



**REPUBLIC OF KENYA**  
**MINISTRY OF EDUCATION**

# **JUNIOR SECONDARY SCHOOL CURRICULUM DESIGN**

**GRADE 7**

**HOME SCIENCE FOR LEARNERS WITH PHYSICAL IMPAIRMENT**



**KENYA INSTITUTE OF CURRICULUM DEVELOPMENT**

First Published in 2023

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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), 21<sup>st</sup> 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 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 Physical 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 with Physical Impairment 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 Physical impairment in the respective learning areas will enable the development of 21<sup>st</sup> 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 Physical Impairment will be a significant milestone towards realization of the curriculum mission ‘Nurturing Every Learner’s Potential’.

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## **ACKNOWLEDGEMENT**

The Kenya Institute of Curriculum Development (**KICD**) Act Number 4 of 2013 (**Revised 2019**) mandates the Institute to develop curricula and curriculum support materials for basic and tertiary education and training, 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 conceptualised the Competency Based Curriculum (**CBC**) as captured in the Basic Education Curriculum Framework (**BECF**). The CBC responds to the demands of the 21<sup>st</sup> 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 Physical 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 Physical 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

|     | <b>Subject</b>                            | <b>Number of Lessons Per Week<br/>(40 minutes per lesson)</b> |
|-----|---|---|
| 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 Braille skills | 3   |
| 14. | Optional Subject                          | 3   |
|     | <b>Total</b>                              | <b>45</b>   |

## 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.
  
- iii) **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.
  
- iv) **Promote sound moral and religious values.**  
Education should provide for the development of knowledge, skills and attitudes that will enhance the acquisition of sound moral values and help children to grow up into self-disciplined, self-reliant and integrated citizens.



- v) **Promote social equality and responsibility.**  
Education should promote social equality and foster a sense of social responsibility within an education system which provides equal educational opportunities for all. It should give all children varied and challenging opportunities for collective activities and corporate social service irrespective of gender, ability or geographical environment.
  
- vi) **Promote respect for and development of Kenya's rich and varied cultures.**  
Education should 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.
  
- vii) **Promote international consciousness and foster positive attitudes towards other nations.**  
Kenya is part of the international community. It is part of the complicated and interdependent network of peoples and nations. Education should therefore lead the youth of the country to accept membership of this international community with all the obligations and responsibilities, rights and benefits that this membership entails.
  
- viii) **Promote positive attitudes towards good health and environmental protection.**  
Education should inculcate in young people the value of good health in order for them to avoid indulging in activities that will lead to physical or mental ill health. It should foster positive attitudes towards environmental development and conservation. It should lead the youth of Kenya to appreciate the need for a healthy environment.

## **LEARNING OUTCOMES FOR MIDDLE SCHOOL**

By 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 co-existence.
8. Manage pertinent and contemporary issues in society effectively.
9. Apply digital literacy skills for communication and learning.

## **ESSENCE STATEMENT**

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

Home Science is an optional subject in the lower secondary curriculum. As a discipline, it covers aspects of caring for self and the family, foods, nutrition, textiles, clothing, housing the family, home care, laundrywork, maternal health care and consumer education. It forms the foundation for learners for learners with Physical Impairment who want to pursue related subjects and careers at the senior secondary and tertiary levels.

## **SUBJECT GENERAL LEARNING OUTCOMES**

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

1. adopt a healthy lifestyle through nutritional habits for the wellness of self and others;
2. apply the principles of consumer education for personal financial management;
3. develop skills in fabric choice for construction of garments and household articles;
4. adopt healthy hygienic practices at personal and household level;
5. build a foundation for further education, career and training;
6. appreciate the importance of a healthy environment for the wellbeing of self and others

## STRAND 1.0: FOODS AND NUTRITION

| Strand                                | Sub Strand  | Specific Learning Outcomes   | Suggested Learning Experiences   | Key Inquiry Question (s)  |
|---------------------------------------|---|--|--|---|
| <p><b>1.0 Foods and Nutrition</b></p> | <p><b>1.1 Food Nutrients</b><br/>(12 lessons)</p> | <p><b>By the end of the sub strand the learner should be able to:</b></p> <ol style="list-style-type: none"> <li>describe the role of Home Science education in contemporary life</li> <li>outline guidelines for nutrient conservation during food preparation and cooking</li> <li>explain the role of food enrichment, fortification and supplementation of nutrients in nutrition</li> <li>investigate the effect of heat on various vegetables during cooking</li> <li>conserve food nutrients during preparation and cooking of various vegetables found in the locality</li> <li>appreciate the conservation of nutrients in food handling, preparation and cooking.</li> </ol> | <p><b>The learners are guided individually in purposive pairs or groups to:</b></p> <ul style="list-style-type: none"> <li>brainstorm and make presentation in class on the importance of <i>knowledge, skills attitudes and values</i> gained through Home Science in daily living for self and others. <i>Learners with speech difficulties could be lip-read by peer, teacher, learner support assistant as they use residual speech or sign, point, write, use multipurpose communication board, speech generating device, eye tracking device or be allowed extra time to express their views on importance of knowledge, skills, attitudes and values gained through Home Science in daily living. (Apply this adaptation to subsequent learning experiences that involves the use of speech in this sub strand).</i></li> <li>brainstorm and make presentation in class on the guidelines on nutrient conservation during food preparation and cooking such as (<i>peeling, cutting, washing</i>) and in cooking (<i>Reducing the amount of water used in cooking, Reducing the cooking time and Reducing the surface area of food(3Rs), use of blanching, parboiling, covering food and avoid the use of sodium</i></li> </ul> | <ol style="list-style-type: none"> <li>How does the knowledge in Home Science improve quality of life?</li> <li>Why are the 3Rs important in minimising the nutrient losses in vegetables?</li> </ol> |



|  |  |  |   |  |
|--|--|--|---|--|
|  |  |  | <p><i>bicarbonate(baking soda,bicarbonate of soda).</i></p> <ul style="list-style-type: none"> <li>• <i>research using digital, print resources or a resource person and make a presentation on food enrichment, fortification and supplementation of nutrients in nutrition (meaning, reasons for, relevant examples). Learners with manipulation difficulties could be provided with adapted digital resources with appropriate accessibility features or be supported by peers, learner support assistant or teacher to manipulate the digital resources. Light intensity should be controlled for learners with epilepsy and those with visual difficulties. Those using print media could be provided with book holders and page turners.</i></li> <li>• <i>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, flower vegetables and fruit vegetables. Learners with manipulation and coordination difficulties may use alternative functional part of the body or assistive device such as universal cuffs, adapted utensils or be assisted by peers or learner support assistant or teacher to</i></li> </ul> |  |
|--|--|--|---|--|

|   |  |  |   |  |
|---|--|--|---|--|
|   |  |  | <p><i>carry out cooking experiment. Adapted working surfaces should be provided. Safety precautions should be taken for learners with epilepsy when performing tasks that involve the use of water and those with asthma when handling scented ingredients, cold water and dusty surfaces. Learners could be allowed extra time to complete the task. (Apply this adaptation in bullet 5 below).</i></p> <ul style="list-style-type: none"> <li>• practise and showcase on how to conserve food nutrients during preparation and cooking of various vegetables found in the locality(<i>raw, cooked or preserved</i>).</li> </ul> |  |
| <p><b>Core Competences to be Developed</b></p> <ul style="list-style-type: none"> <li>• <b>Communication and collaboration</b> as the learner listen to one another while brainstorming on the importance of knowledge, skills, attitudes and values gained through Home Science in daily living for self and others.</li> <li>• <b>Learning to learn</b> as learner organises their own learning while discussing the effects of heat on vegetables during cooking.</li> <li>• <b>Digital literacy</b> as the learner uses digital resources to research and make a presentation on food enrichment, fortification and supplementation of nutrients in nutrition</li> <li>• <b>Critical thinking and problem solving</b> as the learner employ explanation skills to carry out experiments to investigate the effects of heat on vegetables during cooking.</li> </ul> |  |  |   |  |
| <p><b>Pertinent and Contemporary Issues (PCIs):</b></p> <ul style="list-style-type: none"> <li>• Personal hygiene as the learner observes personal and kitchen hygiene while carrying out investigations on the effects of heat on vegetables during cooking.</li> <li>• Environmental education as the learner economically uses resources and dispose off waste appropriately while carrying out experiments on the effects of heat on vegetables.</li> <li>• Safety and security education as the learner observes precautions while carrying out investigations on the effects of heat on vegetables.</li> </ul>  |  |  | <p><b>Values</b></p> <ul style="list-style-type: none"> <li>• Love as the learner portrays a caring attitude towards others while they carry out experiments to investigate and record the effects of heat on vegetables while cooking.</li> <li>• Unity as the learner respects other people’s opinions as they debate the importance of knowledge and skills gained through Home Science.</li> </ul>  |  |

**Link to other Subjects:**

- Health Education as the learner observes and practises safety while carrying out investigations on the effects of heat on vegetables during cooking.
- Life Skill Education as the learner brainstorms on the importance of knowledge, skills, attitudes and values gained through Home Science in daily living for self and others.
- Mathematics as 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 while they make observations on *colour, texture, taste*.
- Pre-technical and pre-career as the learner engages actively with a resource person concerning careers and income-generating activities in Home Science.
- Health Education as the learner practises and show-cases how to conserve various vegetables found in the locality.

**Non formal activities to support learning**

- Educate other learners in health club activities in various methods of conserving vegetables.
- Make presentations on nutrient conservation in an open-forum such as assembly, parents meetings, clubs, sports day, education day.
- Engage actively with a resource person concerning careers and income generating activities during clubs and societies.
- Design a career wheel during clubs to demonstrate an understanding of various careers.
- Participate in mentorship and job shadowing sessions on Home Science careers and entrepreneurial opportunities in Home Science.

**Suggested modes of assessment:**

- Peer and self-assessment
- Oral questions
- Written assignment
- Practical assignment

**Suggested learning resources:**

Approved textbooks and other printed resources, assistive technology (adapted pens or pencils, pen or pencil grips, book holders and page turners, head or mouth pointers), adapted digital resources, pictures, video clips, audios and charts on different types of vitamins, proteins, carbohydrates, fats, minerals, foodstuff, cooking equipment, recipe books, fuel, detergents, water, kitchen clothes, first aid kit, protective gear, kitchen waste bin, adapted cleaning tools and equipment

**Service providers:** physiotherapist, occupational therapist, resource person (nutritionist), learner support assistant

**Suggested Assessment Rubric**

| Criteria | Exceeds Expectation | Meets Expectation | Approaches Expectation | Below Expectation |
|----------|---------------------|-------------------|------------------------|-------------------|
|----------|---------------------|-------------------|------------------------|-------------------|

|   |  |  |  |  |
|---|--|--|--|--|
| Describing the role of Home Science education in contemporary life.                                   | Analyses the role of Home Science education in contemporary life.  | Describes the role of Home Science education in contemporary life.                           | Outlines roles of Home Science education in contemporary life.   | States the role of Home Science education in contemporary life.  |
| Outlining guidelines for the nutrient conservation in food handling and cooking                       | Explains guidelines for the nutrient conservation in food handling and cooking.  | Outlines guidelines for the nutrient conservation in food handling and cooking.              | Identifies guidelines for the nutrient conservation in food handling and cooking.                        | States guidelines for the nutrient conservation in food handling and cooking.                          |
| Explaining the role of food enrichment, fortification and supplementation of nutrients in nutrition.  | Examines the role of food enrichment, fortification and supplementation of nutrients in nutrition.   | Explains food enrichment, fortification and supplementation of nutrients in nutrition        | Highlights the role of food enrichment, food fortification and supplementation of nutrients in nutrition | States 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 explains preservation measures.   | Investigates the effect of heat on vegetables during cooking.                                | Describes the effect of heat on vegetables during cooking.   | Mentions the effect of heat on vegetables during cooking.  |
| Conserving food nutrients during preparation and cooking of various vegetables found in the locality. | Conserves food nutrients during preparation and cooking of various vegetables found in the locality and gives reasons for nutrient conservation. | Conserves food nutrients during preparation and of various vegetables found in the locality. | Conserves food nutrients during preparation of various vegetables found in the locality.                 | Attempt to conserve food nutrients during preparation of green leafy vegetables found in the locality. |

| Strand                                | Sub Strand   | Specific Learning Outcomes   | Suggested Learning Experiences  | Key Inquiry Question (s)  |
|---------------------------------------|--|--|---|---|
| <p><b>1.0 Foods and Nutrition</b></p> | <p><b>1.2 Small Kitchen Tools and Equipment</b></p> <p>(8 lessons)</p> | <p><b>By the end of the sub strand, the learner should be able to:</b></p> <p>a) describe uses of small kitchen tools and equipment in the home</p> <p>b) explain factors to consider in the choice of small kitchen tools and equipment used at home</p> <p>c) care for the small kitchen tools and equipment used at home</p> <p>d) improvise the small kitchen tools and equipment used at home</p> <p>e) adopt proper use and care of the small kitchen tools and equipment.</p> | <p><b>The learners are guided individually in purposive pairs or groups to:</b></p> <ul style="list-style-type: none"> <li>• brainstorm and make presentation in class on the uses of various small kitchen tools and equipment (<i>baking utensils, pans and pots, tools for cutting, measuring &amp; weighing, shaping &amp; moulding, separating, lifting, mixing, turning, and scooping equipment</i>). Include traditional utensils. <i>Learners with speech difficulties could be lip-read by peer, teacher, learner support assistant as they use residual speech or sign, point, write, use multipurpose communication board, speech generating device, eye tracking device or be allowed extra time to express their views on the uses of various small kitchen tools and equipment. (Apply this adaptation to subsequent learning experiences that involves the use of speech in this sub strand).</i></li> <li>• discuss and make presentation in class on the factors considered in the purchase of small kitchen tools and equipment such as (<i>cost, quality and use</i>).</li> <li>• carry out cleaning and storage of small kitchen tools and equipment used at home and school while observing safety precautions (<i>self, others and the equipment</i>). <i>Learners with manipulation and coordination difficulties may use</i></li> </ul> | <ol style="list-style-type: none"> <li>1. Why are the small kitchen equipment useful in the kitchen?</li> <li>2. How are the basic small kitchen equipment stored safely in the kitchen?</li> </ol> |



|  |  |  |  |  |
|--|--|--|--|--|
|  |  |  | <p><i>alternative functional part of the body or assistive device such as universal cuffs or be assisted by peers or learner support assistant or teacher to clean and store small kitchen tools and equipment. Adapted tools, equipment and working surfaces should be provided. Safety precautions should be taken for learners with epilepsy when performing tasks that involve the use of water and those with asthma when handling scented detergents, cold water and dusty surfaces. Learners could be allowed extra time to complete the task.</i></p> <ul style="list-style-type: none"> <li>• <b>Project work:</b> make (<i>re-use or re-cycle</i>) some of the small kitchen tools and equipment using safe and locally sustainable resources. <i>Learners with manipulation and coordination difficulties may use alternative functional part of the body or assistive device such as universal cuffs or be assisted by peers, learner support assistant, teacher to make some kitchen tools and equipment. Adapted working surfaces should be provided.</i></li> </ul> |  |
| <p><b>Core Competencies to be Developed</b></p> <ul style="list-style-type: none"> <li>• <b>Citizenship</b> as the learner becomes responsible and embraces sustainable lifestyle when they make small kitchen tools and equipment using safe and locally available resources.</li> <li>• <b>Self-efficacy</b> as the learner uses cleaning and storage skills of small kitchen tools and equipment while observing safety on self and the equipment.</li> <li>• <b>Creativity and imagination</b> as the learner applies new ideas and improvises small kitchen tools and equipment using safe, locally sustainable resources.</li> </ul> |  |  |  |  |

|  |   |
|--|---|
| <p><b>Pertinent and Contemporary Issues (PCIs):</b></p> <ul style="list-style-type: none"> <li>• Social awareness skills during friendship formation as the learner improvises small kitchen tools and equipment.</li> <li>• Environmental issues in education as the learner adopts a responsible and sustainable lifestyle when they re-use and re-cycle to make small kitchen tools and equipment.</li> </ul>   | <p><b>Values</b></p> <ul style="list-style-type: none"> <li>• Responsibility as the learner observes safety precautions on self as well as the equipment while cleaning and storing.</li> <li>• Respect as the learner understands and appreciates each other's opinion when working in teams as they discuss in purposive groups.</li> <li>• Social justice as the learner works harmoniously while carrying out cleaning and storage of small kitchen tools and equipment.</li> </ul> |
| <p><b>Link to other Subjects:</b></p> <ul style="list-style-type: none"> <li>• Health Educations as the learner observes safety precautions of self, others and that of equipment while cleaning and storing.</li> <li>• Life Skills Education as the learner makes (<i>re-uses or re-cycles</i>) some of the small kitchen tools and equipment using safe and locally sustainable resources.</li> <li>• Visual Arts as the learner makes small kitchen tools and equipment using safe locally sustainable resources.</li> </ul> |   |
| <p><b>Non formal activities to support learning:</b></p> <ul style="list-style-type: none"> <li>• Draw pictures of small kitchen tools and equipment and paste on notice board.</li> <li>• Organise event to show-case ability or talent to improvise small kitchen tools.</li> </ul>  | <p><b>Suggested modes of assessment:</b></p> <ul style="list-style-type: none"> <li>• Peer and self-assessment</li> <li>• Oral questions</li> <li>• Written assignment</li> <li>• Project work</li> </ul>   |
| <p><b>Suggested learning resources:</b> Approved textbooks and other printed resources, assistive technology (adapted pens or pencils, pen or pencil grips, book holders and page turners, head or mouth pointers), adapted digital resources, pictures, video clips, audios and charts on different small kitchen tools and equipment, baking utensils, pots and pans, cutting tools, adapted pot holders, protective gears</p>   |   |
| <p><b>Service providers:</b> physiotherapist, occupational therapist, nurse, resource person (nutritionist), learner support assistant</p>   |   |

| <b>Suggested Assessment Rubric</b>   |  |  |  |  |
|--|--|--|--|--|
| <b>Criteria</b>  | <b>Exceeds Expectation</b>   | <b>Meets Expectation</b>   | <b>Approaches Expectation</b>  | <b>Below Expectation</b>   |
| Describing the uses of small kitchen tools and equipment.                              | Analyses the uses of small kitchen tools and equipment.  | Describes the uses of small kitchen tools and equipment.                         | Outlines the uses of some small kitchen tools and equipment.                     | States the uses of small kitchen tools and equipment.                          |
| Explaining the factors to consider in the choice of small kitchen tools and equipment. | Explains factors to consider in the choice and care of small kitchen tools and equipment.                | Explains factors to consider in the choice of small kitchen tools and equipment. | Outlines factors to consider in the choice of small kitchen tools and equipment. | States factors to consider in the choice of small kitchen tools and equipment. |
| Caring for the small kitchen tools and equipment used at home.                         | Cares for the small kitchen tools and equipment used at home according to the material they are made of. | Cares for the small kitchen tools and equipment used at home.                    | Attempts to care for small kitchen tools and equipment used at home.             | Attempt to cares for small kitchen tools used at home.                         |
| Improvising small kitchen tools and equipment.   | Creatively improvises small kitchen tools and equipment.   | Improvises small kitchen tools and equipment.                                    | Improvise small kitchen tools.   | Collects materials for improvising small kitchen tools and equipment.          |

| Strand                         | Sub Strand                              | Specific Learning Outcomes  | Suggested Learning Experiences   | Key Inquiry Question(s)  |
|--------------------------------|---|---|--|--|
| <b>1.0 Foods and Nutrition</b> | <b>1.3 Cooking Food</b><br>(16 lessons) | <p><b>By the end of the sub strand, the learner should be able to:</b></p> <ul style="list-style-type: none"> <li>a) describe the methods of cooking different types of food</li> <li>b) examine the equipment used in the various methods of cooking food</li> <li>c) improvise the equipment used in various methods of cooking food</li> <li>d) describe the guidelines for cooking foods using various methods</li> <li>e) plan, prepare, cook and present suitable foods using appropriate methods</li> <li>f) appreciate the importance of varied methods of cooking different types of foods.</li> </ul> | <p><b>The learners are guided individually in purposive pairs or groups to:</b></p> <ul style="list-style-type: none"> <li>• use digital, print resources or resource persons to search for information on methods of cooking different types of foods (<i>grilling, roasting and steaming</i>). <i>Learners with manipulation difficulties could be provided with adapted digital resources with appropriate accessibility features or be supported by peers, learner support assistant or teacher to manipulate the digital resources. Light intensity should be controlled for learners with epilepsy and those with visual difficulties. Those using print media could be provided with book holders and page turners.</i></li> <li>• discuss and make presentation in class on the suitable equipment used for <i>grilling, roasting and steaming</i> food. <i>Learners with speech difficulties could be lip-read by peer, teacher, learner support assistant as they use residual speech or sign, point, write, use multipurpose communication board, speech generating device, eye tracking device or be allowed extra time to express their views on the uses of various small kitchen tools and equipment. (Apply this adaptation to subsequent learning experiences that involves the use of speech in this sub strand).</i></li> <li>• use safe, locally sustainable resources to</li> </ul> | <ol style="list-style-type: none"> <li>1. Why should we use different methods in cooking food?</li> <li>2. How can you identify food cooked by grilling, roasting and steaming?</li> </ol> |

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|  |  |  | <p>improvise kitchen equipment for grilling, roasting and steaming food (<i>improvised steamer, improvised oven, improvised roasting grill</i>). Learners with manipulation and coordination difficulties may use alternative functional part of the body or assistive device such as universal cuffs or be assisted by peers or learner support assistant or teacher to use safe, locally sustainable resources to improvise kitchen equipment. (Apply this adaptation in the subsequent activities that involve manipulation in bullet 5 and 6 below).</p> <ul style="list-style-type: none"> <li>• discuss and make presentation in class on guidelines appropriate for various methods of cooking (<i>grilling, roasting and steaming</i>) to ensure safety and quality of foods.</li> <li>• use <i>grilling, steaming and roasting</i> methods to prepare and cook food while observing appropriate safety precautions for self and others.</li> <li>• present the cooked food items suitably (<i>attractively and creatively</i>).</li> </ul> |  |
| <p><b>Core Competencies to be Developed</b></p> <ul style="list-style-type: none"> <li>• <b>Digital literacy</b> as the learner uses digital resources to search for information on methods of cooking different types of foods.</li> <li>• <b>Self-efficacy</b> as the learner uses various methods of cooking effectively during preparation and presentation of cooked foods.</li> <li>• <b>Learning to learn</b> as the learner reflects on own learning while presenting the cooked food items suitably.</li> </ul> |  |  |   |  |
| <p><b>Pertinent and Contemporary Issues (PCIs):</b></p> <ul style="list-style-type: none"> <li>• Safety and security issues as the learner observes safety while using grilling, steaming and roasting methods to prepare and present foods.</li> </ul>  |  |  | <p><b>Values</b></p> <ul style="list-style-type: none"> <li>• Responsibility as the learner observes precautions while using hot grills and steamers.</li> </ul>  |  |

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| <ul style="list-style-type: none"> <li>• Environmental education issues as the learner economically uses and conserves locally available resources when improvising equipment for grilling, roasting and steaming food.</li> <li>• Social awareness skills as the learner works in purposive groups to prepare and present foods made using grilling, steaming and roasting methods.</li> </ul>  | <ul style="list-style-type: none"> <li>• Unity as the learner collaborates with others as they share opinions while grilling food.</li> <li>• Integrity as the learner utilises resources sparingly when using cooking ingredients.</li> </ul> |
| <p><b>Link to other Subjects:</b></p> <ul style="list-style-type: none"> <li>• Health Education as the learner proactively observes safety measures when using open fires, hot grills and hot steamers.</li> <li>• Mathematics as the learner makes conversions while weighing and measuring cooking ingredients accurately.</li> <li>• Computer Science as the learner uses digital and print resources to search for information on methods of cooking different types of foods.</li> <li>• Life Skills Education as the learner uses safe, locally sustainable resources to improvise kitchen equipment for grilling, roasting and steaming food.</li> <li>• Visual Arts as the learner presents food items cooked using grilling, roasting and steaming methods of cooking.</li> </ul> |  |
| <p><b>Non formal activities to support learning:</b></p> <ul style="list-style-type: none"> <li>• Organise clubs to further practise methods of cooking and display items made to educate peers and other members of the school community.</li> <li>• Write and compile recipes for the school magazine and post some on the digital platform for learning.</li> <li>• Compose and sing songs about safety precautions to be observed while cooking food.</li> </ul>   | <p><b>Suggested modes of assessment:</b></p> <ul style="list-style-type: none"> <li>• Peer and self-assessment</li> <li>• Oral questions</li> <li>• Written assignment</li> <li>• Practical work</li> </ul>                                    |
| <p><b>Suggested learning resources:</b> Approved textbooks and other printed resources, assistive technology (adapted pens or pencils, pen or pencil grips, book holders and page turners, head or mouth pointers), adapted digital resources, pictures, video clips, audios and charts of various foodstuff, locally available foodstuff, cooking tools and equipment (cookers, grills, and steamers), first aid kit, protective gear, kitchen clothes, adapted pan and pot holders</p> <p><b>Service provider:</b> Physiotherapist, nurse, learner support assistant, resource persons (nutritionist), occupational therapists.</p>  |  |

| <b>Suggested Assessment Rubric</b> |                              |                          |                               |                           |
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| <b>Criteria</b>                    | <b>Exceeds Expectation</b>   | <b>Meets Expectation</b> | <b>Approaches Expectation</b> | <b>Below Expectation</b>  |
| Describing methods of              | Describes methods of cooking | Describes methods of     | Outlines methods of           | States methods of cooking |

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| cooking different types of food.   | different types of food and gives their advantages and disadvantages.   | cooking different types of food.   | cooking different types of food.  | different types of food.  |
| Examining the suitable equipment used in various methods of cooking food.                        | Examines with relevant examples the suitable equipment used in various methods of cooking food.                       | Examines the suitable equipment used in various methods of cooking food.                 | Describes suitable equipment used in various methods of cooking food.         | List 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 explains the procedure.                          | Improvises the equipment used in various methods of cooking food.                        | Attempts to improvise equipment used in various methods of cooking food.      | Collects materials for improvising equipment used in various methods of cooking food. |
| Describing the guidelines for cooking foods using various methods.                               | Analyses the guidelines for cooking foods using various methods.  | Describes the guidelines for cooking foods using various methods.                        | Outlines guidelines for cooking foods using various methods.                  | Mentions guidelines for cooking foods using various methods.                          |
| Planning, preparing, cooking and presenting suitable foods using appropriate methods of cooking. | Plans, prepares, cooks and presents suitable foods using appropriate methods of cooking and describes the procedures. | Plans, prepares, cooks and presents suitable foods using appropriate methods of cooking. | Plans, prepares and cooks suitable foods using appropriate method of cooking. | Plans, prepare and cook suitable foods using boiling method.                          |

## **STRAND 2.0: CONSUMER EDUCATION**

| <b>Strand</b> | <b>Sub Strand</b> | <b>Specific Learning Outcome</b> | <b>Suggested Learning Experiences</b> | <b>Key Inquiry Question (s)</b> |
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| <p><b>2.0 Consumer Education</b></p> | <p><b>2.1 Buying Goods and Services</b></p> <p>(6 lessons)</p> | <p><b>By the end of the sub strand, the learner should be able to:</b></p> <p>a) analyse the factors to consider when buying goods and services at the household level</p> <p>b) explore the methods of buying various household goods and services from various sale outlets</p> <p>c) describes the ways of saving income when buying household goods and services</p> <p>d) carry out comparative shopping of various goods and services for household use</p> <p>e) assess the challenges experienced when buying goods and services for household use and their mitigation factors</p> <p>f) appreciate consumer education in the acquisition of goods and services.</p> | <p><b>The learners are guided individually in purposive pairs or groups to:</b></p> <ul style="list-style-type: none"> <li>• brainstorm and outline factors that influence consumers’ purchasing decisions on goods and services needed at the household level. <i>Learners with speech difficulties could be lip-read by peer, teacher, learner support assistant as they use residual speech or sign, point, write, use multipurpose communication board, speech generating device, eye tracking device or be allowed extra time to express their views on factors that influence consumers purchasing decisions on goods (Apply this adaptation to subsequent learning experiences that involves the use of speech in this sub strand).</i></li> <li>• use digital, print resources, open resource centres, library resources or resource persons to explore and list possible sale outlets such as shops and kiosks, <i>online outlets, malls, stores (grocery) supermarkets and e-commerce stores for various household goods and services. Learners with manipulation difficulties could be provided with adapted digital resources with appropriate accessibility features or be supported by peers, learner support assistant or teacher to</i></li> </ul> | <ol style="list-style-type: none"> <li>1. Why is comparative shopping a wise idea when planning to buying goods and services?</li> <li>2. How can one save income while shopping for goods and services?</li> </ol> |
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|  |  |  | <p><i>manipulate the digital resources. Light intensity should be controlled for learners with epilepsy and those with visual difficulties. Those using print media could be provided with book holders and page turners.</i></p> <ul style="list-style-type: none"> <li>• organise a field visit to explore methods of buying used for various goods and services such as <i>cash, credit, mobile money, barter trade. Learners who use mobility device such as wheelchairs could be given physical assistance by peers, learner support assistant or teacher as they move within the environment. Ensure the safety of learners as they explore the environment. (Apply this adaptation in bullet 5 below).</i></li> <li>• brainstorm and make presentation in class on different methods of saving personal and family income when buying goods and services.</li> <li>• conduct a market survey in the locality to compare goods and services at various sale outlets and the approximate amount of money needed to buy them. Share findings during class plenary.</li> <li>• brainstorm and make presentation in class on the challenges associated with buying goods and services for household use and their mitigation</li> </ul> |  |
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| <p><b>Core Competencies to be Developed</b></p> <ul style="list-style-type: none"> <li>• <b>Communication and Collaboration</b> as the learner recognises the value of ideas from others as they conduct a market survey in the locality.</li> <li>• <b>Critical thinking and Problem solving</b> as the learner uses research skills while conducting a market survey in the locality.</li> <li>• <b>Digital literacy</b> as the learner uses digital resources to explore and list possible sale outlets for various household goods and services.</li> </ul>  |  |  |   |  |
| <p><b>Pertinent and Contemporary Issues (PCIs):</b></p> <ul style="list-style-type: none"> <li>• Decision-making skill as the learner carries out field visits to explore buying methods for various goods and services.</li> <li>• Integrity as the learner displays transparency, fairness and accountability when handling money to carry out transactions for goods and services.</li> </ul>   |  |  | <p><b>Values</b></p> <ul style="list-style-type: none"> <li>• Integrity as the learner follows laid out procedures when conducting a market survey in the locality.</li> <li>• Patriotism as the learner embraces and obeys laws and regulations while exploring various methods of buying goods and services.</li> <li>• Respect as the learner appreciates each other’s opinion while making a list of various goods and services.</li> </ul> |  |
| <p><b>Link to other Subjects:</b></p> <ul style="list-style-type: none"> <li>• Business Studies as the learner explores using digital and print resources to identify and list sale outlets for various goods and services.</li> <li>• Social Studies as the learner explores buying methods used for various goods and services.</li> <li>• Mathematics as the learner discusses and prepares a list of various goods and services and approximate amounts of money needed to buy them.</li> <li>• English Language as the learner learns new words expressed such as transaction, comparative shopping, cash, credit, mobile money, and barter trade.</li> <li>• Life Skills Education as the learner conducts a market survey in the locality.</li> </ul> |  |  |   |  |
| <p><b>Non formal activities to support learning:</b></p> <ul style="list-style-type: none"> <li>• Hold discussions and presentation on the importance of saving in personal finance during clubs and societies.</li> <li>• Compose and sing a song on methods of buying various needed household goods.</li> <li>• Role play on the buying/selling, transaction of goods and services.</li> </ul>  |  |  | <p><b>Suggested modes of assessment:</b></p> <ul style="list-style-type: none"> <li>• Peer and self-assessment</li> <li>• Oral questions</li> <li>• Written assignments</li> </ul>  |  |
| <p><b>Suggested learning resources:</b> Approved textbooks and other printed resources, assistive technology (adapted pens or pencils, pen or pencil grips, weighted pen/pencils, writing claws, book holders and page turners, head or mouth pointers), multipurpose communication board, adapted digital resources, pictures, video clips, audios and poster on people buying and selling goods and services</p>   |  |  |   |  |

**Service providers:** physiotherapist, occupational therapist, nurse, resource person (businessman), learner support assistance

| <b>Suggested Assessment Rubric</b>  |   |  |  |  |
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| <b>Criteria</b>   | <b>Exceeds Expectation</b>  | <b>Meets Expectation</b>   | <b>Approaches Expectation</b>  | <b>Below Expectation</b>   |
| 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 with relevant examples.                                  | 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.                      | States factors to consider when buying goods and services at the household level.                        |
| Exploring the methods of buying various household goods and services from various sale outlets.               | Explores the methods of buying various household goods and services from various sale outlets and gives their advantages and disadvantages. | Explores the methods of buying various household goods and services from various sale outlets.               | Outlines methods of buying various household goods and services from various sale outlets.               | Mentions methods of buying various household goods and services from various sale outlets.               |
| Describing the ways of saving income when buying household goods and services.                                | Analyses the ways of saving income when buying household goods and services.  | Describes the ways of saving income when buying household goods and services.                                | Highlights ways of saving income when buying household goods and services.                               | States ways of saving income when buying household goods and services.                                   |
| Carrying out comparative shopping of various goods and services for household use.                            | Carries out comparative shopping of various goods and services for household and states their advantages and disadvantages.                 | Carries out comparative shopping of various goods and services for household use.                            | Carries out comparative shopping of various goods for household use.                                     | Carries out shopping of goods for household use.   |
| Assessing the 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 with relevant examples.         | Assesses the challenges and mitigation factors experienced when buying goods and services for household use. | Outlines challenges and mitigation factors experienced when buying goods and services for household use. | Mentions challenges and mitigation factors experienced when buying goods and services for household use. |

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## STRAND 3.0 TEXTILES AND CLOTHING

| Strand                            | Sub Strand  | Specific Learning Outcomes  | Suggested Learning Experiences  | Key Inquiry Question (s)  |
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| <b>3.0. Textiles and Clothing</b> | <b>3.1 Natural Textile Fibres</b><br><br>(12 lessons) | <p><b>By the end of the sub strand, the learner should be able to:</b></p> <ol style="list-style-type: none"> <li>classify the textile fibres based on their natural sources</li> <li>describe the properties of the natural textile fibres</li> <li>explain the uses of natural textile fibres</li> <li>carry out the physical identification tests on natural textile fibres</li> <li>appreciate the value of various natural textile fibres in clothing and household articles.</li> </ol> | <p><b>The learners are guided individually in purposive pairs or groups to:</b></p> <ul style="list-style-type: none"> <li>draw a textile tree or flow chart to organise the various textile fibres based on their natural sources (<i>plant, animal, mineral</i>). <i>Learners with manipulation difficulties could use alternative functional parts of the body or appropriate assistive technology or be provided with adapted drawing resources such as heavy gauge drawing papers, book holders, pen/ pencil grips, weighted pencils, slant boards, rulers, page turners and universal cuffs to draw textile tree or flow chart. They could also be given physical assistance by peers, learner support assistant or teacher to draw.</i></li> <li>search using digital and print materials for properties of textiles fibres(<i>animal, plant and mineral</i>) Share in class. <i>Learners with manipulation difficulties could be</i></li> </ul> | <ol style="list-style-type: none"> <li>How are different types of natural textile fibres identified in clothing material?</li> <li>Why is it important to know the type of textile fibres our clothes are made out of?</li> </ol> |

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|  |  |  | <p><i>provided with adapted digital resources with appropriate accessibility features or be supported by peers, learner support assistant or teacher to manipulate the digital resources. Light intensity should be controlled for learners with epilepsy and those with visual difficulties. Those using print media could be provided with book holders and page turners.</i></p> <ul style="list-style-type: none"> <li>• <i>collect and mount samples of various types of natural textile material (plant, animal, mineral), in a textile sample album or scrapbook to analyse the properties of natural textile fibres. Learners with manipulation difficulties could be supported by peers or learner support assistant to collect and mount samples of various type of natural textile materials.</i></li> <li>• <i>use digital media to search and watch video clips on various uses of natural textile fibres (plant, animal, mineral) and present their findings in class plenary. Learners with manipulation difficulties could be provided with adapted digital resources with appropriate accessibility features or be supported by</i></li> </ul> |  |
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|  |  |  | <p><i>peers, learner support assistant or teacher to manipulate the digital resources. Light intensity should be controlled for learners with epilepsy and those with visual difficulties.</i></p> <ul style="list-style-type: none"> <li>• <i>carry out physical identification tests (Feel-heat conductivity (coolness and warmness) and smoothness. Burning test-flame colour, smell, residue) on natural textile fibres (plant, animal, mineral) and observe safety while conducting the burning test. Learners with manipulation and coordination difficulties could use alternative functional parts of the body or assistive technology such universal cuffs or be given physical assistance by peers, learners support assistant, teacher to carry out physical identification test. Extra time be given to allow learners to complete the task.</i></li> </ul> |  |
| <p><b>Core Competencies to be Developed</b></p> <ul style="list-style-type: none"> <li>• <b>Communication and collaboration</b> as the learner listen keenly and actively when analysing textile sample albums or scrapbooks.</li> <li>• <b>Digital literacy</b> as the learner uses digital media to search and watch video clips on various uses of natural textile fibres.</li> </ul> |  |  |   |  |
| <p><b>Pertinent and Contemporary Issues (PCIs):</b></p> <ul style="list-style-type: none"> <li>• Safety as the learner observes caution when carrying out the burning test to identify natural textile fibres.</li> </ul>  |  |  | <p><b>Values</b></p> <ul style="list-style-type: none"> <li>• Responsibility as the learner independently and safely carries out physical identification tests of natural textile fibres</li> <li>• Unity as the learner collaboratively works together during presentations of their findings in class plenary.</li> </ul>   |  |

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|  | <ul style="list-style-type: none"> <li>• Social justice as the learner shares equitably the resources used to carry out physical identification tests.</li> </ul>                                   |
| <b>Link to other Subjects:</b> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Integrated Science as the learner carries out identification tests on natural fibres.</li> <li>• Health Education as the learner safely carries out physical identification tests of natural textile fibres.</li> </ul> |   |
| <b>Non formal activities to support learning:</b> <ul style="list-style-type: none"> <li>• Write poems on the uses of natural textile fibres and present during clubs and societies.</li> <li>• Make a scrapebook or an album of textile fibres during clubs.</li> <li>• Organise a debate on different natural textile fibres and their advantages and disadvantages.</li> </ul>  | <b>Suggested modes of assessment:</b> <ul style="list-style-type: none"> <li>• Peer and self-assessment</li> <li>• Oral questions</li> <li>• Written assignments</li> <li>• Project work</li> </ul> |
| <b>Suggested learning resources:</b> Approved textbooks and other printed resources, assistive technology (adapted pens or pencils, pen or pencil grips, book holders and page turners, head or mouth pointers), multipurpose communication board, adapted digital resources, pictures, video clips, audios and poster of various textile fibres, different types of textile fibres  |   |
| <b>Service providers:</b> physiotherapist, occupational therapist, nurse, learner support assistance   |   |

| <b>Suggested Assessment Rubric</b>                             |  |   |   |   |
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| <b>Criteria</b>  | <b>Exceeds Expectation</b>   | <b>Meets Expectation</b>                                      | <b>Approaches Expectation</b>                             | <b>Below Expectation</b>                            |
| Classifying the textile fibres based on their natural sources. | Classifies the textile fibres based on their natural sources with relevant examples. | Classifies the textile fibres based on their natural sources. | Identifies textile fibres based on their natural sources. | List textile fibres based on their natural sources. |
| Describing the properties of natural textile fibres.           | Compares the properties of natural textile fibres.                                   | Describes the properties of natural textile fibres.           | Outlines properties of natural textile fibres.            | States properties of natural textile fibres.        |



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| Explaining the uses of natural textile fibres.   | Analyses the uses of natural textile fibres   | Explain the uses of natural textile fibres.  | Outlines uses of natural textile fibres.   | Mentions uses of natural textile fibres.  |
| Carrying out the physical identification tests of natural textile fibres using different methods (burning test, solubility test, microscopic test) | Carries out the physical identification tests of natural textile fibres using different methods (burning test, solubility test, microscopic test) and describes the procedures. | Carries out the physical identification tests of natural textile fibres using different methods (burning test, solubility test, microscopic test). | Carries out physical identification tests of natural textile fibres using different methods (burning test, solubility test). | Carries out the physical identification tests of natural textile fibres using burning test. |

| Strand                           | Sub Strand                                    | Specific Learning Outcomes   | Suggested Learning Experiences   | Key Inquiry Question (s)  |
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| <b>3.0 Textiles and Clothing</b> | <b>3.2 Sewing Machine</b><br><br>(10 lessons) | <b>By the end of the sub strand, the learner should be able to:</b><br>a) explain the factors considered when buying different types of sewing machines<br>b) describe the functions of the various parts of a sewing machine<br>c) prepare a sewing machine for straight stitching<br>d) practise the basic straight stitching on stitch swatches<br>e) outline the machine fault, causes and their remedies during straight stitching<br>f) carry out the basic care of a sewing machine<br>g) appreciate the use of a sewing machine in making straight stitches. | <b>The learners are guided individually in purposive pairs or groups to:</b><br><ul style="list-style-type: none"> <li>use digital, print resources or a resource person to identify types of sewing machines used in making clothing and household articles (<i>treadle, hand-driven, motor-driven or electric machine</i>). Learners with <i>manipulation difficulties could be provided with adapted digital resources with appropriate accessibility features or be supported by peers, learner support assistant or teacher to manipulate the digital resources. Light intensity should be controlled for learners with epilepsy and those with visual difficulties. Those using print media could be provided with book holders and page turners.</i></li> </ul> | <ol style="list-style-type: none"> <li>Why is a sewing machine an asset worth buying?</li> <li>How is a sewing machine beneficial to an individual and the family?</li> </ol> |

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|  |  |  | <ul style="list-style-type: none"> <li>• discuss and make presentation in class on the factors considered when buying different types of sewing machines (<i>cost, space, uses, ease of use, spare parts, brand(manufacturer), running of the machine</i>). <i>Learners with speech difficulties could be lip-read by peer, teacher, learner's support assistant as they use residual speech or sign, point, write, use multipurpose communication board, speech generating device, eye tracking device or be allowed extra time to express their views on the sewing machine. (Apply this adaptation to subsequent learning experiences that involves the use of speech in this sub strand).</i></li> <li>• watch a demonstration or a video clip to observe the parts of a sewing machine, their functions and make a presentation in class. <i>Learners with postural difficulties such as those with scoliosis, kyphosis, lordosis and spinal injuries could require appropriate positioning. Light intensity and glare could be controlled on the digital device for learners with epilepsy and those with visual problems.</i></li> <li>• prepare a sewing machine for basic straight stitching (<i>carrying out the</i></li> </ul> |  |
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|  |  |  | <p><i>upper and lower threading, winding the bobbin, threading the bobbin, case, fixing (inserting) the needle, testing the stitches and machine tension, powering- on incase of the electric sewing machine. Learners with manipulation and coordination difficulties could use alternative functional parts of the body or assistive technology such as universal cuffs being assisted by peers, learner support assistant, teacher to prepare a sewing machine. Adapted or computerised sewing machine could be provided for learners who uses upper limbs. Safety precaution should be taken for learners with haemophilia when using sharp needlework tools. Extra time could be allowed for learners to complete the task. (Apply this adaptation in the subsequent activities that involve manipulation in bullet 5 and 7 below).</i></p> <ul style="list-style-type: none"> <li>● use a sewing machine to make straight stitching on a piece of clothing material (<i>swatch, sample or strip</i>).</li> <li>● Explore, brainstorm and make presentation in class on machine faults, causes and their remedies during straight stitching.</li> <li>● carry out basic care on a sewing machine such as <i>dusting, oiling,</i></li> </ul> |  |
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|   |  |  | <i>covering and replacement of broken needles and proper use.</i>  |  |
| <b>Core Competencies to be Developed</b>  |  |  |  |  |
| <ul style="list-style-type: none"> <li>• <b>Learning to learn</b> as the learner portrays self-discipline to continuously learn when using the sewing machine to make quality stitches.</li> <li>• <b>Critical thinking and problem solving</b> as the learner employs evaluation and decision-making skills when exploring machine faults, their causes and their effects during machine stitching.</li> <li>• <b>Self-efficacy</b> as the learner develops personal skills in the ability to operate a sewing machine to make a stitch swatch, sample or strip.</li> </ul>  |  |  |  |  |
| <b>Pertinent and Contemporary Issues (PCIs):</b>  |  |  | <b>Values:</b>   |  |
| <ul style="list-style-type: none"> <li>• Safety and security education as the learner observes caution while running /operating the sewing machine.</li> <li>• Creative thinking as the learner develops and practises the art of using the machine straight stitches for making a stitch swatch, sample or strip.</li> </ul>   |  |  | <ul style="list-style-type: none"> <li>• Patriotism as the learner respects fellow peers during purposive group activities as they practise running or operating, and winding the bobbin including threading the sewing machine.</li> <li>• Unity as learner takes turns in activities and conversations while identifying parts of a sewing machine and their functions.</li> <li>• Responsibility as learner engages in assigned roles and duties when using and caring for a sewing machine.</li> </ul> |  |
| <b>Link to other Subjects:</b>  |  |  |  |  |
| <ul style="list-style-type: none"> <li>• Pre-technical as the learner practises using and caring for the sewing machine.</li> <li>• Mathematics as the learner practises accuracy and adjust stitch length while they make quality machine stitches.</li> <li>• Health Education as the learner observes safety and hygiene during care for the sewing machine and when using the sewing machine to avoid accidents.</li> <li>• Business Studies as the learner discusses in purposive groups the factors considered in buying different types of sewing machines.</li> </ul> |  |  |  |  |
| <b>Non formal activities to support learning:</b>   |  |  | <b>Suggested modes of assessment:</b>  |  |
| <ul style="list-style-type: none"> <li>• Lead open forum in school to educate peers and school community on the sewing machine and its uses.</li> <li>• Discuss the machine for minor repairs as a business idea during clubs and societies.</li> <li>• Sensitize peers and school community on machine faults and their remedies during open forum.</li> </ul>   |  |  | <ul style="list-style-type: none"> <li>• Oral questions</li> <li>• Written assignments</li> <li>• Project work</li> </ul>  |  |
| <b>Suggested learning resources:</b> Approved textbooks and other printed resources, assistive technology (adapted pens or pencils, pen or pencil grips, book holders and page turners, head or mouth pointers), multipurpose communication board, adapted digital resources, pictures, video clips, audios and   |  |  |  |  |

posters of different types of sewing machines, a sewing machine, sewing thread, brown sugar paper, fabric, first aid kit

**Service providers:** physiotherapist, occupational therapist, nurse, learner support assistant

**Suggested Assessment Rubric**

| <b>Criteria</b>  | <b>Exceeds Expectation</b>   | <b>Meets Expectation</b>  | <b>Approaches Expectation</b>   | <b>Below Expectation</b>  |
|--|--|---|---|---|
| Explaining the factors considered when buying different types of sewing machines.  | Analyses the factors considered when buying different types of sewing machines.                  | Explains the factors considered when buying different types of sewing machines.   | Outlines factors considered when buying different types of sewing machines.         | States factors considered when buying different types of sewing machines.         |
| Describing the functions of various parts of a sewing machine.                     | Examines the functions of various parts of a sewing machine.                                     | Describes the functions of various parts of a sewing machine.                     | Outlines functions of various parts of a sewing machine.                            | Mentions functions of parts of a sewing machine.                                  |
| Preparing a sewing machine for basic straight stitching                            | Prepares a sewing machine for basic straight stitching with illustration.                        | Prepares a sewing machine for basic straight stitching,                           | Inserts needle and winds bobbin for basic straight stitching,                       | Inserts a needle in the machine for basic straight stitching                      |
| Practising the basic straight stitching on a stitch swatch, sample or strip.       | Practises basic straight stitching and reinforces both ends on a stitch swatch, sample or strip. | Practises the basic straight stitching on a stitch swatch, sample or strip.       | Attempts to practise basic straight stitching on a stitch swatch, sample or strip.  | Cuts fabric for practising basic straight stitching.                              |
| Outlining the machine faults, causes and their remedies during straight stitching. | Examines the machine faults, causes and their remedies during straight stitching.                | Outlines the machine faults, causes and their remedies during straight stitching. | Identifies the machine faults, causes and their remedies during straight stitching. | Mentions the machine faults, causes and their remedies during straight stitching. |
| Carrying out the basic care of a sewing machine.                                   | Carries out basic care of a sewing machine and gives reasons.                                    | Carries out basic care of a sewing machine.                                       | Dusts and oils a sewing machine.  | Dusts the sewing machine.   |

| Strand                    | Sub Strand                | Specific Learning Outcomes   | Suggested Learning Experiences   | Key Inquiry Question (s)  |
|---------------------------|---------------------------|--|--|---|
| 3.0 Textiles and Clothing | 3.3 Seams<br>(10 lessons) | <p><b>By the end of the sub strand, the learner should be able to:</b></p> <p>a) explain the meaning of given terms</p> <ul style="list-style-type: none"> <li>• seam allowance</li> <li>• seam turning</li> <li>• seam line as used in clothing construction</li> </ul> <p>b) identify the types of seams used in clothing construction</p> <p>c) analyse the factors to consider when choosing seams in clothing construction</p> <p>d) examine the qualities of well-made seams in clothing construction</p> <p>e) make open and plain seams used in clothing construction</p> <p>f) construct a clothing or household article using open and plain seams</p> <p>g) appreciate the use of seams in clothing construction.</p> | <p><b>The learners are guided individually in purposive pairs or groups to:</b></p> <ul style="list-style-type: none"> <li>• brainstorm the meaning of the terms seam, <i>seam allowance, seam turning, seam line</i>. <i>Learners with speech difficulties could be lip-read by peer, teacher, learner support assistant as they use residual speech or sign, point, write, use multipurpose communication board, speech generating device, eye tracking device or be allowed extra time to express their views on the meaning of terms seam, seam allowance, seam turning, seam line (Apply this adaptation in bullet 4 in this sub strand)</i></li> <li>• search for information on the different types of seams from digital or print sources(<i>open, plain, overlaid, french, machine-fell (double-stitched and run and fell)</i>).</li> <li>• research using digital or print sources, discuss and compile the factors to consider when choosing seams. <i>Learners with manipulation difficulties could be provided with adapted digital resources with appropriate accessibility features or</i></li> </ul> | <ol style="list-style-type: none"> <li>1. Why are clothing and household articles joined with seams?</li> <li>2. How is the open seam different from a plain seam?</li> </ol> |

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|  |  |  | <p><i>be supported by peers, learner support assistant or teacher to manipulate the digital resources. Light intensity should be controlled for learners with epilepsy and those with visual difficulties. Book holders or page turners could be provided for learners using print resources.</i></p> <ul style="list-style-type: none"> <li>• discuss and make presentation in class on the qualities of a well-made seam (<i>plain and open seams</i>) in clothing construction.</li> <li>• illustrate the procedures of making open and plain seam.</li> <li>• make samples of different open and plain seams using machine stitch, neaten the seams appropriately using suitable method of neatening such as <i>pinking, edge stitching, use loop stitches and overcasting</i>. Mount them in a portfolio or folder. <i>Learners with manipulation and coordination difficulties could use alternative functional parts of the body or assistive technology such as universal cuffs, being assisted by peers, learner support assistant, teacher to make sample of different open and plain seams. Extra time could be allowed for learners to complete the task. (Apply this adaptation in bullet 7 below).</i></li> </ul> |  |
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|   |  |   | <ul style="list-style-type: none"> <li>• make a simple clothing or household article, applying the skills learnt such as machine straight stitching, use of an open seam (<i>edge stitching or use of loop stitches or use of overcasting stitches</i>), use of plain seam (<i>use of loop stitches or use overcasting stitches</i>).</li> <li>• In purposive groups or individually, peer assess a finished clothing article (<i>skirt or shorts with elastic or tie strings</i>) or a household article (<i>work bag/lap bag, pillow case or cushion cover</i>).</li> </ul> |  |
| <p><b>Core Competencies to be Developed</b></p> <ul style="list-style-type: none"> <li>• <b>Learning to learn</b> as the learner portrays self-discipline to continuously learn while making a simple clothing or household article.</li> <li>• <b>Self-efficacy</b> as the learner develops personal skills in the ability to operate a sewing machine to make a clothing or household article.</li> <li>• <b>Creativity and imagination</b> as the learner applies new ideas while making and mounting samples of different open or plain seams using machine stitches in a portfolio or folder.</li> </ul> |  |   |   |  |
| <p><b>Pertinent and Contemporary Issues (PCIs):</b></p> <ul style="list-style-type: none"> <li>• Safety and security education as the learner observes caution while running or operating the sewing machine when making a clothing or household article.</li> <li>• Creative thinking as the learner develops and practises the art of using the machine straight stitches to make an open and plain seam.</li> </ul>  |  | <p><b>Values:</b></p> <ul style="list-style-type: none"> <li>• Patriotism as the learner respects fellow peers during purposive group activities while assessing clothing or household articles made.</li> <li>• Respect as the learner takes turns in activities and conversations while preparing a class display and evaluate the qualities of a well-made open or plain seam from the samples made.</li> <li>• Responsibility as the learner engages in assigned roles and duties when researching, discussing and compiling the factors to consider when choosing open and plain seams.</li> </ul> |   |  |
| <p><b>Link to other Subjects:</b></p> <ul style="list-style-type: none"> <li>• Pre-technical as the learner uses the sewing machine to make a clothing or household article using open and plain seam.</li> </ul>   |  |   |   |  |



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| <ul style="list-style-type: none"> <li>• Mathematics as the learner measures and makes a clothing or household article while practising accuracy.</li> <li>• Visual Arts as the learner makes samples of different open or plain seams using machine stitches and mount in a portfolio or folder.</li> <li>• Life Skills Education as the learner makes a simple clothing or household article, applying the skills learnt.</li> </ul>          |  |
| <p><b>Non formal activities to support learning:</b></p> <ul style="list-style-type: none"> <li>• Showcase talent and potentiality in making seams using a sewing machine.</li> <li>• Share information on open and plain seams during clubs and societies.</li> <li>• Make items using open and plain seams and sell to school community.</li> </ul>   | <p><b>Suggested modes of assessment:</b></p> <ul style="list-style-type: none"> <li>• Peer and self-assessment</li> <li>• Oral questions</li> <li>• Written assignments</li> <li>• Project work</li> </ul> |
| <p><b>Suggested learning resources:</b> Approved textbooks and other printed resources, assistive technology (adapted pens or pencils, pen or pencil grips, book holders and page turners, head or mouth pointers), multipurpose communication board, adapted digital resources, pictures, video clips, audios and posters of different types of sewing machines, a sewing machine, sewing thread, brown sugar paper, fabric, first aid kit</p> |  |
| <p><b>Service providers:</b> physiotherapist, occupational therapist, nurse, learner support assistance</p>   |  |

| <b>Assessment Rubric</b>   |   |  |   |   |
|--|---|--|---|---|
| <b>Criteria</b>  | <b>Exceeds Expectation</b>  | <b>Meets Expectation</b>   | <b>Approaches Expectation</b>   | <b>Below Expectation</b>  |
| Explaining the meaning of given terms, seam allowance seam turning and seam line as used in clothing construction. | Examines 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 given terms. Seam allowance, seam turning and seam line as used in clothing construction. | States the meaning of given terms, seam allowance, seam turning and seam line as used in clothing construction. |
| Identifying the types of seams used in clothing construction.  | Analyses the types of seams used in clothing construction.  | Identifies the types of seams used in clothing construction.   | Describes the types of seams used in clothing construction.   | Mentions the types of seams 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 giving their advantages and         | Analyses the factors to consider when choosing seams in clothing construction.                                   | Outlines the factors to consider when choosing seams in clothing construction.                                    | States the factors to consider when choosing seams in clothing construction.                                    |

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|  | disadvantages.   |  |   |   |
| Examining the qualities of well-made open and plain seams in clothing construction | Analyses the qualities of well-made open and plain seams in clothing construction.             | Examines the qualities of well-made open and plain seams in clothing construction. | Describes the qualities of well-made open and plain seams in clothing construction.     | States the qualities of well-made open and plain seams in clothing constructions. |
| Making the samples of open and plain seam used in clothing construction.           | Make samples of open and plain seam used in clothing construction and mounts them on a folder. | Makes samples of open and plain seam used in clothing construction.                | Makes samples of open and plain seam used in clothing construction leaving raw edges.   | Cuts fabric for making open and plain seam used in clothing construction.         |
| Constructing a clothing or household article using plain and open seams.           | Constructs a clothing or household article using plain, open seam and explains the procedure.  | Constructs a clothing or household article using plain and open seams.             | Construct a clothing or household article using plain and open seams leaving raw edges. | Cuts fabrics for constructing a clothing or household article.                    |

## STRAND 4.0: CARING FOR THE FAMILY

| Strand                           | Sub Strand  | Specific Learning Outcomes  | Suggested Learning Experience  | Key Inquiry Question (s)  |
|----------------------------------|---|---|--|---|
| <b>4.0 Caring for the Family</b> | <b>4.1 Household Cleaning Agents</b><br><br>(8 lessons) | <p><b>By the end of the sub strand, the learner should be able to:</b></p> <ul style="list-style-type: none"> <li>a) identify the cleaning agents used for household purposes</li> <li>b) describe the forms of soap and soapless detergent for household use</li> <li>c) describe the basic ingredients and substances added during soap making process</li> <li>d) explain the qualities of an effective cleaning agent for household purposes</li> <li>e) prepare homemade soap using natural, safe and locally sustainable ingredients</li> <li>f) embrace the use of safe and locally sustainable resources in preparing homemade soap.</li> </ul> | <p><b>The learners are guided individually in purposive pairs or groups to:</b></p> <ul style="list-style-type: none"> <li>• discuss and make presentation in class on different types of household cleaning agents based on usage such as <i>water (soft, hard, warm and cold, soap and soapless detergent (toilet soaps, non-toilet soaps)). Learners with speech difficulties could be lip-read by peer, teacher, learner support assistant as they use residual speech or sign, point, write, use multipurpose communication board, speech generating device, eye tracking device or be allowed extra time to express their views on the different types of household cleaning agents. (Apply this adaptation to bullets 3, 4 and 5 in this substrand).</i></li> <li>• search from digital and print resources the various forms of soap and soapless detergents used for household purposes (<i>Soap-liquids, cake(bar) and handmade soap. Soapless-foam, powder, liquid, paste</i>). Share findings in class. <i>Learners with manipulation difficulties could be provided with adapted digital resources with appropriate accessibility features or be</i></li> </ul> | <ol style="list-style-type: none"> <li>1. Why are the safe, locally sustainable raw materials for soap making better than the artificial ones?</li> <li>2. How should homemade soap be improved?</li> </ol> |

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|  |  |  | <p><i>supported by peers, learner support assistant or teacher to manipulate the digital resources. Light intensity should be controlled for learners with epilepsy and those with visual difficulties. Those using print media could be provided with a book holder and page turner.</i></p> <ul style="list-style-type: none"> <li>● <i>search and watch a video clip or a demonstration on making of homemade soap and make a presentation in class. Learners with manipulation difficulties could be provided with adapted digital resources with appropriate accessibility features or be supported by peers, learner support assistant or teacher to manipulate the digital resources. The learner with postural difficulties such as those with scoliosis, kyphosis, lordosis and spinal injuries could require appropriate positioning. Light intensity should be controlled for learners with epilepsy and those with visual difficulties.</i></li> <li>● <i>brainstorm and 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</i></li> </ul> |  |
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|  |  |  | <p><i>agents, dirt suspending agents, fragrances( perfumes), dyes, antiseptics).</i></p> <ul style="list-style-type: none"> <li>• brainstorm and make presentation in class on qualities of effective household cleaning agent such as <i>gentle on hands, lathers easily with water, appealing fragrance and safe on the fabric.</i></li> <li>• safely prepare homemade soap (<i>handmade method</i>). <i>Learners with manipulation and coordination difficulties may use alternative functional part of the body or assistive device such as universal cuffs or be assisted by peers, learner support assistant, teacher to prepare homemade soaps. Adjustable working surfaces should be provided to cater for learners with different heights.</i></li> <li>• explore and apply ways of improving homemade soap such as use of perfumes (fragrances), <i>dyes, antiseptic or glycerine</i> for household uses.</li> </ul> |  |
| <p><b>Core Competencies to be Developed :</b></p> <ul style="list-style-type: none"> <li>• <b>Creativity and imagination</b> as the learner experiments with ideas on homemade soap to test if it works while exploring the different ways of improving it for various uses.</li> <li>• <b>Critical thinking and problem-solving</b> as the learner employs evaluation and decision-making skills to search for and collect natural ingredients used for preparing homemade soap.</li> <li>• <b>Citizenship</b> as the learner becomes aware of a responsible and sustainable lifestyle when searching for and collecting safe and locally sustainable ingredients for preparing homemade soap.</li> </ul> |  |  |  |  |
| <p><b>Pertinent and Contemporary Issues (PCIs):</b></p>  |  |  | <p><b>Values</b></p>   |  |

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| <ul style="list-style-type: none"> <li>• Safety and security education as the learner observes precautions when preparing homemade soap.</li> <li>• Problem-solving and poverty eradication as the learner makes their own homemade soap instead of spending.</li> </ul>   | <ul style="list-style-type: none"> <li>• Love as the learner respects ideas and opinions from others, discussing in purposive groups to differentiate types of soap and soapless detergents based on usage.</li> <li>• Peace as the learner follows laid out procedures of making homemade soap.</li> <li>• Social justice as the learner accords equal opportunities in sharing resources while exploring and applying ways of improving homemade soap for household uses.</li> </ul> |
| <p><b>Link to other Subjects:</b></p> <ul style="list-style-type: none"> <li>• Health Education as the learner observes safety when using ingredients and substances added during the making of homemade soap.</li> <li>• Computer Science as the learner searches, downloads and saves information on different forms of soap and soapless detergents.</li> <li>• Mathematics as the learner measures proportions of ingredients and substances used when making homemade soap.</li> <li>• Life Skills Education as the learner safely prepares homemade soap (<i>handmade method</i>) using safe available and natural resources.</li> </ul>   |  |
| <p><b>Non formal activities to support learning:</b></p> <ul style="list-style-type: none"> <li>• Initiate projects during clubs and societies to safely prepare soap for income generating.</li> <li>• Sensitize the school community on forms and types of soap and soapless detergents during open forum.</li> <li>• Create posters on qualities of effective household cleaning agents and display on noticeboard.</li> </ul>  | <p><b>Suggested modes of assessment:</b></p> <ul style="list-style-type: none"> <li>• Peer and self-assessment</li> <li>• Oral questions</li> <li>• Written assignment</li> <li>• Project work</li> </ul>  |
| <p><b>Suggested learning resources:</b> Approved textbooks and other printed resources, assistive technology (adapted pens or pencils, pen or pencil grips, book holders and page turners, head or mouth pointers, multipurpose communication board), adapted digital resources, pictures, video clips, audios and posters of different types of household cleaning agents, ingredients for making soap, water, basins, buckets, bottles stirring rod, different types of household cleaning agents, adjustable working surfaces</p> <p><b>Service providers:</b> physiotherapist, occupational therapist, nurse, learner support assistance</p> |  |

| <b>Assessment Rubric</b>   |   |   |  |  |
|--|---|---|--|--|
| <b>Criteria</b>  | <b>Exceeds Expectation</b>  | <b>Meets Expectation</b>  | <b>Approaches Expectation</b>  | <b>Below Expectation</b>   |
| Identifying the cleaning agents for household purposes.                          | Identifies the cleaning agents for household purposes and describes their use                               | Identifies the cleaning agents for household purposes.                          | Outlines cleaning agents for household purposes.   | States cleaning agents for washing clothes.  |
| Describing forms of soap and soapless detergents for household use.              | Analyses forms of soap and soapless detergents for household use.   | Describes forms of soap and soapless detergents for household use.              | Outlines forms of soap and soapless detergents for household use.                          | Mentions forms of soap and soapless detergents 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 the basic soap ingredients and substances added during soap making.               | States the basic soap ingredients and substances added during soap making.                             |
| Explaining the qualities of an effective cleaning agent for household purposes.  | Analyses the qualities of an effective cleaning agent for household purposes.                               | Explains the qualities of an effective cleaning agent for household purposes.   | Outlines the qualities of an effective cleaning agent for household purposes.              | Mentions the qualities of an effective cleaning agent for household purposes.                          |
| Preparing homemade soap using natural, safe and locally sustainable ingredients. | Prepare homemade soap using natural, safe and locally sustainable ingredients and packs them in containers. | Prepares homemade soap using natural, safe and locally sustainable ingredients. | Attempts to prepare home-made soap using natural safe and locally sustainable ingredients. | Collects materials for making 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 Laundrywork<br><br>(8 lessons) | <p><b>By the end of the sub strand, the learner should be able to:</b></p> <ul style="list-style-type: none"> <li>a) explain various special treatments in household laundrywork</li> <li>b) examine requirements for special treatments in household laundrywork</li> <li>c) prepare homemade starch for special treatments in household laundrywork</li> <li>d) describe the procedure of carrying out various special treatments in household laundrywork</li> <li>e) explain safety measures to be observed when carrying out various special treatments</li> <li>f) carry out special treatments in household laundrywork</li> <li>g) recognise the value of special treatments in household laundrywork.</li> </ul> | <p><b>The learners are guided individually in purposive pairs or groups to:</b></p> <ul style="list-style-type: none"> <li>• watch a video clip on various special treatments for household laundrywork and make a presentation in class (<i>spotting, sponging, starching, home dry-cleaning</i>). <i>Learners with manipulation difficulties could be provided with adapted digital resources with appropriate accessibility features or be supported by peers, learner support assistant or teacher to manipulate the digital resources. The learner with postural difficulties such as those with scoliosis, kyphosis, lordosis and spinal injuries could require appropriate positioning. Light intensity should be controlled for learners with epilepsy and those with visual difficulties.</i></li> <li>• brainstorm and make presentation in class on reasons for carrying out special treatment during laundrywork. <i>Learners with speech difficulties could be lip-read by peer, teacher, learner support assistant as they use residual speech or sign, point, write,</i></li> </ul> | <ol style="list-style-type: none"> <li>1. How are clothes and household articles given special treatment different from those without?</li> <li>2. Why should one take precautions while carrying out special treatment in laundrywork for self and the garments?</li> </ol> |



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|  |  |  | <p><i>use multipurpose communication board, speech generating device, eye tracking device or be allowed extra time to express their views on the uses of various small kitchen tools and equipment. (Apply this adaptation to subsequent learning experiences that involves the use of speech in this sub strand).</i></p> <ul style="list-style-type: none"> <li>• <i>discuss and make presentation in class on requirements for special treatments in household laundrywork (spotting liquids, sponging solutions, laundry starches, grease solvents, grease absorbents).</i></li> <li>• <i>make home-made starch from safe and sustainable materials within the locality such as green maize, potatoes, cassava. Learners with manipulation and coordination difficulties may use alternative functional part of the body or assistive device such as universal cuffs or be assisted by peers or learner support assistant or teacher to prepare homemade soap. Adjustable working surfaces should be provided to cater for learners with different heights. (Apply this adaptation in bullet 7 below)</i></li> <li>• <i>brainstorm in purposive groups and make presentation in class on the procedure of carrying out various</i></li> </ul> |  |
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|   |  |  | <p>special treatments (<i>spotting, sponging, starching, home dry-cleaning</i>) in household laundrywork.</p> <ul style="list-style-type: none"> <li>• role-play safety measures to be observed when carrying out various special treatments (<i>spotting, sponging, starching, home dry-cleaning</i>) in household laundrywork. <i>Learners could be assigned roles according to individual ability levels during the role play.</i></li> <li>• carry out special treatments (<i>spotting, sponging, starching, home dry-cleaning</i>) in household laundrywork.</li> </ul> |  |
| <p><b>Core Competencies to be Developed</b></p> <ul style="list-style-type: none"> <li>• <b>Self-efficacy</b> as the learner practises personal skills while carrying out special treatments in household laundrywork.</li> <li>• <b>Learning to learn</b> as the learner shares learnt knowledge when conducting discussions on requirements for special treatments.</li> <li>• <b>Digital Literacy</b> as the learner watches a video clip on various types of special treatments for household laundrywork.</li> </ul>   |  |  |  |  |
| <p><b>Pertinent and Contemporary Issues (PCIs):</b></p> <ul style="list-style-type: none"> <li>• Safety and security education as the learners observe caution when handling various solutions when carrying out special treatments <i>in</i> household laundrywork.</li> <li>• Environmental issues in education as the learner safely uses and disposes various solutions used to avoid environmental degradation.</li> </ul>   |  |  | <p><b>Values</b></p> <ul style="list-style-type: none"> <li>• Love as the learner resolves conflicts while working in teams to carry out special treatments in household laundrywork.</li> <li>• Unity as the learner respects other opinions and appreciate the efforts of others while role-playing safety when carrying out various special treatments.</li> </ul>  |  |
| <p><b>Link to other Subjects:</b></p> <ul style="list-style-type: none"> <li>• Health Education as the learner role-plays safety measures to observe when carrying out various special treatments in household laundrywork.</li> <li>• English Languages as the learner communicates during discussions in purposive pairs and presentations during plenary on the value of special treatments in household laundrywork.</li> <li>• Computer Science as the learner watches a video clip on various types of special treatments for household laundrywork.</li> <li>• Life Skills Education as the learner makes home-made starch from safe and sustainable materials within the locality.</li> </ul> |  |  |  |  |
| <p><b>Non formal activities to support learning:</b></p>  |  |  | <p><b>Suggested modes of assessment:</b></p>   |  |

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| <ul style="list-style-type: none"> <li>• Share information during clubs and activities on how to make homemade starch for laundrywork.</li> <li>• Designs posters on procedures for carrying out various special treatments in laundrywork and post them on the noticeboard.</li> </ul>   | <ul style="list-style-type: none"> <li>• Peer and self-assessment</li> <li>• Oral questions</li> <li>• Written assignments</li> <li>• Project work</li> </ul> |
| <p><b>Suggested learning resources:</b> Approved textbooks and other printed resources, assistive technology (adapted pens or pencils, pen or pencil grips, weighted pen/pencils, book holders and page turners, head or mouth pointers multipurpose communication board), adapted digital resources, pictures, video clips, audios and posters of different types of laundry reagents, basins, buckets, adapted working surfaces, burner, sauce pan, fuel, stirring rod, clothes lines, pegs, iron, different household articles</p> <p><b>Service providers:</b> physiotherapist, occupational therapist, nurse, learner support assistance</p> |   |

| <b>Assessment Rubric</b>   |  |   |   |  |
|--|--|---|---|--|
| <b>Criteria</b>  | <b>Exceeds Expectation</b>   | <b>Meets Expectation</b>  | <b>Approaches Expectation</b>   | <b>Below Expectation</b>   |
| Explaining various special treatments in household laundrywork.                              | Analyses various special treatments in household laundrywork.  | Explains various special treatments in household laundrywork.                               | Outlines various special treatments in household laundry work.  | States various special treatments in household laundry work.                                     |
| Examining requirements for special treatments in household laundrywork                       | Evaluates requirements for special treatments in household laundrywork.                              | Examines requirements for special treatments in household laundrywork.                      | Outlines requirements for special treatments in household laundrywork.  | Identifies requirements for special treatments in household laundrywork.                         |
| Preparing homemade starch for special treatment in household laundrywork                     | Prepares homemade starch for special treatment in household laundrywork and describes the procedure. | Prepares homemade starch for special treatment in household laundrywork.                    | Collects material and weighs the reagent for making homemade starch for special treatment in household laundrywork. | Collects materials for preparing homemade starch for special treatment in household laundrywork. |
| Describing the procedure of carrying out various special treatments in household laundrywork | Analyses the procedure of carrying out various special treatments in household laundrywork           | Describes the procedure of carrying out various special treatments in household laundrywork | Outlines the procedure of carrying out various special treatments in household laundrywork                          | States the procedure of carrying out various special treatments in household laundrywork.        |
| Explaining safety measures to be observed when   | Examines safety measures to be observed when   | Explains safety measures to be observed when carrying                                       | Outlines safety measures to be observed when carrying   | Mentions safety measures to be observed when carrying  |

|   |   |   |  |                                      |
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| carrying out various special treatments   | carrying out various special treatments.  | out various special treatments.   | out various special treatments.  | out various special treatments.      |
| Carrying out special treatments in household laundrywork ( <i>spotting, sponging, starching, home dry-cleaning</i> ). | Carries out special treatments in laundry work ( <i>spotting, sponging, starching, home dry-cleaning</i> ) and explains the procedures. | Carries out special treatments in laundry work ( <i>spotting, sponging, starching, home dry-cleaning</i> ). | Carries out special treatments in laundry work ( <i>spotting, sponging, starching</i> ). | Carries out sporting in laundrywork. |

## COMMUNITY SERVICE LEARNING CLASS ACTIVITY

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

All learners in Grade 7 will be expected to participate in a CSL class activity. The activity will give learners an opportunity to practise the CSL Project skills covered under LSE. This activity will be undertaken in groups for purposes of learning. Learners will be expected to apply knowledge and skills on steps of the CSL project to carry out the suggested activity as per the guidelines provided in this template. The learning approach will take the form of a whole school approach, where the entire school community will be engaged in the learning process. Teachers will guide learners to execute a simple school based integrated CSL class activity. This activity can be done in 1-2 weeks outside the classroom time.

### CSL Skills to be covered:

- i) **Research** : Learners will develop research skills as they investigate PCIs to address the activity, ways and tools to use in collecting the data, manner in which they will analyse information and present their findings.
- ii) **Communication**:Learners will develop effective communication skills as they engage with peers and school community members. These will include listening actively, asking questions, presentation skills using varied modes etc.
- iii) **Citizenship** : Learner will be able to explore opportunities for engagement as members of the school community and providing a service for the common good.
- iv) **Leadership**: Learners develop leadership skills as they take up various roles within the CSL activity.
- v) **Financial Literacy Skills**: Learners consider how they can undertake the project as well as sourcing and utilising resources effectively and efficiently.
- vi) **Entrepreneurship**: Learners consider ways of generating income through innovation for the CSL class activity.

| Suggested PCIs  | Specific Learning Outcomes  | Suggested Learning Experiences (Customise to the focus of the grade)  | Key Inquiry Questions  |
|---|---|---|--|
| <p>The learners will be guided to consider the various PCIs provided in the subjects in Grade 7 and choose one suitable to their context and reality.</p> | <p><b>By the end of the CSL class activity, the learner should be able to:</b></p> <ol style="list-style-type: none"> <li>a) identify a problem in their community through research,</li> <li>b) plan to solve the identified problem in the community,</li> <li>c) design solutions to the identified problem,</li> <li>d) implement solution to the identified problem,</li> <li>e) share the findings to relevant actors</li> <li>f) reflect on own learning and relevance of the project,</li> <li>g) appreciate the need to belong to a community</li> </ol> | <p><b>The learners are guided individually in purposive pairs or groups to:</b></p> <ul style="list-style-type: none"> <li>• brainstorm on issues pertinent and Contemporary issues in their community that need attention; Learners with speech difficulties could be lip-read by peer, teacher, learner support assistant as they use residual speech or sign, point, write, use multipurpose communication board, speech generating device, eye tracking device or be allowed extra time to express their views on the uses of various small kitchen tools and equipment. <i>(Apply this adaptation to subsequent learning experiences that involves the use of speech in this sub strand).</i></li> <li>• choose a PCI that needs immediate attention and explain why;</li> <li>• discuss on possible solutions to the identified issue;</li> <li>• propose the most appropriate solution to the problem;</li> <li>• discuss ways and tools they can use to collect information on a problem (<i>questionnaires, interviews, observation</i>) Learners with manipulation difficulties could be provided with adapted writing materials such as pen/pencils with grip, weighted pens/pencils or writing claws. They could type on tablet, state the tools orally as they are recorded or be assisted by a scribe. <i>(Apply this adaptation in subsequent</i></li> </ul> | <ol style="list-style-type: none"> <li>1. How does one determine community needs?</li> <li>2. Why is it necessary to be part of a community?</li> <li>3. What can one do to demonstrate a sense of belonging?</li> </ol> |

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|  |  | <p>activities that involves writing)</p> <ul style="list-style-type: none"> <li>• develop tools for collecting the information(data);</li> <li>• identify resources they need for the activity;</li> <li>• collect the information(data) using various means;</li> <li>• develop various reporting documents on their findings;</li> <li>• use the developed tools to report on their findings;</li> <li>• implement project</li> <li>• collect feedback from peers and school community regarding the CSL activity</li> <li>• share the report on activity through various media to peers and school community</li> <li>• discuss the strengths and weaknesses of implemented project and lessons learnt</li> <li>• reflect on how the project enhanced own learning while at the same time facilitated service on an issue in the school community.</li> </ul> |  |
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| <b>Assessment Rubrics</b>                                       |   |  |   |   |
|---|---|--|---|---|
| <b>Criteria</b>   | <b>Exceeds Expectation</b>  | <b>Meets Expectation</b>                                       | <b>Approaches Expectation</b>                               | <b>Below Expectation</b>                                  |
| Identifying a problem in the school community through research. | Identifying a problem in the school community through research and plans to solve it. | Identifies a problem in the school community through research. | Outlines problems in the school community through research. | States problems in the school community through research. |
| Planning to solve the identified problem in the community       | Plans to solve the identified problem in the community and designs a solution         | Plans to solve the identified problem in the community         | Plan to solve the identified problem in the community       | Plan to solve the identified problem in the community     |
| Designing solutions to the identified problem                   | Designs solutions to the identified problem and implements it.                        | Designs solutions to the identified problem                    | Design solutions to the identified problem                  | Design solutions to the identified problem                |
| Implementing solution to the identified problem                 | Implements solution to the identified problem and describes it.                       | Implements solution to the identified problem                  | Implement solution to the identified problem                | Implement solution to the identified problem              |
| Sharing findings to relevant actors                             | Sharing findings to relevant actors   | Shares findings to relevant actors                             | Share findings to relevant actors                           | Share findings to relevant actors                         |
| Reflecting on own learning and relevance of the activity        | Reflecting on own learning and relevance of the activity                              | Reflects on own learning and relevance of the activity         | Reflect on own learning and relevance of the activity       | Reflect on own learning and relevance of the activity     |