**

- Safety and security education when the learner observes caution while operating the sewing machine when making a clothing or household article.
- Personal attributes and talents as the learner develops and applies the art of using the machine straight stitches to make an open and plain seam.



**Link to other Subjects:**

- Pre-Technical Studies when the learner uses the sewing machine to make a clothing or household article using open and plain seam.
- Mathematics as the learner measures and makes a clothing or household article while practising accuracy.
- Visual Arts when the learner makes samples of different open or plain seams using machine stitches and mounts in a portfolio or folder.
- Life Skills Education as the learner makes a simple clothing or household article, applying the skills learnt.

**Assessment Rubric**

<b>Indicator</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to explain the meaning of the terms seam allowance seam turning and seam line as used in clothing construction	With illustrations, clearly explains the meaning of the terms seam allowance seam turning and seam line as used in clothing construction	Explains meaning of the terms seam allowance seam turning and seam line as used in clothing construction	Partially explains the meaning of the terms seam allowance seam turning and seam line as used in clothing construction	Needs help to explain the meaning of the terms seam allowance seam turning and seam line as used in clothing construction
Ability to identify types of seams used in clothing construction.	With supportive evidences, clearly identifies types of seams used in clothing construction, giving details.	Identifies types of seams used in clothing construction.	Identifies some types of seams used in clothing construction.	Requires assistance to identify types of seams used in clothing construction.



Ability to analyse the factors to consider when choosing seams in clothing construction.	With evidence, exhaustively analyses the factors to consider when choosing seams in clothing construction.	Analyses the factors to consider when choosing seams in clothing construction.	Analyses some factors to consider when choosing seams in clothing construction.	Needs assistance to analyse the factors to consider when choosing seams in clothing construction.
Ability to examine the qualities of well-made open and plain seams in clothing construction	With examples, comprehensively examines the qualities of well-made open and plain seams in clothing construction.	Examines qualities of well-made open and plain seams in clothing construction.	Partially examines qualities of well-made open and plain seams in clothing construction.	Needs help to examine qualities of well-made open and plain seams in clothing construction.
Ability to make samples of open and plain seam used in clothing construction.	Creatively makes samples of open and plain seam used in clothing construction.	Makes samples of open and plain seam used in clothing construction.	Makes some samples of open and plain seam used in clothing construction.	Requires assistance to make samples of open and plain seam used in clothing construction.
Ability to construct a clothing or household article using plain and or open seams.	Skilfully constructs a clothing or household article using plain and or open seams.	Constructs a clothing or household article using plain and or open seams.	Partly constructs a clothing or household article using plain and or open seams.	Requires assistance to construct a clothing or household article using plain and or open seams.



## STRAND 4.0: CARING FOR THE FAMILY

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question (s)
<b>4.0 Caring for the Family</b>	<b>4.1 Household Cleaning Agents</b>  (8 lessons)	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> <li>describe types of cleaning agents used for household purposes,</li> <li>differentiate between forms of soap and soapless detergent for household use,</li> <li>describe basic ingredients and substances added during soap making process,</li> <li>explain qualities of an effective cleaning agent for household purposes</li> <li>prepare homemade soap used as a household cleaning agent,</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>discuss, in groups, to relate types of household cleaning agents based on usage such as <i>water (soft, hard, warm and cold), soap and soapless detergent (toilet soaps, non-toilet soaps),</i></li> <li>search from digital and print resources the difference between various forms of soap and soapless detergents used for household purposes (<i>Soap-liquids, cake/(bar) and handmade soap Soapless-foam, powder, liquid, paste</i>). Share findings in class,</li> <li>search and watch a video clip or a demonstration on making of homemade soap,</li> </ul>	<ol style="list-style-type: none"> <li>Why are the safe, locally sustainable raw materials for soap making better than the artificial ones?</li> <li>How should homemade soap be improved?</li> </ol>



		<p>f) describe ways of improving homemade soap,</p> <p>g) embrace the use of safe and locally sustainable resources in preparing homemade soap.</p>	<ul style="list-style-type: none"> <li>• brainstorm on and describe the basic soap ingredients (<i>wood ash (lye), water, salt and fats/oils</i>) and the substances added during the making of soap such as builders , fragrances (perfumes), dyes (colorants) and disinfectants,</li> <li>• brainstorm on qualities of an effective household cleaning agent such as <i>gentle on hands, lathers easily with water, appealing fragrance and safe on the fabric,</i></li> <li>• safely prepare homemade soap (<i>handmade method</i>) using <i>natural locally sustainable resources,</i></li> <li>• explore and apply ways of improving homemade soap such as use of perfumes (<i>fragrance</i>), <i>dye/colourant, disinfectant or glycerine</i> for household uses.</li> </ul>	
--	--	---	--	--



**Core Competencies to be Developed:**

- Creativity and imagination: The learner will experiment with ideas on homemade soap to test if it works while exploring the different ways of improving it for various uses.
- Critical thinking and problem solving: The learner will employ evaluation and decision-making skills to search for and collect natural ingredients used for preparing homemade soap.
- Citizenship: The learner will be aware of a responsible and sustainable lifestyle when searching for and collecting safe and locally available sustainable ingredients for preparing homemade soap.

**Values:**

- Love: Learner respects ideas and opinions of others while discussing in groups to differentiate types of soap and soapless detergents based on usage.
- Peace: Learner resolves conflicts amicably and follows laid-out procedures when carrying out procedures of making homemade soap.
- Social justice: Learner accords equal opportunities in sharing resources while exploring and applying ways of improving homemade soap for household uses.

**Pertinent and Contemporary Issues (PCIs):**

- Safety and security education as the learner observes precautions when preparing homemade soap.
- Problem solving and poverty eradication as the learner makes own homemade soap instead of spending.

**Link to other Subjects**

- Health Education when the learner observes safety while using ingredients and substances added during the making of homemade soap.
- Computer Science when the learner searches, downloads and saves information on different forms of soap and soapless detergents.



- Mathematics when the learner measures proportions of ingredients and substances used while making homemade soap.
- Life Skills Education as the learner safely prepares homemade soap (*handmade method*) using locally available sustainable resources.

### Assessment Rubric

Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to describe cleaning agents for household purposes.	With evidence, clearly describes cleaning agents for household purposes, giving details.	Describes cleaning agents for household purposes.	Describes some cleaning agents for household purposes.	Needs assistance to describe cleaning agents for household purposes
Ability to differentiate between forms of soap and soapless detergent for household use.	With supportive details, distinctively differentiates between forms of soap and soapless detergent for household use.	Differentiates between forms of soap and soapless detergent for household use.	Differentiates some forms of soap and soapless detergent for household use.	Needs help to differentiate forms of soap and soapless detergent for household use.
Ability to describe basic soap ingredients and substances added during soap making.	With examples, exhaustively describes basic soap ingredients and substances added during soap making.	Describes basic soap ingredients and substances added during soap making.	Describes some basic soap ingredients and substances added during soap making.	With guidance, describes basic soap ingredients and substances added during soap making.



Ability to explain the qualities of an effective cleaning agent for household purposes.	With references, comprehensively explains the qualities of an effective cleaning agent for household purposes.	Explains the qualities of an effective cleaning agent for household purposes.	Explains some qualities of an effective cleaning agent for household purposes.	Needs help to explain the qualities of an effective cleaning agent for household purposes.
Ability to prepare homemade soap using natural, safe and locally available sustainable ingredients.	Innovatively prepares homemade soap using natural, safe and locally available sustainable ingredients.	Prepares homemade soap using natural, safe and locally available sustainable ingredients.	Prepares homemade soap using some natural, safe and locally available sustainable ingredients.	Prepares homemade soap using some natural, safe and locally available sustainable ingredients only with assistance.
Ability to describe ways of improving homemade soap	With examples, comprehensively describes ways of improving homemade soap	Describes ways of improving homemade soap	Describes some ways of improving homemade soap	Requires assistance to describe ways of improving homemade soap





Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question (s)
<b>4.0 Caring for the Family</b>	<b>4.2 Special Treatments in Laundry work</b>  (8 lessons)	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> <li>explain various special treatments in household laundry work,</li> <li>examine requirements for special treatment in household laundry work,</li> <li>prepare homemade starch for special treatment in household laundry work,</li> <li>describe the procedure of carrying out various special treatments in household laundry work,</li> <li>explain safety measures to be observed when</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>watch a video clip or study procedures from print resources on various special treatments for household laundry work (<i>spotting, sponging, starching, home dry-cleaning</i>). Make summaries and present in class,</li> <li>brainstorm on reasons for carrying out special treatment during laundry work,</li> <li>discuss requirements for special treatments in household laundry work (<i>spotting liquids, sponging solutions, laundry starches, grease solvents, grease absorbents</i>),</li> <li>make homemade starch from safe and sustainable</li> </ul>	<ol style="list-style-type: none"> <li>How are clothes and household articles given special treatment different from those not given any special treatment?</li> <li>Why should one take precaution while carrying out special treatment in laundry work?</li> </ol>



		<p>carrying out various special treatments,</p> <p>f) carry out special treatments in household laundry work,</p> <p>g) value special treatments in household laundry work.</p>	<p>materials within the locality such as <i>green maize, potatoes, cassava,</i></p> <ul style="list-style-type: none"> <li>• brainstorm on, in groups, the procedure of carrying out various special treatments (<i>spotting, sponging, starching, home dry-cleaning</i>) in household laundry work,</li> <li>• role-play safety measures to be observed when carrying out various special treatments (<i>spotting, sponging, starching, home dry-cleaning</i>) in household laundry work,</li> <li>• carry out special treatments (<i>spotting, sponging, starching (homemade), home dry-cleaning</i>) in household laundry work.</li> </ul>	
--	--	---	---	--



**Core Competencies to be Developed:**

- Self-efficacy: The learner practises personal skills while carrying out special treatments in household laundry work,
- Learning to learn: The learner shares learnt knowledge when conducting discussions on requirements for special treatments.
- Digital literacy: The learner watches a video clip on various types of special treatments for household laundry work.

**Values:**

- Love: Learner resolves conflicts while working in teams to carry out special treatments in household laundry work.
- Unity: Learner respects other opinions and appreciate the efforts of others while role-playing safety when carrying out various special treatments.

**Pertinent and Contemporary Issues (PCIs):**

- Safety and security education: Learner observes caution while handling various solutions when carrying out special treatments in household laundry work.
- Environmental awareness: Learner safely uses and dispose of various solutions used to avoid environmental degradation.
- Creative and critical thinking: Learner develops creativity skills while preparing homemade soap.

**Link to other Subjects:**

- Health Education as learners role-play safety measures to observe when carrying out various special treatments in household laundry work
- Language when the learners communicate during discussions, in pairs, and presentations on the value of special treatments in household laundry work.



- Computer Science when the learners watch a video clip on various types of special treatments for household laundry work.
- Life Skills Education as learners make homemade starch from safe and sustainable materials within the locality.

**Assessment Rubric**

<b>Indicator</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to explain various special treatments in household laundry work.	With supportive details, comprehensively explains various special treatments in household laundry work, giving details.	Explains various types of special treatments in household laundry work.	Explains some of the various types of special treatments in household laundry work.	Explains some types of special treatments in household laundry work, only when assisted.
Ability to examine requirements for special treatments in household laundry work	With examples, extensively examines requirements for special treatments in household laundry work	Examines requirements for special treatments in household laundry work	Examines some requirements for special treatments in household laundry work	Requires help to examine requirements for special treatments in household laundry work.
Ability to prepare homemade starch for special treatment in household laundry work	Systematically prepares homemade starch for special treatment in household laundry work while observing safety	Prepares homemade starch for special treatment in household laundry work	Prepares homemade starch for special treatment in household laundry work but leaves out some steps.	Prepare homemade starch for special treatment in household laundry work many steps.



Ability to describe the procedure of carrying out various special treatments in household laundry work	Describes in detail the procedure of carrying out various special treatments in household laundry work	Describes the procedure of carrying out various special treatments in household laundry work	Partly describes the procedure of carrying out some special treatments in household laundry work.	Needs assistance to describe the procedure of carrying out a few special treatments in household laundry work.
Ability to explain safety measures to be observed when carrying out various special treatments	With evidence, elaborately explains safety measures to be observed when carrying out various special treatments	Explains safety measures to be observed when carrying out various special treatments	Explains some safety measures to be observed when carrying out various special treatments	Requires help to explain some safety measures to be observed when carrying out various special treatments
Ability to carry out special treatments in household laundry work	Systematically carries out special treatments in laundry work	Carries out special treatments in laundry work	Carries out some special treatments in laundry work	Needs assistance to carry out some special treatments in laundry work.



## **GUIDELINES FOR COMMUNITY SERVICE LEARNING CLASS ACTIVITY**

Community Service Learning (CSL) is an experiential learning strategy that integrates classroom learning and community service to enable learners reflect, experience and learn from the community. The CSL project is expected to benefit the learner, the school and local community. Knowledge and skills on how to carry out a CSL project have been covered in Life Skills Education (LSE).

All learners in Grade 7 will be expected to participate in a CSL class activity. The activity will give learners an opportunity to practise the CSL project skills covered under LSE. This activity will be undertaken in groups for purposes of learning. Learners will be expected to apply knowledge and skills on steps of the CSL project to carry out the suggested activity as per the guidelines provided in this template. The learning approach will take the form of a whole school approach, where the entire school community will be engaged in the learning process. Teachers will guide learners to execute a simple school-based integrated CSL class activity. This activity can be done in 4 to 6 weeks outside the classroom time.

### **CSL Skills to be covered:**

- i) **Research:** Learners will develop research skills as they investigate PCIs to address the activity, ways and tools to use in collecting the data, manner in which they will analyse information and present their findings.
- ii) **Communication:** Learners will develop effective communication skills as they engage with peers and school community members. These will include listening actively, asking questions, presentation skills using varied modes etc.
- iii) **Citizenship:** Learner will be able to explore opportunities for engagement as members of the school community and providing a service for the common good.
- iv) **Leadership:** Learners develop leadership skills as they take up various roles within the CSL activity.



- v) **Financial Literacy Skills:** Learners consider how they can undertake the project as well as sourcing and utilising resources effectively and efficiently.
- vi) **Entrepreneurship:** Learners consider ways of generating income through innovation for the CSL class activity.

Suggested PCIs	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
<p>The learners will be guided to consider the various pertinent and contemporary issues (<i>PCIs</i>) provided in the subjects in Grade 7 and choose one suitable to their context and reality.</p>	<p>By the end of the Community Service Learning (<i>CSL</i>) class activity, the learner should be able to:</p> <ol style="list-style-type: none"> <li>identify a problem in the school community through research,</li> <li>plan to solve the identified problem in the community,</li> <li>design solutions to the identified problem,</li> <li>implement solution to the identified problem,</li> <li>share the findings to relevant actors</li> <li>reflect on own learning and relevance of the project,</li> <li>appreciate the need to belong to a community</li> </ol>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>brainstorm on pertinent and contemporary issues(<i>PCIs</i>)in their school that need attention</li> <li>choose a pertinent and contemporary issue (<i>PCI</i>) that needs immediate attention and explain why</li> <li>discuss possible solutions to the identified issue</li> <li>propose the most appropriate solution to the problem</li> <li>discuss ways and tools they can use to collect information on a problem (<i>questionnaires, interviews, observation</i>)</li> <li>develop tools for collecting the information (data)</li> </ul>	<ol style="list-style-type: none"> <li>How does one determine community needs?</li> <li>Why is it necessary to be part of a community?</li> <li>How can one demonstrate a sense of community belonging?</li> </ol>



		<ul style="list-style-type: none"> <li>• identify resources they need for the activity</li> <li>• collect the information(data) using various means</li> <li>• develop various reporting documents on their findings</li> <li>• use the developed tools to report on their findings</li> <li>• implement the project</li> <li>• collect feedback from peers and school community regarding the Community Service Learning (<i>CSL</i>) activity</li> <li>• share the report on activity through various media with peers and school community</li> <li>• discuss the strengths and weaknesses of the implemented project and lessons learnt</li> <li>• reflect on how the project enhanced own learning while at the same time facilitating service on an issue in the school community.</li> </ul>	
--	--	---	--





<b>Assessment Rubric</b>				
<b>Indicator</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
The ability to identify and analyse a pertinent issue in society to be addressed	Learner critically defines and elaborately discusses a pertinent issue to be addressed.	Learner defines and discusses a pertinent issue to be addressed.	Learner partially defines and discusses a pertinent issue to be addressed with minimal support.	Learner requires support to critically examine and select the appropriate issue.
The ability to plan to solve the identified problem.	Learner systematically establishes resources needed, develops plans, assigns responsibilities, and generates data on the Community Service Learning (CSL) project.	Learner establishes resources needed, develops plans, assigns responsibilities, and generates data on the Community Service Learning (CSL) project.	Learner partly establishes resources needed, develops plans, assigns responsibilities, and generates data on the Community Service Learning (CSL) project.	Learner requires assistance to establish resources needed, developing plans, assigning responsibilities and generating data on the Community Service Learning (CSL) project.
The ability to design solutions to the identified problem and implement them.	Learner constantly applies the knowledge and skills gained in subjects to address the identified issue.	Learner applies the knowledge and skills gained in subjects to address the identified issue.	Learner partly applies the knowledge and skills gained in subjects to address the identified issue with some support.	Learner requires a lot of prompting to apply the knowledge and skills gained in subjects to address the identified issue.



Ability to share findings with relevant actors	Learner comprehensively and confidently shares findings of the issue addressed in the activity.	Learner confidently shares findings of the issue addressed in the activity.	Learner shares some of the findings of the issue addressed in the activity.	Learner briefly shares findings of the issue addressed in the activity, lacks necessary details.
The ability to reflect on own learning and relevance of the activity	Learner distinctively and clearly outlines the benefits of the CSL activity on the target community and own learning.	Learner clearly outlines the benefits of the CSL activity on the target community and own learning.	Learner outlines some benefits of the CSL activity on the target community and own learning, a few unclear.	Learner requires help to outline the benefits of the CSL activity on the target community and own learning.



## APPENDIX 1: SUGGESTED ASSESSMENT METHODS, LEARNING RESOURCES & NON-FORMAL LEARNING ACTIVITIES

Strand	Sub Strand	Suggested Assessment Methods and Tools	Learning Resources	Non-Formal Learning Activities
<b>1.0 Foods and Nutrition</b>	<b>1.1 Food Nutrients</b>  <b>(12 lessons)</b>	a) Observation schedule b) Practical work c) Self-assessment d) Critiques e) Checklists f) Rubrics g) Practical work	<ul style="list-style-type: none"> <li>• Video clips</li> <li>• Pictures</li> <li>• Charts</li> <li>• Digital and print materials</li> <li>• Recipe books</li> <li>• Resource person</li> <li>• Cooking tools, equipment and materials:</li> <li>• Cooking equipment (<i>charcoal jiko, gas cooker, electric cooker, paraffin stove, traditional open fireplace/ improved firewood stove</i>)</li> <li>• Other resources -fuels, detergents,</li> </ul>	Learners will be guided to: <ul style="list-style-type: none"> <li>• educate other learners in health club activities on various methods of conserving vegetables.</li> <li>• make presentations on nutrient conservation in an open forum such as at assembly, parent meetings, clubs, sports day, education day.</li> <li>• engage actively with a resource person concerning careers and income generating activities.</li> <li>• design a career wheel during clubs to demonstrate an understanding of various careers related to Home Science for each gender.</li> </ul>



			<ul style="list-style-type: none"> <li>• Foodstuff, kitchen cloths, cleaning materials</li> <li>• Protective gear e.g apron, headgear, gloves</li> <li>• First Aid kit</li> <li>• Kitchen waste bin or a dustbin</li> <li>• Clearing and cleaning tools and equipment such as floor mops, rags, cloths, brooms, buckets or basins and dustpans.</li> </ul>	<ul style="list-style-type: none"> <li>• compose and recite poems, narratives, and songs about careers and income-generating activities in Home Science as well as on food and nutrition.</li> <li>• conduct debates with peers (<i>face-to-face or on-line</i>) on the role of Home Science for self and others.</li> <li>• organise and participate in presentations on food enrichment, fortification and supplementation of nutrients in nutrition during exchange programmes such as symposiums, field trips and educational visits to other peers.</li> <li>• Make and displays posters on talking walls about careers related to Home Science as a subject.</li> <li>• sensitise parents and school community on conservation of food nutrients as well as the</li> </ul>
--	--	--	--	--



				<p>careers associated with Home Science and income-generating activities.</p> <ul style="list-style-type: none"> <li>• engage in straight talk on the importance of conservation of food nutrients in food handling during health week.</li> <li>• participate in discussions or open forums to brainstorm on how the problem associated with menstrual disorders affect teenage girls at home and in school and find solutions related to food nutrients intake.</li> <li>• reflect on the self and financial management skills required to address the solutions given.</li> <li>• examine food and food nutrients as needs in spending of personal income during clubs and societies.</li> </ul>
--	--	--	--	---



	<p><b>1.2 Small Kitchen Tools and Equipment</b> <b>(8 lessons)</b></p>	<p>a) Oral and written tests b) Observation schedules c) Self-assessment d) Critiques e) Checklists f) Rubrics g) Projects</p>	<ul style="list-style-type: none"> <li>• Digital devices</li> <li>• Charts</li> <li>• Pictures</li> <li>• Photos</li> <li>• Charts or illustration</li> <li>• Oven baking utensils</li> <li>• Pans and pots</li> <li>• Cutting tools</li> <li>• Measuring &amp; weighing equipment</li> <li>• Shaping and moulding tools</li> <li>• Separating tools and equipment</li> <li>• Lifting tools and equipment</li> <li>• Mixing tools and equipment</li> <li>• Turning tools and equipment</li> <li>• Scooping equipment</li> <li>• Storage equipment - <i>cupboards, wall units, shelves, racks</i></li> </ul>	<ul style="list-style-type: none"> <li>• draw pictures or images of small kitchen equipment and paste on talking walls, noticeboards and classroom walls.</li> <li>• organise events to show-case talents and abilities in improvised small kitchen equipment.</li> <li>• start a small business project on improvised small kitchen equipment in club activities.</li> <li>• share information and various ideas on small kitchen equipment on digital learning platforms.</li> <li>• organise to share information on uses and care of various small kitchen equipment during clubs and societies.</li> <li>• organise for a visit to the school kitchen or other kitchens to learn more about uses, care and storage of small kitchen equipment.</li> <li>• engage actively with a resource person on the concept of spending money wisely when buying different small kitchen</li> </ul>
--	--	--	---	--



			<ul style="list-style-type: none"> <li>• Improvised small kitchen equipment such as <i>wooden spoon, cooking sticks, plates, cups, graters, boards</i></li> <li>• Cleaning cloths or floor mops</li> <li>• Safety equipment <ul style="list-style-type: none"> <li>◆ First Aid kit</li> <li>◆ Aprons or overall coats</li> <li>◆ Hand gloves</li> <li>◆ Head gear/covers</li> <li>◆ Kitchen cloths</li> </ul> </li> </ul>	equipment. Share findings in class, assembly or during clubs.
	<p><b>1.3</b> <b>Cooking</b> <b>Food</b></p> <p><b>(16 lessons)</b></p>	<p>a) Observation schedules</p> <p>b) Check lists</p> <p>c) Observation schedules</p> <p>d) Rating scales</p> <p>e) Oral questions</p> <p>f) Peer and self-assessment</p> <p>g) Exhibitions</p>	<ul style="list-style-type: none"> <li>• Realia - <i>foodstuff(locally available, suitable for purpose)</i></li> <li>• Cooking tools and equipment (<i>improvise or substitute as much as possible</i>)</li> <li>• Cookers/stoves/ (<i>choose which one is suitable</i>) <ul style="list-style-type: none"> <li>◆ Gas</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• organise club and society activities to practise further methods of cooking and display items made to educate peers and other members of the school community.</li> <li>• visit restaurants/ hotel/ eateries to make observations and report on how these methods of cooking are conducted.</li> </ul>



		<p>h) Online assessment</p> <p>i) Practical work</p>	<ul style="list-style-type: none"> <li>◆ Electric</li> <li>◆ Kerosene</li> <li>◆ Charcoal</li> <li>◆ Firewood</li> <li>◆ Solar</li> <li>◆ others</li> <li>● Food storage equipment (<i>choose which one is locally available for use</i>) <ul style="list-style-type: none"> <li>◆ Food safe</li> <li>◆ Cupboard</li> <li>◆ Charcoal cooler</li> <li>◆ Refrigerators</li> </ul> </li> <li>● Roasting Racks</li> <li>● Tongs</li> <li>● Turners</li> <li>● Grills</li> <li>● Steamers</li> <li>● Skewers</li> <li>● Roasting dishes</li> <li>● Serving dishes</li> <li>● Water</li> </ul>	<ul style="list-style-type: none"> <li>● write articles and make recipe books, compile recipes for the school magazine and post some on the digital platforms for learning.</li> <li>● design posters and picture images on foods cooked using various methods and locally available sustainable resources.</li> <li>● present during a public event on various methods of cooking foods and how you can improvise as much as possible.</li> <li>● watch videos or images of suitable food cooked using different methods of cooking that reflect socio-cultural diversity within their locality and share during clubs and societies.</li> <li>● organise for a cultural day and showcase different foods cooked using the different methods of cooking learnt in class.</li> <li>● compose songs and poems on safety precautions to be</li> </ul>
--	--	--	--	---





			<ul style="list-style-type: none"> <li>● Cleaning aids such as <i>detergents, cleaning cloths, scourers</i></li> <li>● Safety equipment</li> <li>◆ First Aid kit</li> <li>◆ Aprons or overall coats</li> <li>◆ Hand gloves (kitchen gloves)</li> <li>◆ Head gear/covers</li> <li>● Kitchen cloths <ul style="list-style-type: none"> <li>◆ Hand towel</li> <li>◆ Dish cloth</li> <li>◆ Tea towel</li> </ul> </li> <li>● Dustbin (<i>kitchen waste bin</i>)</li> </ul>	<p>observed while cooking food using methods of cooking learnt in class. Present during assembly, parents day or in events in school.</p> <ul style="list-style-type: none"> <li>● use talents and abilities in methods of cooking to generate income as guided by parents, guardians and resource persons.</li> <li>● search, reflect and brainstorm on economic resources used during grilling of foods and ways of conserving them (<i>fuels, water, money, time, foodstuff</i>).</li> <li>● compose songs, poems, oral narratives on efficient use and management of sources of energy (<i>fuels</i>) and present before peers.</li> </ul>
<b>2.0 Consumer Education</b>	<b>2.1 Buying Household Goods and Services (6 lessons)</b>	<ol style="list-style-type: none"> <li>a) E-assessment</li> <li>b) Questionnaires</li> <li>c) Oral and written tests</li> <li>d) Observation schedules</li> </ol>	<ul style="list-style-type: none"> <li>● Video clips</li> <li>● Pictures</li> <li>● Charts</li> <li>● Digital and print materials</li> </ul>	<ul style="list-style-type: none"> <li>● hold discussions and presentations on the importance of saving in personal finance during school assemblies or clubs and society activities.</li> </ul>



		<p>e) Peer assessment  f) Critiques  g) Report writing</p>	<ul style="list-style-type: none"> <li>• Paper money/mock money</li> <li>• Accounting records e.g. Receipt book,</li> <li>• Documentaries on buying transactions</li> </ul>	<ul style="list-style-type: none"> <li>• organise to dramatise buyer and seller transactions during club activities, events and open forums to educate the school community concerning <i>prices, correct change, quality and good behaviour.</i></li> <li>• present songs or poems on methods of buying needed household goods and services from various sale outlets, during drama or music festivals.</li> <li>• role-play buying/ selling transactions of goods and services during club activities.</li> <li>• engage a resource person on challenges and mitigation factors experienced when buying goods and services for household use during parents days.</li> <li>• organise school mentorship and/or peer education programmes on the importance of saving.</li> </ul>
--	--	--	---	--



				<ul style="list-style-type: none"> <li>engage and empower parents on the importance of saving and comparative shopping.</li> <li>write and share with peers a report on the principles of wise buying, in relation to smart goal setting for financial literacy.</li> </ul>
<b>3.0 Textiles and Clothing</b>	<b>3.1 Natural Textile Fibres (12 Lessons)</b>	<ul style="list-style-type: none"> <li>a) Rating scales</li> <li>b) Rubrics</li> <li>c) Anecdotal records</li> <li>d) Oral questions</li> <li>e) Projects</li> <li>f) Portfolio</li> <li>g) Self-assessment</li> <li>h) Observation schedules</li> <li>i) Project work</li> <li>j) Practical work</li> </ul>	<ul style="list-style-type: none"> <li>Charts</li> <li>Manilla papers, felt pens or marker pens</li> <li>Scrapbooks/textile sample album</li> <li>Sample of different types of scrap fabrics</li> <li>Glue/cow gum/any other glue available</li> <li>Digital and print devices</li> <li>Sources of heat e.g <i>candle, for the physical tests on fabric</i></li> <li>Fashion magazines/newspapers</li> <li>Yarn samples</li> </ul>	<ul style="list-style-type: none"> <li>develop simple guidelines or messages on posters on responsible management of natural textile fibres as resources for parents and guardians during an open forum.</li> <li>write poems and songs articles on uses of natural textile fibres and present during assembly and clubs and societies or for the school magazine.</li> <li>develop digital slide presentations of physical tests of identifying natural textile fibres and share on digital learning platforms.</li> <li>make a scrapbook or textile album during clubs and societies.</li> </ul>



			<ul style="list-style-type: none"> <li>• Fibre samples</li> </ul>	<ul style="list-style-type: none"> <li>• model a textile tree to show classification of natural textile fibres and present during parents day/ academic day or other open forum with parents and guardians.</li> <li>• organise debates in school on the different natural fibres and their advantages or disadvantages.</li> </ul>
	<p><b>3.2 Sewing Machine</b> <b>(10 lessons)</b></p>	<ul style="list-style-type: none"> <li>a) Online assessment</li> <li>b) Observation schedules</li> <li>c) Checklists</li> <li>d) Rating scales</li> <li>e) Written tests</li> <li>f) Journals</li> <li>g) Daily logs</li> <li>h) Projects</li> <li>i) Practical work</li> </ul>	<ul style="list-style-type: none"> <li>• Real sewing machines <i>(choose available suitable model)</i> <ul style="list-style-type: none"> <li>◆ Treadle</li> <li>◆ Hand-driven</li> <li>◆ Electric-driven</li> </ul> </li> <li>• Fabrics</li> <li>• Machine needles scissors</li> <li>• Sewing threads</li> <li>• Machine oil</li> <li>• Machine covers</li> <li>• Charts</li> <li>• Manilla papers</li> <li>• Threads</li> </ul>	<ul style="list-style-type: none"> <li>• initiate a project on the sewing machine by drawing, designing and constructing a model, painting, or using digital literacy skill to make a 3-D model and share with peers at assembly or other events in school.</li> <li>• lead an open forum in school to educate peers and school community on the sewing machine and its use.</li> <li>• create a project of images and illustrations. accompanied by text on the parts of a sewing machine and their functions using digital</li> </ul>



			<ul style="list-style-type: none"> <li>◆ Sewing</li> <li>◆ Tacking</li> </ul>	<p>devices and share on digital learning platforms.</p> <ul style="list-style-type: none"> <li>• organise during club activities business ideas using the sewing machine such as minor repairs at a fee.</li> <li>• showcase talent and potential in using the sewing machine or a competition on the use of the sewing machine (<i>speed test.</i>)</li> <li>• sensitise peers and the whole school on sewing machine faults and their remedies.</li> <li>• compose songs, poems, narratives on the types and functions of sewing machines and present during events, assembly, public school forums such as meetings.</li> <li>• organise for visit to a tailoring shop, sale outlet for sewing machines to learn more about various models of sewing machines and their prices.</li> </ul>
--	--	--	---	---



				<ul style="list-style-type: none"> <li>• take part in drama festivals or competitions such as speed test with themes on talents and abilities on using the sewing machine.</li> <li>• explore career opportunities employed for income generation as a result of talent, abilities and skills on the sewing machine. Report findings during assembly, open forums, events and club meetings.</li> </ul>
	<p><b>3.3 Seams</b> (10 lessons)</p>	<p>a). Observation schedules b) Checklists c) Rating scales d) Portfolio e) Anecdotal records a) Journals b) Projects c) Self and peer assessment d) Oral assessments</p>	<ul style="list-style-type: none"> <li>• Fabrics/material</li> <li>• Threads; <ul style="list-style-type: none"> <li>◆ Machine sewing threads</li> <li>◆ Tacking threads</li> <li>◆ Decorative threads</li> </ul> </li> <li>• Sewing machine <ul style="list-style-type: none"> <li>◆ Treadle</li> <li>◆ Hand-driven</li> <li>◆ Electric-driven</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• showcase talents and potential in making seams using the sewing machine.</li> <li>• display items made using seams to sensitise and share information on the importance of open and plain seams.</li> <li>• share information on open and plain seams during clubs and societies meetings.</li> <li>• make items using the open and plain seams and sell to the school community.</li> </ul>



			<ul style="list-style-type: none"> <li>• Machine needles, scissors</li> <li>• Sewing threads</li> <li>• Machine oil covers</li> <li>• Charts</li> <li>• Manilla papers</li> <li>• Needlework tools and equipment</li> <li>• Sample real items <ul style="list-style-type: none"> <li>◆ lap bag(work bag)</li> <li>◆ Shorts or skirt</li> <li>◆ pillow case</li> <li>◆ cushion cover</li> </ul> </li> <li>• Sample plain and open neatened seams</li> </ul>	<ul style="list-style-type: none"> <li>• write articles on how to make various items using open and plain seams and post on digital and print learning platforms such as school magazine.</li> <li>• organise a visit to learn how dressmakers make small clothing and household articles using straight machine stitching.</li> <li>• share information on seams during symposia and other exchange programmes with peers.</li> <li>• organise fairs and exhibitions to showcase talents and abilities on open and plain seams and items made from knowledge and skills gained.</li> <li>• compose songs and poems on factors to consider when choosing open and plain seams, record and upload on digital platforms during clubs.</li> </ul>
--	--	--	--	--



<p><b>4.0</b> <b>Caring for the Family</b></p>	<p><b>4.1</b> <b>Household Cleaning Agents</b></p> <p>(8 lessons)</p>	<p>a) Peer assessment b) E-assessment c) Observation schedules d) Rating scales e) Checklists f) Rubrics g) Oral questions h) f) Written tests</p>	<ul style="list-style-type: none"> <li>• Detergents (<i>any locally available</i>) both soap (<i>toilet and non-toilet</i>) and soapless detergents</li> <li>• Forms of soap and soapless detergents (<i>liquid, foam, bar, powder, flakes</i>)</li> <li>• Water (<i>soft and hard, cold and warm-hot</i>)</li> <li>• Ingredients for making homemade soap (<i>wood ashes(lye), salt, fats/oils, and water</i>)</li> <li>• Fragrances/ perfumes</li> <li>• Dyes/colourants</li> <li>• Antiseptic agents</li> <li>• Glycerine</li> <li>• Heating facility – cookers such as <i>jiko, stove, three stones fireplace or any source of heat</i></li> </ul>	<ul style="list-style-type: none"> <li>• recite poems and compose songs on household cleaning agents and present during events in school and other forums such as assembly or record and upload on digital learning platforms.</li> <li>• initiate projects during clubs and societies to safely prepare homemade soap for income generation.</li> <li>• sensitise school community on forms and types of soap and soapless detergents.</li> <li>• use digital technology to record videos and audios of composed songs and poems on cleaning agents for household use and share on digital learning platforms or share during open forums in school such as parents day.</li> <li>• create posters on qualities of an effective household cleaning agent and display on</li> </ul>
--	---	--	--	---





				<p>noticeboards, walls in class, on trees or talking walls.</p> <ul style="list-style-type: none"> <li>exercise ways of conserving the environment while disposing of cleaning agents and share effects of environmental degradation with peers, parents or guardians during an open forum, event, meeting or assembly.</li> </ul>
	<p><b>4.2 Special Treatments in Laundry Work</b></p> <p><b>(8 lessons)</b></p>	<p>a) Oral questions</p> <p>b) Observation Schedules</p> <p>c) Written questions</p> <p>d) Anecdotal records</p> <p>e) Project work</p> <p>f) Rating scales</p> <p>g) Practical work</p>	<ul style="list-style-type: none"> <li>Digital devices and video clips</li> <li>Requirements for spotting, sponging, starching &amp; home-dry cleaning (<i>safe and available locally</i>)</li> <li>Homemade laundry starch from starchy foods locally available such as <i>maize, potatoes, rice, corn, wheat</i></li> <li>Basic laundry work equipment such as <i>basins, buckets, clothesline, pegs, irons,</i></li> </ul>	<ul style="list-style-type: none"> <li>engage a resource person to learn more about special treatments in household laundry work.</li> <li>share information during clubs and societies on making homemade starch and other special treatments on household laundry work.</li> <li>organise a talent show on special treatments in household laundry work.</li> <li>design posters with procedures on various special treatments in household laundry work on talking walls, bins, noticeboards.</li> </ul>



			<p><i>ironing surfaces hangers, soap dishes</i></p> <ul style="list-style-type: none"> <li>• Water storage equipment</li> <li>• Cleaning equipment and materials such as <i>floor mops, rags or floor clothes, brooms</i> as may be required for clearing up</li> <li>• Dusters</li> </ul>	<ul style="list-style-type: none"> <li>• sensitise the school community on various special treatments used in household laundry work and their procedures as well as the importance.</li> <li>• participate in discussions and talks in open forums on economic ways of making starch using locally available resources.</li> <li>• organise, display and educate peers and school community on how to make homemade starch for use at school and home.</li> </ul>
--	--	--	--	--





