



REPUBLIC OF ZAMBIA

MINISTRY OF EDUCATION, SCIENCE, VOCATION TRAINING AND EARLY EDUCATION

HOME ECONOMICS

GRADE 1 – 7

SYLLABI



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PREFACE

This syllabus is a product of the recommendations made during the National Symposium held in June 2009 and the Baseline survey that was conducted by the Curriculum Development Centre in 2005 where stakeholders suggested what they wanted to be in the curriculum.

The teaching of Home Economics at Primary School level is designed to build and lay a foundation for Home Economics and other Practical subjects at Secondary school level so as to prepare the learners for the demands in the rapidly changing technological world and the attainment of the Vision 2030. In this regard, Home Economics will equip learners with a variety of knowledge, skills, values and attitudes that can prepare them for further education, entrepreneurship and ultimately, for life in general.

Thus, the review was necessitated by the need to improve the quality of education provided at Primary School level as outlined and recommended in the policy document Educating Our Future (1996) and the Zambia Education Curriculum Framework (ZECF) 2012.

It is my sincere hope that this syllabus will improve learning and teaching of Home Economics in schools and positively impact on family life in general.

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Permanent Secretary
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ACKNOWLEDGEMENTS

The Home Economics syllabus review exercise would not have been accomplished without the involvement, participation, and commitment of many people. We want to thank them all. Most importantly we must thank the Home Economics Association of Zambia (HEAZ); National Food and Nutrition Commission; Natural Resources Development College, for their numerous contributions towards the curriculum review process. The Institute of Hotel and Tourism (Fairview) for providing reference materials when integrating Hospitality components.

Secondly, we wish to thank you the people, Government departments, and institutions of learning who, in many varied ways, contributed towards the production of this syllabus. These include all those who found time or were able to allow their staff to attend the review process.

We are greatly indebted to all learning institutions who participated in the Home Economics Technical review workshop.

Finally, we wish to acknowledge our indebtedness to the former Director Standards and Curriculum Mrs. Florence Mfula and the Chief Curriculum Specialist Ms Georgina Hamaimbo for their valuable contributions in guiding the review exercise before they retired from the service.

C.N.M. Sakala (Mrs.)

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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, Hearth Education, Needlework, and crafts. New concepts of hospitality, Gender, Human Rights, Pollution, Entrepreneurship, and HIV/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, Hearth Education Needlework and Crafts. New concepts on Hospitality, Gender, Human Rights, Pollution, Entrepreneurship, and HIV/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*. Of course, each learner has individual needs, pace of learning, experiences in life and abilities. To accommodate this, the 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, in relation to the learning outcomes to be achieved, 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; or when the learners can be allowed to find own 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 lower and upper primary levels has been prescribed in the Zambia Education Curriculum Framework (ZECF) of 2012. The minimum learner-teacher contact time for lower primary school level (Grade 1 to 4) is **two (2) hours** per week, translating into **four (4) periods**. The duration for a single period is **30 minutes**.

The minimum learner-teacher contact time for upper primary school level (Grade 5 to 7) is **4 hours** 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, 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.

GRADE 1

GENERAL OUTCOMES

- Acquire knowledge, attitudes, and values on safety, health, and personal hygiene.
- Demonstrate an understanding of basic safety rules within the working environment.

Key competences:

- Show understanding and knowledge of environmental and personal hygiene
- Demonstrate basic knowledge and skills of weaving simple items.

TOPIC	SUB TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
1.1 The House	1.1.1 Types of Houses.	1.1.1.1 Identify different types of houses. 1.1.1.2 Identify rooms found in a house and their functions.	• Village and modern houses • Kitchen – cooking • Bedroom – sleeping • Bathroom – bathing • Sitting room – resting • Toilet – relief • Dining – eating	• Identification • Observation	• Awareness • Appreciation
1.2 Safety	1.2.1 Safety in the Environment	1.2.1.1 Describe things that cause accidents in the environment.	• Knives, razor blades, broken glass, spills of liquid, exposed medicines, open fire	• Identification • Observation	• Awareness • Safety consciousness • Cleanliness
1.3 Hygiene	1.3.1 Water	1.3.1.1 Explain the uses of water 1.3.1.2 Identify infectious diseases caused by drinking dirt water	• Drinking, washing, and cooking. • Dysentery, cholera, and other diarrhea diseases	• Identification • Observation	• Awareness • Responsibility • Application

TOPIC	SUB TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
	1.3.2 Toilet Habits	1.3.2.1 Identify different types of toilets 1.3.2.2 Explain good toilet habits.	• Pit latrine, flush toilet, • Flush and cover the toilet/latrine after use, wash hands after using the toilet.	• Identification • Observation • Demonstration	• Awareness • Care • Responsibility • Application
	1.3.3 Keeping the body clean.	1.3.3.1 Identify external parts of the body 1.3.3.2 Explain the importance of keeping the body clean 1.3.3.3 Describe diseases associated with poor hygiene 1.3.3.4 Demonstrate how to clean body parts.	• Eyes, ears, teeth, hands, nails, feet, skin. • Prevent diseases. • Dysentery, cholera, diarrhea. • Brushing of teeth, bathing, combing the hair, cutting nails and hair.	• Identification • Observation • Demonstration	• Responsibility • Awareness • Cleanliness • Application
1.4 Food	1.4.1 Local Foods	1.4.1.1 Identify the foods available in the locality	• Fruits, vegetables, cereals, legumes	• Identification • Observation	• Awareness • Appreciation • Resourcefulness
1.5 Crafts work	1.5.1 Weaving	1.5.1.1 Identify materials used in weaving 1.5.1.2 Demonstrate how to weave simple items.	• Grass, Banana leaves, maize cob covers, paper, plastics • Belts, huts, grass brooms, mats.	• Identification • Manipulation • Observation • Demonstration	• Appreciation • Awareness • Teamwork • Application • Creativity
1.6 Hospitality	1.6.1 Introduction to hospitality	1.6.1.1 Explain the importance of hospitality	• Hospitality (Reception of guests / strangers) • Care, comfort, sleep, food services clean surroundings.	• Demonstration • Observation • Communication	• Application • Awareness • Responsibility

TOPIC	SUB TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES

GRADE 2

GENERAL OUTCOMES

- Develop knowledge, values, and positive attitudes on safety, health, and personal hygiene.
- Demonstrate an understanding of basic safety rules within the working environment.

Key competences

- Demonstrate basic skills of plaiting simple items
- Show knowledge and skills for welcoming visitors at home and school

2.1 The House	2.1.1 Household items.	2.1.1.1 Identify items found in various rooms.	• Kitchen: Cooking utensils - Bed room: Bed, wardrobe. - Sitting room: Furniture, Radio, Television set. • Picking litter, sweeping, weeding, raking, slashing,	• Identification • Problem solving • Demonstration	• Appreciation • Awareness • Cleanliness • Application
	2.1.2 Surroundings	2.1.2.1 Demonstrate cleaning of the surroundings			
2.2 Safety	2.2.2 Common accidents	2.2.2.1 Describe common accidents in the home.	• Falls, cuts, suffocations, burns.	• Identification • Observation	• Awareness • Safety consciousness • Team work
2.3 Hygiene	2.3.1 Water	2.3.1.1 Identify sources of water.	• Rivers ,dams , springs ,boreholes • Nail brush/nail filer/nail cutter, tooth paste, face towel, soap.	• Identification • Demonstration • Observation	• Awareness • Application
	2.3.2 The body	2.3.2.2 Identify items used for cleaning the body parts.			
2.4 Food	2.4.1 Sources of Food	2.4.1.1 Identify the different sources of food.	• Fruits, vegetables, milk, cheese, meat,	• Identification • Observation	• Awareness • Safety

TOPIC	SUB TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
	2.4.3 Cooking	2.4.1.3 Identify equipment used in cooking	eggs, fish, rice, maize, millet. • Foods eaten raw (fruits and vegetable salads) • Stove, brazier, pots, spoons, plates.		consciousness • Team work • Curiosity
2.5 Crafts work	2.5.1 plaiting	2.5.1.1 Identify simple materials and equipment used in plaiting. 2.5.1.2 Demonstrate how to plait simple articles.	• Strips of material, grass, sisal fiber, piece of blunt wire, darning needle • Plait simple table coasters.	• Identification • Plaiting • Observation • Manipulation	• Application • Team work • Awareness • Creativity • Entrepreneurship
2.6 Hospitality	2.6.1 Welcoming visitors.	2.6.1.1 Demonstrate ways of welcoming visitors.	• Greetings, neat appearance, eye contact, tone of voice	• Demonstration • Observation	• Application • Awareness • Responsibility

GRADE 3 GENERAL OUTCOMES

- Develop knowledge, values, and positive attitudes on safety, health, and personal hygiene.
- Demonstrate an understanding of basic safety rules within the working environment.

Key competences:

- Demonstrate basic skills of making simple stitches
- Demonstrate knowledge and skills of keeping surroundings safe from dangerous objects.

3.1 The House	3.1.1 Cleanliness in the house. 3.1.2 Surroundings	3.1.1.1 Participate in cleaning the house. 3.1.2.1 State the importance of flowers and plants in the surroundings	• Sweeping, mopping, applying floor polish, dusting • Beautifying surroundings,	• Cleaning • Demonstration • Observation	• Application • Safety consciousness • Awareness • Creative thinking
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TOPIC	SUB TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
3.2 Safety	3.2.1 Dangerous objects	3.2.1.1 Describe ways of removing dangerous objects from the surrounding.	Raking, picking, sweeping.	- Identification. - Problem solving - Demonstration	- Awareness - Creative thinking - Application
3.3 Hygiene	3.3.1 Personal Hygiene	3.3.1.1 Identify materials (toiletries) used for cleaning the body. 3.3.1.2 Outline the dangers of sharing toiletries.	- Toilet soap, face towel, sponge, tooth paste. - Transmission of diseases.	- Identification. - Problem solving	- Responsibility - Awareness - Cleanliness - Application
3.4 Food	3.4.1 Meals of the day.	3.4.1.1 Identify different meals eaten in a day. 3.4.1.2 Outline the importance of food in the body.	- Breakfast, lunch, supper/dinner, and snacks. - Energy, growth, and protection.	- Identification - Observation	- Awareness - Appreciation - Application
3.5 Needlework Tools and Crafts	3.5.1 Needlework and Beadwork	3.5.1.1 Describe needle work tools. 3.5.1.2 State groups of stitches 3.5.1.3 Describe rules for working out temporary stitches. 3.5.1.4 Make different temporal stitches. 3.5.1.5 Identify materials used in beadwork.	- Thimble, needles, scissors, sewing machine. - Temporary and permanent - Rules: Work one stitch at a time, Use different colour of thread. - Long and short tacking, even tacking. - Beads ,strong thread, needle, soft wire	- Identification - Observation - Demonstration - Sewing	- Awareness - Application - Self-reliance - Safety consciousness - Aesthetic
3.6 Hospitality	3.6.1 Communication	3.6.1.1 Identify the four methods of communication between individuals	Communication: The process by which people exchange information or express their thought and feelings	- Observation - Identification - Communication	- Application - Awareness

TOPIC	SUB TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
			Verbal, non-verbal, written, telecommunication.		

GRADE 4

GENERAL OUTCOMES

- Develop knowledge, values, and positive attitudes on safety, health, and personal hygiene.
- Demonstrate an understanding of basic safety rules within the working environment.

Key competences

- Demonstrate basic skills of making fringed mats and simple toys
- Demonstrate basic skills of making simple snacks.

4.1 The House	4.1.1 Care and Cleaning of household items.	4.1.1.1 Explain how to clean and store brooms and brushes.	- remove dirt from brooms after use - store the broom with bristles facing up.	- Identification - Observation - Demonstration	- Responsibility - Care
4.2 Safety	4.2.1 The surroundings	4.1.2.1 Identify dangerous animals and plants found in the surroundings	- Poisonous flowers - Rabid dogs, snakes, scorpions, bees, wasps,	- Identification - Observation	- Responsibility - Awareness - Team work - Safety consciousness
4.3 Food	4.3.1 Plants and Animals	4.3.1.1 Explain parts of plants that can be used as food. 4.3.1.2 Identify animal food products. 4.3.1.3 Differentiate meal from snack 4.3.1.4 Make simple snacks.	- Leaves, stem, fruits, tubers. - Milk, eggs, cheese. - Meal (food taken as breakfast, lunch, supper) - Snacks (light food eaten between meals).	- Identification - Observation	- Application - Awareness - Responsibility

TOPIC	SUB TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
			Boiled/roasted cassava, roasted groundnuts, fruit juice.		
4.4. Needlework Processes	4.4.1 Stitches	4.4.1.1 Describe materials and equipment used in toy making. 4.4.1.2 Describe the storage of needlework tools. 4.4.1.3 Identify permanent stitches 4.4.1.4 Explain rules for working out back stitch. 4.4.1.5 Make fringed mats and simple toys.	- Thread, glue, fabric, scissors, knitting needles, pieces of wire. - Tool box or basket. - Joining, neatening, and embroidery stitches. - Rules: - Work one stitch at a time - Never use a knot for fastening on stitches. - Fringed mats and simple toys.	- Identification - Observation - Demonstration - Sewing	- Quality work - Safety consciousness - Creative thinking - Application - Aesthetic
4.6 Hospitality	4.6.1 Communication	4.6.1.1 Describe verbal communication 4.6.1.2 Communicate verbally in different situations.	- Verbal/gesture communication - Communicating in different tones, facial expressions, courteous.	- Observation - Effective communication	- Application - Awareness - Responsibility - Self confidence

TOPIC	SUB TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES

GRADE 5

GENERAL OUTCOMES

- Demonstrate the ability to apply principles of nutrition, Home management, health education and needle work.
- Acquire knowledge, positive attitudes and values in designing and making artifacts.

Key competences

- Demonstrate basic skills of cleaning and caring for feet and hands
- Show basic skills in laundering simple items
- Demonstrate basic skills in beadwork
- Demonstrate basic skills of cleaning the house.

5.1 Hygiene	5.1.1 The body	5.1.1.1 Demonstrate cleaning and care of feet, and hands.	• Feet-cut nails and wash every day, hands-wash nails and hands every day.	• Identification • Observation	• Appreciation • Awareness • Team work
	5.1.2 Sanitation and refuse disposal	5.1.2.1 Describe sanitation. 5.1.2.2 Explain reasons for good sanitation. 5.1.2.3 Identify types of waste	• Sanitation • Good health/prevention of diseases. • Wet and dry waste.	• Identification • Observation • Comparison	• Appreciation • Awareness • Care
	5.1.3 Water	5.1.3.1 Explain methods of water purification in the home. 5.1.3.2. Purify water using wood ash	• Filtration, boiling, chlorination and decanting • Water purification	• Identification • Demonstration • Observation	• Appreciation • Safety consciousness • Awareness
5.4	5.4.1 Ventilation	5.4.1.1 Describe importance of fresh air. 5.4.1.2 Explain dangers of over crowding.	• Good respiration/avoid colds. • Short supply of clean air, transmission of	• Identification • Observation • Analysis	• Awareness • Safety consciousness

TOPIC	SUB TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
			diseases,		
5.5 The Kitchen	5.5.1 Types of kitchens and utensils	5.5.1.1 Describe types of kitchens. 5.5.1.2 Identify kitchen utensils	- Kitchen inside and outside the house. - Measuring jars, kitchen scales, cutlery, tin openers, sieves, colanders,/strainer, saucepans, baking tins, chopping boards.	- Identification - Classification - Observation	- Awareness - Safety consciousness - Application - Appreciation
5.6 Measuring and weighing	5.6.1 Measuring and weighing ingredients	5.6.1.1 Explain the importance of measuring and weighing ingredients. 5.6.1.2 Measure and weigh ingredients	- Helps obtain good results, avoid unnecessary wastage, buy required amount. - Floor, rice, sugar, meat, salt, oil, baking powder, water, milk.	- Observation - Accuracy - Measuring	- Application - Thriftiness - Awareness
5.7 Food	5.7.1 Food groups	5.7.1.1 Identify food groups and the functions of each.	- Food - Body building-growth, and repair of cells, energy giving-provides energy, protective-protection from diseases	- Identification - Comparison - Analysis	- Application - Awareness - Team work
	5.7.2 Cooking	5.7.2.1 Explain the importance of cooking food. 5.7.2.2 Explain importance of eating fruits and vegetables.	- Easy digestion, improve taste, kill germs, make it appetizing - Protection, easy	- Identification - Observation - Demonstration - Boiling	- Awareness - Application - Team work - Safety consciousness - Appreciation

TOPIC	SUB TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
		5.7.2.3 Identify the methods of cooking. 5.7.2.4 Demonstrate the boiling method of cooking	- digestion - Dry and moist - Boiling food.		
	5.7.3 Food Presentation	5.7.3.1 Describe eating manners.	Do not speak with food in the mouth, do not open the mouth when chewing, and do not play when eating.	- Identification - Observation - Demonstration	- Awareness - Application - Orderliness - Safety consciousness
5.8 Equipment and materials	5.8.1 Types of household cleaning equipment and materials	5.8.1.1 Identify household cleaning equipment. 5.8.1.2 Identify household cleaning materials.	- Brooms, dusters, brushes, dust pan, Hoover, floor polishers, dish washers. - Scouring powder, floor and furniture polish.	- Identification - Observation	- Awareness - Application - Safety consciousness
5.9 Home	5.9.1 Care of a home. 5.9.2 Cleaning of plastic utensils	5.9.1.1. Describe methods of removing dust and dirt. 5.9.2.1 Identify plastic utensils in the home 5.9.2.2 Demonstrate cleaning of plastic utensils in a home	- Dust and dirt. - Gathering, dusting, wiping, sucking - Cups, plates, buckets, spoons - Cleaning plastic utensils	- Identification - Observation - Cleaning	- Awareness - Application
5.10 Laundry	5.10.1 Laundry equipment and materials	5.10.1.1 Identify laundry equipment and materials. 5.10.1.2 Explain care and storage of laundry equipment and materials.	- Plastic basins, enamel basins, and baths drying lines, pegs, brushes, iron and ironing board. - Blue, salt, vinegar,	- Identification - Observation - Interpretation - Demonstration	- Awareness - Application - Safety consciousness - Care

TOPIC	SUB TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
		5.10.1.3 Interpret laundry symbols. 5.10.1.4 Launder simple garments	soap, detergents. • Clean, dry and safe places. • Do not iron, do not bleach, wash separately, do not dry clean		
5.11 Crafts work	5.11Beadwork	5.11.1.1 Identify items that can be made from beads 5.11.1.2 Make items using beads	• Food covers, cushions, room dividers. • Making bead items	• Identification • Observation • Beading	• Awareness • Creativity • Resourcefulness • Aesthetic
5.12 Needlework Processes	5.12.1 Seams	5.12.1.1 Identify seams used in needlework 5.12.1.2 Make samples using Open, French, Run and Fell seams	• Open seam, French seam, Run and Fell seam • Making samples of seams	• Identification • Observation • sewing	• Creativity • Resourcefulness • Aesthetic
5.13 Hospitality	5.13.1 Non-verbal communication	5.13.1.1 Describe non-verbal communication and written communication. 5.13.1.2 Use non-verbal and written communication in different situations.	• Gestures (sign language), body language, facial expressions. • Hand written or typed.	• Observation • Effective communication	• Application • Awareness

GRADE 6

GENERAL OUTCOMES

- Demonstrate the ability to apply principles of nutrition, Home management, health education, and needle work.
- Acquire knowledge, positive attitudes, and values in designing and making artifacts.

Key competences

- Demonstrate basic skills of cleaning different home surfaces
- Demonstrate basic skills of preparing left over food, stewing and frying foods

TOPIC	SUB TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES

- Show basic understanding in laundering different fabrics

6.1 Personal Hygiene	6.1.1 The Body	6.1.1.1 Identify items needed for washing hair 6.1.1.2 Demonstrate the cleaning of teeth and hair	• Comb, brush, shampoo, • Cleaning hair and teeth.	• Identification. • Observation • Cleaning	• Awareness • Application • Appreciation • Hygiene
6.2 Sanitation	6.2.1 Refuse disposal	6.2.1.1 Explain methods of disposing refuse. 6.2.1.2 3 Demonstrate the care and cleaning of a kitchen bin.	• Wet refuse- use of sewer lines. • Dry refuse-burying, making manure, burning. • Lining the inside with a plastic, wash, rinse and dry in the sun.	• Identification • Demonstration	• Application • Appreciation • Hygiene
6.3 The Kitchen	6.3.1 Kitchen Equipment	6.3.1.1 Identify kitchen equipment.	• Cooker, toaster, blender, whisks, basins, kitchen table, cupboards, motor and pestle	• Identification • Observation • Analysis	• Awareness • Appreciation
6.4 Food	6.4.1 Food nutrients	6.4.1.1 Identify nutrients from available foods.	• Proteins, fats, carbohydrates, vitamins, mineral salts, water, and roughage	• Identification • Observation	• Application • Appreciation
6.5 Cooking	6.5.1 Stewing and frying	6.5.1.1 Stew and fry different foods.	• Fried egg and fried fish, • Beef stew and Irish stew.	• Observation • Demonstration • Identification • Frying and stewing	• Quality • Application • Appreciation
	6.5.2 Left over foods.	6.5.2.1 Outline rules followed when preparing left over foods.	• Left-over food. • Convert to a different meal,	• Identification • Observation • Manipulation	• Quality • Application • Appreciation

TOPIC	SUB TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
		6.9.2.2 Make different dishes from left over foods.	spice the food, use within a short period of time • Maheu, fritters(nshima, rice, samp), mashed potatoes, .	• Demonstration	• Thriftiness
6.6 Flour mixtures	6.6.1 Flour and raising agents	6.6.1.1 Identify sources of flour. 6.6.1.2 Identify raising agents.	• Wheat, maize, cassava, sorghum, millet, soya. • Yeast, air, eggs, baking powder, bicarbonate of soda,	• Identification • Observation	• Application • Appreciation • Awareness
6.7 Household utensils	6.7.1 Order of washing up.	6.7.1.1 Explain the order of washing up utensils. 6.7.1.2 Describe care and storage of kitchen utensils.	• Start with less dirty and end with the dirtiest. • Drying and storing	• Identification. • Classification • Observation	• Responsibility • Quality • Orderliness
6.8. Home	6.8.1 Cleaning walls	6.8.1.1 Identify wall finishes. 6.8.1.2 6. Clean different types of walls	• Mud, cement, wood, tiles, stones. • Cleaning walls	• Identification • Awareness • Cleaning	• Care • Quality • Application • Appreciation
6.9 Pests	6.13.1 Household Pests	6.9.1.1 Identify household pests. 6.9.1.2 Explain dangers of household pests. 6.9.1.3 Explain prevention and control of household pests	• Mice, bed bugs, flies, mosquitoes, lice. • Damage to property, transmit diseases, suck blood of host • Spraying, use traps, good hygiene practices,	• Identification • Problem solving	• Application • Awareness • Safety consciousness

TOPIC	SUB TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
6.10 Laundry	6.10.Laundry	6.10.1.1 Explain laundry methods. 6.10.1.2 Explain general rules for removing stains. 6.10.1.3 Wash different coloured fabrics.	- Natural and man-made fabrics. - Kneading and squeezing, Friction. - Wash stain immediately, wash the soiled part first - Washing coloured fabrics	- Identification - Laundrying	- Application - Appreciation - Awareness
6.11. Gardening	6.11.1 Kitchen Garden	6.11.1.1 Explain importance of a kitchen garden. 6.11.1.2 Grow different types of vegetables.	- Save money, fresh vegetables, spirit of self-reliance, provide variety. - Growing pumpkins, carrots, spinach, onions, cabbage.	- Problem solving - Gardening	- Application - Appreciation - Team work
6.12 Processes in Needlework	6.12.1 Edge finishes 6.12.2 Fasteners 6.12.3 Openings	6.12.1.1 Describe Edge finishes. 6.12.2.1 Describe types of Fasteners. 6.12.3.1 Describe types of Openings. 6.12.3.2 Sew samples using edge finishes, fasteners and openings	- Prevent fraying, decorate raw edges. - Crossway bindings and lace. - Zip, button and button hole, hook and eye. - Bound opening, faced opening, continuous warp opening. - Sewing samples of article	- Observation - Identification - Sewing	- Self-reliance - Quality - Application - Appreciation - Creativity
6.13 Hospitality	6.13.1 Facilities and services	6.13.1.1 Describe facilities in hospitality. 6.13.1.2 Identify services in hospitality.	Good space for guests, Comfortable environment (sidewalks drive	- Observation - Identification	- Application - Responsibility

TOPIC	SUB TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
			ways, parking areas) • Accommodation, conference rooms, laundry services, catering, transport,		

GRADE 7

GENERAL OUTCOMES

- Demonstrate the ability to apply principles of nutrition, Home management, health education, and needle work.
- Acquire knowledge, positive attitudes, and values in designing and making artifacts.

Key competences

- Demonstrate basic skills in baking and roasting different dishes
- Show ability to improvise simple kitchen equipment
- Demonstrate basic skills in garnishing dishes and table laying
- Demonstrate basic skills in knitting and crotcheting articles.

71 Personal Hygiene	7.1.1 The Skin	7.1.1.1 Describe care of the skin.	• Do not damage the skin, wash the skin with good toilet soap, and eat a balanced meal for health skin.	• Identification • Observation	• Care • Appreciation • Awareness • Application
		7.1.1.2 Outline functions of the skin.	• Protect the body from germs, heat, and cold, to remove sweat, to form vitamin D from sunshine.		
		7.1.1.3 Explain importance of keeping the skin clean.	• Remove surface grease and dirt, open pores, remove bacteria, remove dead skin		
		7.1.1.4 Explain care and	• Wash the pubic area		

TOPIC	SUB TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
		cleaning of pubic area and armpits.	twice a day, do not wear tight pants, and keep the pubic area dry, use mild soap.		
7.2 Sanitation	7.2.1 Kitchen sink	7.2.1.1 Identify parts of a kitchen sink and the functions of each. 7.2.1.2 Demonstrate the unblocking of the kitchen sink	• Draining board-drying utensils, tap-water supply, overflow pipe-prevent flooding, u-bend-traps smells. • Open the u-bend, pour hot water and use bicarbonate of soda or use suction pump	• Identification • Observation • Demonstration • Problem solving	• Application • Appreciation • Awareness • Team work
7.4 Health education	7.3.1 Puberty	7.3.1.1 Describe menstruation 7.3.1.2 Explain rules of hygiene during menstruation. 7.3.1.3 Make re-usable sanitary towels.	• Menstruation. • Change sanitary towels regularly, bath at least twice • Making re-usable towels	• Identification • Observation • Problem solving	• Responsibility • Awareness • Assertiveness • Resourcefulness • Hygiene
7.5 The Kitchen	7.4.1 Improvisation	7.4.1.1 Identify kitchen utensils that can be improvised 7.4.1.2 Improvise kitchen equipment.	• graters, jugs, cups, plates, ladles, stone and grinder • Improvising kitchen equipment	• Identification • Problem solving • Improvisation	• Responsibility • Awareness • Application • Safety consciousness • Creativity
7.5 Food	7.5.1 Balanced diet	7.5.1.1 Identify deficiency diseases. 7.5.1.2 Plan and prepare a balanced meal (mixed diet).	• Scurvy, kwashiorkor, marasmus, beriberi, night blindness • A diet consisting of all food nutrients.	• Identification • Problem solving • Planning • Budgeting	• Awareness • Application • Appreciation
	7.5.2 Food Presentation	7.5.2.1 Garnish different dishes	• Garnishing different		

TOPIC	SUB TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
	7.5.3 Food Budgeting	7.5.2.2 Demonstrate table laying 7.5.3.1 Explain short term and long term budgeting.	dishes • Table napkins/serviette, cutlery, side plates, glass and large flower arrangement • Short term-perishable and Long term for non-perishable foods		
7.6 Cooking	7.6.1 Baking and roasting	7.6.1.1 Bake and roast different dishes	• Baking and roasting dishes	• Identification • Baking and roasting	• Application • Safety consciousness • Creativity
7.7 Home	7.7.1 Floors and floor coverings	7.7.1.1 Identify types of floors. 7.7.1.2 Describe floor coverings. 7.7.1.3 Care and clean floor coverings.	• Concrete and mud • Tiles, carpets, mats. • Caring and cleaning of carpet/mat/traditional mat.	• Identification • Observation • Cleaning	• Safety consciousness • Awareness • Application
7.8 Laundry	7.8.White cotton garments	7.8.1.1 Explain care of white cotton garments. 7.8.1.2 Explain importance of starching. 7.8.1.3 Explain the importance of ironing and airing clothes. 7.8.1.4 Wash, iron, and store white articles.	• Wash separately; blue the article, dry in the sun. • Stiffen articles. • Kill germs/parasites, look smart, last longer, removal of excess moisture • Washing, ironing, and storing articles.	• Identification • Observation • Laundering	• Cleanliness • Application • Awareness
7.9 Needlework	7.9.1 Needlework processes	7.9.1.1 Describe arrangement of fullness. 7.9.1.2 Describe general rules for mending damaged clothes. 7.9.1.3 Mend clothes using	• Gathers, tucks and elastic. • Match the material, • Mending clothes using calico.	• Identification • Observation • Problem solving • Sewing	• Safety consciousness • Awareness • Appreciation • Application

TOPIC	SUB TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
		calico. 7.9.1.4 Make samples of gathers, tucks and elastics	Gathers, tucks and elastics		
7.10 Craftwork	7.10.1 Knitting and crotcheting	7.10.1.1. Identify basic stitches and abbreviations used in knitting. 7.10.1.2 Identify basic stitches and abbreviations used in crotcheting. 7.10.1.3 Make articles by knitting and crotcheting	- K-knit, P-purl, Patt-pattern, Inc-increase, dec-decrease - Chain stitch (ch), slip stitch (s.s), double (d.c), treble (tr). - Making articles	- Identification - Observation - knitting and crotcheting	- Appreciation - Application - Creativity
7.11 Hospitality	7.11.1 Colour and décor.	7.11.1.1 Classify colours 7.11.1.2 Explain the effects of light and dark colours in the rooms. 7.11.1.3 Make decorations according to the background	- Light and dark colours - Light colour makes a room appear big - Dark colour makes a room appear small - Flower arrangement, linen, and other accessories.	- Observation - Identification - Decorating	- Application - Awareness - Creativity - Appreciation
7.12 Entrepreneurship	7.12.1 Entrepreneurship Projects in Home Economics	7.12.1.1 Identify projects in Food and Nutrition, Needlework and Crafts. 7.12.1.2 Bake, fry, and make items for sale. 7.12.1.3 Cost and market the dishes and items.	- Scones, buns, cupcakes, fritter. - Chair backs, place mats, food covers, patch works. - Costing and marketing	- Baking - Frying - Sewing - Costing - Marketing - Problem solving	- Entrepreneurship - Creativity - Resourcefulness - Thriftiness

NEEDLEWORK AND CRAFTS SYLLABUS FOR GRADES III 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
III	Temporal stitches - Tacking - Running and can be used as decorative stitches -Bead Necklace	Small articles based on a square or a rectangle: Fringed mats, table napkins	- Binca - Canvas - Felt - Hessian - Calico - Casement	Crewel Nos. 4 or 5 Chenill and tapestry Nos. 24, 25 or 26 Darners short Nos. 6-7	Wool Double Filosheen etc To contrast with Material used
IV	Permanent stitches- - Backstitch - Oversewing - Hemming	Article still based on a square or a rectangle: Bags for different purposes Pot holder, pin cushions, Skipping rope, belt (beadwork), stuffed balls	- Calico - Casement cotton or Patterned materials Sisal Maize husks Banana stems	Crewel Nos. 6, 7 or 8 Sharps Nos. 5, 6, 7	Filosheen Cotton Silk Tacking cotton to contrast at first with material
V	- Neatening and decorative stitches: - Run and fell seam	Chair backs, Elasticated skirt Tray cloth Toys Plaited table mats Food covers decorated with beads	- Cotton - Linen materials with weft and warp threads clearly defined - maize husks - banana stems - beads	Crewel Nos. 7 and 8 Sharps Nos 7 and 8	Matching cottons And sheens
VI	- French seam - Gathering - Faced opening - Button and worked loop - Button hole	- Sleevesless blouse - Gathered Skirt - Door mats (plaited) - Wall hanging (decorated with beads) - Toys - Children's dresses	As for grade 5 Plus non-slip man-made fibres	Crewel Nos. 8 and 9 Sharps Nos 8 and 9	Matching cottons and sheen

GRADE	PROCESSES	ARTICLES	MATERIALS	NEEDLES	THREAD
VII	- Open seam - Perfection of stitches already learnt. - Laying out of patterns - Cutting out articles or garments made using machine if available - Continuous warp opening - Press studs - Calico darts	- Simple shift dress - Skirt on a waistband With a continuous wrap opening - Petticoat (half) - Blouse - Calico patch - Baskets - Bootees - Baby bonnet - Shawl (crotcheting) - Various items decorated with beads (crotcheting)	As for Grade 6	As for Grade 6	As for Grade 6