



REPUBLIC OF KENYA
MINISTRY OF EDUCATION

JUNIOR SECONDARY SCHOOL CURRICULUM DESIGN

HEALTH EDUCATION

GRADE 7



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

First Published in 2022

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FOREWORD

The Government of Kenya is committed to ensuring that policy objectives for Education, Training and Research meet the aspirations of the Kenya Constitution 2010, the Kenya Vision 2030, 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.

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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 Grade7 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.

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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 21st 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.

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LESSON ALLOCATION

	Subject	Number of Lessons Per Week (40 minutes per lesson)
1.	English	5
2.	Kiswahili/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	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
	Total	45



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

The Government of Kenya is committed to improving the health and welfare of its citizens. This is demonstrated through its undertaking to implement the 17 Sustainable Development Goals (SDGs) of 2015 in which health is a cross-cutting issue. SDGs 2, 3 and 6 are aimed at achieving zero hunger, good health and wellbeing and clean water and sanitation respectively. Several government policy documents such as the Kenya Demographic Health Survey (2014), the social pillar of the Kenya Vision 2030, the Constitution of Kenya 2010, the Kenya Mental Health Policy (2015-2030) and the Kenya School Health policy (2018) are aimed at achieving optimal health status and capacity of all citizens through provision of legal frameworks for ensuring comprehensive health service delivery. The need to introduce health education in the curriculum was also highlighted by many respondents in the Needs Assessment Survey (KICD, 2016). Health Education will therefore focus on promoting healthy living practices and preventing diseases and disorders.



The Health Education curriculum design is aimed at equipping learners with information on health and instilling positive attitudes towards the promotion of health and prevention of illnesses to enable them to contribute to and participate in nation building. As a learning area at the Junior Secondary School level, Health Education covers; health and nutrition, diseases and disorders affecting various body systems, mental and emotional health, drug and substance use, safety and First Aid, environmental health and sanitation and human reproductive health. This will help the learners acquire competencies that will enable them to deal with daily health issues hence promote health and wellness for self and the community. The learning of Health Education adopts, among others, the constructivist theory of learning where learners will be given opportunities to construct knowledge through discovery, research, personal experiences and exploration. Through inquiry-based learning approaches, learners will be exposed to hands-on learning experiences to enable them practise the principles of good health.

SUBJECT GENERAL LEARNING OUTCOMES

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

1. Adopt healthy eating habits and food safety practices to promote health and wellness for self and others.
2. Apply the knowledge and principles of prevention and control of diseases and disorders to promote health.
3. Promote mental and emotional health for wellness.
4. Apply safety and First Aid skills to prevent accidents and handle injuries in the community.
5. Adopt proper use of medicine and drugs for the wellbeing of self and community.
6. Practise proper waste management to prevent pollution in the environment.
7. Utilise knowledge on human growth and development to build healthy relationships.
8. Apply digital literacy in promoting practices that enhance health and wellness.



STRAND: 1.0: HEALTH AND NUTRITION

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
<p>1.0 Health and Nutrition</p>	<p>1.1 Introduction to Health Education (2 lessons)</p>	<p>By the end of the sub strand the learner should be able to:</p> <ul style="list-style-type: none"> a) explain the meaning of health and health education in relation to overall wellbeing b) outline the importance of health education for healthy living c) identify career opportunities in health education for appropriate choice d) promote health education-related activities in the community e) embrace health education for the wellness of self and others. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • brainstorm on the meaning of health and health education • discuss the importance of health education and share with peers • use digital devices and reference materials to search for information on health education-related careers • engage in career talks with resource persons on opportunities in health-related careers (<i>public health officers, nutritionists, health promotion officers, doctors, nurses, psychologists, physiotherapists</i>) • participate in health education-related activities in the school community (<i>hand washing, physical exercises</i>). 	<ol style="list-style-type: none"> 1. Why is health education important? 2. How does health education promote healthy living?



Core competencies to be developed:

- Communication and collaboration as learners work in teams and actively participate in group discussions and health education-related activities
- Digital literacy as learners interact with technology while searching for information on health education-related careers
- Self-efficacy as learners communicate effectively while discussing the importance of health education

Values:

- Unity as learners strive to achieve common goals during group work
- Respect as they listen to each other's opinions during group discussions
- Responsibility as they engage in assigned roles and take part in health education-related activities in school.

Pertinent and Contemporary Issues (PCIs):

Personal hygiene as they participate in health education related activities in the school community

Links to other subjects:

- Computer Science as learners use digital devices
- Languages as they discuss and make presentations



Assessment Rubric				
Indicator	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Ability to outline the importance of health education for healthy living	Correctly and with examples outlines the importance of health education for healthy living.	Correctly outlines the importance of health education for healthy living	Attempts to correctly outline the importance of health education for healthy living	Is able to correctly outline the importance of health education for healthy living when prompted
Ability to identify career opportunities in health education for appropriate choice	Identifies more than seven career opportunities in health education for appropriate choice	Identifies seven career opportunities in health education for appropriate choice	Identifies four career opportunities in health education for appropriate choice	Identifies two career opportunities in health education for appropriate choice
Ability to promote health education-related activities in the community	Consistently promotes health education-related activities in the community	Promotes health education-related activities in the community	Occasionally promotes health education-related activities in the community	Rarely promotes health education-related activities in the community



Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
1.0 Health and Nutrition	1.2 Health Promotion (3 lessons)	By the end of the sub strand the learner should be able to: a) explain the meaning of health promotion in relation to healthy living b) identify common health concerns in the community for awareness creation c) determine ways of promoting wellness in individuals and the community d) identify challenges to health promotion in the community e) value good governance for sustainable health promotion	The learner is guided to <ul style="list-style-type: none"> brainstorm on the meaning of health promotion and relate to healthy living share experiences on common health concerns in their community discuss ways of promoting wellness in individuals and the community (<i>healthy diets, use of clean and safe water, plenty of exercise, hygiene practices, enough rest</i>) share challenges hindering health promotion in the community 	<ol style="list-style-type: none"> What is health promotion? How does health promotion contribute to good health?
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> Communication and collaboration as learners listen critically to identify challenges to health promotion in the community Creativity and imagination as learners network in creating flyers and talking walls on promotion of wellness for individuals and the community 				
<p>Values:</p> <ul style="list-style-type: none"> Unity as they collaborate with each other and actively participate in various health promotion activities Responsibility as they observe safety precautions during access to various online sites in search for information Respect as they accommodate diverse opinions when performing group tasks 				



Pertinent and Contemporary Issues (PCIs):

- Child rights as they identify health concerns in the community for health promotion
- Social cohesion as learners work together in groups during creation of health promotion materials

Links to other subjects:

- Languages as learners use communication skills during class discussions.

Assessment Rubric

Indicator:	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Ability to identify common health concerns in the community for awareness creation	Correctly identifies more than five common health concerns in the community for awareness creation	Correctly identifies five common health concerns in the community for awareness creation	Correctly identifies three common health concerns in the community for awareness creation	Correctly identifies less than two common health concerns in the community for awareness creation
Ability to determine ways of promoting wellness in individuals and the community	Accurately and conclusively determines ways of promoting wellness in individuals and the community	Accurately determines ways of promoting wellness in individuals and the community	Accurately determines some of the ways of promoting wellness in individuals and the community	Is able to accurately determine ways of promoting wellness in individuals and the community only when guided
Ability to identify challenges to health promotion in the community	Identifies more than five challenges to health promotion in the community	Identifies five challenges to health promotion in the community	Identifies three challenges to health promotion in the community	Identifies less than two challenges to health promotion in the community



Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
1.0 Health and Nutrition	1.3 Nutrients and their functions in the body (4 lessons)	<p>By the end of the sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> differentiate between macro and micronutrients in relation to nutrition identify the functions and sources of macro and micronutrients from the food we eat describe the signs and symptoms of common macro and micronutrient deficiencies and disorders discuss intervention measures for preventing macro and micronutrient deficiencies examine the role of water and dietary fibre in promoting health value plants and animals as sources of nutrients in promoting health. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> brainstorm on the difference between micro and macronutrients research on the functions and sources of macro and micro nutrients using print materials and digital devices (<i>Micronutrients- vitamins and minerals</i>). (<i>Macronutrients- carbohydrates, proteins, fat and lipids</i>) use digital devices, pictures and charts to identify signs of macro and micronutrient deficiencies and disorders and make presentations in class explore measures for preventing nutritional deficiencies and disorders 	<ol style="list-style-type: none"> What are the roles of nutrients in the body? How do we ensure adequate nutrient intake? Why do we require water and dietary fibre in the body?



			<p>and share findings with peers</p> <ul style="list-style-type: none"> ● research on the health benefits of dietary fibre and water in the body and make notes. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> ● Critical thinking and problem solving as learners explain the different measures for preventing macro and micronutrients deficiencies. ● Communication and collaboration as learners use speaking skills in making class presentations on signs and symptoms of macro and micronutrient deficiency 				
<p>Values:</p> <ul style="list-style-type: none"> ● Unity as they appreciate the effort of others in group activities and as they research on the health benefits of dietary fibre and water in the body ● Respect as learners take turns and accommodate each other's views during discussions. 				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> ● Child rights to good health through provision of proper nutrition ● Social issues- poverty eradication for prevention of macro and micronutrients deficiencies and disorders 				
<p>Links to other subjects:</p> <ul style="list-style-type: none"> ● Home Science -categories of various foods and food nutrients ● Languages -use of communication skills during class presentations ● Agriculture -sources of food (plant and animal sources) 				



Assessment Rubric				
Indicator:	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Ability to identify the functions and sources of macro and micronutrients	Accurately and with examples identifies the functions and sources of macro and micronutrients	Accurately identifies the functions and sources of macro and micronutrients	Accurately identifies some of the functions and sources of macro- and micronutrients	With assistance is able to accurately identify some of the functions and sources of macro and micronutrients
Ability to describe the signs and symptoms of macro and micronutrient deficiencies and disorders	Describes more than five signs and symptoms of macro and micronutrient deficiencies and disorders	Describes five signs and symptoms of macro and micronutrient deficiencies and disorders	Describes three signs and symptoms of macro and micronutrient deficiencies and disorders.	Describes less than three signs and symptoms of macro and micronutrient deficiencies
Ability to discuss the intervention measures for preventing macro and micronutrient deficiencies	Comprehensively discusses the intervention measures for preventing macro and micronutrient deficiencies citing examples	Discusses the intervention measures for preventing macro and micronutrient deficiencies	Discusses intervention measures for preventing macro and micronutrient deficiencies but omits some details	Discusses intervention measures for preventing macro and micronutrient deficiencies when prompted
Ability to examine the role of water and dietary fibre in promoting health	Correctly and systematically examines the role of water and dietary fibre in promoting health	Correctly examines the role of water and dietary fibre in promoting health	Correctly examines some of the roles of water and dietary fibre in promoting health	Requires guidance to correctly examine the role of water and dietary fibre in promoting health



STRAND 2.0: HUMAN BODY SYSTEMS

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
2.0 Human Body Systems	2.1 Digestive system (4 lessons)	By the end of the sub strand, the learner should be able to: a) illustrate parts of the human digestive system b) explain the functions of various parts of the human digestive system c) identify common conditions and diseases affecting the digestive system and their causes d) evaluate ways of preventing common conditions and diseases affecting the human digestive system	The learner is guided to: <ul style="list-style-type: none"> • use digital devices and print materials to search for information on parts of the human digestive system and present findings • draw and label parts of the human digestive system • brainstorm on the functions of various parts of human digestive system • observe netiquette as they research on common conditions and diseases affecting the human digestive system (<i>acid reflux, ulcers, constipation, roundworms</i>) • explore the causes of common conditions and diseases affecting the human digestive system and present to peers 	<ol style="list-style-type: none"> 1. How does food move through the digestive tract? 2. What causes the conditions and diseases of the digestive system? 3. Why do we maintain a healthy digestive system?



		e) adopt preventive measures for a healthy digestive system	<ul style="list-style-type: none"> research on preventive measures for common conditions and diseases affecting the human digestive system 	
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Core competencies to be developed:

- Learning to learn as they organise own learning during research on common conditions and diseases affecting the human digestive system.
- Communication and collaboration as learners speak clearly during discussions on the causes of common conditions and diseases affecting the human digestive system.

Values:

- Unity as they take turns in activities and conversations during group work
- Patriotism as they serve the community by teaching peers about preventive measures for common conditions and diseases affecting the human digestive system

Pertinent and Contemporary Issues (PCIs):

Self-awareness as learners gain knowledge about the structure of the digestive system.

Links to other subjects:

Integrated Science as they learn how the digestive system functions

Assessment Rubric

Indicator:	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Ability to illustrate parts of the human digestive system	Accurately and clearly illustrates all the parts of the human digestive system	Accurately illustrates all parts of the human digestive system	Accurately illustrates some of the parts of the human digestive system	With assistance is able to accurately illustrate some parts of the human digestive system



Ability to explain the functions of various parts of the human digestive system	Correctly and in detail explains the functions of various parts of the human digestive system	Correctly explains the functions of various parts of the human digestive system	Correctly explains the functions of various parts of the human digestive system but leaves out some details	With prompting is able to correctly explain some functions of various parts of the human digestive system
Ability to identify common conditions and diseases affecting the digestive system and their causes	Identifies more than five common conditions and diseases affecting the digestive system and their causes	Identifies five common conditions and diseases affecting the digestive system and their causes	Identifies three common conditions and diseases affecting the digestive system and their causes	Identifies less than two common conditions and diseases of the human digestive system and their causes
Ability to evaluate ways of preventing common conditions and diseases affecting the human digestive system	Comprehensively evaluates ways of preventing common conditions and diseases affecting the human digestive system	Evaluates ways of preventing common conditions and diseases affecting the human digestive system	Partly evaluates ways of preventing common conditions and diseases affecting the human digestive system	Needs support to evaluate ways of preventing common conditions and diseases affecting the human digestive system



Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
2.0 Human Body Systems	2.2 Excretory system (4 lessons)	<p>By the end of the sub strand the learner should be able to:</p> <ol style="list-style-type: none"> identify the different excretory organs in the human body describe the functions of the skin in the body discuss the causes, signs and symptoms of common skin conditions and diseases Prevent common conditions and diseases of the skin for healthy living appreciate the importance of a healthy skin. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> brainstorm on different excretory organs in the human body discuss the functions of the skin and make short notes research on the causes of various conditions and diseases affecting the skin use pictures and print materials to recognise the signs and symptoms of common skin conditions and diseases (<i>boils, fungal infections, scabies, allergic skin conditions</i>). explore ways of preventing common conditions and diseases of the skin and present to peers practice health initiatives for prevention of common conditions and diseases of the skin. (<i>Hygiene of self and personal belongings, hygiene of public places, proper diet, among others</i>) 	<ol style="list-style-type: none"> Why do we take care of our skin? How do we keep the skin healthy?



Core competencies to be developed:

- Communication and collaboration as learners use writing skills while taking notes on the functions of the skin
- Citizenship as learners embrace health initiatives for prevention of conditions and diseases of the skin
- Learning to learn as learners share knowledge learnt on ways of preventing common conditions and diseases of the skin

Values:

- Unity as learners appreciate the effort of others during group tasks
- Love as they portray a caring attitude during performance of tasks assigned and as they sensitise peers on conditions and diseases of the skin
- Patriotism as they practise health initiatives for prevention of conditions and diseases of the skin.

Pertinent and Contemporary Issues (PCIs):

Communicable diseases as learners embrace ways of preventing diseases of the skin

Links to other subjects:

- Computer Science as learners do online research
- Integrated Science as they study the structure and function of the skin



Assessment Rubric				
Indicator:	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Ability to identify different excretory organs in the human body	Identifies more than four excretory organs in the human body.	Identifies four excretory organs in the human body.	Identifies two excretory organs in the human body	Identifies one excretory organ in the human body
Ability to describe the functions of the skin in the body	Describes in detail the functions of the skin in the body	Describes the functions of the skin in the body	Partially describes the functions of the skin in the body	Needs assistance to describe the functions of the skin in the body
Ability to discuss causes, signs and symptoms of common skin conditions and diseases	Accurately and with clarity discusses causes, signs and symptoms of common skin conditions and diseases	Accurately discusses causes, signs and symptoms of common skin conditions and diseases	Accurately discusses some of the causes, signs and symptoms of common skin conditions and diseases	With guidance is able to accurately discuss some of the causes, signs and symptoms of common skin conditions and diseases
Ability to prevent common conditions and diseases of the skin for healthy living	Consistently prevents common conditions and diseases of the skin for healthy living	Prevents common conditions and diseases of the skin for healthy living	Sometimes prevents common conditions and diseases of the skin for healthy living	Rarely prevents common conditions and diseases of the skin for healthy living



Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
2.0 Human Body Systems	2.3 Circulatory system (4 lessons)	<p>By the end of the sub strand the learner should be able to:</p> <p>a) explain the meaning of the term circulatory system</p> <p>b) describe the structure and functions of the heart</p> <p>c) analyse causes, signs and symptoms of common conditions and diseases of the circulatory system</p> <p>d) determine ways of preventing common conditions and diseases of the circulatory system</p> <p>e) appreciate the importance of a healthy circulatory system for normal functioning of the body.</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> ● brainstorm on the meaning of the term circulatory system ● use digital devices and print materials to search for information on the structure and functions of the heart and make presentations ● participate in talks with a resource person on the causes, signs and symptoms of common conditions and diseases affecting the circulatory system (<i>heart attack, hypertension, stroke</i>) ● explore ways of preventing common conditions and diseases of the circulatory system and report findings ● adopt healthy practices for prevention of common conditions and diseases of the circulatory system (<i>healthy</i>) 	<ol style="list-style-type: none"> 1. How does the human circulatory system work? 2. Why do you take care of the circulatory system?



			<p><i>feeding habits, early diagnosis and treatment of diseases, enough sleep, physical exercises)</i></p> <ul style="list-style-type: none"> ● create a daily log on the foods they eat and physical activities they engage in for prevention of diseases affecting the circulatory system. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> ● Self-efficacy as learners embrace self-awareness skills while adopting healthy practices ● Learning to learn as they organise own learning to create a daily log on the foods they eat and physical activities they engage in 				
<p>Values:</p> <ul style="list-style-type: none"> ● Integrity - self-disciple as learners adopt healthy practices ● Respect as they accommodate diverse opinions during discussions 				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> ● Life skills education - effective decision making as they adopt healthy practices for prevention of conditions and diseases affecting the circulatory system ● Social cohesion as learners work in groups while searching for information 				



Links to other subjects:

- Physical Education and Sports as learners participate in physical activities,
- Computer Science as learners undertake online searches and download information
- Languages as they communicate, search for meaning of words, and make notes

Assessment Rubric

Indicator	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Ability to describe the structure and functions of the heart	Accurately and in detail describes the structure and functions of the heart	Accurately describes the structure and functions of the heart	Accurately describes the structure and functions of the heart but omits some details	Needs assistance to accurately describe the structure and functions of the heart
Ability to analyse causes, signs and symptoms of common conditions and diseases of the circulatory system	In detail analyses causes, signs and symptoms of common conditions and diseases of the circulatory system	Analyses causes, signs and symptoms of common conditions and diseases of the circulatory system	Partially analyses causes, signs and symptoms of common conditions and diseases of the circulatory system	Is able to partially analyse causes, signs and symptoms of common conditions and diseases of the circulatory system
Ability to determine ways of preventing common conditions and diseases of the circulatory system	Comprehensively and with examples is able to determine ways of preventing common conditions and diseases of the circulatory system	Comprehensively determines ways of preventing common conditions and diseases of the circulatory system	Comprehensively determines some ways of preventing common conditions and diseases of the circulatory system	Determines ways of preventing common conditions and diseases of the circulatory system only when prompted



STRAND 3.0: MENTAL AND EMOTIONAL HEALTH

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
3.0 Mental and Emotional Health	3.1 Mental Health (4 lessons)	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> discuss mental health and mental illness in relation to overall body health explain the importance of mental health for personal wellness investigate the causes of mental illnesses and disorders in the community discuss the signs and symptoms of mental illnesses and disorders for proper management apply preventive measures against mental illnesses and disorders for the wellbeing of self and others 	The learner is guided to: <ul style="list-style-type: none"> brainstorm on the meaning of the terms mental health and mental illness research on mental health and mental illness in relation to overall wellbeing search and watch clips on the importance of mental health carry out research on causes of mental illnesses and disorders in the community and write a report use digital devices and print materials to search for information on signs and symptoms of mental illnesses and disorders, discuss and make presentations (<i>depression, anxiety, post-traumatic stress</i>) 	<ol style="list-style-type: none"> Why is mental health important for personal wellness? What are the signs of mental illnesses? How do we maintain a positive mental wellbeing?



		f) value mental health for personal wellbeing.	<ul style="list-style-type: none"> adopt ways of promoting positive mental health to prevent and manage mental health disorders (<i>Being active, eating well, staying in touch, asking for help, self-acceptance, quality sleep, spiritual care and support systems</i>). 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> Critical thinking and problem solving as they apply research skills during investigation on causes of mental disorders in the community. Citizenship as learners adopt ways of promoting positive mental health to prevent and manage mental health disorders. 				
<p>Values:</p> <ul style="list-style-type: none"> Responsibility as they offer leadership and guidance to peers during investigation on the causes of mental illnesses Social justice as learners accord each other equal opportunities while participating in assigned tasks Patriotism as they become conscious of their social and moral responsibility in promoting mental health 				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> Alcohol and substance abuse as a cause of mental illness Self-awareness and self-acceptance for promotion of a positive mental well being 				
<p>Links to other subjects:</p> <ul style="list-style-type: none"> Life skills - self-awareness Religious Studies - ethical moral standards and spiritual support 				



Assessment Rubric				
Indicator	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Ability to explain the importance of mental health for personal wellness	Correctly explains the importance of mental health for personal wellness, citing examples	Correctly explains the importance of mental health for personal wellness	Correctly explains the importance of mental health for personal wellness with prompting	Has challenges explaining the importance of mental health for personal wellness
Ability to investigate the causes of mental illnesses and disorders in the community	Systematically investigates the causes of mental health disorders in the community and suggests solutions	Systematically investigates the causes of mental health disorders in the community	Investigates the causes of some mental health disorders in the community	Needs guidance to investigate the causes of mental health disorders in the community
Ability to discuss signs and symptoms of mental illnesses and disorders for proper management	Comprehensively and citing examples, discusses signs and symptoms of mental illnesses and disorders for proper management	Comprehensively discusses signs and symptoms of mental illnesses and disorders for proper management	Discusses signs and symptoms of some mental illnesses and disorders for proper management	Has difficulty discussing signs and symptoms of mental illnesses and disorders for proper management
Ability to apply preventive measures against mental illnesses and disorders for the wellbeing of self and others	Consistently applies preventive measures against mental illnesses and disorders for the wellbeing of self and others	Applies preventive measures against mental illnesses and disorders for the wellbeing of self and others	Occasionally applies preventive measures against mental illnesses and disorders for the wellbeing of self and others	Applies preventive measures against mental illnesses and disorders for the wellbeing of self and others only when guided



Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
3.0 Mental and Emotional Health	3.2 Mental Health in the Community (3 lessons)	By the end of the sub strand, the learner should be able to: a) identify factors affecting mental health in the community b) explain psychological factors that affect mental wellbeing c) analyse social factors that affect mental wellbeing d) outline environmental factors that affect mental well being e) adopt lifestyles that minimise mental illnesses and disorders f) embrace coping strategies for personal mental wellbeing.	The learner is guided to: <ul style="list-style-type: none"> • mention factors affecting mental health in the community (<i>poverty, abuse, isolation, trauma, stress, among others</i>) • discuss psychological factors that affect mental wellbeing • share experiences on social factors affecting mental wellbeing • research and compile a list of environmental factors affecting mental health • take part in activities that promote positive mental wellbeing, (<i>guidance and counselling sessions, participating in health clubs, journaling, strengthening of family ties, spiritual support, among others</i>). 	<ol style="list-style-type: none"> 1. What is self-image? 2. Why is our mental wellbeing important? 3. How do we maintain mental and emotional health?



Core competencies to be developed:

- Self-efficacy: learners apply personal skills as they participate in activities that enhance mental and emotional health
- Communication and collaboration as learners use speaking skills during discussions on social and psychological factors affecting mental health.

Values:

- Unity as learners take turns and accommodate each other's views during discussion.
- Patriotism as they take responsibility in maintaining their mental health

Pertinent and Contemporary Issues (PCIs):

- Critical thinking and problem solving as they adopt strategies for maintaining a positive mental wellbeing
- Social issues - poverty eradication to reduce social stress

Links to other subjects:

- Languages - Communication skills as they make class presentations
- Religious Education - strategies employed for maintaining mental health through spiritual interventions



Assessment Rubric				
Indicator:	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Ability to explain the psychological factors that affect mental health	Explains the psychological factors that affect mental health, citing examples	Explains the psychological factors that affect mental health	Explains some of the psychological factors that affect mental health	Explains psychological factors that affect mental health when prompted
Ability to analyse social factors that affect mental wellbeing	In detail, analyses social factors that affect mental health	Analyses social factors that affect mental health	Partially analyses social factors that affect mental health	Is not able to analyse social factors that affect mental health unless assisted
Ability to outline environmental factors that affect mental well-being.	Outlines more than five environmental factors that affect mental health	Outlines five environmental factors that affect mental health	Outlines three environmental factors that affect mental health	Outlines less than two environmental factors that affect mental health.
Ability to adopt lifestyles that minimise mental illnesses and disorders	Constantly adopts lifestyles that minimise mental illnesses and disorders	Adopts lifestyles that minimise mental illnesses and disorders	Occasionally adopts lifestyles that minimise mental illnesses and disorders	Rarely adopts lifestyles that minimise mental illnesses and disorders



STRAND 4.0: USE OF MEDICINE

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
4.0 Use of Medicine	4.1 Safe use of Medicine (5 lessons)	By the end of the sub strand the learner should be able to: a) distinguish between prescribed and unprescribed medicine in dispensing of medicine b) interpret instructions on a prescription for safe use of medicine c) examine dangers of using unprescribed medicine on human health d) explain common side effects of medicine in the body e) discuss the correct use of medicine to maintain its effectiveness in the body f) practise proper ways of storing medicine to sustain its efficacy	The learner is guided to: <ul style="list-style-type: none"> • discuss the difference between prescribed and unprescribed medicine • analyse instructions on a prescription sample and discuss findings with peers • research and discuss the dangers of using unprescribed medicine • explore the common side effects of medicine using digital devices and print materials and make presentations. (<i>Rashes, nausea, fatigue, headaches, fever</i>) • listen to a presentation from a resource person on proper use of medicine to sustain its usefulness in health 	<ol style="list-style-type: none"> 1. How do we obtain medicine for use? 2. What are the dangers of buying medicine over the counter? 3. Why is it important to use medicine correctly?



		g) appreciate the importance of proper use of medicine for disease prevention and management.	<ul style="list-style-type: none"> • role-play on correct use of medicine • demonstrate ways of storing different types of medicine to maintain its effectiveness 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Critical thinking and problem solving as learners evaluate and make decisions on proper ways of storing medicine • Learning to learn as learners analyse instructions on a prescription sample for correct use of medicine • Self-efficacy as learners use effective communication skills as they role play on use of medicine 				
<p>Values:</p> <ul style="list-style-type: none"> • Responsibility as learners observe safety precautions while using medicine • Peace as they display tolerance when they differ in opinions during role play • Integrity as they display self-discipline in use of medicine to maintain its effectiveness 				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> • Citizenship - Integrity as learners exercise discipline when using drugs • HIV and AIDS - Correct use of medicine for management of HIV and AIDS 				
<p>Links to other subjects:</p> <ul style="list-style-type: none"> • Computer Science as they use digital devices to research on the common side effects of medicine • Mathematics as they interpret the prescription 				



Assessment Rubric				
Indicator:	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Ability to interpret instructions on a prescription for safe use of medicine	Correctly interprets instructions on a prescription for safe use of medicine, citing examples	Correctly interprets instructions on a prescription for safe use of medicine	Correctly interprets some of the instructions on a prescription for safe use of medicine	With assistance is able to correctly interpret some instructions on a prescription for safe use of medicine
Ability to explain the common side effects of medicine in the body	Explains in detail the common side effects of medicine and peer teach others	Explains the common side effects of medicine in the body	Explains some common side effects of medicine in the body briefly	Needs guidance to explain some common side effects of medicine in the body
Ability to discuss the correct use of medicine to maintain its effectiveness in the body	Conclusively discusses the correct use of medicine to maintain its effectiveness in the body	Discusses the correct use of medicine to maintain its effectiveness in the body	Partially discusses the correct use of medicine to maintain its effectiveness in the body	With prompting, discusses correct use of medicine to maintain its effectiveness in the body
Ability to practise proper ways of storing medicine to sustain its efficacy	Constantly practises proper ways of storing medicine to sustain its efficacy	Practises proper ways of storing medicine to sustain efficacy	Occasionally practises proper ways of storing medicine to sustain efficacy	Rarely practises proper ways of storing medicine to sustain efficacy



STRAND 5.0: FIRST AID AND BASIC LIFE SUPPORT

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
5.0 First Aid and Basic Life Support	5.1 First Aid (3 lessons)	By the end of the sub strand, the learner should be able to; <ol style="list-style-type: none"> explain the meaning of the term First Aid identify the contents of First Aid kit and state their uses improvise contents of the First Aid kit using locally available materials describe the precautions to observe while offering First Aid to an injured person discuss methods for safe disposal of used First Aid materials embrace First Aid as a measure to save life. 	The learner is guided to: <ul style="list-style-type: none"> brainstorm on the meaning of the term First Aid and share with peers list down the contents of First Aid kit and their use and present their findings (<i>surgical gloves, scissors, painkillers, bandages, cotton wool, antiseptic solution among others</i>) practise improvising contents of the First Aid kit using locally available materials discuss the precautions to observe while offering First Aid during injury and make short notes use digital devices and print material to research on the methods for safe disposal of used First Aid materials 	<ol style="list-style-type: none"> What precautions do you observe when giving First Aid? How do you dispose of used First Aid materials?



Core competencies to be developed:

- Digital literacy as learners interact with technology to search for information on the precautions to observe when giving First Aid
- Critical thinking and problem solving as learners evaluate and make decisions on First Aid items to improvise using locally available materials.

Values:

- Love as learners put the interest of others before their own as they offer First Aid to save life
- Responsibility as they observe safety precautions while offering First Aid to an injured person
- Social justice as they accord each other equal opportunities in sharing responsibilities during improvisation of the contents of the First Aid kit

Pertinent and Contemporary Issues (PCIs):

- Environment education as they safely dispose of used First Aid materials
- Safety as they discuss the precautions to observe while offering First Aid

Links to other subjects:

- Pre technical Studies - safety at the workplace
- Languages - writing and speaking skills



Assessment Rubric				
Indicator	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Ability to identify the contents of First Aid kit and state their uses	Identifies more than seven contents of First Aid kit and state their uses	Identifies seven contents of First Aid kit and state their uses	Identifies three contents of First Aid kit and state their uses	Identifies less than two contents of First Aid kit and state their uses
Ability to improvise contents of the First Aid kit using locally available materials	Innovatively improvises contents of the First Aid kit using locally available materials	Improvises contents of the First Aid kit using locally available materials	Improvises some of the contents of the First Aid kit using locally available materials	Needs assistance to improvise contents of the First Aid kit using locally available materials
Ability to describe the precautions to observe while offering First Aid to an injured person	In detail, describes the precautions to observe while offering First Aid to an injured person	Describes the precautions to observe while offering First Aid to an injured person	Describes some of the precautions to observe while offering First Aid to an injured person	Describes some of the precautions to observe while offering First Aid to an injured person when prompted
Ability to discuss methods for safe disposal of used First Aid materials	Discusses more than four methods for safe disposal of used First Aid materials and guides others on the same	Discusses four methods for safe disposal of used First Aid materials	Discusses three methods for safe disposal of used First Aid materials	Discusses less than two methods for safe disposal of used First Aid materials



Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
5.0 First Aid and basic life support	5.2 First Aid for common accidents and injuries (4 lessons)	By the end of the sub strand, the learner should be able to; <ol style="list-style-type: none"> a) identify the common types of accidents and injuries in daily life b) describe common causes of accidents and injuries in the community c) discuss safety precautions to observe for prevention of accidents and injuries d) carry out First Aid for various accidents and injuries e) value prevention of accidents and injuries for healthy living. 	The learner is guided to: <ul style="list-style-type: none"> • brainstorm on the meaning of accidents and injury in relation to First Aid, • use digital devices and print materials to research and discuss the common types of accidents and injuries (<i>cuts, burns, scalds, sprains, fractures, falls, drowning, choking</i>) • brainstorm on the common causes of accidents and injuries in daily life and share their experiences with peers • explore safety precautions to observe in order to prevent accidents and injuries in the community. • watch video clips and demonstrations on ways of carrying out First Aid for various accidents and injuries (<i>cuts,</i> 	<ol style="list-style-type: none"> 1. What causes accidents and injuries? 2. How do you prevent accidents and injuries? 3. How do you manage injuries?



			<i>burns, scalds, sprains, fractures, falls, drowning, choking),</i> <ul style="list-style-type: none"> dramatise managing minor injuries as they observe safety. 	
Core competencies to be developed: <ul style="list-style-type: none"> Communication and collaboration as learners apply teamwork skills while researching and discussing the common types of accidents and injuries Digital literacy as learners connect using technology while downloading and watching video clips on ways of managing minor accidents and injuries Self-efficacy as learners dramatise management of minor injuries while observing safety 				
Values: <ul style="list-style-type: none"> Love as they portray a caring attitude during management of injuries Responsibility as they proactively solve problems in preventing accidents and injuries Social justice as they share resources equitably during demonstrations on ways of managing minor accidents and injuries 				
Pertinent and Contemporary Issues (PCIs): <ul style="list-style-type: none"> Patriotism and good governance as they embrace the practice of preventing accidents and injuries Environmental education as they identify common causes of accidents and injury in the environment 				
Links to other subjects: <ul style="list-style-type: none"> Life Skills as learners manage accidents and injuries Home Science - safety precautions in preventing accidents in the home Pre-technical Studies - safety at the work place 				



Assessment Rubric				
Indicator	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Ability to identify the common types of accidents and injuries in daily life	Identifies more than seven common types of accidents and injuries in daily life	Identifies seven common types of accidents and injuries in daily life	Identifies three common types of accidents and injuries in daily life	Identifies less than two common types of accidents and injuries in daily life
Ability to describe common causes of accidents and injuries in the community	Describes in detail common causes of accidents and injuries in the community	Describes common causes of accidents and injuries in the community	Describes some common causes of accidents and injuries in the community	Requires prompting to describe some common causes of accidents and injuries in the community
Ability to discuss safety precautions to observe for prevention of accidents and injuries	Correctly and citing examples, discusses safety precautions to observe for prevention of accidents and injuries	Correctly discusses safety precautions to observe for prevention of accidents and injuries	Correctly discusses some safety precautions to observe for prevention of accidents and injuries	Correctly discusses some safety precautions to observe for prevention of accidents and injuries with assistance
Ability to carry out First Aid for various accidents and injuries	Systematically carries out First Aid for various accidents and injuries	Carries out First Aid for various accidents and injuries	Carries out First Aid for some accidents and injuries	With support is able to carry out first aid for some accidents and injuries



Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
5.0 First Aid and Basic Life Support	5.3 Road safety (3 lessons)	By the end of the sub strand, the learner should be able to; <ol style="list-style-type: none"> discuss the factors that contribute to road accidents in the community analyse ways of preventing road accidents in the community interpret road safety signs and signals to promote road safety practise road safety rules for safe use of the roads value adherence to road safety rules in saving lives 	The learner is guided to: <ul style="list-style-type: none"> brainstorm on the meaning of the following terms (<i>road safety, pedestrian and passenger</i>) watch clips or documentaries on factors that contribute to road accidents in the community explore ways of preventing road accidents in the community research on road safety signs and signals and study models and charts on common road signs demonstrate application of road safety rules and signs using role play and skits. 	<ol style="list-style-type: none"> What is the purpose of road safety signs and signals? How do you observe safety when using the road? Why are there road safety rules?
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> Communication and collaboration as learners listen to discussions on factors that contribute to road accidents Self-efficacy as learners use personal skills while demonstrating use of road safety rules and signs Critical thinking and problem solving as learners use evaluation and decision-making skills while exploring ways of preventing road accidents in the community 				



Values:

- Responsibility as they observe safety precaution to reduce road accidents
- Respect as they value human dignity through awareness creation to promote road safety
- Integrity as they apply laid-down procedures to promote road safety

Pertinent and Contemporary Issues (PCIs):

- Child care and protection - observation of road safety rules to reduce road accidents
- Safety as they observe safety precautions when using the roads

Links to other subjects:

- Languages as they write and speak fluently
- Performing Arts as they use role play

Assessment Rubric

Indicator	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Ability to discuss the factors that contribute to road accidents in the community	Discusses more than five factors that contribute to road accidents in the community	Discusses five factors that contribute to road accidents in the community	Discusses three factors that contribute to road accidents in the community	Discusses less than two factors that contribute to road accidents in the community



Ability to analyse ways of preventing road accidents	Conclusively analyses ways of preventing road accidents in the community	Analyses ways of preventing road accidents in the community	Partially analyses ways of preventing road accidents in the community	Needs guidance to analyse ways of preventing road accidents in the community
Ability to interpret road safety signs and signals to promote road safety	Correctly interprets all road safety signs and signals to promote road safety and guides peers	Correctly interprets road safety signs and signals to promote road safety	Correctly interprets some of the road safety signs and signals to promote road safety	With assistance is able to correctly interpret some road safety signs and signals to promote road safety
Ability to practise road safety rules for safe use of the roads	Constantly practises road safety rules for safe use of the roads	Practises road safety rules for safe use of the roads	Sometimes practises road safety rules for safe use of the roads	Rarely practises road safety rules for safe use of the roads



STRAND 6.0: ENVIRONMENTAL HEALTH AND SANITATION

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
6.0 Environmental Health and Sanitation	6.1 Environmental Health (3 lessons)	<p>By the end of the sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> explain the meaning of the term environmental health and sanitation discuss the importance of environmental health for healthy living identify environmental factors that affect human health apply measures for control of environmental factors affecting health appreciate the importance of a healthy environment for promotion of the well-being of self and others. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> brainstorm on the meaning of the term environmental health and sanitation use digital devices or print materials to search on the importance of environmental health investigate environmental factors affecting human health and report their findings participate in activities to control environmental factors affecting human health (<i>planting trees, environmental cleanup, sensitisation and advocacy</i>). 	<ol style="list-style-type: none"> Why is environmental health important? How do you control environmental factors affecting health?



Core competencies to be developed:

- Critical thinking and problem solving as learners participate in activities to control environmental factors affecting health.
- Digital literacy as learners interact with technology as they search for information on the importance of environmental health
- Learning to learn as they carry out research and investigations on environmental factors affecting human health.

Values:

- Unity as they collaborate with others during group activities.
- Responsibility as they actively participate in activities to prevent environmental factors affecting health

Pertinent and Contemporary Issues (PCIs):

- Patriotism and good governance - as they participate in activities to protect and conserve the environment

Links to other subjects:

- Home Science - Environmental hygiene
- Languages – Communication skills during class presentations and writing of texts



Assessment Rubric				
Indicator:	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Ability to discuss the importance of environmental health for healthy living	Conclusively discusses the importance of environmental health for healthy living	Discusses the importance of environmental health for healthy living	Partially discusses the importance of environmental health for healthy living	With prompting is able to discuss the importance of environmental health for healthy living
Ability to identify environmental factors that affect human health	Identifies more than five environmental factors that affect human health	Identifies five environmental factors that affect human health	Identifies two environmental factors that affect human health	Identifies less than two environmental factors that affect human health
Ability to apply measures for control of environmental factors affecting human health	Consistently and innovatively applies measures for control of environmental factors affecting human health	Applies measures for control of environmental factors affecting human health	Occasionally applies measures for control of environmental factors affecting human health	Applies measures for control of environmental factors affecting human health only with support



Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
6.0 Environmental Health and Sanitation	6.2 Environmental contaminants (3 lessons)	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> identify types of environmental contaminants that affect human health outline the effects of environmental contamination on human health control environmental contamination for a healthy environment value an environment free from contamination for healthy living. 	The learner is guided to: <ul style="list-style-type: none"> discuss types of environmental contaminants that affect human health, and make presentations (<i>biological contaminants, chemical contaminants, gases and heavy metals</i>) research and discuss the effects of exposure to environmental contamination on human health. explore ways of preventing and controlling environmental contamination 	Why maintain a healthy environment?
Core competencies to be developed: <ul style="list-style-type: none"> Critical thinking and problem solving as learners interpret and infer on the effects of exposure to environmental contamination on human health Citizenship as learners use socio-cultural sensitivity and awareness skills in addressing environmental contamination 				
Values: <ul style="list-style-type: none"> Respect as learners appreciate others as they carry out tasks assigned Integrity as they use resources sparingly to reduce environmental contamination 				



Pertinent and Contemporary Issues (PCIs):

- Patriotism and good governance as they participate in community activities on prevention and control of environmental contamination
- Communicable and chronic diseases resulting from environmental contamination
- Environmental education- Environmental conservation and protection

Links to other subjects:

- Languages -Vocabulary and communication skills
- Pre-technical and pre-career - safe disposal of industrial wastes

Assessment Rubric

Indicator:	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Ability to identify types of environmental contaminants that affect human health	Identifies all types of environmental contaminants that affect human health and cites examples	Identifies all types of environmental contaminants that affect human health	Partially identifies environmental contaminants that affect human health	Identifies some of the environmental contaminants that affect human health with assistance
Ability to outline the effects of environmental contamination on human health	Outlines more than five effects of environmental contamination on human health	Outlines five effects of environmental contamination on human health	Outlines two effects of environmental contamination on human health	Outlines less than two effects of environmental contamination on human health
Ability to control environmental contamination for a healthy environment	Consistently controls environmental contamination for a healthy environment	Controls environmental contamination for a healthy environment	Sometimes controls environmental contamination for a healthy environment	Rarely controls environmental contamination for a healthy environment unless guided



Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
6.0 Environmental Health and Sanitation	6.3 Infection Prevention and Control (4 lessons)	By the end of the sub strand the learner should be able to: <ol style="list-style-type: none"> explain the meaning of infection prevention and control for health promotion outline personal protective equipment used for infection prevention make personal protective equipment using locally available materials illustrate correct use of personal protective equipment for infection prevention and control differentiate between cleaning and disinfection of equipment and surfaces for infection control 	The learner is guided to: <ul style="list-style-type: none"> brainstorm on the meaning of infection prevention and control use digital devices and reference materials to search for information on commonly used personal protective equipment improvise personal protective equipment using locally available resources demonstrate proper use of personal protective equipment (<i>face masks, gloves, gumboots, gowns, goggles, face shield, head gear</i>) watch a video clip or demonstration on the process of cleaning and disinfecting equipment and surfaces 	<ol style="list-style-type: none"> How do we prevent and control infection? What is the difference between cleaning and disinfection?



		<p>f) apply infection prevention and control measures for promotion of health</p> <p>g) value infection prevention and control for healthy life</p>	<ul style="list-style-type: none"> practise different measures for infection prevention and control (<i>use of protective gear, respiratory hygiene and cough etiquette, hand hygiene, cleaning and disinfection of equipment and surfaces, safe handling and disposal of wastes</i>) 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> Self-efficacy as learners use personal skills while practising different measures for infection prevention and control Creativity and imagination as learners improvise protective gear using locally available materials Citizenship as learners apply global awareness skills as they practise different measures for infection prevention and control 				
<p>Value:</p> <ul style="list-style-type: none"> Responsibility as learners observe safety precautions while making protective equipment Unity as they collaborate with others during class activities Integrity as learners utilise resources well while practising different measures for infection prevention and control 				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> Patriotism as they practise measures to prevent and control infections in the community Communicable and chronic diseases as they make use of personal protective equipment for prevention and control of communicable diseases Environmental education - Environmental hygiene and sanitation as they clean and disinfect equipment and surfaces 				



Links to other subjects:

- Home Science - as they practise hand hygiene and cleaning and disinfection of surfaces and equipment
- Languages - Communication skills during class discussions and presentations

Assessment Rubric

Indicator	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Ability to outline personal protective equipment used for infection prevention	Outlines more than five personal protective equipment used for infection prevention	Outlines five personal protective equipment used for infection prevention	Outlines three personal protective equipment used for infection prevention	Outlines less than two personal protective equipment used for infection prevention
Ability to make personal protective equipment using locally available materials	Innovatively makes personal protective equipment using locally available materials and demonstrates how they are used	Innovatively makes personal protective equipment using locally available materials	Innovatively makes some personal protective equipment using locally available materials	Makes some personal protective equipment using locally available materials only with support



Ability to illustrate correct use of personal protective equipment for infection prevention and control	Clearly illustrates correct use of personal protective equipment for infection prevention and control	Illustrates correct use of personal protective equipment for infection prevention and control	Partly illustrates correct use of personal protective equipment for infection prevention and control	With guidance is able to illustrate correct use of personal protective equipment for infection prevention and control
Ability to apply infection prevention and control measures for promotion of health	Constantly applies infection prevention and control measures for promotion of health	Applies infection prevention and control measures for promotion of health	Sometimes applies infection prevention and control measures for promotion of health	Rarely applies infection prevention and control measures for promotion of health



STRAND 7.0: HUMAN REPRODUCTIVE HEALTH

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
7.0 Human Reproductive Health	7.1 Pubertal growth and development (4 lessons)	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> a) identify changes occurring in boys and girls at puberty b) discuss personal hygiene needs during puberty c) apply measures for management of menstrual hygiene for personal health. d) explain myths and misconceptions on menstrual experience in the community e) outline stages of identifying intersex persons for intervention f) appreciate puberty as a stage in personal growth and development 	The learner is guided to: <ul style="list-style-type: none"> • discuss and classify changes occurring in boys and girls at puberty (<i>physical, emotional and social changes</i>) • make online research for information on personal hygiene needs associated with onset of puberty and discuss in class • discuss measures for managing menstrual hygiene for personal health • explore myths and misconceptions on menstrual experience within their community • with the aid of a resource person, research and discuss stages of identifying intersex persons (<i>at birth, puberty and adulthood</i>) 	<ol style="list-style-type: none"> 1. What changes occur in boys and girls at puberty? 2. Which are the personal hygiene needs associated with puberty?



Core competencies to be developed:

- Communication and collaboration as learners listen keenly to discussions on measures for managing menstrual hygiene for personal health
- Critical thinking and problem solving as learners interpret and infer on myths and misconceptions about menstrual experience in the community
- Self-efficacy as learners communicate effectively while discussing changes occurring in boys and girls at puberty

Values:

- Love as they portray a caring attitude and support each other as they undergo pubertal changes
- Responsibility as they observe personal hygiene needs during puberty
- Social justice as they foster fairness and justice among themselves as they perform group activities

Pertinent and Contemporary Issues (PCIs):

- Personal hygiene- personal hygiene needs associated with onset of puberty
- Human sexuality- myths and misconceptions associated with menstrual experience in different communities
- Environmental education- proper disposal and management of waste

Links to other subjects:

- Home Science - Personal hygiene
- Integrated Science - Human reproductive system
- Life Skills - Self-awareness and identity crisis during puberty



Assessment Rubric				
Indicator	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Ability to identify changes occurring in boys and girls at puberty	Correctly identifies all changes occurring in boys and girls at puberty citing examples	Correctly identifies all changes occurring in boys and girls at puberty	Correctly identifies some of the changes occurring in boys and girls at puberty	Correctly identifies some of the changes occurring in boys and girls at puberty with assistance
Ability to discuss personal hygiene needs during puberty	In detail, discusses personal hygiene needs during puberty	Discusses personal hygiene needs during puberty	Partially discusses personal hygiene needs during puberty	With prompting discusses personal hygiene needs during puberty
Ability to apply measures for management of menstrual hygiene	Correctly applies measures for management of menstrual hygiene and guides peers	Correctly applies measures for management of menstrual hygiene	Correctly applies some measures for management of menstrual hygiene	Needs assistance to correctly apply some measures for management of menstrual hygiene
Ability to explain myths and misconceptions on menstrual experience	Explains and cites examples of myths and misconceptions on menstrual experience	Explains myths and misconceptions on menstrual experience	Explains some myths and misconceptions on menstrual experience	Needs guidance to explain myths and misconceptions on menstrual experience



Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
7.0 Human Reproductive Health	7.2 Reproductive Health (3 lessons)	<p>By the end of the sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> discuss the importance of reproductive health in the community explain practices that enhance reproductive health explain practices that adversely affect reproductive health identify myths and misconceptions about reproductive health in the community embrace positive reproductive health practices for a healthy community. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> brainstorm on the importance of reproductive health in the community research on practices that enhance reproductive health and share their findings watch a documentary on practices that are harmful to reproductive health research using digital and print materials on practices that affect reproductive health (<i>early marriages and female genital mutilation among others</i>) discuss with a resource person effects of harmful practices on reproductive health (<i>sexually transmitted infections, excessive bleeding, fistula</i>) brainstorm to distinguish facts from misconceptions associated with culture on reproductive health and share with peers 	<ol style="list-style-type: none"> What is reproductive health? How is reproductive health affected by cultural practices?



Core competencies to be developed:

- Citizenship as learners exercise sensitivity and awareness campaigns using verses, poems and songs towards individual rights for sustainable reproductive health
- Self-efficacy as learners demonstrate leadership skills as they take part in campaigns towards individual rights for sustainable reproductive health
- Digital literacy as learners interact with technology as they research on practices that enhance reproductive health

Values:

- Peace as they respect diversity and ethical cultural practices
- Patriotism as they conduct sensitisation and awareness campaigns towards individual rights for sustainable reproductive health

Pertinent and Contemporary Issues (PCIs):

- Child care and protection - as they initiate campaigns on reproductive health.
- HIV and AIDS - prevention of HIV and AIDs infections by embracing positive reproductive health practices
- Human sexuality- as they discuss effects of harmful practices on reproductive health

Links to other subjects:

Performing and Visual Arts as they carry out sensitivity and awareness campaigns using verses, poems and songs towards individual rights for sustainable reproductive health



Assessment Rubric				
Indicator	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Ability to discuss the importance of reproductive health in the community.	Conclusively discusses the importance of reproductive health in the community	Discusses the importance of reproductive health in the community	Discusses the importance of reproductive health in the community leaving out few details	Discusses the importance of reproductive health in the community leaving out many details
Ability to explain the practices that adversely affect reproductive health.	Comprehensively explains the practices that adversely affect reproductive health	Explains the practices that adversely affect reproductive health	Partly explains practices that adversely affect reproductive health	With prompting is able to explain practices that adversely affect reproductive health
Ability to identify the myths and misconceptions about reproductive health in the community.	Identifies more than five myths and misconceptions about reproductive health in the community	Identifies five myths and misconceptions about reproductive health in the community	Identifies three myths and misconceptions about reproductive health in the community	Identifies less than two myths and misconceptions about reproductive health in the community



GUIDELINES ON 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. CSL is expected to benefit the learner, the school and the local community. Knowledge and skills on how to carry out a CSL project have been covered under Life Skills Education (LSE).

All learners in Grade 7 will be expected to participate in only one 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 an activity of their choice as per the guidelines provided in the 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 allocated lesson time.

CSL Skills to be covered:

- **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.
- **Communication:** Learners will develop effective communication skills as they engage with peers and school community members. These will include listening actively, asking questions, presentation using varied modes etc.
- **Citizenship:** Learners will be able to explore opportunities for engagement as members of the school community and providing a service for the common good.
- **Leadership:** Learners develop leadership skills as they take up various roles within the CSL activity.



- **Financial Literacy Skills:** Learners consider how they can undertake the project as well as sourcing and utilising resources effectively and efficiently.
- **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 PCIs provided in the various subjects in Grade 7 and choose one suitable to their context and reality</p>	<p>By the end of the CSL class activity, the learner should be able to:</p> <ol style="list-style-type: none"> identify a problem in the school community through research, plan to solve the identified problem in the community, design solutions to the identified problem, implement solutions to the identified problem, share the findings with relevant actors, reflect on own learning and relevance of the project, 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> brainstorm on issues/pertinent and contemporary issues in their school that need attention choose a PCI that needs immediate attention and explain why discuss possible solutions to the identified issue propose the most appropriate solution to the problem discuss ways and tools they can use to collect information on a problem (questionnaires, interviews, observation) develop tools for collecting the information/data identify the resources they need for the activity 	<ol style="list-style-type: none"> How does one determine community needs? Why is it necessary to be part of a community? What can one do to demonstrate a sense of belonging?



	<p>g) appreciate the need to belong to a community</p>	<ul style="list-style-type: none"> • collect the information/data using various means • develop various reporting documents on their findings • use the developed tools to report on their findings • implement a project • collect feedback from peers and school community regarding the CSL activity • share the report on activity through various media with peers and school community • discuss the strengths and weaknesses of the implemented project and lessons learnt • reflect on how the project enhanced own learning while at the same time facilitating service on an issue in the school community 	
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Assessment Rubric				
Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
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 defines and discusses a pertinent issue to be addressed with minimal support.	Learner requires a lot of support to critically examine and select the appropriate issue.
The ability to plan to solve the identified problem	Learner correctly and systematically establishes resources needed, develops plans, assigns responsibilities, and generates data on the CSL project.	Learner correctly establishes resources needed, develops plans, assigns responsibilities, and generates data on the CSL project.	Learner sometimes establishes resources needed, develops plans, assigns responsibilities, and generates data on the CSL project.	Learner has difficulty establishing resources needed, developing plans, assigning responsibilities and generating data on the 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 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 the benefits of the CSL activity on the target community and own learning, a few unclear.	Learner struggles to outline the benefits of the CSL activity on the target community and own learning.



APPENDIX: LIST OF ASSESSMENT METHODS, LEARNING RESOURCES AND NON-FORMAL ACTIVITIES

Strand	Sub strand	Suggested assessment methods	Suggested learning resources	Suggested non-formal activities
1.0 Health and Nutrition	1.1 Introduction to health education	<ul style="list-style-type: none"> • Written assignment. • Observation of learning activities • Oral assessment 	Digital resources, reference materials, charts, realia, hand washing materials and equipment, resource persons	Learners engage in career talks with a resource person on career opportunities in health education. Learners participate in health education-related activities in the school community
	1.2 Health promotion	<ul style="list-style-type: none"> • Oral assessment • Observation of learning activities • Peer assessment 	Digital resources, manilla papers, charts, posters, marker pens, reference materials	Learners create health promotion materials for wellness of individuals and community (<i>talking wall, charts, flyers, posters, counselling cards</i>)
	1.3 Nutrients and their functions in the body	<ul style="list-style-type: none"> • Written tests • Graded observation of group work activities 	Digital resources, reference materials, realia, pictures, charts	Learners design promotion materials with messages on the importance of proper nutrition in the community



		<ul style="list-style-type: none"> • Project portfolio on pictures of different types of foods and the nutrients they provide 		and display them as talking walls
2.0 Human Body Systems	2.1 Digestive system	<ul style="list-style-type: none"> • Written assignment • Graded observation of group discussions • Oral assessment 	Digital resources, reference materials, charts, models	Learners take part in debates and clubs to peer teach others on prevention measures for common conditions and diseases of the human digestive system
	2.2 Excretory system	<ul style="list-style-type: none"> • Written tests • Graded observation of group work activities • Portfolios 	Video clips/ documentaries, charts, pictures, photos, reference materials, digital devices	Learners practise health initiatives for prevention of common conditions and diseases of the skin
	2.3 Circulatory system	<ul style="list-style-type: none"> • Written tests • Graded observation of group work activities • Self and peer assessment 	Digital materials, models, pictures, charts, reference books, manilla papers, assorted marker pens	Learners to create a daily log on the foods they eat and physical activities they engage in



3.0 Mental and Emotional Health	3.1 Mental health	<ul style="list-style-type: none"> • Written assignment • Oral assessment • Projects 	Resource persons, digital devices, video clips, print reference materials	<p>Learners to participate in debates, health clubs or online collaborative forums to discuss how to improve mental health in the community</p> <p>Learners carry out a simple survey to investigate causes of mental illness in the community</p>
	3.2 Mental health in the community	<ul style="list-style-type: none"> • Written assignment • Oral assessment • Graded observation of learner group discussions 	Resource persons, print materials and digital resources, digital devices	Learners take part in activities that promote positive mental wellbeing such as guidance and counselling sessions, health clubs and journaling
4.0 Use Of Medicine	4.1 Safe use of medicine	<ul style="list-style-type: none"> • Graded observation of learner demonstrations on safe use of medicine • Use of checklists • Written tests 	Resource persons, digital devices, video clips, print reference materials, realia, sample prescriptions, pictures, photos	Learners role-play correct use of medicine



5.0 First Aid and Basic Life Support	5.1 First Aid	<ul style="list-style-type: none"> • Graded observation of learner demonstrations • Written test • Projects 	Realia, pictures, digital resources, print materials, reference books, charts, resource persons, models	Learners improvise First Aid items using locally available materials
	5.2 First Aid for common accidents and injuries	<ul style="list-style-type: none"> • Written assignment • Graded observation of learner demonstrations • Oral assessment 	Resource persons, digital devices, video clips, print reference materials, models, realia	Learners dramatise managing minor injuries as they observe safety. Learners to create posters/flyers to inform the school community about the common causes of accidents and injuries
	5.3 Road safety	<ul style="list-style-type: none"> • Written assignment • Oral assessment • Portfolios • Checklists 	Pictures, charts, posters, digital resources, print materials, reference books, video clips, models, digital devices	Learners create awareness on road safety signs and precautions to observe when using the roads using clubs and debates. Learners demonstrate application of road safety rules and signs using role play and skits



6.0 Environmental Health and Sanitation	6.1 Environmental Health	<ul style="list-style-type: none"> • Graded observation of group work activities • Written test • Oral assessment 	Resource persons, digital devices, video clips, print reference materials, realia, tree seedlings, posters, pictures, cleaning materials and equipment	Learners participate in activities to prevent environmental factors affecting human health (<i>planting trees, environmental cleanup, sensitization and advocacy</i>). Use debates and clubs to sensitise peers on prevention of environmental factors affecting health
	6.2 Environmental contaminants	<ul style="list-style-type: none"> • Written assignment • Oral assessment • Self and peer assessment 	Digital resources, reference materials, realia, pictures, charts, photos	Learners use debates and clubs to sensitise peers on measures for prevention and control of environmental contamination



	6.3 Infection Prevention and Control	<ul style="list-style-type: none"> • Graded observation of learner demonstrations • Written assignment • Oral assessment • projects 	Realia, pictures, charts, posters, digital resources, print materials, reference books, video clips, digital devices, resource persons, cleaning equipment and disinfecting materials	Learners improvise personal protective gear using locally available resources. Learners carry out cleaning and disinfecting of equipment and surfaces
7.0 Human Reproductive Health	7.1 Pubertal growth and development	<ul style="list-style-type: none"> • Written tests • Oral assessment • Peer assessment 	Video clips, digital devices, resource persons, pictures, charts, digital and print reference materials	Learners use health clubs and debates to sensitise peers on personal hygiene needs associated with onset of puberty
	7.2 Reproductive Health	<ul style="list-style-type: none"> • Graded observation of group discussions • Written test • Oral assessment 	Video clips/documentaries, digital devices, reference books, posters, charts	Learners initiate campaigns among peers using verses, poems and songs for promotion of positive reproductive health practices

