



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT
Nurturing Every Learner's Potential

DIPLOMA IN TEACHER EDUCATION
PRE - PRIMARY AND PRIMARY

HOME SCIENCE CURRICULUM DESIGN

2024

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INTRODUCTION

The development of the curriculum for Diploma in Teacher Education in Pre-Primary and Primary level (**DTE-PP&P**) is a critical milestone in the implementation of Competency Based Curriculum (CBC) in Kenya. The curriculum designs herein have been developed to prepare the teacher trainee to be able to effectively guide the learners at the Pre-Primary and Primary School level; that is from Pre-Primary One (PP1) to Grade Six (G6) in Basic Education.

It is envisaged that the teacher educator will guide the teacher trainees appropriately to embrace the shift from the Objective-Based to the Competency Based Curriculum which is hinged on use of learner-centred pedagogy for realisation of the stated expected learning outcomes. In addition, the emphasis on formative assessment to facilitate learning should be underscored as the basis for determining learner aptitude and performance. Other key aspects that have been introduced include structured micro-teaching, a longer period for the practicum and the introduction of specific Professional Courses that ensure congruence with the CBC vision, mission, pillars and guiding principles as enshrined in the *Basic Education Curriculum Framework* (KICD, 2017).

The DTE-PP&P curriculum seeks to develop the teacher to act as a facilitator in the learning process taking into consideration the different abilities and learning styles of individual target learners. The curriculum has been designed with emphasis on experiential and reflective learning to develop appropriate Pedagogical Content Knowledge (PCK); hence, the emphasis on integrated content and pedagogy for the student teachers while at college. This is to ensure that the student teacher is given adequate time to practice how to facilitate learning of the different strands prescribed in the curriculum designs.

The Curriculum designs for the DTE-PP&P are packaged according to courses of training as follows:

Professional Learning areas

1. Child Development and Psychology
2. Curriculum Studies

3. Educational Resources
4. ICT Integration in Education
5. Educational Assessment
6. Research Skills
7. Inclusive Education
8. Educational Leadership and Management
9. Sociological and Philosophical Foundations of Education
10. Historical and Comparative Foundations of Education
11. Micro Teaching
12. Practicum

Integrated Content and Pedagogy Learning areas

1. English
2. Kiswahili
3. Mathematics
4. Science and Technology
5. Agriculture
6. Home Science
7. Religious Education: CRE/IRE/HRE
8. Social Studies
9. Physical and Health Education
10. Art and Craft

11. Music
12. Indigenous Language
13. Foreign Languages: French/ Arabic/ German/ Mandarin (Chinese)/ KSL

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REGULATIONS FOR DIPLOMA IN TEACHER EDUCATION -PRE-PRIMARY AND PRIMARY (DTE-PP&P)

Entry Requirements

The entry requirements for the Diploma in Teacher Education – Pre-Primary and Primary shall be **C Plain** Mean Grade in the Kenya Certificate of Secondary Education examination (KCSE) or its equivalent (as equated by the Kenya National Examinations Council (KNEC). The Special Needs Candidates (SNE) could be admitted with **C Minus (-)** Grade in KCSE or equivalent

Duration of Training

The duration for the Diploma in Teacher Education – Pre-Primary and Primary shall be **three years**.

Subjects Offered

The trainee undertaking the Diploma in Teacher Education – Pre-Primary and Primary (DTE –PP&P) shall take **ALL** courses specified in the DTE- PP&P curriculum; which includes Professional Courses and learning areas (subjects) related to the content in the Pre-Primary and Primary School Curriculum.

Micro-Teaching and Practicum

Micro Teaching shall be undertaken as a course and shall be a pre-requisite for the Practicum; hence a course design has been developed for it. There shall be two (2) school term practicum sessions for which guidelines shall be developed.

Award of the Diploma

To be awarded the Diploma in Teacher Education – Pre-Primary and Primary (DTE-PP&P), the candidate must achieve the following:

- i) Complete the required hours for coursework and pass the stipulated assessment as directed by the Kenya National Examinations Council (KNEC).

- ii) Complete the required hours for the Practicum and pass the stipulated assessment as directed by the Kenya National Examinations Council (KNEC).

Note: If the student teacher fails to meet the requirements for award of the Diploma in Teacher Education – Pre-Primary and Primary (DTE –PP&P) he/she will be allowed to repeat the specific component or learning area failed.

Grading

The Diploma in Teacher Education – Pre-Primary and Primary (DTE PP&P) shall be graded as stipulated by the Kenya National Examinations Council (KNEC).

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TABLE 1: DISTRIBUTION OF PROFESSIONAL LEARNING AREAS

	SUBJECT	TERM 1	TER M 2	TER M 3	TERM 4	TER M 5	TER M 6	Sub Total	TERM 7 Micro Teaching - Subject Practicals	TE RM 8	TER M 9	TOTAL FOR PROGRAMME
PROFESSIONAL LEARNING AREAS												
1.	Child Development and Psychology	10	10	10	10	10	10	60				PROFESSIONAL LEARNING AREAS (420 Hours)
2.	Curriculum Studies	30	20	20	20			90				
3.	Educational Resources	10	10	10				30				
4.	ICT Integration in Education	10	10	10				30				
5.	Educational Assessment	10	10	10				30				
6.	Research Skills	10	10	4				30				
7.	Inclusive Education	10	10	10				30				
8.	Educational Leadership and Management				10	10	10	30				
9.	Sociological and Philosophical Foundations of Education				10	10	10	30				
10.	Historical and Comparative Foundations of Education				10	10	10	30				
11.	Micro Teaching	30						30				
SUB TOTAL		120Hrs	80Hrs	80Hrs	60Hrs	40Hrs	40Hrs	420Hrs				

TABLE 2: DISTRIBUTION OF CONTENT + PEDAGOGY (SUBJECTS)

CONTENT + PEDAGOGY (SUBJECTS)												
	SUBJECT	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6	SUB TOTAL	TERM 7 Micro Teaching - Subject Practicals	TERM 8	TERM 9	TOTAL FOR COURSE
1	English	24	34	34	35	29	30	186	30	Practicum 300 Hours	Practicum 300 Hours	CONTENT & PEDAGOGY (SUBJECTS) (1680 Hrs) + PRACTICUM (600Hrs)
2	Kiswahili	20	20	20	20	20	20	120	20			
3	Mathematics	30	30	30	30	30	30	180	30			
4	Science and Technology	20	20	20	20	20	20	120	30			
5	Agriculture	20	20	20	20	20	20	120	20			
6	Home science	20	20	20	20	20	20	120	20			
7	Religious Education:- (CRE, IRE, HRE)	20	20	20	20	20	20	120	20			
8	Social Studies	20	20	20	20	20	20	120	20			
9.	Physical and Health Education	10	10	10	30	30	30	120	30			
10.	Art and craft	10	30	30	10	20	20	120	20			
11.	Music	10	20	20	20	20	30	120	20			
12.	Indigenous Languages	10	20	20	20	30	20	120	20			
13	Foreign Languages: French/ Arabic/ German/ Mandarin (Chinese)/ KSL	10	10	10	30	30	30	120	20			
SUB TOTAL		230 Hrs	270 Hrs	270 Hrs	290 Hrs	310 Hrs	310 Hrs	1686Hrs				
TOTAL		350	350	350	350	350	350	2100	300	300	300	3000 HRS

NATIONAL GOALS OF EDUCATION

Education in Kenya should:

1. 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.

2. 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.

3. 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.

4. 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.

5. Promote social equity 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.

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

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

7. 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.

8. 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 DIPLOMA IN TEACHER EDUCATION - PRE-PRIMARY AND PRIMARY (DTE–PP&P)

By the end of the course the teacher trainee should be able to:

1. Model appropriate behaviour and values for Pre-Primary and Primary school learners to emulate for development of good citizenship
2. Communicate and collaborate effectively with learners, peers, parents and the community to create a conducive learning environment.
3. Use appropriate pedagogical approaches to facilitate learning for Pre-Primary and Primary school learners in and out of the classroom
4. Apply inclusive practices to support all Pre-Primary and Primary school learners including those with disabilities and special educational needs
5. Employ ICT skills in the learning process to enhance digital literacy
6. Employ appropriate assessment approaches to promote effective learning
7. Identify and nurture learner's potential and talents for appropriate placement and transition into Junior School.
8. Develop environmental conservation skills in Pre-Primary and Primary school learners to promote education for sustainable development
9. Create innovative and effective solutions to challenges in the learning process.
10. Integrate pertinent and contemporary issues in learning to enable learners to cope with daily challenges.

ESSENCE STATEMENT

Home Science aims at equipping the trainee with knowledge, skills, attitudes and values, which promote the well-being of self and others. Home Science covers among others, Health, Home Management, Consumer Education, Foods and Nutrition, as well as Clothing and Laundry work.

It is an applied science and therefore the trainee will engage in practical activities to promote acquisition of competencies that enhance healthy habits for well-being of self as well as the learners they are expected to teach. The trainee will also be equipped with competencies in teacher preparation to enhance professionalism, leadership and pedagogical abilities for quality learning of Home Science.

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 6) as well as quality education (number 4). It is also anchored on Kenya's Vision 2030's Social Pillar which promotes education and training, health, water and sanitation, environment, gender, housing and the youth. The learning area will also equip the learner with competencies that will act as a foundation for further learning.

GENERAL LEARNING OUTCOMES

By the end of the course, the teacher trainee should be able to:

1. Apply appropriate pedagogical competencies in learning of Home Science
2. Promote healthy living practises for well-being.
3. utilise instructional leadership competencies to nurture learners' potential in Home Science.
4. Apply effective classroom management strategies while guiding learners' talents and energies, for them to explore their own abilities, personality and potential in Home Science.
5. Employ acquired competences in consumer education to use, choose and care for goods and services wisely.
6. Develop artistic values and abilities in the selection, preparation and presentation of foods for health.
7. Appreciate the importance of a healthy home environment.
8. Utilise acquired competencies in clothing construction and laundry work for proper choice, care and maintenance of clothes and household articles.

1.0 FOODS AND NUTRITION

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Foods and Nutrition	1.1 Introduction to Home Science (2 Hours)	By the end of the sub strand, the teacher trainee should be able to: <ol style="list-style-type: none"> a) critique the essence statement in the Environmental Activities and rationalized Agriculture primary curriculum designs, b) discuss the role of Home Science in the primary education curriculum, c) explain the relationship between Home Science and other learning areas, d) practice care and safety in use of the 	The trainees are guided to: <ul style="list-style-type: none"> • study the essence statement in Environmental Activities, primary curriculum design and outline the information provided (<i>scope, purpose and importance of the activity area.</i>) Report findings. • study the essence statement in the rationalized Agriculture curriculum design and outline the information provided (<i>scope, purpose, and core value of the activity area</i>) Report findings. • brainstorm on the role of Home Science in the primary education curriculum, • use digital devices, to search for information on the relationship between Home Science and other Learning Areas, discuss the findings, • watch a demonstration or a video clip to observe proper use and care of 	<ol style="list-style-type: none"> 1. What is the essence of Home Science in Primary Education? 2. Why should learners be informed on safety precautions in the Home Science laboratory?

		Home Science laboratory, e) appreciate the importance of studying f) Home Science in Primary Education.	items in the Home Science laboratory, • guide learners to responsibly apply safety precautions in use and care of resources in the Home Science laboratory, (<i>storage facilities, sewing, cooking and cleaning equipment, tools and materials</i>).	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Digital Literacy as trainees use digital devices to research on the relationship between Home Science and other learning areas. • Communication as they present their findings on the importance of studying Home Science in primary education • Pedagogical content knowledge as trainee guides learners to responsibly apply safety precautions in use and care of resources in the Home Science laboratory, 				
<p>Values:</p> <ul style="list-style-type: none"> • Responsibility when the trainees appreciate the importance of safety in a Home Science laboratory. • Respect when the trainees are patient and accommodate others' opinions and ideas during presentations. 				

Suggested Formative Assessment Rubrics				
Level	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Indicator				
Ability to Critique the essence statement in Environmental Activities and rationalized Agriculture curriculum designs.	Clearly and correctly critiques the essence statement in Environmental Activities and rationalized Agriculture curriculum designs.	Correctly critiques the essence statement in Environmental Activities and rationalized Agriculture curriculum designs.	Attempts to critique the essence statement in Environmental Activities and rationalized Agriculture curriculum designs.	Unless aided, hardly able to critique the essence statement in Environmental Activities and rationalized Agriculture curriculum designs.
Ability to discuss the role of Home Science in the primary education curriculum.	Consistently and confidently discusses the role of Home Science in the primary education curriculum.	Confidently discusses the role of Home Science in the primary education curriculum.	Attempts to discuss some of the roles of Home Science in the primary education curriculum.	Needs help to discuss the role of Home Science in the primary education curriculum.
Ability to Practice care and safety in use of the Home Science laboratory,	Consistently and correctly practices care and safety in use of the Home Science laboratory	Correctly practices care and safety in use of the Home Science laboratory	Sometimes practices care and safety in use of the Home Science laboratory	Needs support to practice care and safety in use of the Home Science laboratory

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Foods and Nutrition	1.2 Nutritive value of foods (2 Hour)	By the end of the sub strand, the teacher trainee should be able to: a) classify food according to their sources and functions in the body, b) identify the nutritional requirements for different groups, c) analyse factors influencing selection of foods offered during meals, d) select foods from diverse communities to enhance individual nutritional needs, e) justify inclusion of	Trainees are guided to: <ul style="list-style-type: none"> • use realia, pictures and print materials to categorize foods according to their sources and functions in the body (<i>carbohydrates, proteins, vitamins, minerals, fats and oils dietary fibre and water</i>) • watch documentaries or listen to a resource person and discuss on the nutritional requirements for different groups, • research, and discuss the factors influencing the selection of foods offered during meals, • search for information on selection of foods from diverse communities to meet individual nutritional needs, • design a diet for a school feeding programmes to meet the nutritional needs of the different groups • study the suggested core 	<ol style="list-style-type: none"> 1. How can we ensure healthy diets during meals? 2. How can one achieve nutritional requirements for different groups?

		<p>core competencies in Environmental Activities curriculum design,</p> <p>f) appreciate the role of food in developing and maintaining the body.</p>	<p>competencies provided in the Environmental Activities curriculum design and discuss how they can be developed during the lesson.</p>	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Critical thinking and problem solving as they design a diet for a school feeding programme to meet the nutritional needs of the different groups • Communication and collaboration as trainees engage in discussions on nutritional requirements for different groups • Pedagogical Content Knowledge as trainees study and discuss how core competencies can be developed during a lesson 				
<p>Values:</p> <ul style="list-style-type: none"> • Respect and patriotism as trainees embrace consumption of foods from diverse communities to meet individual nutritional needs of the different groups 				

Suggested Formative Assessment Rubrics				
Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to classify foods according to their sources and functions in the body	Accurately and classifies foods according to their sources and functions in the body	Classifies foods according to their sources and functions in the body	Attempts to classify few foods according to their sources and gives some of their functions in the body	Classifies some foods according to their sources but unable to give their functions in the body
Ability to identify the nutritional requirements for different groups	Correctly and identifies the nutritional requirements for different groups	Identifies the nutritional requirements for different groups	Partly identifies the nutritional requirements for different groups	Requires to be assisted to identify the nutritional requirements for different groups
Ability to analyse factors influencing selection of foods offered during meals	Critically and with clear examples analyses factors influencing selection of foods offered during meals	Critically analyses factors influencing selection of foods offered during meals	Critically analyses some factors influencing selection of foods offered during meals	With assistance analyses a few factors influencing selection of foods offered during meals
Ability to select foods from diverse communities to enhance individual nutritional needs	Suitably and correctly selects foods from diverse communities to enhance individual	Correctly selects foods from diverse communities to enhance individual nutritional needs	Partially select foods from diverse communities to enhance individual nutritional needs	Requires assistance to select foods from diverse communities to enhance individual nutritional needs

	nutritional needs			
Ability to justify inclusion of core competencies in the Environmental Activities curriculum design	Clearly justifies inclusion of the core competencies in the Environmental Activities curriculum design	Justifies the inclusion of the core competencies in the Environmental Activities curriculum design	Justifies the inclusion of the core competencies in the Environmental Activities curriculum design but leaves out few details	Justifies the inclusion of the core competencies in the Environmental Activities curriculum design leaving out many details

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Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Foods and Nutrition	1.3 Nutritional Deficiencies and Disorders (2 Hours)	By the end of the sub strand, the teacher trainee should be able to: <ol style="list-style-type: none"> a) explain factors that contribute to nutritional deficiencies and disorders, b) analyse causes, signs, symptoms and management of common deficiencies and disorders related to nutrition, c) practice eating a balanced meal to prevent nutritional deficiencies and disorders, d) critique the learning outcomes provided in the curriculum designs, e) embrace healthy eating habits to prevent 	Trainees are guided to: <ul style="list-style-type: none"> • share experiences on factors that contribute to nutritional deficiencies and disorders, • discuss the causes, signs, symptoms and management of common deficiencies related to undernutrition such as <i>marasmus, kwashiorkor, scurvy, nutritional anaemia, rickets, osteomalacia, beriberi, night blindness, goitre and pellagra,</i> • research and present findings on the causes, signs, symptoms and management of common disorders related to overnutrition/life style such as <i>obesity, anorexia, bulimia, high blood pressure, diabetes mellitus, gout, ulcers,</i> • plan, organise and share non-formal activities in a classroom situation on the balanced meals adopted to prevent nutritional deficiencies and disorders, 	<ol style="list-style-type: none"> 1. Why is it important to prevent nutritional deficiencies and disorders? 2. Which healthy eating habits can prevent nutritional deficiencies and disorders?

		nutritional deficiencies and disorders	<ul style="list-style-type: none"> • discuss and analyse the learning outcomes provided in the curriculum design (<i>verb, object and context</i>) and discuss how they can be achieved in a lesson 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Digital literacy as trainees use devices to research on causes, signs, symptoms and management of nutritional deficiencies and disorders, • Critical thinking and problem solving as trainees come up with ways of preventing and managing nutritional deficiencies and disorders, • Pedagogical content knowledge as trainees organise learners in a classroom situation to role-play on selecting foods to make a healthy diet 				
<p>Values:</p> <ul style="list-style-type: none"> • Responsibility when trainees carry-out the tasks given and adopt practises of eating nutritious foods to prevent nutritional deficiencies and disorders, • Unity as trainees discuss and present findings on the causes, signs and symptoms and prevention of nutritional deficiencies and disorders. 				

Suggested Formative Assessment Rubrics

Indicator \ Level	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to explain factors that contribute to nutritional deficiencies and disorders	Comprehensively explains factors that contribute to nutritional deficiencies and disorders	Explains factors that contribute to nutritional deficiencies and disorders	Explains a few factors that contribute to nutritional deficiencies and disorders	Requires assistance to explain the factors that contribute to nutritional deficiencies and disorders
Ability to analyse causes, signs, symptoms, management and prevention of common deficiencies related to nutrition.	Correctly analyses cause, signs, symptoms, management and prevention of common deficiencies related to nutrition.	Correctly analyses cause, signs and symptoms, management and prevention of common deficiencies related to nutrition.	Analyses some of the cause, signs and symptoms, management and prevention of common deficiencies related to nutrition.	With assistance analyses some of the causes, signs and symptoms, management and prevention of common deficiencies related to nutrition.
Ability to critique the learning outcomes provided in the curriculum designs	Correctly and with ease critiques the learning outcomes provided in the curriculum designs	Correctly critiques the learning outcomes provided in the curriculum designs	Partly critiques the learning outcomes provided in the curriculum designs.	Requires guidance to critique the learning outcomes provided in the curriculum designs.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Foods and Nutrition	1.4 Making Water Safe for use (3 Hours)	By the end of the sub strand, the teacher trainee should be able to: <ol style="list-style-type: none"> a) describes methods used to harvest water for use at home, b) explain the importance of drinking safe water for healthy living, c) use various methods to make water safe for use at home. d) utilise various methods to store water safely, e) analyse the learning experiences provided in Environmental Activities curriculum design, f) appreciate safe drinking water for healthy living, 	Trainees are guided to: <ul style="list-style-type: none"> • brainstorm on sources of water for use at home, • share experiences on methods of harvesting water for use at home, • discuss the importance of drinking safe water for healthy living, • watch a video clip or a demonstration on methods used to make water safe for use, • make water safe for drinking using various methods. • organise a non-formal activity by composing songs on ways of making water safe for use at home, • watch a video clip or a demonstration on methods of storing water safely, • study the learning experiences provided in Environmental Activities curriculum design, 	How we make water is safe for use?

			and discuss how they can be used effectively in a lesson.	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Digital literacy when using digital devices to research on methods of making water safe for use • Self-efficacy as trainees use different methods to make water safe for drinking • Pedagogical content knowledge as trainees plan how to organise learners in a classroom situation to make water safe for drinking 				
<p>Values:</p> <ul style="list-style-type: none"> • Responsibility as trainees' guide peers as they make water safe for use • Love when accommodating one another during discussions and practical activities. 				

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Suggested Formative Assessment Rubric				
Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to describe methods used to harvest water for use at home.	Clearly describes methods used to harvest water for use at home.	Describes methods used to harvest water for use at home.	Partly describes some methods used to harvest water for use at home	Describes some methods used to harvest water for use at home with guidance.
Ability to explain the importance of drinking safe water for healthy living.	Comprehensively explains the importance of drinking safe water for healthy living.	Explains the importance of drinking safe water for healthy living	Explains the importance of drinking safe water for healthy living leaving out some details.	Explains the importance of drinking safe water for healthy living leaving out many details
Ability to use various methods to make water safe for drinking.	Innovatively uses various methods to make water safe for drinking.	Uses various methods to make water safe for drinking	Uses some of the methods to make water safe for drinking	With guidance uses some of the methods of making water safe for drinking
Ability to utilise various methods of storing water safely.	Skillfully utilises various methods to store water safely.	Skillfully utilises various methods to store water safely.	Attempts to utilise some of the methods to store water safely.	With assistance, utilises the methods to store water safely.
Ability to analyse the learning experiences provided in Environmental Activities curriculum design.	Critically analyses the learning experiences provided in Environmental Activities curriculum design.	Analyses the learning experiences provided in Environmental Activities curriculum design.	Analyses some of the learning experiences provided in Environmental Activities curriculum design.	Needs constant guidance to analyse the learning experiences provided in Environmental Activities curriculum design

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
1.0 Foods and Nutrition	1.5 Kitchen Tools and Equipment (3 Hours)	By the end of the sub strand, the teacher trainee should be able to: <ol style="list-style-type: none"> a) categorise kitchen tools and equipment used at home, b) analyse materials used in making various kitchen tools and equipment used at home, c) explain factors to consider when choosing kitchen tools and equipment used at home, d) use and care for kitchen tools and equipment used at home, e) explain the characteristics of a good lesson Key Inquiry question f) appreciate proper use and care of kitchen tools and equipment at home. 	Trainees are guided to: <ul style="list-style-type: none"> • research and discuss the categories of kitchen tools and equipment (<i>small, large, labour saving</i>), • share experiences on materials used in making various kitchen tools and equipment (<i>wooden, plastic, earthen ware, melamine, glass, enamel, aluminium, stainless steel ceramic</i>), • research and present findings on factors to consider when choosing kitchen tools and equipment, • watch a video clips or demonstration on correct use, care and maintenance of various kitchen tools and equipment used for; <i>preparation, cooking, service and storage</i> • practise proper use, care and maintenance of kitchen tools 	<ol style="list-style-type: none"> 1. Why is it important to use and care for kitchen tools and equipment? 2. What influences the choice of kitchen tools and equipment?

			and equipment while observing safety, • discuss the characteristics of a good Key Inquiry question for achievement of lesson outcomes.	
Core Competencies to be developed: <ul style="list-style-type: none"> • Self-efficacy as trainees practise proper use and care for kitchen tools and equipment • Digital literacy as trainees use digital devices to search for information on how to use, care and observe safety when using kitchen tools and equipment • Learning to learn and reflective practice as trainees use and care for various kitchen tools and equipment 				
Values: <ul style="list-style-type: none"> • Responsibility as trainees use and care for kitchen tools and equipment well, while observing safety • Unity as trainees work together during use and care for kitchen tools and equipment 				

Suggested Formative Assessment Rubrics				
Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to categorise kitchen tools and equipment used at home	Clearly and accurately categorises kitchen tools and equipment used at home.	Accurately categorises kitchen tools and equipment used at home.	Attempts to categorise some kitchen tools and equipment used at home	Categorise kitchen tools and equipment used at home when assisted.
Ability to analyse materials used in making various kitchen tools and equipment	Correctly and critically analyses materials used in making various kitchen tools and equipment	Critically analyses materials used in making various kitchen tools and equipment	Analyses some materials used in making various kitchen tools and equipment	With assistance is able to analyse some materials used in making various kitchen tools and equipment
Ability to explain factors to consider when choosing kitchen tools and equipment.	Correctly explains factors to consider when choosing kitchen tools and equipment.	Explains factors to consider when choosing kitchen tools and equipment.	Explains some factors to consider when choosing kitchen tools and equipment.	When prompted is able to explain some factors to consider when choosing kitchen tools and equipment.
Ability to use and care for various kitchen tools and equipment	Correctly and constantly uses and cares for various kitchen tools and equipment	Uses and cares for various kitchen tools and equipment	Attempts to use and care for some of the kitchen tools and equipment	Needs assistance to use and care for kitchen tools and equipment

Ability to explain the characteristics of a good lesson Key Inquiry question	Comprehensively explains the characteristics of a good lesson Key Inquiry question	Explains the characteristics of a good lesson Key Inquiry question	Explains some of the characteristics of a good lesson Key Inquiry question designs	With support, explains the characteristics of a good lesson Key Inquiry question
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Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Foods and Nutrition	1.6 Fuels Used in the Home (3 Hours)	By the end of the sub strand, the teacher trainee should be able to: a) describe different types of fuels used at home, b) analyse the advantages and disadvantages of using various types of fuels at home, c) examine methods of conserving different types fuels at home, d) use different types of fuels economically and safely, e) assess integration of values in a lesson on types of fuels used at home f) value economical and safe use of fuels in the home.	Trainees are guided to: <ul style="list-style-type: none"> • share experiences on the reasons for using various types of fuels at home, • research and present findings on advantages and disadvantages of using various types of fuels at home, • use digital devices or print materials, discuss methods of conserving different types fuels at home, • watch a video clip or demonstration on how to observe safety when using different types of fuels, • use different types of fuels while observing safety and applying conservation measures, • compose messages on responsibility, integrity, and unity in relation to safety, proper use and conservation of different types of fuels, to be presented during the non-formal activities • model a lesson on types of fuels used 	<ol style="list-style-type: none"> 1. Why is it important to conserve fuels at home? 2. Why do we use mittens, gloves and aprons when using fuels at home?

			at home in Grade 4 curriculum designs and discuss how values can be integrated in the lesson.	
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Core Competencies to be developed:

- Self-efficacy when trainees use different types of fuels economically and safely.
- Digital literacy as trainees research on methods of conserving fuels
- Pedagogical content knowledge as trainees create an activity that can be done by learners in a classroom situation to practise how to use different types of fuels safely.

Values:

- Responsibility as trainees use, conserve and observe safety when using different types of fuels.
- Unity as they collaborate carry out the assigned tasks during use of different types of fuels.

Suggested Formative Assessment Rubrics				
Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to describe different types of fuels used at home.	Critically describes more than 4 different types of fuels used at home.	Describes four different types of fuels used at home.	Describes three different types of the fuels used at home.	Describes less than two different types of fuels used at home.
Ability to analyse the advantages and disadvantages of using various types of fuels at home	Accurately analyses the advantages and disadvantages of using various types of fuels at home	Analyses the advantages and disadvantages of using various types of fuels at home	Attempts to analyse some advantages and disadvantages of using various types of fuels at home	Analyses some advantages and disadvantages of using various types of fuels at home when assisted.
Ability to examine methods of conserving different types of fuels at home	Appropriately examines methods of conserving different types of fuels at home	Examines methods of conserving different types of fuels at home	Examines some methods of conserving different types of fuels at home	Examines some methods of conserving different types of fuels at home with assistance.
Ability to use different types of fuels economically and safely.	Correctly uses different types of fuels economically and safely.	Uses different types of fuels economically and safely.	Attempts to use some types of fuels economically and safely.	Uses some types of fuels economically and safely with prompts.
Ability to assess integration of values in a lesson on types of fuels used at home	Suitably and clearly assess integration of values in a lesson on types of fuels used at home	Clearly assess integration of values in a lesson on types of fuels used at home	Attempts to assess integration of values in a lesson on types of fuels used at home	Needs guidance to assess integration of values in a lesson on types of fuels used at home

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
1.0 Foods and Nutrition	1.7 Methods of Cooking (6 Hours)	By the end of the sub strand, the teacher trainee should be able to: <ol style="list-style-type: none"> explain how senses are used to identify the basic tastes of foods, classify the methods of cooking food, explain factors to consider when choosing methods of cooking, examine the safety and hygienic measures to observe when using various methods of cooking, practise how to cook food using various methods, appreciate various methods of cooking different foods, 	<ul style="list-style-type: none"> • use digital devices and print materials to identify the basic tastes of food such as <i>sweet, salty, bitter, sour and hot</i> • discuss the reasons for cooking food and its effects on the taste and nutritive value • share experiences on the different methods of cooking food (<i>moist, dry, combination</i>) • discuss the advantages and disadvantages of various methods of cooking, • research and discuss factors to consider when choosing different methods of cooking, • watch video clips or demonstrations, on how to cook food using different methods, (moist, dry) while observing safety and hygiene measures • prepare and cook food items using 	<ol style="list-style-type: none"> Which types of food can be eaten raw? Why must some foods be cooked before eating?

			different methods while observing and hygiene practises and safety,	
<p>Core Competencies to be Developed:</p> <ul style="list-style-type: none"> • Self-efficacy as trainees utilise different methods of cooking while observing hygiene practices and safety • Pedagogical content knowledge as trainee organise activities that can be done by learners in a classroom situation to practise how to use different methods of cooking • Communication and collaboration as trainees research and do practical activities together. 				
<p>Values:</p> <ul style="list-style-type: none"> • Responsibility as they observe hygiene practises when handling cooked and uncooked foods • Unity as they collaborate with one another during preparation and cooking of food items using different methods. 				

Suggested Formative Assessment Rubrics				
Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to explain how senses are used to identify the basic tastes of foods.	Comprehensively explains how senses are used to identify the basic tastes of foods	Explains how senses are used to identify the basic tastes of foods	Attempts to explain how senses are used to identify the basic tastes of foods	Needs assistance to explain how senses are used to identify the basic tastes of foods
Ability to classify methods of cooking food	Correctly three classifies methods of cooking food.	Classifies three methods of cooking food.	Classifies two methods of cooking food.	Classifies less than two methods of cooking food.
Ability to explain factors to consider when choosing methods of cooking.	Comprehensively explains factors to consider when choosing methods of cooking.	Explains factors to consider when choosing methods of cooking.	Attempts to explain factors to consider when choosing methods of cooking.	Explain factors to consider when choosing methods of cooking with help.
Ability to examine hygiene practises to observe when handling uncooked and cooked food	Appropriately examines hygiene practises to observe when handling uncooked and cooked food	Examines hygiene practises to observe when handling uncooked and cooked food	Partly examines some hygiene practises to observe when handling uncooked and cooked food	Needs prompting to examine hygiene practises to observe when handling uncooked and cooked food

Ability to practise how to use various methods of cooking food safely	Creatively practises how to use various methods of cooking food safely.	Practises how to use various methods of cooking food safely.	Practises how to use some of the methods of cooking food safely	Practises how to use some methods of cooking food safely when assisted.
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Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
1.0 Foods and Nutrition	1.8 Meal Planning, Preparation and Service 8 Hours	<p>By the end of the sub strand, the teacher trainee should be able to:</p> <ol style="list-style-type: none"> a) outline types of meals eaten at different times of the day, b) analyse factors to consider when planning, preparing and serving family meals, c) describe methods of serving family meals, d) plan, prepare and serve different types of meals, e) practice table etiquette during meal time f) prepare a scheme of work and lesson plan from the curriculum designs. g) embrace planning, preparation and service of different types of meals. 	<p>Trainees are guided to:</p> <ul style="list-style-type: none"> • brainstorm on the meaning of meal planning, meal preparation and meal service, • share experiences on types of meals eaten at different times of the day (<i>breakfast, lunch, supper, snacks</i>), • research and discuss factors to consider when planning, preparing and serving family meals, • watch video clips or demonstrations on methods of serving family meals • plan, prepare and serve different types of meals while observing hygiene practices and safety, • share experiences and discuss on table etiquette when taking meals. 	<ol style="list-style-type: none"> 1. Why is it important to plan family meals? 2. Why should we observe hygiene practises and safety when preparing and serving meals?

			<ul style="list-style-type: none"> • compose a song, poem, or recitation on table etiquette • Prepare professional documents and use them to model a lesson on types of meals eaten at different times of the day 	
<p>Core Competencies to be Developed:</p> <ul style="list-style-type: none"> • Self-efficacy as trainees plan, prepare and serve different types of meals • Digital literacy as trainees research on safety and hygiene measures to observe when preparing and serving food • Pedagogical content knowledge as trainees use the schemes of work and lesson plans prepared to model a lesson 				
<p>Values:</p> <ul style="list-style-type: none"> • Unity and respect for one another when planning, preparing and serving different types of meals • Responsibility as trainees plan, prepare and serve meals while observing hygiene practices and safety 				

Suggested Formative Assessment Rubrics				
Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to outline types of meals eaten at different times of the day.	Correctly and with ease outlines types of meals eaten at different times of the day.	Correctly outlines types of meals eaten at different times of the day.	Outlines some types of meals eaten at different times of the day.	Outlines types of meals eaten at different times of the day when assisted.
Ability to analyse factors to consider when planning, preparing and serving family meals.	Correctly analyses more than five factors to consider when planning, preparing and serving family meals.	Analyses five factors to consider when planning, preparing and serving family meals.	Analyses three factors to consider when planning, preparing and serving family meals.	Analyses less than three factors to consider when planning, preparing and serving family meals.
Ability to describe methods of serving family meals.	Critically describes four methods of serving family meals	Describes four methods of serving family meals	Describes three methods of serving family meals	Describes less than three methods of serving family meals
Ability to plan, prepare and serve different types of meals	Skillfully and independently plans, prepares and serves different types of meals	Skillfully plans, prepares and serves different types of meals	Skillfully plans, prepares and serves some meals while observing.	Needs constant supervision to plan, prepare and serve some meals.

Ability to prepare a scheme of work and lesson plan from the curriculum designs.	Appropriately and with ease, prepares a scheme of work and lesson plan from the curriculum designs	Appropriately prepares a scheme of work and lesson plan from the curriculum designs	Attempts to prepare a scheme of work and lesson plan from the curriculum designs	Requires guidance to prepare a scheme of work and lesson plan from the curriculum designs
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Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
1.0 Foods and Nutrition	1.9 Food Preservation (6 Hours)	<p>By the end of the sub strand, the teacher trainee should be able to:</p> <ul style="list-style-type: none"> a) examine the effects of food spoilage on household food security, b) describe facilities used for food preservation and storage at home, c) preserve food using various methods d) identify food supplementation and fortification for learners in primary schools e) examine how food preservation and storage in Agriculture curriculum designs is linked to other subjects, f) appreciate preserving and storing food using various methods 	<p>Trainees are guided to:</p> <ul style="list-style-type: none"> • share experiences and discuss the effects of food spoilage on household food security, • use print materials and digital devices to discuss the importance of food preservation and storage, • share experiences and discuss facilities used for food preservation and storage at home, • use digital devices to search for the difference between food supplementation and food fortification and discuss their benefits • research and discuss on safety and hygiene measures to observe when preserving and storing food (<i>cooked, uncooked food</i>), • watch a video clip or demonstration on methods used in food preservation and storage at home, 	<ol style="list-style-type: none"> 1. How does food preservation enhance food security?

			<ul style="list-style-type: none"> • practise preserving food using different methods while observing hygiene practises and safety (<i>Drying, salting, Refrigeration/ freezing and caning</i>) • plan activities that can be done by learners to practise how to preserve food using different methods • study and reflect on how food preservation and storage in Primary curriculum is linked to other subjects. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Communication and collaboration as trainees engage in discussions on the effects of food spoilage on household food security, • Assessment competence when trainee critique how food preservation and storage is linked to other subjects • Critical thinking and problem solving when trainees utilise appropriate methods to preserve and store food 				
<p>Values:</p> <ul style="list-style-type: none"> • Integrity when they follow laid down procedures during preservation and storage of food • Unity as they work in teams as they practise preserving food using different methods while observing hygiene 				

Suggested Formative Assessment Rubrics				
Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to examine the effects of food spoilage on household food security.	Critically examines the effects of food spoilage on household food security.	Examines the effects of food spoilage on household food security.	Examines some of the effects of food spoilage on household food security.	Requires assistance to examine the effects of food spoilage on household food security.
Ability to describe facilities used for food preservation and storage at home.	Describes facilities used for food preservation and storage at home in depth.	Describes facilities used for food preservation and storage at home.	Describes facilities used for food preservation and storage at home leaving out some details.	Describes facilities used for food preservation and storage at home leaving out many details.
Ability to utilise various methods to preserve and store food at home.	Appropriately and confidently utilises various methods to preserve and store food at home.	Appropriately utilises various methods to preserve and store food at home.	Sometimes utilise some methods to preserve and store food at home.	Needs constant supervision to utilise some methods to preserve and store food at home.
Ability to examine how food preservation and storage in Agriculture curriculum designs is linked to other subjects	Appropriately and with ease examine how food preservation and storage in Agriculture curriculum designs is linked to other subjects	Appropriately examine how food preservation and storage in Agriculture curriculum designs is linked to other subjects	Attempts to examine how some food preservation and storage in Agriculture curriculum designs is linked to other subjects	Needs prompting to examine how some food preservation and storage Agriculture curriculum designs is linked to other subjects

2.0 HEALTH				
Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Health	2.1 Personal Grooming (6 Hours)	By the end of the sub strand, the teacher trainee should be able to: a) justify personal grooming as an essential daily practice, b) identify personal items used in good grooming. c) discuss the care for different parts of the body, d) describe healthy practices required for wellness in day- to-day life e) discuss body parasites' infestation on an individual's health. f) assess the core competences on personal grooming as provided in the Agriculture Grade 4 curriculum design. g) value personal hygiene	Trainees are guided to: • watch video clips, view photographs and pictures on personal grooming practices and discuss the importance in daily life. • search for information on personal items used for grooming, such as <i>hair combs and brushes, tooth brushes, nail cutter and file, handkerchief, bath towel, face towel, bathing net and pumice stone,</i> • use safe locally available resources to make materials used for cleaning different parts of the body. • demonstrate use, care and storage of each of the personal items used in personal grooming. • observe video clips on cleaning of different parts of the body and practise the good grooming skills learnt (<i>Face, hands, teeth, hair and legs</i>). • discuss healthy practices that promote wellness such as wearing Personal Protective Equipment, social distancing,	How would you know that you are well groomed?

		<p>practises in day-to-day life for wellness.</p>	<p>proper body posture, choice of clothes, hand-washing, using the toilet/latrine properly, adequate sleep and rest, physical exercise, bathing daily.</p> <ul style="list-style-type: none"> • make equipment and materials for hand washing and <i>Personal Protective Equipment</i>, using locally safe locally available resources such as <i>leaky tins, tippy taps, improvised face masks and gloves, gumboots, overalls,</i> • prepare and use a personal hygiene checklist to show and practise daily healthy practices. • use digital images to search or information on classification of body parasites, • study, reflect and share ideas on types of body parasites infestation, (<i>endo- and ecto parasites</i>). • study and brainstorm on how the core competencies on personal grooming provided in Agriculture Grade 4 curriculum design. <p>can be achieved in a lesson.</p>	
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Core Competencies to be developed:

- Self-efficacy when practising good grooming and taking care of self and personal items
- Critical thinking, problem solving when they demonstrate the practise of preventing and managing body parasite infestation
- Creativity and innovation when improvising personal items used in good grooming from safe locally resources
- Pedagogical content knowledge as they study the core competencies on personal hygiene

Values:

- Responsibility when taking care of own body and personal items as well as valuing personal hygiene practises in day-to-day life.
- Unity as they share resources and collaborate with others and as they make equipment and materials for hand washing.

Suggested Formative Assessment Rubrics				
Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify personal items used in good grooming	Accurately and correctly identifies personal items used in good grooming	Correctly identifies personal items used in good grooming	Attempts to identify personal items used in good grooming	Rarely identifies personal items used in good grooming
Ability to discuss the care for the different parts of the body	Accurately and correctly able to discuss the care for the different parts of the body.	Correctly discusses the cares for the different parts of the body.	Attempts to discuss some different parts of the body.	Rarely able to discuss the care for different parts of the body unless helped.
Ability to describe healthy practices required for wellness in day-to-day life	Practically and correctly describes healthy practices required for wellness in day-to-day life	Correctly describes healthy practices required for wellness in day-to-day life	describes some healthy practices required for wellness in day-to-day life	Unless assisted, hardly able to describes healthy practices required for wellness in day-to-day life
Ability to discuss the body parasites infestation on an individual's health.	Accurately and consistently discuss the body parasites infestation on an individual's health.	Accurately discuss the body parasites infestation on an individual's health.	Discuss some of the body parasites infestation on an individual's health.	Requires assistance to discuss the body parasites infestation on an individual's health.
Ability to assess the core competencies on personal grooming as provided in the	Consistently and appropriately assesses the core competencies on personal hygiene as provided in the	Appropriately assess the core competencies on personal hygiene as provided in the Agriculture Grade 4	Attempts to assess some of the core competencies on personal hygiene as provided in the Agriculture Grade 4 curriculum design.	Needs assistance to assess the core competencies on personal hygiene as provided in the

Agriculture Grade 4 curriculum design.	Agriculture Grade 4 curriculum design.	curriculum design.		Agriculture Grade 4 curriculum design.
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Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
2.0 Health	2.2 Common Communicable Diseases (3 Hours)	By the end of the sub strand, the teacher trainee should be able to: a) examine common communicable diseases in the community, b) analyse factors contributing to spread of communicable diseases in the community, c) explain effects of common communicable diseases in the community, d) describe the prevention and management strategies for common communicable diseases, e) design learning outcomes on common communicable diseases from the primary curriculum designs f) embrace prevention and management of the spread of common communicable diseases.	Trainees are guided to: <ul style="list-style-type: none"> • brainstorm on communicable diseases in the community such as <i>coughs and colds, pneumonia, chicken pox, measles, mumps, polio, tetanus, whooping cough, hepatitis B, diphtheria, tuberculosis, influenza, rotavirus, rubella (German measles), meningitis,</i> • watch video clips and documentaries on factors contributing to spread of common communicable diseases such as <i>dirty environment, poor hygiene and sanitation, unsterilized appliances, sharing of personal items, close contact with those infected)</i> • share experiences and use case studies to identify the effects of common communicable diseases in the community 	<ol style="list-style-type: none"> 1. How are common communicable disease managed at home and school? 2. How can you prevent the spread and transmission of common communicable diseases?

			<ul style="list-style-type: none"> • use resource persons to talk and share experiences on prevention and control of common communicable diseases. • develop learning outcomes on common communicable diseases from the primary curriculum designs and carryout peer assessment <p>Non formal Activity:</p> <ul style="list-style-type: none"> • plan and organise a campaign to reduce a common communicable disease in the community through advocacy, messaging, poster, songs or videos. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Pedagogical content knowledge while using resource persons and experiential sharing to explore on prevention and management of common communicable diseases • Digital literacy when using digital devices, to research on factors contributing to spread of common communicable diseases on communicable diseases • Critical thinking and problem solving when developing strategies for prevention and management of communicable diseases 				
<p>Values:</p> <ul style="list-style-type: none"> • Integrity while they apply laid down procedures and practices to prevent common communicable disease • Patriotism as they conduct non-formal community advocacy and awareness activities to prevent common communicable diseases 				

Suggested Formative Assessment Rubrics				
Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to analyse factors contributing to spread of communicable diseases in the community	Precisely and with ease, analyses factors contributing to spread of communicable diseases in the community	Precisely analyses factors contributing to spread of communicable diseases in the community	Makes attempts to analyses some factors contributing to spread of communicable diseases in the community	With guidance, analyses few factors contributing to spread of communicable diseases in the community
Ability to explain effects of common communicable diseases in the community	Comprehensively explains effects of common communicable diseases in the community	Explains effects of common communicable diseases in the community	Explains some effects of common communicable diseases in the community	Needs assistance to explain of some effects of common communicable diseases in the community
Ability to describe prevention measures for common communicable diseases for healthy living	Describes prevention measures for common communicable diseases in detail	Effectively describes prevention measures for common communicable diseases	Describes prevention measures for of the common communicable diseases leaving out some details	Describes prevention measures for common communicable diseases leaving out many details
Ability to outline management of common communicable diseases for wellbeing of the community	Accurately and with ease, outlines management of common communicable diseases.	Accurately outlines management of common communicable diseases	Attempts to outline management of some of the common communicable diseases	With assistance, attempts to outline management of some of the common communicable diseases

Ability to design learning outcomes on common communicable diseases from the primary curriculum designs	Correctly designs learning outcomes on common communicable diseases from the primary curriculum designs	Designs learning outcomes on common communicable diseases from the primary curriculum designs	Designs some learning outcomes on common communicable diseases from the primary curriculum designs	Designs some learning outcomes on common communicable diseases from the primary curriculum designs with prompts
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Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
2.0 Health	2.3 Common Non-Communicable Diseases (2 Hours)	<p>By the end of the sub strand, the teacher trainee should be able to:</p> <p>a) discuss common non-communicable diseases in the community,</p> <p>b) explain factors contributing to spread of common non-communicable diseases in the community,</p> <p>c) describe prevention and management strategies for common non-communicable diseases,</p> <p>d) interpret the learning experiences under non-communicable diseases,</p>	<p>Trainees are guided to:</p> <ul style="list-style-type: none"> • brainstorm on common non-communicable diseases in the community • observe images, pictures, documentaries on common non-communicable diseases such as <i>diabetes, cancer, high blood pressure, asthma, cardiovascular diseases</i> and discuss their signs, symptoms, • discuss and analyse factors contributing to spread of common non-communicable diseases • use resource persons to talk and share experiences on prevention and management of common non-communicable diseases, • carry out advocacy and awareness creation on ways of preventing non-communicable diseases using songs, poems and posters 	<p>How can one tell that a person is suffering from a common non-communicable disease?</p>

		e) value the importance of prevention and management of the spread of common non-communicable diseases for wellbeing of a community.	among others, <ul style="list-style-type: none">• write lesson learning experiences on common non- communicable diseases from the curriculum designs and present to peers.	
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Core Competencies to be developed:

- Pedagogical content knowledge when they carry out advocacy and awareness creation on ways of preventing non- communicable diseases using songs, poems and posters,
- Digital literacy when using digital devices to research on factors contributing to spread of common communicable diseases on communicable diseases
- Critical thinking and problem solving when developing strategies for prevention and management of communicable diseases

Values:

- Integrity when they apply laid down procedures and practises to prevent common non communicable disease in the community.
- Patriotism when they advocate for prevention of common non-communicable diseases

Suggested Formative Assessment Rubrics				
Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to discuss common non-communicable diseases in the community	Comprehensively discusses common non-communicable diseases in the Community	Discusses common non-communicable diseases in the community	Discusses some common non-communicable diseases in the community	Needs assistance to discuss some common non-communicable diseases in the community
Ability to explain factors contributing to spread of common non-communicable diseases in the community	Precisely explains factors contributing to spread of common non-communicable diseases	Explains factors contributing to spread of common non-communicable diseases in the community	Attempts to explain factors contributing to spread of common non-communicable diseases	With guidance, attempts to explain factors contributing to spread of common non-communicable diseases
Ability to describe the prevention and management strategies for common non-communicable diseases for healthy living	In depth describes the prevention and management for common non-communicable diseases	Describes the prevention and management for common non-communicable diseases	Describes the prevention and management for common non-communicable diseases leaving out some details	Describes the prevention and management for common non-communicable diseases leaving out many details

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Health	2.4 Safety and First Aid (3 Hours)	By the end of the sub strand, the teacher trainee should be able to: a) identify common accidents in the locality, b) explain safety measures for prevention of common accidents, c) assemble and use the contents of a first aid kit, d) improvise contents of the first aid kit from locally available resources, e) carry-out first aid for common accidents to save life, f) illustrate how values can be mainstreamed in a first aid lesson. g) value basic principles of first aid in saving life.	Trainees are guided to: <ul style="list-style-type: none"> • using digital devices, print materials and resource persons, identify and discuss the causes of common accidents in the locality (<i>Burns, cuts, fractures, choking, drowning among others</i>). • report on safety measures that can be taken to prevent common accidents in the locality • watch a demonstration or video clips on how to prevent common accidents. • browse the internet for information on the items in a first aid kit. Role-play how the items can be used, • improvise contents of the first aid kit using locally available materials, • watch a video clip or demonstration from a resource person on how to carry-out first aid for common accidents, • practise and conduct first aid drills for various common accidents using role play, • compose poems, songs and recitations on role of safety and first 	What causes common injuries during outdoor activities at school and at home?

			<ul style="list-style-type: none"> aid in healthy living. discuss how to integrate values in a first Aid lesson such as <i>patriotism, social justice, love, integrity, respect and responsibility,</i> 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> Communication and collaboration when the trainees, compose poems, songs and recitations on role of safety and first aid in healthy living. Pedagogical content knowledge when trainees are guided to discuss how to integrate values in a first Aid lesson Critical thinking and problem solving when trainees improvise content of a first aid kit using safe locally available material. 				
<p>Values:</p> <ul style="list-style-type: none"> Responsibility when trainees practise how to prevent common accidents Unity as they take up different roles during role play on common accidents. 				

Suggested Formative Assessment Rubric				
Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify common accidents in the locality.	Correctly identifies common accidents in the locality.	Identifies common accidents in the locality.	Identify some common accidents in the locality.	Identifies common accidents in the locality When supported.
Ability to assemble and use the contents of a first aid kit	Correctly assembles and uses the contents of a first aid kit.	Assembles and uses the contents of a first aid kit.	Assembles and uses some of the contents of a first aid kit .	Requires help to assemble and use some of the contents of a first aid kit .
Ability to improvise contents of the first aid kit from safe locally available resources.	Correctly and skillfully improvises contents of the first aid kit from safe locally available resources.	Correctly improvises contents of the first aid kit from safe locally available resources.	Improvises some of the contents of the first aid kit from locally available resources.	With assistance, attempts to improvise the contents of the first aid kit from locally available resources.
Ability to carry-out first aid for various common accidents to save life.	Accurately carries- out first aid for various common accidents to save life.	Carries-out first aid for various common accidents to save life.	Attempts to carry-out first aid for some of the common accidents to save life.	Needs assistance to carry- out first aid for some common accidents to save life.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
2.0 Health	2.5 Drug and Substance Use (2 hours)	By the end of the sub strand, the teacher trainee should be able to: <ol style="list-style-type: none"> a) identify common types of drugs and substances used in day to day life b) describe signs and symptoms of drug abuse, c) describe measures of controlling misuse of medicine and drugs in the community, d) examine the importance of Key Inquiry Question in the e curriculum designs. e) propose non-formal activities on drug and substance use that promote health, f) appreciate proper use of medicine for healthy living. 	Trainees are guided to: <ul style="list-style-type: none"> • brainstorm on the difference between: <i>medicine and drugs, drugs and substances, drug use, abuse and misuse,</i> • using realia, pictures, print materials, images and video clips to classify types of medicine and forms of drugs and substances used in the home • using digital devices, print media and resource persons to search for information and brainstorm on the signs and symptoms of drug abuse, • watch video clips and documentaries, read stories or biographies, and discuss measures of controlling misuse of medicine in the community, <p>Non formal Activities:</p> <ul style="list-style-type: none"> • develop sensitisation campaigns to prevent and manage drug and substance abuse in the community, 	1. Why are over the counter drugs often abused?

			<ul style="list-style-type: none"> • distribute the flyers to nearby pre-primary and primary schools and centres to promote proper health of learners and the community. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Self-efficacy when the trainees demonstrate assertiveness and confidence on personal proper use of medicine for healthy living. • Learning to learn and reflective practise when the trainee reflects think and share ideas on how to translate instructions on use of medicine for well-being. • Creativity and innovation when the trainees compose poems, songs and recitations describing measures of controlling misuse of medicine and abuse of drugs in the community while promoting proper use of medicine in daily life. 				
<p>Values:</p> <ul style="list-style-type: none"> • Responsibility when using medicine properly and valuing a life free from abuse of drugs and substances. • Respect and love for others when interpreting instructions on use of medicine 				

Suggested Formative Assessment Rubrics				
Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify common types of drugs and substances used in day to day life	Accurately identifies common types of drugs and substances used in day to day life	Identifies common types of drugs and substances used in day to day life	Attempts to identify common types of drugs and substances used in day to day life	Identifies common types of drugs and substances used in day to day life when prompted
Ability to describe signs and symptoms of drug abuse	Describes more than five signs and symptoms of drug abuse	Describes five signs and symptoms of drug abuse	Describes three signs and symptoms of drug abuse	Describes less than three signs and symptoms of drug abuse
Ability to evaluate dangers in misuse of medicine and abuse of drugs to the health of a community	Correctly and with examples, evaluates dangers in misuse of medicine and abuse of drugs to the health of a community	Correctly evaluates dangers in misuse of medicine and abuse of drugs to the health of a community	Evaluates some dangers in misuse of medicine and abuse of drugs to the health of a community	Needs assistance to evaluate dangers in misuse of medicine and abuse of drugs to the health of a community
Ability to describe measures of controlling misuse of medicine and drugs in the community.	In depth describes measures of controlling misuse of medicine in the community	Describes measures of controlling misuse of medicine in the community.	Describes measures of controlling misuse of medicine in the community leaving out few details.	Describes measures of controlling misuse of medicine in the community leaving out many details.

<p>Project Activities Ability to:</p> <ul style="list-style-type: none"> • collect information on safety precautions, • develop sensitisation campaigns, • discuss the information collected, • develop flyers on healthy living in learning institutions and the community. 	<p>Demonstrates exceptional ability to skilfully and accurately:</p> <ul style="list-style-type: none"> • collect information on safety precautions, • develop sensitisation campaigns, • discuss the information, collected, • develop flyers on healthy living in learning institutions and the community. 	<p>Accurately:</p> <ul style="list-style-type: none"> • collects information on safety precautions, • develop sensitisation campaigns, • discuss the information, collected, • develop flyers on healthy living in learning institutions and the community. 	<p>Attempts to:</p> <ul style="list-style-type: none"> • collect some information on safety precautions, • develops some sensitisation campaigns, • discusses some information, collected, • develop few flyers on healthy living in learning institutions and the community. 	<p>Requires assistance to:</p> <ul style="list-style-type: none"> • collect some information on safety precautions, • develops sensitisation campaigns, • discuss the information, collected, • develops few flyers on healthy living in learning institutions and the community.
<ul style="list-style-type: none"> • distribute the flyers to nearby pre- primary and primary schools 	<ul style="list-style-type: none"> • distribute the flyers to nearby pre-primary and primary schools and centres to promote 	<ul style="list-style-type: none"> • distribute the flyers to nearby pre-primary and primary schools and centres 	<ul style="list-style-type: none"> • distribute the few flyers to nearby pre-primary and primary schools and centres to 	<ul style="list-style-type: none"> • distribute the flyers to nearby pre-primary and primary schools and centres

and centres to promote proper health of learners and the community.	proper health of learners and the community	to promote proper health of learners and the community	promote proper health of learners and the community	to promote proper health of learners and the community
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Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
2.0 Health	2.6 Maternal and Child Health Care (2 hours)	By the end of the sub strand, the teacher trainee should be able to: <ol style="list-style-type: none"> a) explain importance of preparing for the arrival of the baby, b) examine the needs of an expectant and lactating mother, c) compare home and hospital confinement for maternal and child health care, d) describe preparations required for the arrival of a new born, e) develop learning experiences for achievement of specific learning out comes in maternal and child health care f) appreciate maternal child health care for healthy living. 	Trainees are guided to: <ul style="list-style-type: none"> • discuss the importance of preparing for pregnancy and arrival of the baby (<i>physical, social, financial, psychological, emotional</i>) • watch a video clip documentary on the needs of an expectant and lactating mother, • organise a debate to explore the advantages and disadvantages of home and hospital confinement for maternal and child health care. • search for information on the preparations required for the arrival of a new born. Present the findings, • formulate learning experiences for achievement of specific learning out comes in maternal and child health care 	<ol style="list-style-type: none"> 1. What are the Do's and Don'ts during pregnancy? 2. What preparations should be made before the arrival of the baby?

Core Competencies to be developed:

- Pedagogical content and knowledge as they use debates to discuss the advantages and disadvantages of home and hospital confinement.
- Learning to learn and reflective practise as trainees formulate learning experiences for achievement of specific learning outcomes

Values:

- Responsibility as trainees search for information on the preparations required for the arrival of a new born
- Unity as they organise for a debate to explore the advantages and disadvantages of home and hospital confinement for maternal and child health care.

Suggested Formative Assessment Rubrics					
Indicator	Level	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to explain importance of preparing for the arrival of the baby		Compressively explains importance of preparing for the arrival of the baby	Explains importance of preparing for the arrival of the baby	Attempts to explain importance of some preparations for the arrival of the baby	When assisted is able to explain importance of preparing for the arrival of the baby.
Ability to examine the needs of the expectant and lactating mother.		Correctly and with ease examines the needs of the expectant and lactating mother.	Correctly examines the needs of the expectant and lactating mother.	Examines some of the needs of the expectant and lactating mother.	Needs help to examine the needs of expectant and lactating mother.
Ability to compare home and hospital confinement for maternal and child health care,		Critically compares home and hospital confinement for maternal and child health care,	Compares home and hospital confinement for maternal and child health care,	Partly compares home and hospital confinement for maternal and child health care,	Compares home and hospital confinement for maternal and child health care with guidance,
Ability to describe the preparation required for the arrival of a new born for healthy maternal child		Describes preparation required for the arrival of a new born for healthy maternal child in detail	Describes preparation required for the arrival of a new born for healthy maternal child	Describes preparation required for the arrival of a new born for healthy maternal child leaving out few details	With guidance describes some of the preparation required for the arrival of a new born for healthy maternal child leaving out many details

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
2.0 Health	2.7 Childcare (3 hours)	By the end of the sub strand, the teacher trainee should be able to: a) explain key developmental milestones for children, b) describe the needs of a child for proper growth and development c) analyse care and development of teeth in children, d) examine the role of play in child development, e) discuss common childhood ailments in the locality, f) interpret a child immunisation schedule for healthy child growth and development g) appreciate healthy growth	Trainees are guided to: <ul style="list-style-type: none"> • brainstorm on the key developmental milestones in children and write a report, • discuss the effects of developmental delays on the socio-emotional development on a child, • use digital devices and print materials to search for information on the needs of a child for proper growth and development (<i>physical, psychological, social, emotional</i>) • listen to resource person on care and development of teeth in children (<i>structure, use, shedding and care of teeth</i>) • use print media, electronic media and digital devices to research for information on the role of play and simulations in child development, • use video clips, or pictures to identify childhood ailments such as <i>colds, flu, coughs, diarrhoea, fever, worms,</i> 	<ol style="list-style-type: none"> 1. How can you ensure that a child is healthy? 2. What does a child require for proper growth and development?

		<p>and development in a child.</p>	<ul style="list-style-type: none"> • study an immunization schedule and discuss; (<i>diseases immunised against, possible reactions, importance, monitoring growth and development</i>) <p>Field Trip Activities:</p> <ul style="list-style-type: none"> • visit a Maternal Child Health Care facility and explore the services that are offered to the parents and the baby. (<i>Growth Monitoring and Promotion, child immunization, nutrient supplements, counselling services</i>). Discuss the importance of the health care provided. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Pedagogical content and knowledge as trainees are guided to organise a visit to a Maternal Child Health Care facility and explore the services that are offered for proper health of the mother and baby. • Learning to learn and reflective Practise as trainees advise on childcare and the needs of a child for proper growth and development 				
<p>Values:</p> <ul style="list-style-type: none"> • Patriotism as they create awareness on importance of timely immunisation for all children. • Unity as trainees organise a visit to a Maternal Child Health Care facility and explore the services that are offered for proper health of the mother and baby. 				

Suggested Formative Assessment Rubrics				
Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to describe the needs of a child for proper growth and development	Correctly and with ease describes the needs of a child for proper growth and development	Correctly describes the needs of a child for proper growth and development	Describes some of the needs of a child for proper growth and development	Describes some of the needs of a child for proper growth and development when aided.
Ability to examine the role of play in child development,	Critically examines the role of play in child development,	Examines the role of play in child development,	Partly examines the role of play in child development,	Examines the role of play in child development with prompts,
Ability to discuss common childhood ailments in the locality	Discusses more than five common childhood ailments in the locality	Discusses five common childhood ailments in the locality	Discusses three common childhood ailments in the locality	Discusses less than three common childhood ailments in the locality
Ability to interpret a child immunisation schedule for healthy child growth and development	Correctly interprets a child immunisation schedule for healthy child growth and development	Interprets a child immunisation schedule for healthy child growth and development	Attempts to interpret a child immunisation schedule for healthy child growth and development	With guidance interprets a child immunisation schedule for healthy child growth and development

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
3.0 Home Management	3.1 Cleaning the Home (6 Hours)	By the end of the sub strand, the teacher trainee should be able to: <ol style="list-style-type: none"> a) identify equipment and materials used for cleaning the home, b) make improvised equipment and materials used for cleaning the home, c) clean various surfaces in the home using appropriate methods, d) care for equipment and materials used for cleaning the home, e) propose non-formal activities on cleaning of different surfaces at home f) appreciate a clean home for healthy living. 	Trainees are guided to: <ul style="list-style-type: none"> • brainstorm on reasons for cleaning the home, • share experiences and discuss various equipment and materials used for cleaning the home, • discuss and make improvised equipment and materials used for cleaning the home using safe locally available resources. • using digital devices and print materials, research and discuss methods used in cleaning the home the safety measures to observe (sweeping, <i>dusting, wiping, mopping, scrubbing, suction</i>) • watch video clips or demonstrations on cleaning different surfaces in a home, • carry out cleaning of different surfaces in the home (<i>earthen, plain wood, painted wood, cemented, tiled, glass</i>) using appropriate 	Why should school and home be clean?

			<p>methods. observe safety when cleaning different surfaces</p> <ul style="list-style-type: none"> • clean and store equipment and materials used for cleaning. <p>Project Activities:</p> <ul style="list-style-type: none"> • plan a non-formal activity on cleaning different surfaces, 	
<p>Core Competencies to be Developed:</p> <ul style="list-style-type: none"> • Self-efficacy when using equipment and materials to clean the various rooms and surfaces in a home • Creativity and innovation when improvising equipment and materials for cleaning • Pedagogical content knowledge when guiding trainees on how to organise non formal activities that can be done by learners to Practise cleaning different rooms and surfaces in a home. 				

Suggested Formative Assessment Rubrics				
Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify equipment and materials used for cleaning the home	Correctly and with ease identifies equipment and materials used for cleaning the home	Correctly identifies equipment and materials used for cleaning the home	Attempts to identify some equipment and materials used for cleaning the home	Identifies equipment and materials used for cleaning the home only when prompted.
Ability to make improvised equipment and materials used for cleaning the home	Creatively makes improvised equipment and materials used for cleaning the home	Makes improvised equipment and materials used for cleaning the home.	Makes some improvised equipment and materials used for cleaning the home.	Requires constant supervision to make some improvised equipment and materials used for cleaning the home .
Ability to clean various surfaces in the home using appropriate methods	Correctly cleans various surfaces in the home using appropriate methods	Cleans various surfaces in the home using appropriate methods	Attempts to clean various surfaces in the home using appropriate methods	Needs assistance to clean various surfaces in the home using appropriate methods
Ability to care for equipment and materials used for cleaning the home	Consistently cares for equipment and materials used for cleaning the home	Cares for equipment and materials used for cleaning the home	Occasionally cares for some equipment and materials used for cleaning the home	Rarely cares for equipment and materials used for cleaning the home.
Ability to propose non-formal activities on cleaning of different surfaces at home	Accurately proposes non-formal activities on cleaning of different surfaces at home.	Proposes non-formal activities on cleaning of different surfaces at home	Proposes some non-formal activities on cleaning of different surfaces at home	Needs assistance to propose non-formal activities on cleaning of different surfaces at home

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
3.0 Home Management	3.2 Lighting and Ventilation (1 Hour)	By the end of the sub strand, the teacher trainee should be able to: a) explain reasons for proper lighting in a house. b) describe methods of lighting a house, c) examine reasons for proper ventilation in a room, d) analyses methods of ventilating a room, e) formulate key inquiry questions to facilitate a lesson on methods of lighting a house, f) appreciate the importance of a well light and ventilated room.	Trainees are guided to: • brainstorm on reasons for proper lighting in a house • use digital devices and print materials to research and discuss on methods of lighting a house, • research and discuss reasons for proper ventilation in a room, • discuss with peers on the various methods of ventilating a room • practise proper lighting and ventilation of a house, • organise an activity for learners in a classroom situation to share and discuss how they will ensure proper lighting and ventilation in a room, • practice formulation of key inquiry questions and carryout peer assessment on each other's work	1) Why should a room be well lit and ventilated? 2) How do we ensure good ventilation in a room?

Core competencies to be developed:

- Communication and collaboration as trainee's research and discuss methods of lighting and ventilating a house.
- Assessment competence when trainees practice how to formulate key inquiry questions and carryout peer assessment on each other's work.

Values:

- Responsibility when ensuring proper lighting and ventilation of a house
- Unity as trainees engage in discussions and presentations of schemes of work and lesson plans

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Suggested Formative Assessment Rubrics				
Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to explain reasons for proper lighting in a house	Precisely explains reasons for proper lighting in a house	Explains reasons for proper lighting in a house	Explains some reasons for proper lighting in a house	Explains some reasons for proper lighting in a house when guided.
Ability to describe methods of lighting a house	Critically describes methods of lighting a house	Describes methods of lighting a house	Describes methods of lighting a house leaving out few steps	Describes methods of lighting a house leaving out many steps
Ability to examine reasons for proper ventilation in a room	In depth examines reasons for proper ventilation in a room	Examines reasons for proper ventilation in a room	Examines reasons for proper ventilation in a room leaving out few details	Examines reasons for proper ventilation in a room leaving out many details
Ability to analyse methods of ventilating a room	Precisely, analyses methods of ventilating a room	Analyses methods of ventilating a room	Attempts to analyse methods of ventilating a room	With guidance analyses methods of ventilating a room
Ability to formulate key inquiry questions to facilitate a lesson on methods of lighting a house	Exceptionally and with ease formulate key inquiry questions to facilitate a lesson on methods of lighting a house	Formulate key inquiry questions to facilitate a lesson on methods of lighting a house	Partially formulates key inquiry questions to facilitate a lesson on methods of lighting a house	With assistance is able to formulate key inquiry questions to facilitate a lesson on methods of lighting a house

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
3.0 Home Management	3.3 Environmental Hygiene (3 Hours)	By the end of the sub strand, the teacher trainee should be able to: a) Explain the methods of waste disposal at home and in school, b) utilise methods of disposing waste in the community, c) describe various types of drainage systems found in the locality, d) care for different types of drainage systems in the locality, e) develop non-formal activities for achievement of specific learning outcomes on waste disposal f) embrace proper waste disposal in the environment,	Trainees are guided to: <ul style="list-style-type: none"> • brainstorm on types of wastes found at home and in school (<i>biodegradable and non-biodegradable</i>), • research and discuss methods of disposing waste at home and in school (<i>recycling, re-using, burying, burning, feeding the animals, making manure</i>), • make and clearly label disposal bins for different types of wastes, • dispose waste appropriately at home and in school while observing safety, • share experiences and discuss the various types of drainage systems in the locality (<i>free, open, closed</i>), • practise how to clean and maintain different types of 	<ol style="list-style-type: none"> 1. Why is it important to keep our compound safe and clean? 2. How is waste disposed at home and in school?

			drainage systems in the locality while observing safety, • carryout non-formal activities on disposal of waste under Environmental Activities.	
Core competencies to be developed: <ul style="list-style-type: none"> • Critical thinking and problem solving when trainees utilise different methods of waste disposal • Creativity and innovation when trainees make waste disposal bins • Pedagogical content knowledge as trainees plan how to organise an activity for learners in a classroom situation to practise proper waste disposal in the environment 				
Values: <ul style="list-style-type: none"> • Responsibility as trainees dispose waste appropriately • Respect and unity as trainees engage in discussions and practical activities • Integrity and patriotism as trainees maintain a clean environment 				

Suggested Formative Assessment Rubrics				
Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to explain the methods of waste disposal at home and in school	Correctly explains the methods of waste disposal at home and in school	Explains the methods of waste disposal at home and in school	Explains some of the methods of waste disposal at home and in school	Explains the methods of waste disposal at home and in school with assistance
Ability to utilise methods of waste disposal at home and in school	Correctly utilises six methods of waste disposal at home and in school	Utilises six methods of waste disposal at home and in school	Utilises five to four methods of waste disposal at home and in school	Utilises less than three methods of waste disposal at home and in school
Ability to describe various types of drainage systems found in the locality	Precisely describes various types of drainage systems found in the locality	Describes various types of drainage systems found in the locality	Describes some types of drainage systems found in the locality	Describe various types of drainage systems found in the locality when assisted.
Ability to care for different types of drainage systems in the locality	Correctly cares for three different types of drainage systems in the locality	Cares for three different types of drainage systems in the locality	Cares for two types of drainage systems in the locality	Cares for less than two drainage systems in the locality
Ability to develop non-formal activities for achievement of specific learning outcomes on waste disposal	Clearly develops non-formal activities for achievement of specific learning outcomes on waste disposal	Develops non-formal activities for achievement of specific learning outcomes on waste disposal	Develops some non-formal activities for achievement of specific learning outcomes on waste disposal	Requires guidance to develop non-formal activities for achievement of specific learning outcomes on waste disposal

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
3.0 Home Management	3.4 Time and Energy Management (1 Hour)	By the end of the sub strand, the teacher trainee should be able to: <ol style="list-style-type: none"> a) discuss the importance of managing time as a daily habit, b) describes positive leisure activities in daily life, c) analyse factors to consider when managing time and energy, d) prepare time plans to enhance management of time and energy, e) embrace proper use of time and energy. 	Trainees are guided to: <ul style="list-style-type: none"> • brainstorm on the concept of time management and leisure, • use print media and digital devices to research on importance of managing time and the essential time management skills for daily living, • share experiences and discuss factors that lead to time wastage, • brainstorm on positive leisure activities in daily life, • use digital devices and print materials to research and discuss factors to consider when managing time and energy. • prepare time plans and present in class plenary. Carry out peer assessment on the time plans prepared • organise an activity for learners to practise proper use of time and energy. 	Why is it important to spend time and energy wisely?

Core Competencies to be developed:

- Critical thinking and problem solving when trainees prepare time plans to manage time and energy
 - Digital literacy as trainees use digital devices to research on factors to consider when managing time and energy
 - Pedagogical content knowledge as trainees organise an activity for learners to practise proper use of time and energy in a classroom situation.
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- Values: Responsibility as trainees prepare time plans to enhance management of time and energy
 - Unity as trainees engage in discussions, preparation and presentation of time plans.

Suggested Formative Assessment Rubrics				
Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to discuss the importance of managing time as a daily habit	Comprehensively discusses the importance of managing time as a daily habit	Discusses the importance of managing time as a daily habit.	Partly discusses the importance of managing time as a daily habit	Discusses the importance of managing time as a daily habit when prompted
Ability to describe positive leisure activities in daily life.	Precisely describes positive leisure activities in daily life	Describes positive leisure activities in daily life	Describes some positive leisure activities in daily life	Describes positive leisure activities in daily life When guided.
Ability to analyse factors to consider when managing time and energy.	Correctly analyses factors to consider when managing time and energy.	Analyses factors to consider when managing time and energy.	Attempts to analyse few factors to consider when managing time and energy.	Needs assistance to analyse few factors to consider when managing time and energy.
Ability to prepare time plans to enhance management of time and energy.	Creatively and appropriately prepares time plans to enhance management of time and energy.	Appropriately prepares time plans to enhance management of time and energy.	Attempts to prepare some time plans to enhance management of time and energy.	Prepares time plans to enhance management of time and energy when prompted.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key inquiry question (s)
4.0 Textiles, Clothing and Laundry work	4.1 Classification of Textile Fibres (2 Hours)	By the end of the sub strand, the teacher trainee should be able to: a) classify fibres used in clothing and textiles , b) compare properties of textile fibres used in fabric construction, c) make a folder showing different textile fibres, d) appreciate the importance of textile fibres in daily living.	Trainees are guided to: <ul style="list-style-type: none"> • research and discuss the meaning of terms used in clothing construction (<i>textile, fibre, strand, yarn, fabric, clothing construction</i>), • classify textile fibres (<i>natural fibres and artificial fibres</i>) and prepare a portfolio showing the classification of textile fibres. • Research, discuss and present findings on properties of textile fibres, • organise learners to collect samples of different textile fibres and mount them on folders or portfolios 	<ol style="list-style-type: none"> 1. How do the properties of textile fibres affect the end use of a product? 2. How can you tell type of fabric that our clothes are made from?
Core Competencies to be developed: <ul style="list-style-type: none"> • Pedagogical content knowledge when organising learners to make folders showing different fibres • Digital literacy when trainees search for information on textile fibres from internet • Learning to learn and reflective practise when using available resources to make portfolio on textile fibres 				
Values: <ul style="list-style-type: none"> • Unity and love while working together to make folders. • Responsibility as they keep the folders clean and independently complete the project work assigned. 				

Suggested Formative Assessment Rubric				
Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to classify fibres used in clothing and textiles	Correctly classifies fibres used in clothing and textiles	Classifies fibres used in clothing and textiles	Classifies some fibres used in clothing and textiles	With guidance, attempts to classify fibres used in clothing construction
Ability to compare properties of textile fibres used in fabric construction	Critically compares compare properties of textile fibres used in fabric construction	Compares the properties of textile fibres used in fabric construction	Compares properties of some textile fibres used in fabric construction	With assistance, compares some of the properties of few textile fibres used in fabric construction
Ability to make folders showing different textile fibres.	Creatively makes folders showing different textile fibres	Makes folders showing different textile fibres	Attempts make some folder samples showing different textile fibres	Requires constant prompting to make folders showing different textile fibres

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key
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				Inquiry Question (s)
4.0 Textiles, Clothing and Laundry work	4.2 Fabric Construction Processes (6 Hours)	By the end of the sub strand, the teacher trainee should be able to: a) describe procedures used in various fabric construction processes, b) improvise various tools and materials used in fabric construction processes, c) construct a garment or article using different fabric construction processes, d) appreciate the importance of fabric construction processes in clothing construction.	Trainees, are guided to: <ul style="list-style-type: none"> • brainstorm on the meaning of terms used in fabric construction (<i>weaving, crocheting, knitting</i>), • study and discuss the procedures used in various fabric construction processes. • use digital devices, pattern books and journals, resource persons to search, identify and share ideas on fabric construction processes, • watch video clips or demonstrations on how to construct articles using different fabric construction processes, • organise learners to make different articles using various fabric construction processes. Mount in a portfolio or scrap book, Project activities: <ul style="list-style-type: none"> • use clothing construction processes to make an article by crocheting or knitting, 	1. How are fabrics constructed?

Core competencies to be developed:

- Pedagogical content knowledge when guiding learners to make samples of articles using various fabric construction processes
- Self-efficacy and creativity and innovation when trainees use available resources to construct a fabric
- Learning to learn and reflective practise while improvising various equipment, tools and materials used in fabric construction processes (*weaving, crocheting, knitting*).
- Assessment competency as they share and peer assess each other's samples, articles and garments made using various fabric construction processes.

Values:

- Responsibility and respect as they make sample swatches of different processes in fabric construction and in handling tools, equipment and materials used.
- Unity as they share and peer assess sample swatches of different processes in fabric construction

Suggested Formative Assessment Rubrics				
Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to describe procedures used in various fabric construction processes	Critically describes procedures used in various fabric construction processes	Describes procedures used in various fabric construction processes	Describes some procedures used in various fabric construction processes	Describes some procedures used in various fabric construction processes with assistance
Ability to improvise various tools and materials used in fabric construction processes,	Innovatively improvises various tools and materials used in fabric construction processes,	Improvises various tools and materials used in fabric construction processes,	Attempts to improvise various tools and materials used in fabric construction processes,	With guidance improvises various tools and materials used in fabric construction processes,
Ability to construct a garment or article using different fabric construction processes,	Skillfully constructs a garment or article using different fabric construction processes,	Constructs a garment or article using different fabric construction processes,	Partly Constructs a garment or article using different fabric construction processes,	Constructs part of a garment or article using different fabric construction processes with guidance,

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (S)
4.0 Textiles, Clothing and Laundry work	4.3 Needlework Tools, Equipment and Materials (3 Hours)	By the end of the sub strand, the teacher trainee should be able to: <ol style="list-style-type: none"> classify needlework tools, equipment and materials used in clothing construction discuss factors to consider when choosing needlework tools, equipment and materials, use and care for different needlework tools, and materials. rectify faults in a sewing machine for good performance and maintenance appreciate the use and care of needlework tools and equipment 	Trainees are guided to: <ul style="list-style-type: none"> search and classify needlework tools, equipment and materials (<i>cutting, marking, sewing, measuring, finishing, storage</i>) brainstorm on factors to consider when choosing needlework tools, equipment and materials. share experiences on the use, care and storage of different needlework tools and materials watch a demonstration and use different needlework tools, and materials while observing safety search for information on how to rectify faults and care for a sewing machine while observing safety, organise learners to rectify faults and care for a sewing machine in a classroom situation design safety rules to be displayed 	Why are needle work tools, equipment and materials important?

			in the Home Science laboratory,	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Pedagogical content knowledge when learners use, care and store needlework tools, equipment and materials safely • Learning to learn and reflective practise when trainees observe safety in use and care for needlework tools, equipment and materials 				
<p>Values:</p> <ul style="list-style-type: none"> • Responsibility when the trainees use, care, and store needlework tools and materials. • Love when they plan for activities that will inculcate skills in the learners' on safe use and care of needlework tools and equipment • Patriotism as they obey and practise safety rules on the use of needlework tools and materials in Home Science laboratory. 				

Suggested Formative Assessment Rubrics				
Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to classify needle work tools, equipment and materials used in clothing construction	Correctly classifies needlework tools, equipment and materials used in clothing construction.	Classifies needlework tools and equipment used in clothing construction	Classifies few needlework tools and equipment used in clothing construction	Requires guidance to classify the needlework tools and equipment used in clothing construction
Ability to discuss factors to consider when choosing needlework tools, equipment and materials for clothing construction	Comprehensively discusses factors to consider when choosing needlework tools, equipment and materials for clothing construction	Discusses factors to consider when choosing needlework tools, equipment and materials for clothing construction	Discusses some factors to consider when choosing needlework tools, equipment and materials for clothing construction	Requires assistance to discuss some factors to consider when choosing needlework tools, equipment and materials for clothing construction
Ability to use and care for different tools and materials in clothing construction	Skillfully and correctly uses and cares for different needlework tools and material in clothing construction.	Correctly uses and cares for different needlework tools and material in clothing construction	Uses and cares for some needlework tools and material in clothing construction.	With assistance, uses and cares for the needlework tools and material in clothing construction
Ability to rectify faults in a sewing machine for good performance and maintenance	Innovatively rectifies faults in a sewing machine for good performance and maintenance	Rectifies faults in a sewing machine for good performance and maintenance	Rectifies some faults in a sewing machine for good performance and maintenance	Rectifies some faults in a sewing machine for good performance and maintenance when guided

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
<p>4.0 Textiles, Clothing and Laundrywork</p>	<p>4.4 Stitches (6 Hours)</p>	<p>By the end of the sub strand, the teacher trainee should be able to:</p> <ul style="list-style-type: none"> a) classify stitches used in clothing construction, b) examine factors to consider when choosing stitches in clothing construction, c) outline the procedure of making different types of stitches, d) make different types of stitches used in clothing construction, e) examine the use of professional documents in Primary Agriculture lessons f) appreciate the importance using stitches appropriately 	<p>Trainees, are guided to:</p> <ul style="list-style-type: none"> • brainstorm on the meaning of the term stitches and make presentations. • search for information and discuss different types of stitches (<i>Temporary – tacking, basting, Permanent-backstitching, hemming and over sewing</i> <i>Embroidery- stem stitch, chain stitch and satin stitch,</i> • discuss factors to consider when choosing stitches and present findings, • watch video clips and demonstrations on the procedures used to make different types of stitches (<i>hand stitching and use of a sewing machine</i>) 	<ol style="list-style-type: none"> 1. Why do we use stitches on clothes? 2. How would you determine the stitch to use on clothes?

			<ul style="list-style-type: none"> • make samples of different types of stitches, mount in a portfolio or folder, and peer assess qualities of well-made stitches, • discuss and prepare professional documents for use in the classroom (<i>register, progress record, timetable, record of work covered</i>) • formulate activities that will nurture creativity and innovation in learners as they make samples of stitches, 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Self-efficacy and leadership when all trainees make samples of different types of stitches • Assessment competency when trainees carry-out peer assessment to determine qualities of well-made stitches 				
<p>Values:</p> <ul style="list-style-type: none"> • Unity when they support one another in making stitches • Responsibility in safe use and care of the various needlework tools and materials. 				

Suggested Formative Assessment Rubrics				
Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to classify stitches used in clothing construction	Precisely classifies stitches used in clothing construction.	Classifies stitches used in clothing construction.	Attempts to classify some stitches used in clothing construction.	With guidance, attempts to classify a stitch used in clothing construction.
Ability to examine factors to consider when choosing stitches in clothing construction	Critically examines factors to consider when choosing stitches in clothing construction	Examines factors to consider when choosing stitches in clothing construction	Partly examines some factors to consider when choosing stitches in clothing construction	Examines some factors to consider when choosing stitches in clothing construction with prompts
Ability to make different types of stitches using the correct procedure.	Skillfully makes different types of stitches using the correct procedure.	Makes different types of stitches using the correct procedure.	Makes some stitches using some correct procedures.	When assisted attempts to make stitches but with inaccurate procedures.
Ability to examine the use of professional documents in Agriculture lessons	Precisely examines the use of professional documents in Agriculture lessons	Examines the use of professional documents in Agriculture lessons	Attempts to examine the use of some professional documents in Agriculture lessons	With assistance examines the use of professional documents in Agriculture lessons

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (S)
4.0 Textiles, Clothing and Laundrywork	4.5 Seams (6 Hours)	By the end of the sub strand, the teacher trainee should be able to: <ol style="list-style-type: none"> a) classify seams as used in clothing construction. b) analyse factors to consider when choosing seams in clothing construction, c) construct a simple garment using various seams. d) examine qualities of well- made seams in clothing construction, e) appreciate the use of seams in clothing construction. 	Trainees, are guided to: <ul style="list-style-type: none"> • search for information on the classification of different types of seams (<i>open, french, overlaid, double stitched</i>), • research and discuss the factors to consider when choosing seams. • demonstrate the procedure of making different types of seams, make samples of different seams and mount in a portfolio or folder. • discuss and evaluate the qualities of well-made seams from the samples made, • make an article or a simple garment using the various seams. • peers assess the articles or garments made. Project activities: <ul style="list-style-type: none"> • make a portfolio folder on textile fibres, stitches and seams for use in teaching, 	<ol style="list-style-type: none"> 1. How are seams used in making clothes? 2. What qualities would you desire in a finished seam?
Core competencies to be developed: <ul style="list-style-type: none"> • Pedagogical content knowledge when identifying activities that will develop self-efficacy in learners as they make different types of seams • Assessment competence when trainees carry-out peer assessment on making of different types of seams 				

Values:

- Integrity when displaying honesty as they make garments using seams.
- Unity as they work and share resources during making of seams.

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Suggested Formative Assessment Rubric:				
Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to classify seams as used in clothing construction	Correctly classifies seams used in clothing construction and assists others in the same	Correctly classifies seams used in clothing construction	Classifies some seams used in clothing construction	With guidance, attempts to classify a few seams used in clothing construction
Ability to analyse factors to consider when choosing seams in clothing construction	Critically analyses factors to consider when choosing seams in clothing construction	Analyses factors to consider when choosing seams in clothing construction	Analyses some factors to consider when choosing seams in clothing construction	Analyses some factors to consider when choosing seams in clothing construction with guidance.
Ability to construct a simple garment using various seams.	Correctly and skillfully constructs a simple garment using various seams.	Correctly constructs a simple garment using various seams.	Requires significant assistance to construct a simple garment using various seams.	With guidance, attempts to constructs a simple garment using various seams.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry
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				Question (s)
4.0 Textiles, Clothing and Laundrywork	4.6 Clothing Construction (8 Hours)	By the end of the sub strand, the teacher trainee should be able to: a) identify the elements and principles of clothing construction, b) describe clothing construction processes, c) make a simple article using various clothing construction processes, d) appreciate the process of clothing construction in daily life.	Trainees, are guided to: <ul style="list-style-type: none"> • brainstorm on the meaning of clothing construction and discuss the elements and principles of clothing construction (<i>Elements-line, unity, balance, colour, among others, Principles-proportion and scale, balance, unity (harmony), rhythm, emphasise</i>), • use charts and realia to illustrate and demonstrate clothing construction processes such as <i>disposal of fullness (gathers, darts, pleats, elastic), fastenings (buttons and button holes, zip), neatening edges (loop stitches, overcasting and hem management), pockets (patch pockets and in-seam pockets)</i>, • search for designs for simple articles, discuss and make the articles using clothing construction processes. • Prepare an exhibition, discuss and peer evaluate the projects made, 	How can you identify the different clothing construction processes?
Core competencies to be developed: <ul style="list-style-type: none"> • Creativity and innovation when trainees make various articles using different clothing construction processes • Learning to learn and reflective practise when using available resources to make articles using different clothing construction processes • Assessment competence as they prepare an exhibition, discuss and peer evaluate the projects made. 				

Values:

- Responsibility and respect when supporting one another in making articles.
- Unity as they work in groups and prepare an exhibition, discuss and peer evaluate the projects made

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Suggested Formative Assessment Rubrics				
Level	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Indicator				
Ability to identify the elements and principles of clothing construction processes.	Correctly identifies elements and principles of garment construction processes.	Identifies elements and principles of garment construction processes.	Identifies some elements and principles of garment construction processes.	Identifies some elements and principles of garment construction processes with prompts.
Ability to describe clothing construction processes	Systematically describes clothing construction processes.	Describes clothing construction processes	Attempts to describe clothing construction processes	Needs assistance to describe clothing construction processes
Ability to make a simple article using clothing construction processes for enjoyment and entrepreneurial competencies	Skillfully and neatly makeS a simple article using clothing construction processes for enjoyment and entrepreneurial competencies	Neatly makes make a simple article using clothing construction processes for enjoyment and entrepreneurial competencies	Makes a simple article using clothing construction processes for enjoyment and entrepreneurial competencies	With guidance, make a simple article using clothing construction processes for enjoyment and entrepreneurial competencies

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experience	Suggested Key Inquiry Question (s)
4.0 Textiles, Clothing and Laundrywork	4.7 Repair and Maintenance of Clothes (4 hour)	<p>By the end of the sub strand, the teacher trainee should be able to:</p> <ol style="list-style-type: none"> classify types of damages in garments, analyse factors to consider when choosing the type of repair to be done on a damaged garment, repair a damage on a garment using appropriate stitches, illustrate how responsibility as a value can be integrated in a lesson on repair and maintenance of clothes appreciate a well repaired damage on a garment for good grooming. 	<p>Trainees, are guided to:</p> <ul style="list-style-type: none"> identify and group different types of damage in garments (<i>gaping seam, hanging hems, torn garments, torn pocket-in-seam, hanging or torn patch pocket – square and round</i>), search for information and discuss factors to consider when choosing the right repair to make on a damaged garment use sewing tools and equipment to repair a given damage on a garment using appropriate stitches and share experiences on the activity. Observe safety while repairing a damage on garments, discuss how responsibility as a value can be integrated in a lesson on repair and maintenance of 	<ol style="list-style-type: none"> Why should we not wear damaged clothes? How can we prevent our clothes from being damaged

			clothes	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Self-efficacy, learning to learn and reflective practise when using available resources to carry-out repairs on garments and articles • Critical thinking and problem-solving as trainees repair damaged articles on garments • Assessment competence when trainee carry out peer assessment on different samples of garment repair processes 				
<p>Values:</p> <ul style="list-style-type: none"> • Responsibility when they care for own property and those of others while repairing a damage on their garment • Unity when assisting and working together as they resolve conflicts during repair work. 				

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Suggested Formative Assessment Rubrics				
Level Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectations
Ability to classify types of damages in garments	Correctly classifies types of damages in garments	Correctly classifies types of damages in garments	Attempts to classify some types of damages in garments	Needs assistance to classify some types of damages in garments
Ability to analyse factors to consider when choosing the type of repair to use on a damaged garment	Carefully analyses factors to consider when choosing the type of repair to use on a damaged garment	Analyses factors to consider when choosing the type of repair to use on a damaged garment	Analyses some factors to consider when choosing the type of repair to use on a damaged garments	With assistance analyses factors to consider when choosing the type of repair to use on a damaged garment
Ability to repair damages on a garment using appropriate stitches	Skilfully and correctly repairs damages on a garment using appropriate stitches	Correctly repairs damages on a garment using appropriate stitches	Attempts to repair damages on a garment using appropriate stitches	Repairs damages on a garment using appropriate stitches when guided.
Ability to illustrate how responsibility as a value can be integrated in a	With clarity and explanations illustrates how responsibility as a	Illustrates how responsibility as a value can be integrated in a	Attempts to illustrate how responsibility as a value can be integrated in	Requires assistance to illustrate how responsibility as a value

lesson on repair and maintenance of clothes	value can be integrated in a lesson on repair and maintenance of clothes	lesson on repair and maintenance of clothes	a lesson on repair and maintenance of clothes	can be integrated in a lesson on repair and maintenance of clothes
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Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
4.0 Textiles, Clothing and Laundrywork	4.8 Laundrywork processes, Equipment and Materials (2 Hours)	By the end of the sub strand, the teacher trainee should be able to: a) outline the processes used in laundrywork for family wash, b) assess factors to consider when choosing, using and caring for	Trainees are guided to: <ul style="list-style-type: none"> • reflect and share ideas on the procedure of conducting laundrywork for family wash, • search and discuss factors to consider when choosing, using and caring for laundrywork 	1. How can you improvise laundrywork equipment and materials?

		<p>laundrywork equipment and materials,</p> <p>c) improvise laundrywork equipment and materials for use at home,</p> <p>d) care for laundrywork equipment and materials,</p> <p>e) evaluate the relevance of non-formal activities in achievement of lesson outcomes.</p> <p>f) appreciate the use of laundrywork equipment and materials for efficiency</p>	<p>equipment and materials such as <i>washing, drying, finishing, storage and labour saving equipment</i></p> <ul style="list-style-type: none"> • share experience on how to improvise laundrywork equipment and materials and make improvised laundrywork equipment and materials from safe, locally available resources. • search for information on care for laundrywork equipment and materials and demonstrate care of laundrywork equipment and materials. • study and discuss the relevance of non- formal activities in achievement of specific learning outcomes, 	<p>2. Why do we launder our clothes?</p>
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			<ul style="list-style-type: none"> • plan for activities that will enhance self- efficacy in the use of laundrywork processes, equipment and materials at home. 	
<p>Core competencies to be developed;</p> <ul style="list-style-type: none"> • Pedagogical content knowledge when guiding learners to develop self-efficacy in Home Science. • Self-efficacy on choice, use and care for laundrywork equipment and materials • Digital literacy when searching on choice, use and care for laundrywork equipment and materials 				
<p>Values:</p> <ul style="list-style-type: none"> • Responsibility and integrity when taking care of laundrywork equipment and materials • Respect when working together during laundrywork 				

Suggested Formative Assessment Rubrics				
Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to outline the processes used in laundry work for family wash	Accurately outlines all the processes used in laundry work for family wash	Outlines the processes used in laundry work for family wash	Outlines some of the processes used in laundry work for family wash	Attempts to outline the processes used in laundry work for family wash
Ability to assess factors to consider when choosing, using and caring for laundry work equipment and materials	With clarity and ease assesses factors to consider when choosing, using and caring for laundry work equipment and materials	With clarity assesses factors to consider when choosing, using and caring for laundry work equipment and materials	Attempts to assess factors to consider when choosing, using and caring for laundry work equipment and materials	With assistance, attempts to assess factors to consider when choosing, using and caring for laundry work equipment and materials
Ability to improvise laundry work equipment and materials for use at home	Creatively and appropriately improvises laundry work equipment and materials for use at home	Appropriately improvises laundry work equipment and materials for use at home	Improvises some laundry work equipment and materials for use at home	Improvises some laundry work equipment and materials for use at home with assistance
Ability to care for laundry work equipment and materials to save on cost	Consistently cares for laundry work equipment and materials to save on cost	Cares for laundry work equipment and materials to save on cost	Cares for some of the laundry work equipment and materials to save on cost	With assistance cares for some laundry work equipment and materials to save on cost

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
4.0 Textiles, Clothing and Laundrywork	4.9 Care Labels (1 Hour)	By the end of the sub strand, the teacher trainee should be able to: a) explain meaning of care labels as used on garments and articles, b) interrogate the importance of care labels as used in garments and articles, c) interpret care label symbols as used on garments and articles, d) evaluate how communication and collaboration can be developed in a lesson on care labels e) appreciate the importance of care labels in laundrywork	Trainees are guided to: <ul style="list-style-type: none"> •brainstorm the meaning of care labels as used on garments and articles and present definitions, •identify and discuss the importance of care labels as used in garments and articles, •search for information on the meaning and importance of symbols found on care labels (<i>washing, drying, finishing, special treatment symbols</i>) and discuss, •interpret care label symbols found on garments and articles. Draw and label symbols used for care labels on garments and articles, •discuss how communication and collaboration competency can be developed in learners 	Why are care labels on garments and articles important?

			during a lesson •compose poems and songs on care labels as used in on garments and articles and present in plenary lesson.	
Core competencies to be developed: <ul style="list-style-type: none"> • Pedagogical content knowledge when guiding learners how communication and collaboration competency can be developed in learners during a lesson • Communication and collaboration when trainees interpret care labels symbols on garments and articles • Learning to learn and reflective Practise when trainees interpret care labels symbols during laundry work activities 				
Values: <ul style="list-style-type: none"> • Social justice when they share roles equitably while planning for different non-formal group activities • Integrity when they have self-discipline while they search for information on importance of symbols found on care labels and discuss, 				

Suggested Formative Assessment Rubrics				
Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to explain meaning of care labels as used on garments and articles	Correctly explains meaning of care labels as used on garments and articles	Explains meaning of care labels as used on garments and articles	Attempts to explain meaning of care labels as used on garments and articles	Has difficulty explaining meaning of care labels as used on garments and articles
Ability to interrogate the importance care label symbols as used on garments and articles	Critically interrogates the importance care label symbols as used on garments and articles	Interrogates the importance care label symbols as used on garments and articles	Attempts to interrogate the importance of some care label symbols as used on garments and articles	With assistance, attempts to interrogate the importance of some care label symbols as used on garments and articles
Ability to interpret care label symbols as used on garments and articles	Accurately and with ease interprets care label symbols as used on garments and articles	Accurately interprets care label symbols as used on garments and articles	Interprets some care label symbols as used on garments and articles	Unable to interpret care label symbols as used on garments and articles
Ability to evaluate how communication and collaboration can be developed in a lesson on care labels	Consistently and correctly evaluates how communication and collaboration can be developed in a	Correctly evaluates how communication and collaboration can be developed in a lesson on care labels	Attempts to evaluate how communication and collaboration can be developed in a lesson on care	With assistance, attempts to evaluate how communication and collaboration can be developed in

	lesson on care labels		labels	a lesson on care labels
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Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
4.0 Textiles, Clothing and Laundry work	4.10 Special Treatment in Laundry work (5 Hours)	By the end of the sub strand, the teacher trainee should be able to: a) analyse the purpose of special treatment in laundrywork, b) examine the special treatment carried out when laundering garments and articles, c) carryout special treatment when laundering garments and articles d) discuss how to integrate pertinent and contemporary issues in a lesson on special treatment in laundry work e) appreciate use of special treatment processes in laundrywork.	Trainees are guided to: <ul style="list-style-type: none"> • search and discuss the purpose of special treatment in laundrywork, • share experiences on special treatment carried out when laundering garments and articles (<i>stain removal and disinfecting</i>), • watch demonstrations on special treatment processes in laundry work, • carryout special treatment on different garments and household articles while observing safety. • peer assess the use of proper processes in laundry work,, • organise classroom activities that will enable learners to practice safety when carrying out special treatment in 	1. Why should your school uniform and other clothes be given a special treatment during laundrywork?

			<p>laundrywork,</p> <ul style="list-style-type: none">• compose poems, songs about safety when carrying out special treatment in laundrywork to be recited during the classroom activities,• reflect with peers on how to integrate pertinent and contemporary issues in a lesson on special treatment in laundry work	<p>2. Why should safety be observed when carrying out special treatment during laundrywork?</p>
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Core Competencies to be developed:

- Pedagogical content and knowledge when guiding learners to talk about safety when carrying out special treatment in Laundrywork.
- Critical thinking and problem solving when carrying out special treatment during laundrywork
- Assessment competence when involving all trainees on laundrywork activities and peer assesement.

Values:

- Responsibility when they follow laid out procedures while carrying out special treatment during laundrywork
- Integrity when involving all trainees in laundrywork and utilise various laundry agents economically.

Suggested Formative Assessment Rubrics				
Indicator Level	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to analyse the purpose of special treatment in laundry work	Precisely analyses the purpose of special treatment in laundry work	Able to analyse the purpose of special treatment in laundry work	Attempts to analyse the purpose of special treatment in laundry work	Needs assistance to analyse the purpose of special treatment in laundry work
Ability to carry-out special treatment when laundering garments and household articles.	Correctly and consistently carries out carry-out special treatment when laundering garments and household articles.	Correctly carries out carry-out special treatment when laundering garments and household articles.	Sometimes carries out special treatment when laundering garments and household articles.	With assistance, sometimes carries out special treatment when laundering garments and household articles.
Ability to discuss how to integrate integrate pertinent and contemporary issues in a lesson on special treatment in laundry work	Comprehensively discusses how to integrate integrate pertinent and contemporary issues in a lesson on special treatment in laundry work	Discuss how to integrate integrate pertinent and contemporary issues in a lesson on special treatment in laundry work	Partly discusses how to integrate integrate pertinent and contemporary issues in a lesson on special treatment in laundry work	Discusses how to integrate integrate pertinent and contemporary issues in a lesson on special treatment in laundry work with prompts

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
4.0 Textiles, Clothing and Laundrywork	4.11 Laundry of Different Fabrics and Articles (8 Hours)	<p>By the end of the sub strand, the teacher trainee should be able to:</p> <ul style="list-style-type: none"> a) justify reasons for laundrywork in care of clothes and household articles, b) analyse laundrywork processes in care of clothes and household articles, c) launder clothes and household articles safely using the correct procedures, d) relate learning outcomes to learning experiences in a lesson on laundry of different fabrics and articles, e) appreciate use of correct procedure when laundering different fabrics and articles 	<p>Trainees are guided to:</p> <ul style="list-style-type: none"> • brainstorm on the reasons for laundrywork in care of clothes and household articles, • research and discuss laundry work processes in care of clothes and household articles, • watch video clips or demonstrations on how to and launder different clothes and household articles • carry out laundering of different clothes and household articles while observing safety using the correct procedures (<i>white cottons, fast and loose coloured cottons, acrylics, polyester, woollens, linens</i>) Assess each other's work • compose songs and poems to recite while laundering clothes and household articles. 	<p>1. Why are different fabrics and articles handled differently during laundrywork?</p>

			<ul style="list-style-type: none"> • study and discuss the relationship between learning outcomes and, learning experiences in a lesson on laundry of different fabrics and articles 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Self-efficacy and digital literacy when searching and laundering clothes and household articles. • Pedagogical content and knowledge when they demonstrate and launder different clothes and household articles. • Assessment competence when trainees assess each other's work on laundry of different fabrics. 				
<p>Values:</p> <ul style="list-style-type: none"> • Unity as they respect others opinions while discussing and sharing experiences, use digital devices and explore processes used in laundry work, • Integrity as they display honesty while using various resources during laundering of different clothes and articles and storing them well. 				

Suggested Formative Assessment Rubrics				
Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to justify reasons for laundry work in care of clothes and household articles	Critically justifies reasons for laundry work in care of clothes and household articles	Justifies reasons for laundry work in care of clothes and household articles	Attempts to justify some reasons for laundry work in care of clothes and household articles	Requires assistance to justify some reasons for laundry work in care of clothes and household articles
Ability to launder clothes and household articles using correct procedures	Skilfully and consistently launders clothes and household articles using correct procedures and guides others on the same	Skilfully launders clothes and household articles using correct procedures while observing safety	Occasionally launders some clothes and household articles using correct procedures while occasionally observing safety	With guidance, attempts to launder some clothes and household articles using correct procedures while rarely observing safety
Ability to relate learning outcomes to learning experiences in a lesson on laundering of different fabrics and articles	Precisely relates learning outcomes to learning experiences in a lesson on laundering of different fabrics and articles	Relates learning outcomes to learning experiences in a lesson on laundering of different fabrics and articles	Attempts to relate some learning outcomes to learning experiences in a lesson on laundering of different fabrics and articles	Needs guidance in relating learning outcomes to learning experiences in a lesson on laundering of different fabrics and articles

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
5.0 Consumer Education	5.1 Introduction to Consumer Education (1 Hour)	<p>By the end of the sub strand, the teacher trainee should be able to:</p> <ol style="list-style-type: none"> explain the role of consumer education in day to day life. examine factors to consider when buying goods and services. <p>discuss rights and responsibilities of a consumer when buying goods and services.</p> <ol style="list-style-type: none"> analyse the core competencies in Agriculture curriculum designs, appreciate consumer education in buying of goods and services 	<p>Trainees are guided to:</p> <ul style="list-style-type: none"> discuss the importance of consumer education and how it is applied in daily life. share experiences and discuss factors to consider when buying goods and services, research on the rights and responsibilities of a consumer and present findings, guide learners to role-play wise buying and selling of goods and services study the core competencies in Agriculture curriculum designs and show how they can be developed during a lesson. 	<p>What do you look for when buying goods and services?</p>
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> Pedagogical content knowledge when planning a role-play lesson on wise buying and selling of goods and services Learning to learn as they research on the rights and responsibilities of a consumer. 				

Values:

- Integrity as trainees appreciate consumer education in buying of goods and services
- Unity as they share experiences when buying goods and services.

Suggested Formative Assessment Rubrics

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Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to explain the role of consumer education in day to day life	Comprehensively explains the role of consumer education in day to day life	Explains the role of consumer education in day to day life	Explains some of the roles of consumer education in day to day life	When assisted attempts to explain the role of consumer education in day to day life
Ability to examine factors to consider when buying goods and services.	Critically examines factors to consider when buying goods and services.	Examines factors to consider when buying goods and services.	Examines some of the factors to consider when buying goods and services.	With guidance, examines the factors to consider when buying goods and services.
Ability to discuss the rights and responsibilities of a consumer when buying goods and services	Comprehensively discusses the rights and responsibilities of a consumer when buying goods and services	Discusses the rights and responsibilities of a consumer when buying goods and services	Discusses of the rights and responsibilities of a consumer when buying goods and services leaving out some details	Discusses the rights and responsibilities of a consumer when buying goods and services leaving out many details
Ability to analyse the core competencies in Agriculture curriculum designs	Precisely analyses the core competencies in Agriculture curriculum designs	Analyses the core competencies in Agriculture curriculum designs	Analyses some of the core competencies in Agriculture curriculum designs	Analyses some of the core competencies in Agriculture curriculum designs when assisted.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
5.0 Consumer Education	5.2 Budgeting (1 Hour)	By the end of the sub strand, the teacher trainee should be able to: <ol style="list-style-type: none"> a) explain the benefits of a budget when buying goods and services. b) analyse factors to consider when making a budget. c) plan a personal budget based on priorities. d) Relate the learning outcomes and learning experiences in the curriculum designs e) appreciate the importance of using a budget when buying goods and services 	Trainees are guided to: <ul style="list-style-type: none"> • discuss the benefits of a budget during procuring of goods and services. • using digital devices or print materials, search for information on factors to consider when making a budget, • prepare a personal budget in order of priorities of needs and critique in class, • study and reflect on the relationship between learning outcomes and learning experiences in the curriculum design for achievement of the desired lesson outcome • share life experiences on importance of preparation of a budget to develop the value of responsibility in the learners 	<ol style="list-style-type: none"> 1. What is a budget? 2. What do you consider when making a budget?
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Self-efficacy when they use self-awareness skills when making a budget as per priority of needs • Critical thinking and problem solving as they prepare a personal budget in order of priorities of needs • Digital literacy skills when researching for information on consumer awareness 				

Values:

- Social justice as they advocate for harmonious relationships while preparing a personal budget based on priorities of needs and critiquing in class,
- Integrity as they use the budgets and follow it as per the prioritised of needs.

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Suggested Formative Assessment Rubrics				
Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to explain the benefits of a budget when buying goods and services	Exhaustively explains the benefits of a budget when buying goods and services	Explains the benefits of a budget when buying goods and services	Explains some benefits of a budget when buying goods and services	With assistance, explains the benefits of a budget when buying goods and services
Ability to analyse factors to consider when making a budget	Critically and with ease analyses factors to consider when making a budget	Analyses factors to consider when making a budget	Attempts to analyse some of the factors to consider when making a budget	With guidance, attempts to analyse the factors to consider when making a budget
Ability to plan a personal budget based on priorities.	Correctly and appropriately plans a personal budget based on priorities.	Plans a personal budget based on priorities.	Attempts to plan a personal budget based on some priorities.	Needs support to plan a personal budget based on some priorities.
Ability to Relate the learning outcomes and learning experiences in the curriculum designs	Correctly relates the learning outcomes and learning experiences in the curriculum designs	Relates the learning outcomes and learning experiences in the curriculum designs.	Relates some of the learning outcomes and learning experiences in the curriculum designs.	Requires assistance to relate the learning outcomes and learning experiences in the curriculum designs

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
5.0 Consumer Education	5.3 Advertisement (1 Hour)	By the end of the sub strand, the teacher trainee should be able to: <ol style="list-style-type: none"> a) analyse the role of advertisement in buying and selling of goods and services, b) critique modes of advertising goods and services, c) evaluate effects of advertisement on consumer choices, d) justify the learning experiences provided in the curriculum designs in achieving the learning outcomes, e) appreciate the role of advertising to a consumer. 	Trainees are guided to: <ul style="list-style-type: none"> • share experiences on the role of advertisement in buying and selling goods and services, • search for information and discuss categories of advertisement used in buying and selling of goods and services (<i>informative, comparative, competitive</i>), • search for information on modes of advertising goods and services. Create a checklist and use it to critique the modes • discuss and write a summary on effects of advertisement on a consumer (<i>positive and negative</i>), • guide learners to design an advert of a product or service of choice and include messages on the values, • discuss the relevance of learning experiences provided in the curriculum designs in achieving the 	What motivates a person to buy goods and services?

			learning outcomes outlined, Project activities: <ul style="list-style-type: none"> • develop an advertisement for a good or service of choice. 	
Core competencies to be developed: <ul style="list-style-type: none"> • Pedagogical content knowledge when guiding learners to develop an advertisement for a good or service of choice. • Critical thinking and problem solving when trainees wisely use information from advertisements, • Assessment competence when trainees critique modes of advertising goods and services. 				
Values: <ul style="list-style-type: none"> • Responsibility when making informed choices when buying goods and services based on advertisement, • Unity and respect when trainees work together to develop an advert. 				

Suggested Formative Assessment Rubrics				
Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to analyse the role of advertisement in buying and selling of goods and services	With ease, appropriately analyses the role of advertisement in buying and selling of goods and services	Appropriately analyses the role of advertisement in buying and selling of goods and services	Analyses some of the roles of advertisement in buying and selling of goods and services	Requires help to analyse the role of advertisement in buying and selling of goods and services
Ability to critique modes of advertising goods and services.	Clearly and effectively critiques modes of advertising goods and services	Effectively critiques modes of advertising goods and services	Critiques some of the modes of advertising goods and services	With guidance, critiques the modes of advertising goods and services
Ability to evaluate effects of advertisement on a consumer	Critically and with ease evaluates effects of advertisement on a consumer	Critically evaluates effects of advertisement on a consumer	Evaluates some effects of advertisement on a consumer	Evaluates effects of advertisement on a consumer with help.
Ability to justify the learning experiences provided in the curriculum designs in achieving the learning outcomes	Precisely justifies the learning experiences provided in the curriculum designs in achieving the learning outcomes.	Justifies the learning experiences provided in the curriculum designs in achieving the learning outcomes.	Justifies some learning experiences provided in the curriculum designs in achieving the learning outcomes	Needs assistance to justify some of the learning experiences provided in the curriculum designs in achieving the learning outcomes

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
<p>5.0 Consumer Education</p>	<p>5.4 Packaged Food</p> <p>(1 Hour)</p>	<p>By the end of the sub strand, the teacher trainee should be able to:</p> <p>a) assess types of materials used for packaging food,</p> <p>b) describe methods used to package foodstuff,</p> <p>c) interpret information provided on packaged foods.</p> <p>d) re-use food packaging materials appropriately,</p> <p>e) appreciate the significance of packaged foods in our day-to-day life.</p>	<p>Trainees are guided to:</p> <ul style="list-style-type: none"> • brainstorm on reasons for packaging food • share experiences and discuss materials used for packaging food stating their merits and demerits (-Forms of packaging; bags, boxes, cans, cartons, trays, bottles, • use digital devices and print media to research and distinguish between the levels of packaging foodstuff. (Primary, secondary and tertiary packaging) • analyse and compile information provided on packaged foods, • share experiences and discuss safety precautions to observe when buying packed foods, • visit a food outlet and Practise safety precautions when buying packaged foods, • create non-formal activities that 	<ol style="list-style-type: none"> 1. Why do you package food? 2. How do you ensure that packaged food is safe for human consumption?

			<p>will engage learners in selecting suitable materials for re-use in packaging food.</p> <p>Project activities:</p> <ul style="list-style-type: none"> • prepare re-usable food packaging materials from locally available materials. • demonstrate how the re-usable food packaging materials can be utilized safely. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Self-efficacy as trainees wisely buy and use packaged foods • Communication as trainees share experiences on packaged foods • Critical thinking and problem solving as trainees become responsible consumers on use and re-use of food packaging materials 				
<p>Values:</p> <ul style="list-style-type: none"> • Responsibility as trainees re-use food packaging materials • Integrity and love as trainees work together to appreciate the value of packaged foods 				

Suggested Formative Assessment Rubrics				
Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to assess materials used for packaging food	Critically assesses materials used for packaging food	Assesses materials used for packaging food	Attempts to assess some of the materials used for packaging food	Assesses some of the materials used for packaging food with guidance.
Ability interpret the information provided on packaged food	Clearly interprets information provided on packaged food.	Interprets information provided on packaged food	Interprets some of the information provided on packaged food clearly	Requires guidance to interpret some of the information provided on packaged food clearly
Ability to re-use food packaging materials.	Creatively and appropriately re-uses materials for packaging food	Appropriately re- uses materials for packaging food	Partly re-uses some materials for packaging food appropriately	Re-use some materials for packaging food appropriately with guidance
Project Activities: Ability to: <ul style="list-style-type: none"> • prepare, re-usable food packaging materials from safe locally available materials. 	<ul style="list-style-type: none"> • Skilfully and appropriately prepare re-usable food packaging materials from safe locally available material. 	<ul style="list-style-type: none"> • Learner able to appropriately, prepare re- usable food packaging materials from safe locally available material. 	<ul style="list-style-type: none"> • Learner requires significant guidance to prepare re- usable food packaging materials from safe locally available material. 	<ul style="list-style-type: none"> • Learner is unable to prepare re-usable food packaging materials from safe locally available material unless assisted.

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