



**KENYA INSTITUTE OF CURRICULUM DEVELOPMENT**

A skilled and Ethical Society

**UPPER PRIMARY SCHOOL CURRICULUM DESIGN**

**AGRICULTURE AND NUTRITION**

**GRADE 6**

First Published 2017

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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-fulfilment**

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

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

## 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
<b>Total</b>		<b>35</b>

## **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 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.

## **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 GRADE 6

<b>S/N</b>	<b>STRANDS</b>	<b>SUB STRANDS</b>
<b>1.0</b>	<b>Conservation of Resources</b>	1.1 Controlling Soil Erosion
		1.2 Conserving Water: Seedbeds
		1.3 Conserving wild animals: Using Physical Deterrents
<b>2.0</b>	<b>Food Production Processes</b>	2.1 Rearing Small Domestic Animals
		2.2 Preserving Crop Products: Fruits and Vegetables
		2.3 Stewing and Baking Food
<b>3.0</b>	<b>Hygiene Practices</b>	3.1 Body Cleanliness
		3.2 Laundry: Stain Removal
<b>4.0</b>	<b>Production Techniques</b>	4.1 Crocheting of PPEs
		4.2 Constructing Moist Bed Garden

## 1.0 CONSERVATION OF RESOURCES

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Suggested key inquiry questions
<b>1.0 Conservation of Resources</b>	<b>1.1 Controlling Soil Erosion</b>  (11 lessons)	By the end of the sub strand the learner should be able to: 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"> <li>• Watch video clip or photographs or visit to observe types of soil erosion.</li> <li>• Demonstrate how to control various types of soil erosion (gulley, rill, splash and sheet erosion).</li> <li>• Discuss and make class presentations on importance of controlling soil erosion to conserve soil in their environment.</li> <li>• Develop problem solving skills while demonstrating soil erosion control; patriotism as they show concern for environmental conservation in the community</li> </ul>	How does erosion control conserve the environment?
<b>Core Competencies:</b> Critical thinking and problem solving: evaluation and decision making skills as learners explore appropriate ways of controlling soil erosion.				
<b>Values:</b> Responsibility: proactively solving problems by taking appropriate measures to control soil erosion.				
<b>Pertinent and contemporary issues:</b> 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.

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Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Suggested key inquiry questions
<b>1.0 Conservation of Resources</b>	<b>1.2 Conserving Water: Seedbeds</b>  (11 lessons)	By the end of the sub strand the learner should be able to: a) Identify types of seedbeds that conserve soil moisture b) Prepare different types of seedbeds that conserve soil moisture c) Appreciate importance of conserving moisture in a seedbed to increase chances of plants growth.	Learners are guided to: <ul style="list-style-type: none"> <li>• Watch video clips, photographs, visit sites or on various types of seedbeds that conserve moisture such as sunken bed, moisture bed, and shallow pits.</li> <li>• Prepare seedbeds that conserve moisture (<i>sunken seedbed and shallow pit</i>).</li> <li>• Utilize the sunken seedbed and shallow pits to appreciate the importance moisture conservation.</li> <li>• Develop problem solving skills as they conserve soil moisture; value of social justice while sharing tasks; and awareness that water is a scarce resource in the environment</li> </ul>	How can we prepare a seedbed to conserve moisture?
<b>Core Competencies:</b> Critical thinking and problem solving: open mindedness and creativity as learners look for possibilities for conserving soil moisture.				
<b>Values:</b> Social justice: fairness and justice as learners share tasks and responsibilities in preparation of seedbeds.				
<b>Pertinent and contemporary issues:</b> Conservation of resources as learners conserve water through preparation of water conserving seedbeds.				
<b>Link to other subjects:</b> Learners relate conservation of soil moisture to farming activities learnt in social studies.				

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Suggested key inquiry questions
<b>1.0 Conservation of Resources</b>	<b>1.3 Conserving wild animals: Using Physical Deterrents</b>  (10 lessons)	By the end of the sub strand the learner should be able to: <ol style="list-style-type: none"> <li>a) Identify deterrents that can keep off from crop and domestic animals</li> <li>b) Establish deterrents to keep off wild animals from destroying crops and domestic animals</li> <li>c) Acknowledge the importance of deterrents in conserving wild animals in safeguarding crops and domestic animals.</li> </ol>	Learners are guided to: <ul style="list-style-type: none"> <li>• Search for information on physical deterrents search such as mesh fences, thorny fences, safe traps, innovative lights, innovative sounds, and deflectors.</li> <li>• Select and establish a deterrent applicable in their local context.</li> <li>• Discuss with a resource person on the use of physical deterrents to acknowledge the importance of conserving wild animals in safeguarding crops and domestic animals.</li> <li>• Develop creativity skills in determining an applicable deterrent to solve animal menace; compassion and care for the wild animals; and skills for animal protection to conserve biodiversity.</li> </ul>	How can wild animals be kept away from crops and domestic animals?
<b>Core Competencies:</b> Creativity and imagination: exploration skills as learners seek new ideas to establish physical deterrents against wild animals that destroy crops and domestic animals.				

<b>Values:</b> Patriotism: consciousness of social and moral duties to conserve wild animals and promote biodiversity.
<b>Pertinent and contemporary issues:</b> Protection of biodiversity against extinction by deterring them without killing them.
<b>Link to other subjects:</b> Learners relate conservation of wild animals through use of deterrents to knowledge on importance of wildlife learnt in social studies.

### Assessment rubric

<b>Indicator</b>	<b>Exceeds expectation</b>	<b>Meets expectation</b>	<b>Approaches expectation</b>	<b>Below expectation</b>
Ability to describe how to conserve resources.	Describes three ways (soil erosion control, water conserving seedbed, physical deterrents to control wild animals) of conserving resources with exemplified details.	Describes three ways (soil erosion control, water conserving seedbed, physical deterrents to control wild animals) of conserving resources.	Describes at least two ways (soil erosion control, water conserving seedbed, physical deterrents to control wild animals) of conserving resources.	Describes less than two ways (soil erosion control, water conserving seedbed, physical deterrents to control wild animals) of conserving resources.
Ability to conserve resources	Carries out conservation of resources using three ways (soil erosion control, water conserving seedbed,	Carries out conservation of resources using three ways (soil erosion control, water	Carries out conservation of resources using at least two ways (soil erosion control, water conserving seedbed, physical	Carries out conservation of resources using less than two ways (soil erosion control, water conserving seedbed, physical

	physical deterrents to control wild animals) through both conventional and innovative practices.	conserving seedbed, physical deterrents to control wild animals).	deterrents to control wild animals).	deterrents to control wild animals).
Exhibits patriotism in conservation of resources.	Exhibits more than three indicators of patriotism (effort to serve school community, obey group norms, aware of own responsibility) in conserving resources.	Exhibits three indicators of patriotism (effort to serve school community, obey group norms, aware of own responsibility) in conserving resources.	Exhibits at least two indicators of patriotism (effort to serve school community, obey group norms, aware of own responsibility) in conserving resources.	Exhibits less than two indicators of patriotism (effort to serve school community, obey group norms, aware of own responsibility) in conserving resources.

## 2.0 FOOD PRODUCTION PROCESSES

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Suggested key inquiry questions
<b>2.0 Food Production Processes</b>	<b>2.1 Rearing Small Domestic Animals</b>  (12 lessons)	By the end of the sub strand the learner should be able to: 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"> <li>• Share experiences on routine practices in rearing of small domestic animals.</li> <li>• Rear small domestic animal <i>such as rabbits and guinea pig</i> to practice routine practices such as housing, feeding, watering, sanitation and parasite control.</li> <li>• Develop self-realization and confidence as they rear small domestic animals; integrity in fair allocation of resources and tasks; and observe animal welfare while handling the animals in the rearing project.</li> </ul>	How does rearing of animal contribute to food production?
<b>Core Competencies:</b> Self-efficacy: self-realization and confidence as learners rear small domestic animals such as rabbits for food production.				
<b>Values:</b> Integrity: fairness in allocation of resources and tasks in the project for rearing small domestic animals.				
<b>Pertinent and contemporary issues:</b> Animal welfare in the handling and caring for small domestic animals.				
<b>Link to other subjects:</b> Learners relate rearing of small domestic animals to knowledge of farming as a socio-economic activity learnt in social studies.				



Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Suggested key inquiry questions
<b>2.0 Food Production Processes</b>	<b>2.2 Preserving Crop Products: Fruits and Vegetables</b>  <b>(11 lessons)</b>	By the end of the sub strand the learner should be able to: a) Describe how to preserve and store fruits and vegetables at home b) Preserve fruits and vegetables using drying method c) Adopt preservation and storage of fruits and vegetables to reduce food wastage.	Learners are guided to: <ul style="list-style-type: none"> <li>• Watch video clips or listen to resource person and share experiences on how to preserve fruits and vegetables using sun-drying methods.</li> <li>• Preserve fruits or vegetables using drying method.</li> <li>• Adopt preservation and storage of fruits and vegetables at home to reduce food wastage.</li> <li>• Develop problem solving skills as they preserve fruits and vegetables to reduce wastage; integrity by observing hygienic and safe methods of preservation; and food security as a social concern to ensure constant supply of fruits and vegetables.</li> </ul>	How does preservation of fruits and vegetables enhance food security?
<b>Core Competencies:</b> Critical thinking and problem solving: evaluation and decision making skills as learners explore ways of preserving fruits and vegetables to prevent spoilage.				
<b>Values:</b> Integrity: choosing to do the right thing and being honest by observing ethical, hygienic and safe methods of preserving fruits and vegetables.				
<b>Pertinent and contemporary issues:</b> 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.

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Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Suggested key inquiry questions
<b>2.0 Food Production Processes</b>	<b>2.3 Stewing and Baking Food</b>  ( 13 lessons)	By the end of the sub strand the learner should be able to: a) Describe stewing and baking as methods of cooking b) Cook food using stewing and baking methods c) Embrace stewing and baking in food production.	Learners are guided to: • Watch video clip or demonstration on stewing and baking methods of cooking. • Cook and serve foods prepared through stewing and baking (rubbing-in method). • Develop learning to learn while working cautiously to stewing and baking processes; responsibility by following cooking steps; and observe safety measures while working with fire and steam.	1. How can we cook foods using baking methods? 2. How can we cook foods using stewing methods?
<b>Core Competencies:</b> Learning to learn: reflection of own learning to apply stewing and baking of foods.				
<b>Values:</b> Integrity: prudent use of resources and application of laid down procedure in stewing and baking foods.				
<b>Pertinent and contemporary issues:</b> Safety of self and others while working with fire and steam in cooking foods.				
<b>Link to other subjects:</b> Learners relate measuring of ingredients for baking to measurement of weights learnt in Mathematics.				

**Assessment rubric**

<b>Indicator</b>	<b>Exceeds expectation</b>	<b>Meets expectation</b>	<b>Approaches expectation</b>	<b>Below expectation</b>
Ability to describe food production processes	Describes three food production processes (rearing domestic animals, preserving fruits and vegetables, cooking by stewing and baking foods) with illustrative details.	Describes three food production processes (rearing domestic animals, preserving fruits and vegetables, cooking by stewing and baking foods).	Describes two food production processes (rearing domestic animals, preserving fruits and vegetables, cooking by stewing and baking foods).	Describes less than two food production processes (rearing domestic animals, preserving fruits and vegetables, cooking by stewing and baking foods).
Ability to carry out	Carries out conservation of resources using three ways (soil erosion control, water conserving seedbed, physical deterrents to control wild animals) through both conventional and innovative practices.	Carries out conservation of resources using three ways (soil erosion control, water conserving seedbed, physical deterrents to control wild animals).	Carries out conservation of resources using at least two ways (soil erosion control, water conserving seedbed, physical deterrents to control wild animals).	Carries out conservation of resources using less than two ways (soil erosion control, water conserving seedbed, physical deterrents to control wild animals).
Exhibits patriotism in conservation of resources.	Exhibits more than three indicators of patriotism (effort to serve school community, obey group norms, aware of own responsibility) in conserving resources.	Exhibits three indicators of patriotism (effort to serve school community, obey group norms, aware of own responsibility) in conserving resources.	Exhibits at least two indicators of patriotism (effort to serve school community, obey group norms, aware of own responsibility) in conserving resources.	Exhibits less than two indicators of patriotism (effort to serve school community, obey group norms, aware of own responsibility) in conserving resources.

### 3.0 HYGIENE PRACTICES

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Suggested key inquiry questions
<b>3.0 Hygiene Practices</b>	<b>3.1 Body Cleanliness</b>  <b>(9 lessons)</b>	By the end of the sub strand the learner should be able to: a) Describe practices that enhance body cleanliness as habits b) Adopt body cleanliness as a health routine. c) Recognize importance of body cleanliness as a healthy habit.	Learners are guided to: <ul style="list-style-type: none"> <li>• Discuss and share experiences on body cleanliness practices (<i>managing sweat, acnes and pimples, menstrual hygiene and care of pubic parts</i>) that enhance personal hygiene.</li> <li>• Embrace applicable good routines that suit their body cleanliness</li> <li>• Discuss the importance of body cleanliness as a healthy habit.</li> <li>• Develop self-confidence while maintaining personal cleanliness; tolerance for others while appreciating their differences; and promote preventive health by adopting body cleanliness practices.</li> </ul>	How does body cleanliness enhance personal hygiene?
<b>Core Competencies:</b> Self-efficacy: self-confidence skills while learners maintain personal cleanliness as a health habit.				
<b>Values:</b> Peace: tolerance for others while learners appreciate their personal and preferential differences relating to body cleanliness.				
<b>Pertinent and contemporary issues:</b> Personal hygiene as learners adopt body cleanliness practices.				
<b>Link to other subjects:</b> 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
<b>3.0 Hygiene Practices</b>	<b>3.2 Laundry: Stain Removal</b>  (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"> <li>• Use digital resources and sample articles to identify common stains (<i>blood and grass</i>) on clothing and household articles.</li> <li>• Carry out removal of common stains (<i>blood and grass</i>) on clothing and household articles.</li> <li>• Practise and adopt stain removal for personal hygiene.</li> <li>• Demonstrate learning to learn as they adopt different ways of removing stains; responsibility as they take care of their clothes; and personal hygiene as they maintain cleanliness.</li> </ul>	How does stain removal enhance personal hygiene?
<b>Core Competencies:</b>				
Learning to learn: researching skills as learners identify and use different ways of removing stains.				
<b>Values:</b>				
Responsibility: proactive engagement skills by removing stains to maintain cleanliness.				
<b>Pertinent and contemporary issues:</b>				
Personal hygiene as learners maintain cleanliness by removing stains from their clothes.				
<b>Link to other subjects:</b>				

Learners relates removal of stains on cloths to knowledge of solvents learnt in science and technology.

### Assessment rubric

<b>Indicator</b>	<b>Exceeds expectation</b>	<b>Meets expectation</b>	<b>Approaches expectation</b>	<b>Below expectation</b>
Ability to describe hygiene practices that enhance appearance.	Describes two hygiene practices (body cleanliness and stain removal) with elaborate details.	Describes two hygiene practices (body cleanliness and stain removal) that enhance appearance.	Describes one hygiene practice (body cleanliness and stain removal) that enhance appearance.	Partially describes hygiene practices (body cleanliness and stain removal) that enhance appearance.
Ability to apply hygiene practices that enhance appearance	Applies two hygiene practices (body cleanliness and stain removal) 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 one hygiene practice (body cleanliness or stain removal) with specific guidance.
Ability to demonstrate responsibility in applying hygiene practices that enhance appearance.	Demonstrates three aspects of responsibility (care for own items, proactively solve problems and respecting other person's items) while practicing hygiene and shows qualities of leadership in tasks.	Demonstrates three aspects of responsibility (care for own items, proactively solve problems and respecting other person's items) while practicing hygiene.	Demonstrates two aspects of responsibility (care for own items, proactively solve problems and respecting other person's items) while practicing hygiene.	Demonstrates less than two aspects of responsibility (care for own items, proactively solve problems and respecting other person's items) while practicing hygiene.

#### 4.0 PRODUCTION TECHNIQUES

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Suggested key inquiry questions
<b>4.0 Production Techniques</b>	<b>4.1 Crocheting of PPEs</b>  (16 lessons)	By the end of the sub strand the learner should be able to: a) Identify crocheting stitches in making household article. b) Use crocheting stitches to make a household article c) Adopt use of crocheting stitches in making household articles.	Learners are guided to: <ul style="list-style-type: none"> <li>• Observe a demonstration by resource person, video clip or photographs to identify crocheting stitches (<i>single and double crochet stitches</i>) in making household article.</li> <li>• Use (<i>single or double crochet stitches</i>) to make articles such as personal protective equipment, mat, cleaning rug, and surface wipers.</li> <li>• Adopt use of crocheting stitches in making household articles used in their daily routines.</li> <li>• Develop creativity skills as they construct items using crocheting skills, integrity in the prudent use of resources; and financial literacy as they reduce expenses by constructing personal protective equipment.</li> </ul>	How can crocheting solve daily problems?
<b>Core Competencies:</b> Creativity and imagination: originality skills as learners develop crocheted PPE.				
<b>Values:</b> Integrity: prudent use of resources as the learners make household articles using crocheting stitches.				
<b>Pertinent and contemporary issues:</b>				



Financial literacy as learners save costs by constructing their own PPEs.				
<b>Link to other subjects:</b> Learners relate construction of PPEs by use of crocheting to artistic skills learnt in creative art.				
<b>Strand</b>	<b>Sub strand</b>	<b>Specific learning outcomes</b>	<b>Suggested learning experiences</b>	<b>Suggested key inquiry questions</b>
<b>4.0 Production Techniques</b>	<b>4.2 Constructing Moist Bed Garden  (15 lessons)</b>	By the end of the sub strand the learner should be able to: 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"> <li>• Search and share information on the meaning of moist bed garden.</li> <li>• Construct a moist bed (<i>sunken or raised moist bed</i>) using locally available materials.</li> <li>• Establish and grow a crop of their choice on a moist bed garden.</li> <li>• Develop communication skills as they search and share information on moist bed garden; respect while sharing the information; and environmental conservation skills by reusing locally available materials to construct moist bed gardens.</li> </ul>	How can construct a moist bed gardens to grow crops?
<b>Core Competencies:</b> Communication and collaboration: team work as learners share information on moist bed garden.				
<b>Values:</b> Respect: appreciation of diverse opinion as learners share information on moist bed garden.				
<b>Pertinent and contemporary issues:</b> 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.

**Assessment rubric**

<b>Indicator</b>	<b>Exceeds expectation</b>	<b>Meets expectation</b>	<b>Approaches expectation</b>	<b>Below expectation</b>
Ability to explain production techniques.	Explains two production techniques (crocheting in construction of clothing and construction of moist bed garden) with illustrative details.	Explains two production techniques (crocheting in construction of clothing and construction of moist bed garden).	Explains one production techniques (crocheting in construction of clothing and construction of moist bed garden).	Explains production techniques (crocheting in construction of clothing and construction of moist bed garden) with partial details.
Ability to use production techniques.	Uses two production techniques (item making by crocheting and construction of moist bed garden) with creative and innovative approaches.	Uses two production techniques (item making by crocheting and construction of moist bed garden).	Uses one production technique (item making by crocheting and construction of moist bed garden).	Uses production techniques (item making by crocheting and construction of moist bed garden) with outputs that require improvement.
Ability to demonstrate integrity in production.	Demonstrates more than three aspects of integrity (applies expected procedure, prudently uses resources and	Demonstrates three aspects of integrity (applies expected procedure, prudently uses resources and shows honesty) in the	Demonstrates two aspects of integrity (applies expected procedure, prudently uses resources and shows honesty) in the production techniques.	Demonstrates less than two aspects of integrity (applies expected procedure, prudently uses resources and shows

	shows honesty) in the production techniques.	production techniques.		honesty) in the production techniques.
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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:

<b>Steps in carrying out the integrated CSL activity</b>
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## 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**

<b>Strand</b>	<b>Suggested Assessment Methods</b>	<b>Suggested Learning Resources</b>	<b>Suggested Non-formal Activities</b>
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<p>Conservation of Resources</p>	<p>-Observation of learning -Tests (written and oral) -Project</p>	<p>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 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.</p>	<ul style="list-style-type: none"> <li>• Collect suitable composting materials from the environment,</li> <li>• Visit gardens in the neighbourhood to observe water conservation measure and integrated farming.</li> <li>• -learners to initiate soil conservation measures in the school based on common forms of erosion in the environment.</li> <li>• Learners to initiate water harvesting and conservation based on common form of water wastage points in the school.</li> <li>• Learners to initiate bird feeding table to attract and nourish wild birds using waste foods.</li> <li>• Learners debate on advantages and disadvantages of fuels.</li> <li>• Making exhibitions of fuel saving energy cookers, improvised baking ovens, simple hand washing facilities, deterrents</li> </ul>
<p>Food Production Processes</p>	<p>Observation of learning</p>	<p>Container or ground gardens/ open spaces, tiny seeds such as carrots and millet, garden tools and</p>	<ul style="list-style-type: none"> <li>• Participate in 4k clubs, ASK shows and famer's days</li> </ul>

	<p>-Tests (written and oral) -Project</p>	<p>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"> <li>• Learners make presentations in assemblies and open days on benefits of eating organically grown foods.</li> <li>• Learners create talking walls on various themes to educate the community</li> <li>• Create journals and logs on healthy eating habits.</li> <li>• Peer teach other on use and care of kitchen equipment.</li> </ul>
Hygiene Practices	<p>Observation of learning -Tests (written and oral)</p>	<p>Hand washing materials and equipment, variety of PPEs (gloves, masks, gumboots, head gear, overall,), Cleaning materials and</p>	<ul style="list-style-type: none"> <li>• Learners draw posters on washing of hands.</li> <li>• learners make leaky tins of tippy taps for washing hands and place</li> </ul>



	-Project	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	<p>them in the different types of the school compound.</p> <ul style="list-style-type: none"> <li>• Compose and sing <i>Usafi</i> songs and poems on good grooming.</li> </ul>
Production Techniques	<p>Observation of learning</p> <p>-Tests (written and oral)</p> <p>-Project</p>	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"> <li>• Use clubs to sensitize the school community on repair of garments.</li> <li>• Sensitize learners in health clubs on stain removal.</li> <li>• Draw pictures of different needle work tools.</li> <li>• Carry out an exhibition to display crocheted items.</li> </ul>

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