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MINISTRY OF EDUCATION, SCIENCE, VOCATIONAL TRAINING AND EARLY EDUCATION

# HOME ECONOMICS SYLLABUS

## GRADES 5 - 7

PREPARED AND WRITTEN BY THE CURRICULUM DEVELOPMENT CENTRE
P.O. BOX 50092, LUSAKA – ZAMBIA
2013

Republic of Zambia

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Prepared and Written by The Curriculum Development Centre
P.O. Box 50092
LUSAKA - ZAMBIA
2013

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## VISION

Quality, Life- long education for all which is accessible inclusive and relevant to individual, national and global needs and value systems.

# PREFACE

The syllabus was produced as a result of the Curriculum review process carried out by the Ministry of Education, Science, Vocational Training and Early Education under the auspices of the Curriculum Development Centre (CDC). The curriculum reform process started way back in 1999 when the Ministry of Education commissioned five (5) curriculum studies which were conducted by the University of Zambia. These studies were followed by a review of the lower and middle basic and primary teacher education curriculum. In 2005 the upper basic education National survey was conducted and information from learners, parents, teachers, school managers, educational administrators, tertiary institutions traditional leaders civic leaders and various stakeholders in education was collected to help design a relevant curriculum.

The recommendations provided by various stakeholders during the Upper Basic Education National survey of 2005 and National symposium on curriculum held in June 2009 guided the review process.

The review was necessitated by the need to provide an education system that would not only incorporate latest social, economic, technological and political developments but also equip learners with vital knowledge, skills and values that are necessary to contribute to the attainment of Vision 2030.

The syllabus has been reviewed in line with the Outcome Based Education principles which seek to link education to real life experiences that give learners skills to access, criticize, analyze and practically apply knowledge that help them gain life skills. Its competences and general outcomes are the expected outcomes to be attained by the leaners through the acquisition of knowledge, skills, techniques and values which are very important for the total development of the individual and the nation as a whole.

Effective implementation of Outcome Based Education requires that the following principles be observed: clarity of focus, Reflective designing, setting high expectations for all learners and appropriate opportunities.

It is my sincere hope that this Outcome Based syllabus will greatly improve the quality of education provided at Grade 5 to 7 as defined and recommended in various policy documents including Educating Our Future`1996 and the `Zambia Education Curriculum Framework `2013.



Chishimba Nkosha
**Permanent Secretary**
**MINISTRY OF EDUCATION, SCIENCE, VOCATIONAL TRAINING AND EARLY EDUCATION.**

# ACKNOWLEDGEMENTS

The syllabus presented here is a result of broad-based consultation involving several stakeholders within and outside the education system.

Many individuals, institutions and organizations were consulted to gather their views on the existing syllabus and to accord them an opportunity to make suggestions for the new syllabus. The Ministry of Education wishes to express heartfelt gratitude to all those who participated for their valuable contributions, which resulted in the development of this syllabus.

The Curriculum Development Centre worked closely with other sister departments and institutions to create this document. We sincerely thank the Directorate of Teacher Education and Specialized Services, the Directorate of Planning and Information, the Directorate of Human Resource and Administration, the Directorate of Open and Distance Education ,the Examinations Council of Zambia, the University of Zambia, the Natural Resources and Development College(NRDC), National Food and Nutrition Commission (NFNC), schools and other institutions too numerous to mention, for their steadfast support.

We pay special tribute to co-operating partners especially JICA and UNICEF for rendering financial technical support in the production of the syllabus.



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# RATIONALE

Home Economics is an interdisciplinary field of study which endeavors to equip students with knowledge, practical and social skills, attitudes that are essential for success in a global society. The program seeks to equip learners with life skills that will help the recipient to cope with changes in a technological, socio-economical, and multi-cultural society.

Home Economics incorporates the components of Food and Nutrition, Home Management, Health Education, Needlework, and Crafts. New concepts of Hospitality, Gender, Human Rights, Pollution, Entrepreneurship, and HIV and AIDS have been included. Learners engage in problem solving situations which require the application of knowledge and the use of practical skills. These situations take into account such factors as basic needs, lifestyles, financial resources, health, environment, and their effects on the individual, family, and society.

Home Economics inculcates positive attitudes towards cost effectiveness in the utilization of local and indigenous resources. It also looks closely at the use of other resources. The program teaches learners to be self-reliant, business minded and health conscious. These challenges promote the well-being of the individual, family and the society.

This is due to the fact that Home Economics concepts are mainly introduced and taught within the concept of the home, the school, and the local environment therefore, making it easier for learners to easily and immediately apply whatever knowledge and skills at school in various phenomenon in their near environment.

## AIMS OF TEACHING HOME ECONOMICS

Home Economics incorporates the components of Food and Nutrition, Home Management, Health Education Needlework and Crafts. New concepts on Hospitality, Gender, Human Rights, Pollution, Entrepreneurship, and HIV and AIDS have been included.
The syllabus of Home Economics is mainly aimed at providing a clear guideline of concepts, skills, and values for teaching which when implemented effectively should establish a solid foundation for junior secondary school.
Therefore, this syllabus aims at:

- Preparing the pupils for self-survival, self-reliable and life in general.
- Assisting the pupil to develop positive attitudes within the family, relatives, and the community and towards other ethnic groups.
- Helping the pupils acquire and develop practical skills and knowledge.
- Promoting knowledge and positive attitudes towards the importance of Home Economics as a discipline and its role in life.

## SUGGESTED TEACHING METHODOLOGY

The approach to teaching and learning is the learner-centered. Therefore, in order to develop learners with understanding, skills and values that can contribute to the development of society, the starting point for teaching and learning is to recognize that learners come to the school with a wealth of knowledge and social experience gained from the family, community and through interaction with the environment. Thus, learning in school must build on the learner's prior knowledge and experience.

This is best achieved when learners are actively involved in the learning process through participation, contribution, and production. Each learner has individual needs, pace of learning, experiences in life and abilities. Thus, accommodate this teacher must be able to sense the needs of the learners, the nature of the learning to be done, and how to shape the learning experiences accordingly. Therefore, teaching methods must be varied but flexible within well-structured sequences of lessons and should include among others:

- Pair and Group work
- Individual Work
- Field trip Method
- Project Method
- Discussion Method
- Guest Speaker
- Demonstration Method
- Team Teaching

The teacher should have reasons for deciding to choose a particular teaching method and must therefore employ strategies and techniques to make the lesson interesting.

The syllabus outlines the learning outcomes and the teacher must decide, learning outcomes to be achieved, i.e. when it is best to let learners discover or explore information for themselves; when they need directed learning; when they need reinforcement or enrichment learning; when there is a particular progression of skills or information that needs to be followed; and when the learners can be allowed to find their way through a topic.

In this way, outcomes can be attained in a spiral manner considering that in any lesson, different outcomes can be covered through knowledge, skills, and values. The objective is to ensure that learners are able to apply the knowledge gained in real life situations.

## TIME ALLOCATION

The standard period allocation for Home Economics at upper primary levels has been prescribed in the Zambia Education Curriculum Framework (ZECF) of 2012.

The minimum learner-teacher contact time for upper primary school level (Grade 5 to 7) is **2 hours 40 minutes** per week, translating into **four (4) periods** for all the components of Home Economics. The duration for a single period is **40 minutes**.

While information concerning teaching of different skills, resources, scheming, teaching methods, and evaluation would be found in the Teacher's Guide, teachers should be mindful of the Specific Outcomes which are preceded by the General Outcomes which are found in this syllabus. Therefore, scheming should be based on the Specific Outcome. In some cases, more lessons will be required before achieving a certain Specific Outcome.

## OUTLINE OF THE SYLLABUS

This syllabus seeks to instill a sense of appreciation of Food and Nutrition; Home Management; Health Education; Needlework and Crafts and Hospitality to make sure that learners adapt and cope with changing situations. It will also provide learners with broader concepts and principles in some basic aspects of Hospitality. Home Economics knowledge, skills, and values once effectively taught will allow the learners to broaden their scope in the subject and sharpen their skills in problem solving at home and school, income generation, responsible living, and career choice.

The theme, topics, sub-topics, and outcomes are arranged in a way that makes it easy for reference. The curriculum is spiral and so some topics may be similar at both lower and upper sections, but the levels of knowledge, skills, concepts and attitudes to be attained are not the same. Hence, when preparing lessons teachers should strive at building on what the learners already know.

Other details concerning the teaching of different skills, the required equipment, planning of work, teaching methods and evaluation will be found in the Teacher's Guide. The syllabus also provides a developmental skills chart to guide the teacher on skills, materials, and articles to be made at each level, attached is the chart, at the back of the syllabus

# GRADE 5 HOME ECONOMICS

# GENERAL OUTCOMES AND KEY COMPETENCES

| GENERAL OUTCOMES | KEY COMPETENCES |
|---|---|
| • Demonstrate the ability to apply principles of nutrition.<br>• Demonstrate the ability to apply principles of Home management.<br>• Acquire knowledge, attitudes, and values on health and personal hygiene.<br>• Demonstrate an understanding of good sanitation in the environment.<br>• Demonstrate the ability to apply principles of needle work and Crafts.<br>• Acquire knowledge, positive attitudes, and values in designing and making artifacts. | • Demonstrate basic skills in measuring and weighing ingredients.<br>• Show basic skills in boiling and roasting food<br>• Demonstrate basic skills in cleaning different housewares.<br>• Show basic skills in laundering simple items<br>• Demonstrate basic skills of cleaning and caring for eyes, ears, feet, hands and hair.<br>• Show basic skills in disposing off refuse<br>• Demonstrate basic knowledge and skills of sewing stitches and seams.<br>• Demonstrate basic skills in beadwork. |

# GRADE 5: FOOD AND NUTRITION

| TOPIC | SUB-TOPIC | SPECIFIC OUTCOMES | CONTENT | | |
|---|---|---|---|---|---|
| | | | KNOWLEDGE | SKILLS | VALUES |
| **5.1 MEASURING AND WEIGHING** | **5.1.1 Handy measures**<br><br>**5.1.2 Measuring and weighing ingredients** | 5.1.1.1 Describe handy measures<br>5.1.1.2 Convert hand measures to metric measurements<br>5.1.1.3 Explain the importance of measuring and weighing<br>5.1.1.4 Identify measuring and weighing equipment.<br>5.1.1.5 Measure and weigh ingredients | • Handy measures Spoonful- half, level rounded, heaped tea/table/kitchen spoons; Cups- full, level, half, quarter, heaped<br>• Conversion from handy measures to metric measurements<br>• Importance of measuring and weighing (Helps obtain good results, avoid unnecessary wastage, buy required amount)<br>• Measuring and weighing equipment: Balance Scales, Spoons, and cups.<br>• Measure and weigh liquids and solids | • ***Weighing*** and ***measuring*** of ingredients by handy and metric measurements | • ***Appreciating*** the skill of handy and metric weighing and measuring<br>• ***Accuracy*** in measuring ingredients |
| | **5.2.1 Food nutrients**<br>**5.2.2.Food groups** | 5.2.1.1 Describe the food nutrients contained in foods.<br>5.2.1.2 Identify food groups and foods under each group<br>5.2.1.3 Make charts of food groups and food pyramid | • Food nutrients- proteins, carbohydrates,<br>• Food groups: - cereals and cereal products, starchy roots , tubers and plantain, Beans, Oilseeds and Nuts, Vegetables, Fruits, Fish, Meat, Poultry and Game, Insects, Eggs, Milk and Milk Products, Sugar, Oil and Fats, Beverages<br>• Draw charts of food groups and food pyramid | • ***Identification*** of food groups<br>• Drawing foods under each food group<br>• ***Careful*** selection of foods to eat | • ***Appreciating*** food groups<br>• ***Assertiveness*** in food choices |

| TOPIC | SUB-TOPIC | SPECIFIC OUTCOMES | CONTENT | | |
|---|---|---|---|---|---|
| | | | KNOWLEDGE | SKILLS | VALUES |
| | 5.2.2 Table Manners | 5.2.4.1 Explain what table manners are<br>5.2.4.2 Practice table Manners. | • Table manners: not to speak with food in the mouth, open the mouth when chewing, and play when eating. | • ***Observing*** good table manners | • ***Applying*** good table manners |
| **5.3 COOKING METHODS** | 5.3.2. Food preparation | 5.3.2.1 Explain food Preparation<br>5.3.2.2 Identify suitable foods eaten raw<br>5.3.2.3. Prepare raw vegetables and fruits | • Food preparation of raw and cooked foods<br>• Suitable Foods eaten raw: fruits and vegetables<br>• Preparation of Vegetable and fruit salads | • ***Preparation*** of vegetables and fruit salads<br>• Boiling and roasting<br>• Cleanliness in raw food preparation | • ***Appreciating*** boiled and roasted food.<br>• Appreciating fruits and vegetables in the diet<br>• Consumption of a variety of vegetables and fruits |
| | 5.3.3. Methods of Cooking | 5.3.3.1 Explain importance importance of cooking food<br>5.3.3.2 Identify cooking methods | • Importance of cooking food: easy digestion, improve taste, kill germs, make it appetizing<br>• Methods of cooking: dry and moist methods | | |
| | 5.3.4. Boiling and Roasting | 5.3.4.1 Prepare dishes using boiling and roasting methods of cooking | • Boiling: eggs, fresh cassava, sweet potatoes,<br>• Roasting: dry ground nuts and cassava. | | |
| **5.4. MEAL AND FLOUR MIXTURES** | 5.4.1 Sources Meal and Flour mixtures | 5.4.1.1 Identify sources meal and flour<br>5.4.1.2 Prepare flour mixtures using air | • Sources of flour: wheat, maize, cassava, sorghum, millet, soya.<br>• Flour mixtures using air: pan cakes | • ***Preparation*** of flour mixtures using air | • ***Appreciating*** flour mixtures made using air |
| **5.5 HOSPITALITY** | 5.5.1 Non-verbal communication in Hospitality business | 5.5.1.1 Identify non-verbal and written communication used to welcome and receive people in different situations | • Non-verbal: gestures- (sign language), body language - formal nodding, hand signals, kneeling, facial expressions.<br>• Written: hand written or typed. | • ***Identification*** of non verbal gestures and body language<br>• ***Communicating*** using non-verbal and written | • ***Appreciating*** non-verbal and written communication |

# GRADE 5: HOME MANAGEMENT

| TOPIC | SUB-TOPIC | SPECIFIC OUTCOMES | CONTENT | | |
|---|---|---|---|---|---|
| | | | KNOWLEDGE | SKILLS | VALUES |
| **5.6 THE KITCHEN** | **5.6.1 Types of kitchens**<br><br>**5.6.2 Kitchen utensils**<br><br>**5.6.3 Basic kitchen equipment** | 5.6.1.1 Describe types of Kitchens .<br><br>5.6.1.2 Identify different kitchen utensils<br><br>5.6.3.3 Identify basic kitchen equipment<br>5.6.3.4 Demonstrate the use kitchen utensils | • Types of kitchens: kitchen traditional and modern kitchens<br>• Kitchen utensils: measuring jars, kitchen scales, cutlery, tin openers, sieves, colanders/ strainer, saucepans,baking tins, chopping boards,<br>• Winnowing.<br>• Kitchen equipment: cooker, brazier, basins, kitchen table, cupboards, mortar and pestle<br>• Use kitchen utensils and equipment. | • ***Working*** in different types of kitchens<br><br>• ***Using*** different types of utensils | • ***Appreciating*** different kitchens and utensils |
| **5.7 HOME** | **5.7.1 Household cleaning equipment and materials** | 5.7.1.1 Identify cleaning equipment and materials<br><br>5.7.1.2 Use different household cleaning equipment and materials<br>5.7.1.3 Clean different household ware<br><br>5.7.1.4 Describe the order of washing up | • Cleaning equipment: Brooms, dusters, brushes, dust pan, hoover, floor polishers, dish washers.<br>• Cleaning materials: Scouring powder, floor and furniture children polish<br><br>• Cleaning household ware: metals (aluminum, stainless steel, and enamel), wood, and plastics.<br>• Order of washing up: non-grease items first, cutlery, sauce pans and bake ware. | • ***Cleaning*** household ware and cleaning equipment | • ***Appreciating*** household cleaning equipment and materials |

| TOPIC | SUB-TOPIC | SPECIFIC OUTCOMES | CONTENT | | |
|---|---|---|---|---|---|
| | | | KNOWLEDGE | SKILLS | VALUES |
| | 5.7.2 Care of a Home. | 5.7.2.1. Describe the different ways of removing dust and dirt<br>5.7.2.1 Remove dust and dirt | • Ways of removing dust and dirt: gathering, dusting, wiping, sucking, mopping. | • ***Removing*** dust and dirt | • ***Appreciating*** cleanliness |
| **5.8 LAUNDRY** | 5.8.1 Laundry equipment and materials<br><br>5.8.2 Laundry symbols<br><br>5.8.3 Laundry methods | 5.8.1.1 Explain what laundry is<br>5.8.1.2 Explain the reasons for washing clothes<br>5.8.1.3 Identify various laundry equipment<br>5.8.1.4 Identify laundry materials<br><br>5.8.2.1 Interpret laundry Symbols<br><br>5.8.3.1 Describe the laundry methods<br>5.8.3.2 Use laundry Equipment and materials.<br>5.8.3.3 Launder small articles | • Laundry: washing, ironing and storage<br>• Reasons for washing clothes: kill germs, look smart, last longer, removal of excess moisture<br>• Laundry equipment: plastic basins, enamel basins, and baths drying lines, pegs, brushes, iron and ironing board.<br>• Laundry materials: blue, salt, vinegar, soap, detergents.<br>• Laundry symbols: do not iron, bleach, dry clean, and wash separate.<br>• Friction, kneading and squeezing<br><br>• Laundering small articles: remove tea and mucus stains e.g. hand kerchief, tray cloth, table cloth, pillow case. | • ***Identification*** of laundry equipment and materials<br>• ***Interpreting*** laundry symbols<br>• ***Laundering*** of articles | • ***Awareness*** of laundry equipment and materials<br>• ***Appreciating*** laundry symbols |

# GRADE 5: HEALTH EDUCATION

| TOPIC | SUB-TOPIC | SPECIFIC OUTCOMES | CONTENT | | |
|---|---|---|---|---|---|
| | | | KNOWLEDGE | SKILLS | VALUES |
| **5.9 HUMAN DEVELOP-MENT** | 5.9.1Uniqueness of the body | 5.9.1.1 Identify body uniqueness in different individuals. | • Uniqueness in individuals: physical appearance e.g. Small/big breasts, small/big bums, pimples/clear faces, small/big shoulders. | • ***Identification*** of body uniqueness | • ***Awareness*** of physical appearances<br>• ***Appreciation*** of oneself |
| | 5.9.2 Grooming and self-respect | 5.9.2.1 Explain good grooming and self-respect<br>5.9.2.2 Demonstrate good grooming and self-respect. | • Appropriate dressing, sitting and walking posture, body language.<br>• Demonstrating good grooming and self-respect. | • ***Dressing*** and ***sitting*** appropriately | • ***Appreciating*** decent dressing, sitting, walking and body language |
| **5.10 HYGIENE** | 5.10.1 The body | 5.10.1.1 Identify different parts of the body<br>5.10.1.2 Clean various body parts | • Cleaning body parts: hands and feet-cut nails regularly, teeth- brush three times a day, hair-comb always, ears-, use ear buds, eyes- avoid rubbing. | • ***Cleaning*** and ***caring*** for hair, eyes, ears, teeth, hands and feet | • ***Cleanliness*** |
| **5.11** | 5.11.1 Ventilation | 5.11.1.1 Identify methods of ventilation<br>5.11.1.2 Describe the dangers of poor ventilation<br>5.11.1.3 Explain effective ways of having good ventilation | • Methods of ventilation: natural and artificial Importance of fresh air- good respiration / avoid colds.<br>• Dangers of poor ventilation- short supply of clean air, transmission of diseases.<br>• Good ventilation: Open windows early in the morning, avoid-braziers and overcrowding. | • ***Identification*** of methods of ventilation | • ***Appreciating*** fresh air<br>• ***Safety consciousness*** |

| TOPIC | SUB-TOPIC | SPECIFIC OUTCOMES | CONTENT | | |
|---|---|---|---|---|---|
| | | | KNOWLEDGE | SKILLS | VALUES |
| **5.12 WATER AND SANITATION** | 5.12.1 Water | 5.12.1.1 Identify types of water<br>5.12.1.2 Describe uses of Water in the home<br>5.12.1.3 Describe the methods water purification<br>5.12.1.4 Purify water<br>5.12.1.5 Store water appropriately | • Soft and hard water<br>• Uses of water in the home: washing, bathing, ironing, cooking.<br>• Methods of water purification: filtration, boiling, chlorination and decanting<br>• Safe storage of water (in clean containers / buckets) | • ***Water purification*** | • ***Appreciating*** water in the home |
| | 5.12.2 Sanitation | 5.12.2.1 Explain the importance of good sanitation<br>5.12.2.2 Dispose of different waste<br>5.12.2.3 Describe the process of cleaning a kitchen bin<br>5.12.2.4 Clean a kitchen bin | • Importance of good sanitation: good health/ prevention of diseases.<br>• Disposal of wet refuse: burying (compost heap) and dry refuse: burning.<br>• Cleaning a kitchen bin- plastic, metal | • ***Disposing*** wet and dry refuse<br>• ***Cleaning*** a kitchen bin | • ***Appreciating*** good sanitation |

| TOPIC | SUB-TOPIC | SPECIFIC OUTCOMES | CONTENT | | |
|---|---|---|---|---|---|
| | | | KNOWLEDGE | SKILLS | VALUES |
| **5.13 SAFETY IN THE HOME** | 5.13.1 Prevention of accidents in the home | 5.13.1.1 Identify the causes of common accidents in the home<br><br>5.13.1.2 Describe safety rules | • Causes of accidents exposing medicines and other poisonous substances to children, putting pan handles away at edge when cooking, children playing with match sticks, wet flows, peels of vegetables and fruits on flows, over polishing of flows, keeping needles, medicines and coins in reach of little children | • ***Application*** of safety rules | • ***Safety consciousness***<br><br>• ***Orderliness***<br><br>• ***Cleanliness*** |
| | | 5.13.1.3 Demonstrate safety rules in the home. | • Safety rules in the Kitchen: Keep the kitchen clean and tidy, should have adequate lighting, use thick gloves to handle hot pots and baking tins, store all chemicals, poison, medicines and utensils such as knives out of reach of children. | • ***Appropriate*** Storage of medicines, household detergents and chemicals, food and utensils | |
| | | 5.13.1.4 Store household items that can cause accidents away from children | • Safe storing household items that can cause accidents. | | |

# GRADE 5: NEEDLEWORK AND CRAFTS

| TOPIC | SUB-TOPIC | SPECIFIC OUTCOMES | CONTENT | | |
|---|---|---|---|---|---|
| | | | KNOWLEDGE | SKILLS | VALUES |
| **5.14 NEEDLEWORK** | 5.14.1 Tools | 5.12.1.1 Identify needlework tools<br><br>5.12.1.2 Use needlework tools correctly<br><br>5.12.1.3 Make a measuring card according to specification | • Needlework tools: needles- sewing, thimble- protecting middle finger, stiletto- eyelet making, measuring card- measuring hems, measuring tape- taking body measurements, tailor's tacking- transferring pattern markings.<br>• Making a measuring card- cut and shape thin boxes, mark 1cm, 2cm. | • ***Identification*** of needlework and craft tools.<br><br>• ***Making*** a measuring card. | • ***Appreciating*** needlework tools. |
| **5.15 PROCESSES** | 5.15.1 Stitches | 5.15.1.1 Describe groups of stitches<br><br>5.15.1.2 Make samples of different stitches<br><br>5.15.1.3 Apply the permanent, neatening and decorative stitches on different articles appropriately. | • Stitches: permanent, neatening and decorative stitches<br><br>• Samples of permanent, neatening and decorative stitches<br><br>• Articles: Chair backs, Elasticated skirt, Tray cloths, toys, plated table mats, food coverers decorated with beads | • ***Making*** of samples and articles.<br><br>• ***Application*** of stitches to different articles<br><br>• ***Creativity*** in an application of stitches to different articles | • ***Appreciating*** stitches on different articles<br><br>• ***Entrepreneurship*** using different stiches |

| TOPIC | SUB-TOPIC | SPECIFIC OUTCOMES | CONTENT | | |
|---|---|---|---|---|---|
| | | | KNOWLEDGE | SKILLS | VALUES |
| | 5.15.2 Seams | 5.15.2.1 Identify classes of seams<br>5.15.2.2 Describe the factors affecting choice of seams on a garment<br>5.15.2.3 Explain rules for working out seams<br>5.15.2.4 Sew samples of different seams | • Classes of seams- flat ridged and flannel.<br>• Choice depends on - materials being used, garment being made, position of the seam.<br>• Rules for working out seams: threads must be suitable, width depends on material, seams of the same type must be of similar width.<br>• Sewing samples of an open seam, French, run and fell, overlaid seams. | • ***Sewing*** different seams. | • ***Appreciating*** seams |
| **5.16 CRAFT WORK** | 5.16.1 Plaiting | 5.16.1.1 Identify tools used for sewing together plaited pieces<br>5.16.1.2 Plait table mats. | • Equipment used in plaiting: blunt wire, darning needle Materials: strips of fabric, grass, sisal fiber<br>• Plait table and place mats | • ***Plaiting*** table mats.<br>• ***Creativity*** in plaiting table mats | • ***Appreciating*** own made table and place mats |
| | 5.16.2 Toy making | 5.16.2.1 Identify different materials used to make toys<br>5.16.2.2 Make toys using various materials | • Materials used to make toys: Hessian and jute sacks, plastics, rugs of different materials, pieces of cloth and sacks , woolen yarn, rubber and plastics strings and ropes, sewing thread and big darning and craft needles<br>• Making toys such as rag dolls, plastic balls using various materials | • ***Toy making***<br>• ***Creativity*** in toy making | • ***Appreciating*** made toys<br>• ***Creativity***<br>• ***Critical thinking*** |

# GRADE 6

## General Outcomes and Key Competences

| GENERAL OUTCOMES | KEY COMPETENCES |
|---|---|
| • Demonstrate the ability to apply principles of Food and Nutrition<br>• Demonstrate the ability to apply principles of Home management<br>• Demonstrate the ability to apply principles of Health education.<br>• Demonstrate the ability to apply principles of Needlework and Crafts. | • Demonstrate basic skills of cooking and garnishing food and preparing simple budgets.<br>• Demonstrate basic skills in preserving food.<br>• Demonstrate basic skill in cleaning wall finishes<br>• Demonstrate basic skills and knowledge in laundering coloured fabrics<br>• Demonstrate basic skills in applying first aid.<br>• Show basic skills in cleaning toilets.<br>• Demonstrate basic skills and knowledge in sewing edge finishes, fasteners and openings.<br>• Demonstrate basic skills in weaving |

# GRADE 6: FOOD AND NUTRITION

| TOPIC | SUB-TOPIC | SPECIFIC OUTCOMES | CONTENT | | |
|---|---|---|---|---|---|
| | | | KNOWLEDGE | SKILLS | VALUES |
| **6.1 THE KITCHEN** | 6.1.1 Modern Kitchen Equipment | 6.1.1.1 Identify modern kitchen Equipment and their use. | • Blenders, electric kettles, dish washing machines, toasters, pressure cookers, rice cookers. | • ***Identification*** of kitchen equipment | • ***Appreciation*** of kitchen equipment |
| **6.2 FOOD** | 6.2.1 Deficiency diseases<br><br>6.2.2 Mixed diet<br><br>6.2.3 Food presentation<br>6.2 .4 Food Budgeting | 6.2.1.1 Identify causes of Scurvy, kwashiorkor, marasmus, beri beri, night blindness<br>6.2.2.1 Describe a mixed diet<br>6.2.2.2 Plan and prepare a mixed diet<br>6.2.3.1 Garnish different dishes<br>6.2.4.1. Explain what food budgeting is<br>6.2.4.2 Identify foods suitable for short and long term budgeting<br>6.2.4.3 Plan and prepare a simple budget | • Causes of: scurvy, kwashiorkor, marasmus, beriberi, night blindness.<br>• Mixed diet: (Proteins, fats, carbohydrates, vitamins, mineral salts, water, and roughage)<br>• Foods used for garnishing: cucumber, tomato, orange/lemon, green/red paper, onion, hard-boiled egg.<br>• Budgeting: short term-perishable and long term- non-perishable foods. | • ***Identification*** of causes of deficiency diseases<br>• ***Cooking*** a mixed diet and garnishing<br>• ***Table laying***<br>• ***Budgeting*** | • ***Awareness*** on causes of deficiency diseases<br>• ***Appreciating*** planning and budgeting |
| **6.3 COOKING METHODS** | 6.3.1 Frying<br><br>6.3.2 Stewing | 6.3.1.1 Describe frying<br>6.3.1.2 Identify suitable foods for frying<br>6.3.1.3 Fry different foods.<br>6.3.2.1 Describe stewing | • Deep and shallow frying<br>• Eggs, sausages, chips, fritters, caterpillars, fish, flying ants, kapenta<br>• Frying method: fried eggs relish, fried fish, kapenta<br>• Stewing | • ***Frying*** and ***stewing*** different foods | • ***Appreciating*** fried and stewed foods |

| TOPIC | SUB-TOPIC | SPECIFIC OUTCOMES | CONTENT | | |
|---|---|---|---|---|---|
| | | | KNOWLEDGE | SKILLS | VALUES |
| | | 6.3.2.2 Identify suitable foods for stewing<br><br>6.3.2.3 Stew different foods | • Beans, beef, fish, kapenta, dried vegetables, fruits like mulberry, lemons, oranges when making jam and marmalade.<br>• Stewing different foods: bean stew stewed dried fish, stewed dried vegetables, stewed fruit, beef stew, and Irish stew. | | |
| **6.4 MEAL PLANNING** | 6.4.1 Meal patterns<br><br>6.4.2 Meal planning | 6.4.1.1 Describe meal Patterns<br><br>6.4.2.1 Prepare full breakfast<br><br>6.4.2.2 Describe meal planning<br><br>6.4.2.3 Prepare meals for different needs. | • Meal patterns: breakfast, mid-morning, snack, lunch, afternoon tea, super/dinner<br>• Prepare full breakfast<br>• Meal planning for different people in the home<br>• Prepare meals such as porridge/ groundnuts (baby), egg custard (an invalid), scrambled eggs | • ***Identification*** of meal patterns<br>• ***Preparing*** full breakfast Cooking meals for different needs<br>• ***Meal planning*** for different family members<br>• ***Preparing*** meals for baby and an invalid | • ***Appreciating*** meals for different needs<br>• ***Orderliness*** in preparation of meals<br>• ***Empathy*** for vulnerable people when planning meals |
| **6.5 LEFTOVER FOODS** | 6.5.2 Left over foods. | 6.5.2.1 Explain what leftover foods are.<br>6.5.2.2 Describe the rules for leftovers.<br><br>6.5.2.3 Identify suitable dishes that can be made from leftovers.<br>6.5.2.4 Prepare different dishes from left over foods. | • Left-over foods<br>• Rules for left-over food: (convert to a different meal, spice the food, use within a short time)<br>• Dishes from left-over foods: Maheu, fritters (nsima, rice, samp), mashed potatoes.<br>• Preparation of left-over dishes | • ***Preparation*** of left-over foods<br>• ***Safety consciousness*** in dealing with leftovers<br>• ***Creativity*** in food preparation<br>• ***Thriftiness*** in spending and using food | • ***Appreciating*** leftover foods |

| TOPIC | SUB-TOPIC | SPECIFIC OUTCOMES | CONTENT | | |
|---|---|---|---|---|---|
| | | | KNOWLEDGE | SKILLS | VALUES |
| 6.6 **PRESERVATION** | 6.6.1 Food Preservation | 6.6.1.1 Describe food preservation<br>6.6.1.2 Explain reasons for food preservation<br>6.6.1.3 Identify suitable foods for preservation<br>6.6.1.4 Preserve different foods | • Reasons for preservation: variety when out of season prevents decay.<br>• Foods to preserve; vegetables, fruits, sweet potatoes, cassava, mushrooms.<br>• Preserving different foods | • ***Preservation*** of different foods | • ***Appreciating*** Preserved foods |
| 6.7 **HOSPITALITY BUSINESS** | 6.7.1 Facilities and services in Hospitality business | 6.7.1.1 Describe facilities in hospitality business.<br>6.7.1.2 Identify services in hospitality business | • Facilities in hospitality business: lodges, guest houses, motels and hotels.<br>• Services in hospitality: accommodation, conference rooms, laundry services, catering, and transport. | • ***Identification*** of services and facilities in hospitality | • ***Appreciating*** services and facilities in hospitality |

## GRADE 6: HOME MANAGEMENT

| TOPIC | SUB-TOPIC | SPECIFIC OUTCOMES | CONTENT | | |
|---|---|---|---|---|---|
| | | | KNOWLEDGE | SKILLS | VALUES |
| **6.8 PESTS** | 6.8.1 Household Pests | 6.8.1.1 Explain dangers of Household pests. | • Type of household pests: Mice, bed bugs, flies, mosquitoes, lice.<br>• Dangers of household pests: damage to property, transmit diseases, and suck blood of host. | • ***Prevention*** and ***control*** of household pest | • ***Awareness*** of household pests |
| | | 6.8.1.2 Explain prevention and control of household pests | • Prevention and control: spraying, use traps, good hygiene practices. | | |
| **6.9 HOME** | 6.9.1 Walls | 6.9.1.1 Clean different types of walls | • Types of walls: mud, cement, wood, tiles, stone. | • ***Cleaning*** of different walls | • ***Appreciating*** clean walls |
| | 6.9.2 Rooms in the house | 6.9.2.1 Clean different rooms in a house. | • Daily and weekly cleaning of bedrooms, sitting rooms, bathrooms | • ***Cleaning*** of different rooms | • ***Appreciating*** clean rooms |

| TOPIC | SUB-TOPIC | SPECIFIC OUTCOMES | CONTENT | | |
|---|---|---|---|---|---|
| | | | KNOWLEDGE | SKILLS | VALUES |
| **6.10.1 TABLE SETTING** | 6.10.1 Table laying | 6.10.1.1 Describe table laying<br>6.10.1.2 Identify the utensils and materials used for basic table laying<br>6.10.1.3 Demonstrate table laying | • Table laying: table napkins/ serviette, cutlery, side plates, glass and large flower arrangement | • ***Demonstration*** of table laying | |
| | | 6.10.1.4 Lay a table for lunch | • Lay a table for lunch for four people | | |
| | 6.10.2 Flower arrangement | 6.10.2.1 Describe flower arrangement<br>6.10.2.2 Identify materials used in simple flower arrangement<br>6.10.2.3 Explain the simple rules in flower arrangements for a dining table<br>6.10.2.4 Arrange flowers for a dining table | • Materials for flower arrangement: flower clipper/small knife, small plate, some sandy soil with out insects or worms, some water, small colourful and green odourless non-poisonous flowers | | |
| **6.11 LAUNDRY** | 6.11. 1 Laundry Methods | 6.11.1.1 Explain what laundry is<br>6.11.1.2 Describe laundry methods | • Washing, ironing and storage<br>• Friction, kneading and squeezing sponging,<br>• Friction-white cotton and linen: coloured cotton and linen- kneading and squeezing: silk and wool: sponging | • ***Laundering*** of coloured fabrics | • ***Appreciating*** clean fabrics |
| | 6.11.2 The Family Wash | 6.11.2.1 Explain the procedure for family wash | • The family wash- procedure of sorting clothes in the family wash | | |

| TOPIC | SUB-TOPIC | SPECIFIC OUTCOMES | CONTENT | | |
|---|---|---|---|---|---|
| | | | KNOWLEDGE | SKILLS | VALUES |
| | 6.11.3 Laundering coloured cotton fabrics | 6.11.3.1 Explain the procedure for laundering coloured cotton articles | • Rules for washing coloured fabrics: wash in salted water use warm water, dry in the shade | | |
| | | 6.11.3.2.launder different coloured cotton fabrics using appropriate methods | • Launder coloured cotton articles | | |
| **6.12 GARDENING** | 6.12.1 Kitchen Garden | 6.12.1.1. Describe a kitchen garden | • Place in backyard for growing vegetables for home consumption | • ***Growing*** different vegetables<br>• ***Maintenance*** of kitchen garden<br>• ***Entrepreneurship*** in vegetable selling<br>• Problem solving in food security | • ***Appreciating*** own grown crops<br>• ***Resourcefulness*** in enhancing food security<br>• Entrepreneurship in vegetable business |
| | | 6.12.1.2 Identify suitable crops for a kitchen garden | • Leafy and fruit vegetables: rape cabbage, spinach, lettuce, Chinese cabbage, Bondwe, suntan, pumpkin leaves, sweet potato leaves, egg plants green paper, onion , garlic. | | |
| | | 6.12.1.3 Explain the reasons for growing vegetables in the kitchen garden | • Reasons for growing vegetables: save money, fresh vegetables, spirit of self-reliance, provide variety. | | |
| | | 6.12.1.4 Grow different types of vegetables. | • Growing different vegetables: pumpkins, carrots, spinach, onions, cabbage. | | |

# GRADE 6: HEALTH EDUCATION

| TOPIC | SUB-TOPIC | SPECIFIC OUTCOMES | CONTENT | | |
|---|---|---|---|---|---|
| | | | KNOWLEDGE | SKILLS | VALUES |
| **6.13 HUMAN DEVELOPMENT** | 6.13.1 Body image | 6.13.1.1 Identify factors influencing physical appearance.<br><br>6.13.1.2 Describe the effect of physical appearance on others. | • Factors influencing physical appearance: heredity, environmental e.g. diet, climate, economic status, locality<br>• Effects of physical appearance on others: attraction, repulsion, pity, sexual abuse, respect. | • Identification of factors that influence appearance<br><br>• ***Assertiveness*** in dealing with self and others | • ***Appreciating*** ones physical appearance<br><br>• ***Self-awareness*** |
| **6.14 SAFETY IN THE HOME/ SCHOOL**<br>. | 6.14.1 First-Aid | 6.14.1.1 Describe accidents in the home<br>6.14.1.2 Explain the causes of falls, cuts, and sprains at home and school<br>6.14.1.3 Apply First Aid on various accidents. | • Falls, cuts, and sprains<br><br>• Causes of falls, cuts and sprains at home and school<br><br>• Treatment of falls, cuts and simple sprains | • ***Treating*** simple accidents. | • ***Appreciating*** First Aid |
| **6.15 SANITATION** | 6.15.1 Toilets | 6.15.1.1 Identify types of toilets<br>6.15.1.2 Identify cleaning materials for the two types of toilets<br><br>6.15.1.3.Clean toilets and latrines | • Types of toilets: water-bone toilets and pit latrines Scouring powder, toilet cleaner detergent, ash, toilet brush, broom, dust pan, cloths for dusting and wiping cistern<br>• Cleaning toilets (by using environmentally friendly cleaning materials. | • ***Cleaning*** of toilets and latrines. | • ***Appreciating*** clean toilets<br>• ***Cleanliness*** of the toilet<br>• ***Safety consciousness*** in using and cleaning the toilets |

# GRADE 6: NEEDLEWORK AND CRAFTS

| TOPIC | SUB-TOPIC | SPECIFIC OUTCOMES | CONTENT | | |
|---|---|---|---|---|---|
| | | | KNOWLEDGE | SKILLS | VALUES |
| **6.16 PROCESSES IN NEEDLE WORK** | 6.16.1 Edge finishes | 6.16.1.1 Explain what edge finishes are<br>6.16.1.2 Identify different edge finishes<br>6.16.1.3 Explain the reasons for edge finishes<br>6.16.1.4 Cut and sew crossway strips to a raw edge.<br>6.16.1.5 Sew Samples of different Edge finishes. | • Procedures to cover raw edges; use of binding, hems, lace. Decorative stitches<br>• Reasons for edge finishing: prevent fraying, decorate raw edges.<br>• Edge finishes: crossway bindings<br>• Sewing edge finishes | • ***Sewing*** different samples of edge finishes, fasteners and openings<br>• ***Weaving*** simple items | • ***Appreciating*** edge finishes, fasteners, openings and weaved items |
| | 6.16.2 Fasteners | 6.16.2.1 Explain what fasteners are<br>6.16.2.2 Identify different types of fasteners<br>6.16.2.3 Sew button and buttonhole on a child's dress fasteners | • Fasteners<br>• Fasteners: button and button hole, hook and eye.<br>• Sewing button and button hole | | |
| | 6.16.3 Openings | 6.16.3.1 Explain what openings are | • Openings: bound opening, faced opening. | | |
| **6.17 CRAFTS WORK** | 6.17.1 Weaving | 6.16.3.2 Identify different types of openings<br>6.16.3.3 Sew the faced opening on a child's dress | • Sewing faced opening | | |

| TOPIC | SUB-TOPIC | SPECIFIC OUTCOMES | CONTENT | | |
|---|---|---|---|---|---|
| | | | KNOWLEDGE | SKILLS | VALUES |
| | | 6.16. 4.1 Identify types of weave | • Types of weaves: plain , basket, twill weave | | |
| | | 6.16.4.2 Weave simple items | • Weave simple place and table mats using plain and basket weaves | | |

# GRADE 7

# GENERAL OUTCOMES AND KEY COMPETENCES

| GENERAL OUTCOMES | KEY COMPETENCES |
|---|---|
| • Demonstrate the ability to apply principles of Food and Nutrition.<br>• Demonstrate the ability to apply principles of Home management.<br>• Demonstrate the ability to apply principles of Health Education.<br>• Demonstrate the abili ty to apply principles of needle work and Crafts. | • Demonstrate skills in baking and steaming.<br>• Demonstrate skills and knowledge in making improvised kitchen utensils.<br>• Demonstrate skills and knowledge in decorating rooms<br>• Demonstrate skills in laundering white cottons.<br>• Demonstrate skills and knowledge on care of the skin<br>• Demonstrate skills in making a homemade sanitary towel<br>• Demonstrate skills and knowledge in arranging fullness and mending clothes.<br>• Demonstrate skills in knitting and crochet ing. |

# GRADE 7: FOOD AND NUTRITION

| TOPIC | SUB-TOPIC | SPECIFIC OUTCOMES | CONTENT | | |
|---|---|---|---|---|---|
| | | | KNOWLEDGE | SKILLS | VALUES |
| **7.1 THE KITCHEN** | 7.1.1 Improvisation of kitchen utensils | 7.1.1.1 Make improvised kitchen utensils | • Improvised kitchen utensils: jugs, cups, plates, ladles, storage containers, lunch boxes (empty peanut and margarine containers) | • ***Making*** of improvised kitchen utensils | • ***Appreciating*** kitchen utensils |
| **7.2 COOKING METHODS** | 7.2.1 Steaming | 7.2.1.1 Describe steaming<br>7.2.1.2 Identify suitable foods for steaming<br>7.2.1.3 Steam different dishes | • Direct and indirect steaming<br>• Suitable foods for steaming Steamed dishes: steamed egg custard, puddings, soft vegetables, and fish.<br>• Steaming different dishes | • ***Steaming*** different dishes | • ***Appreciating*** steamed dishes |
| **7.3 RAISING AGENTS** | 7.3.1 Raising Agents | 7.3.1.1 Describe raising agents<br>7.3.1.2 Identify types of raising agents | • Raising agents: yeast, air, eggs, baking powder, bicarbonate of soda<br>• Use yeast and baking powder in dishes appropriately | • ***Using*** raising agents in flour mixtures | • ***Appreciation*** of raising agents |
| **7.3 MEAL AND FLOUR MIXTURES** | 7.3.1 Meal and Flour Mixtures<br>7.3.2 Preparation of meal and flour mixtures | 7.3.1.1 Prepare flour mixtures using baking powder and yeast<br>7.3.1.2 use air and baking powder as raising agents in dishes<br>7.3.1.3 Decorate simple dishes | • Sources of flour: wheat, maize, cassava, sorghum, millet, soya.<br>• Flour mixtures using yeast and baking powder: doughnuts scones and jam tarts<br>• Decorating- jam tarts, doughnuts | • ***Preparation*** of flour mixtures<br>• ***Decorating*** | • ***Appreciating*** flour mixtures and decorated dishes |

# GRADE 7: HOME MANAGEMENT

| TOPIC | SUB-TOPIC | SPECIFIC OUTCOMES | CONTENT | | |
|---|---|---|---|---|---|
| | | | KNOWLEDGE | SKILLS | VALUES |
| **7.4 SANITATION** | **7.4.1 Kitchen sink** | 7.4.1.1 Describe a kitchen sink<br>Identify parts of a kitchen sink and their functions.<br><br>7.4.1.2 Unblock the kitchen sink | • A kitchen sink<br>• Parts of the kitchen sink and their use: draining board-drying utensils, tap-water supply, overflow pipe-prevent flooding, u-bend-traps smells.<br>• Unblocking the kitchen sink: open the u-bend, pour hot water and use bicarbonate of soda or use suction pump | • ***Identification*** of parts of a kitchen sink<br><br>• ***Unblocking*** of the kitchen sink | • ***Awareness*** on how to unblock the sink |
| **7.5 HOME** | **7.5.1 Identify types of flooring**<br><br>**7.5.2 Floor coverings** | 7.5.1.1 Identify types of flooring<br>7.5.1.2. Identify floor coverings<br>7.5.1.3 Clean and care for different floor coverings | • Mud, Cement, stone, wood<br>• Traditional mats, linoleum mats, carpets<br>• cleaning and caring for traditional mats, linoleum mats and carpets | • ***Cleaning*** and ***caring*** for floor coverings | • ***Appreciating*** clean floor coverings |
| **7.6 HOSPITALITY** | **7.6.1 Colour scheme** | 7.6.1.1 Describe the colour scheme<br><br>7.6.1.2 Explain the effect of colour in a room<br>7.6.1.3 Arrange decorations according to the background | • Colour scheme: light, dark colours verses warm and cold colours<br>• Effect of Light and dark colours room size<br>• Need for harmony in Decorations: as regards flower arrangement, linen, and other accessories. | • ***Decorating*** rooms according to occasion<br>• ***Creativity*** and ***harmony*** in decorations | • ***Appreciating*** colour scheme and harmony in decorations |

| TOPIC | SUB-TOPIC | SPECIFIC OUTCOMES | CONTENT | | |
|---|---|---|---|---|---|
| | | | KNOWLEDGE | SKILLS | VALUES |
| **7.7 TIME MANAGEMENT** | 7.7.1 Time plan | 7.7.1.1 Explain what a time plan is<br>7.7.1.2 Make a simple time plan | • Time plan: Ingredients, work tasks and time allocation, equipment<br>• Making a simple time plan | • ***Time management.*** | • ***Appreciating*** time management |
| **7.8 LAUNDRY** | 7.8.1 Laundering, Starching and bluing white garments | 7.8.1.1 Launder, starch and blue white garments<br>7.8.1.2 Demonstrate how to make starch and blue | • Laundering and Care of white cotton:<br>• Laundering white garments: starch , blue and store articles accordingly | • ***Laundering*** articles | • ***Appreciating*** laundered articles |
| **7.9 GARDENING** | 7.9.1 Maintenance of the Kitchen garden | 7. 9.1.1 Maintain kitchen garden by practicing effective control of pests and diseases. | • Maintaining a kitchen garden: spray pesticides, sprinkle ashes. | • ***Pest control*** | • ***Appreciating*** own crops |

# GRADE 7: HEALTH EDUCATION

| TOPIC | SUB-TOPIC | SPECIFIC OUTCOMES | CONTENT | | |
|---|---|---|---|---|---|
| | | | KNOWLEDGE | SKILLS | VALUES |
| **7.10 PERSONAL HYGIENE** | 7.10.1 The Skin | 7.10.1.1 Identify parts of the skin<br>7.10.1.2 Explain the importance of the skin<br>7.10.1.3 Describe the functions of the skin<br><br>7.10.1.4 Explain how to care for the skin | • Parts of the skin<br>• Importance of the skin- remove surface grease and dirt, open pores, remove bacteria, remove dead skin<br>• Function of the skin- protects the body from germs, heat, and cold, to remove sweat, to form vitamin D from sunshine.<br>• Care for the skin- do not use skin bleaches or damage the skin, wash the skin with good toilet soap, and eat a mixed diet for health skin. | • ***Skin care*** | • ***Appreciating*** the skin |

| TOPIC | SUB-TOPIC | SPECIFIC OUTCOMES | CONTENT | | |
|---|---|---|---|---|---|
| | | | KNOWLEDGE | SKILLS | VALUES |
| **7.11 PUBERTY** | 7.11.1 Menstruation | 7.11.1.1 Describe the changes at puberty<br>7.11.1.2 Explain what menstruation is<br>7.11.1.3 Describe the menstrual cycle<br>7.11.1.4.Explain the required personal hygiene during menstruation<br>7.11.1.5.Identify the materials for making reusable/homemade sanitary towels<br>7.11.1.6 Outline ways of maintaining personal hygiene during puberty and menstruation<br>7.11.1.7 Make a home-made/reusable sanitary towel | • Changes at puberty revised<br>• Menstruation: mark of peak of puberty in females also known as monthly periods<br>• Menstrual cycle, 21 days ; 24 days; 28 days and 30 days<br>• Personal hygiene during puberty: wash the pubic area twice a day, do not wear tight pants, and keep the pubic area dry, use mild soap, shave regularly.<br>• Personal hygiene during menstruation: (Change sanitary towels regularly and dispose pads correctly, bath at least twice a day).<br>• Materials for making a homemade/reusable sanitary towel: Pieces of material, various stuffing<br>• Making a homemade/reusable sanitary towel | • ***Management*** of menstruation<br>• ***Making*** a homemade/ reusable sanitary towel.<br>• ***Maintenance*** of personal hygiene during menstruation | • ***Cleanliness*** |
| **7.12 HUMAN DEVELOP-MENT** | 7.12.1 Privacy and bodily integrity | 7.12.1.1 Identify ways of promoting privacy and bodily integrity for both boys and girls | • Ways of promoting privacy and bodily integrity: separable /locked toilets /bathrooms*/bedrooms* | • ***Identification*** of ways of promoting privacy and bodily integrity | • ***Appreciating*** privacy and bodily integrity |

# GRADE 7: NEEDLEWORK AND CRAFT

| TOPIC | SUB-TOPIC | SPECIFIC OUTCOMES | CONTENT | | |
|---|---|---|---|---|---|
| | | | KNOWLEDGE | SKILLS | VALUES |
| **7.13 NEEDLEWORK** | 7.13.1 Application of Needlework processes | 7.13.1.1 Describe ways of arrangement of fullness<br>7.13.1.2 Arrange fullness.<br>7.13.1.2 Mend damaged clothes.<br>7.13.1.3 Sew simple shirts and dress | • Arranging of fullness: gathers, tucks, pleats and elastic.<br>• Arranging of fullness.<br>• Mending different clothes using a calico patch<br>• Sewing Simple shift dress/<br>- Skirt on a waistband<br>With a continuous wrap opening/<br>- Petticoat (half)<br>- /Blouse | • ***Arranging*** fullness<br>• ***Mending*** damaged clothes<br>• ***Sewing*** dresses and shirts | • ***Appreciating*** own made articles |
| **7.14 CRAFTWORK** | 7.14.1 Knitting | 7.14.1.1 Describe knitting and knitting stitches<br>7.14.1.2 Describe tools and materials required in knitting<br>7.14.1.3 Knit various articles | • Knitting: K-knit, P-purl, Patt-pattern, Inc-increase, dec-decrease<br>• Knitting neddles (single-pointed, double-pointed, circular needles), scissors, tape measure<br>• Baskets<br>- Bootees -<br>Baby bonnet<br>- Shawl (crocheting) | • ***Knitting*** and ***crocheting*** simple articles | • ***Appreciating*** knitting and crocheting simple articles |
| | 7.14.2 Crocheting | 7.14.2.1 Describe crocheting and crocheting stitches<br>7.14.2.2 Describe tools and materials required in crocheting<br>7.14.2.3 Crochet various articles | • Crocheting: Chain stitch (ch),slip stitch (s.s), double (d.c), treble (tr).<br>- Shawl (crocheting)<br>• Crotcheting Materials and tools required in crocheting: tape measure, a tapestry needle crocheting hooks, scissors<br>• Shawl | | |

| TOPIC | SUB-TOPIC | SPECIFIC OUTCOMES | CONTENT | | |
|---|---|---|---|---|---|
| | | | KNOWLEDGE | SKILLS | VALUES |
| | 7.14.3 Tie and Dye | 7.14.3.1 Dye materials using various dyes | • Dyes: sweet potato leaves, munkoyo roots. | • ***Dyeing*** | • ***Appreciating*** dyes |
| **7.15 ENTRE-PRENEURSHIP** | 7.15.1 Home Economics projects | 7.15.1.1 Identify entrepreneurial opportunities in, Home Economics | • Food and nutrition: baking scones and cakes, beverage making, menu planners.<br>• Home management Interior decoration, laundry business. flower arrangement, gardening.<br>• Needlework: simple shirts and dresses<br>• Crafts: weaving, plaiting, knitting, crocheting, dyes. | • ***Identification*** of home economics projects. | • ***Appreciating*** home economics projects |

## APPENDIX I

## NEEDLEWORK AND CRAFTS CHART FOR GRADES V TO VIII

The following table is given as a guide only and does not have to be strictly followed. It may be amended to fit into local requirements. Stitches and processes learnt in a lower grade should be revised and used in the higher grades.

| GRADE | PROCESSES | ARTICLES | MATERIALS | NEEDLES | THREAD |
|---|---|---|---|---|---|
| **V** | - Neatening and decorative stitches:<br>- Run and fell seam | Chair backs,<br>Elasticated skirt<br>Tray cloth<br>Toys<br>Plaited table mats<br>Food covers decorated with beads | - Cotton<br>- Linen materials with weft and warp threads clearly defined<br>- maize husks<br>- banana stems<br>- beads | Crewel Nos. 7 and 8<br>Sharps Nos 7 and 8 | Matching cottons And sheens |
| **VI** | - French seam<br>- Gathering<br>- Faced opening<br>- Button and worked loop<br>- Button hole<br>- Weaving | - Sleeveless blouse<br>- Gathered Skirt<br>- Door mats (plaited)<br>- Wall hanging (decorated with beads)<br>- Toys<br>- Children's dresses<br>- Table mats | As for Grade V<br>Plus non-slip man-made fibres<br>- Sisal/Plastic fibres<br>- Grass | Crewel Nos. 8 and 9<br>Sharps Nos 8 and 9<br>Craft needles | Matching cottons and sheens<br>Strong thick threads suitable for crafts |

| GRADE | PROCESSES | ARTICLES | MATERIALS | NEEDLES | THREAD |
|---|---|---|---|---|---|
| VII | - Open seam<br>- Perfection of stitches already learnt.<br>- Laying out of patterns<br>- Cutting out articles or garments made using machine if available<br>- Continuous warp opening<br>- Press studs<br>- Calico darts<br>- Knitting<br>- Crotcheting | - Simple shift dress<br>- Skirt on a waistband With a continuous wrap opening<br>- Petticoat (half)<br>- Blouse<br>- Calico patch<br>- Baskets<br>- Bootees<br>- Baby bonnet<br>- Shawl (crocheting)<br>- Various items decorated with beads (crocheting)<br>- Knitted small items, Table mats<br>- Crotcheted small items:- Table mats, Bags, purses | -Acrylic yams<br>Shinda/Crotcheting yams<br>Stitch holder/big safety pin<br>- Cotton<br>- Linen materials with weft and warp threads clearly defined<br>- maize husks<br>- banana stems<br>- beads<br>- Non-slip man-made fibres<br>- Sisal/Plastic fibres<br>- Grass | Crotcheting and knitting needles<br>Danning needles<br>Crewel Nos. 7 and 8<br>Sharps Nos 7 and 8<br>Crewel Nos. 8 and 9<br>Sharps Nos 8 and 9<br>Craft needles | Matching cottons And sheens<br>Matching cottons and sheens<br>Strong thick threads suitable for crafts |

## APPENDIX 2

## GRADE 5-7 SCOPE AND SEQUENCE

| TOPIC | GRADE 5 | GRADE 6 | GRADE 7 |
|---|---|---|---|
| 1.Measuring and weighing | Handy measures<br>Measuring and weighing ingredients | | |
| 2. Food | Food Groups<br>. | Mixed diet<br>Food presentation<br>Food Budgeting<br>Frying<br><br>Stewing | |
| 3. Raising agents | | | Raising Agents |

| TOPIC | GRADE 5 | GRADE 6 | GRADE 7 |
|---|---|---|---|
| 4. Cooking methods | Food Preparation<br><br>Methods of Cooking<br>Boiling and Roasting<br>Table Manners | Frying<br><br>Stewing | Steaming |
| 5. Meal, Flour mixtures | Sources Meal and Flour mixtures | | Meal and Flour Mixtures<br><br>Preparation of meal and flour mixtures |
| 6. Meal Planning | | Meal patterns<br>Meal planning | |
| 7. Leftover Foods | | Left over foods. | |
| 8. Food Presentation | | Food Presentation<br><br>Flower arrangement<br><br>Table laying | |
| 9. Preservation | | Food Preservation | |
| 10. Hospitality | Non- verbal communication in Hospitality business | Facilities and services in Hospitality business | Colour scheme |
| 11. The Kitchen | Types of kitchens<br><br>Kitchen utensils | Kitchen Equipment | Improvisation of kitchen utensils |
| 12. Home | Household cleaning equipment and materials | Walls<br>Rooms in the house | Identify types of flooring<br><br>Floor coverings |

| TOPIC | GRADE 5 | GRADE 6 | GRADE 7 |
|---|---|---|---|
| 13. Time Management | | | Time plan |
| 14. Laundry | Laundry equipment and materials | Laundry Methods<br>The Family Wash<br>Laundering coloured cotton fabrics | Laundering, Starching and bluing white garments |
| 15. Human Development | Uniqueness of the body<br>Grooming and self- respect | Body Image | Privacy and bodily integrity |
| 16. Puberty | | | Menstruation |
| 17. Personal Hygiene | The body | | The Skin |
| 18. Sanitation | | Toilets | Kitchen sink |
| 19. Pests | | Household Pests | |
| 20. Gardening | | Kitchen Garden | Maintenance of the Kitchen garden |
| 21. Safety in the home | Prevention of accidents in the home | First-Aid | |
| 22. Needlework | Tools | | Needlework processes |

| TOPIC | GRADE 5 | GRADE 6 | GRADE 7 |
|---|---|---|---|
| 23. Processes | Stitches<br>Seams | Edge finishes<br><br>Fasteners<br><br>Openings | |
| 24. Craft work | Plaiting<br>Toy making | Weaving | Knitting Crocheting |

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