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SENIOR SCHOOL CURRICULUM DESIGN

GRADE 10

HOME SCIENCE



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT
2024

DRAFT



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT
Nurturing Every Learner's Potential

SENIOR SCHOOL CURRICULUM DESIGN

GRADE 10

HOME SCIENCE

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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 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.

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.

LEARNING OUTCOMES FOR SENIOR SCHOOL

By the end of senior school, the learner should be able to:

1. Communicate effectively and utilise information and communication technology across varied contexts.
2. Apply mathematical, logical and critical thinking skills for problem solving.
3. Apply basic research and scientific skills to manipulate the environment and solve problems.
4. Exploit individual talents for leisure, self-fulfilment, career growth, further education and training.
5. Uphold national, moral and religious values and apply them in day to day life.
6. Apply and promote health care strategies in day to day life.
7. Protect, preserve and improve the environment for sustainability.
8. Demonstrate active local and global citizenship for harmonious co-existence.
9. Demonstrate appreciation of diversity in people and cultures.
10. Manage pertinent and contemporary issues responsibly.

THE SENIOR SCHOOL IN THE COMPETENCY BASED CURRICULUM (CBC)

Senior School is the fourth level of Basic Education in the Competency Based Curriculum (CBC) that learners shall come to after the Pre-Primary, Primary and Junior School (JS). The essence of Senior School is to offer learners a Pre- University/ Pre-career experience where the learners have an opportunity to choose pathways where they have demonstrated interest and/or potential at the earlier levels. Senior school comprises three years of education for learners in the age bracket of **15 to 18 years** and lays the foundation for further education and training at the tertiary level and the world of work. In the CBC vision, learners exiting this level are expected to be *engaged, empowered and ethical citizens* ready to participate in the socio-economic development of the nation.

At this level, learners shall take **SEVEN (07) learning areas (LAs)** as recommended by the *Presidential Working Party on Educational Reforms* (PWPER). These shall comprise **Four Compulsory** learning areas, and Three learning areas opted for by the learner according to their chosen Pathway. While English and Kiswahili are indicated as Compulsory, the learners who opt for these learning areas as their subjects of specialization shall go through a *differentiated curriculum* in terms of scope, experiences and assessment. Such learners shall; therefore, take *Advanced English* or *Kiswahili Kipevu* with additional two lessons. It is recommended that **AT LEAST TWO** learning areas should be from chosen Pathway. In exceptional cases, some learners may opt for **ONE** learning area from the chosen Pathway and a maximum of **TWO** learning areas from any of the three pathways; depending on the learner's career projections and with guidance by the principals at Senior School.

PROPOSED LIST OF SUBJECTS AT SENIOR SCHOOL

Compulsory Subjects	Science, Technology, Engineering & Mathematics (STEM)	Social Sciences	Arts & Sports Science
1. English 2. Kiswahili/KSL 3. Community Service Learning 4. Physical Education <i>NB: ICT skills will be offered to all students to facilitate learning and enjoyment</i>	5. Mathematics/Advanced Mathematics 6. Biology 7. Chemistry 8. Physics 9. General Science 10. Agriculture 11. Computer Studies 12. Home Science 13. Drawing and Design 14. Aviation Technology 15. Building and Construction 16. Electrical Technology 17. Metal Technology 18. Power Mechanics 19. Wood Technology 20. Media Technology* 21. Marine and Fisheries Technology*	22. Advanced English 23. Literature in English 24. Indigenous Language 25. Kiswahili Kipevu/Kenya Sign Language 26. Fasihi ya Kiswahili 27. Sign Language 28. Arabic 29. French 30. German 31. Mandarin Chinese 32. History and Citizenship 33. Geography 34. Christian Religious Education/ Islamic Religious Education/Hindu Religious Education 35. Business Studies	36. Sports and Recreation 37. <i>Physical Education (C)</i> 38. Music and Dance 39. Theatre and Film 40. Fine Arts

LESSON DISTRIBUTION AT SENIOR SCHOOL

The number of lessons in each of the compulsory learning areas shall be 4; while the optional areas shall be 6 lessons each. A lesson shall be 40 minutes. The "free" lessons shall be used for development of ICT skills, Pastoral Instruction Programme (PPI), projects, collaborative study and further reading.

ESSENCE STATEMENT

Home Science is a dynamic interdisciplinary field of study that seamlessly integrates elements from both science and art. Its aim is to empower learners with a comprehensive understanding of Foods and Nutrition, Home Management, and Clothing and Textiles. By nurturing their knowledge, skills, attitudes, and values, Home Science empowers learners to effectively address the diverse needs of the individual, family, and community.

Aligned to the social pillar of Kenya Vision 2030, Home Science underscores the pivotal roles of education, health, environment, gender equality, youth development, child welfare, housing, water, and sanitation. Within this framework, learners not only deepen their comprehension of resource conservation, food production, hygiene practices, and production techniques but also cultivate a deeper sense of responsibility towards societal well-being through knowledge and skills acquired in previous grades.

Furthermore, Home Science serves as a cornerstone for learners to explore and identify their unique talents and passions, potential careers, and opportunities to pursue further education and training. It lays a solid foundation for pathways into various fields such as Health, Nutrition and Dietetics, Food Science and Technology, Clothing and Textiles, Interior Design, Hospitality, Fashion, and Social Work. Competencies in Foods and nutrition will equip learners with abilities in meal planning, food preparation, cooking and service. Home management section will entail hygiene, laundry work, interior decoration, consumer education, maternal health and child care. The Clothing and Textiles component of Home Science is specifically designed to equip learners with essential skills pertaining to sewing tools, equipment, materials, textile fibers, and basic clothing construction processes.

In the senior school curriculum, learners are provided with opportunities to explore locally available materials while mastering the safe and proficient use of various tools and equipment essential for clothing construction processes, food preparation and home management. This hands-on approach not only enhances practical skills but also fosters creativity and innovation in utilizing indigenous resources effectively. Overall, Home Science serves as a foundational pillar for personal development, societal contribution, and career exploration in various related fields.

GENERAL LEARNING OUTCOMES

By the end of Senior School, the learner should be able to;

- a) Apply knowledge on nutritive value of food to prevent and manage nutritional deficiency diseases and disorders for healthy living.
- b) Utilise knowledge, skills and attitudes in meal planning, preparation, cooking, presentation and preservation of food for a healthy life.
- c) Exploit individual talents in food preparation, cooking and service for leisure, self-fulfillment and entrepreneurship.
- d) Develop skills for proper care of the home, care and maintenance of clothes and household articles in day-to-day life.
- e) Apply principles of consumer education for family financial management
- f) Choose fabrics for various uses based on their different characteristics.
- g) Apply various techniques in drafting and grading basic pattern blocks for constructing garments.
- h) Construct garments using various clothing construction techniques.
- i) Appreciate Home science as a subject and the role it plays in improving the life of an individual, family and the nation.

SUMMARY OF STRANDS AND SUB STRANDS

Strand	Sub Strand	Suggested Lesson Allocation
1.0 Foods and Nutrition	1.1 Overview of Foods and Nutrition	2
	1.2 kitchen Layouts and Equipment	14
	1.3 Food Hygiene and Safety	8
	1.4 Methods of Cooking	14
	1.5 Nutritive Value of Foods	12
2.0 Home Management	2.1 Hygiene During Puberty	4
	2.2 Safety in the Home	14
	2.3 Housing the Family	5
	2.4 Cleaning the House	14
	2.5 Laundry Work	12
	2.6 Consumer Education	4
3.0 Clothing and Textiles	3.1 Sewing Tools, Equipment and Materials	11
	3.2 Textile Fibres	12
	3.3 Clothing Construction Processes: Stitches	14
	3.4 Clothing Construction Processes: Seams	12
	3.5 Clothing Construction Processes: Management of Fullness	18
Total Number of Lessons		170

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

STRAND 1.0: FOODS AND NUTRITION

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Foods and Nutrition	1.1 Overview of Foods and Nutrition (2 lessons)	By the end of the sub strand the learner should be able to: a) explain the importance of foods and nutrition as an area of study in Home Science, b) identify careers related to foods and nutrition, c) appreciate the role of foods and nutrition in our day-to-day life.	The learner is guided to : <ul style="list-style-type: none"> • discuss the importance of foods and nutrition as an area of study in Home Science, • use digital and print resources to search for information on various career opportunities related to foods and nutrition • Participate in career talks in Clubs and Societies with peers, design a career wheel and mount it on the classroom wall. 	How can the knowledge of foods and nutrition inform career opportunities?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Learners display team work and are able to speak clearly and effectively while discussing the significance of foods and nutrition learnt in Home science. • Creativity and imagination: The Learner undertake tasks that show ability to use imagination to generate new ideas as they design a career wheel. 				
<p>Values: Respect: learner recognizes and respects the input of every member of the team as they discuss on the significance of foods and nutrition.</p>				
<p>Pertinent and Contemporary Issues (PCIs): Career guidance: Learners participate in career talks with peers to make informed decisions on their career pathway.</p>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Foods and Nutrition	1.2 Kitchen Layouts and Equipment (14 lessons)	By the end of the sub strand the learner should be able to: a) analyse kitchen layouts in the home, b) describe tools and equipment used in the kitchen, c) care for tools and equipment used in the kitchen, d) appreciate the importance of different layouts, tools and equipment in the kitchen.	The learner is guided to: <ul style="list-style-type: none"> • discuss and illustrate kitchen layouts used in the home (<i>L-shaped, U-shaped, Corridor, One wall, Island</i>) • brainstorm on factors to consider when choosing kitchen layouts, tools and equipment, • observe pictures or realia to identify and classify kitchen tools and equipment, • care for tools and equipment used in the kitchen (<i>use, clean and store</i>), according to their materials (<i>glass, wood, plastic, melamine, metals, earthenware</i>) • improvise kitchen tools and equipment using safe and locally available materials 	<ol style="list-style-type: none"> 1. How does a good kitchen layout enhance efficiency when working in the kitchen? 2. How do kitchen tools and equipment enhance effectiveness when working in the kitchen?
<p>Core Competencies to be developed: Learning to learn: The learner reflects on their own work while sketching different kitchen layouts, and as they improvise kitchen equipment.</p>				

Values:

- Responsibility: The learner cares for own equipment and those of others as they carry out cleaning and storage of the kitchen equipment.
- Unity: Learners promote teamwork as they carry out group tasks during research on materials used to make kitchen tools and equipment.

Pertinent and Contemporary Issues (PCIs):

Health education: Learners promote health when caring for kitchen tools and equipment through cleaning.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Foods and Nutrition	1.3 Food Hygiene and safety (8 lessons)	By the end of the sub strand the learner should be able to: a) explain the importance of hygiene and safety when handling food, b) differentiate between food spoilage and poisoning when handling food, c) apply hygiene practices when handling food, d) adopt high hygiene standards when handling food.	The learner is guided to: <ul style="list-style-type: none"> • discuss the importance of food hygiene and safety when handling food, • use digital and print resources to search for the difference between food spoilage and poisoning (<i>meaning, causes, signs, and prevention</i>) then share findings with peers Note: (<i>causes; chemicals, micro-organisms, poor storage, poor handling of food, pests and insects; signs; change in colour, change in texture, unpleasant smell, undesirable taste</i>) • observe spoilt food and identify signs of spoilage • practise hygiene when handling food. 	<ol style="list-style-type: none"> 1. Why is food spoilage and poisoning a concern when handling food? 2. How can we adopt safe habits and proper hygiene when handling food?
<p>Core Competencies to be developed: Critical thinking and problem solving: the learner evaluates and makes decisions on prevention of food spoilage through proper food handling.</p>				

Values:

Integrity: the learner applies laid down food hygiene procedures when handling food to promote safety.

Pertinent and Contemporary Issues (PCIs):

Health education: Learners promote health as they observe food hygiene practices and safety.

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Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0. Foods and Nutrition	1.4 Methods of Cooking (14 lessons)	By the end of the sub strand the learner should be able to: a) classify methods of cooking food, b) cook food using different methods, c) adopt use of different methods of cooking food.	The Learner is guided to: <ul style="list-style-type: none"> • discuss reasons for cooking food and present in class • use digital and print resources to search on the categories of methods of cooking, general rules, advantages and disadvantages. (<i>moist heat; boiling, stewing, steaming, poaching, frying, dry heat; roasting, grilling, baking</i>) • prepare (<i>cleaning, blending, kneading, mixing, cutting; chopping, slicing, peeling grating and dicing</i>) and cook food using the different methods, • observe safety while preparing and cooking food using the different methods. 	Why is knowledge on methods of cooking important?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Self-efficacy: Learners show a concerted attention to detail as they apply the knowledge of cooking methods to prepare food items. • Digital literacy: Learners use digital devices to effectively accomplish own tasks when they research on categories of cooking. 				

Values:

- Unity: Learners promote team work as they collaborate in accomplishing assigned tasks.
- Integrity: Learners use resources well as they cook food using the different cooking.

Pertinent and Contemporary Issues (PCIs):

- Health education: Learners are sensitised on health and nutrition issues as they discuss in groups reasons for cooking food and present in class.
- Safety: learners observe safety measures as they prepare and cook food.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Foods and Nutrition	1.5 Nutritive Value of Foods (12 lessons)	By the end of the sub strand the learner should be able to: <ol style="list-style-type: none"> a) Classify food nutrients according to the food groups, b) analyse the role of food nutrients in the body, c) plan meals from different food groups for proper nutrition, d) appreciate different foods from various food groups. 	The learner is guided to: <ul style="list-style-type: none"> • discuss and make presentations on classification of food nutrients (<i>carbohydrates, proteins, vitamins, fats, mineral salts</i>), their sources and functions and group them (<i>energy giving, protective, body building, Including dietary fibre and water</i>) • search for information from digital or print media, discuss with a resource person on fortification and enrichment of foods in improvement of nutritional value (<i>meaning, reasons for, relevant examples</i>), then write reports • search for information from digital media, print materials on nutritional deficiencies and disorders (<i>causes, prevention and management of nutritional deficiencies,</i>) 	<ol style="list-style-type: none"> 1. How does knowledge on food nutrients promote healthy eating habits? 2. why does the food you choose to eat affect your health?

			<ul style="list-style-type: none"> formulate meal plans using locally available foods to address nutritional deficiencies and disorders. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> Communication and collaboration: Learners display writing skills as they research and write a report on food nutrients Learning to learn: as learners carry out research on classes, functions and sources of food nutrients, and as they engage with the resource person. 				
<p>Values:</p> <ul style="list-style-type: none"> Patriotism: learners display awareness of their culture as they appreciate use of locally available foods when cooking Social justice: learners promote social justice as they share learning resources during research, and during cooking of meals. Unity: Learners promote teamwork and unity as they carry out group tasks on research and cooking of food. 				
<p>Pertinent and Contemporary Issues (PCIs): Health education: the learner gains knowledge in health and recognise the importance of food nutrients in prevention of nutritional deficiency diseases.</p>				

Suggested Assessment Rubric

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to examine careers associated with foods and nutrition	examine careers associated with foods and nutrition	examines careers associated with foods and nutrition	examine careers associated with foods and nutrition	examine careers associated with foods and nutrition
Ability to use and care for kitchen tools and equipment used in food production,	Applies four ways of using and caring for kitchen tools and equipment used in food production (<i>handling, cleaning, storage, maintenance</i>) correctly	Applies three ways of using and caring for kitchen tools and equipment used in food production (<i>handling, cleaning, storage, maintenance</i>)	Applies two ways of using and caring for kitchen tools and equipment used in food production (<i>handling, cleaning, storage, maintenance</i>)	Applies less than two ways of using and caring for kitchen tools and equipment used in food production (<i>handling, cleaning, storage, maintenance</i>) with observable areas for correction
Ability to apply hygiene practices when handling food	applies hygiene practices when handling food with observable attention to details.	applies hygiene practices when handling food.	applies hygiene practices when handling food with some observable areas for correction	applies hygiene practices when handling food with many observable areas for correction
Ability to cook food using different methods	Demonstrates three aspects while cooking food using different methods (<i>procedure, safety, quality results</i>)	Demonstrates three aspects while cooking food using different methods	Demonstrates two aspects while cook food using different methods (<i>procedure,</i>	Demonstrates less than two aspects cook food using different methods (<i>procedure, safety, quality</i>)

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
	with creativity and innovative approaches	<i>(procedure, safety, quality results)</i>	<i>safety, quality results)</i>	<i>results)</i> with areas that needs correction.
Ability to plan meals from different food groups for proper nutrition	Plans meals from different food groups for proper nutrition to include five aspects of a balanced meal (<i>energy giving, body building, protective, including roughage, liquid</i>) with observable attention to details.	plans meals from different food groups for proper nutrition to include three aspects of a balanced meal (<i>energy giving, body building, protective, including roughage, liquid</i>)	plans meals from different food groups for proper nutrition to include two aspects of a balanced meal (<i>energy giving, body building, protective, including roughage, liquid</i>)	plans meals from different food groups for proper nutrition to include less than two aspects of a balanced meal (<i>energy giving, body building, protective, including roughage, liquid</i>) with corrections to be made

STRAND 2.0: HOME MANAGEMENT

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Home Management	2.1. Hygiene During Puberty <ul style="list-style-type: none"> • <i>Personal hygiene for boys during puberty</i> • <i>Personal hygiene for girls during puberty(menstrual)</i> <p>(4 lessons)</p>	<p>By the end of the sub strand the learner should be able to:</p> <ol style="list-style-type: none"> a) explain personal hygiene practices during puberty, b) apply personal hygiene practices during puberty c) appreciate importance of personal hygiene during puberty 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • review the changes that occur in boys and girls during puberty (<i>Physical, Hormonal and Emotional</i>) • search for information on personal hygiene practices during puberty (boys and girls) • discuss measures for managing menstrual hygiene (<i>grooming, handling dignity kits, discomfort during menstruation</i>) • maintain a log on personal hygiene practices carried out during puberty 	<p>How can we maintain hygiene during puberty?</p>
Core Competencies to be developed				
<ul style="list-style-type: none"> • Communication and Collaboration: Learner speaks clearly when discussing the changes that occur in boys and girls during puberty • Self-efficacy : The learner documents their success in carrying out hygiene practices by preparing and maintaining a log 				
Values:				
<ul style="list-style-type: none"> • Unity: Learner cooperates with others as they discuss measures for managing menstrual hygiene 				

- Responsibility: The learner engages in assigned roles by preparing and maintaining a daily log on personal hygiene practices carried out during puberty

Pertinent and Contemporary Issues (PCIs):

Self-awareness: Learner become aware of themselves as they discuss the changes that occur in boys and girls during puberty

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Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Home Management	2.2 Safety in the Home <ul style="list-style-type: none"> • Safety precautions when carry out First Aid • Safe disposal of used First Aid materials <p>(14 lessons)</p>	<p>By the end of the sub strand the learner should be able to:</p> <ol style="list-style-type: none"> a) explain causes of accidents and injuries at home, b) describe contents of the First Aid kit, c) carry out First Aid for various injuries at home, d) Appreciate the importance of observing safety measures at home. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • Share experiences on causes of accidents and injuries that occur at home (<i>Include preventive measures</i>) • Search for the information on contents of the First Aid kit and their uses • Simulate First Aid for various injuries at home using an improvised or conventional kit(<i>burns, scalds, cuts and bruises, fractures, fainting, Sprains, drowning, Chocking Suffocation</i>) • safely dispose of used first aid materials 	<p>How can we ensure safety in the home?</p>
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Digital literacy: Learner uses digital devices to search for information on the contents of the First Aid kit • Critical thinking and problem solving: Learners evaluate and make decisions on First Aid items to improvise using locally available materials. 				
<p>Values:</p> <ul style="list-style-type: none"> • Integrity: Learners utilizes resources prudently when improvising the First Aid kit using locally available materials • Love: Learners portrays a caring attitude when carrying out First Aid for various injuries at home 				

Pertinent and Contemporary Issues (PCIs):

- First Aid: The learner is made aware of how to carry out First Aid for various injuries
- Waste Management: The learner disposes used First Aid materials appropriately

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Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Home Management	2.3 Housing the Family (5 lessons)	By the end of the sub strand the learner should be able to: a) explain reasons for housing the family, b) categorise houses found in the community, c) describe methods of housing the family, d) relate rooms to their functions in the house, e) appreciate room interrelationship when housing the family.	The learner is guided to: <ul style="list-style-type: none"> • deliberate on reasons for housing the family • discuss and make or draw models of different types of houses in the community using suitable locally available materials (<i>traditional and modern</i>) • Discuss methods of housing the family (<i>building, buying, renting</i>) factors to consider, advantages and disadvantages • watch video clips or use print resources on functions of different rooms in the house and their interrelationship • illustrate the interrelationship of rooms in the house 	<ol style="list-style-type: none"> 1. What does housing the family entail? 2. Why is room interrelationship in the house important?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Creativity and Imagination: Learner designs and prepares models of different types of houses in the community • Citizenship: Learner exhibits cultural awareness as they prepare models of traditional and modern houses. 				

Values:

- Respect: Learner understands and appreciates diversity in cultures as they model of different houses
- Patriotism: Learner is aware of their own culture as they discuss the types of houses in their community

Pertinent and Contemporary Issues (PCIs):

Cultural awareness: The learners are made aware of their cultures as they discuss and make models of different types houses

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Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Home Management	2.4 Cleaning the House <ul style="list-style-type: none"> • Reasons for cleaning • Choice, use and care of cleaning equipment and materials • Cleaning methods • Management of household waste • Safety precautions <p>(14 lessons)</p>	<p>By the end of the sub strand the learner should be able to:</p> <ol style="list-style-type: none"> a) explain reasons for cleaning the house, b) identify materials and equipment used in cleaning the house, c) manage waste in the home, d) clean different areas in the house using appropriate methods, e) appreciate living in a clean house 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • discuss and present in class the reasons for cleaning the house (<i>removal of loose and fixed dirt</i>) • search for information on materials and equipment used for cleaning the house - type, choice, use and care (<i>such as brooms, duster, dustpan, brushes, mops, basins, buckets, vacuum cleaner, squeegee</i>) • practise various methods of managing waste water in the home • improvise cleaning equipment and materials using locally available materials • use, clean and care for cleaning materials and equipment 	<ol style="list-style-type: none"> 1. How can we care for our house? 2. How does the type of dirt and choice of cleaning materials and equipment influence method of cleaning the house?

			<ul style="list-style-type: none"> • clean different areas using daily, weekly and special cleaning methods (<i>living room, dining room, bedroom, toilets/latrines, bathrooms/bath shelters, store/granary</i>) using appropriate methods (<i>sweeping, wiping, dusting, scrubbing, moping</i>) 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Communication and Collaboration: learner speaks clearly as they discuss and present in class reasons for cleaning the home • Learning to learn: Learner reflects on their own work after cleaning surfaces within the school using appropriate methods 				
<p>Values:</p> <ul style="list-style-type: none"> • Integrity: Learner applies laid down procedures when cleaning different surfaces within the school using appropriate methods • Social justice: learners share cleaning materials and tools equitably when cleaning different surfaces within the school 				
<p>Pertinent and Contemporary Issues (PCIs): Environmental conservation : Learner uses waste materials to make cleaning equipment and materials</p>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Home Management	2.5 Laundry work <ul style="list-style-type: none"> • <i>Laundry detergents and agents</i> • <i>Laundry tools and equipment</i> • <i>Laundry processes</i> • <i>Laundering of personal items</i> <p>(12 lessons)</p>	<p>By the end of the sub strand the learner should be able to:</p> <ol style="list-style-type: none"> a) classify detergents and agents and used in laundry work, b) describe the use of tools and equipment in laundry work, c) explain the processes used in laundry work, d) launder personal items following correct procedures, e) embrace importance of laundry work in day to- day- life. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • search for information and classify laundry detergents (<i>soaps and soapless detergents</i>) and agents (<i>water; soft and hard, fabric conditioners, bleaches, stain removers, stiffeners, laundry blue, organic solvents</i>) • observe pictures or watch video clips and discuss the use of laundry work tools and equipment (<i>classification, choice, use, care, safety precautions</i>) • practise the use and care for tools and equipment used in laundry work. • practice laundering of personal items using the appropriate processes. 	<ol style="list-style-type: none"> 1. How does the quality of a laundry detergent and agent affect laundry work? 2. Why is laundry work important?

Core Competencies to be developed:

- Digital literacy: learner uses digital devices to search for information on the use of laundry work tools and equipment.
- Self-efficacy: Learner practises the use and care of laundry work tools and equipment

Values:

- Peace: learner respects others' opinions when discussing the use of laundry work tools and equipment
- Responsibility: Learner engages in assigned roles practise the use and care for tools and equipment used in laundry work.

Pertinent and Contemporary Issues (PCIs):

Safety: Learner observes safety precautions when practising the use and care of laundry tools and equipment

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Home Management	2.6 Consumer Education (4 lessons)	By the end of the sub strand the learner should be able to: a) explain the importance of consumer education in relation to Home Science, b) analyse aspects of consumer awareness in consumer education c) apply knowledge on consumer awareness in day-to-day life, d) Appreciate importance of consumer education in day-to-day life.	The learner is guided to: ● Discuss importance of consumer education in relation to Home Science ● Search for information from print and digital media on aspects of consumer awareness in consumer education (<i>consumer rights and responsibilities, sources of consumer information, wise buying of goods and services</i>) ● role play on aspects of consumer education such as wise buying of goods and services	How can knowledge on consumer education be applied in life?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Self-efficacy: learner exhibits confidence when role playing on aspects of consumer education. ● Learning to learn: learner organizes their own learning as they search for information on aspects of consumer awareness in consumer education 				
<p>Values:</p> <ul style="list-style-type: none"> ● Unity: learner displays team spirit as they role play on aspects of consumer education ● Respect: learner appreciates diverse opinions when discuss importance of consumer education in relation to Home Science 				

Pertinent and Contemporary Issues (PCIs):

Financial Literacy: learners are made aware of the principles of wise buying

Suggested Assessment Rubric

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to practice appropriate personal hygiene during puberty.	The learner always practices personal hygiene and keeps a journal on the same.	The learner always practices personal hygiene.	The learner practices personal hygiene sometimes.	The learner has to be reminded to practice personal hygiene.
Ability to carry out First Aid for various injuries at home	The learner is able to carry out First Aid for various injuries at home and mentor others	The learner is able to carry out First Aid for various injuries at home	The learner is able to carry out First Aid for some injuries at home	The learner is able to carry out First Aid for injuries at home with assistance
Ability to describe various methods of housing the family	The learner is able to describe various methods of housing the family and give examples	The learner is able to describe various methods of housing the family	The learner is able to describe some methods of housing the family	The learner is able to describe some methods of housing the family with assistance
Ability to clean various surfaces using appropriate methods	The learner is able to clean various surfaces using appropriate methods	The learner is able to clean various surfaces using appropriate methods	The learner is able to clean various surfaces but sometimes fails to	The learner requires support to clean various surfaces using appropriate methods

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
	while observing safety/and assist peers		use appropriate methods	
Ability to manage solid waste appropriately in the home	The learner is able to appropriately manage all solid and liquid waste in the home	The learner is able to appropriately manage all solid waste in the home	The learner is able to appropriately manage some solid waste in the home	The learner requires assistance to appropriately manage solid waste in the home
Ability to classify detergents and agents used in laundry work	The learner is able to classify detergents and agents used in laundry work, citing relevant examples	The learner is able to classify detergents and agents used in laundry work	The learner is able to classify some detergents and agents used in laundry work	The learner is able to classify detergents and agents used in laundry work with support
Ability to apply knowledge on consumer awareness in day-to-day-life	The learner is able to apply knowledge on consumer awareness in day-to-day life and to sensitise others	The learner is able to apply knowledge on consumer awareness in day-to-day-life	The learner is able to apply some knowledge on consumer awareness in day-to-day-life	The learner requires assistance to apply knowledge on consumer awareness in day-to-day-life

STRAND 3.0: CLOTHING AND TEXTILES

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Clothing and Textiles	3.1 Sewing Tools, Equipment and Materials (11 lessons)	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> a) classify sewing tools, equipment and materials b) select sewing tools, equipment and materials c) use, care for and store different sewing tools, equipment and materials d) appreciate the use and care of sewing tools, equipment and materials 	Learner is guided to: <ul style="list-style-type: none"> • Search for information from print and digital media and classify sewing tools, equipment and materials (<i>cutting, marking, sewing, measuring, finishing, storage</i>) <p>Note: the sewing machine should be covered in reference to parts, use, faults and remedies, care and storage</p> <ul style="list-style-type: none"> • Search, brainstorm and present findings on factors to consider when selecting sewing tools, equipment and materials • Visit shops that sell tools, equipment and materials used for sewing and identify the basic needlework items • Share experiences, search and explore information on the use, care and storage of different sewing tools, equipment and materials 	How would you best maintain sewing tools, equipment and materials?

			<ul style="list-style-type: none"> Practice safe use, care and storage of needlework tools and equipment while in a Home science laboratory. 	
<p>Core competencies to be developed: Self-efficacy - as learners show a concerted attention to detail while doing tasks by planning, thinking of the possible challenges and mitigating them and asking for help when necessary</p>				
<p>Values:</p> <ul style="list-style-type: none"> Responsibility - as learner cares for own property and those of others Integrity - as learner displays honesty when using, caring for and storing different sewing tools, equipment and materials 				
<p>Pertinent and contemporary issues (PCIs):</p> <ul style="list-style-type: none"> Parental Empowerment and Engagement Socio-Economic and Environmental Issues - Safety and Security (Online safety) – as learners search for information from the internet Citizenship Education – integrity and leadership as the learners interact with the community when going to visit the shops 				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Clothing and Textiles	3.2 Textile Fibres (12 lessons)	By the end of the sub strand the learner should be able to: <ol style="list-style-type: none"> a) identify sources of textile fibres b) carry out identification of different textile fibres used for household articles c) analyse the characteristics of different textile fibres used for household articles d) examine the use of different textile fibres used in the home e) appreciate different textile fibres used at home 	The learner is guided to: <ul style="list-style-type: none"> • search for information on the meaning of terms (such as: <i>textiles, fibres, strand, yarn</i>) • study pictures and charts on classification of textile fibres and draw the classification table <ul style="list-style-type: none"> - <i>Animal - wool, silk</i> - <i>Plant – cotton, linen</i> - <i>Regenerated - viscose rayon</i> - <i>Synthetic - acrylic, polyester</i> • study charts, pictures or watch video clips, brainstorm on methods of identifying textile fibres. Discuss and present findings in class • carry out the identification processes using microscopic, physical, burning test, chemical test • practice safety when carrying out the identification processes in the home science laboratory 	How do the different characteristics of fibres affect the use of the fabric?

			<ul style="list-style-type: none"> • use, care and storage of needlework tools and equipment while in a Home Science laboratory • bring samples of fabrics from home to identify their characteristics (<i>strength, elasticity, durability, absorbency and appearance</i>) • collect textile fibres and mount in a folder (<i>the folder to have name of fibre, sources identification process, uses and characteristics of the fibre</i>) 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Digital Literacy: will be enhanced when learners Use digital learning platforms for continuous learning and development • Learning to Learn: as they share what they have learnt and present their findings in class on textiles 				
<p>Values:</p> <ul style="list-style-type: none"> • Unity: as they work together and strive to achieve common goals during group activities • Responsibility: as learner engages in assigned roles and duties 				
<p>Pertinent and Contemporary Issues (PCIs): Environmental conservation by promoting growing of plants like cotton, linen and rearing of animals in order to produce natural textile fibres</p>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Clothing and Textiles	3.3 Clothing Construction Processes <ul style="list-style-type: none"> • <i>Stitches</i> (14 lessons)	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> a) classify stitches used in clothing construction, b) make samples of stitches used in clothing construction, c) appreciate the use of stitches in clothing construction. 	The learner is guided to: <ul style="list-style-type: none"> • brainstorm on the meaning of a stitch • search for information from print media, electronic devices, discuss with peers and on the general rules for working stitches • search for information from print media, electronic devices, discuss with peers and present information on types of stitches <ul style="list-style-type: none"> - <i>temporary; marking and tacking</i> - <i>permanent; (includes joining neatening stitches and decorative stitches)</i> • watch video clips on the procedure of working different types of stitches discuss with peers and present in class • make samples of stitches and mount in a folder • practice safety and appropriate disposal of clippings and chippings from the fabrics and threads when stitching 	<ol style="list-style-type: none"> 1. How do different stitches affect the quality and durability of a garment? 2. How can stitches be creatively used in clothing construction?

Core competencies to be developed:

- Self-efficacy: when clearly describing the procedure followed when working the stitches and giving focused feedback
- Communication and collaboration when participating actively in working out stitches and encouraging others to contribute
- Digital literacy when searching for information from electronic devices

Values:

- Unity: by appreciating efforts of others when working the stitches
- Respect: when understanding and appreciating views from others during group tasks

Pertinent and Contemporary Issues (PCIs):

- Socio-economic and environmental issues: by tactfully managing waste accrued from the clippings and chippings from the fabrics and threads
- Safety: when practicing safety measures in the workshop

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Clothing and Textiles	3.4 Clothing Construction Processes <ul style="list-style-type: none"> • <i>Seams</i> (12 lessons)	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> a) identify types of seams used in clothing construction, b) make samples of seams used in clothing construction, c) evaluate qualities of a seam in clothing construction d) embrace the use of seams in clothing construction. 	The learner is guided to: <ul style="list-style-type: none"> • brainstorm on the meaning of a seam • search for information from print media, electronic devices, discuss with peers and present in class (<i>open, French, overlaid and double stitched seams</i>) • watch video clips or demonstrations from the teacher on the procedure of working different types of seams, write notes, make samples and mount in a folder • peer assess the samples of seams made, critique and present in class • practice safety and appropriate disposal of clippings and chippings from the fabrics and threads when stitching 	<ol style="list-style-type: none"> 1. How can seams be creatively used in clothing construction? 2. What factors influence the choice of seam in clothing construction?
Core competencies to be developed: <ul style="list-style-type: none"> • Learning to learn: when reflecting on their own work and adjust accordingly • Digital literacy: when searching for information from the internet by use of digital devices 				

Values:

- Love: when sharing the limited resources in the workshop
- Responsibility: when observing care of tools and equipment

Pertinent and Contemporary Issues (PCIs):

- Socio economic and environmental issues: environmental conservation when disposing scraps of fabrics and threads appropriately
- Life skills: analytical and critical thinking when following procedures of making seams

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Clothing and Textiles	3.5 Clothing Construction Processes <ul style="list-style-type: none"> • <i>Management of fullness</i> (18 lessons)	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> a) identify types of management of fullness used in clothing construction, b) make samples of management of fullness used in clothing construction, c) examine qualities of different methods of managing fullness in clothing construction d) construct a simple garment using methods of managing fullness, e) embrace the use of management of fullness in clothing construction. 	The learner is guided to: <ul style="list-style-type: none"> • brainstorm on the meaning of management of fullness • search for information from print media, electronic devices, discuss with peers on the general rules on management of fullness and present in class (<i>pleats, gathers, darts, elastic, easing</i>) • watch video clips or demonstrations from the teacher on the procedure of working different types of management of fullness, write notes, make samples and mount in a folder • peer assess the samples made, critique and present in class • choose and constructs a simple garment(<i>skirt,</i> 	<ol style="list-style-type: none"> 1. How does the choice of fabric influence the management of fullness in clothing construction? 2. What factors influence the management of fullness in clothing construction?

			<p><i>short, night dress, among others)</i></p> <ul style="list-style-type: none"> • practice safety and appropriate disposal of clippings and chippings from the fabrics and threads when stitching 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Self-efficacy: when clearly describing the procedure followed when working the stitches and giving focused feedback • Learning to learn – when the learner prioritizes tasks well by having a learning plan during the working of management of fullness 				
<p>Values:</p> <ul style="list-style-type: none"> • Unity: by appreciating efforts of others when working the stitches • Respect: when understanding and appreciating views from others during group tasks 				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> • Socio-economic and environmental issues: by tactfully managing waste accrued from the fabrics and threads • Safety: when practicing safety measures in the workshop 				

Suggested Assessment Rubric

Level Indicator	Exceeds expectation	Meets expectation	Approaches expectations	Below expectations
Ability to use, care for and store different sewing tools	Confidently and correctly uses, cares for and stores different sewing tools	Correctly uses, cares for and stores different sewing tools	Correctly uses, cares for and stores some sewing tools	Needs assistance to use, care for and store different sewing tools
Ability to analyse the characteristics of different textile fibres used for household articles	Comprehensively analyses the characteristics of different textile fibres used for household articles	Correctly analyses the characteristics of different textile fibres used for household articles	Correctly analyses the characteristics of some textile fibres used for household articles	Needs assistance to analyse the characteristics of different textile fibres used for household articles
Ability to make samples of seams and management of fullness	Accurately makes samples of seams and management of fullness while observing safety and appropriate disposal of waste when stitching	Correctly makes samples of seams and management of fullness while observing safety and appropriate disposal of waste when stitching	Correctly makes some samples of seams and management of fullness while observing safety and appropriate disposal of waste when stitching	With guidance attempts to make samples of seams and management of fullness while observing safety and appropriate disposal of waste when stitching

APPENDIX: LIST OF ASSESSMENT METHODS, LEARNING RESOURCES AND NON-FORMAL ACTIVITIES

Strand	Suggested Assessment Methods	Suggested Resources	Suggested Non-Formal Activities
1.0 Foods and Nutrition	<ul style="list-style-type: none"> • Observation of learning activities. • Written tests and assignments • Projects. • Oral assessment • Activity journals 	Digital resources Print materials (charts, reference books) Cooking tools and equipment Cleaning equipment and materials Selected foodstuffs General environment for space/ Home science lab	Learners to conduct school community awareness on nutritive value of foods using existing formal interaction forums. Learners to participate in clubs and societies to talk of careers in foods and nutrition
2.0 Home Management	<ul style="list-style-type: none"> • Written tests and assignments • Graded observation • Projects • Activity journal 	Digital devices and print reference materials. General environment for space/rooms to carry out cleaning. Selected cleaning tools and equipment First aid kit Laundry detergents and agents	Learners to use existing school forums to display skills and products of the various learning experiences to extend knowledge and create awareness to the school community. Learners to use existing school forums to sensitize the school community on hygiene practices.
3.0 Clothing and Textiles	<ul style="list-style-type: none"> • Written test • Oral assessment on safety when handling sewing tools and equipment. • Observation of learning • Oral tests 	Home science laboratory, Samples of selected sewing tools, equipment and materials, Resource persons, video clips, charts and pictures, shops that sell tools, equipment and materials used for sewing	Learners to explore on textile fibres using digital devices, pictures and real samples of fibres Learners to show case their creativity in making of samples

	<ul style="list-style-type: none"> • Project • Activity journals 	<p>Resource persons, digital devices, relevant video clips, charts and pictures</p> <p>Realia (<i>Plant - cotton and linen, Animal - wool and silk, Other natural textile fibres - sisal, bamboo, hyacinth, banana</i>), relevant textbooks, household articles that have blended natural textile fibres, equipment and materials for identifying natural textile fibres (for; <i>microscopic, physical, burning test, chemical test</i>), realia (<i>staple yarns, filament yarns</i>), natural textile fibres (<i>sisal, banana, cotton</i>), scrap book</p> <p>Realia (<i>tools, equipment and materials used in clothing construction, samples of woven, knitted and crocheted items</i>), pictures and digital devices, relevant textbooks, charts, video clips, resource person</p>	<p>of stitches, seams and control of fullness and display to peers/ exhibitions</p>
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