



REPUBLIC OF KENYA

MINISTRY OF EDUCATION

UPPER PRIMARY SCHOOL CURRICULUM DESIGN

AGRICULTURE

FOR LEARNERS WITH HEARING IMPAIRMENT

GRADE 5



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

A Skilled and Ethical Society

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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 5 curriculum designs for learners with hearing impairment build on competencies attained by learners at Grade 4. 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.

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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 5 curriculum furthers implementation of the CBC from Grade 4 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 5 curriculum designs for learners 4 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 5 and prepare them for smooth transition to Grade 6. 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 5 curriculum designs for learners with hearing 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 panellists; the Semi-Autonomous Government Agencies (SAGAs) and representatives of various stakeholders for their roles in the development and adaptation of the Grade 5 curriculum designs for learners with hearing 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 -- and preparation of learners with hearing impairment for transition to Grade 6.

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NATIONAL GOALS OF EDUCATION

Education in Kenya should:

i) Foster nationalism and patriotism and promote national unity.

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

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

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

a) Social Needs

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

b) Economic Needs

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

c) Technological and Industrial Needs

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

iii) Promote individual development and self-fulfilment

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

- iv) Promote sound moral and religious values.**
Education should provide for the development of knowledge, skills and attitudes that will enhance the acquisition of sound moral values and help children to grow up into self-disciplined, self-reliant and integrated citizens.
- v) Promote social equality and responsibility.**
Education should promote social equality and foster a sense of social responsibility within an education system which provides equal educational opportunities for all. It should give all children varied and challenging opportunities for collective activities and corporate social service irrespective of gender, ability or geographical environment.
- vi) Promote respect for and development of Kenya's rich and varied cultures.**
Education should instil in the youth of Kenya an understanding of past and present cultures and their valid place in contemporary society. Children should be able to blend the best of traditional values with the changing requirements that must follow rapid development in order to build a stable and modern society.
- vii) Promote international consciousness and foster positive attitudes towards other nations.**
Kenya is part of the international community. It is part of the complicated and interdependent network of peoples and nations. Education should therefore lead the youth of the country to accept membership of this international community with all the obligations and responsibilities, rights and benefits that this membership entails.
- viii) Promote positive attitudes towards good health and environmental protection.**
Education should inculcate in young people the value of good health in order for them to avoid indulging in activities that will lead to physical or mental ill health. It should foster positive attitudes towards environmental development and conservation. It should lead the youth of Kenya to appreciate the need for a healthy environment.

LESSON ALLOCATION AT UPPER PRIMARY

S/No	Learning Area	Number of Lessons
1.	English	5
2.	Kiswahili / Kenyan Sign Language	4
3.	Mathematics	5
4.	Religious Education	3
5.	Science & Technology	4
6.	Agriculture	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) Demonstrate mastery of number concepts to solve problems in day to day life
- c) Demonstrate social skills, moral and religious values for positive contribution to society
- d) Develop one's interests and talents for personal fulfilment
- e) Make informed decisions as local and global citizens of a diverse, democratic society in an interdependent world.
- f) Explore, manipulate, manage and conserve the environment effectively for learning and sustainable development
- g) Acquire digital literacy skills for learning and enjoyment.
- h) Appreciate the country's rich, diverse cultural heritage for harmonious living

ESSENCE STATEMENT

Agriculture and nutrition for learners with hearing impairment is an integrated learning area comprising aspects of agriculture and home science. The learners 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.

Agriculture and Nutrition for learners with hearing impairment design has its learning experiences adapted and broken down to smaller deliverable steps. Further, this design has been adapted to ensure that learners who are Deaf and those with Hard of Hearing learn effectively. The adaptations include suggestions for provision of sign interpretation on aspects that require use of sound, use of digital devices with assistive technology, use of visual aids such as charts, maps and diagrams, use of hands-on activities, guided demonstrations, purposeful pairing and use of adapted learning resources. It has incorporated alternative learning outcomes and activities to enhance the acquisition of sign language vocabulary to learners with Hearing Impairments.

The design also suggests methods of instruction to include: Inquiry based learning (IBL), Project based learning (PBL), Problem based learning (PBL) and pedagogical content knowledge (PCK) where more emphasis has been put on total communication as a mode of instruction in order to benefit both learners who are deaf and hard of hearing.

SUBJECT GENERAL LEARNING OUTCOMES

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 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 GRADE 5

S/N	STRANDS	SUB STRAND
1.0	Conservation of resources	1.1 Soil Conservation
		1.2. Water conservation
		1.3 Conserving wild animals
2.0	Food production processes	2.1 Growing vegetables
		2.2 Uses of Domestic animals
		2.3 Preservation and storage of cereals and pulses
		2.4 Food nutrients
		2.5 Dry fat frying and deep frying
3.0	Hygiene practices	3.1 Good Grooming practices
		3.2 Home hygiene
		3.3 Laundering cotton item
4.0	Production techniques	4.1 Repairing garments
		4.2 Constructing vertical and horizontal garden

1.0 CONSERVATION OF RESOURCES

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
CONSERVATION OF RESOURCES	1.1 Soil Conservation (8 lessons)	<p>By the end of the sub-strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) sign vocabularies related to soil conservation for effective communication, b) identify sites for soil improvement in the school or community, c) construct organic waste pit for soil improvement, d) demonstrate use of plant remains for soil improvement. 	<ul style="list-style-type: none"> • in purposive groups, learners are guided to search for the signs of the terms related to soil conservation using print and digital media, • in groups, learners are guided to fingerspell, sign and harmonize signs related to soil improvement. • in groups, learners are guided to observe pictures/images/diagrams on activities for soil improvement. • in purposive groups, learners are guided to use print and non-print media to search for characteristics of poor soil quality for crop production, • in groups, learners are guided to take a tour around the school, discuss and identify sites in the school and community that have poor soil quality for crop growth. • in groups, learners are guided to observe demonstrations or 	How can we improve the soil using suitable organic wastes?

			<p>captioned video clips on how to construct a pit, a site or a structure for dumping plant residue and suitable food remains and organic kitchen wastes in school.</p> <ul style="list-style-type: none"> • in purposive groups, learners are guided to observe captioned pictures on plant residue, suitable food remains and organic kitchen wastes to deposit in the organic waste pit. ensure learners are provided with sign language interpretation in cases where captions are not available. • in purposive groups, learners are guided to construct a pit, a site or a structure for dumping plant residue and suitable food remains and organic kitchen wastes in school. • in purposive groups, learners are guided to observe demonstrations or captioned video clips on how to plant crops in a residue pit • in purposive groups, learners are guided to plant crops in a residue pit to observe and appreciate soil improvement from accumulated organic wastes. 	
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			<ul style="list-style-type: none"> • learners are guided to take record of the growth rate, quality of plants and quality of produce of the plants planted in the improved soil in comparison to those planted in poor soil quality. • in purposive groups, learners are guided to record improvement observed from the crops to appreciate soil improvement from accumulated organic wastes 	
<p>Core competencies to be developed:</p> <p>Learning to learn: The learner is self-driven during tasks of soil conservation like planting crops in organic residue pits.</p>				
<p>Values:</p> <p>Responsibility: The learner practises responsible use of devices to search for information by observing internet etiquette.</p>				
<p>Pertinent and contemporary issues:</p> <p>Environmental awareness: The learner uses accumulated organic wastes to improve the soil.</p>				
<p>Link to other subjects:</p> <p>Science and Technology; The learner uses knowledge of solid waste management when damping plant residue and suitable food remains and organic kitchen wastes in school.</p>				
<p>Suggested learning resources:</p> <ul style="list-style-type: none"> • Print and non-print media • Digital devices. • Farm tools- hoes, pangas, shovels, jembe • Organic wastes- left over foods, vegetable cuttings, peels, • Captioned video clips 				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key inquiry question(s)
CONSERVATION OF RESOURCES	1.2. Water conservation <i>(ways of conserving water, practice water conservation,)</i> (9 lessons)	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> a) sign terms related to water conservation for learning, b) identify ways of conserving water for household gardening, c) practice water conservation within the school or community, d) appreciate the importance of conserving water in the community. 	<ul style="list-style-type: none"> • in purposive groups, learners are guided to search for the signs of the terms related to water conservation, • in purposive groups, learners are guided to learners are guided to fingerspell and sign terms related in purposive groups, learners are guided to watch <i>captioned</i> video clips/animations/demonstrations on various ways of conserving water in farming. • in purposive groups, learners are guided to observe labelled pictures on ways of water conservation such as mulching, cover cropping and shading in kitchen and backyard gardening to water conservation. • in groups, learners are guided to use digital devices or other resources to search for information on ways of water conservation such as mulching, cover cropping and shading in kitchen and backyard gardening. • learners are guided to brainstorm on the information obtained from the internet concerning water conservation. 	How can we conserve soil water in household gardening practices?

			<ul style="list-style-type: none"> ● in purposive groups, learners search for information and share experiences on the importance of conserving water (mulching, cover cropping and shading) in kitchen and backyard gardening activities. ● in purposive groups, learners are guided to observe demonstrations or captioned video clips on various ways of conserving water in farming (mulching, shading, cover cropping) within the school. in cases where videos are not captioned, ensure the videos are supported by sign language interpretation and pause to allow the learner ample time to follow and interpret the videos. probe with questions to elicit response and enhance comprehension. also, ensure the demonstrator explains the steps verbally and by signing. ● in purposive groups are guided to practise various ways of conserving water in farming (mulching, shading, cover cropping) within the school. ● in purposive groups, learners in groups are guided to experiment on mulching (mulch some crops and leave others un-mulched and compare moisture conservation). 	
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			<ul style="list-style-type: none"> learners are guided to take record of the plants for the dictated period of time, make a summary of their observations and present to their peers. 	
<p>Core competencies to be developed:</p> <p>Learning to learn: The learner is self-driven when practising various ways of conserving water in farming.</p>				
<p>Values:</p> <p>Responsibility: The learner exercises caution on the internet when using devices to search for information.</p>				
<p>Pertinent and contemporary issues:</p> <p>Environmental awareness: The learner cares for the environment by practising different ways of water conservation in the soil.</p>				
<p>Link to other subjects:</p> <ul style="list-style-type: none"> Science and Technology: The learner uses knowledge on conservation of water to conserve water in farming. Social studies: The learner applies knowledge on uses of water and effects of drought. 				
<p>Suggested learning resources:</p> <ul style="list-style-type: none"> Farm tools-jembes, pangas, shovels, Digital devices Print and non print media Mulching material- dry grass, leaves Shading material- sticks and twigs, 				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p>CONSERVATION OF RESOURCES</p>	<p>1.3 Conserving wild animals <i>(repelling wild animals from farms)</i> (6 lessons)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) sign words related to conserving wild animals for learning, b) identify ways of repelling wild animals to avoid damage to property, c) repel small wild animals to avoid destruction of property, d) appreciate the importance of living better with wild animals.</p>	<ul style="list-style-type: none"> • in purposive groups, learners are guided to search for the meanings and signs of words related to conserving wild animals, • in pairs learners practice fingerspelling and signing the words related to conserving wild animals. • in purposive groups, learners discuss and share experiences on ways of repelling wild animals to avoid damage to property. • learners are guided to watch captioned video clips or listen to/observe a resource person on safe ways of repelling wild animals (such as use of smoke,) to avoid damage on property and live better with wild animals (ensure to give the learner summary notes after they observe the video or the resource person. allow them ample time to write the notes before moving onto the next activity) • in purposive groups, learners are guided to discuss the various ways of repelling small wild animals. • in purposive groups, learners are guided to innovate ways of repelling small wild animals (smoke, use of repellents or any other). • in groups, learners are guided to discuss and make presentations on the importance of conserving wild animals in the environment. 	<p>How can we repel wild animals to avoid destruction?</p>

Core competencies to be developed:

Critical thinking and problem solving: The learner gives objective ideas as they innovate ways of repelling small wild animals.

Communication and collaboration: The learner exhibits teamwork by contributing ideas and actively participating in innovating ways to repel small wild animals in a group.

Values:

Unity: The learners collaboratively work together to innovate ways of repelling small wild animals.

Pertinent and contemporary issues:

- Socio-economic and environmental safety: The learner discusses the importance of wild animals as a source of tourist attraction.
- Environmental Education: The learner ensures no damages to the environment as they scare away the small wild animals.

Link to other subjects:

- Science and Technology: The learner applies the knowledge of characteristics of animals when repelling the small wild animals.

Suggested learning resources:

- Print and non-print material
- Digital devices,
- Dry materials and source of fire to produce smoke,
- Repellents like chilli and other peppers, garlic, lemon peels, orange peels, lavender, vinegar

SUGGESTED ASSESSMENT RUBRIC

Level Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to sign vocabularies related to conservation of resources for effective communication.	Signs terms accurately and interprets a wide range of signs related to conservation of resources.	Signs vocabulary related to conservation of resources.	Signs terms and demonstrates basic understanding of the terms related to conservation of resources while signing.	Signs terms related to conservation of resources but has difficulty grasping the connections between different signs and terms within the framework of conservation of resources.
Ability to describe conservation of resources	Describes conservation of resources (soil, water and wild animals) with exemplary details.	Describes conservation of resources (soil, water and wild animals).	Describes conservation of resources (soil, water and wild animals)but skips notable steps in the procedures	Describes conservation of resources (soil, water and wild animals) misses steps and gives an illogical flow of steps of the procedures.
Ability to identify sites for soil improvement in the school or community.	Identifies sites for soil improvement in the school or community considering various factors like soil quality, drainage, sun exposure, existing vegetation, and proximity to water sources.	Identifies sites for soil improvement in the school or community.	Identifies sites for soil improvement in the school or community overlooking important details.	Identifies sites for soil improvement in the school or community with prompts often forgetting key factors.

Ability to construct organic pits for soil improvement.	Constructs organic pits for soil improvement and conducts thorough research on suitable organic materials and ensures their availability.	Constructs organic pits for soil improvement.	Constructs organic pits for soil improvement with limited materials.	Constructs organic pits for soil improvement with an inaccurate plan and limited resources.
Ability to identify ways of conserving water for household gardening	Identifies ways of conserving water for household gardening highlighting their effectiveness in reducing water waste.	Identifies ways of conserving water for household gardening.	Identifies some basic ways of conserving water for household gardening.	Identifies some basic ways of conserving water for household gardening with major errors.
Ability to practise water conservation within the school or community.	Practices water conservation within the school or community and readily influences others to implement.	Practices water conservation within the school or community	Practices water conservation within the school or community but may require encouragement to implement an initiative.	Practices water conservation within the school or community but with a lot of guidance start an initiative.
Ability to repel small wild animals to avoid destruction	Repels small wild animals to avoid destruction with alot of care and correctly.	Repels small wild animals to avoid destruction.	Repels small wild animals to avoid destruction but misses out some steps.	Repels small wild animals to avoid destruction using wrong methods.
Ability to show responsibility in conservation of resources	Shows leadership, personal initiative and dutifulness in undertaking tasks in conservation of resources	Shows responsibility in conservation of resources	Shows dutifulness in undertaking tasks in conservation of resources but struggles with self drive.	Requires prompt to undertake tasks in conservation of resources

2.0 FOOD PRODUCTION PROCESSES

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question
FOOD PRODUCTION PROCESSES	2.1 Growing vegetables (9 lessons)	<p>By the end of the sub strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) sign terms related to vegetables growing for learning, b) identify gardening practices for vegetables, c) establish a nursery bed for vegetables, d) care for vegetable seedlings after transplanting, e) appreciate the importance of vegetables in providing a healthy meals diet. 	<ul style="list-style-type: none"> • in groups, learners are guided to identify new words related to growing vegetables from a captioned video clip/animation, photographs or pictures, • learners are guided to use print and non-print media to search for the signs of the new words. in the absence of mainstream signs, learners can agree on signs to use for the purposes of learning and communication. • in pairs, learners are guided to fingerspell and sign the new words for mastery. • in purposive groups, learners are guided to watch a captioned video on gardening practices of vegetables in a nursery bed. • learners identify various gardening practices for vegetables. • in groups, learners are guided to brainstorm and share experiences on gardening practices of planting vegetables in a nursery bed. ensure proper seating arrangement that allows learners to have a face-to-face conversation. • in purposive groups, learners are guided to observe a demonstration or captioned video clips on how to prepare a nursery bed. • learners are guided to prepare a nursery bed (container or ground nursery). 	<p>How does growing vegetables contribute to food production?</p>

			<ul style="list-style-type: none"> • in pairs, learners are guided to use print or digital media to search for ways of growing vegetables. • in pairs, learners are guided to sow vegetable seeds and take care of them in preparation for transplanting the seedling. • in purposive groups learners to be guided to follow the correct procedures for the vegetable seedlings that do not require transplanting. • in pairs, learners are guided to transplant vegetable seedlings and take care of the seedlings. • learners are guided to observe, take record and make a summary of the project from start to harvesting. • learners to be guided to make class presentations on importance of growing vegetables as a source of food for animals and humans. 	
<p>Core competencies:</p> <ul style="list-style-type: none"> • Self-efficacy: The learner confidently gives ideas to peers on how best to produce their own vegetable foods. • Learning to learn: The learner shares learnt knowledge as they brainstorm and share experiences on gardening practices of planting vegetables in a nursery bed. 				
<p>Values:</p> <p>Social justice: The learner shares tasks with the partner as they sow vegetable seed.</p> <p>Responsibility: The learner develops accountability as they handle the school tools responsibly when planting and growing their own vegetables and observes safety precautions while using the tools.</p>				
<p>Pertinent and contemporary issues:</p>				

Financial literacy: The learner exhibits financial literacy skills by reducing daily vegetable purchases.

Link to other subjects:

Mathematics: Learner uses the skills of measurements for correct spacing while growing the crops.

Suggested learning resources:

- Print and non-print materials.
- Nursery bed- small piece of land or Containers like old buckets, barrels split in half.
- Farming tools- sticks, watering cans, pangas, jembes,
- Variety of vegetable seeds.
- Source of water.
- Digital devices.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Inquiry Question(s)
FOOD PRODUCTION PROCESSES	2.2 Uses of Domestic animals (8 lessons)	By the end of the sub strand the learner should be able to: a) sign words related to domestic animals for communication, b) identify uses of various domestic animals in food production, c) relate various domestic animals to their uses, d) appreciate the importance of domestic animals in food production.	<ul style="list-style-type: none"> • in purposive groups, learners are guided to watch signed/captioned video clips or observe a demonstration on how to sign words related to domestic animals for communication, • in purposive groups, learners are guided to fingerspell and sign words related to domestic animals. • learners in pairs are guided to observe captioned video clips, pictures or diagrams on uses of various domestic animals in food production and identify the uses. • in purposive groups learners are guided to brainstorm and share experiences on the uses of domestic animals in food production (bees, rabbits, camels, fish, pigs, donkeys, dogs and cats). • in purposive groups, learners are guided to create charts on domestic animals and their uses in food production • in purposive groups, learners are guided to use print media and non-print media to search for information and write down the importance and contribution of domestic animals in various food production processes. • learners in groups are guided to take a nature walk or field visit to observe various uses of domestic animals in food processes. (ensure the learners are accompanied by sign language interpreters for communication with members 	How are domestic animals important in food production?

			<p>of the community and be taken through safety precautions as pertains to consumption of any food prior to the walk)</p> <ul style="list-style-type: none"> • in purposive groups, learners are guided to discuss with peers the uses of different domestic animals. • in pairs learners are guided to match domestic animals to their uses. • learners are guided to make class presentations on the importance of domestic animals in food production while relating contributions of all the scoped animals. 	
<p>Core competencies: Communication and collaboration: The learner exhibits teamwork skills by allowing others to contribute their ideas as well during discussion.</p>				
<p>Values:</p> <ul style="list-style-type: none"> • Patriotism: The learner appreciates the diversity of animals in their country. • Respect: The learner develops open mindedness by appreciating diverse opinions from peers as they discuss the uses of different domestic animals. 				
<p>Pertinent and contemporary issues: Food security: The learner appreciates the importance of animals in terms of food provision.</p>				
<p>Link to other subjects: Science and Technology: The learners apply knowledge of characteristics of animals as living things.</p>				
<p>Suggested learning resources:</p> <ul style="list-style-type: none"> • Charts on uses of domestic animals in food production. • Print and non-print media. • Digital devices. • Barn. • Poultry houses 				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
FOOD PRODUCTION PROCESSES	2.3 Preservation and storage of cereals and pulses (10 lessons)	By the end of the sub strand, the learner should be able to: a) sign words related to preservation and storage of cereals and pulses for learning, b) describe methods of preserving cereals and pulses in the locality, c) preserve cereals and pulses for food security, d) appreciate the importance of preserving cereals and pulses for food security.	<ul style="list-style-type: none"> • in purposive groups, learners are guided to search for the signs of words related to preservation and storage of cereals and pulses using digital devices, • in pairs, learners practise fingerspelling and signing of the words for mastery purposes. • in purposive groups, learners brainstorm and share experiences on methods of preserving cereals and pulses in their locality. (such as sun drying, use of ashes, use of airtight containers, use of hermetic bags) • learners are guided to observe captioned videoclips, pictures and diagrams on methods of preserving cereals and pulses. • in purposive groups, learners describe various methods of preserving cereals and pulses • the learners are guided to make a field visit within their community to identify various methods used for preserving and storing cereals and pulses. ensure the learners have sign language interpreters during the field visit. • in purposive groups, learners record the methods of preserving and storing cereals and pulses (such as sun drying, 	How does preservation and storage of cereals and pulses enhance food security?

			<p>use of ashes, use of airtight containers) at household level.</p> <ul style="list-style-type: none"> • in purposive groups, learners are guided to visit the school store to preserve and store cereals and pulses using methods such as sun drying, use of ash and airtight containers. • in purposive groups, learners are guided to use print and non-print media to search for information on the importance of preserving and storing cereals and pulses, • learners make class presentations to share experiences on the importance of preserving and storing cereals and pulses. 	
<p>Core competencies: Critical thinking and problem solving: The learner joins peers in brainstorming and coming up with ideas on how to prevent and solve the problem of food spoilage and storage.</p>				
<p>Values: Unity: The learner displays unity by working collaboratively with others to preserve and store cereals and pulses.</p>				
<p>Pertinent and contemporary issues: Food security: The learner gains knowledge and skills on preserving foods.</p>				
<p>Link to other subjects: Social studies: The learner listens to/observes a resource person who narrates to them the traditional methods of preserving and storing cereals and pulses.</p>				
<p>Suggested learning resources:</p> <ul style="list-style-type: none"> • Ashes. • Containers with fitting lids. • Clean sack or mats. • Hermetic bags. • Digital devices. • Print and non print media. 				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
FOOD PRODUCTION PROCESSES	2.4 Food nutrients (10 lessons)	By the end of the sub strand, the learner should be able to: a) sign words related to food nutrients for communication, b) explain functions of food nutrients in the body, c) categorise foods based on their major nutrients, d) identify nutritional diseases and disorders associated with poor eating habits, e) appreciate the importance of various nutrients in the body.	<ul style="list-style-type: none"> ● in purposive groups, learners are guided to use print and digital media to search for the signs of the words related to food nutrients, ● in pairs, learners practise fingerspelling and signing of the words related to food nutrients for proficiency. ● in purposive groups, learners are guided to use print media to search for information on functions of food nutrients in the body (carbohydrates, vitamins, proteins, fats). ● in purposive groups, learners discuss the functions of food nutrients to the body. (ensure proper seating arrangement that allows learners to have a face-to-face conversation.) ● in purposive groups learners are guided to watch captioned video clips/animations or listen to/observe a resource person on categorising of foods based on their nutrients ● in groups, learners are guided to use real food materials, photographs, to categorise foods based on their major nutrients (protein rich foods, carbohydrates rich foods, vitamins and minerals rich foods). 	Why is the knowledge of food nutrients important in food production?

			<ul style="list-style-type: none"> • in purposive groups, learners are guided to use print and digital devices to search for information on various nutritional diseases and disorders such as kwashiorkor, marasmus, goitre and anaemia, • in purposive groups, learners are guided to make charts on nutritional diseases and disorders citing their signs, symptoms and management. ensure the charts are of large print and minimized text. • in pairs, learners are guided to make class presentations on the importance of various nutrients in the body. 	
Core competencies: Digital literacy: The learner uses digital media to search for information on nutrients.				
Values: Unity: The learner works collaboratively with peers to categorise food based on their major nutrients.				
Pertinent and contemporary issues: Health promotion: The learner gets to learn about the importance of nutrients in the body.				
Link to other subjects: Science and technology: The learners discuss how the various nutrients help the body.				
Suggested learning resources <ul style="list-style-type: none"> • Photographs • Captioned video clips • Resource person • Charts • Print media 				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
FOOD PRODUCTION PROCESSES	2.5 Cooking Food <ul style="list-style-type: none"> • <i>Dry Fat Frying</i> • <i>Deep Frying</i> (9 lessons)	By the end of the sub strand, the learner should be able to: a) sign words related to dry fat frying and deep frying, b) describe various methods of cooking food. c) cook food using dry fat frying and deep-frying methods, d) embrace dry fat frying and deep frying in food production.	<ul style="list-style-type: none"> • in purposive groups, learners are guided to use print and non-print media to search for the signs of the words related to dry fat frying and deep frying, • in pairs, learners are guided to fingerspell and sign words related to dry fat frying and deep frying for mastery purposes. • in purposive groups, learners are guided to watch captioned video clips or demonstrations on dry fat frying and deep-frying methods of cooking. • in purposive groups learners are guided to discuss dry fat frying and deep-frying methods of cooking. • learners are guided to make class presentations on dry fat frying and deep-frying methods of cooking to their peers. • in groups, learners are guided to cook food using dry fat frying and deep frying. 	How can we cook foods using dry fat frying and deep-frying methods?
Core competencies: <ul style="list-style-type: none"> • Learning to learn: The learner works collaboratively with peers when discussing and carrying out dry and fat frying methods of cooking. • Self-efficacy: The learners identify self as they practise in groups cooking of food using dry fat frying and deep frying. 				
Values: Responsibility: The learner works resiliently while following cooking steps, and ensuring that the working place is clean and safe.				
Pertinent and contemporary issues: Safety and security promoting: The learner observes safety measures while working with fire and fats.				
Link to other subjects: Mathematics: The learner uses correct proportions of cooking oil while dry frying and deep frying.				
Suggested learning resources: <ul style="list-style-type: none"> • Print and non-print media 				

- Digital devices.
- Frying pans
- Source of fire.
- Food to be fried like arrowroots, fatty meat, fish, poultry, flour mixtures,
- Oil, fat for frying.
- Seasoning and flavouring

SUGGESTED ASSESSMENT RUBRIC

Level Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to sign words related to food production processes	Signs words related to food production processes with exceptional accuracy.	Signs words related to food production processes.	Signs words related to food production processes with noticeable errors.	Signs words related to food production processes but has difficulty with clarity in articulation.
Ability to grow vegetable crops after transplanting.	Grows vegetable crops after transplanting with a lot of enthusiasm, paying keen attention on any changes in their growth, promptly gets rid of pests and boosts the nutrients required for growth.	Grows vegetable crops after transplanting.	Grows vegetable crops after transplanting but skips some activities in the procedure leading to wilting of some of the seedlings.	Grows vegetable crops after transplanting but is not keen on the correct procedure leading to wilting or complete drying of the seedlings.
Ability to relate various domestic animals to their uses	Relates various domestic animals to their uses exceptionally without any mix-ups.	Relates various domestic animals to their uses.	Relates various domestic animals to their uses but with occasional mix ups.	Relates various domestic animals to their uses with hints.
Ability to preserve cereals and pulses for food security	Preserves cereals and pulses in more than one way for each cereals and pulses, for food security skilfully by following all the steps accurately.	Preserves cereals and pulses for food security.	Preserves cereals and pulses for food security with minor errors in the procedures.	Preserves cereals and pulses for food security but struggles to follow the logical order of the step, occasionally skips the key steps.
Ability to explain functions of food nutrients in the body.	Explains functions of food nutrients in the body with examples, displaying deep knowledge of the concepts.	Explains functions of food nutrients in the body.	Explains functions of food nutrients in the body but misses out some details.	Explains functions of food nutrients in the body but occasionally mismatches

				the nutrients and their functions.
Ability to cook food using dry fat frying and deep-frying methods	Cooks' food using dry fat frying and deep-frying methods to produce items that are crispy on the outside but succulent but well-cooked on the inside.	Cooks' food using dry fat frying and deep-frying methods.	Cooks' food using dry fat frying and deep-frying methods with minor mistakes.	Cooks' food using dry fat frying and deep frying methods but misses out the key steps.
Ability to portray integrity in food production processes	Portrays indicators of integrity in the allocated tasks of food production processes, adopts them as a way of life and advocates for the same, consequently influencing family and peers positively.	Portrays three indicators of integrity (commitment to tasks, is honest and accountable) in the allocated tasks of food production processes.	Portrays indicators of integrity (commitment to tasks, is honest and accountable) in the allocated tasks of food production processes with occasional inconsistencies in their behaviour.	Portrays indicators of integrity (commitment to tasks, is honest and accountable) in the allocated tasks of food production processes with constant inconsistencies in their behaviour.

3.0 HYGIENE PRACTICES

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
HYGIENE PRACTICES	3.1 Good Grooming practices <ul style="list-style-type: none"> • <i>Dressing</i> • <i>Etiquette</i> (7 lessons) 	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> a) sign words related to good grooming practices for learning, b) describe good grooming as a daily health habit, c) practise good grooming as a daily health habit, d) appreciate good grooming as a healthy habit. 	<ul style="list-style-type: none"> • in purposive groups, learners are guided to use print or digital media to search for the meanings and signs of the words related to good grooming practices, • in pairs, learners are guided to practise signing and fingerspelling the new words for communication purposes. in the absence of conventional signs, the learner is guided to harmonise meaningful signs for communication purposes. • in purposive groups, learners are guided to watch a video on daily grooming. • in purposive groups, learners discuss and share experiences on aspects of good grooming such as dressing for different occasions. ensure a proper seating arrangement that allows learners to have a face-to-face conversation. • learners are guided to demonstrate different ways of dressing and etiquette for different activities. • in purposive groups, learners are guided to conduct class modelling on different ways of dressing and 	How does good grooming promote personal hygiene?

			<p>etiquette to appreciate good grooming habits for different activities.</p> <ul style="list-style-type: none"> • in groups, learners are guided to role play on etiquette to be observed in various situations (meal time, talking, sitting and standing postures, greeting and addressing other people) • in pairs, learners are guided to list down good grooming activities to follow on a daily basis. 	
<p>Core competencies:</p> <ul style="list-style-type: none"> • Self-efficacy: The learner develops self-awareness as they practise aspects of good grooming such as dressing for different occasions and etiquette for different activities. • Creativity and imagination: The learner comes up with unique and new ways of dressing when demonstrating good grooming. • Communication and collaboration: Teamwork skills are developed as learners use print or digital media in groups to search for the meanings <i>and signs</i> of the words related to good grooming practices. 				
<p>Values:</p> <p>Respect: The learner exhibits open mindedness in appreciating peers' personal hygiene practices.</p>				
<p>Pertinent and contemporary issues:</p> <p>Preventive health: The learners practise good grooming and cleanliness which helps with prevention of illnesses related to poor hygiene.</p>				
<p>Link to other subjects:</p> <p>Creative arts: The learner comes up with different designs of dressing while practising daily grooming.</p>				
<p>Suggested learning resources:</p> <ul style="list-style-type: none"> • Print and non-print media. • Digital devices. • Resource persons. • Different types of clothes • Grooming kit with items like toothbrushes, combs, nail clippers, • Dining setting- to role play dining etiquette 				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
HYGIENE PRACTICES	3.2 Home Hygiene (9 lessons)	By the end of the sub strand, the learner should be able to: a) sign terms related to home hygiene for learning, b) identify surfaces made from different materials in home environment, c) clean different types of surfaces in the home environment, d) appreciate living in a clean home environment to promote healthy living.	<ul style="list-style-type: none"> • in pairs, learners observe pictures/images of various surfaces made from different materials, • in purposive groups, learners are guided to fingerspell and find signs for sign vocabularies related to home hygiene from print or non-print media. • in purposive groups, learners are guided to identify surfaces made from different materials in home environments as observed from the pictures/images. • in groups, learners discuss and share experiences on surfaces made from different materials such as glass, wooden, earthen floors, cemented and tiled (ensure the learners are seated in a horseshoe arrangement to ensure all the learners are engaged in the discussion). • in purposive groups, learners discuss, watch <i>captioned</i> video clips or observe demonstrations on the correct procedures of cleaning different types of surfaces. 	How do you clean surfaces made from different materials?

			<ul style="list-style-type: none"> • learners collaboratively clean different types of surfaces such as glass, wooden, earthen floors, cemented and tiled. • in purposive groups, learners discuss and make class presentations on the essence of living in a clean home environment to promote healthy living. • in groups, learners are guided to maintain cleanliness of surfaces in the school environment to appreciate living in clean environment. 	
<p>Core competencies: Communication and Collaboration: The learners develop listening/observation and speaking/signing skills while discussing and sharing experiences on surfaces made from different materials with peers.</p>				
<p>Values:</p> <ul style="list-style-type: none"> • Unity: Cooperation is enhanced as the learners collaboratively clean different types of surfaces such as <i>glass, wooden, earthen floors, cemented and tiled</i> surfaces with peers during the cleaning activities. • Responsibility: The learner develops accountability by engaging in assigned roles and duties as they discuss and make class presentations on the essence of living in a clean home environment to promote healthy living. 				
<p>Pertinent and contemporary issues: Environmental Education: Keeping surroundings clean and neat: The learners collaboratively clean different types of surfaces in their environment.</p>				
<p>Link to other subjects: Science and Technology: The learner practises the act of conserving the environment by keeping it clean.</p>				

Suggested learning resources:

- Cleaning materials- brooms, brushes, buckets, dusters, mops,
- Cleaning agents- detergent, grease removers, glass cleaners, wood polishes
- Different surfaces- wooden, concrete, glass, terrazzo,
- Digital devices.
- Print and non-print materials

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
HYGIENE PRACTICES	3.3 Laundering cotton item (10 lessons)	<p>By the end of the sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> a) sign terms related to laundering cotton items for learning, b) describe how to launder a cotton item, c) launder a cotton item for personal hygiene, d) appreciate the importance of laundry work for hygiene purposes. 	<ul style="list-style-type: none"> • in purposive groups, learners are guided to watch video clips, or observe a demonstration on how to sign terms related to laundering cotton items for learning, • in pairs, learners are guided to fingerspell and sign vocabularies related to laundering cotton items in groups. • in purposive groups, learners are guided to observe white cotton and fast coloured cotton garments from realia, print or captioned non-print media and share experiences on laundering them. • in purposive groups, learners are guided to watch a clip or observe a demonstration on how to launder a cotton item and record the steps of each procedure. (white and fast coloured cotton) arrange learners in a horseshoe seating arrangement to ensure all learners clearly see the demonstrations). • in purposive groups, learners are guided to describe how to launder a cotton item. • in pairs, learners are guided to launder a white and fast coloured cotton item 	How do laundering cotton items promote hygiene?

			<p>(t-shirts, shirts, table cloths, kitchen cloths).</p> <ul style="list-style-type: none"> • in purposive groups, learners are guided to practise laundering of white and fast coloured items at home to appreciate the importance of laundry work for personal hygiene. 	
<p>Core competencies: Learning to learn: The learner adopts learnt skills to launder personal items.</p>				
<p>Values:</p> <ul style="list-style-type: none"> • Responsibility: The learner takes care of the personal items and hygiene promotion by maintaining cleanliness. • Unity: The learner shares available resources when laundering white and fast coloured cotton items. 				
<p>Pertinent and contemporary issues: Personal hygiene: The learners practise laundering white and fast coloured items to appreciate the importance of laundry work for personal hygiene.</p>				
<p>Link to other subjects Science and Technology: The learner uses technology to identify suitable reagents to launder cotton clothes.</p>				
<p>Suggested learning resources:</p> <ul style="list-style-type: none"> • Cotton clothes-white, fast coloured, • Detergents, bar soap, • Clean water • Drying rack, drying lines, pegs, • Buckets, basins • Print and non-print materials, • Digital devices 				

SUGGESTED ASSESSMENT RUBRIC.

Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to sign terms related to hygiene practices.	Signs terms related to hygiene practices with precise articulation.	Signs terms related to hygiene practices items.	Signs terms related to hygiene practices with notable inconsistencies in articulation.	Signs terms related to hygiene practices notable inconsistencies in accuracy and articulation.
Ability to practise good grooming as a daily health habit	Practises good grooming as a daily health habit consistently.	Practises good grooming as a daily health habit.	Practises good grooming as a daily health habit but with inconsistencies.	Practises good grooming as a daily health habit with some untidiness.
Ability to clean different types of surfaces in the home environment.	Cleans different types of surfaces in the home environment and guides peers.	Cleans different types of surfaces in the home environment.	Cleans different types of surfaces in the home environment with few notable steps skipped in the procedures.	Cleans different types of surfaces in the home environment but has many notable skipped steps in the procedures.
Ability to launder a cotton item for personal hygiene.	Launders a cotton item for personal hygiene and gives rationale for the steps in the procedure.	Launders a cotton item for personal hygiene.	Launders a cotton item for personal hygiene but misses a few steps.	Launders a cotton item for personal hygiene but misses several steps.
Ability to exhibit responsibility in hygiene practices	Exhibits more than three aspects of responsibility in hygiene practices adopts them as a way of life and advocates for the	Exhibits three aspects of responsibility (care for self, own property and others, observes safety and is self-	Exhibits two aspects of responsibility (care for self, own property and others, observes safety and is self-directed) in hygiene practices	Exhibits aspects of responsibility (care for self, own property and others, observes safety and is self-directed) in hygiene practices

	same, consequently influencing family and peers positively.	directed) in hygiene practices	however, occasionally deviates from the practices. .	however, constantly deviates from the practices.
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4.0 PRODUCTION TECHNIQUES

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
PRODUCTION TECHNIQUES	4.1 Repairing garments (11 lessons)	<p>By the end of the sub strand the learner should be able to:</p> <ul style="list-style-type: none"> a) sign terms related to repairing garments for learning, b) identify stitches used in repairing garment, c) make samples of stitches used to repair garments, d) use the stitches to repair gapping seam, e) adopt the stitches to repair garments. 	<ul style="list-style-type: none"> • in purposive groups, learners are guided to watch video clips or observe a demonstration on how to sign terms related to repairing garments for learning, • in pairs, learner is guided to fingerspell and sign vocabulary related to repairing garments. • in purposive groups, learners use pictures, sample garments, video clips and charts to identify stitches such as back stitch and running stitch used in repairing garments. • in purposive groups, learners are guided to search for signs of the terms related to repairing garments. • in purposive groups, learners are guided to observe step by step pictorial illustrations, watch captioned video clips/animations or observe demonstrations by the teacher on making running stitches and back stitches. • in purposive groups, learners are guided are guided to make 	<ol style="list-style-type: none"> 1. How can we repair garments? 2. Why is it important to repair garments?

			<p>samples of running and back stitches.</p> <ul style="list-style-type: none"> • in purposive groups, learners are guided to use back stitch and running stitch to repair gapping seam. • in purposive groups, learners are guided to make use of back stitches and running stitches to repair their daily wear. 	
<p>Core competencies: Critical thinking and Problem solving: The learner uses own ideas to repair their garments using the stitches learnt.</p>				
<p>Values: Responsibility: The learner takes care of their clothes by maintaining them in good conditions.</p>				
<p>Pertinent and contemporary issues:</p> <ul style="list-style-type: none"> • Financial literacy: The learner saves costs of repairs. • Life skills: The learner adopts the stitches to repair their daily wear. 				
<p>Link to other subjects: Creative arts: The learners apply the same skills learnt in creative arts to do stitching while repairing garments.</p>				
<p>Suggested learning resources:</p> <ul style="list-style-type: none"> • Needles and thread • Sample garments with backstitches and running stitches, • Print and no print media • Digital devices. 				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
PRODUCTION TECHNIQUES	4.2 Constructing vertical and horizontal garden (14 lessons)	<p>By the end of the sub strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) articulate signs of vocabulary related to vertical and horizontal gardens for learning, b) distinguish between horizontal and vertical innovative gardening, c) construct vertical and horizontal gardens for growing crop, d) adopt the use of vertical and horizontal gardens in growing crops. 	<ul style="list-style-type: none"> • In purposive groups, earners are guided to search for signs of vocabulary related to vertical and horizontal gardens, • in pairs, learners are guided to fingerspell and sign vocabulary related to vertical and horizontal gardens for learning. • in pairs, learners are guided to observe stimulus materials (captioned video clips/animations, pictures, photographs) on innovative gardening practices showing various crops in innovative gardens (vertical and horizontal gardens). • in purposive groups, learners are guided to use print and non-print media to search for the differences between to horizontal and vertical innovative gardening from the videos watched and pictures observed. • in purposive groups, learners are guided to observe signed/captioned video clips/animated presentations or demonstrations by the teacher to 	How can gardening be done on vertical and horizontal spaces?

			<p>construct vertical and horizontal gardens for growing crops. Ensure all the learners can clearly observe the demonstrations.</p> <ul style="list-style-type: none"> • in purposive groups, learners use sacks, plastic bottles, walls, plastic pipes among others to construct vertical and horizontal gardens for growing crops. • in purposive groups, learners use the vertical and horizontal gardens to grow appropriate crops. 	
<p>Core competencies:</p> <ul style="list-style-type: none"> • Creativity and imagination: The learner uses locally available materials to creatively design and construct the gardens. • Critical thinking and problem solving: The learners solve pertinent problems of space by use of <i>sacks, plastic bottles, walls, plastic pipes</i> among others to construct vertical and horizontal gardens for growing crops. 				
<p>Values:</p> <p>Unity: The learner enhances the spirit of teamwork by collaborating with peers to construct vertical and horizontal gardens for growing crops.</p>				
<p>Pertinent and contemporary issues:</p> <p>Environmental Education: Planting and tending for plants; The learner constructs and tends for the gardens.</p>				
<p>Link to other subjects:</p> <p>Mathematics: The learner uses mathematical skills to make the horizontal and vertical constructions.</p>				

SUGGESTED ASSESSMENT RUBRIC.

Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to sign terms related to production techniques	Signs variety of terms related to production techniques with precise articulation and displays deep knowledge of the concepts by explaining their meanings.	Signs terms related to production techniques	Signs terms related to production techniques with notable inconsistencies in articulation.	Signs terms related to production techniques with notable inconsistencies in accuracy and articulation.
Ability to use the stitches to repair gapping seam	Uses the stitches that are strong, even, neat and invisible from the right side of the garment to repair gapping seams.	Uses the stitches to repair gapping seam	Uses the stitches to repair gapping seam with few notable mistakes in evenness, strength and neatness	Uses the stitches to repair gapping seam but has major notable mistakes in evenness, strength and neatness.
Ability to construct vertical and horizontal gardens for growing crop	Constructs vertical and horizontal gardens for growing crops with accuracy and precision.	Constructs vertical and horizontal gardens for growing crop	Constructs vertical and horizontal gardens for growing crops but misses some steps of the processes.	Constructs vertical and horizontal gardens for growing crops but has many notable missed steps of the process.
Ability to exhibit unity in carrying out various production techniques.	Exhibits three aspects of unity (team spirit, shares available resources and collaborates with others) in various production techniques, adopts them as a way of life and advocates	Exhibits aspects of unity (team spirit, shares available resources and collaborates with others) in various production techniques.	Exhibits aspects of unity (team spirit, shares available resources and collaborates with others) in various production techniques with occasional inconsistencies in their behaviour	Exhibits aspects of unity (team spirit, shares available resources and collaborates with others) in various production techniques with constant inconsistencies in their

	for the same, consequently influencing family and peers positively.		sometimes causing friction with peers.	behaviour frequently causing friction with peers.
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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)
- Adapt the resources required to fit learners with hearing impairment.
- 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
1.0 Conservation of Resources	<ul style="list-style-type: none"> – Observation of learning – Tests (written, signed and oral) – Project 	<ul style="list-style-type: none"> - Captioned non print media, Signs dictionary, Captioned videos, Resource persons, Suitable organic materials for composting such as slashed vegetation, kitchen wastes and animal wastes, digging tools such as 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 scarecrow such as sticks or pieces of timber, nails, threads and wires, stuffing materials and old clothes, wild animal repellents 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. 	<p>Collect suitable composting materials from the environment,</p> <ul style="list-style-type: none"> – visit gardens in the neighbourhood to – observe water conservation measures 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. – Learners debate on advantages and disadvantages of fuels. – Making exhibitions of fuel saving energy cookers, improvised baking ovens, simple hand washing facilities, deterrents
2.0 Food Production Processes	<p>Observation of learning</p> <ul style="list-style-type: none"> – Tests (written, signed and oral) 	<ul style="list-style-type: none"> - Captioned non print media, Signs dictionary, Captioned videos, Resource persons, Container or ground gardens/ open spaces for gardening, tiny seeds 	<p>Participate in 4k clubs, ASK shows and famer’s days</p>

	<ul style="list-style-type: none"> – Project 	<p>such as carrots and millet, garden tools and equipment such as 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 (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, netting materials, improvised baking equipment,</p>	<ul style="list-style-type: none"> – 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 others on use and care of kitchen equipment.
3.0 Hygiene Practices	<p>Observation of learning</p> <ul style="list-style-type: none"> – Tests (written, signed and oral) – Project 	<ul style="list-style-type: none"> - Captioned non print media, Signs dictionary, Captioned videos, Resource persons, 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, 	<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 sign sing <i>Usafi</i> songs and poems on good grooming.

		<p>tiled, earthen and wooden),fast and white coloured items, clothe lines, pegs. Stain removal agents</p>	
<p>4.0 Production Techniques</p>	<p>Observation of learning</p> <ul style="list-style-type: none"> - Tests (written, signed and oral) - Project 	<ul style="list-style-type: none"> - Captioned non print media, Signs dictionary, Captioned videos, Resource persons, Needle work tools such as needles, crocheting hooks, scissors, tape measures, sewing thread, yarn, dress maker pins, fabric, pin cushion, thimbles., 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 crocheted items.