KENYA INSTITUTE OF CURRICULUM DEVELOPMENT
A Skilled and Ethical Society

PRIMARY SCHOOL CURRICULUM DESIGN

AGRICULTURE

GRADE 6

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FOREWORD

The Government of Kenya (GoK) 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 2018, 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 Kenya Institute of Curriculum Development (KICD) reviewed the curriculum and rationalised the number of learning areas in 2024. The review and rationalisation process was informed by several factors, among them, the recommendations of the Presidential Working Party on Education Reforms (PWPER) and reports of the continuous curriculum monitoring and evaluation activities.

The reviewed curriculum designs build on competencies attained earlier by learners. The designs prepare the learner for smooth transition to the next level. The designs will also afford the learner opportunities for developing requisite competencies and enable them to interact with other people and the environment around them.

The key components of the curriculum designs include the National Goals of Education, the essence statement, general and specific learning outcomes as well as the strands and sub strands. Suggested learning experiences, key inquiry questions, core competencies, Pertinent and Contemporary Issues (PCIs), values and assessment rubrics are also outlined in the curriculum designs.

It is expected that all Government agencies and other stakeholders in Education will use the designs to plan for the effective and efficient implementation of the Competency Based Curriculum.

Thank you.

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PREFACE

The Ministry of Education (MoE) rolled out the Competency Based Curriculum (CBC), nationally in 2019, following a national convention in 2017 where the *Basic Education Curriculum Framework* (BECF) was adopted by stakeholders and a national pilot of the curriculum in the Early Years of Education (EYE) in 2018. According to the UNESCO IBE requirements, a curriculum should be reviewed every five years. So, the review of CBC was due from 2023. In view of this, the reviewed curriculum designs will enhance the implementation of CBC since it corporates the lessons learnt from the implementation of CBC so far.

Consistent periodical review of the curriculum is also 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 producing an engaged, empowered and ethical citizen.

Therefore, the reviewed curriculum designs will facilitate the inculcation of core competencies in CBC, which are identified as: 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 strands and sub strands and other aspects of the CBC. The designs also outline suggested learning resources and varied assessment techniques. It is expected that the use of these designs will lead to enhanced learning outcomes at various levels, prepare the learner for smooth transition to subsequent grades and make learning enjoyable.

The MoE requests all stakeholders to keep giving feedback on the curriculum designs to inform the review during the next cycle.

Thank you.

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ACKNOWLEDGEMENT

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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	4
7.	Social Studies	3
8.	Creative Arts	6
9.	Pastoral/Religious Instruction Programme	1
Total		**35**

LEVEL LEARNING OUTCOMES FOR PRIMARY SCHOOL EDUCATION

By the end of Primary School Education, the learner should be able to:
 a) Use verbal and or non-verbal cues to convey information in varied contexts.
 b) Demonstrate mastery of number concepts to solve problems in day to day life.
 c) Use appropriate social skills, moral and religious values to positively impact the society.
 d) Develop individual talents and interests for self-efficacy.
 e) Make informed decisions as local and global citizens of a diverse, democratic society in an interdependent world.
 f) Devise innovative strategies for environmental conservation and sustainability.
 g) Apply digital literacy skills for learning and enjoyment.
 h) Appreciate Kenya's rich and diverse cultural heritage for harmonious living.

ESSENCE STATEMENT

Agriculture 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

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

NOTE:

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

1.0 CONSERVATION OF RESOURCES

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Suggested key inquiry question
1.0 Conservation of Resources	**1.1 Controlling Soil Erosion** (11 lessons)	By the end of the sub strand the learner should be able to: 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: • watch video clips or observe photographs or make field excursions to observe types of soil erosion, • demonstrate how to control various types of soil erosion *(gulley, rill, splash and sheet erosion)*, • discuss and make class presentations to appreciate the importance of controlling soil erosion to conserve soil in their environment.	How does erosion control conserve the environment?
Core Competencies: Critical thinking and problem solving: evaluation and decision making skills as learners explore appropriate ways of controlling soil erosion.				
Values: Responsibility: proactively solving problems by taking appropriate measures to control soil erosion.				
Pertinent and contemporary issues: Environmental awareness as learners undertake control of soil erosion in the school environment.				
Link to other learning areas: Learners relate control of soil erosion to knowledge on conservation of natural resources learnt in Social Studies.				

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Suggested key inquiry question
1.0 **Conservation of Resources**	1.2 **Conserving Water:** • *Sunken seedbed* • *Shallow pits* (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: • watch video clips or observe photographs or visit sites to observe sunken bed and shallow pits, • prepare seedbeds that conserve moisture *(sunken seedbed and shallow pit)*, • utilise the sunken seedbed and shallow pits to appreciate the importance of soil moisture conservation in crop production.	How can we prepare a seedbed to conserve moisture?

Core Competencies:
Critical thinking and problem solving: open mindedness and creativity as learners look for possibilities for conserving soil moisture.

Values:
Social justice: fairness and justice as learners share tasks and responsibilities in preparation of seedbeds.

Pertinent and contemporary issues:
Conservation of resources as learners conserve water through preparation of water conserving seedbeds.

Link to other learning areas:
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 question
1.0 Conservation of Resources	**1.3 Conserving Wild Animals** (10 lessons)	By the end of the sub strand the learner should be able to: a) identify deterrents that can keep off wild animals from crop and domestic animals, b) establish deterrents to keep off wild animals from destroying crops and domestic animals, c) acknowledge the importance of deterrents in conserving wild animals.	Learners are guided to: • search for information on physical deterrents search such as mesh fences, thorny fences, safe traps, innovative lights, innovative sounds, and deflectors, • select and establish a deterrent applicable in their local context, • discuss with a resource person the use of physical deterrents to acknowledge the importance of conserving wild animals in safeguarding crops and domestic animals.	How can wild animals be kept away from crops and domestic animals?

Core Competencies:
Creativity and imagination: exploration skills as learners seek new ideas to establish physical deterrents against wild animals that destroy crops and domestic animals.

Values:
Patriotism: consciousness of social and moral duties to conserve wild animals and promote biodiversity.

Pertinent and contemporary issues:
Protection of biodiversity against extinction by deterring them without killing them.

Link to other learning areas:
Learners relate conservation of wild animals through use of deterrents to knowledge on importance of wildlife learnt in Social Studies.

Suggested Assessment Rubric

Level / Indicator	Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Ability to describe ways of conserving resources in the environment. *(soil erosion control, water conserving seedbed, physical deterrents to control wild animals).*	The learner can identify the resource to be conserved, determine ways of conserving the resource, describe innovative ways of conserving the resource.	The learner can identify the resource to be conserved, determine ways of conserving the resource, describe ways of conserving the resource.	The learner can identify the resource to be conserved, determine ways of conserving the resource.	The learner can identify the resource to be conserved.
Ability to conserve resources in the environment: *(soil, water and wild animals).*	The learner can conserve *three* resources in the environment.	The learner can conserve *two* resources in the environment.	The learner can conserve *one* resource in the environment.	The learner can partially conserve *a* resource in the environment.
Ability to exhibits patriotism in conservation of resources. *(makes effort to serve school community, obey group norms, aware of own responsibility, respects fellow learners).*	The learners exhibits *four* indicators of patriotism while conserving resources in the environment.	The learners exhibits *three* indicators of patriotism while conserving resources in the environment.	The learners exhibits *two* indicators of patriotism while conserving resources in the environment.	The learners exhibits *less than two* indicators of patriotism while conserving resources in the environment.

2.0 FOOD PRODUCTION PROCESSES

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Suggested key inquiry question
2.0 Food Production Processes	**2.1 Rearing Small Domestic Animals** (12 lessons)	By the end of the sub strand the learner should be able to: 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: • share experiences on routine practices in rearing of small domestic animals, • rear small domestic animal *such as rabbits or guinea* pigs to practise routine practices such as housing, feeding, watering, sanitation and parasite control. • make presentations to advocate the rearing of small domestic animals that are used for food.	How does rearing of animals contribute to food production?
Core Competencies: Self-efficacy: self-realization and confidence as learners rear small domestic animals such as rabbits for food production.
Values: Integrity: fairness in allocation of resources and tasks in the project for rearing small domestic animals.
Pertinent and contemporary issues: Animal welfare in the handling and caring for small domestic animals.
Link to other learning areas: 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 question
2.0 Food Production Processes	**2.2 Preserving Crop Products** • *Fruits* • *Vegetables* (11 lessons)	By the end of the sub strand, the learner should be able to: a) describe how to preserve crop produce at home, b) preserve crop produce using drying method, c) adopt preservation crop produce to reduce food wastage.	Learners are guided to: • watch video clips or listen to resource person and share experiences on how to preserve fruits and vegetables using sun-drying method, • preserve fruits or vegetables using sun-drying method, • utilize sun-drying method in preservation of fruits and vegetables at home to reduce food wastage.	How does preservation of fruits and vegetables enhance food security?

Core Competencies:
Critical thinking and problem solving: evaluation and decision making skills as learners explore ways of preserving fruits and vegetables to prevent spoilage.

Values:
Integrity: choosing to do the right thing and being honest by observing ethical, hygienic and safe methods of preserving fruits and vegetables.

Pertinent and contemporary issues:
Food and nutrition security as learners preserve fruits and vegetables to avoid spoilage.

Link to other learning areas:
Learners relate the preserved parts of fruits and vegetables to the parts of plant learnt in Science and Technology.

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Suggested key inquiry questions
2.0 Food Production Processes	**2.3 Cooking Food** • *Stewing* • *Baking (rubbing-in method)* (13 lessons)	By the end of the sub strand the learner should be able to: a) describe different methods of cooking b) cook food using, different methods, c) embrace different methods of cooking in food production.	Learners are guided to: • watch video clips or observe demonstration on stewing and baking as methods of cooking, • cook foods using stewing and baking methods (rubbing-in method), • serve foods prepares using stewing and baking methods.	1. How can we cook foods by baking? 2. How can we cook foods by stewing?
Core Competencies: Learning to learn: reflection of own learning to apply stewing and baking of foods.				
Values: Integrity: prudent use of resources and application of laid down procedure in stewing and baking foods.				
Pertinent and contemporary issues: Safety of self and others while cooking food.				
Link to other learning areas: Learners relate measuring of ingredients for baking to measurement of weights learnt in Mathematics.				

Suggested Assessment Rubric

Level / Indicator	Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Ability to describe food production processes: *(rearing domestic animals, preserving fruits, preserving vegetable, Stewing foods and baking foods).*	The learner can describe *five* food production processes.	The learner can describe *four* food production processes.	The learner can describe *two to three* food production processes.	The learner can describe *less than two* food production processes.
Ability to carry out food production processes: *(rearing domestic animals, preserving fruits, preserving vegetable, Stewing foods and baking foods).*	The learner can carry out *five* food production processes.	The learner can carry out *four* food production processes.	The learner can carry out *two to three* food production processes.	The learner can carry out *less than two* food production processes.
Ability to progressively learn to learn in the food production tasks: *(Setting own target, prioritising tasks, approaching challenges positively, is attentive to details).*	The learner exhibits *four* indicators of learning to learn in food production tasks.	The learner exhibits *three* indicators of learning to learn in food production tasks.	The learner exhibits *two* indicators of learning to learn in food production tasks.	The learner exhibits *less than two* indicators of learning to learn in food production tasks.

3.0 HYGIENE PRACTICES

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Suggested key inquiry question
3.0 Hygiene Practices	**3.1 Good Grooming** • *Body cleaning* **(9 lessons)**	By the end of the sub strand the learner should be able to: a) describe practices that enhance body cleanliness, b) practice body cleanliness as a healthy habit, c) recognise importance of body cleanliness as a hygienic practice.	Learners are guided to: • discuss and share experiences on practices that enhance body cleanliness (*managing sweat, acnes and pimples, menstrual hygiene and care of pubic parts*) for personal hygiene, • embrace applicable good routines that suit their body cleanliness, • discuss the importance of body cleanliness as a hygienic habit.	How does body cleanliness enhance personal hygiene?
Core Competencies: Self-efficacy: self-confidence skills while learners maintain personal cleanliness as a healthy habit.				
Values: Peace: tolerance for others while learners appreciate their personal and preferential differences relating to body cleanliness.				
Pertinent and contemporary issues: Personal hygiene as learners adopt body cleanliness practices.				
Link to other learning areas: 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 question
3.0 Hygiene Practices	**3.2 Laundry: Stain Removal** (12 lessons)	By the end of the sub strand the learner should be able to: a) identify common stains on clothing and household articles, b) remove common stains from clothing and household articles, c) adopt stain removal for personal hygiene.	Learners are guided to: • use digital resources and sample articles to identify common stains *(blood and grass)* on clothing and household articles, • carry out removal of common stains *(blood and grass)* on clothing and household articles, • practise and adopt stain removal for personal hygiene.	How does stain removal enhance personal hygiene?

Core Competencies:
Learning to learn: researching skills as learners identify and use different ways of removing stains.

Values:
Responsibility: proactive engagement skills by removing stains to maintain cleanliness.

Pertinent and contemporary issues:
Personal hygiene as learners maintain cleanliness by removing stains from their clothes.

Link to other learning areas:
Learners relates removal of stains on cloths to knowledge of solvents learnt in Science and Technology.

Suggested Assessment Rubric

Level / Indicator	Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Ability to describe hygiene practices that enhance appearance.	Describes hygiene practices with exceptional clarity.	Describes hygiene practices with clarity.	Describes hygiene practices with some little information that require clarity.	Describes hygiene practices with lots of information that require clarity.
Ability to apply hygiene practices that enhance appearance: *(body cleanliness and stain removal).*	Applies two hygiene practices with attention to details.	Applies two hygiene practices (body cleanliness and stain removal) that enhance appearance.	Applies one hygiene practice (body cleanliness or stain removal) that enhance appearance.	Applies partially one hygiene practice (body cleanliness or stain removal) that enhance appearance.
Ability to show responsibility in applying hygiene practices that enhance appearance. *(care for own items, proactively solve problems, observes safety precautions and respecting other person's items).*	The learner shows *four* aspects of responsibility in applying hygiene practices that enhance appearance.	The learner shows *three* aspects of responsibility in applying hygiene practices that enhance appearance.	The learner shows *two* aspects of responsibility in applying hygiene practices that enhance appearance.	The learner shows *less that two* aspects of responsibility in applying hygiene practices that enhance appearance.

4.0 PRODUCTION TECHNIQUES

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Suggested key inquiry question
4.0 Production Techniques	**4.1 Crocheting Stitches** (16 lessons)	By the end of the sub strand the learner should be able to: a) identify crocheting stitches in making household articles, b) use crocheting stitches to make a household articles, c) adopt the use of crocheting stiches in making household articles.	Learners are guided to: • observe a demonstration by resource person, photographs, or watch video clip to identify crocheting stitches *(single and double crochet stitches)* in making household article, • use *(single or double crochet stitches)* to make articles such as mats, cleaning rug, and surface wipers, • construct articles using crocheting stitches and showcase the household articles to promote adoption in their daily routines.	How can crocheting reduce the cost of purchasing household articles?
Core Competencies to be developed: Creativity and imagination: originality skills as learners make household articles using crocheting stitches.				
Values: Integrity: prudent use of resources as the learners make household articles using crocheting stitches.				
Pertinent and contemporary issues: Financial literacy as learners save costs by constructing useable household articles using crocheting skills.				
Link to other learning areas: Learners relate construction of household articles made through crocheting to artistic skills learnt in Creative Arts.				

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Suggested key inquiry question
4.0 Production Techniques	**4.2 Constructing Moist Bed Garden** **(15 lessons)**	By the end of the sub strand the learner should be able to: 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: • search and share information on the meaning of moist bed garden, • construct a moist bed *(sunken or raised moist bed)* using locally available materials, • establish and grow a crop of their choice to embrace the use of moist bed garden.	How can we construct a moist bed gardens to grow crops?

Core Competencies:

Communication and collaboration: team work as learners share information on moist bed garden.

Values:

Respect: appreciation of diverse opinion as learners share information on moist bed garden.

Pertinent and contemporary issues:

Environmental conservation as learners use locally available materials to construct moist bed garden.

Link to other learning areas:

Learners relate skills used in construction of moist bed garden to craft skills learnt in Creative Arts.

Suggested Assessment Rubric

Indicator \ Level	Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Ability to describe production techniques: *(crocheting in construction of household items and construction of moist bed garden).*	The learner can describe production techniques with illustrative details.	The learner can describe production techniques.	The learner can describe production techniques with few missing details.	The learner can describe production techniques with lots of missing details.
Ability to use techniques in production processes: *(crocheting in construction of household items and construction of moist bed garden).*	The learner can identify requirements, assemble the requirements, construct the item and produce usable finished product.	The learner can identify requirements, assemble the requirements and construct the item.	The learner can identify requirements and assemble the requirements to use in the production techniques.	The learner can identify requirements to use in the production techniques.
Ability to exhibit integrity in production processes. *(applies expected procedure, prudently uses resources and shows honesty, has self-discipline in executing the task).*	The learner exhibits *four* aspects of integrity in production processes.	The learner exhibits *three* aspects of integrity in production processes.	The learner exhibits *two* aspects of integrity in production processes.	The learner exhibits *less than two* aspects of integrity in production processes.

ASSESSMENT METHODS, LEARNING RESOURCES AND NON-FORMAL ACTIVITIES

Strand	Suggested Assessment Methods	Suggested Learning Resources	Suggested Non-formal Activities
1.0 Conservation of Resources	Observation of learning. Tests (written and oral). Project.	Organic materials for composting (slashed vegetation, kitchen wastes and animal wastes). Gardening tools such as *jembes,* spade, hosepipe, containers like bottles, buckets and Jerrycans. Mulching materials such as dry grass and leaves. Cooking tools and equipment such as pans and *sufuria.*	• Clean-up activities to collect composting materials from the environment. • Initiating soil conservation activities in the school based on common forms of erosion in the environment. • Initiating water harvesting and conservation activities based on common form of water wastage points in the school. • Initiating installation of bird feeding table to conserve and nourish wild birds using waste foods.
2.0 Food Production Processes	Observation of learning Tests (written and oral) Project	Seedbeds (container or ground seedbeds). Assorted planting materials for crops such as carrots, millet, vegetables.	• Participate in 4k clubs, ASK shows and exhibitions. • Creating talking walls to sensitise the community. • Peer teaching other on use and care of kitchen equipment.

Strand	Suggested Assessment Methods	Suggested Learning Resources	Suggested Non-formal Activities
		Assorted planting materials for fruits and trees (seeds, seedlings, cuttings). Assorted gardening tools and equipment such as *pangas*, *jembes* and forked *jembes*, watering cans. Assorted kitchen tools and equipment *(cooking pans and pots, chopping boards, kitchen knife, wooden spoon, frying spoon)*. Source of energy for cooking. Assorted foodstuffs.	• Sensitization debates on conservative use of fuels. • Making exhibitions of fuel and energy saving equipment and cooking methods.

3.0 Hygiene Practices	Observation of learning Tests (written and oral) Project	Hand washing materials and equipment. Assorted PPEs (gloves, masks, gumboots, head gear). Cleaning materials and equipment such as buckets/basin, brooms, brushes. Assorted samples of clothing materials such as fast and white coloured items.	• Creating sensitization messages and talking walls. • Initiating handwashing points.
4.0 Production Techniques	Observation of learning Tests (written and oral) Project	Needle work tools and equipment such as needles, crocheting hooks, scissors, tape measures, sewing thread, yarn, dress maker pins, fabric, pin cushion, thimbles.	• Creating sensitisation messages and talking walls.

COMMUNITY SERVICE LEARNING (CSL)

CSL at Upper Primary (Grade 4, 5 and 6)

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

Steps in carrying out the integrated CSL activity

1)   Preparation

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

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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, 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.