



REPUBLIC OF KENYA

MINISTRY OF EDUCATION

JUNIOR SECONDARY SCHOOL CURRICULUM DESIGN

GRADE 7

**Health Education
for
Learners with Hearing Impairment**



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

First Published in 2022

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FOREWORD

Curriculum is a tool which a country employs to empower its citizens. The Kenya Institute of Curriculum Development in meeting its core mandate ‘*to develop curriculum and curriculum support materials*’ has spearheaded curriculum reforms in the education sector. The reforms are based on rigorous research, monitoring and evaluation activities conducted on the 8-4-4 system of education to inform the Competency-Based Curriculum through a phase-in phase-out model. The reforms were informed by the Summative Evaluation Survey (2009), Needs Assessment Study (2016) and the Task Force Report on Re-alignment of Education Sector (2012), 21st century learning and approaches, the East Africa Protocol on harmonization of education, among many others.

The curriculum reforms aim at meeting the needs of the Kenyan society by aligning the curriculum to the Constitution of Kenya 2010, the Kenya Vision 2030 and the East African Protocol, among other policy requirements as documented by the Sessional Paper No. 1 of 2019 on ‘Reforming Education and Training in Kenya for Sustainable Development’. The reforms adopted the Competency-Based Curriculum (CBC) to achieve development of requisite knowledge, skills, values and attitudes that will drive the country’s future generations as documented by the Basic Education Curriculum Framework (BECF). Towards achieving the mission of the Basic Education, the Ministry of Education has successfully and progressively rolled out curriculum implementation for Early Years Education and Foundation level, Grades 4 ,5 and Intermediate Level. The roll out for Grade 6, Junior Secondary (Grade 7-9), and Prevocational Level will subsequently follow.

It is my hope that the Curriculum designs for learners with Hearing Impairment in Grade 7 will guide the teachers, among other educational stakeholders, for progressive achievement of the curriculum vision which seeks to have engaged, empowered and ethical citizens.

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PREFACE

The Government of Kenya embarked on the national implementation of the Competency Based Curriculum in January, 2019 for Early Years Education (Pre-Primary 1 and 2, and Lower Primary Grade 1, 2 and 3) and Foundation Level. The implementation progressed to Upper Primary (Grade 4, 5 and 6) and Intermediate Level based on the reorganization of the Basic Education structure. Grade 7 curriculum furthers implementation of the Competency-Based Curriculum to Junior Secondary education level. This level marks the zenith of Middle School education whose main feature is to offer a broad opportunity for the learner to explore talents, interests and abilities before selection of pathways and tracks in Senior Secondary education level. This is similar to the Pre-vocational and Vocational Level.

The Grade 7 curriculum designs for learners with Hearing Impairment in the respective learning areas will enable the development of 21st Century competencies. Ultimately, this will lead to the realization of the vision and mission of the Competency-Based Curriculum as documented in the Basic Education Curriculum Framework (KICD, 2017).

It is my hope that all Government agencies among other stakeholders in education will use the designs to guide effective and efficient implementation of the learning activities as well as provide relevant feedback on various aspects of the curriculum. Successful implementation of the Grade 7 curriculum for learners with Hearing Impairment will be a significant milestone towards realization of the curriculum mission ‘Nurturing Every Learner’s Potential’

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PRINCIPAL SECRETARY

STATE DEPARTMENT FOR EARLY LEARNING AND BASIC EDUCATION MINISTRY OF EDUCATION

ACKNOWLEDGEMENT

The Kenya Institute of Curriculum Development (KICD) Act Number 4 of 2013 (Revised 2019) mandates the Institute to develop curricula and curriculum support materials for basic and tertiary education and training, below the university. The curriculum development process for any level involves thorough research, international benchmarking, and robust stakeholder engagement. Through this systematic and consultative process, KICD conceptualized the Competency Based Curriculum (CBC) as captured in the Basic Education Curriculum Framework (BECF). The CBC responds to the demands of the 21st Century and the aspirations captured in the Constitution of Kenya 2010, Kenya Vision 2030, East African Commission Protocol and the United Nations Sustainable Development Goals.

The Kenya Institute of Curriculum Development has developed and adapted the Grade 7 curriculum designs for learners with Hearing Impairment taking cognisance of the tenets of the CBC, key among them being the need to ensure that learners are provided with learning experiences that call for higher order thinking, thereby ensuring they become engaged, empowered and ethical citizens as articulated in the BECF Vision. The Grade 7 designs for learners with Hearing Impairment also provide opportunities for learners to develop the core competencies as well as engage in Community Service Learning. The designs present assessment rubric linked to sub strands in the individual subjects. Teachers are encouraged to use varied assessment tools when assessing learners.

KICD obtains its funding from the Government of Kenya to enable the achievement of its 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 and adapted with the support of the World Bank through the Kenya Secondary Education Quality Improvement Program (SEQIP) commissioned by the MoE. The Institute is grateful for the support accorded to the process by the Government of Kenya, through the MoE and the development partners for the policy, resource, and logistical support.

I acknowledge the KICD curriculum developers and other staff, teachers and all the educators who participated, as panelists, in the development and adaption of the designs. I also appreciate the contribution of the Semi-Autonomous Government Agencies (SAGAs) and representatives of various stakeholders for their various roles in the development and adaptation of the Grade 7 curriculum designs.

My special thanks to the Cabinet Secretary, Ministry of Education; the Principal Secretary State Department of Early Learning and Basic Education; the Secretary, Teachers' Service Commission (TSC) and the Chief Executive Officer, Kenya National Examinations Council (KNEC) for their support in the process. Finally, I am grateful to the KICD Governing Council for their consistent guidance during the development and adaptation of the curriculum designs. The Institute assures all curriculum implementers, parents, and other stakeholders that the designs will ensure effective implementation of the CBC at Grade 7.

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TIME 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 (CRE/IRE/HRE)	3
9.	Business Studies	3
10.	Agriculture	3
11.	Life Skills Education	1
12.	Physical Education and Sports	2
13.	Optional Subject including Sign Language Skills	3
14.	Optional Subject	3
	Total	45

NATIONAL GOALS OF EDUCATION

Education in Kenya should:

i) Foster nationalism and 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 following in the wake of rapid modernization. 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 up 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 recognizes 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.**Promote individual development and self-fulfillment**

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.

iii) 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.

iv) 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.

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

Education should instill 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.

vi) 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.

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 the 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, spiritual and moral values for peaceful co-existence.
4. Explore, manipulate, manage and conserve the environment effectively for learning and sustainable development.
5. Practice relevant hygiene, sanitation and nutrition skills to promote health.

6. Demonstrate ethical behavior 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 the improvement of the health and welfare of its citizens. This is demonstrated through its commitment to implement the 17 Sustainable Development Goals (SDGs) of 2015 in which health is a cross cutting issue. The (SDGs) number (2) two, (3) three and (6) six aimed at addressing zero hunger, good health and wellbeing and clean water and sanitation respectively are a key focus in the curriculum. Several government policy documents such the Kenya Demographic Health Survey (2014), the social pillar of the Vision 2030, the constitution of Kenya 2010, Kenya Mental Health Policy (2015-2030) and the Kenya School Health policy (2018) among others, aim at achieving optimal health status and capacity of all citizens through provision of legal frameworks for ensuring comprehensive health service delivery. The introduction of health education in the curriculum was also highlighted by many respondents as indicated 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 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 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 deal with daily health issues hence promote health and wellness for self and the community. The learning of Health Education adopts theories such as 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 practice 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 wellbeing of self and community.
6. Practice proper waste management to prevent pollution in the environment.
7. Utilize knowledge on human growth and development to build healthy relationships.
8. Apply digital literacy in promoting practices that enhance health and wellness.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
HEALTH AND NUTRITION	1.1 Introduction to Health Education (2 lessons)	<p>By the end of the sub strand the learner should be able to;</p> <p>a) explain the meaning of health and health, education in relation to overall wellbeing,</p> <p>b) outline the importance of health education for healthy living, identify career</p> <p>c) opportunities in Health education for appropriate choice,</p> <p>d) promote health education</p> <p>e) related activities in the community embrace health education for the wellness of self and others.</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> ● Watch video clips/pictorial stories on activities that contribute to personal health (good diet, physical exercises, hygiene) and discuss in groups. ● Brainstorm in groups on the meaning of health and health education. ● Use print materials/digital devices/interactive apps to get the meaning of health and health education and make notes. ● Discuss and take notes on the importance of health education for healthy living. ● Discuss, share experiences and make notes on the importance of health education with peers. ● search for information about health education related careers from the internet/print media and make reports on their findings. ● Engage in career talks with resource persons on opportunities in health related careers (<i>Public Health Officers, nutritionists, health promotion officers, doctors</i>) 	<ol style="list-style-type: none"> 1. Why is health education important? 2. How does health education promote healthy living?

<p>Core Competencies to be Developed:</p> <ul style="list-style-type: none"> ● Communication and collaboration as learners discuss in groups on the importance of health education with peers. ● Digital literacy as learners interact with technology as they search for information on health education related careers. ● Self-efficacy as learners plan, organise and participate in health education related activities. ● Learning to learn as learners organise/attend career fairs/career days/career talks at local institutions to gain insight on opportunities in health related careers 	
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> ● Personal hygiene as learners plan, organise and participate in health education related activities in the school community. ● Nutrition as learners discuss and share their experiences on the contribution of good nutrition to good personal health. 	<p>Values:</p> <ul style="list-style-type: none"> ● Unity as learners strive to achieve common goals during group work. ● Respect as learners listen and appreciate each other's opinions during group discussions. ● Responsibility as learners engage in assigned roles and take part in health education related activities in school.
<p>Link to other Subjects:</p> <ul style="list-style-type: none"> ● Computer science as learners use digital devices to search for information about health education related careers from the internet. ● Languages as learners discuss and make presentations. ● Physical and Health Education as learners participate in physical exercises. 	
<p>Non formal Activities to support Learning:</p> <ul style="list-style-type: none"> ● Organise career fairs/career days/career talks at school through career guidance department to gain insight/enlighten peers on opportunities in health related careers ● Learners engage in career talks with a resource person on career opportunities in Health education in their clubs and societies. ● Learners set up hand washing and sanitising points within the school compound. ● Learners participate in health education related activities in the school health clubs. 	<p>Suggested modes of assessment:</p> <ul style="list-style-type: none"> ● Written assessment. ● Observation using observation schedules ● Oral/signed assessment ● Project ● Peer/self-assessment.

Suggested Learning Resources:

Digital resources, reference materials, charts, realia, hand washing materials and equipment, resource person, game based learning digital tools, physical exercise equipment, pictorial stories and protective gears like gloves,

Assessment Rubric

Criteria	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Explaining the meaning of health and health education in relation to overall wellbeing.	Explains the meaning and gives relevant examples of health and health education in relation to overall wellbeing.	Explains the meaning of health and health education in relation to overall wellbeing.	Explains the meaning of health and health education in relation to overall wellbeing with cues	Explains the meaning of health and health education in relation to overall wellbeing with prompts.
Outlining the importance of health education for healthy living.	Outlines the importance of health education for healthy living and cites relevant examples for each point.	Outlines the importance of health education for healthy living.	Outlines some points on the importance of health education for healthy living.	Outlines some points on the importance of health education for healthy living with prompts
Identifying career opportunities in Health education for appropriate choice	Identifies career opportunities in Health education for appropriate choice and elaborates on what they entail.	Identifies career opportunities in Health education for appropriate choice.	Identifies some career opportunities in Health education for appropriate choice.	Identifies some career opportunities in Health education for appropriate choice with prompts.
Promoting health education related activities in the community.	Actively participates in health education related activities in the community and guides peers.	Participates in health education related activities in the community.	Participates in some health education related activities in the community.	Participates in some health education related activities in the community with guidance.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 Health and Nutrition	1.2 Health Promotion (3 lessons)	<p>By the end of the sub strand the learner should be able to;</p> <ul style="list-style-type: none"> a) explain the meaning of 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. 	<p>The learner is guided to;</p> <ul style="list-style-type: none"> ● Watch video clips/pictorial stories/observe pictures/comics on persons involved in activities on health promotion and relate it to healthy living. ● Brainstorm and discuss in groups, the meaning of health promotion and relate to healthy living. ● Search for information from the internet and print media on common health concerns. ● Discuss and share experiences on common health concerns in their Communities- malnourishment, lifestyle diseases, hereditary diseases, hygiene related infections. ● Take short notes on the common health concerns in the community. ● Research through print media and digital resources on ways of promoting wellness in individuals and the community. ● Discuss in groups, 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>). ● Watch video clips/documentaries /observe demonstrations on how to make water safe for use in groups (filtration, decantation, boiling). 	<p>1. How does health promotion contribute to good health?</p>

			<ul style="list-style-type: none"> ● Use digital devices, print media, community members to research on the challenges hindering health promotion in the community ● In groups, share challenges hindering health promotion in the community-<i>ignorance, language barriers, beliefs, poverty.</i> ● In groups share challenges /experience in accessing health promotion services by persons with hearing impairment-<i>ignorance, language barriers, beliefs, poverty, discrimination.</i> ● Brainstorm and discuss possible solutions to the challenges in accessing health promotion services by persons with hearing impairment. ● Search using digital devices, the experiences of other people on accessing health promotion services from other communities and compile a simple report on their findings in groups. ● Create charts, flyers and talking/signing walls on promotion of wellness of individuals and the community. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Communication and collaboration as learners discuss and share experiences in their groups on common health concerns in their communities ● Creativity and imagination as learners create flyers and talking/signing walls on promotion of wellness for individuals and the community ● Self-efficacy as learners do research, compile reports and share their own experiences on promotion of wellness for individuals and the community. ● Digital learning as learners use digital devices to search for information from the internet and print media on common health concerns in the communities. 				

<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> ● Child rights as learners identify health concerns in the community for health promotion ● Social cohesion as learners work together in groups during creation of health promotion materials 	<p>Values:</p> <p>Unity as learners collaborate with each other and actively participate in various health promotion activities.</p> <p>Responsibility as learners play their roles in their groups as they create charts, flyers and talking/signing walls on promotion of wellness of individuals and as they care for digital and print resources during research.</p> <p>Peace as learners show tranquillity and harmony with self and others during group discussions and projects</p>
<p>Link to other Subjects:</p> <ul style="list-style-type: none"> ● Languages as learners use communication skills during class discussions. ● Integrated science as learners discuss and share experiences on common health concerns in their Communities.. 	
<p>Non formal Activities to support Learning</p> <ul style="list-style-type: none"> ● Learners create health promotion materials for wellness of individuals and community in their health clubs. (<i>talking wall, charts, flyers, posters</i>) 	<p>Suggested modes of assessment</p> <ul style="list-style-type: none"> ● Projects such as making water safe for use, designing flyers for promotion of wellness for individuals and the community ● observation ● Written assessment. ● Peer assessment.
<p>Suggested Learning Resources:</p> <p>Digital resources, manila papers, charts, posters, marker pens, reference materials, water cleaning apparatus, toiletries, physical exercise apparatus</p>	

Assessment Rubric

Criteria	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Explaining the meaning of health promotion in relation to healthy living.	Explains the meaning of health promotion in relation to healthy living and gives relevant examples of common day to day activities.	Explains the meaning of health promotion in relation to healthy living.	States the meaning of health promotion in relation to healthy living.	States the meaning of health promotion in relation to healthy living with prompts.
Identifying common health concerns in the community for awareness creation.	Identifies common health concerns for various groups of people in the community for awareness creation.	Identifies common health concerns in the community for awareness creation.	Identifies some common health concerns in the community for awareness creation with cues	Identifies some common health concerns in the community for awareness creation with prompts.
Determining ways of promoting wellness in individuals and the community.	Determines ways of promoting wellness in individuals and the community and give relevant examples	Determines ways of promoting wellness in individuals and the community.	Determines some ways of promoting wellness in individuals and the community with cues	Determines some ways of promoting wellness in individuals and the community with prompts.
Identifying challenges to health promotion in the community.	Identifies and gives relevant examples of challenges to health promotion in the community.	Identifies challenges to health promotion in the community.	Identifies some challenges to health promotion in the community with cues.	Identifies some challenges to health promotion in the community with prompts

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
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 micro nutrients in relation to nutrition, identify the functions and sources of macro and micro nutrients from the food we eat, describe the signs and symptoms of common macro and micro nutrient deficiencies and disorders, discuss intervention measures for preventing macro and micro nutrient 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 micronutrients and macronutrients. Fingerspell and sign specific terms used in macronutrients and micronutrients in relation to nutrition. Harmonise specific terms used in macro and micronutrients in relation to nutrition. Fill in a table showing the differences between macronutrients and micronutrients. Search through the internet and in print media the functions and sources of macro and micro nutrients. Observe flash cards/pictures/diagrams of foods/ various food items containing different nutrients and group them into macronutrients and micronutrients. Collect various types of foods/make charts/collages/drawings/paintings/flashcards of sources of macro and micro nutrients and display them at the nature corner. (<i>Micronutrients- vitamins and minerals</i>). (<i>Macronutrients-carbohydrates, proteins, fat and lipids</i>) <ul style="list-style-type: none"> Use digital devices/print material to search for signs and symptoms of macro and micronutrients deficiencies and disorders and make presentations in class in groups. 	<ol style="list-style-type: none"> Why are nutrients important to the body? How do we ensure adequate nutrient intake? Why do we require water and dietary fibre in the body?

			<ul style="list-style-type: none"> ● Observe in pairs, pictures/diagrams showing persons with macro and micro nutrient deficiencies and disorders. ● Discuss, in groups, and make notes on the signs and symptoms of micro and macro nutrients deficiencies and disorders. ● In purposive groups, search for measures for preventing and managing macronutrient and micronutrient deficiencies, write notes and share their findings with peers. ● Research using digital devices and print media on the health benefits of dietary fibre and water in the body, make notes and make group presentations in class.. 	
<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 micro nutrient deficiencies. ● Communication and collaboration as learners use speaking/signing skills in making class presentations on signs and symptoms of macro and micro nutrient deficiencies. ● Learning to learn as learners research on measures for preventing and managing macro and micro nutrient deficiencies. ● Self-efficacy as learners make a Nature Corner using various types of foods/charts/collages/drawings/paintings/flashcards of sources of macro and micro nutrients. 				
<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 like poverty eradication for prevention of macro and micro nutrients deficiencies and disorders. 			<p>Values:</p> <ul style="list-style-type: none"> ● Unity as learners appreciate the effort of others in group activities as they research the health benefits of dietary fibre and water in the body. ● Respect as learners take turns and accommodate each other's views during discussion on the signs and symptoms of micro and macro nutrient deficiencies and disorders. ● Social justice as learners accord each other equal opportunities to observe flash cards, pictures, diagrams and food items containing different nutrients. 	

<p>Link to other Subjects:</p> <ul style="list-style-type: none"> ● Home Science as learners research on measures for preventing and managing macro and micro nutrient deficiencies. ● Languages as learners use communication skills during class presentations. ● Agriculture as learners search for sources of macro and micro nutrients (plants and animals) 	
<p>Non formal Activities to support Learning:</p> <ul style="list-style-type: none"> ● Learners to create health promotion materials for wellness of individuals and community (<i>talking wall, charts, flyers, posters, counselling cards</i>). ● Learners to create collage using paper cuts of foods that contain macro micro nutrients and mount them on the school notice board. ● Learners to make a Nature Corner using various types of foods/charts/collages/drawings/paintings/flashcards of sources of macronutrients and micronutrients. 	<p>Suggested modes of assessment:</p> <ul style="list-style-type: none"> ● Written assessment. ● Graded observation of group work activities. ● Project on making flash cards, collage, nature corner (food sources/drawings/mounted paper cards for macronutrients and micronutrients). ● Observation. ● Oral/signed assessment
<p>Suggested Learning Resources:</p> <p>Digital resources, reference materials, realia, pictures, charts food items, Manilla paper, scissors,</p>	

Assessment Rubric

Criteria	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Differentiating between macro and micro nutrients in relation to nutrition	Differentiates between macro and micro nutrients in relation to nutrition and gives examples of each category.	Differentiates between macro and micro nutrients in relation to nutrition.	Differentiates between macro and micro nutrients in relation to nutrition with cues.	Differentiates between macro and micro nutrients in relation to nutrition with prompts.
Identifying the functions and sources of macro and micro-nutrients	Identifies the functions and sources of macro and micro-nutrient and groups them into their various groups.	Identifies the functions and sources of macro- and- micro nutrients	Identifies some of the functions and sources of macro- and micro- nutrients with cues	Identifies some of the functions and sources of macro and micro nutrients with prompts.

describing the signs and symptoms of macro and micronutrient deficiencies and disorders.	Describes the signs and symptoms of macro and micro nutrient deficiencies and disorders and illustrates some unique physical manifestations of signs and symptoms of the deficiencies and disorders.	Describes the signs and symptoms of macro and micro nutrient deficiencies and disorders.	Describes some signs and symptoms of macro- and micronutrient deficiencies and disorders with cues	Describes some of the signs and symptoms of macro- and- micro nutrient deficiencies with prompts.
Discussing the intervention measures for preventing macro and micro nutrient deficiencies.	Discusses the intervention measures for preventing macro and micro nutrient deficiencies and suggests management measures for the deficiencies and disorders	Discusses the intervention measures for preventing macro and micro nutrient deficiencies.	Discusses some intervention measures for preventing macro and micro nutrient deficiencies with cues	Discusses intervention measures for preventing macro and micro nutrient deficiencies with prompts
Discussing the role of water and dietary fibre in promoting health.	Discusses the roles of water and dietary fibre in the body with relevant examples.	Discusses the roles of water and dietary fibre in promoting health.	Discusses some roles of water and dietary fibre in promoting health with cues	Discusses some of the roles of water and dietary fibre in promoting health with prompts.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 HUMAN BODY SYSTEMS	2.1 Digestive system (4 lessons)	By the end of the sub strand, the learner should be able to; <ol style="list-style-type: none"> illustrate parts of the human digestive system, explain the functions of various parts of the human digestive system, identify common conditions and diseases affecting the digestive system and their causes, evaluate ways of preventing common conditions and diseases affecting the human digestive system. 	The learner is guided to: <ul style="list-style-type: none"> Brainstorm on parts of the human digestive system. watch video clips/pictorial stories/observe charts/pictures/diagrams of the human digestive system, discuss and take notes in groups. Fingerspell and sign different parts of the human digestive system. Harmonise the signs for terms used in parts of the digestive system. 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. Model parts of the human digestive system using locally available materials (<i>plasticine, clay, papier mechie</i>). Search using digital devices/ print media for information, brainstorm and discuss the functions of various parts of the human digestive system in groups and make notes. Research using digital devices/print media on common conditions and diseases 	<ol style="list-style-type: none"> How does food move through the Digestive tract? Why do we maintain a Healthy Digestive system?

			<p>affecting the human digestive system (<i>acid reflux, ulcers, constipation, roundworms</i>)</p> <ul style="list-style-type: none"> ● Discuss and share experiences with peers on common conditions and diseases affecting the human digestive system. ● In groups explore through research, discussions, the causes of common conditions and diseases affecting the human digestive system and present to peers. ● Brainstorm and share possible solutions to the common conditions and diseases affecting the human digestive system ● Research and make a report on preventive measures and interventions for common conditions and diseases affecting the human digestive system. 	
<p>Core Competencies to be Developed</p> <ul style="list-style-type: none"> ● Learning to learn as learners organise their own learning during research on the common conditions and diseases affecting the human digestive system. ● Communication and collaboration as learners share experiences with peers on common conditions and diseases affecting the human digestive system and make presentations. ● Digital literacy as learners observe netiquette as they research on common conditions and diseases affecting the human digestive system 				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> ● Self-awareness as learners gain knowledge about the structure of the digestive system. ● Health education as learners discuss common conditions and diseases affecting the human digestive system 			<p>Values:</p> <ul style="list-style-type: none"> ● Respect as learners accommodate each other's opinions as when taking turns in activities and conversations during group work. ● Patriotism as learners serve the community by teaching peers on preventive measures for common conditions and diseases affecting the human digestive system. ● Responsibility as learners observe netiquette during research using digital devices. 	

Link to other Subjects: <ul style="list-style-type: none"> • Integrated science as learners learn how the digestive system functions. 	
Non formal Activities to support Learning: <ul style="list-style-type: none"> • Learners take part in peer teaching in their clubs to peer teach others on prevention measures for common conditions and diseases of the human digestive system. • Learners to create a detailed, coloured diagram/painting/chart of the digestive system and mount it on the notice board or talking/signing wall/art room. • Learners mount on a board, modelled parts of the human digestive system using locally available materials and display them in the nature corner or art room/wall. 	Suggested modes of assessment: <ul style="list-style-type: none"> • Written assessment. • Graded observation of group discussions • Oral/signed assessment • Project assessment on modelling of parts of the digestive system.
Suggested Learning Resources: Digital resources, reference materials, charts, models, play dough, plastiscines, clay, papier mache,	

Assessment Rubric

Criteria	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Illustrating parts of the human digestive system.	Illustrates parts of the human digestive system and correctly names/labels all the parts.	Illustrates parts of the human digestive system.	Illustrates some of the parts of the human digestive system.	Illustrates some parts of the human digestive system with prompts.
Explaining the functions of various parts of the human digestive system.	Explains the functions of all parts of the human digestive system.	Explains the functions of various parts of the human digestive system.	Explains some functions of various parts of the human digestive system with cues.	Explains some functions of various parts of the human digestive system with prompts..

Identifying common conditions and diseases affecting the digestive system and their causes.	Identifies common conditions and diseases affecting the digestive system and their causes and suggests their possible solutions.	Identifies common conditions and diseases affecting the digestive system and their causes.	Identifies some common conditions and diseases affecting the digestive system and their causes with cues.	Identifies some common conditions and diseases of the human digestive system and their causes with prompts.
Evaluating 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 and cites applicable, relevant examples.	Evaluates ways of preventing common conditions and diseases affecting the human digestive system.	Evaluates some ways of preventing common conditions and diseases affecting the human digestive system with cues.	Evaluates some ways of preventing common conditions and diseases affecting the human digestive system with prompts.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 Human Body Systems	2.2 Excretory system (4 lessons)	By the end of the sub strand, the learner should be able to; a) identify the different excretory organs in the human body, b) describe the functions of the skin in the body, c) discuss the causes, signs and symptoms of common skin conditions and diseases, d) Prevent common conditions and diseases of the skin for healthy living, e) appreciate the importance of healthy skin.	The learner is guided to: <ul style="list-style-type: none"> ● Brainstorm and discuss different excretory organs in the human body. ● Watch video clips/pictorial stories/observe flashcards/charts/diagrams on excretory organs in the human body. ● Fingerspell, sign, terms used in excretory organs in the human body system ● Harmonise signs for terms used in excretory organs in the human body system. ● Identify by signing/naming/writing different excretory organs of the body. 	<ol style="list-style-type: none"> 1. Why do we take care of our skin? 2. How do we keep the skin healthy?

			<ul style="list-style-type: none"> ● Research using digital devices and print media in groups on the functions of the skin, make short notes and present the findings in class. ● Research using digital devices and print media in groups, on the causes of various conditions and diseases affecting the skin and present their findings in class. ● Research using digital devices and print media in groups, on the signs and symptoms of various conditions and diseases affecting the skin and present their findings in class. ● Use photographs/pictures/diagrams to identify the signs and symptoms of common skin conditions and diseases (<i>boils, fungal infections, scabies, allergic skin conditions</i>). ● Explore by discussion, research and debates on ways of preventing common conditions and diseases of the skin and present to peers. ● Make short notes and chart tables containing conditions and diseases of the skin, their causes, signs and symptoms, management and preventive measures. ● Demonstrate and 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, disinfecting and sanitising of shared items e.g. shaving</i> 	
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			<i>machines, salon apparatus, door knobs and handles.</i>	
<p>Core Competencies to be Developed:</p> <ul style="list-style-type: none"> ● Communication and collaboration as learners use communication skills to make notes and presentations on the functions of the skin. ● Learning to learn as learners do research and share knowledge acquired on ways of preventing common conditions and diseases of the skin. ● Self-efficacy as learners demonstrate and practice health initiatives for prevention of common conditions and diseases of the skin. 				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> ● Health Education: Communicable diseases as learners embrace ways of preventing diseases of the skin. 			<p>Values:</p> <ul style="list-style-type: none"> ● Love as learners portray a caring attitude and empathy when sensitising peers on causes, signs and symptoms, preventive and management measures of conditions and diseases of the skin. ● Unity as learners research, discuss and prepare presentations of various concepts in their groups. ● Patriotism as learners practice health initiatives for prevention of conditions and diseases of the skin. 	
<p>Link to other Subjects:</p> <ul style="list-style-type: none"> ● Computer science as learners research using digital devices on the signs and symptoms of various conditions and diseases affecting the skin. ● Integrated sciences as learners study the structure and function of the skin. 				
<p>Non formal Activities to support Learning</p> <p>Learners set up sanitising stations/points in strategic points/positions in the school compound.</p> <p>Learners demonstrate activities of health initiatives for prevention of common conditions and diseases of the skin to peers in their clubs/societies during peer teaching.</p>			<p>Suggested modes of assessment</p> <ul style="list-style-type: none"> ● Written assessment ● Oral/signed assessments ● Graded observation of group work activities ● Project such as demonstration of health initiatives for prevention of common conditions and diseases of the skin 	
<p>Suggested Learning Resources:</p> <p>Video clips/ documentaries, charts, pictures, photos, reference materials, digital devices, salon/barber apparatus, grooming items e.g., nail cutters, combs among others.</p>				

Assessment Rubric

Criteria	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Identifying different excretory organs in the human body	Identifies the different excretory organs in the human body and states their functions.	Identifies the different excretory organs in the human body.	Identifies some excretory organs in the human body with cues	Identifies some excretory organs in the human body with prompts.
Describing the functions of the skin in the body.	Describes the functions of the skin in the body with illustrations.	Describes the functions of the skin in the body.	Describes some of the functions of the skin in the body with cues	Describes some of the functions of the skin in the body with prompts
Discussing causes of common skin conditions and diseases.	Discusses causes of common skin conditions and diseases and uses examples of relevant, relatable situations.	Discusses Causes of common skin conditions and diseases.	Discusses some causes of common skin conditions and diseases with cues.	Discuss some causes of common skin conditions and diseases with prompts.
Discussing signs and symptoms of common skin conditions and diseases.	Discusses signs and symptoms of common skin conditions and diseases and gives relevant examples.	Discusses signs and symptoms of common skin conditions and diseases.	Discusses some signs and symptoms of common skin conditions and diseases with cues.	Discusses some signs and symptoms of common skin conditions and diseases with prompts
Practising ways of preventing common conditions and diseases of the skin for healthy living.	Practices ways of preventing common conditions and diseases of the skin for healthy living and guides peers.	Practices ways of preventing common conditions and diseases of the skin for healthy living.	Practices some ways of preventing common conditions and diseases of the skin for healthy living with cues.	Practices some ways of preventing common conditions and diseases of the skin for healthy living through prompts.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
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"> ● Watch animated/video clipss/observe charts/clip art/pictures on the circulatory system and discuss in pairs. ● Brainstorm on the meaning of the term circulatory system. ● Fingerspell, sign and harmonise signs for terms used for the circulatory system. ● Make notes 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. ● Draw and label the structure of the heart. ● Model the structure of the heart using locally available materials(<i>clay plasticine,papier mache</i>) in groups. ● research using digital devices and print media on the common conditions and diseases of the circulatory system(<i>heart attack, hypertension, stroke</i>). ● Search for information, discuss in groups, participate in talks/discussions with a resource person on the causes, signs and symptoms of common conditions and diseases affecting the circulatory system. 	<ol style="list-style-type: none"> 1. How does the human circulatory system work? 2. Why do you take care of the circulatory system?

			<ul style="list-style-type: none"> ● Make notes on the causes, signs and symptoms of common conditions and diseases of the circulatory system. ● Explore by discussions, research on ways of preventing common conditions and diseases of the circulatory system and report findings. ● Search for and discuss in groups, information on healthy practices for prevention of common conditions and diseases of the circulatory system. ● Adopt healthy practices for prevention of common conditions and diseases of the circulatory system (<i>healthy feeding habits, early diagnosis and treatment of diseases, enough sleep, physical exercises</i>). ● 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 create a daily log on the foods they eat and physical activities they engage in for prevention of diseases affecting the circulatory system ● Digital literacy as learners use digital devices to search for information on the structure and functions of the heart. ● Learning to learn as learners search for and share information on the structure and functions of the heart. 				

<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> ● Life skills education-effective decision making as learners adopt healthy practices for prevention of conditions and diseases affecting the circulatory system. ● Social cohesion as learners work in groups to search for information on the structure and functions of the heart. 	<p>Values:</p> <ul style="list-style-type: none"> ● Integrity- self-discipline as learners adopt healthy practices for prevention of diseases affecting the circulatory system. ● Respect as they accommodate diverse opinions during group and class discussions.
<p>Link to other Subjects:</p> <ul style="list-style-type: none"> ● Physical education and sports as learners participate in physical activities. ● Computer Science as learners undertake online searches, download information and make presentations. ● Languages as learners communicate, search for meaning of words, and make notes. ● Homescience as learners discuss and adopt healthy eating habits for prevention of common conditions and diseases of the circulatory system. 	
<p>Non formal Activities to support Learning:</p> <ul style="list-style-type: none"> ● Learners create a daily log in their journals on the foods they eat and physical activities they engage in. ● Learners to peer teach/make peer support programs on adoption of healthy practices for prevention of common conditions and diseases of the circulatory system. 	<p>Suggested Modes of Assessment</p> <ul style="list-style-type: none"> ● Written assessment. ● Graded observation of group work activities. ● Self and peer assessment. ● Oral/signed assessment. ● Projects as learners create a daily log on the foods they eat and physical activities they engage in for prevention of diseases affecting the circulatory system.
<p>Suggested Learning Resources:</p> <p>Digital materials, models of the heart, embossed charts of circulatory system, pictures, charts, reference books, Manilla papers, assorted marker pens.</p>	

Assessment Rubric

Criteria	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Explaining the meaning of the term circulatory system.	Explains the meaning of the term circulatory system and mentions the components of the system.	Explains the meaning of the term circulatory system.	States the meaning of the term circulatory system with cues.	States the meaning of the term circulatory system with prompts.

Describing the structure of the heart.	Describes and illustrates the structure of the heart.	Describes the structure of the heart.	Describes the structure of the heart with prompts.	Describes the structure of the heart with prompts.
Drawing and labelling the structure of the heart.	Draws and labels the structure of the heart clearly and illustrates the direction of blood flow.	Draws and labels the structure of the heart.	Draws the structure of the heart.	With assistance, draws the structure of the heart.
Describing the functions of the heart.	Describes the functions of the heart and explains each function using examples.	Describes the functions of the heart.	Describes some of the functions of the heart.	Describes some of the functions of the heart with prompts.
Discussing causes of common conditions and diseases of the circulatory system.	Discusses causes of common conditions and diseases of the circulatory system and gives relevant examples of each cause.	Discusses causes of common conditions and diseases of the circulatory system.	Discusses some causes of common conditions and diseases of the circulatory system with cues	Discuss some causes of some common conditions and diseases of the circulatory system with prompts
Discussing signs and symptoms of common conditions and diseases of the circulatory system.	Discusses the signs and symptoms of common conditions and diseases of the circulatory system and illustrates some of their physical manifestations.	Discusses signs and symptoms of common conditions and diseases of the circulatory system.	Discusses some signs and symptoms of common conditions and diseases of the circulatory system.	Discusses signs and symptoms of some common conditions and diseases of the circulatory system with prompts.
Determining ways of preventing common conditions and diseases of the circulatory system.	Determines ways of preventing common conditions and diseases of the circulatory system and encourages peers to practice them.	Determines ways of preventing common conditions and diseases of the circulatory system.	Determines some ways of preventing common conditions and diseases of the circulatory system with cues	Determines some ways of preventing common conditions and diseases of the circulatory system with prompts.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.0 MENTAL AND EMOTIONAL HEALTH	3.1 Mental Health (4 lessons)	<p>By the end of the sub strand, the learner should be able to;</p> <p>a) discuss mental health and mental illness in relation to overall body health,</p> <p>b) Explain the importance of mental health for personal wellness,</p> <p>c) investigate the causes of mental illnesses and disorders in the community,</p> <p>d) discuss the signs and symptoms of mental illnesses and disorders for proper management,</p> <p>e) apply preventive measures against mental illnesses and disorders for the wellbeing of self and others,</p> <p>f) value mental health for personal wellbeing.</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> ● Watch video clips/animations/documentaries/picture stories on mental health. ● Brainstorm on the meaning of the terms mental health and mental illness. ● Fingerspell, sign and harmonise signs for terms of mental health and mental illness. ● Research on mental health and mental illness in relation to overall wellbeing using both print and electronic media and compile a report and present it in class in groups. ● Search using digital devices and print media on the importance of mental health and make notes. ● Research using digital devices and print media on the mental illnesses and disorders in the community (<i>depression, anxiety, post-traumatic stress</i>) ● Carry out research in groups, 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. 	

			<ul style="list-style-type: none"> ● Share experiences with peers on signs and symptoms of mental illnesses and disorders. ● Engage a resource person on the importance of mental health, causes, signs and symptoms, prevention and management of mental illnesses and disorders. ● 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 system, engage in a project to keep him active, kitchen garden, artwork.</i> 	
<p>Core Competencies to be Developed:</p> <ul style="list-style-type: none"> ● Critical thinking and problem solving as learners adopt ways of preventing and managing mental health disorders. ● Citizenship as learners adopt ways of promoting positive mental health among members of the community. ● Learning to learn as learners carry out research on causes of mental illnesses and disorders in the community. 				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> • Alcohol and substance abuse as learners carry out research on causes of mental illnesses and disorders in the community. • Self- awareness and self-acceptance 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 learners offer leadership and guidance to peers during investigation on the causes of mental illnesses • Social justice as learners accord each other equal opportunities as they participate in assigned tasks • Patriotism as learners are conscious of their social and moral responsibility in promoting mental health 	
<p>Link to other Subjects: Life skills -self-awareness as learners adopt ways of promoting positive mental health to prevent and manage mental health disorders.</p>				

Religious studies -ethical, moral standards and spiritual support as learners adopt ways of promoting positive mental health to prevent and manage mental health disorders

<p>Non formal Activities to support Learning:</p> <ul style="list-style-type: none"> • Learners participate in debates, health clubs or online collaborative forums to discuss how to improve mental health in the school community. • Learners carry out a simple survey to investigate causes and signs of mental illness in the community. • Learners take part in activities that promote positive mental wellbeing such as guidance and counselling sessions, participating in health and journalism clubs. 	<p>Suggested Modes of Assessment:</p> <ul style="list-style-type: none"> • Written assignment • Oral/signed assessment
<p>Suggested Learning Resources: Resource person, digital devices, video clips, print reference materials, journals,</p>	

Assessment Rubric

Criteria	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Discussing mental health and mental illness in relation to overall body health.	Discusses mental health and mental illness in relation to overall body health and illustrates using examples of common, relevant situations.	Discusses mental health and mental illness in relation to overall body health.	Discusses some mental health and mental illness in relation to overall body health with cues	Discusses some mental health and mental illness in relation to overall body health with prompts.
Explaining the importance of mental health for personal wellness.	Explains the importance of mental health for personal wellness and cites relevant examples.	Explains the importance of mental health for personal wellness.	Explains some points on the importance of mental health for personal wellness with cues.	Explains some points on the importance of mental health for personal wellness with prompts.
Investigating the causes of mental illnesses and disorders in the community.	Investigates the causes of mental health disorders in the community and suggests possible solutions.	Investigates the causes of mental health disorders in the community	Investigates some causes of mental health disorders in the community with cues.	Investigates some causes of mental health disorders in the community with prompts.

Discussing signs and symptoms of mental illnesses and disorders for proper management.	Discusses signs and symptoms of mental illnesses and disorders for proper management by citing examples of relevant, common occurrences and situations.	Discusses signs and symptoms of mental illnesses and disorders for proper management.	Discusses some signs and symptoms of mental illnesses and disorders for proper management with cues	Discusses some signs and symptoms of mental illnesses and disorders for proper management with prompts.
Describing preventive measures against mental illnesses and disorders for the wellbeing of self and others.	Describes preventive measures against mental illnesses and disorders for the wellbeing of self and others and advocates for them during peer counselling.	Describes preventive measures against mental illnesses and disorders for the wellbeing of self and others.	Describes some preventive measures against mental illnesses and disorders for the wellbeing of self and others with cues.	Describes some preventive measures against mental illnesses and disorders for the wellbeing of self and others with prompts.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
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) discuss social factors that affect mental well being d) outline environmental factors that affect mental wellbeing, e) adopt lifestyles that minimise mental illnesses and disorders,	The learner is guided to: <ul style="list-style-type: none"> ● Brainstorm in groups on factors affecting mental health in the community. ● Fingerspell, sign, and harmonise signs for terms used in mental health. ● Search using digital devices and print media, discuss and share experiences with peers/in groups, factors affecting mental health in the community (<i>poverty, abuse, isolation, trauma, stress, among others</i>). ● Search using digital devices and print media /read, discuss and 	<ol style="list-style-type: none"> 1. Why is our mental wellbeing important? 2. How do we maintain mental and emotional health?

		<p>f) embrace coping strategies for personal mental wellbeing.</p>	<p>share experiences with peers/in groups on psychological factors that affect mental wellbeing.(stress, hostility, depression, trauma)</p> <ul style="list-style-type: none"> ● Search using digital devices and print media /read, discuss and share experiences with peers/in groups on social factors affecting mental wellbeing (<i>abuse,low self-esteem,family break up, racial/gender/class/religious discrimination</i>) ● Research using digital devices, print media, observation and compile a list of environmental factors affecting mental health (<i>noise, air pollution, weather conditions, housing conditions</i>) and present their findings to peers. ● Discuss and share the solutions to the social, psychological and environmental factors affecting mental wellbeing ● engage a resource person to discuss on factors affecting mental health and their solutions ● Plan, organise and take part in activities that promote positive mental wellbeing, (<i>Guidance and counselling sessions, participating in health clubs, journaling,</i> 	
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			<i>strengthening of family ties, spiritual support, performing skits, drama, poems, among others).</i>	
Core Competencies to be developed: <ul style="list-style-type: none"> ● Communication and collaboration as learners discuss and share experiences in their groups on common health concerns in their communities ● Creativity and imagination as learners create flyers and talking/signing walls on promotion of wellness for individuals and the community ● Self-efficacy as learners do research, compile reports and share their own experiences on promotion of wellness for individuals and the community. ● Digital learning as learners use digital devices to search for information from the internet and print media on common health concerns in the communities. 				
Pertinent and Contemporary Issues (PCIs): <ul style="list-style-type: none"> ● Child rights as learners identify health concerns in the community for health promotion ● Social cohesion as learners work together in groups during creation of health promotion materials 			Values: <p>Unity as learners collaborate with each other and actively participate in various health promotion activities.</p> <p>Responsibility as learners play their roles in their groups as they create charts, flyers and talking/signing walls on promotion of wellness of individuals and as they care for digital and print resources during research.</p> <p>Peace as learners show tranquillity and harmony with self and others during group discussions and projects</p>	
Link to other Subjects: <ul style="list-style-type: none"> ● Languages as learners use communication skills during class discussions. ● Integrated science as learners discuss and share experiences on common health concerns in their communities.. 				
Non formal Activities to support Learning <ul style="list-style-type: none"> ● Learners create health promotion materials for wellness of individuals and community in their health clubs. (<i>talking wall, charts, flyers, posters</i>) 			Suggested modes of assessment <ul style="list-style-type: none"> ● Projects such as making water safe for use, designing flyers for promotion of wellness for individuals and the community ● observation ● Written assessment. ● Peer assessment. 	
Suggested Learning Resources: Digital resources, manila papers, charts, posters, marker pens, reference materials, water cleaning apparatus, toiletries, physical exercise apparatus				

Assessment Rubric

Criteria	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Explaining the meaning of health promotion in relation to healthy living.	Explains the meaning of health promotion in relation to healthy living and gives relevant examples of common day to day activities.	Explains the meaning of health promotion in relation to healthy living.	States the meaning of health promotion in relation to healthy living.	States the meaning of health promotion in relation to healthy living with prompts.
Identifying common health concerns in the community for awareness creation.	Identifies common health concerns for various groups of people in the community for awareness creation.	Identifies common health concerns in the community for awareness creation.	Identifies some common health concerns in the community for awareness creation with cues	Identifies some common health concerns in the community for awareness creation with prompts.
Determining ways of promoting wellness in individuals and the community.	Determines ways of promoting wellness in individuals and the community and give relevant examples	Determines ways of promoting wellness in individuals and the community.	Determines some ways of promoting wellness in individuals and the community with cues	Determines some ways of promoting wellness in individuals and the community with prompts.
Identifying challenges to health promotion in the community.	Identifies and gives relevant examples of challenges to health promotion in the community.	Identifies challenges to health promotion in the community.	Identifies some challenges to health promotion in the community with cues.	Identifies some challenges to health promotion in the community with prompts

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<p>4.0</p> <p>USE OF</p> <p>MEDICINE</p>	<p>4.1 Safe use of medicine</p> <p>(5 lessons)</p>	<p>By the end of the sub strand the learner should be able to;</p> <ul style="list-style-type: none"> a) distinguish between prescribed and un prescribed medicine in dispensing of medicine, b) interpret instructions on a prescription for safe use of medicine, c) Identify 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) Demonstrate proper ways of storing medicine to sustain its efficacy g) appreciate the importance of proper use of medicine for disease prevention and management. 	<p>The learner is guided</p> <ul style="list-style-type: none"> ● Observe photos/pictures/flashcards/realia; empty prescription bottles/samples of different forms of medicines and discuss in groups. ● Fingerspell, sign and harmonise signs used for prescribed and unprescribed medicine. ● Discuss the difference between prescribed and unprescribed medicines and make notes. ● Analyse in groups, instructions on different prescription samples and make presentations to the class. ● Research, using digital devices and print media, and discuss in groups the dangers of using unprescribed medicine. ● Share with peers, experiences on dangers of using unprescribed medicines ● Explore through discussion and research, using digital devices and print materials, the common side effects of medicine in the body and make presentations. (<i>Rashes, nausea, fatigue, drowsiness, headaches, fever among others</i>) ● Follow a presentation from a 	<ol style="list-style-type: none"> 1. How do we obtain medicine for use? 2. Why is it important to use medicine correctly?

			<p>resource person (<i>chemist, pharmacist</i>) on proper use of medicine to sustain its usefulness in health.</p> <ul style="list-style-type: none"> ● Role play on correct use of medicine. ● Demonstrate ways of storing different types of medicine to maintain their effectiveness. <ul style="list-style-type: none"> ● Make a display table with empty medicine containers indicating prescriptions(<i>dosage, frequency, caution and storage instructions.</i>) ● Model different forms of medicines using locally available materials with a variety of prescription and display them on the corner table/classroom cabinets/notice board/class wall. 	
<p>Core Competencies to be Developed:</p> <ul style="list-style-type: none"> ● Learning to learn as learners research and discuss in groups the dangers of using unprescribed medicine. ● Communication and collaboration as learners analyse and discuss prescription on samples in groups. ● Critical thinking and problem solving as learners evaluate and make decisions on proper ways of storing medicine. ● Self efficacy as learners demonstrate ways of storing different types of medicine. 				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> ● Citizenship -integrity as learners exercise discipline when using medicine. ● Health issues in Education- substance use and misuse as learners practice correct use of medicine for management and treatment of different conditions and diseases. 			<p>Values:</p> <ul style="list-style-type: none"> ● Responsibility as learners observe safety precautions while using medicine. ● Social justice as learners take equal turns to analyse prescription samples. 	

Link to other Subjects: <ul style="list-style-type: none"> ● Computer science as learners use digital devices to research the common side effects of medicine. ● Mathematics as learners interpret the prescription on different packaging of medicines. 	
Non formal Activities to support Learning: <ul style="list-style-type: none"> ● Learners listen to a resource person discussing use and misuse of drugs. ● Learners role play on correct use of medicine in their drama clubs. 	Suggested modes of assessment: <ul style="list-style-type: none"> ● Graded observation of learner demonstrations on safe use of medicine ● Oral/signed questions ● Written tests.
Suggested Learning Resources: Resource person, digital devices, video clips, print reference materials, realia, sample medical prescriptions, pictures, photos,	

Assessment Rubric

Criteria	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Distinguishing between prescribed and unprescribed medicine in dispensing of medicine.	Distinguishes between prescribed and unprescribed medicine using relevant examples in dispensing of medicine.	Distinguishes between prescribed and unprescribed medicine in dispensing of medicine.	Distinguishes between prescribed and unprescribed medicine in dispensing of medicine with cues	Distinguishes between prescribed and unprescribed medicine in dispensing of medicine with prompts.
Interpreting instructions on a prescription for safe use of medicine.	Interprets and explains instructions on a prescription for safe use of medicine and trains others.	Interprets instructions on a prescription for safe use of medicine.	Interprets some instructions on a prescription for safe use of medicine.	Interprets instructions on a prescription for safe use of medicine with prompts.
Identifying dangers of using unprescribed medicine on human health.	Identifies dangers of using unprescribed medicine on human health with relevant examples	Identifies dangers of using unprescribed medicine on human health.	Identifies some dangers of using unprescribed medicine on human health with cues	Identifies dangers of using unprescribed medicine on human health with prompts.
Explaining common side effects of medicine in the body.	Explains common side effects of medicine and gives examples.	Explains the common side effects of medicine in the body.	Explains some common side effects of medicine in the body with cues	Explains some common side effects of medicine in the body with prompts.

Discussing 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 and follows prescribed instructions.	Discusses the correct use of medicine to maintain its effectiveness in the body.	Discusses some correct uses of medicine to maintain its effectiveness in the body with cues.	Discusses correct use of medicine to maintain its effectiveness in the body with prompts.
Demonstrating proper ways of storing medicine to sustain its efficacy.	Demonstrates proper ways of storing medicine to sustain its efficacy and disposes of expired ones.	Demonstrates proper ways of storing medicine to sustain its efficacy.	Demonstrates some ways of storing medicine to sustain its efficacy with cues.	Demonstrates some proper ways of storing medicine to sustain its efficacy with prompts.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
5.0 FIRST AID AND BASIC LIFE SUPPORT	5.1 First Aid (3 lessons)	<p>By the end of the sub strand, the learner should be able to;</p> <p>a) explain the meaning of the term <i>first aid</i>,</p> <p>b) identify the contents of first aid kit and state their uses,</p> <p>c) improvise contents of the first aid kit using locally available materials,</p> <p>d) describe the precautions to observe while offering first aid to an injured person,</p> <p>e) discuss methods for safe disposal of used first aid materials,</p> <p>f) embrace first aid as a measure to save life.</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> ● Watch videos clips/documentaries/observe pictures/flip charts on first aid and discuss in pairs. ● Brainstorm on the meaning of the term first aid and share with peers. ● Fingerspell, sign, harmonise signs on terms used in first aid. ● Observe and discuss the contents of the first aid kit and their uses in groups and list them down. (<i>surgical gloves, scissors, painkillers, bandages, cotton wool, antiseptic solution among others</i>) ● Draw and label the first aid kit contents. ● Model contents of the first aid kit using locally available materials(<i>clay, plasticine, papier mache</i>) ● Improvise,in groups, the first aid kit and its contents using locally available materials. <ul style="list-style-type: none"> ● Discuss in groups the precautions to observe while offering first aid to an injured person and make short notes. ● Search, using digital devices/print material, the methods for safe disposal of used first aid materials,make notes and discuss in groups. 	<ol style="list-style-type: none"> 1. Why do you take precautions when giving First aid? 2. How do you dispose of used first aid materials?

			<ul style="list-style-type: none"> ● Engage a resource person on precautions to observe while offering first aid to an injured person and methods for safe disposal of used first aid materials. ● Conduct a mock first aid session in groups to demonstrate precautions to be taken and methods for safe disposal of used first aid materials. 	
<p>Core Competencies to be Developed:</p> <ul style="list-style-type: none"> ● Digital literacy as learners interact with technology to search for information on the precautions to observe when giving first aid and on methods for safe disposal of used first aid materials. ● Critical thinking and problem solving as learners evaluate and make decisions on how to improvise first aid items using locally available materials. ● Learning to learn as the learners improvise the contents of the first aid kit. ● Self efficacy as learners conduct a mock first aid session in groups to demonstrate precautions to be taken and methods for safe disposal of used first aid materials. 				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> ● Environment education as learners safely dispose of used first aid materials. ● Safety as learners discuss the precautions to observe while offering first aid 			<p>Values:</p> <ul style="list-style-type: none"> ● Love as learners put the interest of others before their own as they offer first aid to save life ● Responsibility as learners observe safety precautions for self and others while offering first aid to an injured person. ● Social justice as they share 1 materials equally during improvisation contents of the first aid kit. 	
<p>Link to other Subjects:</p> <ul style="list-style-type: none"> ● Pre technical and pre-career -safety at the workplace. ● Languages- communicating skills as learners participate in discussions, note taking and class presentations . 				
<p>Non formal Activities to support Learning</p> <ul style="list-style-type: none"> ● Learners improvise first aid items using locally available materials in their innovators' clubs. 			<p>Suggested modes of assessment</p> <ul style="list-style-type: none"> ● Graded observation of learner demonstrations. ● Written test. 	

	<ul style="list-style-type: none"> Projects such as improvising first aid items and conducting a mock first aid session.
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<p>Suggested Learning Resources:</p> <ul style="list-style-type: none"> Realia, pictures, digital resources, print materials, reference books, charts ,Resource person, models,

Assessment Rubric

Criteria	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Explaining the meaning of the term first aid	Explains the meaning of the term first aid and gives examples.	Explains the meaning of the term first aid.	Explains the meaning of the term first aid through cues	Explains the meaning of the term first aid with prompts.
Identifying the contents of first aid kit and state their uses	Identifies the contents of the first aid kit, states and demonstrates their uses.	Identifies the contents of the first aid kit and states their uses.	Identifies some of the contents of first aid kit and state their uses	Identifies some contents of the first aid kit with prompts.
Improvising contents of the first aid kit using locally available materials	Improvises contents of the first aid kit using locally available materials and demonstrates how to use them	Improvises contents of the first aid kit using locally available materials	Improvises some contents of the first aid kit using locally available materials with cues	Improvise some contents of the first aid kit using locally available Materials with prompts
Describing the precautions to observe while offering first aid to an injured person	Comprehensively describes and demonstrates 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 with cues	Describes some of the precautions to observe while offering first aid to an injured person with prompts
Discussing methods for safe disposal of used first aid materials	Discusses methods for safe disposal of used first aid materials and demonstrates each method.	Discusses methods for safe disposal of used first aid materials.	Discusses some methods for safe disposal of used first aid materials with cues.	Discusses some methods for safe disposal of used first aid materials with prompts.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
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"> ● Watch animated/video clips/observe pictures/diagrams of common accidents and injuries in daily life. ● Fingerspell, sign and harmonise signs for terms used in first aid for common accidents and injuries. ● Buzz/discuss 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 in the community and make notes (<i>cuts, burns, scalds, sprains, fractures, falls, drowning, choking</i>). ● Brainstorm/discuss common causes of accidents and injuries in daily life and share their experiences with peers. ● Explore through discussion, research, safety precautions to observe in order to prevent accidents and injuries in the community. ● Watch video clips/ animated video clips/interactive safety games/demonstrations by a resource 	<ol style="list-style-type: none"> 1. How do accidents and injuries happen? 2. How do you prevent accidents and injuries? 3. How do you manage injuries?

			<p>person on ways of carrying out first aid for various accidents and injuries (<i>cuts, burns, scalds, sprains, fractures, falls, Drowning, choking</i>).</p> <ul style="list-style-type: none"> ● Role play managing minor injuries as they observe safety. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Communication and collaboration as learners apply teamwork during group activities. ● Digital literacy as learners use interactive digital devices to watch demonstrations on first aid. ● Self-efficacy as learners role play managing minor injuries while observing safety. 				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> ● Patriotism and good governance as learners embrace the practice of preventing accidents and injuries. ● Environmental education as learners identify common causes of accidents and injuries in the environment. ● Safety as learners take precautions to prevent accidents/injuries and during first aid. 			<p>Values:</p> <ul style="list-style-type: none"> ● Love as learners show care and empathy as they demonstrate ways of carrying out first aid for various accidents and injuries. ● Social justice as learners share resources equitably during demonstrations on ways of managing minor accidents and injuries. 	
<p>Link to other Subjects:</p> <ul style="list-style-type: none"> ● Life skills as learners manage accidents and injuries ● Home science as learners discuss common causes of accidents and injuries and their prevention at home ● Pre -technical and Pre-vocational education as the learners explore safety precautions to observe in order to prevent accidents and injuries at the workplace. 				
<p>Non formal Activities to support Learning</p> <ul style="list-style-type: none"> ● Learners role play managing minor injuries as they observe safety in the health clubs, scouts club. ● Learners create posters/ flyers on the common causes of accidents and injuries and mount them on school notice boards or the talking/signing walls. 			<p>Suggested modes of assessment</p> <ul style="list-style-type: none"> ● Written assignment. ● Graded observation of learner demonstrations. ● Oral/signed assessment. 	
<p>Suggested Learning Resources:</p>				

Resource person, digital devices, video clips, print reference materials, models, realia,

Assessment Rubric

Criteria	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Identifying the common types of accidents and injuries in daily life	Identifies the common types of accidents and injuries in daily life and where they are likely to occur.	Identifies the common types of accidents and injuries in daily life.	Identifies some of the common types of accidents and injuries in daily life with cues.	Identifies some of the common types of accidents and injuries in daily life with prompts.
Describing common causes of accidents and injuries in the community	Describes common causes of accidents and injuries by citing common, relevant examples.	Describes common causes of accidents and injuries.	Describes some of the common causes of accidents and injuries with cues.	Describes some of the common causes of accidents and injuries with prompts.
Discussing safety precautions to observe for prevention of accidents and Injuries	Discusses safety precautions to observe for prevention of accidents and injuries and demonstrates to peers.	Discusses safety precautions to observe for prevention of accidents and injuries	Discusses some safety precautions to observe for prevention of accidents and injuries with cues.	Discusses safety precautions to observe for prevention of accidents and injuries with prompts
Carrying out first aid for various accidents and injuries	Carries out first aid for various accidents and injuries in a logical sequence of activities and gives rationale behind the activities.	Carries out first aid for various accidents and injuries.	Carries out first aid for some accidents and injuries.	Carries out first aid for some of the accidents and injuries.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
5.0 First Aid and Basic Life Support	5.3 Road safety (3 lessons)	<p>By the end of the sub-strand, the learner should be able to;</p> <ol style="list-style-type: none"> a) discuss the factors that contribute to road accidents in the community, b) interpret road safety signs and signals to promote road safety, c) analyse ways of preventing road accidents in the community, d) practice road safety rules for safe use of the roads, e) value adherence to road safety rules in saving lives. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> ● Watch animated/video clips/observe pictures/charts on road safety. ● Brainstorm on meaning of the following terms (<i>road safety, pedestrian and passenger</i>). ● Fingerspell, sign, and harmonise on signs of terms describing road safety. ● Watch video clips/signed video clips/documentaries on factors that contribute to road accidents in the community and discuss them in groups. ● Research using digital devices and print material on road safety signs and signals to promote road safety in groups. ● Observe and study models/charts/pictures/diagrams of road safety signs and signals and discuss them in groups. ● Draw and label the road safety signs and signals. ● Explore through research, discussion and debate on ways of preventing road accidents in the community. ● Demonstrate application of road safety rules and signs using role play and skits. 	<ol style="list-style-type: none"> 1. Why are road safety signs and Signals important? 2. How do you observe safety when using the road? 3. Why are there road safety rules?

			<ul style="list-style-type: none"> ● Construct a road safety model using locally available materials to demonstrate the application of road safety rules and signs as a group project. 	
<p>Core competencies to be developed.</p> <ul style="list-style-type: none"> ● Digital literacy as learners use digital devices to research road safety signs and signals to promote road safety. ● Innovation and creativity as learners construct a road safety model using locally available materials. ● Self-efficacy as learners draw and label the road safety signs and signals as well as demonstrate application of road safety rules and signs using role play and skits. 				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> ● Child care and protection as learners observe road safety rules to reduce road accidents ● Safety as learners observe safety precautions when using the roads 		<p>Values:</p> <ul style="list-style-type: none"> ● Responsibility as learners observe safety precautions to reduce road accidents. ● Respect as learners value human dignity through awareness creation to promote road safety. ● Integrity as learners apply laid down procedures to promote road safety. ● Social justice as learners take equal turns to observe and study models/charts/pictures/diagrams of road safety signs and signals in their groups. 		
<p>Link to other Subjects:</p> <ul style="list-style-type: none"> ● Languages as learners use communication skills during discussions. ● Performing Arts as learners use role play to demonstrate the application of road safety rules and signs 				
<p>Non formal Activities to support Learning:</p> <ul style="list-style-type: none"> ● Learners create awareness messages 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 ● Learners participate in activities to prevent road accidents 		<p>Suggested Modes of Assessment</p> <ul style="list-style-type: none"> ● Written assignment ● Oral/signed assessment ● Observation ● Projects such as preparing models of road signs 		
<p>Suggested Learning Resources: pictures, charts, posters, digital resources, print materials, reference books, video clips, models, digital devices,</p>				

Assessment Rubric

Criteria	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Discussing the factors that contribute to road accidents in the community	Discusses the factors that contribute to road accidents in the community by pointing out relevant examples for the factors.	Discusses the factors that contribute to road accidents in the community.	Discusses some of the factors that contribute to road accidents in the community with cues.	Discusses the factors that contribute to road accidents in the community with prompts.
Analysing ways of preventing road accidents	Analyses ways of preventing road accidents in the community and gives relevant examples.	Analyses ways of preventing road accidents in the community.	Analyses some ways of preventing road accidents in the community with cues.	Analyses some ways of preventing road accidents in the community with prompts.
Interpreting road safety signs and signals to promote road safety	Interprets road safety signs and signals to promote road safety and elaborates them to peers.	Interprets road safety signs and signals to promote road safety.	Interprets some of the road safety signs and signals to promote road safety with cues.	Interprets road safety signs and signals to promote road safety through prompts.
Practising road safety rules for safe use of the roads	Practices road safety rules for safe use of the roads and encourages peers to observe them.	Practices road safety rules for safe use of the roads	Practices some road safety rules for safe use of the roads with cues	Practices some road safety rules for safe use of the roads with prompts.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<p>6.0</p> <p>ENVIRONMENTAL HEALTH AND SANITATION</p>	<p>6.1</p> <p>Environmental Health</p> <p>(3 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 the term environmental health and sanitation b) discuss the importance of environmental health for healthy living, c) identify environmental factors that affect human health, d) apply measures for control of environmental factors affecting health, e) 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"> ● Watch documentaries/animated video clips/video clips on environmental health and sanitation. ● Fingerspell, sign and harmonise signs for terms used in environmental health and sanitation. ● Compare and contrast in pairs/groups, pictures of a clean environment versus a dirty environment and pictures of an environment with poor sanitation versus one with proper sanitation. ● Brainstorm on the meaning of the term environmental health and sanitation and make notes. ● Use digital devices or print materials to research the importance of environmental health in groups and present their findings. ● Investigate, in groups, environmental factors affecting human health and make a report. (<i>environmental pollutants</i>) ● Plan, organise and participate in activities that control/minimise effects of environmental factors affecting human health. (<i>planting trees, environmental cleanup, disposal of refuse -buryin.g,</i> 	<ol style="list-style-type: none"> 1. Why is environmental health important? 2. How do you control environmental factors affecting health?

			<i>converting some organic refuse to animal feeds, converting organic refuse to manure, recycling-sensitization and advocacy).</i>	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● 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 learners carry out research and investigations on environmental factors affecting human health. ● Self efficacy as learners carry out presentations of their findings on the importance of environmental health 				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> ● Patriotism and good governance as learners participate in activities to protect and conserve the environment. 		<p>Values:</p> <ul style="list-style-type: none"> ● Patriotism as learners plan, organise and participate in activities that control/minimise effects of environmental factors affecting human health ● Social justice as learners get equal opportunities to participate in group activities. ● Responsibility as learners actively participate in activities to prevent environmental factors affecting health. 		
<p>Link to other Subjects:</p> <ul style="list-style-type: none"> ● Home science as learners participate in disposal of household refuse. ● Languages as learners use communication skills during discussions, note taking, reading ,research and class presentations. 				
<p>Non formal Activities to support Learning</p> <ul style="list-style-type: none"> ● Learners actively participate in activities that control/minimise the effects of environmental factors affecting human health (<i>planting trees, environmental clean-up, sensitization and advocacy</i>). ● Use debates and clubs to sensitise peers on control of environmental factors affecting health. 		<p>Suggested modes of assessment</p> <ul style="list-style-type: none"> ● oral/signed assessment ● written tests ● Observation ● projects in any of the activities that control environmental factors affecting health. 		
<p>Suggested Learning Resources: Resource person, digital devices, video clips, print reference materials, realia, tree seedlings, posters,pictures, cleaning materials and equipment.</p>				

Assessment Rubric

Criteria	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Explaining the meaning of the term environmental health and sanitation	Explains the term environmental health and sanitation and gives examples	Explains the meaning of the term environmental health and sanitation	States the meaning of the term environmental health and sanitation with cues	States the meaning of the term environmental health and sanitation with prompts.
Discussing the importance of environmental health for healthy living.	Discusses the importance of environmental health for healthy living and cites relevant example.	Discusses the importance of environmental health for healthy living.	Discusses some of the importance of environmental health for healthy living with cues.	Discusses some of the importance of environmental health for healthy living with prompts.
Identifying environmental factors that affect human health.	Identifies environmental factors that affect human health and give example in each category.	Identifies environmental factors that affect human health.	Identifies some of the environmental factors that affect human health with cues.	Identifies some of the environmental factors that affect human health with prompts.
Applying measures for control of environmental factors affecting human health.	Applies measures for control of environmental factors affecting human health and encourages the peers to apply them.	Applies measures for control of environmental factors affecting human health	Applies some measures for control of environmental factors affecting with cues.	Applies some measures for control of environmental factors affecting human health with prompts.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
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"> a) identify types of environmental contaminants that affect human, health, b) outline the effects of environmental contamination on human health, c) control environmental contamination for a healthy environment, d) value an environment free from contamination for healthy living. 	The learner is guided to: <ul style="list-style-type: none"> ● Observe pictures on contaminants- industrial smoke, pesticides, herbicides, ● Fingerspell, sign, harmonise signs for terms used to describe environmental contaminants. ● Watch short video clips/signed video clips and pictorial stories on environmental contaminants. ● Discuss in groups types of environmental contaminants that affect human health, and make presentations (<i>biological contaminants, chemical contaminants, gases and heavy metals</i>) ● Share with their peers some of the contaminants they have in their local environment. ● Research using digital devices, print materials and discuss the effects of exposure to environmental contamination on human health and present their findings to the class. ● Explore by discussions, research, ways of preventing and controlling environmental contamination. 	1. Why maintain a healthy environment?

			<ul style="list-style-type: none"> ● Control biological contaminants by the use of disinfectants, sanitizers, detergents, chemical contaminants by labelling chemical containers appropriately and storing them away from food. 	
Core Competencies to be Developed: <ul style="list-style-type: none"> ● Critical thinking and problem solving as learners interpret and infer the effects of exposure to environmental contamination on human health ● Citizenship -social cohesion as learners use socio cultural sensitivity and awareness skills in addressing environmental contamination. 				
Pertinent and Contemporary Issues (PCIs): <ul style="list-style-type: none"> ● Patriotism and good governance as learners 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 			Values: <ul style="list-style-type: none"> ● Respect as learners appreciate others as they carry out tasks assigned ● Integrity as learners use resources sparingly to reduce environmental contamination through waste. 	
Link to other Subjects: <ul style="list-style-type: none"> ● Languages -learners gain vocabulary related to environmental conservation. ● Pre-technical and pre-career - safe disposal of industrial waste. 				
Non formal Activities to support Learning: <ul style="list-style-type: none"> ● Learners to plan, organise and plant trees in the school environment during club activities. 			Suggested Modes of Assessment <ul style="list-style-type: none"> ● Graded observation of learner demonstrations ● Written assignment ● Oral/signed assessment ● projects 	
Suggested Learning Resources: realia,pictures, charts, posters, digital devices,, reference books, video clips,documentaries				

Assessment Rubric

Criteria	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Identifying types of environmental contaminants that affect human health	Identifies and supports with relevant examples, types of environmental contaminants that affect human health	Identifies types of environmental contaminants that affect human health	Identifies some environmental contaminants that affect human health with cues	Identifies some of the environmental contaminants that affect human health with prompts
Outlining the effects of environmental contamination on human health	Outlines the effects of environmental contamination on human health and states the part of the body affected by each pollutant	Outlines the effects of environmental contamination on human health.	Outlines some of the effects of environmental contamination on human health with cues.	Outlines some of the effects of environmental contamination on human health with prompts.
Controlling environmental contamination for a healthy environment	Participates in activities that control environmental contamination for a healthy environment and champions for the same to the peers.	Participates in activities that control environmental contamination for a healthy environment.	Participates in some activities that control environmental contamination for a healthy environment with cues.	Participates in some activities that control environmental contamination for a healthy environment with prompts..

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
6.0 Environmental Health and Sanitation	6.3 Infection Prevention and Control (5 lessons)	By the end of the sub strand the learner should be able to; a) explain the meaning of infection prevention and control for health promotion, b) outline personal protective equipment used for infection prevention,	The learner is guided to: ● Visit the nearest health centre to observe measures taken by the health officers in infection prevention and control for health promotion.	1. How do we prevent and control infection? 2. How is cleaning different from disinfection?

		<p>c) make personal protective equipment using locally available materials,</p> <p>d) illustrate correct use of personal protective equipment for infection prevention and control,</p> <p>e) differentiate cleaning and disinfection of equipment and surfaces for infection control,</p> <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"> ● Brainstorm and make notes on the meaning of infection prevention and control ● Fingerspell, sign and harmonise signs for terms used in infection prevention and control. ● Use digital devices and print materials to search for information on commonly used personal protective equipment and present their findings in groups ● Draw and label commonly used personal protective equipment. ● Improvise personal protective equipment using locally available resources in groups ● Demonstrate proper use of personal protective equipment (<i>face masks, gloves, gumboots, gowns, goggles, face shield, head gear</i>) ● Watch video clips/picture stories/demonstrations on the processes of cleaning and 	
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			<p>disinfecting equipment and surfaces.</p> <ul style="list-style-type: none"> ● Make a display table/display corner and place protective gears, cleaning materials and equipment. ● Participate in different activities on prevention and control and prevention of infections(<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 of infections. ● Creativity and imagination as learners improvise protective gear using locally available materials. ● Citizenship as learners apply global awareness skills as they practice different measures for infection prevention and control. 				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> ● Communicable and chronic diseases as they make use of personal protective equipment for prevention and control of communicable diseases ● Environmental issues in education. - Environmental hygiene and sanitation as learners clean and disinfect equipment and surfaces in the school environment. 			<p>Values:</p> <ul style="list-style-type: none"> ● Responsibility as learners care for protective equipment/gears as they demonstrate their use. ● Peace as learners work together in harmony to harmonise signs for terms used in infection prevention and control. ● Unity as learners improvise personal protective equipment using locally available resources in groups 	

	<ul style="list-style-type: none"> ● Social justice as learners take turns to demonstrate proper use of personal protective equipment.
<p>Link to other Subjects:</p> <ul style="list-style-type: none"> ● Home science -as learners practice hand hygiene, cleaning and disinfection of surfaces and equipment ● Languages- Communication skills during class discussions and presentations 	
<p>Non formal Activities to support Learning</p> <ul style="list-style-type: none"> ● Learners improvise personal protective gear using locally available resources ● Learners carry out cleaning and disinfection of equipment and surfaces during thorough cleaning of the school environment. 	<p>Suggested modes of assessment</p> <ul style="list-style-type: none"> ● peer and self-assessment as learners Improvise personal protective equipment using locally available resources ● written assessment graded observation on learner demonstration.
<p>Suggested Learning Resources:</p> <ul style="list-style-type: none"> ● realia,digital resources, print materials, video clips/signed video clips, pictorial stories, 	

Assessment Rubric

Criteria	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Explaining the meaning of infection prevention and control for health promotion	Explains the meaning of infection prevention and control for health promotion and gives relevant examples	Explains the meaning of infection prevention and control for health promotion	Explains the meaning of infection prevention and control for health promotion with cues.	Explains the meaning of infection prevention and control for health promotion with prompts.
outlining personal protective equipment used for infection prevention	Outlines personal protective equipment used for infection prevention and explains how each is used.	Outlines personal protective equipment used for infection prevention	Outlines some personal protective equipment used for infection prevention	Outlines some personal protective equipment used for infection prevention with prompts
Making personal protective equipment using locally available materials	Creatively makes personal protective equipment using locally available materials.	Makes personal protective equipment using locally available materials	Makes some personal protective equipment using locally available materials	Attempts to make some personal protective equipment using locally available materials

illustrating correct use of personal protective equipment for infection prevention and control	Illustrates correct use of personal protective equipment for infection prevention and control and states examples of situations where each equipment is needed.	Illustrates correct use of personal protective equipment for infection prevention and control	Illustrates correct use of some personal protective equipment for infection prevention and control with cues.	Illustrates correct use of some personal protective equipment for infection prevention and control with prompts.
Differentiating cleaning and disinfection of equipment and surfaces for infection control	Differentiates between cleaning and disinfection of equipment and surfaces for infection control and sites relevant examples	Differentiates between cleaning and disinfection of equipment and surfaces for infection control.	Differentiates between cleaning and disinfection of equipment and surfaces for infection control with cues.	Differentiates between cleaning and disinfection of equipment and surfaces for infection control with prompts.
Applying infection prevention and control measures for promotion of Health.	Applies infection prevention and control measures for promotion of health and encourages peers to apply them.	Applies infection prevention and control measures for promotion of health.	Applies some of the infection prevention and control measures for promotion of health with cues.	Applies some infection prevention and control measures for promotion of health with prompts

Strand	Sub Strand	Specific Learning outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
7.0 HUMAN REPRODUCTIVE HEALTH	7.1 Pubertal growth and development (3 lessons)	<p>By the end of the sub strand, the learner should be able to;</p> <ul 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) identify 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. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> ● Compare and contrast pictures showing a person before pubertal changes and after pubertal changes and discuss in purposive pairs. ● Observe and discuss in groups, pictures/emojis/clip art/pictorial stories showing adolescents with different emotions. ● Fingerspell, sign, harmonise signs for terms used in pubertal growth and development. ● Discuss and classify changes occurring in boys and girls at puberty (<i>physical, emotional and social changes</i>). in purposive groups ● Research using digital devices and print media for information on personal hygiene needs associated with onset of puberty and make presentations in class (<i>reducing body odour, shaving body and facial hair, managing acne, observing hygiene after wet dream</i>). ● Conduct peer education, in purposive groups, on personal hygiene needs associated with onset of puberty. ● Participate in discussions with a resource person/watch video clips on measures for managing menstrual hygiene for personal health. ● Discuss in purposive groups measures for managing menstrual hygiene for personal health. ● Explore through discussion, research and debates on myths and misconceptions on menstrual experience within their community. 	<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?

			<ul style="list-style-type: none"> ● Discuss in purposive groups the truths and the facts on menstrual experience with the guidance of a resource person (MOH officers). ● Fill in a table on truths and facts vs myths and misconceptions about reproductive health in the community. ● Observe pictures/video clips/animations of intersex persons and outline their unique features. ● Research, watch short video clips/documentaries and discuss stages of identifying intersex persons with the aid of a resource person(<i>at birth, puberty and adulthood</i>). ● Watch documentaries/testimonies/search through the internet/print media on interventions for intersex persons.(<i>surgical/hormonal/psychotherapy/psychosocial support interventions.</i>) ● Engage a resource person, discuss and share experiences with peers on interventions for intersex persons. 	
<p>Core Competencies to be Developed:</p> <ul style="list-style-type: none"> ● Communication and collaboration as learners work together in different group activities on managing menstrual hygiene and make presentations. ● Critical thinking and problem solving as learners interpret and infer myths and misconception about menstrual experience in the community. ● Self-efficacy as learners communicate effectively while discussing changes occurring in boys and girls at puberty. 				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> ● Health Education-Personal Hygiene as learners discuss personal hygiene needs associated with onset of puberty. 		<p>Values:</p> <ul style="list-style-type: none"> ● Love as learners portray a caring attitude and support each other as they undergo pubertal changes. 		

<ul style="list-style-type: none"> ● Human sexuality as learners explore myths and misconceptions associated with menstrual experience in different communities ● .Self management skills –self-awareness as learners discuss measures for managing menstrual hygiene for personal health, pubertal developmental changes in boys and girls. 	<ul style="list-style-type: none"> ● Responsibility as learners observe personal hygiene needs during puberty. ● Social justice as learners foster fairness and justice among themselves by allowing all learners equal opportunities to share their experiences and give their opinions during discussions and debates. ● Respect as learners respect each other's opinion during debates on myths and misconceptions of menstrual experience within their community.
<p>Link to other Subjects:</p> <ul style="list-style-type: none"> ● Home science as learners participate in discussion on measures for managing menstrual hygiene for personal health. ● Integrated sciences- as learners discuss and classify changes occurring in boys and girls at puberty. ● Life skills - Self-awareness and identity crisis during puberty. 	
<p>Non formal Activities to support Learning:</p> <ul style="list-style-type: none"> ● Learners use health clubs and debates to sensitise peers on personal hygiene needs associated with onset of puberty 	<p>Suggested Modes of Assessment</p> <ul style="list-style-type: none"> ● Written tests ● Oral/signed assessment ● Peer assessment ● Pelf-assessment
<p>Suggested Learning Resources: Realia, video clips, digital devices, resource person, pictures, charts, digital and print reference materials</p>	

Assessment Rubric

Criteria	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Identifying changes occurring in boys and girls at puberty	Identifies changes occurring in boys and girls at puberty and classifies the changes into their respective groups.	Identifies changes occurring in boys and girls at puberty	Identifies some of the changes occurring in boys and girls at puberty.	Identifies some changes occurring in boys and girls at puberty through prompts.
Discussing personal hygiene needs during puberty	Discusses personal hygiene needs during puberty by giving relevant examples.	Discusses personal hygiene needs during puberty.	Discusses some personal hygiene needs during puberty.	Discusses some personal hygiene needs during puberty with prompts.

Applying measures for management of menstrual hygiene	Creatively applies measures for management of menstrual hygiene and offers peer support through peer guidance.	Applies measures for management of menstrual hygiene.	Applies some measures for management of menstrual hygiene.	Applies some measures for management of menstrual hygiene through prompts.
Identifying myths and misconceptions on menstrual experience	Identifies myths and misconceptions and menstrual experience and distinguishes the facts from the myths.	Identifies myths and misconceptions on menstrual experience.	Identifies some myths and misconceptions on menstrual experience.	Identifies some myths and misconceptions on menstrual experience through prompts
Outlining stages of identifying intersex person for intervention	Outlines stages of identifying intersex person for intervention and suggests appropriate interventions at various stages.	Outlines stages of identifying intersex person for intervention.	Outlines some stages of identifying intersex person for intervention.	Outlines some stages of identifying intersex person for intervention with guidance.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
7.0 Human Reproductive Health	7.2 Reproductive Health (3 lessons)	By the end of the sub-strand, the learner should be able to; a) Discuss importance of reproductive health in the community, b) Explain practices that enhance reproductive health, c) Explain practices that adversely affect reproductive health, d) identify myths and misconceptions about reproductive health in the community, e) embrace positive reproductive health practices for a healthy community.	The learner is guided to: <ul style="list-style-type: none"> ● Watch a documentary/signed video clips on the reproductive health ● Brainstorm and make notes on the importance of reproductive health to the community. ● Fingerspell, sign, harmonise signs on terms used in reproductive health ● Research in groups, using digital devices and print media on practices that enhance reproductive health 	<ol style="list-style-type: none"> 1. How do you keep Reproductive health healthy? 2. How is Reproductive health affected by cultural practices?

			<p>and share their findings (<i>do not smoke, limit alcohol, get plenty of sleep, exercise regularly, correct diet</i>).</p> <ul style="list-style-type: none"> ● Watch a documentary and discuss in groups on practices that are harmful to reproductive health. ● Research using digital and print materials and make notes on practices that affect reproductive health (<i>early marriages and female genital mutilation</i>). ● Engage a resource person on effects of harmful practices on reproductive health (<i>sexually transmitted infections, excessive bleeding, fistula</i>). ● Search through the internet/print media/resource persons for different traditional myths and misconceptions about reproductive health and discuss them in groups. ● Share common traditional myths and misconceptions about reproductive health from their communities with their peers. 	
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			<ul style="list-style-type: none"> ● Brainstorm in groups to distinguish facts from misconceptions associated with culture on reproductive health and share with peers ● Make a table on facts and misconceptions associated with culture on reproductive health. ● Take part in activities that sensitise the community on practices that enhance reproductive health (skit, poem) 	
<p>Core Competencies to be Developed:</p> <ul style="list-style-type: none"> ● Citizenship as learners exercise sensitivity and accommodation towards others' diversity and ethnic cultural practices during discussions on common traditional myths and misconceptions about reproductive health from their communities. ● Digital literacy as learners interact with technology as they research practices that enhance reproductive health. 				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> ● Child care and protection- as learners initiate campaigns on reproductive health. ● HIV and AIDS- prevention of HIV and AID infections by embracing positive reproductive health practices ● Human Sexuality- as learners discuss effects of harmful practices on reproductive health 			<p>Values:</p> <ul style="list-style-type: none"> ● Peace as learners respect diversity and ethnic cultural practices. ● Patriotism as learners conduct sensitization and awareness campaigns towards individual rights for sustainable reproductive health. 	
<p>Link to other Subjects:</p> <p>Performing and visual Arts as learners carry out sensitivity and awareness campaigns using verses, poems and songs towards individual rights for sustainable reproductive health.</p>				
<p>Non formal Activities to support Learning:</p> <p>Learners initiate campaigns among peers using verses, poems and songs for promotion of positive reproductive health practices.</p>			<p>Suggested Modes of Assessment</p> <ul style="list-style-type: none"> ● Graded observation of group discussions. ● Written test. ● Oral assessment. 	

peer, self-assessment

Suggested Learning Resources:

Video clips/Documentaries, digital devices, reference books, posters and charts

Assessment Rubric

Criteria	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Discussing the importance of reproductive health in the community.	Discusses the importance of reproductive health in the community and cites common, relevant examples for each points.	Discusses the importance of reproductive health in the community	Discusses some the points of importance of reproductive health in the community	Discusses some points of importance of reproductive health in the community with prompts.
Explaining practices that enhance reproductive health	Explains practices that enhance reproductive health and gives examples	Explains practices that enhance reproductive health	Explains some practices that enhance reproductive health	Explains some practices that enhance reproductive health with prompts.
Explaining the practices that adversely affect reproductive health.	Explains the practices that adversely affect reproductive health,cites examples and suggests ways of avoiding them.	Explains the practices that adversely affect reproductive health.	Explains some of the practices that adversely affect reproductive health.	Explains some practices that adversely affect reproductive health with prompts.
Identifying the myths and misconceptions about reproductive health in the community.	Identifies the myths and misconceptions about reproductive health in the community,gives examples and and	Identifies the myths and misconceptions about reproductive health in the community	Identifies some myths and misconceptions about reproductive health in the community	Identifies myths and misconceptions about reproductive health in the community with prompts.

	distinguishes the facts from the myths.			
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CSL SKILLS TO BE COVERED

Research: Learners will develop research skills as they investigate PCIs to address, ways and tools to use in collecting data, analysing information and presenting their findings.

Communication: Learners will develop effective communication skills as they engage with peers and school community members. These will include listening actively and observing keenly, asking questions, and presentation skills using varied modes.

Citizenship: Learners will be able to explore opportunities for engagement as members of the school community and provide a service for the common good.

Leadership: Learners will develop leadership skills as they take up various roles within the CSL activity.

Financial Literacy Skills: Learners will consider how to source and utilise resources effectively and efficiently.

Entrepreneurship: Learners will consider ways of generating income through innovation for the CSL class activity.

Suggested PCIs	Specific Learning Outcomes	Suggested Learning Experiences (Customise to the focus of the grade)	Key Inquiry Questions
<p>Learners will be guided to consider the various PCIs provided in the subject 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> <p>a) identify a problem in the school community through research,</p> <p>b) develop a plan to solve the identified problem in the community,</p> <p>c) design solutions to the identified problem,</p> <p>d) implement solution to the identified problem,</p> <p>e) share the findings to relevant actors,</p> <p>f) reflect on own learning and</p>	<ul style="list-style-type: none"> ● In groups, learners brainstorm on pertinent and contemporary issues in the community that need attention. ● In groups, learners discuss various PCIs within the school community and identify the one that requires immediate attention giving reasons for their choice. ● In groups, learners discuss possible solutions to the identified issue and propose the most appropriate solution to the problem. ● Learners brainstorm on the resources needed for the activity and source for them. ● In groups, learners discuss different methods and tools of collecting data and determine the ones suitable for the selected project. Learners with hearing impairments to be supported in preparation and selection of data collection methods and tools (questionnaires, focus group discussions and interviews). ● In groups, learners to develop appropriate tools for collecting data with the guidance of the teacher. ● In groups, learners collect data and record findings. Pair a learner who is deaf with a learner who is hard of hearing. In situations where learners cannot be paired, they should be supported by a sign language interpreter. Before realising the learners to the field, the teacher should brief the learners on social etiquette and safety. 	<ol style="list-style-type: none"> 1. How does one determine community needs? 2. Why is it necessary to be part of a community?

	<p>relevance of the project,</p> <p>g) appreciate the need to belong to a community.</p>	<ul style="list-style-type: none"> ● In groups, learners discuss their findings, develop various reporting documents, and use them to report on their findings. ● Based on the research report, learners implement a project to get solutions to the identified problem (Learners to be guided to adhere to safety precautions). ● Learners use feedback from peers and the school community to improve on the implementation of the project. ● In groups, learners discuss the successes, challenges faced while implementing the project activities and lessons learnt; write a report and share through various media to peers and the school community. ● Learners reflect on how the project enhanced learning while at the same time facilitating service to the school by providing solutions to the identified issue(s). 	
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SUGGESTED MODES OF ASSESSMENT	SUGGESTED LEARNING RESOURCES
<ul style="list-style-type: none"> ● Observation ● Oral/signed question 	<ul style="list-style-type: none"> ● Notebooks ● Pens ● Digital devices ● Written questionnaires ● Cameras ● Sign language interpreter ● Portfolio <p>NB: Depending on the PCI the learners choose to address, they should be guided on learning resources specific to the PCI.</p>

Assessment Rubric				
Criteria	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Identifying a problem in the school community through research.	Identifies a problem in the school community through research and seeks for solutions.	Identifies a problem in the school community through research.	Identifies a problem in the school community.	Identifies a problem in the school community with prompts.
Planning to solve the identified problem.	Plans to solve the identified problem through generated data and support peers.	Plans to solve the identified problem.	Plans to solve the identified problem with prompts.	Plans to solve the identified problem with support.
Designing solutions to the identified problem.	Designs solutions to the identified problem using relevant strategies.	Designs solutions to the identified problem.	Designs solutions to the identified problem with guidance.	Has challenges designing solutions to the identified problem.
Implementing solution to the identified problems	Implements solution to the identified problem observing the necessary safety precautions.	Implements solution to the identified problem	Implements solution to the identified problems with guidance.	Implements solution to the identified problems with support
Sharing the findings to relevant actors	Shares the findings to relevant actors recommending sustainable solutions.	Shares the findings to relevant actors.	Shares some findings with relevant actors	Shares some findings to relevant actors with prompts.