



REPUBLIC OF KENYA

MINISTRY OF EDUCATION

JUNIOR SECONDARY SCHOOL CURRICULUM DESIGN

GRADE 8

HOME SCIENCE



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

First Published in 2022

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FOREWORD

The Government of Kenya is committed to ensuring that policy objectives for Education, Training and Research meet the aspirations of the Kenya Constitution 2010, the Kenya Vision 2030, National Curriculum Policy 2019, the United Nations Sustainable Development Goals (SDGs) and the Regional and Global conventions to which Kenya is a signatory. Towards achieving the mission of Basic Education, the Ministry of Education (MoE) has successfully and progressively rolled out the implementation of the Competency Based Curriculum (CBC) at Pre-Primary and Primary School levels. The roll out of Junior Secondary School (Grade 7-9) will subsequently follow as from 2023-2025.

The Grade 8 curriculum designs build on competencies attained by learners at the end of Grade 7. Further, they provide opportunities for learners to continue exploring and nurturing their potentials as they prepare to transit to Senior Secondary School.

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

It is my hope that all Government agencies and other stakeholders in Education will use the designs to plan for effective and efficient implementation of the CBC.

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PREFACE

The Ministry of Education (MoE) is implementing the second phase of the curriculum reforms with the national roll out of the Competency Based Curriculum (CBC) having been implemented in 2019. Grade 8 is the second level of the Junior Secondary School (JSS) in the new education structure.

Grade 8 curriculum furthers implementation of the CBC from Grade 7. The main feature of this level is a broad curriculum for the learner to explore talents, interests and abilities before selection of pathways and tracks at the Senior Secondary education level. This is very critical in the realisation of the Vision and Mission of the on-going curriculum reforms as enshrined in the Sessional Paper No. I of 2019 whose title is: *Towards Realizing Quality, Relevant and Inclusive Education and Training for Sustainable Development* in Kenya. The Sessional Paper explains the shift from a Content - Focused Curriculum to a focus on **Nurturing every Learner's potential**.

Therefore, the Grade 8 curriculum designs are intended to enhance the learners' development in the CBC core competencies, namely: Communication and Collaboration, Critical Thinking and Problem Solving, Creativity and Imagination, Citizenship, Digital Literacy, Learning to Learn and Self-efficacy.

The curriculum designs provide suggestions for interactive and differentiated learning experiences linked to the various sub strands and the other aspects of the CBC. The curriculum designs also offer several suggested learning resources and a variety of assessment techniques. It is expected that the designs will guide teachers to effectively facilitate learners to attain the expected learning outcomes for Grade 8 and prepare them for smooth transition to the next Grade. Furthermore, it is my hope that teachers will use the designs to make learning interesting, exciting and enjoyable.

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ACKNOWLEDGEMENT

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

KICD receives its funding from the Government of Kenya to enable the successful achievement of the stipulated mandate and implementation of the Government and Sector (Ministry of Education (MoE) plans. The Institute also receives support from development partners targeting specific programmes. The Grade 8 curriculum designs have been developed with the support of the World Bank through the Kenya Secondary Education Quality Improvement Program (SEQIP) commissioned by the MoE. Therefore, the Institute is very grateful for the support of the Government of Kenya, through the MoE and the development partners for the policy, resource and logistical support. Specifically, special thanks to the Cabinet Secretary – MoE and the Principal Secretary – State Department of Early Learning and Basic Education,

We also wish to acknowledge the KICD curriculum developers and other staff, all teachers, educators who took part as panelists; the Semi-Autonomous Government Agencies (SAGAs) and representatives of various stakeholders for their roles in the development of the Grade 8 curriculum designs. In relation to this, we acknowledge the support of the –Chief Executive Officers of the Teachers Service Commission (TSC) and the Kenya National Examinations Council (KNEC) for their support in the process of developing these designs.

Finally, we are very grateful to the KICD Council Chairperson Prof. Elishiba Kimani and other members of the Council for very consistent guidance in the process. We assure all teachers, parents and other stakeholders that these curriculum designs will effectively guide the implementation of the CBC at Grade 8 and preparation of learners for Grade 9.

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LESSON ALLOCATION

	Subject	Number of Lessons Per Week (40 minutes per lesson)
1.	English Language	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	3
14.	Optional Subject	3
	Total	45



NATIONAL GOALS OF EDUCATION

Education in Kenya should:

i) Foster nationalism and patriotism and promote national unity.

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

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

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

a) Social Needs

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

b) Economic Needs

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

c) Technological and Industrial Needs

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



iii) Promote individual development and self-fulfilment

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

iv) Promote sound moral and religious values.

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

v) Promote social equality and responsibility.

Education should promote social equality and foster a sense of social responsibility within an education system which provides equal educational opportunities for all. It should give all children varied and challenging opportunities for collective activities and corporate social service irrespective of gender, ability or geographical environment.

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

Education should instil in the youth of Kenya an understanding of past and present cultures and their valid place in contemporary society. Children should be able to blend the best of traditional values with the changing requirements that must follow rapid development in order to build a stable and modern society.

vii) Promote international consciousness and foster positive attitudes towards other nations.

Kenya is part of the international community. It is part of the complicated and interdependent network of peoples and nations. Education should therefore lead the youth of the country to accept membership of this international community with all the obligations and responsibilities, rights and benefits that this membership entails.



viii. Promote positive attitudes towards good health and environmental protection.

Education should inculcate in young people the value of good health in order for them to avoid indulging in activities that will lead to physical or mental ill health. It should foster positive attitudes towards environmental development and conservation. It should lead the youth of Kenya to appreciate the need for a healthy environment.



LEVEL LEARNING OUTCOMES FOR MIDDLE SCHOOL

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

1. Apply literacy, numeracy and logical thinking skills for appropriate self-expression.
2. Communicate effectively, verbally and non-verbally, in diverse contexts.
3. Demonstrate social skills, 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 concerns in society effectively.
9. Apply digital literacy skills for communication and learning.

ESSENCE STATEMENT

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

Home Science is an applied and integrated science that aims at improving the quality of life for the individual, family and the community. As a discipline, it covers aspects of; caring for the self, family and community, housing the family, home care, laundrywork, maternal health-care, foods, nutrition, textiles, clothing, and consumer education.



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

Learners are encouraged to opt for the subject as it forms the foundation for pursuing careers in the hospitality, textile, and fashion industries at both senior school 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 well-being of self and others



STRAND 1.0: FOODS AND NUTRITION

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question (s)
1.0 Foods and Nutrition	1.1 Kitchen Garden (6 lessons)	By the end of the sub strand, the learner should be able to: a) explain role of a kitchen garden in food and nutrition security b) describe innovative technologies for kitchen gardening c) classify food crops suitable for growing in a kitchen garden d) establish a kitchen garden for provision of healthy and affordable food e) adopt innovative technologies in kitchen gardening for food and nutrition security.	The learner will be guided to: <ul style="list-style-type: none"> research on the meaning of food and nutrition security. present findings in class, brainstorm on the role of a kitchen garden in ensuring food and nutrition security, use digital and print resources to search for models of various kitchen gardens showing easy to implement gardening forms (<i>tyre, wick, simple drip, container and multi storey gardens</i>). brainstorm on types food crops (<i>vegetables, herbs and spices, cereals, fruits and legumes</i>) in your locality, grown in kitchen gardens prepare, plant and maintain various food crops (<i>vegetables and herbs</i>) such as stem, flower, leafy, bulb, seed and pods, root, fruit vegetables in contemporary kitchen gardening for food security (<i>organic gardening</i>) include indigenous vegetables. 	<ol style="list-style-type: none"> How does kitchen gardening contribute to food and nutrition security? Why are vegetables popular for kitchen gardening?



			<p>Project Activities:</p> <ul style="list-style-type: none"> ● create kitchen gardens at school using modern techniques. ● keep records for the kitchen garden such as <i>weekly garden reports</i>, <i>garden file</i>, <i>garden portfolio</i> and present or share during class plenary ● create and record a step by step preparation, planting and maintenance of the modern kitchen garden Display in a portfolio to share the ideas. 	
<p>Core Competencies to be Developed:</p> <ul style="list-style-type: none"> ● Creativity and imagination: Learner develops skills of making connections while they describe easy to implement gardening forms. ● Self-efficacy: Learners will apply leadership skills when taking care of the kitchen gardens and keeping records for the kitchen garden such as weekly garden /animal reports, garden file and share during class plenary ● Digital Literacy: Learners interact with technology to search for models of various kitchen gardens showing easy to implement gardening forms. 				
<p>Values:</p> <ul style="list-style-type: none"> ● Responsibility: Learner prepares and takes care of the kitchen gardens in maintenance and record keeping to fulfil assigned roles and duties. ● Unity and respect: Learner appreciates others' efforts while they engage in discussions on the role of a kitchen garden, prepare and create kitchen gardens. 				



Pertinent and Contemporary Issues (PCIs):

- Safety when placing sharp tools and equipment for gardening.
- Social awareness when learners exhibit cognisance of healthy relationships during friendship formation as they work in groups.
- Develop personal skills and talents for self-development when they prepare, plant and maintain various food crops in a kitchen garden.

Link to other Subjects:

- Agriculture as the learner creates kitchen gardens using modern techniques for food security at home and keep records for the kitchen garden.
- Integrated Science as the learner classifies food crops (*vegetables and herbs*) such as stem, flower, leafy, bulb, seed and pods, root, fruit vegetables.
- Computer Science as the learner uses digital and print resources to search for models of various kitchen gardens showing easy to implement gardening forms.
- Business Studies as the learner keep records for the kitchen garden such as *weekly garden reports and garden file*.

Suggested Assessment Rubric

Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to explain role of a kitchen garden in food and nutrition security.	Comprehensively and accurately explains all 5 of the roles of a kitchen garden in food and nutrition security.	Explains 5 of the role of a kitchen garden in food and nutrition security.	Explains 3-4 roles of a kitchen garden in food and nutrition security.	Explains 1-2 roles of a kitchen garden in food and nutrition security.



Suggested Assessment Rubric				
Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to describe innovative technologies for kitchen gardening.	Exhaustively and correctly describes all 5 innovative technologies for kitchen gardening.	Describes 5 innovative technologies for kitchen gardening.	Describes 3-4 innovative technologies for kitchen gardening.	Describes 1 to 2 innovative technologies for kitchen gardening.
Ability to classify food crops suitable for growing in a kitchen garden.	Elaborately and accurately classifies all 5 food crops suitable for growing in a kitchen garden.	Classifies 5 food crops suitable for growing in a kitchen garden.	Classifies 3-4 food crops suitable for growing in a kitchen garden.	Classifies 1 to 2 food crops suitable for growing in a kitchen garden.
Ability to : <ul style="list-style-type: none"> create kitchen gardens at school using modern techniques. keep records for the kitchen garden such as <i>weekly garden reports</i>, , <i>garden file</i>, <i>garden portfolio</i> and 	Systematically and comprehensively: <ul style="list-style-type: none"> Creates kitchen gardens at school using modern techniques. Keep records for the kitchen garden such as <i>weekly garden reports</i>, , <i>garden file</i>, <i>garden portfolio</i> and present or share during class plenary 	Comprehensively: <ul style="list-style-type: none"> creates kitchen gardens at school using modern techniques. keep records for the kitchen garden such as <i>weekly garden reports</i>, , <i>garden file</i>, <i>garden portfolio</i> and present or share during class plenary 	Leaves out some steps as they: <ul style="list-style-type: none"> create kitchen gardens at school using modern techniques. keep records for the kitchen garden such as <i>weekly garden reports</i>, , <i>garden file</i>, <i>garden portfolio</i> and present or 	Leaves out many details as they: <ul style="list-style-type: none"> create kitchen gardens at school using modern techniques. keep records for the kitchen garden such as <i>weekly garden reports</i>, , <i>garden file</i>, <i>garden portfolio</i> and present or



Suggested Assessment Rubric

Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
<p>present or share during class plenary</p> <ul style="list-style-type: none"> create and record a step by step preparation, planting and maintenance of the modern kitchen garden Display in a portfolio to share the ideas. 	<ul style="list-style-type: none"> Creates and records a step by step preparation, planting and maintenance of the modern kitchen garden Display in a portfolio to share the ideas. 	<ul style="list-style-type: none"> creates and records a step by step preparation, planting and maintenance of the modern kitchen garden Display in a portfolio to share the ideas. 	<p>share during class plenary</p> <ul style="list-style-type: none"> creates and records a step by step preparation, planting and maintenance of the modern kitchen garden Display in a portfolio to share the ideas. 	<p>share during class plenary</p> <ul style="list-style-type: none"> creates and records a step by step preparation, planting and maintenance of the modern kitchen garden Display in a portfolio to share the ideas.



Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experience	Key Inquiry Question (s)
1.0 Foods and Nutrition	1.2 Cooking Starchy Carbohydrate Foods (6 lessons)	By the end of the sub strand the learner should be able to: <ol style="list-style-type: none"> describe methods of heat transfer when cooking foods classify carbohydrate foods found in different localities explain the effect of heat on starchy carbohydrate foods practise ways to conserve food nutrients when cooking carbohydrate foods Outline safety measures to observe in preparing and cooking carbohydrates appreciate the importance of heat in making carbohydrate foods palatable and nutritious. 	Learners will be guided to: <ul style="list-style-type: none"> search and brainstorm on the meaning and methods of heat transfer when cooking foods (<i>radiation, conduction and convection</i>) use digital devices, print material, to search, brainstorm and classify different carbohydrate foods found in the localities (<i>starchy foods, simple and double sugars</i>). Present findings during class plenary, carry out experiments to investigate and record effects of heat on starchy carbohydrate foods in relation to <i>taste, aroma, texture, colour and consistency for liquid foods</i> brainstorm effect of moist heat (<i>gelatinisation</i>) and dry 	<ol style="list-style-type: none"> Why is it advisable to cook starchy carbohydrate foods before consumption? How are starchy carbohydrate foods cooked at home?



			<p>heat (<i>dextrinisation</i>) on starchy carbohydrate foods.</p> <ul style="list-style-type: none"> • share experiences on ways used to conserve nutrients during preparation and cooking of starchy carbohydrate foods (<i>peel thinly or cook in their skins(jackets),aim at golden brown when using dry heat, in moist heat, only use enough water to cover, cook them only for as long as they need, blend starchy flours with cold water before cooking, stir thoroughly and continuously over low heat</i>). • research, brainstorm and make summaries on safety in preparing and cooking starchy carbohydrate foods such as <i>don't prepare nor cook root tubers when they have any green, damaged or sprouting bits, check for aflatoxins in cereals or</i> 	
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			<i>grains before cooking</i> , Present findings class	
<p>Core Competences to be Developed:</p> <ul style="list-style-type: none"> • Creativity and imagination: Learner makes observation on the effect of moist and dry heat on starchy carbohydrate foods. • Communication and collaboration: Learner portrays teamwork when carrying out experiments to investigate and record effect of heat on starchy carbohydrate foods. • Self-efficacy: Learner develops planning skills when carrying out experiments to investigate and record effect of heat on starchy carbohydrate foods. 				
<p>Values:</p> <ul style="list-style-type: none"> • Love: Learner shows respect to others when brainstorming in pairs on the effect of moist heat on starchy carbohydrate foods. • Responsibility: Learner engages in assigned roles and duties when researching and report their findings on carbohydrate foods found in the locality. • Unity: Learner shares available resources carrying out experiments to investigate and record effect of heat on starchy carbohydrate foods. 				
<p>Pertinent and Contemporary Issues(PCIs):</p> <ul style="list-style-type: none"> • Safety when the learner carries out experiments to investigate and record effect of heat on starchy carbohydrate foods. • Assertiveness in different situations when working in groups and when learners develop personal skills in sharing personal experiences. • Health concerns when they practice personal and kitchen hygiene and when handling the items used carry out experiments. 				



Link to other Subjects:

- Health Education when the learner observes safety, personal and kitchen hygiene when carrying out experiments to investigate and record effect of heat on starchy carbohydrate foods.
- Integrated Science when the learner carries out experiments to investigate and record effect of heat on starchy carbohydrate foods.
- Language when learner brainstorms and writes the meaning of gelatinisation and dextrinisation of starchy carbohydrate foods.

Suggested Assessment Rubric

Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to describe methods of heat transfer when cooking foods.	Systematically and comprehensively describes the methods of heat transfer when cooking foods.	Describes methods of heat transfer when cooking foods.	Leaves out some details when describing method of heat transfer when cooking foods.	Leaves out many details when describing methods of heat transfer when cooking foods.
Ability to classify carbohydrate foods found in different localities	Correctly and resourcefully classifies carbohydrate foods found in different localities	Classifies carbohydrate foods found in different localities	Classifies some carbohydrate foods found in different localities	Requires assistance to classify carbohydrate foods found in different localities
Ability to investigate the effect of heat on carbohydrate foods.	Systematically and comprehensively investigates all 5 effects of	Investigates 5 of the effects of heat on carbohydrate foods.	Investigates 3-4 of the effects of heat on carbohydrate foods	Investigates 1-2 of the effects of heat on carbohydrate foods and leaves out many details.



Suggested Assessment Rubric				
Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
	heat on carbohydrate foods.		but leaves out some details. .	
Ability explain effect of heat on starchy carbohydrate foods.	Accurately and concisely explains all the 5 effects of heat on starchy carbohydrate foods and cites examples.	Explains the 5 effects of heat on starchy carbohydrate foods.	Explains 3-4 effects of heat on starchy carbohydrate foods with no examples.	Explains one or two of the effects of heat on starchy carbohydrate foods.
Ability outline ways to conserve food nutrients when heating carbohydrate foods.	Outlines all 8 ways to conserve food nutrients when heating carbohydrate foods and provides details and examples.	Outlines 8 ways to conserve food nutrients when heating carbohydrate foods.	Outlines 7-5 ways to conserve food nutrients when heating carbohydrate foods and provides few details and examples.	Outlines 1-4 ways to conserve food nutrients when heating carbohydrate foods and provides no details nor examples.
Ability to establish a kitchen garden for provision of healthy and affordable food	Most completely establishes a kitchen garden for provision of healthy and affordable food and provides supportive records.	Establish a kitchen garden for provision of healthy and affordable food.	Somewhat establishes a kitchen garden for provision of healthy and affordable food and provides some supportive records.	Incompletely establishes a kitchen garden for provision of healthy and affordable food and provides no supportive records.



Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experience	Key Inquiry Question (s)
1.0 Foods and Nutrition	1.3 Meal Presentation (6 lessons)	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> explain factors to consider during table setting in meal presentation describe requirements for table setting when serving meals set a table for a meal presentation prepare and present a simple lunch using the various styles of meal service appreciate importance of table setting in meal presentation. 	Learners will be guided to : <ul style="list-style-type: none"> brainstorm on the meaning and importance of meal presentation. study, reflect and brainstorm on the factors considered during table setting using reference books, digital devices, share personal experiences, resources persons, present findings in class, identify the requirements such as table, table linen (<i>table cloth, napkins, place mats</i>) centre piece, dinner and side plates, cutlery (<i>table fork, spoon, knife</i>), water glass used in table setting, watch a demonstration or a video clip showing placement of requirements during table setting and set a cover for a main meal (<i>taking appropriate action in response to global public health concerns</i>), 	<ol style="list-style-type: none"> Which factors determine how a table should be set? Why is it important to observe table etiquette during meals?



			<ul style="list-style-type: none"> • in groups research using <i>reference books, digital devices or resource person</i> and simulate various styles of meal service <i>and present</i> findings in class, • present a <i>simple lunch</i> meal using the various styles of meal service (<i>family, blue plate and buffet service</i>) Garnish and or decorate the food. 	
<p>Core Competences to be Developed:</p> <ul style="list-style-type: none"> • Creativity and imagination: Learner makes observations on methods of setting the table and simulate various styles of meal service. • Communication and collaboration: Learner portrays teamwork when practising placement of various items during table setting. • Critical thinking and problem solving: Learner researches on different styles of meal service. • Self-efficacy: Learner develops personal skills in table setting and appropriate presentation of meals. 				
<p>Values:</p> <ul style="list-style-type: none"> • Love: Learner shows respect to others when working in groups discuss the various items used in table setting. • Responsibility: Learner engages in assigned roles and duties when researching and reporting their findings and as they observe and practise safety precautions during table setting. • Unity: Learner shares available resources amicably when practising the placement of various items during table setting. 				
<p>Pertinent and Contemporary Issues(PCIs):</p> <ul style="list-style-type: none"> • Safety when placing sharp and fragile items used in table setting. • Personal attributes and talents in table setting and when simulating various styles of meal service. 				



- Health concerns when the learner practises personal and kitchen hygiene and when they handle the items used for table setting and in styles of meal service.

Link to other Subjects:

- Language when the learner gives the meaning of the terms meal presentation and table setting.
- Health Education when observing safety, personal and kitchen hygiene during table setting and in styles of meal service.
- Visual Arts as the learners showcase a table setting display taking appropriate action in response to global public health concerns like Covid-19 protocol.
- Religious Education and Life Skills Education as they observe the norms on table setting, meal service and table manners.

Suggested Assessment Rubric

Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to explain factors to consider during table setting in meal presentation,	Elaborately and correctly explains factors to consider during table setting in meal presentation	Explains factors to consider during table setting in meal presentation	Explains some factors to consider during table setting in meal presentation	Require help to explain factors to consider during table setting in meal presentation.
Ability to describe requirements for table setting when serving meals when serving meals	Description on requirements for table setting when serving meals gives clear information and cited examples.	Describes requirements for table setting when serving meals when serving meals	Description gives some information that relates to requirements for table setting when serving meals and no cited examples	Description on requirements for table setting when serving meals has information that is unclear.
Ability to set a table for an informal meal presentation	Makes no errors when setting a table for an	Sets a table for an informal meal presentation.	Makes minor errors when setting a table for	Makes many errors that distort the set-up of a table for an



Suggested Assessment Rubric				
Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
	informal meal presentation.		an informal meal presentation.	informal meal presentation.
Ability to present a simple lunch using the various styles of meal service	Present a lunch using highly varied styles of meal service and decorates and garnishes the food.	Present a simple lunch using the various styles of meal service	Presents a simple lunch using somewhat varied styles of meal service but partially garnishes and decorates the food.	Presents a simple lunch but lacks variety in styles of meal service and does not garnish nor decorate the food.



Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experience	Key Inquiry Question (S)
1.0 Foods and Nutrition	1.4 Meals for Special Groups (6 lessons)	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> outline guidelines to consider when planning meals for different special groups analyse feeding habits and food taboos for the special groups plan meals for different special groups, prepare and present meals for special groups, recognise the importance of planning meals for different special groups. 	Learner will be guided to: <ul style="list-style-type: none"> research on special groups and their food requirements. Present findings in class, using digital materials, reference books, personal experiences, resource person explore simple guidelines to consider when choosing meals for different special groups (<i>infants/babies, children, adolescents, older persons, manual workers, invalids, vegetarians, convalescents, expectant mother and lactating mothers</i>) engage a resource person to brainstorm on different feeding habits and taboos for special groups (<i>expectant and lactating mothers, adolescents, small and older children, older persons</i>) in groups and using <i>digital planner, recipe books, reference books, e-pubs, video clips, resource persons</i> practise simple meal planning skills for different special groups 	<ol style="list-style-type: none"> Why do some people take special diets? How do food taboos and superstitions affect choice of meals for special groups?



			<ul style="list-style-type: none"> • plan, prepare, cook and present a meal for a special group of persons.. 	
<p>Core Competence to be Developed:</p> <ul style="list-style-type: none"> • Communication and collaboration: Learner compiles and write down the recipes for different special groups. • Digital literacy: Learner interacts with digital technology to create and develop a digital meal planner. • Creativity and imagination: Learner make connections while using locally available resources to plan, prepare, cook and present a meal for special groups. 				
<p>Values:</p> <ul style="list-style-type: none"> • Patriotism; Learners exhibit honesty during planning, preparation, cooking and meal presentation of meals for special groups. • Responsibility; learners observe safety precautions during planning, preparation, cooking and meal presentation. • Integrity: Learners displays transparency, fairness and accountability during planning, preparation, and cooking and meal presentation 				
<p>Pertinent and Contemporary Issues(PCIs):</p> <ul style="list-style-type: none"> • Health concerns as the learner observes personal and kitchen hygiene when planning, preparing, cooking and presenting meals for special groups. • Creative and critical thinking skills when the learner exercises the ability to plan, prepare, cook and present a meal for special groups. 				
<p>Link to other Subjects:</p> <ul style="list-style-type: none"> • Mathematics when the learner measures and weighs ingredients using kitchen equipment and when estimating quantities of food stuffs and materials to be used. • Language when the learner defines terms and identifies ingredients and items used during planning, preparation, cooking and meal presentation. • Computer Science as the learner uses digital technology to create and develop digital meals planner for planning meals for special groups. 				



- Health Education when learner explores guidelines to consider when choosing meals for different special groups

Suggested Assessment Rubric

Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to outline guidelines to consider when planning meals for different special groups.	Outlines sufficient information on guidelines to consider when planning meals for different special groups.	Outlines guidelines to consider when planning meals for different special groups.	Outlines somewhat sufficient information on guidelines to consider when planning meals for different special groups.	Outline has limited information on guidelines to consider when planning meals for few different special groups.
Ability to analyse feeding habits and food taboos for the special groups.	Logically analyses feeding habits and food taboos for the special groups and provides supportive details and examples.	Analyses feeding habits and food taboos for the special groups.	Superficially analyses feeding habits and food taboos for the special groups and partially provides supportive details and examples.	Makes underdeveloped analysis of feeding habits and food taboos for the special groups and provides no details and examples.
Ability to plan meals for special groups	Plans meals for special groups and gives a rich and detailed information	Plans meals for special groups.	Plans meals for different special groups but provides minimal amount of information.	Information provided has little to do with planning meals for different special groups.
Ability to prepare and present a meal for special groups.	Carries out a very well-organised preparation and presentation of a meal for special groups.	Prepares and presents organised meal for special groups.	Carries out a moderately organised preparation and presentation of a meal for special groups.	Lacks organisation in the preparation and presentation of a meal for special groups..



Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experience	Key Inquiry Question (S)
1.0 Foods and Nutrition	1.5 Meals for Special Occasions (6 lessons)	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> explain factors to consider when planning meals for special occasions, describe guidelines to consider when planning meals for special occasions plan a meal for a special occasion present a food item or dish for a special occasion, appreciate the importance of planning meals for special occasion. 	Learners will be guided to: <ul style="list-style-type: none"> examine, reflect and discuss as a class mistakes made while planning meals for special occasions, brainstorm on factors to consider when planning meals for special occasions (<i>funeral, birthday, wedding, graduation, initiation,</i>) in groups share experiences on successes and mistakes made while planning meals for special occasions, study and share findings on guidelines to bear in mind while planning meals for special occasion., plan suitable meals for special occasions(<i> funeral, birthday, wedding, graduation, initiation</i>) using recipe books, reference books, digital devices and resource persons plan, prepare, cook and present food items or dishes for a special occasion using realia, recipe books, reference books, digital content. 	<ol style="list-style-type: none"> Why are some occasions considered special? Which food items or dishes do you consider special and why?



Core Competences to be Developed:

- Communication and collaboration: Learner listens to one another in groups while sharing experiences on successes and mistakes made while planning meals for special occasions,
- Creativity and imagination: Learner applies experimentation skills to prepare cook and present items or dishes for a special occasion
- Critical thinking and problem solving: Learner practises openness and creativity in the planning, preparing, cooking and presenting dishes or items for special occasions.

Values:

- Respect: Learners accommodate diverse opinions of others during planning, preparation, cooking and presentation of dishes or items for special occasions.
- Patriotism: Learners' exhibit honesty during planning, preparation, cooking and presentation of dishes or items for special occasions.
- Responsibility: Learners observe safety precautions during planning, preparation, cooking and presentation of dishes or items for special occasions.
- Integrity: Learners displays transparency, fairness and accountability during planning, preparation, cooking and presentation of dishes or items for special occasions.

Pertinent and Contemporary Issues(PCIs):

- Problem solving skills as learners apply techniques learnt from planning, preparing, cooking and presenting meals for special occasion.
- Health concerns as the learner observes hygiene and safety precautions during planning, preparation, cooking and presentation of dishes or items for special occasion.
- Environmental concerns as the learner observes proper kitchen waste management when planning, preparing, cooking and presenting a food item or dish for a special occasion..

Link to other Subjects:

- Health education -when observing personal, kitchen hygiene and safety during food preparation, cooking and presentation of dishes or item sfor special occasion.



- Mathematics -when measuring and weighing food ingredients to be use for planning, preparing, cooking and presenting dishes or items for special occasion.
- Business Studies as the learner estimates quantities of food stuffs and materials to be used during planning and budgeting.
- Language as they brainstorm on types of special occasions and factors to consider when planning, preparation, cooking and presentation of dishes or items for special occasions.
- Social studies as they relate different special occasions in the society.
- Visual arts as they present different dishes and items attractively for special occasion.

Suggested Assessment Rubric

Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to explain factors to consider when planning meals for special occasions	Explanation clearly relates to factors to consider when planning meals for special occasions	Explains factors to consider when planning meals for special occasions	Explanation partly relates to some factors to consider when planning meals for special occasions	Explanation has little to do with factors to consider when planning meals for special occasions.
Ability to describe guidelines to consider when planning meals for special occasions	Gives in depth description of guidelines to consider when planning meals for special occasions	Describe guidelines to consider when planning meals for special occasions	Gives partial description of guidelines to consider when planning meals for special occasions	Description has little to do with guidelines to consider when planning meals for special occasions



Suggested Assessment Rubric				
Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to plan a meal for a special occasion	Plans meals for special occasions and makes no errors.	Plans meals for special occasions.	Plans some meals for special occasions and makes minor errors.	Plan meals for special occasions but makes many errors that distort meaning
Ability to present a dish or an item for a special occasion	Includes all necessary details when presenting a dish or an item for a special occasion	Presents a dish or an item for a special occasion	Leaves out minor details when presenting a dish or an item for a special occasion	Leaves out many details when presenting a dish or an item for a special occasion



STRAND 2.0: CONSUMER EDUCATION

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question (S)
2.0 Consumer Education	2.1 Consumer Awareness (3 lessons)	By the end of the sub strand , the learner should be able to: a) explain role of consumer awareness in consumer education b) examine consumer behaviour in satisfaction of household needs and wants c) evaluate types of consumer buyers in the market d) examine roles of a consumer in acquisition of goods and services, e) appreciate concept of consumer awareness for wise choices.	Learners will be guided to: <ul style="list-style-type: none"> ● explore and brainstorm on the meaning and importance of consumer awareness and present during class plenary, ● share experiences on consumer behaviour when <i>selecting, buying, using and disposing goods</i> to satisfy needs and wants, ● organise a role play or drama on the types of buyers and their characteristics (<i>loyal customers, impulse shoppers, wandering consumers, need-based customers, discount customers</i>), ● engage actively with a resource person to discuss on the roles of a consumer in wise buying such as a <i>decision maker, influencer,</i> 	<ol style="list-style-type: none"> 1. How does consumers' awareness influence behaviour when buying goods and services? 2. Why should consumers make wise choices when acquiring goods and services?



			<i>buyer, initiator and user of goods and services.</i>	
Core Competences to be Developed <ul style="list-style-type: none"> • Creativity and imagination: Learner makes connections between consumer behavior and different types of buyers. • Learning to learn: Learner seeks advice, information and support when exploring and searching on the concept of consumer awareness • Citizenship: Learner exercises their national and cultural identity skills when engaged actively with a resource person on the roles of a consumer as a decision maker and user of goods and services. 				
Values: <ul style="list-style-type: none"> • Patriotism: Learner becomes aware of their social and moral duties as informed consumers in Kenya. • Integrity: Learner understands and shares their experiences on consumer behaviour when selecting, buying, using and disposing goods and services to satisfy needs and wants. • Social justice: Learner develops and practises their democratic values after learning about the different types of buyers. 				
Pertinent and Contemporary Issues(PCIs): <ul style="list-style-type: none"> • Human rights as the learner engages actively with a resource person on the roles of a consumer as a decision maker and user of goods and services. • Social awareness as the learner appreciate the need for healthy relationships and an understanding of the different types of buyers. 				
Link to other Subjects: <ul style="list-style-type: none"> • Business Studies when learners gain knowledge on consumer awareness and consumer behaviour. • Social Studies learners use the constitution to learn the roles of a consumer. • Religious Studies as learners share their experiences on consumer behaviour when selecting, buying, using and disposing goods and services to satisfy needs and wants. • Life Skills Education on how they apply decision-making competences when learners discuss the different types of buyers. 				



Suggested Assessment Rubric				
Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to explain role of consumer awareness in consumer education.	Logically explains role of consumer awareness in consumer education and gives supportive details.	Explains role of consumer awareness in consumer education.	Explains some roles of consumer awareness in consumer education and gives no supportive details.	Needs support to explain the role of consumer awareness in consumer education.
Ability to examine consumer behaviour as a requirement to satisfy household needs and wants.	Gives a smooth flow of ideas with coherence when examining consumer behaviour as a requirement to satisfy household needs and wants.	Examines consumer behaviour as a requirement to satisfy household needs and wants.	Gives mixed up ideas and some good amount of incoherence when examining consumer behaviour as a requirement to satisfy household needs and wants.	Gives disorganised ideas with incoherence when examining consumer behaviour as a requirement to satisfy household needs and wants.
Ability to evaluate the types of buyers in the market.	Distinctively and clearly evaluates all types of buyers in the market and gives all details.	Evaluates types of buyers in the market.	Leave out some details when evaluating few of the types of buyer in the market.	Leaves out many details when evaluating most of the types of buyer in the market.
Ability to examine roles of a consumer in acquisition of household goods and services,	Examines 4 roles of a consumer in acquisition of household goods and services and gives supportive details.	Examines 4 roles of a consumer in acquisition of household goods and services,	Examines 3 roles of a consumer in acquisition of household goods and services and leaves out supportive details.	Examines 1-2 roles of a consumer in acquisition of household goods and services with mixed up details.



Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question (s)
2.0 Consumer Education	2.2 Market Competition (3 lessons)	By the end of the sub strand , the learner should be able to: a) examine concept of market competition in relation to the consumer b) explain the role of competition in the market place. c) assess factors that influence competition in the market. d) highlight fair and unfair market competition in acquisition of necessities for household use. e) describe benefits of unfair and fair competition in the consumer market. f) appreciate benefits of competition in the market in the acquisition of goods and services for household use.	Learners will be guided to: <ul style="list-style-type: none"> • search using digital material, print materials or resource persons the meaning of the terms: <i>market, market competition and competitor</i> in relation to consumerism. Share with during class plenary, • brainstorm the reasons for the need for competition. In the market • research and brainstorm the reasons for competition in the market. Make a presentation on (<i>price,quality , variety and innovation ,promotion</i>), • Design and display messages and posters drawing on fair and unfair competition of a product, • Discuss the benefits and cons competition. 	<ol style="list-style-type: none"> 1. How does market competition ensure that the consumer gets value for their money? 2. What happens when markets lack competition?



			<ul style="list-style-type: none"> • share experiences on fair and unfair market competition in their locality. 	
<p>Core Competences to be Developed:</p> <ul style="list-style-type: none"> • Creativity and imagination: Learner makes connections between the meaning of market competition and consumers. • Learning to learn: learner reflects on own work when they share experiences on fair and unfair market competition in their locality. • Digital Literacy: Learner uses technology to search using digital material, print materials the meaning of the terms: <i>market, market competition and competitor</i> in relation to consumerism 				
<p>Values:</p> <ul style="list-style-type: none"> • Integrity: Learner displays transparency fairness and accountability while designing messages on posters on fair and unfair competition in the market and its benefits. • Unity: Learners appreciate one another's efforts when brainstorm the reasons for the need for competition in the market. • Social justice: Learners are democratic as when researching and making a presentation. 				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> • Human rights as the learner brainstorms the reasons for the need for competition in the market. • Poverty eradication as the learner understands the financial implications of fair and unfair market competition in their locality. 				
<p>Link to other Subjects:</p> <ul style="list-style-type: none"> • Computer Science when the learner searches using digital material the meaning of the terms: market, market competition and competitor in relation to consumerism. • Business Studies when learner gains knowledge on the meaning of the terms: market, market competition and competitor in relation to consumerism. • Visual Art as the learner designs messages or drawings on posters on fair and unfair competition in the market and its benefits. 				



Suggested Assessment Rubric				
Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to examine concept of market competition in relation to the consumer.	Gives a smooth flow of ideas with coherence when examining the concept of market competition in relation to the consumer.	Examines concept of market competition in relation to the consumer.	Gives mixed up ideas and a good amount of incoherence when examining the concept of market competition in relation to the consumer.	Has challenges examining the concept of market competition in relation to the consumer.
Ability to explain need for competition in the market place.	Explanation on need for competition in the market place is rich and detailed .	Explains need for competition in the market place.	Explanation on need for competition in the market place is simplistic.	Explanation on need for competition in the market place is underdeveloped.
Ability to assess factors that influence competition in the market.	Gives logical assessment of factors that influence competition in the market and gives examples.	Assesses factors that influence competition in the market.	Gives somewhat reasonable assessment of factors that influence competition in the market with no examples.	Has difficulty assessing factors that influence competition in the market.
Ability to illustrate fair and unfair market competition in acquisition of	Gives in depth details when illustrating fair and unfair market competition in acquisition of	Illustrate fair and unfair market competition in acquisition of	Gives simplistic details when illustrating fair and unfair market competition in acquisition of	Has difficulty illustrating fair and unfair market competition in acquisition of



Suggested Assessment Rubric				
Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
necessities for household use	necessities for household use	necessities for household use	necessities for household use	necessities for household use
Ability to describe benefits of unfair and fair competition in the consumer market	Comprehensively describes benefits of unfair and fair competition in the consumer market	Describes benefits of unfair and fair competition in the consumer market	Describes some benefits of unfair and fair competition in the consumer market	Needs help to describe benefits of unfair and fair competition in the consumer market.



STRAND 3.0: TEXTILE AND CLOTHING

Strand	Sub Strand	Specific Learning Outcome	Suggested Learning Experience	Key Inquiry Question (s)
3.0 Textile and Clothing	3.1 Artificial Textile Fibres (6 lessons)	By the end of the sub strand , the learner should be able to: a) classify textile fibres based on their artificial sources. b) describe the properties of artificial fibres, c) describe uses of different artificial textile fibres d) carry out identification tests on artificial textile fibres e) appreciate various artificial textile fibres in clothing and household articles	Learners will be guide to: <ul style="list-style-type: none"> • <i>revise and discuss on Grade 7 on natural textiles fibres</i> • draw a textile tree or flow chart to organise the various textile fibres based on their sources to include synthetic fibres (<i>nylon, polyester and acrylic</i>) and regenerated fibres (<i>viscose rayon and acetate rayon</i>), • collect and mount samples of fabrics made of artificial textile fibres in a sampler album, scrapbook or portfolio to show their properties, • use digital media to search and watch video clips on various uses of artificial textile fibres and present their findings in class plenary, 	<ol style="list-style-type: none"> 1. Why are synthetic fibres more popular than natural fibres? 2. How would you differentiate nylon from acrylic fabrics?



			<ul style="list-style-type: none"> • watch a demonstration by an expert or a video clip on the identification of artificial fabrics • carry out tests to identify nylon, polyester and acrylic fibres using physical test (<i>burning test, touch/feel, appearance</i>) chemical test & microscopic tests. • carry out the physical, chemical and microscopic test on artificial fibres while observing safety measures measures such as <i>wearing Personal Protective Equipment(PPEs)</i> 	
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Core competences to be developed:

- Communication and collaboration: The learner displays teamwork in presenting their research findings on sources and uses artificial fibres or fabrics.
- Digital literacy: The learner uses digital technology to search and watch video clips on various uses of artificial textile fibres.
- Self-efficacy: The learner develops personal skills in identifying fabrics made from different fibres.

Value:

- Love: Learner portrays a caring attitude when use digital technology to search, reflect and brainstorm on the meaning of artificial fibres.
- Peace : Learner works harmoniously while collecting and mounting samples of various types of textile material in a textile sampler album or scrapbook to describe the properties of artificial textile fibres



- Integrity: Learner utilises materials sparingly when carrying out tests on artificial fibres.

Pertinent and Contemporary Issues (PCIs):

- Self-esteem as the learner correctly chooses clothes and household articles made from artificial fibres or fabrics.
- Health concerns as the learner wears Personal Protective Equipment (PPEs) while carry out the physical, chemical and microscopic test on artificial fibres or fabrics.
- Environmental concerns as the learner researches on the environmental impact of disposing worn out clothes and household articles made from artificial fabrics.

Link to other Subjects:

- Computer Sciences as the learner uses digital technology to access submitted work on the uses of artificial fibres
- Languages when the learner discusses and presents findings on uses of artificial fibres and while working in groups to discuss, write down and present the properties of synthetic fibres.
- Integrated Science as the learner uses knowledge on chemicals and microscopy for identification of artificial fibres.
- Visual Art while the learner creates a folder with various images of different artificial fibres for use during class discussions and when drawing a textile tree or flow chart.

Suggested Assessment Rubric

Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to classify textile fibres based on their artificial sources	Distinctively and clearly classifies textile fibres based on their artificial sources	Classifies textile fibres based on their artificial sources	Classifies a few unclear textile fibres based on their artificial sources	Needs help to classify textile fibres based on their artificial sources
Ability to describe properties of artificial fibres	Makes no errors when describing properties of artificial fibres.	Describes properties of artificial fibres	Makes minor errors when describing properties of artificial fibres	Makes many errors that distort meaning when describing properties of artificial fibres.



Suggested Assessment Rubric				
Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to describe uses of artificial textile fibres	Gives a smooth flow of ideas with coherence when describing uses of artificial textile fibres	Describes use of artificial textile fibres	Give ideas that are mixed up and good amount of coherence when describing uses of artificial textile fibres	Gives disorganised and incoherent ideas when describing uses of artificial textile fibres
Ability to carry out identification tests on artificial textile fibres.	Carries out intuitive identification tests on artificial textile fibres and gives supportive details.	Carries out identification tests on artificial textile fibres.	Carries out rudimentary identification tests on artificial textile fibres and gives no supportive details.	Carries out unsubstantiated identification tests on artificially textile fibres.



Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experience	Key Inquiry Question (s)
3.0 Textile and Clothing	3.2 Seams (10 lessons)	By the end of the sub strand , the learner should be able to: a) classify different types of seams used in clothing construction b) analyse factors to consider when choosing seams used in clothing construction c) examine qualities of well-made seams used in clothing construction d) make different seams used in clothing construction e) construct a simple garment using suitable seams f) value use of seams in clothing construction	Learners will be guided to: <ul style="list-style-type: none"> • <i>revise on Grade 7 work on seams</i> • build on Grade 7 strand on seams and search for more information on classification of seams used for making clothes and household articles, (<i>conspicuous-overlaid (lapped seam) and machine-fell seam(double stitched) and inconspicuous- french seam, and plain and open seams done earlier in Grade 7)</i>) • in groups research on, discuss and compile factors to consider when choosing different types of seams used to make clothes and household articles such as <i>texture and weight of fabric, design and use of garment, position of seam, desired effect),</i> 	<ol style="list-style-type: none"> 1. Why is the plain and open seam methods popular in making clothes and household articles ? 2. How do you strengthen a seam?



			<ul style="list-style-type: none"> • discuss the qualities of well-made seams (<i>french, overlaid (lapped seam), machine-fell (double stitched) seam, run and fell</i>) using realia, reference books and digital material and present in class, • watch a video clip or observe a demonstration on the procedures of making different types of seams, <p>Project work:</p> <ul style="list-style-type: none"> • make and attach to mount samples of the seams used for making clothes and household articles, • take pictures of steps in making the different seams used for making clothes and household articles and share with peers. 	
<p>Core Competences to be Developed:</p> <ul style="list-style-type: none"> • Creativity and Imagination: The learner applies new skills and knowledge to make different samples of the seams and attach them in a portfolio. • Learning to learn: The learner reflects on the qualities of the seams they have made. 				



- **Self-efficacy:** The learner develops and uses personal skills when making a simple garment using the different types of seams.
- **Digital Literacy:** The learner creates with technology when taking pictures of steps in making the different seams used on the garment made.

Values:

- **Patriotism:** Learner exhibits honesty when using materials, tool and equipment for making seams.
- **Social justices;** Learner observes democratic ideals when sharing materials, tools and equipment for making seams.
- **Responsibility;** Learner cares for needlework materials, tools and equipment as they make seams.

Pertinent and Contemporary Issues (PCIs):

- **Analytic thinking and decision making** as learners reflect and apply knowledge and competencies learnt in seam making,
- **Poverty eradication** as learners uses different seams to repair torn clothes and household articles to reduce expenses,
- **Health education** as learners observe safety precautions when using needlework tools, equipment and materials to make seams,
- **Environmental education** as learners practise proper disposal of wastes such as pieces of threads, scraps of fabric and broken needles.

Link to other Subjects:

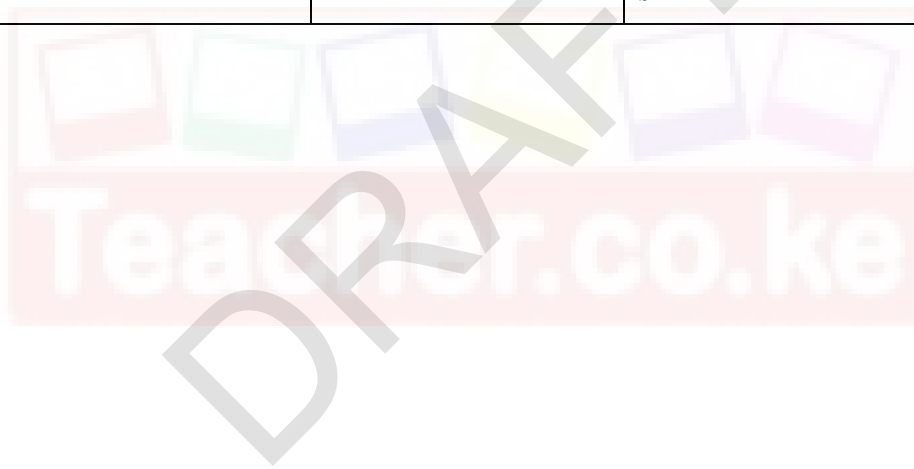
- **Pre-technical Studies:** Learner practises using the sewing tools, and equipment for making seams to make seams.
- **Computer Science:** Learners takes pictures of steps in making different seams and share in class.
- **Visual Art:** Learner outlines and writes the procedures of making different types of seams.
- **Mathematics:** Learner takes and records measurements when making seams.



Suggested Assessment Rubric				
Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to classify different types seams used in clothing construction.	Gives a smooth flow of ideas when classifying different seams used in clothing construction and gives supportive details.	Classifies different seams used in clothing construction.	Gives fairly clear flow of ideas when classifying different seams used in clothing construction with no supportive details.	Has challenges classifying different seams used in clothing construction.
Ability to analyse factors to consider when choosing seams in clothing construction.	Analyses all 6 factors to consider when choosing seams in clothing construction. and cites examples	Analyses the 6 factors to consider when choosing seams in clothing construction.	Analyse 3-5 factors to consider when choosing some seams in clothing construction and cites no examples.	Analyses 1-2 factors to consider when choosing seams in clothing construction.
Ability to examine the qualities of well-made seams in clothing construction	Conclusively examines the qualities of well-made seams in clothing construction and gives supportive details.	Examines the qualities of well-made seams in clothing construction	Reasonably examines the qualities of some well-made seams in clothing construction and gives no supportive details	Has difficulty examining the qualities of well-made seams in clothing construction.
Project Activities: Ability to make and mount	Systematically and comprehensively makes and mounts different seams and gives	Makes and mount different seams.	Leaves out few details and steps when making and mounting seams.	Leaves out many steps and details when making and mounting samples of the seams.



Suggested Assessment Rubric				
Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
samples of different seams.	supportive details and steps.			
Ability to construct a simple garment using suitable seams	Makes no errors when constructing a simple garment and completes it using suitable seams.	Construct a simple garment using suitable seams	Makes minor errors when constructing a simple garment and somewhat completes it using suitable seams.	Has challenges when constructing a simple garment using incomplete seams



Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experience	Key Inquiry Question (s)
3.0 Textile and Clothing	3.3 Methods of Controlling Fullness (10 lessons)	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> describe reasons for controlling fullness when making clothes and household articles, outline factors to consider when choosing methods of controlling fullness describe procedures for controlling fullness used when making clothes and household articles, make samples of different methods used to control fullness appreciate control of fullness in garment construction 	Learners will be guided to: <ul style="list-style-type: none"> research on and discuss the meaning of control of fullness. reflect and brainstorm in pairs, on the reasons for controlling fullness when making clothes and household articles and present their findings in class, search for information digital content, print material, resource persons and brainstorm on the factors to consider when choosing methods of controlling fullness (<i>darts, pleats, tucks, gathers and easing</i>) used in making clothes and household articles, watch a demonstration and write the procedures for controlling fullness <i>darts (single and double), pleats (inverted and box), tucks (plain and decorative), gathers and easing</i> used when making clothes and household articles 	<ol style="list-style-type: none"> How is fullness controlled in garment making? What are the reasons for arranging fullness on a garment?



			<ul style="list-style-type: none"> • make samples of the skill of making the skill of making <i>darts, pleats, tucks, gathers and easing</i> and mount them in a portfolio. <p>Project Work Activities:</p> <ul style="list-style-type: none"> • make a simple child’s garment (<i>blouse top or vest</i>) using the different types of seams(<i>french , overlaid (lapped) , machine-fell (double stitched,run and fell)</i>).and methods of control of fullness <p>NB: Omit sleeves and collars</p>	
<p>Core competences to be developed:</p> <ul style="list-style-type: none"> • Communication and collaboration: Learner brainstorms in pairs on the meaning of the term disposal of fullness and present their findings in class. • Creativity and imagination; Learner practises the skill of making darts, pleats, tucks, gathers and easing used when making clothes and household article • Self-efficacy: Learner applies self-awareness skills while correctly makes darts, pleats, tucks gathers and easing when making clothes and household articles. • Learning to learn: Learner engages in collective learning in shared interest while make a simple child’s garment using the different types of seams.and methods of control of fullness 				
<p>Values:</p> <ul style="list-style-type: none"> • Integrity: Learners have self-discipline and honesty as they search internet for information on procedure of making darts, pleats, tucks, gathers and easing. • Peace: Learners displays tolerance when sharing materials and equipment for making darts, pleats, tucks, gathers and easing. 				



Pertinent and Contemporary Issues (PCIs):

- Health concerns:
 - when learner observes safety when making darts, pleats, tucks, gathers and easing when making clothes and household articles.
 - as learners observe safety precautions when using needlework tools, materials equipment to make darts, pleats, tucks, gathers and easing when making clothes and household articles.
- Personal attributes and talents as the learner correctly makes darts, pleats, tucks, gathers and easing when making clothes and household articles.

Link to other Subjects:

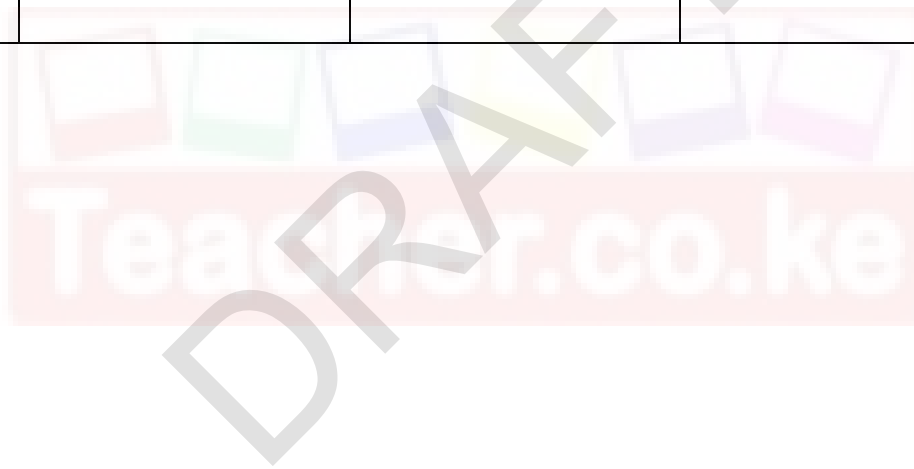
- Health education as learners observe safety precautions when using needlework tools, materials equipment to make darts, pleats, tucks, gathers and easing.
- Computer Science when learners use digital technology to search for information digital content, print material, resource persons and brainstorm on the qualities of well-made darts, pleats, tucks, gathers and easing
- Mathematics when taking measurements accurately and ensuring neatness as they make darts, pleats, tucks, gathers and easing.
- Language as they brainstorm in pairs on the meaning of the term disposal of fullness and present their findings in class.



Suggested Assessment Rubric				
Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to describe reason for controlling fullness when making clothes and household articles,	Description clearly relates to reason for controlling fullness when making clothes and household articles,	Describes reason for controlling fullness when making clothes and household articles,	Description somewhat relates to the reasons for controlling fullness when making clothes and household articles.	Description has little to do with reasons for controlling fullness when making clothes and household articles.
Ability to outline factors to consider when choosing methods of controlling fullness.	Accurately outlines factors to consider when choosing methods of controlling fullness and gives examples.	Outlines factors to consider when choosing methods of controlling fullness.	Somewhat accurately outline factors to consider when choosing methods of controlling fullness and gives no examples.	Needs assistance to outline factors to consider when choosing methods of controlling fullness.
Ability to describe procedures of controlling fullness used when making clothes and household articles.	Intuitively and precisely describes procedures of controlling fullness used when making clothes and household articles.	Describes different procedures of controlling fullness used when making clothes and household articles.	Gives a rudimentary description on different procedures of controlling fullness used when making clothes and household articles.	Has difficulty describing on different procedures of controlling fullness used when making clothes and household articles.



Suggested Assessment Rubric				
Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to make samples of different methods used to control fullness in clothing and household articles.	Displays rich and detailed samples of different methods used to control fullness in clothing and household articles.	Makes samples of different methods used to control fullness in clothing and household articles.	Displays few samples of different methods used to control fullness in clothing and household articles	Has challenges making samples of different methods used to control fullness in clothing and household articles..



STRAND 4.0: CARING FOR THE FAMILY

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experience	Key Inquiry Question (s)
4.0 Caring for the Family	4.1 Childcare (6 lessons)	<p>By the end of the sub strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) describe human development from conception to birth. b) explain needs of an expectant mother, c) analyse preparations made for the baby’s arrival, d) investigate traditional beliefs and taboos associated with pregnancy and child birth, e) describe the choice and care for baby’s layette f) appreciate preparations made for baby’s arrival. · · 	<p>Learners will be guided to:</p> <ul style="list-style-type: none"> • examine, reflect and brainstorm on conception (<i>safe parenthood, foetal development</i>) and signs of pregnancy in a human (<i>positive and danger sign</i>). Present in class plenary, • interact with digital devices and print materials and use research to explain the needs of an expectant mother <i>such as proper dressing, diet, physical exercise and rest, personal hygiene, family and societal support, knowledge on maternity and paternity care, clinic attendance, needs of an expectant father (Psychological, preparations, support, financial, information)</i> • watch a video or a demonstration on preparations made for baby’s arrival such as <i>layette, feeding equipment, bathing items,</i> 	<ol style="list-style-type: none"> 1. How can a mother-to -be make unborn baby comfortable in the womb? 2. Why is the role of a father-to-be important during pregnancy and after child birth?



			<p><i>bedding and cot, personal requirements, arrangement for home and hospital confinement, transport, finances and TBAs (Traditional Birth Attendants)</i></p> <ul style="list-style-type: none"> • research on (<i>conduct a survey, desk research, interviews</i>) and compile a report on taboos and beliefs associated with pregnancy and child birth in the society. Share with peers in class, and write a report and share with peers in class, • search on-line or visit a baby shop or market to learn on choice and care of baby's layette. Share during plenary in class, collect pictures and create a display. Share during plenary, • carry-out care(proper <i>cleaning, laundrywork and storage</i>) of the baby's layette items. 	
<p>Core Competences to be developed:</p> <ul style="list-style-type: none"> • Critical thinking and problem solving: Learner examines and shares information on conception and signs of pregnancy in a human. 				



- Creativity and imagination: Learner makes connections while watching a video or a demonstration on preparations made for baby's arrival.
- Learning to learn: Learner uses researching skills as they conduct a survey and compile a report on taboos and beliefs associated with pregnancy and child birth in the society.
- Digital literacy: Learner interacts with digital devices and print materials to research on the needs of an expectant mother

Pertinent and Contemporary concerns:(PCIs):

- Health education as the learner reflects and brainstorms on conception and positive and danger signs of pregnancy in a human and role of Traditional Birth Attendants (TBAs) in observance of safety and health of mother and baby.
- Self management as learner uses leadership and team work skills to conduct a survey and compile a report on taboos and beliefs associated with pregnancy and child birth in the society.
- Gender concerns as learner searches for knowledge on maternity and paternity care in relation to pregnancy.

Values:

- **Patriotism:** Learner shares report from a survey conducted and compiled on taboos and beliefs associated with pregnancy and child birth in the society.
- **Peace;** Learner as they display tolerance while conduct a survey and compile a report on taboos and belief associated with pregnancy and child birth.
- **Respect:** Learner has positive regards towards self and others without prejudice as they search on-line or visit a baby shop or market to learn on choice and care of baby's layette
- **Unity:** Learner appreciates the efforts of others when carrying-out the care given to the baby's layette.

Link to other Subjects:

- Health Education as the learner researches and explains the needs of an expectant mother.
- Computer science when the learner interacts with digital devices to research and explain the needs of an expectant mother



- Integrated Science when learner examines, reflects and brainstorms on conception on the function and care of reproductive organs.
- Religious Education when learners research and explain family and societal support given to an expectant mother.

Suggested Assessment Rubric

Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to describe human development from conception to birth.	Critically describes human development from conception to birth.	Describes describes human development from conception to birth	Partially describes human development from conception to birth	Has challenges describing human development from conception to birth
Ability to explain the needs of the expectant mother.	Accurately explains all 9 needs of the expectant mother and provides supporting details and examples.	Explains all 9 needs of the expectant mother.	Somewhat accurately explains 6-8 needs of the expectant mother, with scanty supporting details nor examples	Gives inaccurate explanation on 1-6 needs of the expectant mother with no details nor examples.
Ability to analyse preparations made for the baby's arrival	Precisely analyses all 9 preparations made for the baby's arrival and gives in depth supportive details and examples.	Analyse all 9 preparations made for the baby's arrival	Basically analyses 6-8 preparations made for the baby's arrival but with scanty supportive details and examples.	Analyses 1-5 preparations made for the baby's arrival with no supportive details and examples.



Suggested Assessment Rubric				
Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to carry-out a survey on traditional beliefs and taboos associated with pregnancy and child birth,	Systematically and comprehensively carries-out a survey on traditional beliefs and taboos associated with pregnancy and child birth with in depth details and examples.	Carries-out a survey on traditional beliefs and taboos associated with pregnancy and child birth,	Leaves out few details when carrying-out a survey on some traditional beliefs and taboos associated with pregnancy and child birth,	Leaves out many details when carrying-out a survey on traditional beliefs and taboos associated with pregnancy and child birth..
Ability to choose and care for baby's layette	Distinctively and with clarity chooses and cares for baby's layette and provides supportive details.	Chooses and cares for baby's layette items.	Chooses and cares for some baby's layette items and gives scanty supportive details.	Has difficulty choosing and caring for baby's layette with no supportive details.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experience	Key Inquiry Question (S)
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<p>4.0 Caring for the Family</p>	<p>4.2 Providing Family Shelter (3 lesson)</p>	<p>By the end of the sub strand , the learner should be able to:</p> <ol style="list-style-type: none"> outline factors to consider when choosing different methods of providing family shelter explain the advantages and disadvantages of different methods of providing family shelter, model different types of houses use to provide family shelter explain advantages and disadvantages of types of houses used in providing family shelter, appreciate the observance of human rights in providing family shelter for self and others. relate the human rights to providing family shelter. promote proper and safe family shelter in their locality. 	<p>Learners will be guided to:</p> <ul style="list-style-type: none"> <i>research on the meaning of family shelter</i> study and search using digital devices and print materials on the factors to consider when choosing different methods of providing family shelter. <i>(renting, buying and building)</i>. Compare your findings with peers, discuss in groups research and present findings on the advantages and disadvantages of the different methods of providing family shelter <i>(renting, buying and building)</i> brainstorm and categorise family shelter <i>(Type (modern or traditional), design (bungalow, maisonette, flats), and model the different types of house designs(room layout/orientation) and (materials used for construction)</i>. using realia, 	<ol style="list-style-type: none"> How can we improve housing the family? What causes poor or bad housing?
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			<p>pictures, use digital and print materials, personal experience, resource persons</p> <ul style="list-style-type: none"> • discuss to justify advantages and disadvantages of types of houses (<i>traditional, semi-permanent and modern houses</i>) 	
<p>Core Competencies to be Developed:</p> <ul style="list-style-type: none"> • Communication and collaboration: Learners listen to one another as they brainstorm and categorise the different types of houses • Critical thinking and problem solving: Learner portrays open-mindedness and creativity as they discuss advantages and disadvantages of types of houses • Citizenship: Learner embraces social cultural sensitivity and awareness while they organise and create activities related to the unique attributes of various types of houses. 				
<p>Values:</p> <ul style="list-style-type: none"> • Integrity; Learner avoids conflict of interest as they explore methods of providing family shelter. • Respect: Learner accommodates diverse opinions when explaining factors to consider when choosing family shelter • Patriotism: Learner appreciates different types of shelters used by different communities. 				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> • Social cohesion when they refer to child care and protection when exploring reasons for providing family shelter. • Environmental concerns as they discuss advantages and disadvantages of methods of providing family shelter. 				
<p>Link to other Subjects:</p> <ul style="list-style-type: none"> • Languages as learners communicate during group discussions on reasons for providing family shelter. 				



- Computer Science when learners use digital devices to research on the available information from the internet on the methods of providing family shelter.
- Social Studies when learners organise and create activities related to the unique attributes of various types of houses from various ethnic groups in Kenya.
- Visual Art when the learner model the different types of houses.

Suggested Assessment Rubric				
Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to outline factors to consider when choosing different methods of family shelter.	Information clearly relates to outline of factors to consider when choosing different methods of family shelter.	Outlines factors to consider when choosing different methods of family shelter.	Information relates partly with outline of factors to consider when choosing different methods of family shelter.	Information has little to do with outline of factors to consider when choosing different methods of family shelter.
Ability to explain advantages and disadvantages of types of houses used in providing family shelter.	Explains advantages and disadvantages of types of houses used in providing family shelter and gives a smooth flow of ideas and coherence	Explains advantages and disadvantages of types of houses used in providing family shelter.	Explains advantages and disadvantages of types of houses used in providing family shelter but gives a mix-up of ideas and scanty amount of coherence	Explanation on advantages and disadvantages of types of houses used in providing family shelter is disorganised with incoherent ideas



Suggested Assessment Rubric				
Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to describe different types of houses used to provide family shelter.	Comprehensively describes 3 different types of houses used to provide family shelter and provides supportive details.	Describes 3 different types of houses used to provide family shelter.	Partially describes 2 types of houses used to provide family shelter and provides scanty details.	Describes one type of house used to provide family explains shelter with no details.
Ability to explain advantages and disadvantages of types of houses used in providing family shelter	Distinctively and clearly explains advantages and disadvantages of types of houses used in providing family shelter and provides supportive details and examples.	Explains advantages and disadvantages of types of houses used in providing family shelter	Partly explains advantages and disadvantages of types of houses used in providing family shelter and provides scanty details and examples.	Gives unclear explanation on advantages and disadvantages of types of houses used in providing family shelter with no details nor examples.
Ability to relate the human rights to providing family shelter.	Critically and elaborately relates the human rights to providing family shelter.	Relates the human rights to providing family shelter.	Relates some human rights to providing family shelter.	Has difficulty relating the human rights to providing family shelter.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question (s)
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4.0 Caring for the Family	4.3 Room or Area Interrelationship (3 lessons)	By the end of the sub strand the learner should be able to: <ol style="list-style-type: none"> a) explain functions of different rooms or areas found in a family house or home b) illustrate room or area interrelationship in a family house or home c) outline factors that influence room or area interrelationship and placement in a family house or home d) appreciate the importance of understanding room interrelationship in house designs. 	Learners will be guide to: <ul style="list-style-type: none"> • use charts, pictures, digital material, reference books, and personal experiences to identify, justify and record functions of different types of rooms or areas found in a family house, then present their findings in class, • sketch a simple plan of a family house or home <i>(sitting area/living, kitchen/cooking area, bathroom/bath shelter, toilet/latrine, bedroom/sleeping area, dining room/eating area, food store/storage area),</i> • use their personal and cultural experiences, study pictures in books and on-line to generate, 	<ol style="list-style-type: none"> 1. Why do family houses have different rooms? 2. How are different rooms in a family house interrelated?
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			<p>record and discuss factors that influence room/area interrelationship and placement in a family house,</p> <ul style="list-style-type: none"> • watch a video clip, observe images on room or area interrelationship and in pairs • describe room or area interrelationship in family house or room, • refer too charts, pictures, images and shared experiences, sketch a simple plan of a family house or home and present it to your peers for their critique. 	
<p>Core Competences to be developed:</p> <ul style="list-style-type: none"> • Creativity and imagination: Learner makes connections between the skill of room placement and interrelationship and functions of the different rooms in a house. • Citizenship: Learner promotes nationalism and appreciate culture as they share their personal experiences in relation to factors that influence room placement and interrelationship in a family house. 				



- Self-efficacy: Learner demonstrates persistence, commitment and resilience as they sketch a simple plan of a family house.
- Learning to learn: Learner organises own learning examine, think, brainstorm, write down and present their findings on the different types of rooms found in a family house.

Values:

- Respect: Learner accommodates diverse opinions on room/area interrelationship and placement in a house.
- Unity; Learner strives to achieve a common goal of coming up with the most appropriate sketch of a family house plan
- Patriotism: Learner is aware of own culture as they discuss factors considered when placing rooms/areas in a house.

Pertinent and Contemporary Issues(PCIs):

- Citizenship education as learner gains knowledge of how culture affect room/area placement in a house.
- Human sexuality as learner appreciates the importance of privacy as a key factor that influence room placement.
- Safety concerns as learner considers hygiene as factor that influence placement of the toilet and the bathroom in a house.

Link to other Subjects:

- Visual Arts as learners practises making sketches of simple house plans.
- Social Studies as learner discusses factor that influence placement of room/areas in a house.



Suggested Assessment Rubric				
Indicator	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Ability to explain functions of the different types rooms found in a family house	Distinctively and clearly explains functions of the different types rooms found in a family house	Explains functions of the different types rooms found in a family house	Gives a few explanations of functions of the different types rooms found in a family house.	Has difficulty explaining functions of the different types rooms found in a family house.
Ability to illustrate room/area interrelationship in a family house or home	Provides all necessary details to illustrate room/area interrelationship in a family house or home	Illustrates room/area interrelationship in a family house or home	Provides some details to illustrate room/area interrelationship in a family house or home	Provides no details to illustrate room/area interrelationship in a family house or home
Ability to outline factors that influence room/area interrelationship and placement in a family house	Comprehensively outlines factors that influence room/area interrelationship and placement in a family house and cites examples.	Outlines factors that influence room/area interrelationship and placement in a family house	Partially outline factors that influence room/area interrelationship and placement in a family house with few examples.	Requires assistance to outline factors that influence room/area interrelationship and placement in a family house.
Ability to describe the role of room/area interrelation in a family house	Provides a smooth flow of ideas and coherence to describe the role of room/area interrelation in a family house	Describes the role of room/area interrelation in a family house	Partially describes room/area interrelation in a family house	Has challenges describing the role of room/area interrelation in a family house.



Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experience	Key Inquiry Question (s)
4.0 Caring for the Family	4.3 The Kitchen (6 lessons)	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> describe types of kitchen plans in a home outline advantages and disadvantages of different kitchen plans explain factors that influence placement of working areas or centres in a kitchen plan sketch different kitchen plans in a family house appreciate placement of work centres in a kitchen plan. 	Learners will be guided to: <ul style="list-style-type: none"> describe the kitchen areas in a house using digital or print materials and personal experiences to study and brainstorm work centre and work triangle in a types of kitchen plans, illustrate work centres and work triangle by use of sketches such as painted images or pictures of drawings, Research and discuss factors that influence placement of working areas or centres in kitchen plans and share in class, observe pictures, drawings or images of different types of kitchen plans (<i>one-wall, L-shaped, U-shaped, Island, corridor</i> reflect, identify and share the observations with their peers in class, Organise a debate on advantages and disadvantages of different kitchen plans in a family house, 	<ol style="list-style-type: none"> Why do people cook their food outside the kitchen? Why should a kitchen be planned well before construction?



			<ul style="list-style-type: none"> • sketch a kitchen plan for a family house and mount in a portfolio. Share in class. Share in class. 	
<p>Core Competences to be Developed:</p> <ul style="list-style-type: none"> • Communication and collaboration: Learner actively listens to each other when discussing different types of kitchen plans. • Critical thinking and problem solving: Learner reflects on the different kitchen plans found in a house. • Learning to learn: Learner works collaboratively to come up with sketches of different kitchen plans used in a house. 				
<p>Values:</p> <ul style="list-style-type: none"> • Unity: Learner takes turns in activities and conversations as they discuss the functions of different kitchen work centres/areas. • Patriotism: Learner considers cultural factors that influence placement of different kitchen work centres. • Love: Learner amicably resolves conflicts as they interact with one another during sketching of different kitchen plans. 				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> • Health concerns when learner considers safety as a key factor that influence placement of working areas/centre in a kitchen plan. • Environmental concerns when learner comes up with kitchen plans that will conserve human energy while working in the kitchen. • Creative and critical thinking as learner applies creativity skills while they plan their own kitchens and make drawings of work centres and work triangles. 				
<p>Link to other Subjects:</p> <ul style="list-style-type: none"> • Mathematics as learner calculates the area in the kitchen during the placement of kitchen centres/areas. • Visual Art as learner sketches different kitchen plans and mount in a portfolio. • Health Education as the learner factors in safety when placing the kitchen centres/areas in a house. 				



Suggested Assessment Rubric				
Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to describe types of kitchen plans in a modern family house	Description provides rich and detailed ideas on types of kitchen plans in a modern family house	Describes types of kitchen plans in a modern family house	Description provides simplistic ideas on types of kitchen plans in a modern family house	Has challenges describing types of kitchen plans in a modern family house.
Ability to outline advantages and disadvantages of different kitchen plans in a family house	Gives in depth outline of advantages and disadvantages of different kitchen plans in a family house	Outlines advantages and disadvantages of different kitchen plans in a family house	Partially outlines some advantages and disadvantages of different kitchen plans in a family house	Has challenges outlining of advantages and disadvantages of different kitchen plans in a family house.
Ability to sketch different types of kitchen plans in a modern house	Provides rich and detailed sketches of different types of kitchen plans in a modern house.	Sketches different types of kitchen plans in a modern house.	Provides few simplistic sketches of few types of kitchen plans in a modern house.	Has challenges sketching kitchen plan in a modern house.



Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experience	Key Inquiry Question (S)
4.0 Caring for the Family	4.4 Cleaning the Kitchen (7 lessons)	By the end of the sub strand, the learner should be able to: a) describe methods of removing dirt from the kitchen surfaces b) explain procedures in daily, weekly and special cleaning carried out in the kitchen, c) carry out cleaning of the kitchen. d) appreciate a clean kitchen for healthy living.	Learners will be guided to: <ul style="list-style-type: none"> • examine and brainstorm on the meaning of the following terms: loose dirt, fixed dirt found in the kitchen • research and brainstorm on methods of removing types of dirt from kitchen surfaces such as sweeping, dusting, wiping, mopping, vacuum cleaning, • discuss reasons for cleaning the kitchen (<i>daily, weekly and special cleaning</i>) • in groups brainstorm and make summaries on procedures used in daily, weekly and special cleaning of kitchen surfaces(<i>walls, ceiling, floor, worktops</i>) • clean (<i>daily, weekly and special</i>) the kitchen surfaces according to type <i>such as earthen ware, cemented, wooden, tiled, terrazzo.</i> 	<ol style="list-style-type: none"> 1. Why is it important to clean the kitchen? 2. . How is the kitchen kept clean for healthy living?
<p>Core competences to be developed:</p> <ul style="list-style-type: none"> • Communication and collaboration; Learner actively listens to each other when discussing different types of kitchen plans. • Critical thinking and problem solving; Learner reflects on the different kitchen plans found in a house. • Learning to learn: Learner works collaboratively to come up with sketches of different kitchen plans used in a house. 				



Values:

- Unity: Learner takes turns in activities and conversations as they discuss the functions of different kitchen work centres/areas.
- Patriotism; Learner considers cultural factors that influence placement of different kitchen work centres.
- Love: Learner amicably resolves conflicts as they interact with one another during sketching of different kitchen plans.

Pertinent and Contemporary concerns(PCIs):

- Health concerns when learner considers safety as a key factor that influence placement of working areas or centre in a kitchen plan.
- Environmental concerns when learner comes up with kitchen plans that will conserve human energy while working in the kitchen.
- Analytic thinking and problem solving as the learner gains knowledge while they plan their own kitchens to save finances.

Link to other Subjects:

- Mathematics as learner calculates the area in the kitchen during the placement of kitchen centres/areas.
- Visual art as learner sketches different kitchen plans.
- Health education as the learner factors in safety when placing the kitchen centres or areas in a house.



Suggested Assessment Rubric				
Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to describe methods of removing different types dirt from the kitchen surfaces	Precisely describes methods of removing different types of dirt from the kitchen surfaces.	Describes methods of removing different types of dirt from the kitchen surfaces	Basically describes some methods of removing different types of dirt from the kitchen surfaces	Requires help to describe methods of removing different types of dirt from the kitchen surfaces.
Ability to explain daily, weekly and special cleaning as used in the care of the kitchen	Explanation clearly relates to daily, weekly and special cleaning as used in the care of the kitchen and cites examples.	Explains daily, weekly and special cleaning as used in the care of the kitchen	Explanation partly relates to daily, weekly and special cleaning as used in the care of the kitchen and gives no examples.	Explanation has little to do with daily, weekly and special cleaning as used in the care of the kitchen.
Ability to practise weekly cleaning of the kitchen	Makes no errors when practising weekly cleaning of the kitchen	Practises weekly cleaning of the kitchen	Makes minor errors when practising weekly cleaning of the kitchen	Makes many errors when practising weekly cleaning of the kitchen.



Strand	Sub strand	Specific learning outcomes	Suggested learning experience	Key inquiry question (s)
4.0 Caring for the Family	4.5 Colour in the Home (3 lesson)	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> examine meaning of terms related to colour, explain factors to consider when choosing a colour for home decoration, describe colour combinations for interior design and decoration, use colour to demonstrate colour scheme for various rooms in a family house appreciate harmony in the use of colour in the home. 	Learners will be guided to: <ul style="list-style-type: none"> study and brainstorm on the meaning of terms related to colour (<i>tint, shade, value, intensity, tone, hue</i>). Write them down and add to the vocabulary class corner <i>tint, shade, value, intensity, tone, hue</i>, Share experiences and discuss the factors considered when choosing colours for home decoration, use digital and print resources to identify and interpret colour combination- colour wheel (<i>primary, secondary and tertiary</i>) use digital illustrations, colour scheme (<i>monochromatic, analogous complimentary</i>) for interior design and decoration, 	<ol style="list-style-type: none"> How can one make the paint colours flow in a family house? What colours make a room bigger or smaller?



			<ul style="list-style-type: none"> • explore the relationships of different colours found on the colour wheel using realia, digital devices, charts, reference books <i>(Monochromatic, analogous complimentary,</i> • create different colour schemes and decorate a model room for a family house. • study and interpret video clips images/ pictures and animations of different colour scheme as applied in real life situation. 	
<p>Core competences to be developed:</p> <ul style="list-style-type: none"> • Communication and collaboration: Learner portrays teamwork as they discuss factors to consider when choosing a colours. • Self-efficacy: Learner develops self-awareness as they brainstorm on the meaning of terms related to colour. • Digital literacy: Learner interacts with technology to access and study various colour wheels and colour schemes 				
<p>Values:</p> <ul style="list-style-type: none"> • Respect: Learner appreciates diversity in opinions as they work in groups. • Social justice: Learners accords equal opportunities in sharing materials when drawing and colouring a room. • Responsibility: Learners engages in the assigned roles and duties within the groups. 				



Pertinent and Contemporary Issues (PCIs):

- Creative and critical thinking processes when learners create and apply creativity with colour schemes for different rooms
- Health concerns when colour wheel and colour schemes are used creatively to give a therapeutic effect.

Link to other Subjects:

- Language when learners study, reflect and brainstorm on the meaning of terms related to colour, write them down and add to the vocabulary corner.
- Visual arts when the learner expresses creativity when drawing a room in a house and colours it to show a colour scheme.
- Mathematics when measuring quantities to come up with colour tints, shade and intensity

Suggested Assessment Rubric

Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to explain meaning of terms related to colour	Explanation relates to meaning of terms related to colour	Explains meaning of terms related to colour	Explanation partially relates to meaning of some terms related to colour	Explanation has little to do with meaning of terms related to colour.
Ability to explain factors to consider when choosing a colour for a room in the house,	Explanation convincingly provides all factors to consider when choosing a colour for a room in the house.	Explains all factors to consider when choosing a colour for a room in the house,	Explanation predictably provides some factors to consider when choosing a colour for a room in the house,	Explanation gives underdeveloped factors to consider when choosing a colour for a room in the house.



Suggested Assessment Rubric				
Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to describe colour combinations for interior design and decoration,	Description gives a rich and detailed colour combinations for interior design and decoration,	Describes the colour combinations for interior design and decoration,	Description gives simplistic details on colour combinations for interior design and decoration,	Description gives underdeveloped details on colour combinations for interior design and decoration.
Ability to use colour to demonstrate colour scheme for various rooms in a family house	Demonstrates a very well organised use of colour to show colour scheme for various rooms in a family house	Uses colour to demonstrate colour scheme for various rooms in a family house	Demonstrates a moderately organised use of colour to show colour scheme for various rooms in a family house	Demonstration lacks organisation in use of colour to show colour scheme for various rooms in a family house



Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experience	Key Inquiry Question (s)
4.0 Caring for the Family	4.6 Soft Furnishings in the House (6 lessons)	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> examine different soft furnishings used in the home examine factors to consider when choosing soft furnishings used in the home, explain the functions of soft furnishings in the home, make a soft furnishing item used in the home care for various soft furnishings in the home, appreciate the use of soft furnishings at home. 	Learners will be guided to: <ul style="list-style-type: none"> in groups, brainstorm on the meaning of soft furnishings list various soft furnishings used in the home using realia, digital devices , personal experiences, pictures and print materials, research on the factors to consider when choosing soft furnishings in the home using digital devices, personal experiences and print materials and report their findings in class, watch a video or a demonstration on how to make a soft furnishing item. make a soft furnishing item with emphasize on choice of <i>colour, skills of making, utility</i> 	<ol style="list-style-type: none"> How can one make soft furnishings for use at home using local and safe resources? Why are soft furnishings vital in a house?



			<ul style="list-style-type: none"> • carry out various procedures used to clean soft furnishings in the home. Critique cleaned items in class. 	
<p>Core Competences to be developed:</p> <ul style="list-style-type: none"> • Creativity and imagination: Learner shares information on different soft furnishings used at home. • Learning to learn: Learner share learnt knowledge while making soft furnishings. • Self-efficacy: Learners develop personal skills on making soft furnishings. 				
<p>Values:</p> <ul style="list-style-type: none"> • Patriotism: Learner uses locally available materials to make soft furnishings • Peace: Learner follows laid down procedures in making soft furnishings. • Unity: Learner appreciates the efforts of others when sharing information on soft furnishings in the social media platforms 				
<p>Pertinent and Contemporary concerns:(PCIs):</p> <ul style="list-style-type: none"> • Health education as the learner observes safety when using sewing equipment to make the soft furnishing item. • Personal attributes and talents when the learner develops personal skills on the care and maintenance of soft furnishing • Analytic thinking and problem solving when they make effective decisions about choice of soft furnishings for use at home. • Financial literacy and poverty eradication when the learner makes soft furnishings for sale to generate income. 				
<p>Link to other Subjects:</p> <ul style="list-style-type: none"> • Health education while observing safety when machine stitching the soft furnishing item. • Computer science when searching and share information on soft furnishings using digital devices • Mathematics when taking measurements for making different soft furnishings. 				



- Language during group discussions on the meaning of the term soft furnishings and on factors to consider when choosing soft furnishings
- Visual arts when using soft furnishings for decorative purposes.

Suggested Assessment Rubric

Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to examine factors to consider when choosing soft furnishings used in the home,	Distinctively and clearly examine factors to consider when choosing soft furnishings used in the home.	Examines factors to consider when choosing soft furnishings used in the home,	Examine some factors to consider when choosing soft furnishings used in the home.	Needs assistance to examine factors to consider when choosing soft furnishings used in the home.
Ability to explain the functions of soft furnishings in the home.	Explanation clearly relates to the functions of soft furnishings in the home.	Explains the functions of soft furnishings in the home.	Explanation partially relates to some functions of soft furnishings in the home.	Explanation has little to do with the functions of soft furnishings in the home.
Ability to make a soft furnishing item used in the home	Accurately makes a soft furnishing item used in the home and includes all necessary details.	Makes a soft furnishing item used in the home.	Makes a partially accurate soft furnishing item used in the home and omits some details.	Make an incomplete soft furnishing item used in the home with no required details.



COMMUNITY SERVICE LEARNING CLASS ACTIVITY

Introduction

In Grade 8, focus is on making preparations to undertake a Community Service Learning (CSL) activity of their own choice. They will be required to identify a community problem through research, plan and come up with solutions to solve the problem. The preparations will be carried out in groups. Learners will build on Community Service Learning (CSL) knowledge, skills and attitudes acquired during Life Skills Education as well as other subjects.

CSL Skills to be Covered:

- i) **Leadership:** Learners develop leadership skills as they undertake various roles during preparation.
- ii) **Financial Literacy and Entrepreneurship Skills:** Learners will gain skills on wise spending, saving and investing for sustained economic growth. They could consider ways of generating income as they undertake the Community Service Learning (CSL) project through innovation ways. Moreover, they could identify business ideas and opportunities as well as resources to meet the needs of the community.
- iii) **Research:** Learners will be expected to identify a problem or pertinent issue in the community and indicate how the problem will be solved. They will also acquire skills on how to report their findings.
- iv) **Communication:** Learners indicate reporting mechanisms to be used during the actual project e.g., how they intend to communicate with members of the community, either on-line or off-line.
- v) **Citizenship:** As learners engage in the Community Service Learning (CSL) activities for this Grade, they will be vested with the rights, privileges and duties of a citizen, hence giving them a sense of belonging and attachment to the nation. They will also be empowered to engage and assume active roles in shaping a more peaceful, tolerant and inclusive society.
- vi) **Life Skills Education:** Learners will be equipped with life skills including decision making, assertiveness, effective communication, and problem solving and stress management. This will enable them to manage interpersonal relationships, develop leadership skills as well as discover and grow their talents.



- vii) **Community Development:** Learners will be empowered with skills necessary to effect relevant change including building stronger and more resilient communities.

Suggested Pertinent and Contemporary Issues	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
<ul style="list-style-type: none"> • Environmental degradation • Life style diseases • Communicable and non-communicable diseases • Poverty • Violence in community • Food security concerns • Conflicts in the community <p>Note: The suggested PCIs are only examples. Teachers should allow learners to identify PCIs as per their context and reality.</p>	<p>By the end of the Community Service Learning(CSL) project, the learner should be able to:</p> <ol style="list-style-type: none"> a) identify a problem in the community through research b) plan to solve the identified problem in the community, c) design solutions to the identified problem, d) appreciate the need to belong to a community. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • brainstorm on Pertinent and Contemporary Issues (PCIs) in their community that need attention in groups • choose a Pertinent and Contemporary Issue (PCI)that needs immediate attention and explain why in groups • carry out research using digital devices print media/interactions with members of the community/resource persons in identifying a community problem to address in groups • discuss possible solutions to the identified issue in groups • propose the most appropriate solution to the problem in groups • discuss ways and instruments they can use to collect data on the problem (questionnaires, interviews, observation schedule) • develop instruments for data collection 	<ol style="list-style-type: none"> 1. How does one determine community needs? 2. Why is it necessary to make adequate preparations before embarking on a project?



		<ul style="list-style-type: none"> • identify resources needed for the Community Service Learning(CSL) project (human, technical, financial) • discuss when the project will begin and end • prepare a programme/timetable of the entire project execution • Assign roles to be carried by all group members • reflect on how the project preparation enhanced learning. 	
<p>Key Component of Community Service Learning(CSL) developed:</p> <p>a) Identification of a problem in the community through research</p> <p>b) Planning to solve the identified problem</p> <p>c) Designing solutions to the identified problem</p>			
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Communication and collaboration: Learners will make the preparations in groups and conduct discussions on best ways of carrying out the project. • Self-efficacy: Learners develop the skills of self-awareness and leadership as they undertake the Community Service Learning(CSL) project • Creativity and Imagination: Learners will come up with creative ways of solving the identified community problem • Critical Thinking and Problem Solving: Learners will demonstrate autonomy in identifying a community need, exploring plausible solutions and making necessary preparations to address the problem. • Digital Literacy: Learners can use technology when as they research on a community problem that they can address. • Learning to Learn: Learners gain new knowledge and skills as they identify a community problem to be addressed and make preparations to carry out the project. 			



- Citizenship: This is enhanced as learners choose a Pertinent and Contemporary Issue (PCI) that needs immediate attention in the community.

Values:

- Integrity: Learners carries out research using digital devices and print media as they identify a community problem to address.
- Respect: Learners brainstorms on pertinent and contemporary Issues in their community that need attention.

Pertinent and Contemporary Issues (PCIs):

- Social cohesion as learners discuss possible solutions to the identified issue.
- Critical thinking as learners discuss possible solutions to the identified issue.

Suggested Assessment Rubric				
Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to identify a problem in the community through research	Distinctively and clearly identifies a problem in the community through research	Identifies a problem in the community through research	Partially identifies a problem in the community through research	Requires guidance to identify a problem in the community through research
Ability to plan to solve the identified problem	Comprehensively and systematically plans to solve the identified problem	Plans to solve the identified problem	Plans to solve some identified problems leaves out some details	With assistance plans to solve the identified problem but leaves out many details



Suggested Assessment Rubric				
Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to design solutions to the identified problem	Designs solutions to the identified problem and makes no errors.	Designs solutions to the identified problem	Partly designs solutions to the identified problem but makes minor errors.	Designs solutions to the identified problem but makes many errors that distort meaning.



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

Strand	Sub Strand	Suggested Assessment Methods/Tools	Learning Resources	Non-Formal Learning Activities
1.0 Foods and Nutrition	1.1 Kitchen Garden (6 lessons)	<ul style="list-style-type: none"> • Observation schedule • Practical work • Self-assessment • Critiques • Checklists • Rubrics • Portfolio 	<ul style="list-style-type: none"> • Video clips • Pictures • Charts • Digital and print materials and devices • Improvised modern gardening materials and equipment • Gardening tools and equipment • Suitable garden soil • Watering cans 	Learner will be guided to: <ul style="list-style-type: none"> • plan and organise clubs' and societies' activities that can be done to practise how to prepare different types of contemporary kitchen gardens. • design and organise kitchen gardens for income generation in clubs and societies. • keep records for the kitchen garden such as weekly garden reports, financial records, garden file, and garden portfolio and present or share during school open forum to parents and guardians.



	<p>1.2 Effect of Heat on Foods</p> <p>(6 lessons)</p>	<ul style="list-style-type: none"> • Observation schedule • Practical work • Self-assessment • Critiques • Checklists • Rubrics 	<ul style="list-style-type: none"> • Video clips • Pictures • Charts • Digital and print materials and devices • Recipe books • Resource person • Cooking tools, equipment and materials: • cooking equipment (<i>charcoal jiko, gas cooker, electric cooker, paraffin stove, traditional open fireplace/ improved firewood stove</i>) • other resources-fuels, detergents, foodstuff, kitchen cloths, cleaning materials, protective gear such as apron, headgear, gloves, <ul style="list-style-type: none"> • First aid kit 	<ul style="list-style-type: none"> • make presentations on nutrient conservation in an open-forum such as at assembly, parent meetings, clubs, sports day, education day. • engage actively with a resource person concerning careers and income generating activities. • design a career wheel during clubs to demonstrate an understanding of various careers related to Home Science for each gender. • compose and recite poems, narratives, and songs about careers and income-generating activities in Home Science as well as on food nutrient conservation. • conduct debates with peers (<i>face-to-face or on-line</i>) on the role of Home Science for self and others. • organise and participate in presentations during exchange
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				<p>programmes such as symposiums, field trips and educational visits to other peers.</p> <ul style="list-style-type: none"> • prepare talking walls and posters on careers related to Home Science as a subject. • sensitise parents and school community on conservation of food nutrients as well as the careers and income-generating activities associated with Home Science. • engage in straight talk on the importance of conservation of food nutrients in food handling during health week.
	<p>1.3 Meal Presentation (6 lessons)</p>	<ul style="list-style-type: none"> • Observation schedule • Practical work • Self-assessment • Critiques • Checklists • Rubrics • ICT assessment 	<ul style="list-style-type: none"> • Video clips • Pictures • Charts • Digital and print materials and devices • Recipe books • Resource person 	<ul style="list-style-type: none"> • organise and create a role play on table setting, table etiquette, meal presentation and video record it , share with peers on online learning platforms • make and write on posters the meaning terms meal presentation and table setting



			<ul style="list-style-type: none"> • Cooking tools, equipment and materials: • cooking equipment (<i>charcoal jiko, gas cooker, electric cooker, paraffin stove, traditional open fireplace/ improved firewood stove</i>) • other resources-fuels, detergents, • foodstuff, kitchen cloths, cleaning materials • protective gear such as apron, headgear, gloves, first aid kit 	<p>and display on class walls or notice boards</p> <ul style="list-style-type: none"> • compose a poem or song on procedure followed when setting the table during clubs and societies. • develop digital presentations with slide transitions, animated tests and graphics on table setting. Share on digital learning platforms, Present during the assembly, • showcase a table setting display taking appropriate action in response to global public health concerns like covid-19 protocol, during Health week, or other events in school. • educate other peers during health club activities on safety precautions during table setting in meal presentation, • search, reflect and explore career opportunities related to the application of develop
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				personal skills and talents in table setting. Share findings during non-formal forums such as open day, parents day, health week, sports day.
	1.4 Meals for Special Groups (6 lessons)	<ul style="list-style-type: none"> • Observation schedule • Practical work • Self-assessment • Peer Assessment • Critiques • Checklists • Rubrics 	<ul style="list-style-type: none"> • Video clips • Pictures • Charts • Digital and print materials and devices • Recipe books • Resource person • Cooking tools, equipment and materials: • cooking equipment (<i>charcoal jiko, gas cooker, electric cooker, paraffin stove, traditional open fireplace/ improved firewood stove</i>) • other resources-fuels, detergents, 	<ul style="list-style-type: none"> • compose and write poems or compose songs on guidelines to consider when planning meals for different special groups, • explore foods from diverse cultural background, suitable for meals for special groups , and share in class • create, develop and display posters on the protection of different special groups for collective well-being and equity when planning meals, • create and organize for role play on meals suitable for special groups and present in class, • create and develop a digital meal planner for planning meals for different special



			<ul style="list-style-type: none"> • foodstuff, kitchen cloths, cleaning materials • protective gear such as apron, headgear, gloves. • First aid kit 	<p>groups and share on digital learning platforms,</p> <ul style="list-style-type: none"> • take videos and pictures to share on built digital networks, • participate in a role-play or organised skit on importance of values during planning of meals for special occasion.
	<p>1.5 Meals for Special Occasions (8 lessons)</p>	<ul style="list-style-type: none"> • Observation schedule • Practical work • Self-assessment • Critiques • Checklists • Rubrics • 	<ul style="list-style-type: none"> • Video clips • Pictures • Charts • Digital and print materials and devices • Recipe books • Resource person • Cooking tools, equipment and materials: • cooking equipment (<i>charcoal jiko, gas cooker, electric cooker, paraffin stove, traditional open fireplace/ improved firewood stove</i>) 	<ul style="list-style-type: none"> • in groups create and develop an e-publication of recipes on meals for special occasion and to share on digital leaning platforms, • take videos and pictures the item or dish product prepared and upload on built digital networks to share as digital content and messages, • showcase food item or dish for a special occasion (<i>birthday and present to peers, parents and school community during an open forum at school.</i>) • in clubs and societies start a small business to generate income by planning, preparing



			<ul style="list-style-type: none"> • other resources-fuels, detergents, • foodstuff, kitchen cloths, cleaning materials • protective gear such as apron, headgear, gloves. • First aid kit 	and presenting special food items for special occasions such as birthday, wedding, graduation.
2.0 Consumer Education	2.1 Consumer Awareness (3 lessons)	<ul style="list-style-type: none"> • Observation schedule • Practical work • Self-assessment • Critiques • Checklists • Rubrics 	<ul style="list-style-type: none"> • Video clips • Pictures • Charts/Manila papers • Flip charts • Felt pens/chalk/whiteboard markers • Digital and print materials • Paper money/mock money • Accounting records such as receipt book, • Documentaries on buying transactions 	<ul style="list-style-type: none"> • brainstorm and present on importance of consumer awareness during school assemblies or clubs and societies activities, • engage actively with a resource person on the roles of a consumer as a decision maker and user of goods and services. • Plan a talk show on consumer awareness. The show can be recorded (where possible) and played to other students in the school.



				<ul style="list-style-type: none"> engage actively with a resource person during discussion on consumer rights in relation to payment of taxes including (<i>online transactions</i>) as an obligation of every citizen. Share information with peers during an open forum.
	2.2 Market Competition (3 lessons)	<ul style="list-style-type: none"> E-assessment Questionnaires Written tests Observation schedules peer assessment Critiques 	<ul style="list-style-type: none"> Video clips Pictures Charts Digital and print materials Paper money/mock money Accounting records such as receipt book, Documentaries on buying transactions 	<ul style="list-style-type: none"> organise and participate in exchange programmes/field trips to explore the factors that influence competition in the market. Present findings during open forum in school. design posters on fair and unfair competition in the market and its benefits, display on talking walls, bins or notice boards in school. organise and create a dramatised skit on fair and unfair competition in the market and its benefits, display



				<p>on talking walls, bins or notice boards in school.</p> <ul style="list-style-type: none"> draw pictures, images and paintings with the theme 'market competition' Present during public forums, assemblies and other events in school.
3.0 Textile and Clothing	3.1 Artificial Textile Fibres (6 lessons)	<ul style="list-style-type: none"> Rating scales Rubrics Anecdotal records Oral questions Projects Portfolio Self-assessment 	<ul style="list-style-type: none"> Charts Manila papers, felt pens or marker pens Scrapbooks /Textile sample album <p>Sample of different types of scrap fabrics</p> <ul style="list-style-type: none"> Glue/cow gum/any other glue available Digital and print devices Sources of heat such as candle, for the physical tests on fabric Fashion magazines/newspapers. 	<ul style="list-style-type: none"> explore the sources of artificial fibres locally, and globally using digital devices, pictures and reference books (<i>nylon, polyester and acrylic during club and or societies.</i> compose poems, recite and present to peers, the properties of artificial fibres during events or functions in school. in groups, use digital technology to access submitted work on the uses of artificial fibres (<i>nylon, polyester and acrylic</i>) and make a summary to share with peers search, download, save and create a folder with various



				images of different artificial fibres for use during class discussions,
	3.2 Seams (10 lessons)	<ul style="list-style-type: none"> • Rating scales • Rubrics • Anecdotal records • Oral questions • Projects • Portfolio • Self-assessment • Project work • Practical work • Peer assessment 	<ul style="list-style-type: none"> • Samples of made seams • Various clothing and household items made using different seams • Fabrics/material • Machine sewing threads • Tacking threads • Decorative threads • Materials for the project work • Sewing machine • Treadle • Hand-driven • Electric-driven • Machine needles, scissors, • Sewing threads • Machine oil covers, • Charts 	<ul style="list-style-type: none"> • compose songs and poems on factors to consider when choosing seams, record and upload on digital learning platforms, • create and write articles collaboratively on different categories of seams used for making clothes and household articles and share them on digital learning platforms, • create posters with messages on qualities of seams, and display on boards and walls in school, • take pictures of steps in making different seams and develop presentations with slide transition and make presentations to peers, • Demonstrate to peers, parents and school community during



			<ul style="list-style-type: none"> • Manila • Needlework tools and equipment. 	<p>open forum the project work on how to construct a vest or blouse top.</p>
	<p>3.3 Disposal of Fullness</p> <p>(10 lessons)</p>	<ul style="list-style-type: none"> • On-line assessment • Observation schedules • Check lists • Rating scales • Written tests • Journals • Daily logs • projects 	<ul style="list-style-type: none"> • Real sewing machines • (<i>choose available suitable model</i>) • Treadle • Hand-driven • Electric-driven • Fabrics • Machine needles, scissors, • Sewing threads • Machine sewing threads • Tacking threads • Machine oil covers, • Chats/flip charts • Manila papers • Sample real items (<i>sleeveless top</i>) 	<ul style="list-style-type: none"> • use digital technology to search, download and upload information on methods of disposal of fullness used when making clothes and household articles on digital learning platform. • discuss factors to consider when choosing methods of disposing fullness (darts, pleats, tucks, gathers and easing) and share information using interactive programmes, • network in their digital interactive programmes by sharing information on factors considered choosing methods of disposing fullness (darts, pleats, tucks, gathers and easing) when making clothes and household articles,



				<ul style="list-style-type: none"> • use digital technology to view, record and share video clips on procedure of making darts, pleats, tucks, gathers and easing when making clothes and household articles with peers on digital learning platforms., • use a modelling software to make simple 3-Dimensional images on different methods of disposing fullness and share the images on Web Pages as PDF documents that are password protected, • make notes as they actively listen to a resource person presenting ideas on qualities of well-made darts, pleats, tucks, gathers and easing used in making clothes and household articles and use the information to analyse made processes. • reflect and explore career opportunities related to the
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				application of developed personal skills and talents in disposal of fullness. Share business ideas findings in during clubs and societies activities.
4.0 Caring for the Family	4.1 Childcare (6 lessons)	<ul style="list-style-type: none"> • Peer assessment • E-assessment • Observation schedules • Checklist • Rubrics 	<ul style="list-style-type: none"> • Digital and print materials and devices • Layette • Feeding equipment • Bathing items • Bedding and cot and variety of personal requirements • Baby’s laundry equipment and materials such as fabric conditioners, mild detergents, • Baby toys 	<ul style="list-style-type: none"> • Visit to a MCHC clinic • Simulating or dramatising care of a baby (bathing, feeding, putting a baby to sleep and more others) during clubs and societies • Inviting a mid-wife or nurse to give a talk on childcare and child birth process.
	4. 2 Providing Family Shelter (3 lessons)	<ul style="list-style-type: none"> • Peer assessment • E-assessment • Observation schedules • Rating scales • Checklists 	<ul style="list-style-type: none"> • Charts • Manila paper • Felt pens/Chalk/ whiteboard markers • Image/ pictures of types of shelter 	<ul style="list-style-type: none"> • brainstorm and engage on straight talk on nature of human rights and provision of basic needs in relation to family shelter, • create and organise a role play with the theme ‘housing the



		<ul style="list-style-type: none"> • Rubrics • Oral questions • Written tests 	<ul style="list-style-type: none"> • Digital and print materials and devices • Drawings and or murals/gallery of drawings 	<p>family' and present during the assembly.</p> <ul style="list-style-type: none"> • in groups discuss the factors considered when choosing family shelter using digital devices, reference books, • organise and create activities related to the unique attributes of various types of houses from various ethnic groupings in Kenya.(<i>models, local materials used to build houses, drawing gallery, murals</i>), • use ICT devices evaluate on-line housing opportunities, bid for properties, report repairs and view housing units for buying or renting. Relate the information to tax associated with buying and selling of housing, using ICT. Present findings during open forums in school.
	4.3 Room Interrelationship	<ul style="list-style-type: none"> • Peer assessment • E-assessment • Observation schedules 	<ul style="list-style-type: none"> • Charts • Manila paper • Felt pens/Chalk/whiteboard markers 	<p>The learner will be guide to:</p> <ul style="list-style-type: none"> • create and organize a role play on functions of different rooms and their interrelationship. Present



	(3 lessons)	<ul style="list-style-type: none"> • Rating scales • Checklists • Rubrics • Oral questions • Written tests 	<ul style="list-style-type: none"> • Image/ pictures of types of shelter • Digital and print materials and devices • Drawings and or murals/gallery of drawings • Pictures in Journals/magazines of room interrelationship • Video clips 	<p>during the assembly to peers, parents and the community.</p> <ul style="list-style-type: none"> • share their personal and cultural experiences, study pictures in books and on-line to find out how rooms interrelate in a family house • create digital artworks of room interrelationship, by applying collage techniques using photo editing applications and share on blogs and wikis or on built in learning networks, • design a programmed instruction and employ use of robotics to do a sketch of a simple plan of a family house share on digital learning platforms. • examine, brainstorm, write down and present their findings on the different types of rooms found in a family house using charts, pictures, digital devices, reference books, personal experience
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				during non-formal forums such as clubs and societies, assembly, parent forums.
	4.4The Kitchen (6 lessons)	<ul style="list-style-type: none"> • Peer assessment • E-assessment • Observation schedules • Rating scales • Checklists • Rubrics • Oral questions • Written tests 	<ul style="list-style-type: none"> • Word corner • Digital and print materials and devices • Resource persons • Images of work centres and work triangle • Video clips • Kitchen models • Kitchen plans samples • Pictures/ images of kitchens from magazines and journals • Photos of their home kitchens 	<ul style="list-style-type: none"> • create digital models of work centres, upload and share on digital learning platforms (<i>storage area, washing area, cooking area during clubs and societies.</i>) • <i>model and or draw your dream kitchen during clubs time and share with peers.</i> • create and make digital artwork of different kitchen plans, photo edit and share on blogs and wikis • model and draw different kitchen plans, upload and post them on digital platforms for learning
	4.5 Cleaning the Kitchen (7 lessons)	<ul style="list-style-type: none"> • Project work • Peer assessment • E-assessment • Observation schedules 	<ul style="list-style-type: none"> • Detergents (<i>forms of soap and soapless detergents (liquid, foam, bar, powder, flakes)</i>) • Water (<i>soft and hard</i>) 	<ul style="list-style-type: none"> • organise and clean the school dining room or classes applying skills learnt in class during weekend or during clubs and societies. Write a



		<ul style="list-style-type: none"> • Rating scales • Checklists • Rubrics • Oral questions • Written tests • Practical work 	<ul style="list-style-type: none"> • <i>Cleaning equipment and materials both local and improvised such as sweeping brooms, scrubbing brushes, basins/buckets/ karais/, dusters, mopping cloth/mops, Dustpan and carpet brush, improvised abrasives such as crushed egg shells, fine sand, rough leaves, ashes</i> • Different surface to be cleaned according to type available such as <i>earthen ware, cemented, wooden, tiled, terrazzo</i> • Safety gear such as aprons, overalls, head gear such as head scarf, hats, hair covers, hand gloves. 	<p>report on procedures applied and present during assembly</p> <ul style="list-style-type: none"> • Engage actively with a resource person to learn more about daily, weekly and special cleaning procedures and present during health week or other occasion with parents, guardians and school community. • share information during clubs and societies to safety during cleaning the kitchen surfaces. • design posters with procedures on various methods of removing dirt from kitchen surfaces display them on talking walls, bins, and noticeboards. • sensitise the school community on various methods of removing dirt from surfaces in the kitchen
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	<p>4.6 Colour in the House</p> <p>(3 lesson)</p>	<ul style="list-style-type: none"> • Peer assessment • E-assessment • Observation schedules • Rating scales • Checklists • Rubrics • Oral questions • Written tests • Portfolio 	<ul style="list-style-type: none"> • Different colours (<i>water paints</i>) • Picture/images from magazines/journals • Video clips on colour scheme • Digital applications on colour • Digital clips images/pictures and animations 	<p>The learner will be guided to:</p> <ul style="list-style-type: none"> • create and make digital artworks by applying collage techniques to bring out the meaning of different terms and store them in the digital portfolio and share it in the digital cloud, • using digital devices develop presentations with slide transitions and graphics on the colour wheel, • design programmed instructions in creative coding through use of robots to display different colour schemes • draw a room in a house and colour it to show a colour scheme using realia, digital devices, charts, reference books, (-<i>Monochromatic Analogous, Complimentary</i>). • use technology to explore color and relate information to design, production and marketing for
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				various houses as business opportunities. Present findings in class and other open forums in school.
	4.7 Soft Furnishings in the House (6 lessons)	<ul style="list-style-type: none"> • Peer assessment • E-assessment • Observation schedules • Rating scales • Checklists • Rubrics • Oral questions • Written tests • Portfolio 	<ul style="list-style-type: none"> • Realia of various soft furnishings • Digital and print materials and devices • Video clips, images and animations • Digital portfolio • Various appropriate and relevant needlework equipment and tools such as scissors, needles, sewing machine, measuring tools, • Fabrics • Machine needles, scissors, • Sewing threads • Machine sewing threads • Tacking threads • Decorative threads 	The learner will be guided to : <ul style="list-style-type: none"> • use digital devices to download images of soft furnishings, make an e publication and share on the digital learning platforms • compose a song on the factors to consider when choosing soft furnishings and make a presentation in class • record their findings on the factors to consider when choosing soft furnishings and store their work in a digital application, then share on blogs and wikis, • watch a digital presentation with slide transition, animated texts and graphics on the functions of soft furnishings in the home and share the presentations in class,



			<ul style="list-style-type: none"> • Other assorted materials such as glue, filling for pillows and cushions, sacks for mats, punch needles, knitting yarn and needles, crocheting needles and yarn and others. 	<ul style="list-style-type: none"> • watch a demonstration by a resource person on how to make a soft furnishing item, then make a soft furnishing item, • brainstorm on ways of nurturing their talents and abilities in making soft furnishings for sale, • reflect on the various soft furnishings in the house and explore career opportunities related to the application of develop personal skills and talents learnt. Share business ideas in class and other open forums in school.
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