



**REPUBLIC OF KENYA
MINISTRY OF EDUCATION**

PRIMARY SCHOOL CURRICULUM DESIGN

GRADE 6

AGRICULTURE FOR LEARNERS WITH PHYSICAL IMPAIRMENT



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT
A Skilled and Ethical Society

First Published in 2023

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FOREWORD

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

The implementation of Competency Based Curriculum involves monitoring and evaluation to determine its success. After the five-year implementation cycle, a summative evaluation of the primary education cycle was undertaken to establish the achievement of learning outcomes as envisaged in the Basic Education Curriculum Framework. The Government of Kenya constituted a Presidential working Party on Education Reforms (PWPER) in 2022 to address salient issues affecting the education sector. PWPER made far reaching recommendations for basic education that necessitated curriculum review. The recommendations of the PWPER, monitoring reports, summative evaluation, feedback from curriculum implementers and other stakeholders led to rationalisation and review of the basic education curriculum.

The reviewed Grade Six curriculum designs for learners with physical impairment build on competencies attained by learners at Grade four. Emphasis at this grade is the development of basic literacy, numeracy and skills for interaction with the environment. The curriculum designs present National Goals of Education, essence statements, general and specific expected learning outcomes for the subjects as well as strands and sub strands. The designs also outline suggested learning experiences, key inquiry questions, core competencies, Pertinent and Contemporary Issues (PCIs), values, and assessment rubric. It is my hope that all Government agencies and other stakeholders in Education will use the designs to plan for effective and efficient implementation of the CBC.

HON. EZEKIEL OMBAKI MACHOGU, CBS
CABINET SECRETARY,
MINISTRY OF EDUCATION

PREFACE

The Ministry of Education (MoE) nationally implemented Competency Based Curriculum (CBC) in 2019. Grade one is the first grade of Primary education level while Grade 6 is the final grade of the level in the reformed education structure.

The reviewed Grade Six curriculum furthers implementation of the CBC from Grade Three in Primary level. The curriculum provides opportunities for learners to focus in a field of their choice to form a foundation for further education and training and/or gain employable skills. This is very critical in the realisation of the Vision and Mission of the on-going curriculum reforms as enshrined in the Sessional Paper No. I of 2019 whose title is: *Towards Realizing Quality, Relevant and Inclusive Education and Training for Sustainable Development in Kenya*. The Sessional Paper explains the shift from a content-focused curriculum to a focus on **nurturing every learner's potential**.

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

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

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ACKNOWLEDGEMENT

The Kenya Institute of Curriculum Development (KICD) Act Number 4 of 2013 (Revised 2019) mandates the Institute to develop and review (*SNE adapt*) curricula and curriculum support materials for basic and tertiary education and training. The curriculum development process for any level of education involves thorough research, international benchmarking and robust stakeholder engagement. Through a systematic and consultative process, the KICD conceptualised the Competency Based Curriculum (CBC) as captured in the Basic Education Curriculum Framework (BECF) 2017, that responds to the demands of the 21st Century and the aspirations captured in the Constitution of Kenya 2010, the Kenya Vision 2030, East African Community Protocol, International Bureau of Education Guidelines and the United Nations Sustainable Development Goals (SDGs).

KICD receives its funding from the Government of Kenya to facilitate successful achievement of the stipulated mandate and implementation of the Government and Sector (Ministry of Education (MoE) plans. The Institute also receives support from development partners targeting specific programmes. The revised Grade Four curriculum designs for learners with physical impairment were developed and adapted with the support of the World Bank through the Kenya Primary Education Equity in Learning Programme (KPEELP); a project coordinated by MoE. Therefore, the Institute is very grateful for the support of the Government of Kenya, through the MoE and the development partners for policy, resource and logistical support. Specifically, special thanks to the Cabinet Secretary-MoE and the Principal Secretary – State Department of Basic Education.

I also wish to acknowledge the KICD curriculum developers and other staff, all teachers, educators who took part as panelists; the Semi-Autonomous Government Agencies (SAGAs) and representatives of various stakeholders for their roles in the development and adaptation of the Grade Four curriculum designs for learners with physical impairment. In relation to this, I acknowledge the support of the Chief Executive Officers of the Teachers Service Commission (TSC) and the Kenya National Examinations Council (KNEC) for their support in the process of developing and adapting these designs. Finally, I am very grateful to the KICD Council Chairperson and other members of the Council for very consistent guidance in the process.

I assure all teachers, parents and other stakeholders that this curriculum design will effectively guide the implementation of the CBC at Grade Six and preparation of learners with physical impairment for transition to Grade Seven.

A handwritten signature in blue ink, appearing to read 'Charles O. Ong'ondo', written in a cursive style.

PROF. CHARLES O. ONG'ONDO, PhD, MBS
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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 the wake of rapid modernisation. 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 recognises 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-fulfillment**
Education should provide opportunities for the fullest development of individual talents and personality. It should help children to develop their potential interests and abilities. A vital aspect of individual development is the building of character.
- 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.

LESSON ALLOCATION AT UPPER PRIMARY

S/No	Learning Area	Number of Lessons Per week
1.	English	5
2.	Kiswahili / Kenya Sign Language	4
3.	Mathematics	5
4.	Religious Education	3
5.	Science & Technology	4
6.	Agriculture and Nutrition	4
7.	Social Studies	3
8.	Creative Arts	6
9.	Pastoral/Religious Instruction Programme	1
Total		35

LEVEL LEARNING OUTCOMES

By the end of the Primary Education, the learner should be able to:

- a) communicate appropriately using verbal and or non-verbal modes in a variety of contexts,
- b) apply acquired knowledge, skills, values and attitudes in everyday life,
- c) demonstrate social skills, moral and religious values for positive contribution to society,
- d) exploit one's talents for individual development and self-fulfillment,
- e) explore, manipulate, manage and conserve the environment for learning and sustainable development,
- f) use digital literacy skills for learning and enjoyment,
- g) value Kenya's rich and diverse cultural heritage for harmonious living,
- h) appreciate the need for, and importance of interdependence of people and nations.

ESSENCE STATEMENT

Agriculture and Nutrition is an integrated learning area comprising aspects of agriculture and Home Science. The learners with physical impairment will acquire knowledge, skills, attitudes and values related to conservation of resources, food production, hygiene and related production techniques. The learning area anchors on socio-economic pillar of Kenya Vision 2030 to promote health, hygiene, food and nutrition security through education. The curriculum will develop competencies in personal and environmental hygiene, foods and nutrition, basic clothing construction, laundry, crop and animal production and conservation of resources. The acquired knowledge, skills and attitudes will form grounds for further development of the competencies in junior school and beyond.

SUBJECT GENERAL LEARNING OUTCOMES

By the end of the Primary Education, the learner should be able to;

- 1) participate actively in agricultural and household activities in conservation of resources,
- 2) use scarce resources through innovative practices to contribute towards food and nutrition security,
- 3) engage in food production processes for self-sustainability, health and economic development,
- 4) adopt personal and environmental hygiene practices for healthy living,
- 5) apply the use of appropriate production techniques, innovative technologies, digital and media resources to enhance sustainable agricultural and household practices,
- 6) appreciate agricultural and household skills as a worthy niche for hobby, career development, further education and training.

SUMMARY OF STRANDS AND SUB STRANDS

Strands	Sub Strands	Suggested Number of Lessons
1.0 Conservation of Resources	1.1 Controlling Soil Erosion	11
	1.2 Conserving Water	11
	1.3 Conserving Wild Animals	10
2.0 Food Production Processes	2.1 Rearing Small Domestic Animals	12
	2.2 Preserving Crop Products	11
	2.3 Cooking Food	13
3.0 Hygiene Practices	3.1 Good Grooming	9
	3.2 Laundry: Stain Removal	12
4.0 Production Techniques	4.1 Crocheting of Personal Protective Equipment	16
	4.2 Constructing Moist Bed Garden	15
Total Number of Lessons		120

NOTE:

The suggested number of lessons per sub strand may be more or less depending on the context.

1.0 CONSERVATION OF RESOURCES

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Suggested key inquiry questions
1.0 Conservation of Resources	1.1 Controlling Soil Erosion (11 lessons)	By the end of the sub strand the learner should be able to; <ol style="list-style-type: none"> a) describe types of soil erosion in the environment, b) control soil erosion in the environment, c) appreciate importance of conserving soil. 	Learners are guided to: <ul style="list-style-type: none"> ● Watch video clips or observe photographs or make field excursions to observe types of soil erosion. Preferential seating should be given to those with short stature while watching, Light intensity be adjusted for those who are sensitive to light. ● Demonstrate how to control various types of soil erosion (gully, rill, splash and sheet erosion). Learners with manipulation difficulties could use alternative functional parts of the body or be supported by peers, learner support assistants or the teacher to carry out the tasks. ● Discuss and make class presentations to appreciate the importance of controlling soil erosion to conserve soil in their 	How does erosion control conserve the environment?

			environment. Learners with speech difficulties could use Alternative and Augmentative modes of Communication-AAC (residual speech/ digital devices with text-to-speech application/point/sign/write) to express their views.	
Core Competencies: Critical thinking and problem solving: evaluation and decision making skills as learners explore appropriate ways of controlling soil erosion.				
Values: Responsibility: proactively solving problems by taking appropriate measures to control soil erosion.				
Pertinent and contemporary issues: Environmental awareness as learners undertake control of soil erosion in the school environment.				
Link to other subjects: Learners relate control of soil erosion to knowledge on conservation of natural resources learnt in Social Studies.				

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Suggested key inquiry questions
1.0 Conservation of Resources	1.2 Conserving Water: <ul style="list-style-type: none"> <i>Sunken seedbed</i> 	By the end of the sub strand the learner should be able to; <ol style="list-style-type: none"> identify types of seedbeds that conserve soil moisture, 	Learners are guided to: <ul style="list-style-type: none"> Watch video clips or observe photographs or visit sites to observe sunken bed and shallow pits. Preferential seating should be given to those with short 	How can we prepare a seedbed to conserve moisture?

	<ul style="list-style-type: none"> • <i>Shallow pits</i> <p>(11 lessons)</p>	<p>b) prepare different types of seedbeds that conserve soil moisture,</p> <p>c) appreciate importance of conserving moisture in a seedbed to increase chances of plants growth.</p>	<p>stature while watching and Light intensity be adjusted for those who are sensitive to light.</p> <ul style="list-style-type: none"> • In purposive groups prepare seedbeds that conserve moisture (<i>sunken seedbed and shallow pit</i>). Learners with manipulation difficulties could use alternative functional parts of the body or be supported by peers, learner support assistants or the teacher to carry out the tasks. • Utilise the sunken seedbed and shallow pits to appreciate the importance of soil moisture conservation in crop production. Learners with manipulation difficulties could use alternative functional parts of the body or be supported by peers, learner support assistants or the teacher to carry out the tasks. 	
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<p>Core Competencies: Critical thinking and problem solving: open mindedness and creativity as learners look for possibilities for conserving soil moisture.</p>
<p>Values: Social justice: fairness and justice as learners share tasks and responsibilities in preparation of seedbeds.</p>
<p>Pertinent and contemporary issues: Conservation of resources as learners conserve water through preparation of water conserving seedbeds.</p>
<p>Link to other subjects: Learners relate conservation of soil moisture to farming activities learnt in social studies.</p>

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Suggested key inquiry questions
<p>1.0 Conservation of Resources</p>	<p>1.3 Conserving Wild Animals (10 lessons)</p>	<p>By the end of the sub strand the learner should be able to;</p> <ol style="list-style-type: none"> identify deterrents that can keep off wild animals from crop and domestic animals, establish deterrents to keep off wild animals from destroying crops and domestic animals, acknowledge the importance of deterrents in conserving wild animals. 	<p>Learners are guided to:</p> <ul style="list-style-type: none"> Search for information on physical deterrents search such as mesh fences, thorny fences, safe traps, innovative lights, innovative sounds, and deflectors. Learners with manipulation difficulties could use adapted tools or be supported to perform the task by peers, learner support assistant or teacher to perform the task. In purposive groups select and establish a deterrent applicable 	<p>How can wild animals be kept away from crops and domestic animals?</p>

			<p>in their local context. Learners with manipulation difficulties could use alternative functional parts of the body or be supported by peers, learner support assistants or the teacher to carry out the tasks.</p> <ul style="list-style-type: none"> • Discuss with a resource person the use of physical deterrents to acknowledge the importance of conserving wild animals in safeguarding crops and domestic animals. Learners with speech difficulties could use Alternative and Augmentative modes of Communication-AAC (residual speech/ digital devices with text-to-speech application/point/sign/write) to express their views. 	
<p>Core Competencies: Creativity and imagination: exploration skills as learners seek new ideas to establish physical deterrents against wild animals that destroy crops and domestic animals.</p>				
<p>Values: Patriotism: consciousness of social and moral duties to conserve wild animals and promote biodiversity.</p>				

Pertinent and contemporary issues:

Protection of biodiversity against extinction by deterring them without killing them.

Link to other subjects:

Learners relate conservation of wild animals through use of deterrents to knowledge on importance of wildlife learnt in social studies.

Suggested Assessment Rubric

Level Indicator	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Ability to describe ways of conserving resources in the environment. <i>(soil erosion control, water conserving seedbed, physical deterrents to control wild animals).</i>	The learner can identify the resource to be conserved, determine ways of conserving the resource, and describe innovative ways of conserving the resource.	The learner can identify the resource to be conserved, determine ways of conserving the resource, and describe ways of conserving the resource.	The learner can identify the resource to be conserved, determine ways of conserving the resource.	The learner can identify the resource to be conserved.
Ability to conserve resources in the environment: <i>(soil, water and wild animals).</i>	The learner can conserve <i>three</i> resources in the environment.	The learner can conserve <i>two</i> resources in the environment.	The learner can conserve <i>one</i> resources in the environment.	The learner can partially conserve <i>a</i> resources in the environment.

<p>Ability to exhibits patriotism in conservation of resources. <i>(makes effort to serve school community, obey group norms, aware of own responsibility, respects fellow learners).</i></p>	<p>The learners exhibits <i>four</i> indicators of patriotism while conserving resources in the environment.</p>	<p>The learners exhibits <i>three</i> indicators of patriotism while conserving resources in the environment.</p>	<p>The learners exhibits <i>two</i> indicators of patriotism while conserving resources in the environment.</p>	<p>The learners exhibits <i>less than two</i> indicators of patriotism while conserving resources in the environment.</p>
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2.0 FOOD PRODUCTION PROCESSES

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Suggested key inquiry questions
2.0 Food Production Processes	2.1 Rearing Small Domestic Animals (12 lessons)	By the end of the sub strand the learner should be able to; <ol style="list-style-type: none"> a) explain routine practices in rearing of small domestic animals, b) rear small domestic animals used as sources of food, c) embrace the rearing of small domestic animals used as sources of food. 	Learners are guided to: <ul style="list-style-type: none"> ● Share experiences on routine practices in rearing of small domestic animals. Learners with speech difficulties could use Alternative and Augmentative modes of Communication-AAC (residual speech/ digital devices with text-to-speech application/point/sign/write) to express their views. ● In purposive group rear small domestic animal <i>such as rabbits or guinea</i> pigs to practice routine practices such as housing, feeding, watering, sanitation and parasite control. Learners with manipulation difficulties could use alternative functional parts of the body or be supported by peers, learner support assistants or the teacher to carry out the tasks. 	How does rearing of animals contribute to food production?

			<ul style="list-style-type: none"> • Make presentations to advocate the rearing of small domestic animals that are used for food. Learners with speech difficulties could use Alternative and Augmentative modes of Communication-AAC (residual speech/ digital devices with text-to-speech application/point/sign/write) to make presentations. 	
<p>Core Competencies: Self-efficacy: self-realization and confidence as learners rear small domestic animals such as rabbits for food production.</p>				
<p>Values: Integrity: fairness in allocation of resources and tasks in the project for rearing small domestic animals.</p>				
<p>Pertinent and contemporary issues: Animal welfare in the handling and caring for small domestic animals.</p>				
<p>Link to other subjects: Learners relate rearing of small domestic animals to knowledge of farming as a socio-economic activity learnt in social studies.</p>				

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Suggested key inquiry questions
2.0 Food Production Processes	2.2 Preserving Crop Products <ul style="list-style-type: none"> • <i>Fruits</i> • <i>Vegetables</i> <p>(11 lessons)</p>	<p>By the end of the sub strand, the learner should be able to;</p> <ol style="list-style-type: none"> a) describe how to preserve crop produce at home, b) preserve crop produce using drying method, c) adopt preservation crop produce to reduce food wastage. 	<p>Learners are guided to:</p> <ul style="list-style-type: none"> • Watch video clips or listen to resource person and share experiences on how to preserve fruits and vegetables using sun-drying method. Preferential seating should be given to those with short stature while watching and Light intensity be adjusted for those who are sensitive to light. • In purposive groups preserve fruits or vegetables using sun-drying method. Learners with manipulation difficulties could use alternative functional parts of the body or be supported by peers, learner support assistants or the teacher to carry out the tasks. • Utilize sun-drying method in preservation of fruits and vegetables at home to reduce 	<p>How does preservation of fruits and vegetables enhance food security?</p>

			food wastage. Learners with manipulation difficulties could use alternative functional parts of the body or be supported by peers, learner support assistants or the teacher to carry out the tasks.	
Core Competencies: Critical thinking and problem solving: evaluation and decision making skills as learners explore ways of preserving fruits and vegetables to prevent spoilage.				
Values: Integrity: choosing to do the right thing and being honest by observing ethical, hygienic and safe methods of preserving fruits and vegetables.				
Pertinent and contemporary issues: Food and nutrition security as learners preserve fruits and vegetables to avoid spoilage.				
Link to other subjects: Learners relate the preserved parts of fruits and vegetables to the parts of plant learnt in Science and Technology.				

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Suggested key inquiry questions
2.0 Food Production Processes	2.3 Cooking Food <ul style="list-style-type: none"> • <i>Stewing</i> • <i>Baking (rubbing-in method)</i> 	By the end of the sub strand the learner should be able to; <ul style="list-style-type: none"> a) describe different methods of cooking b) cook food using, different methods, 	Learners are guided to: <ul style="list-style-type: none"> • Watch video clips or observe demonstration on stewing and baking as methods of cooking. Preferential seating should be given to those with short stature 	<ol style="list-style-type: none"> 1. How can we cook foods by baking? 2. How can we cook foods by stewing?

	(13 lessons)	c) embrace different methods of cooking in food production.	<p>while watching and Light intensity be adjusted for those who are sensitive to light.</p> <ul style="list-style-type: none"> • In purposive groups cook foods using stewing and baking methods (rubbing-in method). Learners with manipulation difficulties could use adapted cooking equipment and tools or use alternative functional parts of the body or be supported by peers, learner support assistants or the teacher to carry out the tasks • Serve foods prepared using stewing and baking methods. Learners with manipulation difficulties could use alternative functional parts of the body or be supported by peers, learner support assistants or the teacher to serve foods. Safety precautions should be observed as learners serve hot foods. 	
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Core Competencies: Learning to learn: reflection of own learning to apply stewing and baking of foods.
Values: Integrity: prudent use of resources and application of laid down procedure in stewing and baking foods.
Pertinent and contemporary issues: Safety of self and others while cooking food.
Link to other subjects: Learners relate measuring of ingredients for baking to measurement of weights learnt in Mathematics.

Suggested Assessment Rubric

Level Indicator	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Ability to describe food production processes: <i>(rearing domestic animals, preserving fruits, preserving vegetable, Stewing foods and baking foods).</i>	The learner can describe <i>five</i> food production processes.	The learner can describe <i>four</i> food production processes.	The learner can describe <i>two to three</i> food production processes.	The learner can describe <i>less than two</i> food production processes.
Ability to carry out food production processes: <i>(rearing domestic animals, preserving</i>	The learner can carry out <i>five</i> food production processes.	The learner can carry out <i>four</i> food production processes.	The learner can carry out <i>two to three</i> food production processes.	The learner can carry out <i>less than two</i> food production processes.

<p><i>fruits, preserving vegetable, Stewing foods and baking foods).</i></p>				
<p>Ability to progressively learn to learn in the food production tasks: <i>(Setting own target, prioritizing tasks, approaching challenges positively, is attentive to details).</i></p>	<p>The learner exhibits <i>four</i> indicators of learning to learn in food production tasks.</p>	<p>The learner exhibits <i>three</i> indicators of learning to learn in food production tasks.</p>	<p>The learner exhibits <i>two</i> indicators of learning to learn in food production tasks.</p>	<p>The learner exhibits <i>less than two</i> indicators of learning to learn in food production tasks.</p>

3.0 HYGIENE PRACTICES

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Suggested key inquiry questions
3.0 Hygiene Practices	3.1 Good Grooming <ul style="list-style-type: none"> • <i>Body cleaning</i> <p>(9 lessons)</p>	By the end of the sub strand the learner should be able to; <ol style="list-style-type: none"> a) describe practices that enhance body cleanliness, b) practice body cleanliness as a healthy habit, c) recognise importance of body cleanliness as a hygienic practice. 	Learners are guided to: <ul style="list-style-type: none"> • Discuss and share experiences practices that enhance body cleanliness (<i>managing sweat, acnes and pimples, menstrual hygiene and care of pubic parts</i>) for personal hygiene. Learners with speech difficulties could use Alternative and Augmentative modes of Communication-AAC (residual speech/ digital devices with text-to-speech application/point/sign/write) to express their views. • embrace applicable good routines that suit their body cleanliness, • Discuss the importance of body cleanliness as a hygienic habit. Learners with speech difficulties could use residual 	How does body cleanliness enhance personal hygiene?

			speech/ digital devices with text-to-speech application/point/sign/write) to express their views.	
Core Competencies:				
Self-efficacy: self-confidence skills while learners maintain personal cleanliness as a healthy habit.				
Values:				
Peace: tolerance for others while learners appreciate their personal and preferential differences relating to body cleanliness.				
Pertinent and contemporary issues:				
Personal hygiene as learners adopt body cleanliness practices.				
Link to other subjects:				
Learners relate body cleanliness as a healthy habit to knowledge of growth and development learnt in Science and Technology.				

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Suggested key inquiry questions
3.0 Hygiene Practices	3.2 Laundry: Stain Removal (12 lessons)	By the end of the sub strand the learner should be able to; a) identify common stains on clothing and household articles, b) remove common stains from clothing and household articles, c) adopt stain removal for personal hygiene.	Learners are guided to: <ul style="list-style-type: none"> Use digital resources and sample articles to identify common stains (<i>blood and grass</i>) on clothing and household articles. Learners with manipulation difficulties could use adapted digital resources with appropriate accessibility features or be 	How does stain removal enhance personal hygiene?

			<p>supported by peers, learner support assistants or the teacher to use the digital devices,</p> <ul style="list-style-type: none"> ● In purposive groups carry out removal of common stains (<i>blood and grass</i>) on clothing and household articles. Learners with manipulation difficulties could use alternative functional parts of the body or be supported by peers, learner support assistants or the teacher to remove common stain, ● Practise and adopt stain removal for personal hygiene. Learners with manipulation difficulties could use alternative functional parts of the body to carry out the tasks. 	
<p>Core Competencies: Learning to learn: researching skills as learners identify and use different ways of removing stains.</p>				
<p>Values: Responsibility: proactive engagement skills by removing stains to maintain cleanliness.</p>				

Pertinent and contemporary issues:

Personal hygiene as learners maintain cleanliness by removing stains from their clothes.

Link to other subjects:

Learners relates removal of stains on cloths to knowledge of solvents learnt in Science and Technology.

Suggested Assessment Rubric

Level Indicator	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Ability to describe hygiene practices that enhance appearance.	Describes hygiene practices with exceptional clarity.	Describes hygiene practices with clarity.	Describes hygiene practices with some little information that require clarity.	Describes hygiene practices with lots of information that require clarity.
Ability to apply hygiene practices that enhance appearance: <i>(Body cleanliness and stain removal).</i>	Applies two hygiene practices with attention to details.	Applies two hygiene practices (body cleanliness and stain removal) that enhance appearance.	Applies one hygiene practice (body cleanliness or stain removal) that enhance appearance.	Applies partially one hygiene practice (body cleanliness or stain removal) that enhance appearance.

<p>Ability to show responsibility in applying hygiene practices that enhance appearance. <i>(care for own items, proactively solve problems, observes safety precautions and respecting other person's items).</i></p>	<p>The learner shows <i>four</i> aspects of responsibility in applying hygiene practices that enhance appearance.</p>	<p>The learner shows <i>three</i> aspects of responsibility in applying hygiene practices that enhance appearance.</p>	<p>The learner shows <i>two</i> aspects of responsibility in applying hygiene practices that enhance appearance.</p>	<p>The learner shows <i>less than two</i> aspects of responsibility in applying hygiene practices that enhance appearance.</p>
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4.0 PRODUCTION TECHNIQUES

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Suggested key inquiry questions
4.0 Production Techniques	4.1 Crocheting of Personal Protective Equipment (16 lessons)	By the end of the sub strand the learner should be able to; <ol style="list-style-type: none"> a) identify crocheting stitches in making household article, b) use crocheting stitches to make a household article, c) adopt the use of crocheting stiches in making household articles. 	Learners are guided to: <ul style="list-style-type: none"> • Observe a demonstration by resource person, photographs, or watch video clip to identify crocheting stitches (<i>single and double crochet stitches</i>) in making household article. Preferential seating could be given to those with short stature while watching and Light intensity be adjusted for those who are sensitive to light. • In purposive groups use (<i>single or double crochet stitches</i>) to make articles such as personal protective equipment, mat, cleaning rug, and surface wipers. Learners with manipulation difficulties could use adapted crocheting hook and loop aid to crochet 	How can crocheting reduce the cost of purchasing personal protective equipment?

			<p>or perform the task in purposive pairs.</p> <ul style="list-style-type: none"> ● Construct articles using crocheting stitches and showcase the household articles to promote adoption in their daily routines. Learners with manipulation difficulties could use adapted crocheting hook and loop aid to crochet or perform the task. 	
<p>Core Competencies: Creativity and imagination: originality skills as learners develop crocheted PPE.</p>				
<p>Values: Integrity: prudent use of resources as the learners make household articles using crocheting stitches.</p>				
<p>Pertinent and contemporary issues: Financial literacy as learners save costs by constructing their own PPEs.</p>				
<p>Link to other subjects: Learners relate construction of PPEs by use of crocheting to artistic skills learnt in creative art.</p>				

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Suggested key inquiry questions
4.0 Production Techniques	4.2 Constructing Moist Bed Garden (15 lessons)	By the end of the sub strand the learner should be able to; <ol style="list-style-type: none"> a) explain the meaning of moist bed garden, b) construct a moist bed garden for growing a selected crop, c) embrace the use of moist bed garden in growing crops. 	Learners are guided to: <ul style="list-style-type: none"> • Search and share information on the meaning of moist bed garden. Learners with speech difficulties could use Alternative and Augmentative modes of Communication- AAC (residual speech/ digital devices with text-to-speech application/point/sign/write) to share. • Construct a moist bed (<i>sunken or raised moist bed</i>) using locally available materials. Learners with manipulation difficulties could use alternative functional parts of the body or be supported by peers, learner support assistants or the teacher to carry out the tasks. • Establish and grow a crop of their choice to embrace the use of moist bed garden. 	How can we construct a moist bed gardens to grow crops?

			Learners with manipulation difficulties could use alternative functional parts of the body to establish and grow crops.	
Core Competencies: Communication and collaboration: team work as learners share information on moist bed garden.				
Values: Respect: appreciation of diverse opinion as learners share information on moist bed garden.				
Pertinent and contemporary issues: Environmental conservation as learners use locally available materials to construct moist bed garden.				
Link to other subjects: Learners relate skills used in construction of moist bed garden to craft skills learnt in creative arts.				

Suggested Assessment Rubric

Level Indicator	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Ability to describe production techniques: <i>(crocheting in construction of household items and construction of moist bed garden).</i>	The learner can describe production techniques with illustrative details.	The learner can describe production techniques.	The learner can describe production techniques with few missing details.	The learner can describe production techniques with lots of missing details.

Ability to use techniques in production processes: <i>(crocheting in construction of household items and construction of moist bed garden).</i>	The learner can identify requirements, assemble the requirements, construct the item and produce usable finished product.	The learner can identify requirements, assemble the requirements and construct the item.	The learner can identify requirements and assemble the requirements to use in the production techniques.	The learner can identify requirements to use in the production techniques.
Ability to exhibit integrity in production processes. <i>(applies expected procedure, prudently uses resources and shows honesty, has self-discipline in executing the task).</i>	The learner exhibits <i>four</i> aspects of integrity in production processes.	The learner exhibits <i>three</i> aspects of integrity in production processes.	The learner exhibits <i>two</i> aspects of integrity in production processes.	The learner exhibits <i>less than two</i> aspects of integrity in production processes.

APPENDIX 1: COMMUNITY SERVICE LEARNING PROJECT

CSL at Upper Primary (grade 4-6)

At this level, the goal of the CSL activity is to provide linkages between concepts learnt in the various Learning Activities and the real life experiences. Learners begin to make connections between what they learn and the relevance to their daily life. CSL is hosted in the Social studies learning area. The implementation of the CSL activity is a collaborative effort where the class teacher coordinates and works with other subject teachers to design and implement the integrated CSL activity. Though they are teacher-guided, the learners should progressively be given more autonomy to identify problems and come up with solutions. The safety of the learners should also be taken into account when selecting the CSL activity. The following steps for the integrated CSL activity should be staggered across the school terms:

Steps in carrying out the integrated CSL activity

1) Preparation

- Map out the targeted core competencies, values and specific learning areas skills for the CSL activity
- Identify resources required for the activity (locally available materials)
- Stagger the activities across the term (Set dates and time for the activities)
- Communicate to learners, parents/caregivers/guardians, school administration, teachers and other relevant stakeholders in the school community
- Identify and develop assessment tools

2) **Implementation CSL Activity**

- Assigning roles to learners.
- Ensure every learner actively participates in the activity
- Observe learners as they carry out the CSL activity and record feedback.
- Use an appropriate assessment tool to assess both the process and the product (Assess learner's work from the beginning to the end product)
- Assess the targeted core competencies, values and subject skills.

3) **Reflection on the CSL Activity**

Conduct a self-evaluation session with learners on the integrated CSL activity undertaken by discussing the following:

- what went well and why
- what did not go well and why,
- what can be done differently next time
- what they have learnt.

There will be **one** integrated CSL activity that will be conducted **annually**. The thematic areas for the integrated CSL activity will be derived from the broader categories of the PCIs and concepts from the various Learning Areas. Teachers are expected to vary the themes yearly to allow learners to address different PCIs within their contexts. There should be a linkage between the skills from the learning areas and the themes.

The integrated CSL activity will take a Whole School Approach (WSA) where the entire school community is involved (learners, parents/caregivers/guardians, school administration, teachers). Parents/caregivers/guardians are key stakeholders in the planning and execution of the CSL activity. Although the teacher takes the lead role in the planning and integration of the CSL activity, learners will be expected to participate actively in the whole process.

The CSL activity provides an opportunity for the development of core competencies and the nurturing of various values. The teacher is expected to vary the core competencies and values emphasised in the activity yearly.

ASSESSMENT OF THE CSL ACTIVITY

Assessment of the integrated CSL activity will focus on 3 components namely: skills from various learning areas applied in carrying out the activity, and core competencies and values demonstrated. Assessment should focus on both the process and end product of the CSL activity. The teacher will assess learners in groups using various tools such as an observation schedule, checklist or rating scale or any other appropriate tool.

APPENDIX II: LIST OF ASSESSMENT METHODS, LEARNING RESOURCES AND SUGGESTED ASSESSMENT METHODS

Strand	Suggested Assessment Methods	Suggested Learning Resources	Suggested Non-formal Activities
Conservation of Resources	<ul style="list-style-type: none"> – Observation of learning – Tests (written and oral) – Project 	<p>Suitable organic materials for composting such as slashed vegetation, kitchen wastes and animal wastes, digging tools such as adapted jembes and spade, metal pipes, plastic pipes, assorted containers such bottles, buckets and Jerri cans, mulching materials such as dry grass, suitable cover crop, Stakes for erecting shade, Charts, pictures and video clips, cooking pans and pots suitable materials for making a scare crow such as sticks or pieces of timber, nails, threads and wires, stuffing materials and old clothes, wild animal repellants such as smoke and smelly substances, resource person, materials for controlling soil erosion such as stones, wire mesh, poles, twigs. materials for making physical deterrents such as innovation lights, deflectors, safe traps , adapted digital devices, learners support assistant, video clips</p>	<ul style="list-style-type: none"> • Collect suitable composting materials from the environment, • Visit gardens in the neighbourhood to observe water conservation measure and integrated farming. • Learners to initiate soil conservation measures in the school based on common forms of erosion in the environment. • Learners to initiate water harvesting and conservation based on common form of water wastage points in the school. • Learners to initiate bird feeding table to attract and nourish wild birds using waste foods.

Strand	Suggested Assessment Methods	Suggested Learning Resources	Suggested Non-formal Activities
			<ul style="list-style-type: none"> • Learners debate on advantages and disadvantages of fuels. • Making exhibitions of fuel saving energy cookers, improvised baking ovens, simple hand washing facilities, deterrents
Food Production Processes	<p>Observation of learning</p> <ul style="list-style-type: none"> – Tests (written and oral) – Project 	<p>Container or ground gardens/ open spaces, tiny seeds such as carrots and millet, garden tools and equipment such as adapted pangas, jembes and forked jembes, watering cans, charts, photographs or video clips on domestic animals, pictures, video clips, different types of foodstuffs, kitchen tools and equipment (adapted cooking pans and pots, chopping boards, kitchen knife, wooden spoon, frying spoon), suitable frying equipment and materials, source of heat, resource person. Suitable vegetable seeds in the locality, assorted cereals and pulses, natural preservatives such as ash, air tight containers, small domestic animal such as rabbit or guinea pig, improvised feeders and waterers, housing structure for the small domestic animals, variety of fruits and vegetables, drying rack,</p>	<ul style="list-style-type: none"> • Participate in 4k clubs, ASK shows and farmer's days • Learners make presentations in assemblies and open days on benefits of eating organically grown foods. • Learners create talking walls on various themes to educate the community • Create journals and logs on healthy eating habits. • Peer teach other on use and care of kitchen equipment.

Strand	Suggested Assessment Methods	Suggested Learning Resources	Suggested Non-formal Activities
		netting materials, improvised baking equipment, adapted digital devices, learners support assistant	
Hygiene Practices	Observation of learning – Tests (written and oral) – Project	Hand washing materials and equipment, variety of PPEs (gloves, masks, gumboots, head gear, overall,), Cleaning materials and equipment such as buckets/basin, brooms, brushes, floor clothes, detergent and clean water, canvas shoes, resource person, pictures or videos on ways good grooming, different surfaces in the home environment such as cemented, tiled, earthen and wooden), fast and white coloured items, clothe lines, pegs. Stain removal agents, learner support assistant, adapted digital devices	<ul style="list-style-type: none"> • Learners draw posters on washing of hands. • Learners make leaky tins of tippy taps for washing hands and place them in the different types of the school compound. • Compose and sing <i>Usafi</i> songs and poems on good grooming.
Production Techniques	Observation of learning – Tests (written and oral) – Project	Needle work tools such as adapted needles, crocheting hooks, scissors, tape measures, sewing thread, yarn, dress maker pins, fabric, pin cushion, thimbles adapted crocheting tools, sacks, plastic bottles, walls , wooden frames, topsoil, manures, poles, plastic sheet, offcuts/timber, top soil, manures,	<ul style="list-style-type: none"> • Use clubs to sensitize the school community on repair of garments. • Sensitize learners in health clubs on stain removal. • Draw pictures of different needle work tools. • Carry out an exhibition to display crotched items.

NOTE: Assessment methods may be modified to accommodate a learner’s diverse needs so that he/she can participate and achieve the learning outcomes. The table below shows how modes of assessment may be adapted for learners with physical impairment:

S/No	Assessment Methods/Modes And Suggested Adaptations	
	Methods	Suggested Adaptations
	Written assessment	<ul style="list-style-type: none"> • Typing, stamping or signing • Description of the task as a scribe or learner support assistant writes Audio visual recording of the learner as he/she makes oral responses • Provision of Adapted digital devices and writing/drawing resources • Adjustment of time according to individual needs • Providing illustrations to be interpreted for activities that involve drawing • Use of worksheets
	Oral or Aural assessment	<ul style="list-style-type: none"> • Written responses • Use of AAC (<i>Augmentative and Alternative modes of Communication</i>) e.g. <i>talking books, gestures, body movement, sign language, alphabet cards, facial expressions</i> • Adjustment of time according to individual needs

	Portfolio	<ul style="list-style-type: none"> • Use of E-Portfolio • Provision of physical support • Use of assistive technology • Provision of Adapted digital devices and writing/drawing resources • Adjustment of time according to individual needs • Description of how to carry out a practical activity while being audio/video recorded
	Practical assessment/ Experiments	<ul style="list-style-type: none"> • Provision of physical support • Provision of Adapted resources (learner specific) • Description of how to carry out a practical activity while being audio/video recorded • Adjustment of time according to individual needs • Rest intervals according to individual needs • Environmental adaptation
	Project	<ul style="list-style-type: none"> • Provision of physical support • Provision of Adapted resources (learner specific) • Description of how to carry out a practical activity while being audio/video recorded • Adjustment of time according to individual needs • Environmental adaptation

Note: Safety of all learners should be observed during assessment