REPUBLIC OF KENYA

MINISTRY OF EDUCATION

JUNIOR SECONDARY SCHOOL CURRICULUM DESIGN

**HOME SCIENCE
FOR LEARNERS WITH VISUAL IMPAIRMENT**

GRADE 7

KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

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 harmonisation 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 Basic Education, the Ministry of Education has successfully and progressively rolled out curriculum implementation for Early Years Education, Grades 4 and 5. The roll out for Grade 6 and Junior Secondary (Grade 7-9) will subsequently follow.

It is my hope that the curriculum designs for learners with Visual 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.

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

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). The implementation progressed to Upper Primary (Grade 4, 5 and 6) based on the reorganisation 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.

The Grade 7 curriculum designs for learners with Visual Impairment in the respective learning areas will enable the development of 21st Century competencies. Ultimately, this will lead to the realisation 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 Visual Impairment will be a significant milestone towards realisation of the curriculum mission 'Nurturing Every Learner's Potential'.

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

ACKNOWLEDGEMENT

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

TABLE OF CONTENT

TIME ALLOCATION

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

LEARNING UTCOMES 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. Practise relevant hygiene, sanitation and nutrition skills to promote health.
6. Demonstrate ethical behaviour and exhibit good citizenship as a civic responsibility.
7. Appreciate the country's rich and diverse cultural heritage for harmonious coexistence.
8. Manage pertinent and contemporary issues in society effectively.
9. Apply digital literacy skills for communication and learning.

ESSENCE STATEMENT

Home Science is an applied and integrated science that aims at improving the quality of life for the individual, family and the community. As a discipline, it covers aspects of; caring for the self, family and community, housing the family, home care, laundry work, food and nutrition, textiles, clothing and construction(sewing and knitting), and consumer education. Learners with visual impairment will acquire skills as they interact with various activities that encourage manipulation of resources and hands-on experiences. Such activities include cookery, cleaning and use of sewing and knitting machines to construct garments and knitwear.

Home Science as a subject, has been appropriately adapted to suit learners with visual impairment where alternative activities have been provided for them. Among the adapted areas are the learning outcomes, suggested learning experiences, learning resources and the assessment methods to make the subject interactive and accessible to the learners.

According to the Needs Assessment Survey 2016, respondents indicated that Home Science should be emphasised in the reformed curriculum and made compulsory (KICD, 2016). The National Education Sector Plan (NESP) 2015 has shown that the learning activities that best expose a learner's abilities included Home Science. Therefore, Home Science has been included in the lower secondary school curriculum as an optional subject.

Home Science is anchored on the United Nations Sustainable Development Goals (2015) on Zero hunger (number 2), good health (number 3), clean water and sanitation (number 5) as well as quality education. It is also anchored on Kenya's Vision 2030's social pillar which promotes health, water and sanitation, environment, gender, housing, and the youth.

SUBJECT GENERAL LEARNING OUTCOMES

By the end of Junior Secondary School, the learner should be able to:
1. adopt a healthy lifestyle through nutritional habits for the wellness of self and others,
2. apply the principles of consumer education for personal financial management,
3. develop skills in fabric choice for construction of garments and household articles/ knitwear,
4. adopt healthy hygienic practices at personal and household level,
5. build a foundation for further education, career and training,
6. adapt to the changing economic environment to cope with the 21st century needs
7. Appreciate the importance of a healthy environment for the well-being of self and others.

STRAND 1.0: FOODS AND NUTRITION

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question (s)
1.0 Food and Nutrition	**1 Food Nutrients** (12 lessons)	By the end of the sub strand the learner should be able to: a) describe the role of Home Science education in contemporary life b) outline guidelines for nutrient conservation during food preparation c) outline guidelines for nutrient conservation during cooking d) explain the role of food enrichment, fortification and supplementation of nutrients in nutrition e) investigate the effect of heat on various vegetables during cooking f) conserve food nutrients during preparation of various vegetables found in the locality g) conserve food nutrients during cooking of various vegetables found in the locality h) appreciate the conservation of nutrients in food handling,	● he learners brainstorm on the importance of *knowledge, skills, attitudes and values* gained through Home Science in daily living for self and others. ● Learners brainstorm on the guidelines on nutrient conservation during food preparation such as (*peeling, cutting, washing*). ● Learners brainstorm on the guidelines on nutrient conservation during cooking, (Reducing *the amount of water used in cooking, Reducing the cooking time and Reducing the surface area of food*(***3Rs***), *use of blanching, parboiling, covering food and avoid the use of sodium bicarbonate (baking soda, bicarbonate of soda).* ● Learners with low vision use digital devices with assistive technology, print materials and or resource persons *as learners with blindness use digital devices with assistive technology, Braille materials and or resource persons* to research and make a presentation on food enrichment, fortification and supplementation of nutrients in nutrition *(meaning, reasons*	1. How does the knowledge in Home Science improve quality of life? 2. Why are the 3Rs important in minimising the nutrient losses in vegetables?

		preparation and cooking.	*for, relevant examples).* ● In mixed groups, learners are guided to carry out cooking experiments *(frying, steaming, stewing and boiling)* to investigate the effects of heat (on *colour, texture, taste*), on edible parts of vegetables such as from *stem vegetables, leafy vegetables to include indigenous vegetables, pods and seed vegetables, flowers vegetables and fruit vegetables. Learners with blindness are guided to establish the change in colours through clear verbal descriptions.* ● Learners brainstorm on nutrient conservation during preparation and cooking of various vegetables found in the locality. ● In groups, learners practise and showcase food nutrients conservation during preparation and cooking of various vegetables found in the locality *(raw, cooked or preserved).*	

Core Competencies to be Developed
- **Communication and collaboration** as learners brainstorm on the importance of knowledge, skills, attitudes and values gained through Home Science.
- **Learning to learn** as learners organise their own learning while discussing the effects of heat on vegetables.
- **Digital literacy** as learners use appropriate digital devices and technology to research and make a presentation on
- Food enrichment, fortification and supplementation of nutrients in nutrition
- **Critical thinking and problem solving** as learners employ explanation skills to carry out experiments to
- Investigate the effects of heat on vegetables during cooking.

Values
- Love is enhanced as learners portray a caring attitude towards each other while they carry out experiments.
- Respect is enhanced when learners appreciate other learners' opinions as they discuss the importance of knowledge and skills gained through Home Science.

Pertinent and Contemporary Issues (PCIs):
- Disaster Risk Reduction is achieved when the learner observes safety while carrying out investigations on the effects of heat on vegetables during cooking.
- Environmental education is achieved as the learner economically uses resources and dispose of waste appropriately.
- Safety and security education is achieved as the learner observes precautions while carrying out investigations on the effects of heat on vegetables.

Link to other learning areas:
- Health Education as the learners observes and practises safety while carrying out investigations on the effects of heat on vegetables during cooking.
- Life Skill Education when the learner brainstorms on the importance of knowledge, skills, attitudes and values gained through Home Science in daily living for self and others.
- Mathematics when the learner is making conversions while weighing and measuring cooking ingredients.
- Integrated Science as the learner investigates the effect of heat on edible parts of vegetables.
- Pre-technical and pre-career when the learner engages actively with a resource person concerning careers and income-generating activities in Home Science.
- Health Education as the learner practises and showcases how to conserve nutrients in various vegetables.

Non formal activities to support Learning:
Learners to educate other learners on various methods of conserving nutrients in vegetables during health club activities.

Suggested Modes of Assessment:
- Observation
- Oral assessments
- Self-assessment
- Peer assessment
- Written assignments

Suggested Learning Resources:
- Audio visual clips
- Pictures
- Print Charts/ Braille charts
- Digital devices with assistive technology, print materials and Braille materials
- Recipe books in both print and Braille
- Resource person
- Cooking tools, equipment and materials: Cooking equipment (*charcoal jiko, gas cooker, electric cooker, paraffin stove, traditional open fireplace/ improved firewood stove. Materials (match box, gas lighter, tea towel dishcloth, abrasives. Tools (cooking pots, crockery, cutlery, shaping tools).*

Assessment Rubric				
Criteria	**Exceeds Expectation**	**Meets Expectation**	**Approaches Expectation**	**Below Expectation**
Describing the role of Home Science education in contemporary life.	Explores the role of Home Science education in contemporary life	describes the role of Home Science education in contemporary life.	Explains the roles of Home Science education in contemporary life.	States the roles of Home Science education in contemporary life.
Outlining guidelines for nutrient conservation during food preparation	Examines guideline for nutrient conservation during food preparation	outlines guidelines for nutrient conservation during food preparation	identifies guidelines for nutrient conservation during food preparation	mentions guidelines for nutrient conservation during food preparation
outlines guidelines and	Analyzes guidelines for	outlines guidelines for	identifies guidelines for	Mentions guidelines for

procedures for nutrient conservation during cooking	nutrient conservation during cooking citing relevant examples	nutrient conservation during cooking	nutrient conservation during cooking	nutrient conservation during cooking
Explaining the role of food enrichment, fortification and supplementation of nutrients in nutrition.	analyses the role of food enrichment, fortification and supplementation of nutrients in nutrition	explains the role of food enrichment, fortification and supplementation of nutrients in nutrition	highlights the role of food enrichment, fortification and supplementation of nutrients in nutrition	mentions the role of food enrichment, fortification and supplementation of nutrients in nutrition
Investigating the effect of heat on vegetables during cooking.	Investigates the effect of heat on vegetables during cooking and writes down the findings	Investigates the effect of heat on vegetables during cooking.	Outlines the effects of heat on vegetables during cooking.	Cites the effect of heat on vegetables during cooking.
Conserving food nutrients during preparation of various vegetables found in the locality	Conserves food nutrients during preparation of various vegetables found in the locality and explains the benefits.	conserves food nutrients during preparation of various vegetables found in the locality	identifies food nutrients during preparation of various vegetables found in the locality	mentions food nutrients during preparation of vegetables found in the locality
Conserving food nutrients during cooking of various vegetables found in the locality.	Conserves food nutrients during cooking of various vegetables found in the locality and explains the benefits.	conserves food nutrients during cooking of various vegetables found in the locality	identifies food nutrients during cooking of various vegetables found in the locality	mentions food nutrients during cooking of vegetables found in the locality

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question (s)
1.0 Foods and Nutrition	**1.2 Small Kitchen Tools and Equipment** (8 lessons)	By the end of the sub strand, the learner should be able to: a) describe the uses of small kitchen tools and equipment in the home b) explains factors to consider in the choice of small kitchen tools and equipment used in the home c) care for small kitchen tools and equipment used in the home d) improvise small kitchen tools and equipment used in the home e) appreciate the use of small kitchen tools and equipment used in the home.	● Learners brainstorm on the uses of various small kitchen tools and equipment in groups (*baking utensils, pans and pots, tools for cutting, measuring & weighing, shaping & moulding, separating, lifting, mixing, turning, and scooping equipment*). Include traditional utensils. ● Learners to recite a poem on uses of small kitchen tools and equipment used in the home (https://www.poemhunter.com/poem/mother-in-the-kitchen/). ● In-group learners discuss the factors considered in the purchase of small kitchen tools and equipment such as (*cost, quality and use*). ● Learners carry out cleaning and storage of small kitchen tools and equipment used at home and school while observing safety precautions (*self, others and the equipment*), ● In groups, learners discuss locally available materials needed to improvise small kitchen tools and equipment. ● **Projec**t **work**: ● Make (*re-use or re-cycle*) some of the small kitchen tools and equipment using safe and locally sustainable resources.	1. Why are the small kitchen equipment useful in the kitchen? 2. How are the basic small kitchen equipment stored safely in the kitchen? 3. Why should we improvise or re-use small kitchen tools and equipment using locally available materials?

Core Competencies to be Developed
- **Self-efficacy** as learners use cleaning and storage skills of small kitchen tools and equipment while observing safety on self and the equipment.
- **Creativity and imagination** as learners apply new ideas and improvise small kitchen tools and equipment using safe, locally sustainable resources.

Values
- Responsibility is enhanced as the learner observes safety precautions on self as well as the equipment while cleaning and storing.
- Respect is enhanced when the learners understand and appreciate each other's opinion when working in teams as they discuss in groups.
- Peace is enhanced as learners work harmoniously while carrying out cleaning and storage of small kitchen tools and equipment.

Pertinent and Contemporary Issues (PCIs):
- Negotiation skills are achieved as learners work together to improvise small kitchen tools and equipment in groups.
- Environmental awareness is achieved as learners adopt a responsible and sustainable lifestyle when they reuse and recycle natural resources to make small kitchen tools and equipment.

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

Non formal activities to support Learning:
- Learners to organise for a visit to the school kitchen or other kitchens to learn more about uses, care and storage of small kitchen equipment,

Suggested Modes of Assessment:
- Observation
- Self-assessment
- Peer assessment
- Written assignments

Suggested Learning Resources:
- Digital devices with assistive technology
- Online resources
- Print and braille charts
- Pictures and Photos
- Illustration
- Oven baking utensils
- Pans and pots
- Cutting tools
- Measuring & weighing equipment (learners with blindness to be provided with measuring containers of various quantities labelled in braille).
- Shaping and moulding tools
- Separating, lifting, mixing, turning, and scooping equipment
- Storage Equipment-Cupboards, wall units, shelves, racks, cabinets
- Improvised small kitchen equipment such as wooden spoon, cooking sticks, plates, cups, graters,
- Cleaning cloths or floor mops
- Safety equipment
- First aid kit
- Aprons or overall coats
- Hand gloves
- Head gears/covers
- Kitchen cloth

Assessment Rubric				
Criteria	**Exceeds Expectation**	**Meets Expectation**	**Approaches Expectation**	**Below Expectation**
Describing uses of small kitchen tools and equipment.	Examines the uses of various small kitchen tools and equipment.	Describes uses of small kitchen tools and equipment.	Outlines uses of small kitchen tools and equipment.	names uses of small kitchen tools and equipment
Explaining factors to	Explores factors to consider in the	Explains factors to	Identifies factors to	Names factors to consider in

consider in the choice of small kitchen tools and equipment**.**	choice of small kitchen tools	consider in the choice of small kitchen tools and equipment.	consider in the choice of small kitchen tools and equipment.	the choice of small kitchen tools only.
Caring for small kitchen tools and equipment used at home.	Cares for small kitchen tools and equipment used in the home while observing safety	Cares for small kitchen tools and equipment used at home.	Gives inadequate care on small kitchen tools and equipment used at home.	Lists steps of how to care for small kitchen tools and equipment used at home.
Improvising small kitchen tools and equipment.	Improvises small kitchen tools and equipment using locally available materials and explains their use.	Improvises small kitchen tools and equipment.	Explains how to improvise small kitchen tools and equipment	collects materials for improvising small kitchen tools and equipment

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 Food and Nutrition	**1.3 Cooking Food** (16 lessons)	a) By the end of the sub strand, the learner should be able to: b) describe methods of cooking different types of food c) examine equipment used in the various methods of cooking food d) improvise equipment used in various methods of cooking food, e) describe guidelines for cooking food using various methods, f) plan various types of food that can be grilled, steamed and roasted, g) cook various types of food using grilling, steaming and	● In groups, Learners discuss the different methods of cooking different types of food. ● Learners with low vision are guided to use digital devices with assistive technology, print resources or resource persons *while learners with blindness are guided to use digital devices with assistive technology, Braille materials and or resource persons* to get information on methods of cooking different types of food (*grilling, roasting and steaming*). ● Learners discuss suitable equipment used for *grilling, roasting and steaming* food in groups. ● In mixed groups, learners are guided to use safe, locally sustainable resources to improvise kitchen equipment for grilling, roasting and steaming food (*improvised steamer, improvised oven, improvised roasting grill*),	1. Why should we use different methods in cooking food? 2. How can you identify food cooked by grilling, roasting and steaming?

| | | roasting methods,
h) present grilled, steamed and roasted food.
i) appreciate the importance of varied methods of cooking different types of food. | ● Learners discuss guidelines appropriate for various methods of cooking (*grilling, roasting and steaming*) to ensure safety and quality of foods.
● In groups, learners plan in readiness to cook
● In mixed groups of learners with blindness, learners with low vision and sighted peers, are guided to use *grilling, steaming and roasting* methods to prepare and cook food while observing appropriate safety precautions for self and others.
● Learners present the cooked food items suitably (*attractively and creatively* | |

Core Competencies to be Developed
Digital literacy as learners use digital devices with assistive technology to search for information on methods of cooking different types of food.
● **Self-efficacy** as learners use various methods of cooking effectively during preparation and presenting cooked food.
● **Learning to learn** as learners reflect on their own learning while presenting the cooked food items suitably.

Values
● Responsibility is enhanced as the learners observe precautions while using hot grills and steamers.
● Unity is enhanced when learners collaborate with each other as they share opinions while cooking food.

Pertinent and Contemporary Issues (PCIs):
● Safety and security issues are achieved as the learner observes safety while using grilling, steaming and roasting methods to prepare and present foods.
● Environmental education is achieved as the learner economically uses and conserves natural resources when improvising equipment for grilling, roasting and steaming food.
● Assertiveness skills are achieved as the learners work in groups to prepare and present food made using grilling, steaming and roasting methods.

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

Non formal activities to support Learning:
- Learners practise methods of cooking and display cooked items to educate peers and other members of the school community during clubs and societies.

Suggested Modes of Assessment:
- Online resources
- Observation
- Oral questions
- Peer and self-assessment
- Written assignments

Suggested Learning Resources:
- Realia- local foodstuff (*suitable for the purpose)*
- Cooking tools and equipment (*improvise or substitute as much as possible)*
- Cookers/stoves*/ (choose which one is suitable*)
    - Gas
    - Electric
    - Kerosene
    - Charcoal
    - Firewood
    - Solar
- Food storage equipment (choose which one is locally available for use)
    - Food safe

- – Cupboard
- – Charcoal cooler
- – Refrigerators
- Roasting grills
- Steamers
- Skewers
- Roasting dishes
- Serving dishes
- Cleaning aids such as detergents, cleaning cloths, scourers
- Safety equipment
  - – First aid kit
  - – Aprons or overall coats
  - – Hand gloves
  - – Head gears. Covers
- Aluminium foil and cling film
- Kitchen cloths
  - – Hand towel
  - – Dish cloth
  - – Tea towel
- Dustbin (kitchen waste bin)

Assessment Rubric				
Criteria	**Exceeds Expectation**	**Meets Expectation**	**Approaches Expectation**	**Below Expectation**
Describing methods of cooking different types of food.	describes methods of cooking different types of food and develops sample recipes	Describes methods of cooking different types of food.	Outlines methods of cooking different types of food.	Names methods of cooking different types of food.

Examining suitable equipment used in various methods of cooking food.	examines a variety of suitable equipment used in various methods of cooking food and cares for them	Examines suitable equipment used in various methods of cooking food.	Gives examples of suitable equipment used in methods of cooking food.	Mentions suitable equipment used in various methods of cooking food.
Improvising the equipment used in various methods of cooking food.	Improvises the equipment used in various methods of cooking food and stores them appropriately	Improvises the equipment used in various methods of cooking food.	Identifies improvised equipment used in various methods of cooking food.	Mentions improvised equipment used in various methods of cooking food
Describing the guidelines for cooking food using various methods.	Describes the guidelines for cooking food using various methods and observes them	Describes the guidelines for cooking foods using various methods.	Outlines the guidelines for cooking foods using various methods.	Gives examples of guidelines for cooking foods using various methods.
Planning various types of food that can be grilled, steamed and roasted	Plans various types of food that can be grilled, steamed and roasted and develops a recipe	Plans various types of food that can be grilled, steamed and roasted	Plans for food that can be cooked using two methods	Plans for food that can be cooked using one method
cook various types of food using grilling, steaming and roasting methods,	cooks various types of food using grilling, steaming and roasting methods while observing safety,	cooks various types of food using grilling, steaming and roasting methods	cooks food using two methods	cooks food using one method
Presenting grilled, steamed and roasted food.	Presents grilled, steamed and roasted food and garnishes it.	Presents grilled, steamed and roasted food.	presents food cooked using two methods	presents food cooked using one method

STRAND 2.0: CONSUMER EDUCATION

Strand	Sub Strand	Specific Learning Outcome	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 Consumer Education	**2.1 Buying Goods and Services** (6 lessons)	By the end of the sub strand, the learner should be able to: a) analyse the factors to consider when buying goods and services at the household level b) explore the methods of buying various household goods and services from various sale outlets c) describes ways of saving income when buying household goods and services d) carry out comparative shopping of various goods and services for household use e) assess the challenges experienced when buying goods and services for household use and their mitigation factors f) appreciate consumer education in the acquisition of goods and services.	● Learners brainstorm and outline factors that influence consumers' purchasing decisions on goods and services needed at the household level, ● learners with low vision are guided to use digital devices with assistive technology, print resources, open resource centres, library resources or resource persons to explore and list possible methods of buying household goods and services from sale outlets such as *shops and kiosks*, *online outlets, malls, stores (grocery) supermarkets and e-commerce stores for* various household goods and services as learners with blindness use digital devices with assistive technology, Braille resources, open resource centres, library resources and or resource persons. ● learners brainstorm on ways of saving income when buying household goods and services ● *In* mixed groups of learners organise a field visit to explore methods of buying used for various goods and services such as *cash, credit, mobile money, barter trade.*	1. Why is comparative shopping a wise idea when planning to buy goods and services? 2. How can one save income while shopping for goods and services?

			● learners brainstorm on different methods of saving personal and family income when buying goods and services, ● In mixed groups learners conduct a market survey in the locality to compare goods and services at various sale outlets and the approximate amount of money needed to buy them. Share findings during class plenary, ● Learner to brainstorm on the challenges associated with buying goods and services for household use and their mitigation factors.	

Core Competencies to be Developed
- **Communication and Collaboration** as learners share ideas among themselves when conducting a market survey in the locality.
- **Critical thinking and Problem solving** as learners use researching skills while conducting a market survey in the locality.
- **Digital literacy** as learners use appropriate digital devices with assistive technology to explore and list possible sale outlets for various household goods and services,

Values
- Integrity is enhanced as the learners follow laid out procedures when conducting a market survey in the locality.
- Patriotism is enhanced as the learners embrace and obey laws and regulations while exploring various methods of buying goods and services.
- Respect is enhanced as the learners appreciate each other's opinion while brainstorming and making a list of various goods and services.

Pertinent and Contemporary Issues (PCIs):
- Decision-making skill is achieved as the learner carries out field visits to explore buying methods for various goods and services.

| ● | Integrity is achieved as learners display transparency, fairness and accountability when handling money in carrying out transactions for goods and services. |

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

Non formal activities to support Learning:
Learners role-play buying and selling of goods and services during club activities

Suggested Mode of Assessment:
- Written assignments
- Observation
- peer assessment
- self-assessment

Suggested Learning Resources:
- Online resources
- audio visual clips
- Pictures
- Print Charts
- Braille charts
- Digital devices with assistive technology
- print materials
- Braille materials
- Paper money/mock money
- Accounting records eg. Receipt book,
- Documentaries on buying transactions in print and Braille

Assessment Rubric				
Criteria	**Exceeds Expectation**	**Meets Expectation**	**Approaches Expectation**	**Below Expectation**
Analysing the factors to consider when buying goods and services at the household level.	Analyses factors to consider when buying goods and services at the household level and makes favourable choices.	Analyses factors to consider when buying goods and services at the household level.	Outlines factors to consider when buying goods and services at the household level.	Mentions factors to consider when buying goods and services at the household level.
Exploring methods of buying various household goods and services from various sale outlets.	explores methods of buying various household goods and services from various sale outlets and gives their advantages and disadvantages	Explores methods of buying various household goods and services from various sale outlets.	Identifies methods of buying various household goods and services from various sale outlets.	lists methods of buying various household goods and services from various sale outlets,
Describing ways of saving income when buying household goods and services.	Analyses ways of buying household goods and services.	Describes ways of saving income when buying household goods and services.	Identifies ways of saving income when buying household goods and services.	Mentions ways of saving income when buying household goods and services with assistance.
Carrying out comparative shopping of various goods and services for household use.	Carries out comparative shopping of various goods and services for household use and makes informed buying decisions.	Carries out comparative shopping of various goods and services for household use.	Carries out comparative shopping of various goods for household use.	Carries out insufficient comparative shopping of various goods and services for household use.

Assessing the challenges and mitigation factors experienced when buying goods and services for household use	analyses challenges and mitigation factors experienced when buying goods and services for household use	Assesses the challenges and mitigation factors experienced when buying goods and services for household use	Identifies the challenges and mitigation factors experienced when buying goods and services for household use	Names the challenges and mitigation factors experienced when buying goods and services for household use.

STRAND 3.0   TEXTILES AND CLOTHING

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.0. Textiles and Clothing	**3.1 Natural Textile Fibres** (12 lessons)	By the end of the sub strand, the learner should be able to: a) classify textile fibres based on their natural sources b) describe the properties of natural textile fibres for knowledge, c) explain uses of natural textile fibres in garment construction d) carry out the physical identification tests on natural textile fibres e) appreciate the value of various natural textile fibres in textiles and clothing.	● Learners with low vision are guided to draw a textile tree or flow chart to organise the various textile fibres based on their natural sources (p*lant, animal, mineral). Learners with blindness be guided to model a textile tree or be given a list of textile fibres and samples to manipulate, then organise them based on their natural fibres (plant, animal, mineral),* ● Learners with low vision use digital devices with assistive technology and print materials to search for properties of textiles fibres *(animal, plant and mineral)* Share in class. Learners with blindness are guided to use digital devices with assistive technology and Braille materials to search for properties of textile fibres (animal, plant and minerals) and share their findings. ● learners in mixed groups collect and mount samples of various types of natural textile material (p*lant, animal, mineral),* on a textile sample album or scrapbook to analyse the properties of natural textile fibres., ● Learners with low vision use appropriate digital media to search and watch video clips on various uses of natural textile fibres (p*lant, animal, mineral)* and present their findings in class plenary as learners with	1. How are different types of natural textile fibres identified in clothing material? 2. Why is it important to know the type of textile fibres our clothes are made from?

| | | | blindness use appropriate digital media to search and listen to audio-visual clips.
● Learners are guided to carry out physical identification tests (F*eel-heat conductivity (coolness and warmness) and smoothness. Burning test-flame; colour, smell, residue*) on natural textile fibres (p*lant, animal, mineral) and o*bserve safety while conducting the burning test. | |

Core Competencies to be Developed
- **Communication and collaboration** as the learners listen keenly and actively when analysing textile sample albums or scrapbooks.
- **Digital literacy** as learners use digital media to search, watch and listen to audio-visual clips on various uses of natural textile fibres.

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

Pertinent and Contemporary Issues (PCIs):
- Safety is achieved as learners observe caution when carrying out the burning test to identify natural textile fibres.

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

Non formal activities to support Learning:
Learners make a scrapbook or textile album during clubs and societies.

Suggested Modes of Assessment
- Written assignments
- Observation
- peer assessment
- self-assessment

Suggested Learning Resources:
- Online resources
- Print charts
- Braille charts
- Manila papers, felt pens or marker pens
- Scrapbooks/textile sample album
- Sample of different types of scrap fabrics
- Adhesives (Glue/cow gum/any other glue available
- Digital devices with assistive technology
- Print resources
- Braille resources
- Sources of heat eg candle, for the physical tests on fabric
- Fashion magazines (newspapers)
- Fibre samples

Assessment Rubric				
Criteria	**Exceeds Expectation**	**Meets Expectation**	**Approaches Expectation**	**Below Expectation**
Classifying textile fibres based on their natural sources.	Classifies textile fibres based on their natural sources and gives examples	Classifies textile fibres based on their natural sources.	Identifies textile fibres based on their natural sources.	Names textile fibres based on their natural sources.
Describing the properties of natural textile fibres.	Analyses the properties of natural textile fibres.	Describes the properties of natural	Outlines properties of natural textile fibres.	Mentions properties of natural textile fibres

		textile fibres.		
Explaining the uses of natural textile fibres.	Explores the uses of natural textile fibres.	Explains the uses of natural textile fibres.	Identifies uses of natural textile fibres.	Names uses of natural textile fibres.
Carrying out physical identification tests of natural textile fibres.	Carries out physical identification tests of natural textile fibres observing safety precautions.	Carries out physical identification tests of natural textile fibres.	Explains the physical identification tests of natural textile fibres.	Lists physical identification tests of natural textile fibres.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question (s)
3.0 Textiles and Clothing	**3.2.1** Sewing Machine **(for learners with low vision)** (10 lessons)	By the end of the sub strand the learner should be able to: a) explain the factors considered when buying different types of sewing machines b) describe the functions of the various parts of a sewing machine c) prepare a sewing machine for straight stitching d) practise basic straight stitching on stitch swatches e) outline the machine fault, causes and their remedies during straight stitching f) care for a sewing machine using appropriate procedures g) appreciate the use of a sewing	● Learners use digital devices with assistive technology, print resources with enhanced colour contrast and font size or a resource person to identify types of sewing machines used in making clothing and household articles *(treadle, hand-driven, motor-driven or electric machine).* ● Learners discuss the factors considered when buying different types of sewing machines in groups (*cost, space, uses, ease of use, spare parts, brand(manufacturer), running of the machine).* ● Learners watch a demonstration or a video clip to observe the parts of a sewing machine and their functions ● learners are guided to follow the correct	1. Why is a sewing machine an asset worth buying? 2. How do you do straight stitching on a sewing machine?

		machine in making straight stitching.	procedure to prepare a sewing machine for basic straight stitching (*carrying out the upper and lower threading, winding the bobbin, threading the bobbin case, fixing (inserting) the needle, testing the stitches and machine tension, powering-on in case of the electric sewing machine.*) ● Learners are guided to use a sewing machine to make straight stitching on a piece of clothing material (*swatch, sample or strip*). ● Learners explore and brainstorm on sewing machine faults, causes and their remedies during straight stitching. ● Learners carry out basic care on a sewing machine such as *dusting, oiling, covering and replacement of broken needles and proper use.*	
	3.2.2 knitting machine **(for learners with blindness)** **(10 lessons)**	By the end of the lesson the learner should be able to: a) explain the factors considered when buying different types of knitting machines, b) describe the functions of the various parts of a knitting machine, c) prepare a knitting machine in readiness for casting on d) practice basic casting on in a	● learners use digital devices with assistive technology, Braille resources or a resource person to identify types of knitting machines used in making clothing and household articles (*circular, warp, flat, computerised*), ● learners discuss the factors considered when buying different types of knitting machines in groups(*cost, space, uses, ease of use, spare parts, brand(manufacturer), running of the*	1. Why is a knitting machine an asset worth buying? 2. How do you do casting-on in a knitting machine?

		knitting machine e) outline the machine fault, causes and their remedies during casting on f) care for a knitting machine using the appropriate procedures g) appreciate the use of a knitting machine in making casting on stitches.	*machine)* ● Learners listen to an audio clip and be given one on one demonstration to identify the parts of a knitting machine and their functions, ● *Learners are guided through one on one and hands-on demonstration to prepare a knitting machine in readiness for basic casting-on (threading the machine- bringing the yarn through the tension arm and the carriage).* ● Learners are guided to use a knitting machine to cast on and make samples of items using basic knitting stitches. ● learners explore and brainstorm on knitting machine faults, causes and their remedies during casting on, ● Learners carry out basic care on a knitting machine such as *dusting, oiling, covering and replacement of broken needles and proper use*	

Core Competencies to be Developed
- **Learning to learn** as learners portray the desire to continuously learn when using the sewing or knitting machines to make quality basic stitches.
- **Critical thinking and problem solving** as learners employ evaluation and decision-making skills when exploring machine faults, their causes and their effects during machine stitching.

Self-efficacy when learners develop personal skills in the ability to operate a sewing or knitting machine to make a stitch swatch, sample or strip.

Values:
- Patriotism is enhanced as the learner respects fellow peers during group activities as they practise running or operating, and winding the bobbin

including threading the sewing or knitting machine,
- Respect is enhanced as learners take turns in activities and conversations while identifying parts of a sewing or knitting machine and their functions.
- Responsibility is enhanced as learners engage in assigned roles and duties when using and caring for a sewing or knitting machine**.**

Pertinent and Contemporary Issues (PCIs):
- Safety and security education is achieved when the learner observes caution while running or operating the sewing/knitting machine.
- Self-esteem is achieved as the learner develops and practises the art of using the machine straight stitches/ basic casting on stitches for making a stitch swatch, sample or strip

Link to other Subjects:
- Pre-technical studies as the learner practises using and caring for the sewing/Knitting machine.
- Mathematics as the learner practises accuracy and adjusts stitch length while they make quality stitches.
- Health Education as the learner observes safety and hygiene during use and care for the sewing/Knitting machine to avoid accidents.
- Business Studies as the learner discusses in groups the factors considered in buying different types of sewing/Knitting machines.

Non formal activities to support Learning:
Learners do minor repairs at a cost during club activities.

Assessment Rubric				
Criteria	**Exceeds Expectation**	**Meets Expectation**	**Approaches Expectation**	**Below Expectation**
Explaining the factors considered when buying different types of sewing/knitting machines.	Analyses the factors considered when buying different types of sewing machines/knitting machines.	Explains the factors considered when buying different types of sewing/knitting machines.	identifies factors considered when buying different types of sewing/knitting machines	names factors considered when buying different types of sewing/knitting

| describing the functions of various parts of a sewing /knitting machine/ | Examines the functions of various parts of a sewing machine/knitting machine | Describes the functions of various parts of a sewing /knitting machine. | Outlines functions of various parts of a sewing/knitting machine. | Mentions functions of machines.

various parts of a sewing/knitting machine |
|---|---|---|---|---|
| preparing a sewing machine for basic straight stitching/ a knitting machine for casting on, | prepares a sewing machine for basic straight stitching,/prepares knitting machine for casting on observing safety measures | prepares a sewing machine for basic straight stitching/ knitting machine for basic casting on | does incomplete preparation of a sewing machine for basic straight stitching/ knitting machine for basic casting on, | Assembles materials needed to prepare a sewing machine for basic straight stitching/ knitting machine for basic casting on. |
| Practising the basic straight stitching on a stitch swatch, sample or strip. | Practises basic straight stitching on a stitch swatch, sample or strip/ practises basic casting on knitting machine while observing safety. | practises basic straight stitching on a stitch swatch sample or strip/basic casting on a knitting machine | Practises incomplete basic straight stitching on a stitch swatch, sample or strip/casting on a knitting machine. | Practices wrong basic stitching on a stitch swatch, sample or strip/ casting on a knitting machine. |
| outlining the machine faults, causes and their remedies during straight stitching | outlines the machine faults, causes and their remedies during straight stitching/casting on and develops a maintenance schedule | outlines the machine faults, causes and their remedies during straight stitching/casting on | states machine faults, causes and their remedies during straight stitching/casting on | gives examples of machine faults during straight stitching/ casting on |
| Carrying out the basic care of a sewing machine. | Carries out basic care of a sewing/knitting machine while observing safety precautions. | Carries out basic care of a sewing/knitting machine. | Outlines basic care of a sewing /knitting machine. | Lists basic steps of caring for a sewing/ knitting machine. |

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question (s)
3.0 Textiles and Clothing	**3.2 Seams** (10 lessons)	By the end of the sub strand, the learner should be able to: a) explain the meaning of the terms: b) seam allowance c) seam turning d) seam line as used in clothing construction, e) identify the types of seams used in clothing construction for knowledge, f) analyse the factors to consider when choosing seams in clothing construction, g) examine the qualities of well-made seams in clothing construction, h) make open, plain and closed seam used in clothing construction i) construct a clothing/knitwear or household article using open and plain seams/basic knitting stitches and closed seams, j) appreciate the use of seams in clothing construction.	● learners to brainstorm the meaning of the terms, *seam allowance, seam turning, seam line*, ● learners with low vision use digital devices with assistive technology and print materials or resource persons to search for information on the different types of seams (*open, plain, overlaid, French, machine-fell (double-stitched) and run and fell*), as those with blindness use digital devices with assistive technology, braille resources and or resource persons to search for the information on different types of seams (*open, plain, overlaid, french,machine-fell (double-stitched) and run and fell, closed seam, machine knitted seam*), ● learners use appropriate channels like print and braille resources, resource persons and or digital devices with assistive technology to research, discuss and compile factors to consider when choosing seams, ● Learners discuss the qualities of a well-made seam (*plain, open and closed seams*) in clothing construction. Learners with blindness could be provided with some of the samples of garments with seams to manipulate	1. Why are clothing and household articles joined with seams? 2. How is the open seam different from a plain seam and a closed seam? 3. How is casting-on 4. Different from basic knitting stitches?

			- learners with low vision illustrate the procedures of making open and plain seam as those with blindness illustrate the procedures of making closed seams on knitted garments - Learners with low vision make samples of different open and plain seams using machine stitch, neaten the seams appropriately using suitable methods of neatening such as *pinking, edge stitching, loop stitches and overcasting. Store* them in a portfolio or folder as those with blindness make samples of closed seams using either knitting machines or darning needles and neaten the seams appropriately - learners with low vision make a simple clothing or household article, applying the skills learnt such as machine straight stitching, use of an open seam *(edge stitching or use of loop stitches or use of overcasting stitches)*, use of plain seam *(use of loop stitches or use overcasting stitches) as those with blindness are guided to make a simple knitted garment applying all the skills learnt such as casting on, basic knitting stitches and use of closed seams appropriately* - In groups or individually, learners assess the seams of the finished clothing article(*skirt or shorts with elastic or tie*	

			strings, knitted sweater, scarf or socks) or a household article *(work bag, lap bag or pillow case or cushion cover or knitted seat cover).*	

Core Competencies to be Developed
- **Learning to learn** as the learners continuously learn while making a seam for a simple clothing or household article.
- **Self-efficacy** as the learners develop personal skills in the ability to operate a sewing/knitting machine to make a clothing, knitwear or household article.
- **Creativity and imagination** as the learners make seams using varied stitches.

Values:
- Love is enhanced as the learner accommodates fellow peers during group activities while assessing clothing or household articles made.
- Respect is enhanced as the learner takes turns in activities and conversations while preparing a class display and evaluates the qualities of well-made open or plain seam from the samples made.

Pertinent and Contemporary Issues(PCIs)
- Safety and security education is achieved as the learner observes caution while running or operating the sewing/knitting machine.
- Self-esteem is achieved as the learners develop and practise the art of using the sewing/knitting machine.

Link to other Subjects:
- Pre-technical studies when the learner uses the sewing/knitting machine to make a clothing or household article.
- Mathematics as the learner measures and makes a clothing or household article while practising accuracy.
- Visual Arts when the learner makes samples of different open, plain or closed seams using different stitches.
- Life Skills Education as the learner makes a simple clothing or household article, applying the skills learnt.

- **Non formal activities to support Learning:**
- Learners organise a visit to learn how dressmakers/knitters make small clothing/ knitwear and household articles.

Suggested Modes of Assessment:
- Observation
- Self-assessment
- Peer assessment
- Oral assessments
- Written questions

Suggested Learning Resources:
- Fabrics/material
- Sewing machine
- Machine needles,
- scissors,
- Sewing threads
- Machine oil
- Print charts
- Braille charts

- Manilla papers
- Needlework tools and equipment
- knitting machines
- knitting yarn
- darning needles
- knitting tools and equipment
- Sample real items

Assessment Rubric				
Criteria	**Exceeds Expectation**	**Meets Expectation**	**Approaches Expectation**	**Below Expectation**
Explaining the meaning of given terms: seam allowance seam turning and seam line as used in clothing construction	Analyses the meaning of given terms: seam allowance, seam turning and seam line as used in clothing construction	explains the meaning of given terms: seam allowance, seam turning and seam line as used in clothing construction	Outlines the meaning of the given terms: seam allowance and seam turning as used in clothing construction	Gives the meaning of the term seam allowance as used in clothing construction
Identifying types of seams used in clothing construction.	Examines types of seams used in clothing and construction and gives a demonstration.	Identifies three types of seams used in clothing construction.	Identifies two types of seams used in clothing construction.	Identifies one type of seam used in clothing construction.
Analysing the factors to consider when choosing seams in clothing construction.	analyses the factors to consider when choosing seams in clothing construction and makes an informed choice	analyses the factors to consider when choosing seams in clothing construction.	states factors to consider when choosing seams in clothing construction.	mentions factors to consider when choosing seams in clothing construction
Examining the qualities of well-made seams in	examines the qualities of well-made seam in clothing	Examines the qualities of well-made seams in clothing	Outlines the qualities of well-made seams in	names the qualities of well-made seams in clothing

clothing construction	construction and gives illustrations	construction.	clothing construction,	construction
Making samples of open, plain and closed seam used in clothing construction.	Makes samples of open, plain and closed seam used in clothing construction and exhibits them.	makes samples of open, plain and closed seam used in clothing construction	makes incomplete samples of open, plain and closed seam used in clothing construction	prepares the machine to make samples of open, plain and closed seam used in clothing construction
Constructing a clothing/knitted or household article using plain and open seams/basic knitting stitches and closed seams.	Constructs a clothing/knitted or household article using plain and open seams / basic knitting stitches, closed seams, and stores it appropriately.	Constructs a clothing/knitted or household article using plain and open seams/ basic knitting stitches and closed seams.	Constructs an incomplete clothing/knitted or household article using plain and open seams/basic knitting stitches and closed seams.	Prepares the machine to construct a clothing/knitted or household article using plain and open seams/basic knitting stitches and closed seams.

STRAND 4.0: CARING FOR THE FAMILY

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experience	Key Inquiry Question(s)
4.0 Caring for the Family	**4.1 Household Cleaning Agents** (8 lessons)	By the end of the sub strand, the learner should be able to: a) identify the cleaning agents used for household purposes b) describe the forms of soap and soapless detergent for household use c) describe the basic ingredients and substances added during soap making process d) explain the qualities of an effective cleaning agent for household purposes e) prepare homemade soap using natural, safe and locally sustainable ingredients. f) embrace the use of safe and locally sustainable resources in preparing homemade soap.	● In groups learners identify different types of household cleaning agents based on usage such as *water (soft, hard, warm and cold), soap and soapless detergent (toilet soaps, non-toilet soaps),* ● Learners with low vision use digital devices with assistive technology and print resources as those with blindness use digital devices with assistive technology, braille resources and or resource persons to carry out a search on the various forms of soap and soapless detergents used for household purposes *(Soap-liquids, cake(bar) and handmade soap. Soapless-foam, powder, liquid, paste) and present their findings.* ● In pairs, learners describe the basic soap ingredients *(wood ash, water, salt and fats/oils)* and the substances added during the making of soap *(brightening* ● *agents, builders, lather stabilisers, foaming agents, whitening agents, dirt suspending agents, fragrances(perfumes), dyes, antiseptics),* ● learners brainstorm on qualities of an effective household cleaning agent such as *gentle on hands, lathers easily with water, appealing fragrance and safe on*	1. Why are the locally sustainable raw materials for soap making better than the artificial ones? 2. How should homemade soap be improved? 3. Why are there different types of soap and soapless detergents?

| | | | the fabric,
● learners with low vision search and watch a video or a demonstration on making of homemade soap as those with blindness search and listen to an audio clip or a demonstration of the same
● in mixed groups learners safely prepare homemade soap (*handmade method),*
● Learners explore and apply ways of improving homemade soap such as use of perfumes (f*ragrances),dyes, antiseptic or glycerine* for household uses. | |

Core Competencies to be developed
- **Creativity and imagination** as learners experiment with ideas on homemade soap to test if it works while exploring the different ways of improving it for various uses.
- **Critical thinking and problem solving** as learners employ evaluation and decision-making skills to search for and collect natural ingredients used for preparing homemade soap.
- **Self-efficacy** as learners make homemade soap using locally available resources.

Values
- Respect is enhanced when learners embrace ideas and opinions from others.
- Peace is enhanced when the learners work harmoniously in groups.
- Social justice is enhanced when learners accord equal opportunities in sharing resources

Pertinent and Contemporary Issues (PCIs):
- Safety and security education is achieved as the learner observes precautions when preparing homemade soap.
- Creativity and critical thinking is achieved as the learner makes their own homemade soap.

Link to other Subjects
- Health Education when the learner observes safety when using ingredients and substances added during the making of homemade soap.

- Computer Science when the learner does online searches, downloads and saves information on different forms of soap and soapless detergents.
- Mathematics when the learner measures proportions of ingredients and substances used when making homemade soap. Life Skills Education as the learner safely prepares homemade soap (*handmade method)* using safe available and natural resources.

Non formal Activities to support Learning:
- Learners initiate projects during clubs and societies to prepare homemade soap for income generation.
- Learners sensitise the school community on forms and types of soap and soapless detergents.

Suggested Modes of Assessment:
- Peer assessment
- self- Assessment
- self-assessment
- Observation
- Oral questions
- Written assessments

Suggested Learning Resources:
- Detergents *(any locally available)* both soap (t*oilet and non-toilet)* and soapless detergents
- Forms of soap and soapless detergents (*liquid, foam, bar, powder, flakes)*
- Water (*soft and hard, cold and warm-hot)*
- Ingredients for making homemade soap (*wood ashes, salt, fats/oils, and water*)
- Dyes
- perfumes
- Antiseptic
- Glycerine
- Heating facility – cookers such as *jiko, stove, three stones fireplace or any source of heat*

Assessment Rubric				
Criteria	**Exceeds Expectation**	**Meets Expectation**	**Approaches Expectation**	**Below Expectation**
Identifying cleaning agents for household purposes.	analyses cleaning agents for household purposes	Identifies cleaning agents for household purposes.	Outlines cleaning agents for household purposes.	states cleaning agents for household purposes
Describing the forms of soap and soapless detergent for household use.	examines the forms of soap and soapless detergent for household use	Describes the forms of soap and soapless detergent for household use.	Explains forms of soap and soapless detergent for household use.	names forms of soap and soapless detergent for household use,
Describing the basic soap ingredients and substances added during soap making.	Examines the basic soap ingredients and substances added during soap making	Describes the basic soap ingredients and substances added during soap making.	Outlines basic soap ingredients and substances added during soap making.	lists basic soap ingredients and substances added during soap making
Explaining the qualities of an effective cleaning agent for household purposes.	explores the qualities of an effective and ineffective cleaning agent for household purposes	Explains the qualities of an effective cleaning agent for household purposes.	Identifies qualities of an effective cleaning agent for household purposes.	names the qualities of an effective cleaning agent for household purposes
preparing homemade soap using natural, safe and locally sustainable ingredients.	Prepares homemade soap using natural, safe and locally sustainable ingredients and packs them appropriately.	Prepares homemade soap using natural, safe and locally sustainable ingredients.	Prepares incomplete homemade soap using natural safe and locally sustainable ingredients.	assembles the requirement for preparing home -made soap using natural, safe and locally sustainable ingredients

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
4.0. Caring for the Family	**4.2 Special Treatments in Laundry Work** (8 lessons)	By the end of the sub strand, the learner should be able to: a) explain various special treatments in household laundry work b) examine requirements for special treatment in household laundry work c) prepare homemade starch for special treatment in household laundry work d) describe the procedure of carrying out various special treatments in household laundry work e) explain safety measures to be observed when carrying out various special treatments f) carry out special treatments in household laundry work g) appreciate the value of special treatments in household laundry work.	● Learners with low vision watch a video clip on various special treatments for household laundry work (*spotting, sponging, starching, home dry-cleaning*) and explain them as those with blindness listen to audio clips on the same. ● Learner brainstorm on the reasons for carrying out special treatment during laundry work, ● Learners discuss requirements for special treatments in household laundry work (*spotting liquids, sponging solutions, laundry starches, grease solvents, grease absorbents*). ● In mixed groups, learners make homemade starch from safe and sustainable materials within the locality such as *green maize, potatoes, cassava.* ● In groups, learners brainstorm the procedure of carrying out various special treatments (*spotting, sponging, starching, home dry-cleaning*) in household laundry work. ● Learners role-play safety measures to be observed when carrying out various special treatments in household laundry work, ● In mixed groups, learners carry out special treatments (*spotting, sponging, starching, home dry-cleaning*) in household laundry work	1. How are clothes and household articles given special treatment in laundry work? 2. Why should one take precautions while carrying out special treatment in laundry work for self and the garments?

Core Competencies to be Developed
- **Self-efficacy** as learners practise personal skills while carrying out special treatments in household laundry work.
- **Learning to learn** as learners share learnt knowledge when conducting discussions on requirements for special treatments.
- **Digital Literacy** as learners watch a video clip or listen to audio clips on various types of special treatments for household laundry work.

Values
- Love is enhanced when the learner resolves conflicts while working in teams to carry out special treatments in household laundry work.
- Respect is enhanced when the learner appreciates the efforts of others while role-playing safety when carrying out various special treatments.

Pertinent and Contemporary Issues (PCIs):
- **Safety and security education** is achieved when the learners observe caution when handling various solutions.
- **Disaster Risk Reduction** is achieved when the learners safely use and dispose of various solutions and materials used, to avoid environmental degradation.

Link to other Subjects:
- Health Education when the learners role-play safety measures to observe when carrying out various special treatments in household laundry work
- English Language when the learners discuss in pairs and presentations during plenary on the value of special treatments in household laundry work.
- Computer Science when the learners watch a video clip or listen to audio-visual clips on various types of special treatments for household laundry work.

Non formal activities to support education:
- Learners make homemade starch and share the information during clubs and societies.

Suggested Modes of Assessment:
- Oral assessment,
- Observation,
- Written assessment,
- Peer assessment
- Self-assessment

Suggested Learning Resources:
- Digital devices with assistive technology,
- video and audio-visual clips
- Requirements for spotting, sponging, starching & home-dry cleaning (*safe and available locally)*
- Homemade laundry starch from starchy food locally available such as maize, potatoes, rice, corn, wheat
- Basic laundry work equipment such as basins, buckets, clothesline, pegs, irons, ironing surfaces, hangers, soap dishes
- Water storage equipment
- Cleaning equipment and materials such as floor mops, rags or floor clothes, dusters and brooms as may be required for clearing up.

Assessment Rubric

Criteria	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Explaining various special treatments in household laundry work.	analyses various types of special treatments in household laundry work	Explains various types of special treatments in household laundry work.	highlights various types of special treatments in household laundry work	lists special treatments in household laundry work
examining requirements for special treatments in household laundry work	Examines requirements for special treatments in household laundry work and gives their advantages.	examines requirements for special treatments in household laundry work	identifies requirements for special treatments in household laundry work	Names requirements for special treatments in household laundry work.
preparing homemade starch for special treatment in household laundry work	prepares homemade starch for special treatment in household laundry work observing safety measures	prepares homemade starch for special treatment in household laundry work	prepares incomplete homemade starch for special treatment in household laundry work	collects materials required to prepare homemade starch for special treatment in household laundry work
describing the procedure of carrying out various special	examines the procedure of carrying out various special treatments in household	describes the procedure of carrying out various special treatments in	explains the procedures of carrying out special treatments in household	states the procedure of carrying out a few special treatments in household laundry work

treatments in household laundry work	laundry work observing safety measures	household laundry work	laundry work	
explaining safety measures to be observed when carrying out various special treatments	analyses safety measures to be observed when carrying out various special treatments	explains safety measures to be observed when carrying out various special treatments	outlines safety measures to be observed when carrying out various special treatments	lists safety measures to be observed when carrying out various special treatments
carrying out special treatments in household laundry work	Carries out special treatments in laundry work while observing safety measures.	carries out four types of special treatments in laundry work	carries out two or three types of special treatments in laundry work	carries out one type of special treatment in laundry work

COMMUNITY SERVICE LEARNING CLASS ACTIVITY

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

All learners with visual impairment in Grade 7 will be expected to participate in a CSL class activity. The activity will give learners an opportunity to practise the CSL Project skills covered under LSE. This activity will be undertaken in groups where learners with blindness will be grouped with those who have sight. Learners will be expected to apply the steps provided to carry out the CSL project.

The activity will take the form of a whole school approach, where the entire school community will be engaged in the learning process. Teachers will guide learners with visual impairment to execute a simple school based CSL class activity. This activity can be done in 1-2 weeks outside the classroom time. The duration may be adjusted accordingly to accommodate learners with blindness who may require more time to implement the CSL project.

i)   **CSL Skills to be covered**
ii) **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.
iii) **Communication:** Learners will develop effective communication skills as they engage with peers and school community members. These will include listening actively, asking questions, and presentation skills using varied modes.
iv) **Citizenship:** Learners will be able to explore opportunities for engagement as members of the school community and provide a service for the common good.
v)   **Leadership**: Learners will develop leadership skills as they take up various roles within the CSL activity.
vi) **Financial Literacy Skills:** Learners will consider how to source and utilise resources effectively and efficiently.
vii) **Entrepreneurship**: Learners will consider ways of generating income through innovation for the CSL class activity.

Suggested PCIs	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
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	By the end of the CSL class activity, the learner should be able to: a) identify a problem in the school community through research; b) develop a plan to solve the identified problem in the community; c) design solutions to the identified problem; d) implement solution to the identified problem; e) share the findings to relevant actors; f) reflect on own learning and relevance of the project; g) g) appreciate the need to belong to a community.	• 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. Learners with blindness to be guided in selecting materials that are safe and accessible such as tactile charts, pictures, graphs and braille. Those with low vision use reference materials with appropriate font size, type and contrasting colours as well as three-dimensional resources. • In groups, learners discuss different methods and tools of collecting data and determine the ones suitable for the selected project. learners with visual impairments to be supported in preparation and use of data collection methods and tools such as questionnaires, focus discussions and interviews. • In groups, learners develop appropriate tools for collecting data with the guidance of the teacher. • In groups, learners collect data and record	1. How does one determine community needs? 2. Why is it necessary to be part of a community?

		findings. Learners with blindness to work with sighted peers when collecting data. The sighted peers would support in explaining or describing aspects that require use of sight. • Learners with blindness use audio recorders to record the responses. • 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 with blindness to work with sighted peers and ensure the project site is free from hazards such as hanging trees, sharp objects and potholes to ensure safe mobility. • 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).	

Assessment Rubric				
Criteria	**Exceeds Expectation**	**Meets Expectation**	**Approaches Expectation**	**Below Expectation**
Identifying a pertinent issue in the school community to be addressed.	Gives Justification for the identified pertinent issue in the school community to be addressed.	Identifies a pertinent issue in the school community to be addressed.	States a pertinent issue in the school community to be addressed.	Recalls a pertinent issue discussed in class.
Planning to solve the identified issue.	Designs and develops a step-by-step plan of the activities to be carried out in the process of solving the problem.	Develops a plan to solve the identified problem.	Gives an outline of a plan to solve the identified problem.	States some activities to be included in the plan to solve the identified problem.
Designing and implementing solutions to the identified problem Sharing findings to relevant actors.	Designs, implements and solves the identified problem. Incorporates feedback from relevant actors to the findings.	Designs and implements solutions to the identified problem. Shares findings to relevant actors.	Designs solutions to the identified problem. Gives a brief description of findings to relevant actors.	Suggests solutions to the identified problem. States some aspects of the findings to relevant actors.