



REPUBLIC OF ZAMBIA

MINISTRY OF EDUCATION, SCIENCE, VOCATIONAL TRAINING AND EARLY EDUCATION

HOME ECONOMICS SYLLABUS

GRADES 5 – 7



PREPARED AND PUBLISHED BY THE CURRICULUM DEVELOPMENT CENTRE

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Vision

“A Zambia where every learner is receiving quality education that is relevant to individual and societal needs and contributes to national development”.

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 learners 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 – 7 as defined and recommended in various policy documents including Educating Our Future`1996 and the `Zambia Education Curriculum Framework `2013.

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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, 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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Director-Standard and Curriculum

MINISTRY OF EDUCATION, SCIENCE, VOCATIONAL TRAINING AND EARLY EDUCATION

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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/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/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 **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, 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

- Demonstrate the ability to apply principles of nutrition.
- Demonstrate the ability to apply principles of Home management.
- Acquire knowledge, attitudes, and values on health and personal hygiene.
- Demonstrate an understanding of good sanitation in the environment.
- Demonstrate the ability to apply principles of needle work and Crafts.
- Acquire knowledge, positive attitudes, and values in designing and making artifacts.

KEY COMPETENCES

- Demonstrate basic skills in measuring and weighing ingredients.
- Show basic skills in boiling and roasting food
- Demonstrate basic skills in cleaning different housewares.
- Show basic skills in laundering simple items
- Demonstrate basic skills of cleaning and caring for eyes, ears, feet, hands and hair.
- Show basic skills in disposing off refuse
- Demonstrate basic knowledge and skills of sewing stitches and seams.
- 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 Measuring and weighing ingredients	5.1.1.1 Measure and weigh ingredients	<ul style="list-style-type: none"> • Importance of measuring and weighing (Helps obtain good results, avoid unnecessary wastage, buy required amount) • Measuring and weighing equipment: Balance Scales, Spoons, and cups. • Measure and weigh liquids and solids 	<ul style="list-style-type: none"> • Weighing and measuring of ingredients 	<ul style="list-style-type: none"> • Appreciating the skill of weighing and measuring
5.2 Food	5.2.1 Food groups	5.2.1.1 Describe food groups	<ul style="list-style-type: none"> • Food groups: food pyramid- grains and grain products, vegetables and fruits, meat/poultry/fish/beans /nuts, milk and milk products fat and oils/sweets. 	<ul style="list-style-type: none"> • Identification of food groups 	<ul style="list-style-type: none"> • Appreciating food groups
	5.2.2. Food preparation	5.2.2.1 Prepare raw vegetables and fruits	<ul style="list-style-type: none"> • Foods that can be eaten raw: fruits and vegetables (Vegetable and fruit salads) 	<ul style="list-style-type: none"> • Preparation of vegetables and fruit salads • Boiling and roasting 	<ul style="list-style-type: none"> • Appreciating boiled and roasted food. • Appreciating fruits and

TOPIC	SUB-TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
		5.2.2.2 Demonstrate boiling and roasting methods of cooking	<ul style="list-style-type: none"> • Importance of cooking food: easy digestion, improve taste, kill germs, make it appetizing • Methods of cooking: dry and moist methods • Boiling: eggs, fresh cassava, sweet potatoes, • Roasting: dry ground nuts and cassava. 		vegetables in the diet
	5.2.3 Table Manners	5.2.3.1 Practice table Manners.	<ul style="list-style-type: none"> • Table manners: do not 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 Flour mixtures	5.3.1 Flour mixtures and yeast	5.3.1.1 Prepare flour mixtures using yeast	<ul style="list-style-type: none"> • Sources of flour: wheat, maize, cassava, sorghum, millet, soya. • Flour mixtures using yeast: bun and fritters 	• Preparation of flour mixtures using yeast	• Appreciating yeast flour mixtures
5.4 Hospitality	5.4.1 Non-verbal communication	5.4.1.1 Use non-verb and written communication in different situations	<ul style="list-style-type: none"> • Non-verbal: gestures (sign language), body language, facial expressions. • Written: hand written or typed. 	• 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
5.1 The Kitchen	5.1.1 Types of kitchens and utensils	5.1.1.1 Describe types of Kitchens. 5.1.1.2 Use kitchen utensils	<ul style="list-style-type: none"> Types of kitchens: kitchen inside and outside the house. Kitchen utensils: measuring jars, kitchen scales, cutlery, tin openers, sieves, colanders/strainer, saucepans, baking tins, chopping boards, winnowing. 	<ul style="list-style-type: none"> <i>Using</i> different types of utensils 	<ul style="list-style-type: none"> <i>Appreciating</i> different kitchens and utensils
5.2 Home	5.2.1 Household cleaning equipment and materials	5.2.1.1 Use different household cleaning equipment and materials 5.2.1.2 Clean various household ware	<ul style="list-style-type: none"> Cleaning equipment: Brooms, dusters, brushes, dust pan, hoover, floor polishers, dish washers. Cleaning materials: Scouring powder, floor and furniture children polish Cleaning household ware: metals (aluminum, stainless steel, and enamel), wood, and plastics. Order of washing up: non-grease items first, 	<ul style="list-style-type: none"> <i>Cleaning</i> household ware 	<ul style="list-style-type: none"> <i>Appreciating</i> household cleaning equipment and materials

TOPIC	SUB-TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
			cutlery, sauce pans and bake ware.		
	5.2.2 Care of a Home.	5.2.2.1. Remove dust and dirt.	<ul style="list-style-type: none"> • Ways of removing dust and dirt: gathering, dusting, wiping, sucking, mopping. 	<ul style="list-style-type: none"> • Removing dust and dirt 	<ul style="list-style-type: none"> • Appreciating cleanliness
5.3 Laundry	5.3.1 Laundry equipment and materials	<p>5.3.1.1 Use laundry Equipment and materials.</p> <p>5.3.1.2 Interpret laundry symbols.</p> <p>5.3.1.3 Launder small articles</p>	<ul style="list-style-type: none"> • Laundry equipment: plastic basins, enamel basins, and baths drying lines, pegs, brushes, iron and ironing board. • Laundry materials: blue, salt, vinegar, soap, detergents. • Laundry symbols: do not –iron, bleach, dry clean, and wash separate. • Reasons for washing clothes: kill germs, look smart, last longer, removal of excess moisture • Laundering small articles: remove tea and mucus stains e.g. hand kerchief, tray cloth, table cloth, pillow case. 	<ul style="list-style-type: none"> • Identification of laundry equipment and materials • Interpreting laundry symbols • Laundering of articles 	<ul style="list-style-type: none"> • Awareness of laundry equipment and materials • Appreciating laundry symbols

GRADE 5: HEALTH EDUCATION

TOPIC	SUB-TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
5.1 Human Development	5.1.1 Uniqueness of the body	5.1.1.1 Identify body uniqueness in different Individuals.	<ul style="list-style-type: none"> Uniqueness in individuals: physical appearance e.g. Small/big breasts, small/big buttocks, pimples/clear faces, small/big shoulders. 	<ul style="list-style-type: none"> Identification of body uniqueness 	<ul style="list-style-type: none"> Awareness of physical appearances Appreciation of oneself
	5.1.2 Grooming and self-respect	5.1.2.1 Demonstrate good grooming and self-respect	<ul style="list-style-type: none"> Appropriate dressing, sitting and walking posture, body language. 	<ul style="list-style-type: none"> Dressing and sitting appropriately 	<ul style="list-style-type: none"> Appreciating decent dressing, sitting, walking and body language
5.2 Hygiene	5.2.1 The body	5.2.1.1 Clean various body parts	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Cleaning and caring for hair, eyes, ears, teeth, hands and feet 	<ul style="list-style-type: none"> Cleanliness
	5.2.2 Ventilation	5.2.2.1 Identify methods of ventilation	<ul style="list-style-type: none"> Methods of ventilation: natural and artificial Importance of fresh air- good respiration / avoid colds. Dangers of poor ventilation- short supply of clean air, transmission of diseases. Good ventilation: Open windows early in the 	<ul style="list-style-type: none"> Identification of methods of ventilation 	<ul style="list-style-type: none"> Appreciating fresh air Safety consciousness

TOPIC	SUB-TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
			morning, avoid braziers and overcrowding.		
	5.2.3 Sanitation	5.2.3.1 Dispose different Wastes	<ul style="list-style-type: none"> • Importance of good sanitation: good health/ prevention of diseases. • Disposal of wet refuse: burying (compost heap) and dry refuse: burning. • Cleaning a kitchen bin 	<ul style="list-style-type: none"> • <i>Disposing</i> wet and dry refuse • <i>Cleaning</i> a kitchen bin 	<ul style="list-style-type: none"> • <i>Appreciating</i> good sanitation
	5.2.4 Water	5.2.4.1 Describe uses of Water in the home 5.2.4.2 Purify water 5.2.4.3 Store water appropriately	<ul style="list-style-type: none"> • Uses of water in the home: washing, bathing, ironing, cooking. • Methods of water purification: filtration, boiling, chlorination and decanting • Safe storage of water (in clean containers / buckets) 	<ul style="list-style-type: none"> • <i>Water purification</i> 	<ul style="list-style-type: none"> • <i>Appreciating</i> water in the home
5.3 Safety in the home	5.3.1 Prevention of accidents in the home	5.3.1.1 Demonstrate safety rules in the home.	<ul style="list-style-type: none"> • Causes of accidents (exposing medicines and other poisonous substances) • Safety rules in the Kitchen (turn pan handles away from edge when cooking, don't play with match stick and lighted fire, mop spilled water, • Keep needles, pills, coins out of reach of children. 	<ul style="list-style-type: none"> • <i>Application</i> of safety rules 	<ul style="list-style-type: none"> • <i>Safety consciousness</i>

GRADE 5: NEEDLEWORK AND CRAFTS

TOPIC	SUB-TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
5.1 Needlework	5.1.1 Tools	5.1.1.1 Use needlework tools correctly. 5.1.1.2 Make a measuring card	<ul style="list-style-type: none"> 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. Making a measuring card- cut and shape thin boxes, mark 1cm, 2cm. 	<ul style="list-style-type: none"> Identification of needlework and craft tools. Making a measuring card. 	<ul style="list-style-type: none"> Appreciating needlework tools.
5.2 Processes	5.2.1 Stitches	5.2.1.1 Make samples and articles using different stitches.	<ul style="list-style-type: none"> Stitches: permanent, neatening and decorative stitches Articles: fringed mats, table napkins, tray cloth, bags, pin cushion. 	<ul style="list-style-type: none"> Making of samples and articles. 	<ul style="list-style-type: none"> Appreciating stitches
	5.2.2 Seams	5.2.2.1 Sew samples of	<ul style="list-style-type: none"> Classes of seams- flat ridged and flannel. 	<ul style="list-style-type: none"> Sewing different 	<ul style="list-style-type: none"> Appreciating seams

TOPIC	SUB-TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
		different seams	<ul style="list-style-type: none"> Choice depends on - materials being used, garment being made, position of the seam. Rules for working out seams: threads must be suitable, width depends on material, seams of the same type must be of similar width. Sewing samples of an open seam, French, run and fell, overlaid seams. 	seams.	
5.3 Craft work	5.3.1 Plaiting	5.3.1.1 Plait table mats.	<ul style="list-style-type: none"> Equipment used in plaiting: blunt wire, darning needle Materials: strips of fabric, grass, sisal fiber Plait table coasters 	<ul style="list-style-type: none"> Plaiting table mats. 	<ul style="list-style-type: none"> Appreciating own made table mats
	5.3.2 Toy making	5.3.2.1 Make toys using various materials.	<ul style="list-style-type: none"> Making toys such as rag dolls, plastic balls using various materials 	<ul style="list-style-type: none"> Toy making 	<ul style="list-style-type: none"> Appreciating made toys

GRADE 6 LEVEL

**GENERAL
OUTCOMES**

- Demonstrate the ability to apply principles of Food and Nutrition
- Demonstrate the ability to apply principles of Home management

KEY COMPETENCES

- Demonstrate basic skills of cooking and garnishing food and preparing simple budgets.
- Demonstrate basic skills in preserving food.
- Demonstrate basic skill in cleaning wall finishes
- Demonstrate basic skills and knowledge in laundering coloured fabrics
- Demonstrate basic skills in applying first aid.
- Show basic skills in cleaning toilets.
- Demonstrate basic skills and knowledge in sewing edge finishes, fasteners and openings.
- Demonstrate basic skills in weaving

<ul style="list-style-type: none">• Demonstrate the ability to apply principles of Health education.• Demonstrate the ability to apply principles of Needlework and Crafts.	
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GRADE 6: FOOD AND NUTRITION

TOPIC	SUB-TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
6.1 The Kitchen	6.1.1 Kitchen Equipment	6.1.1.1 Identify kitchen Equipment.	<ul style="list-style-type: none"> • Kitchen equipment: cooker, toaster, brazier, blender, whisks, basins, kitchen table, cupboards, mortar and pestle 	<ul style="list-style-type: none"> • Identification of kitchen equipment 	<ul style="list-style-type: none"> • Appreciation of kitchen equipment
6.2 Food	6.2.1 Mixed diet	6.2.1.1 Identify causes of deficiency diseases.	<ul style="list-style-type: none"> • Causes of: scurvy, kwashiorkor, marasmus, beriberi, night blindness. • Mixed diet: (Proteins, fats, carbohydrates, vitamins, mineral salts, water, and roughage) • Foods used for garnishing: cucumber, tomato, orange/lemon, green/red paper, onion, hard-boiled egg. • Table laying: table napkins/ serviette, cutlery, side plates, glass and large flower arrangement • Budgeting: short term-perishable and long term-non-perishable foods. 	<ul style="list-style-type: none"> • Identification of causes of deficiency diseases • Cooking a mixed diet and garnishing • Table laying • Budgeting 	<ul style="list-style-type: none"> • Awareness on causes of deficiency diseases • Appreciating planning and budgeting
		6.2.1.2 Plan and prepare a mixed diet			
	6.2.2 Food Presentation	6.2.2.1 Garnish different dishes			
	6.2.3 Food Budgeting	6.2.2.2 Demonstrate table laying			

TOPIC	SUB-TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
		6.2.3.1 Plan and prepare a simple budget			
	6.2.4 Meal Planning	6.2.4.1 Describe meal patterns 6.2.4.2 Prepare meals for different needs.	<ul style="list-style-type: none"> Meal patterns: breakfast, mid-morning, snack, lunch, afternoon tea, super/dinner Prepare meals such as porridge/ groundnuts (baby), egg custard (an invalid). 	<ul style="list-style-type: none"> Identification of meal patterns Cooking meals for different needs 	<ul style="list-style-type: none"> Appreciating meals for different needs
6.3 Food preparation	6.3.1 Stewing and Frying	6.3.1.1 Stew and fry different foods.	<ul style="list-style-type: none"> Frying method: fried eggs relish, fried fish, kapenta. Stewing method: bean stew, beef stew, and Irish stew. 	<ul style="list-style-type: none"> Frying and stewing different foods 	<ul style="list-style-type: none"> Appreciating fried and stewed foods
	6.3.2 Left over foods.	6.3.2.1 Prepare different dishes from left over foods.	<ul style="list-style-type: none"> Rules for left-over food: (convert to a different meal, spice the food, use within a short time) Dishes from left-over foods: Maheu, fritters (nshima, rice, samp), mashed potatoes. 	<ul style="list-style-type: none"> Cooking left-over foods 	<ul style="list-style-type: none"> Appreciating leftover foods
6.4 Preservation	6.4.1 Food Preservation	6.4.1.1 Preserve different foods	<ul style="list-style-type: none"> Reasons for preservation: variety when out of season prevents decay. Foods to preserve; vegetables, fruits, sweet potatoes, cassava, mushrooms. 	<ul style="list-style-type: none"> Preservation of different foods 	<ul style="list-style-type: none"> Appreciating Preserved foods

TOPIC	SUB-TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
6.5 Hospitality	6.5.1 Facilities and services	6.5.1.1 Describe facilities in hospitality. 6.5.1.2 Identify services in hospitality	<ul style="list-style-type: none"> Facilities in hospitality: lodges, guest houses, motels and hotels. Services in hospitality: accommodation, conference rooms, laundry services, catering, and transport. 	<ul style="list-style-type: none"> Identification of services and facilities in hospitality 	<ul style="list-style-type: none"> Appreciating services and facilities in hospitality

GRADE 6: HOME MANAGEMENT

TOPIC	SUB-TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES

TOPIC	SUB-TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
6.1 Pests	6.1.1 Household Pests	6.1.1.1 Explain dangers of Household pests. 6.1.1.2 Explain prevention and control of household pests	<ul style="list-style-type: none"> Type of household pests: Mice, bed bugs, flies, mosquitoes, lice. Dangers of household pests: damage to property, transmit diseases, and suck blood of host. Prevention and control: spraying, use traps, good hygiene practices, 	<ul style="list-style-type: none"> Prevention and control of household pest 	<ul style="list-style-type: none"> Awareness of household pests
6.2 Home	6.2.1 Floors and walls	6.2.1.1 Clean different types of walls and floors	<ul style="list-style-type: none"> Types of walls and floors: mud, cement, wood, tiles, stone. 	<ul style="list-style-type: none"> Cleaning of different walls and floors 	<ul style="list-style-type: none"> Appreciating clean floors and walls
	6.2.2 Rooms in the house	6.2.2.1 Clean different rooms in a house.	<ul style="list-style-type: none"> Daily and weekly cleaning of bedrooms, sitting rooms, bathrooms 	<ul style="list-style-type: none"> Cleaning of different rooms 	<ul style="list-style-type: none"> Appreciating clean rooms
6.3 Laundry	6.3.Laundry	6.3.1.1 Wash different coloured fabrics.	<ul style="list-style-type: none"> Washing coloured fabrics: do not soak, add salt to washing water, dry in the shade. 	<ul style="list-style-type: none"> Laundering of coloured fabrics 	<ul style="list-style-type: none"> Appreciating clean fabrics
6.4 Gardening	6.4.1 Kitchen Garden	6.4.1.1. Grow different types of vegetables.	<ul style="list-style-type: none"> Reasons for growing vegetables: save money, fresh vegetables, spirit of self-reliance, provide variety. Growing different vegetables: pumpkins, carrots, spinach, onions, cabbage. 	<ul style="list-style-type: none"> Growing different vegetables 	<ul style="list-style-type: none"> Appreciating own grown crops

GRADE 6: HEALTH EDUCATION

TOPIC	SUB-TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES

6.1 Human Development	6.1.1 Body image	6.1.1.1 Identify factors influencing physical appearance. 6.1.1.2 Describe the effect of physical appearance on others.	<ul style="list-style-type: none"> • Factors influencing physical appearance: heredity, environmental e.g. diet, climate, economic status, locality • Effects of physical appearance on others: attraction, repulsion, pity, sexual abuse, respect. 	<ul style="list-style-type: none"> • Identification of factors that influence appearance 	<ul style="list-style-type: none"> • Appreciating ones physical appearance
6.2 Safety in the home/school	6.2.1 First-Aid	6.2.1.1 Apply First Aid on various accidents.	<ul style="list-style-type: none"> • Treatment of falls, cuts and simple sprains 	<ul style="list-style-type: none"> • Treating simple accidents. 	<ul style="list-style-type: none"> • Appreciating First Aid
6.3 Sanitation	6.3.1 Toilets	6.3.1.1 Clean toilets and latrines	<ul style="list-style-type: none"> • Types of toilets: water-bone toilets and pit latrines • Cleaning toilets (by using environmentally friendly cleaning materials). 	<ul style="list-style-type: none"> • Cleaning of toilets and latrines. 	<ul style="list-style-type: none"> • Appreciating clean toilets

GRADE 6: NEEDLEWORK AND CRAFTS

TOPIC	SUB-TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
6.1 Processes in Needlework	6.1.1 Edge finishes	6.1.1.1 Sew Edge finishes.	<ul style="list-style-type: none"> • Reasons for edge finishing: prevent fraying, decorate raw edges. • Edge finishes: crossway bindings and lace. • Fasteners: button and button hole, hook and eye. • Openings: bound opening, faced opening. • Weave simple food covers, door mats 	<ul style="list-style-type: none"> • Sewing different samples of edge finishes, fasteners and openings 	<ul style="list-style-type: none"> • Appreciating edge finishes, fasteners, openings and weaved items
	6.1.2 Fasteners	6.1.2.1 Sew simple fasteners.			
	6.1.3 Openings	6.1.3.1 Sew simple openings			
6.2 Crafts work	6.2.1 Weaving	6.2.1.1 Weave simple items		<ul style="list-style-type: none"> • Weaving simple items 	

GRADE 7 LEVEL

GENERAL OUTCOMES

- Demonstrate the ability to apply principles of Food and Nutrition.
- Demonstrate the ability to apply principles of Home management.
- Demonstrate the ability to apply principles of Health Education.
- Demonstrate the ability to apply principles of needle work and Crafts.

KEY COMPETENCES

- Demonstrate skills in baking and steaming.
- Demonstrate skills and knowledge in making improvised kitchen utensils.
- Demonstrate skills and knowledge in decorating rooms
- Demonstrate skills in laundering white cottons.
- Demonstrate skills and knowledge on care of the skin
- Demonstrate skills in making a homemade sanitary towel
- Demonstrate skills and knowledge in arranging fullness and mending clothes.
- Demonstrate skills in knitting and crocheting.

GRADE 7: FOOD AND NUTRITION

TOPIC	SUB-TOPIC	SPECIFIC	CONTENT
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		OUTCOMES	KNOWLEDGE	SKILLS	VALUES
7.1 The Kitchen	7.1.1 Improvisation	7.1.1.1 Make improvised kitchen utensils	<ul style="list-style-type: none"> • Improvised kitchen utensils: graters, jugs, cups, plates, ladles, stone and grinder 	<ul style="list-style-type: none"> • Making of improvised kitchen utensils 	<ul style="list-style-type: none"> • Appreciating kitchen utensils
7.2 Food preparation	7.2.1 Grilling and steaming	7.2.1.1 Grill and steam different dishes	<ul style="list-style-type: none"> • Grilled dishes: fish, spring chicken, mushrooms, tomatoes. • Steamed dishes: steamed egg custard, puddings. 	<ul style="list-style-type: none"> • Grilling and steaming different dishes 	<ul style="list-style-type: none"> • Appreciating grilled and steamed dishes
7.3 Flour mixtures	7.3.1 Flour and raising agents	7.3.1.1 Prepare flour mixtures using baking powder and air 7.3.1.2 Decorate simple dishes	<ul style="list-style-type: none"> • Sources of flour: wheat, maize, cassava, sorghum, millet, soya. • Raising agents: yeast, air, eggs, baking powder, bicarbonate of soda • Flour mixtures using baking powder and air: scones, pan cakes, simple cakes. • Decorating- jam tarts, cakes, puddings. 	<ul style="list-style-type: none"> • Preparation of flour mixtures • Decorating 	<ul style="list-style-type: none"> • Appreciating flour mixtures and decorated dishes

GRADE 7: HOME MANAGEMENT

	SUB-TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES

	SUB-TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
7.1 Sanitation	7.1.1 Kitchen sink	7.1.1.1 Identify parts of a kitchen sink and their functions. 7.1.1.2 Unblock the kitchen sink	<ul style="list-style-type: none"> • Parts of the kitchen sink and their use: draining board-drying utensils, tap-water supply, overflow pipe-prevent flooding, u-bend-traps smells. • Unblock the kitchen sink: open the u-bend, pour hot water and use bicarbonate of soda or use suction pump 	<ul style="list-style-type: none"> • Identification of parts of a kitchen sink • Unblocking of the kitchen sink 	<ul style="list-style-type: none"> • Awareness on how to unblock the sink
7.2 Home	7.3.1 Floor coverings	7.3.1.1 Care for and clean floor coverings	<ul style="list-style-type: none"> • Caring and cleaning of carpet/mat/traditional mat. 	<ul style="list-style-type: none"> • Cleaning floor coverings 	<ul style="list-style-type: none"> • Appreciating clean floor coverings
7.3 Hospitality	7.3.1 Colour and Décor.	7.3.1.1 Make decorations according to the background	<ul style="list-style-type: none"> • Decorations: flower arrangement, linen, and other accessories. 	<ul style="list-style-type: none"> • Decorating rooms according to occasion 	<ul style="list-style-type: none"> • Appreciating colour and décor.
7.4 Time Management	7.4.1 Time plan	7.4.1.1 Make a time plan	<ul style="list-style-type: none"> • Time plan: Ingredients, work tasks and time allocation, equipment 	<ul style="list-style-type: none"> • Time management. 	<ul style="list-style-type: none"> • Appreciating time management
7.5 Laundry	7.5.1 White cotton garments	7.5.1.1 Launder white garments	<ul style="list-style-type: none"> • Care of white cotton: wash separately; blue, the article, dry in the sun. • Laundering white garments: sorting, washing, starching to stiffen, blue to whiten, ironing, and storing articles. 	<ul style="list-style-type: none"> • Laundering articles 	<ul style="list-style-type: none"> • Appreciating laundered articles

	SUB-TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
7.6 Gardening	7.6.1 Kitchen garden	7. 6.1.1 Maintain kitchen garden by practicing effective control of pests and diseases.	<ul style="list-style-type: none"> • Maintaining a kitchen garden: spray pesticides, sprinkle ashes. 	<ul style="list-style-type: none"> • <i>Pest control</i> 	<ul style="list-style-type: none"> • <i>Appreciating</i> own crops

GRADE 7: HEALTH EDUCATION

TOPIC	SUB-TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
7.1 Personal Hygiene	7.1.1 The Skin	7.1.1.1 Caring for the skin	<ul style="list-style-type: none"> • Importance of the skin- remove surface grease and dirt, open pores, remove bacteria, remove dead skin • Function of the skin- protects the body from germs, heat, and cold, to remove sweat, to form vitamin D from sunshine. • 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. 	<ul style="list-style-type: none"> • <i>Skin care</i> 	<ul style="list-style-type: none"> • <i>Appreciating</i> the skin
7.2 Health education	7.2.1 Puberty	<p>7.2.1.1 Outline ways of maintaining personal hygiene during puberty and menstruation</p> <p>7.2.1.2 Make a home-made sanitary towel</p>	<ul style="list-style-type: none"> • 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. • Personal during menstruation: (Change sanitary towels regularly and dispose pads correctly, bath at least twice a day). 	<ul style="list-style-type: none"> • <i>Making</i> a homemade sanitary towel 	<ul style="list-style-type: none"> • <i>Cleanliness</i>

TOPIC	SUB-TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
			<ul style="list-style-type: none"> Materials for making a homemade sanitary towel: Pieces of material, various stuffing 		
7.3 Human Development	7.3.1 Privacy and bodily integrity	7.3.1.1 Identify ways of promoting privacy and bodily integrity in both girls and boys	<ul style="list-style-type: none"> Ways of promoting privacy and bodily integrity: separable /locked toilets /bathrooms/<i>bedrooms</i> 	<ul style="list-style-type: none"> <i>Identification</i> of ways of promoting privacy and bodily integrity 	<ul style="list-style-type: none"> <i>Appreciating</i> privacy and bodily integrity

GRADE 7: NEEDLEWORK AND CRAFT

TOPIC	SUB-TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
7.1 Needlework	7.1.1 Needlework processes	7.1.1.1 Arrange fullness. 7.1.1.2 Mending damaged clothes. 7.1.1.3 Sew simple shirts and dress	<ul style="list-style-type: none"> • Arranging of fullness: gathers, tucks, pleats and elastic. • Mending different clothes • Sewing simple dresses and shirts 	<ul style="list-style-type: none"> • Arranging fullness • Mending damaged clothes • Sewing dresses and shirts 	<ul style="list-style-type: none"> • Appreciating own made articles
7.2 Craftwork	7.2.1 Knitting and crocheting	7.2.1.1 Make articles by knitting and crocheting	<ul style="list-style-type: none"> • Knitting: K-knit, P-purl, Patt-pattern, Inc-increase, dec-decrease • Crocheting: Chain stitch (ch), slip stitch (s.s), double (d.c), treble (tr). • Making articles 	<ul style="list-style-type: none"> • knitting and crocheting simple articles 	<ul style="list-style-type: none"> • Appreciating knitting and crocheting simple articles
	7.3.1	7.3.1.1 Dye materials using various dyes	<ul style="list-style-type: none"> • Dyes: sweet potato leaves, mukoyo roots. 	<ul style="list-style-type: none"> • Dyeing 	<ul style="list-style-type: none"> • Appreciating dyes
7.3 Entrepreneurship	7.3.1 Home Economics projects	7.3.1.1 Identify entrepreneurial opportunities in, Home Economics	<ul style="list-style-type: none"> • Food and nutrition: baking scones and cakes, beverage making, menu planners. • Home management Interior decoration, laundry business. flower arrangement, gardening. • Needlework: simple shirts and dresses • Crafts: weaving, 	<ul style="list-style-type: none"> • Identification of home economics projects. 	<ul style="list-style-type: none"> • Appreciating home economics projects

TOPIC	SUB-TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
			plaiting, knitting, crocheting, dyes.		

APPENDIX 1

NEEDLEWORK AND CRAFTS SYLLABUS 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	<ul style="list-style-type: none"> - Neatening and decorative stitches: - Run and fell seam 	<ul style="list-style-type: none"> Chair backs, Elasticated skirt Tray cloth Toys Plaited table mats Food covers decorated with beads 	<ul style="list-style-type: none"> - Cotton - Linen materials with weft and warp threads clearly defined - maize husks - banana stems - beads 	<ul style="list-style-type: none"> Crewel Nos. 7 and 8 Sharps Nos 7 and 8 	<ul style="list-style-type: none"> Matching cottons And sheens
VI	<ul style="list-style-type: none"> - French seam - Gathering - Faced opening - Button and worked loop - Button hole 	<ul style="list-style-type: none"> - Sleeveless blouse - Gathered Skirt - Door mats (plaited) - Wall hanging (decorated with beads) - Toys - Children's dresses 	<ul style="list-style-type: none"> As for grade 5 Plus non-slip man-made fibres 	<ul style="list-style-type: none"> Crewel Nos. 8 and 9 Sharps Nos 8 and 9 	<ul style="list-style-type: none"> Matching cottons and sheen
VII	<ul style="list-style-type: none"> - Open seam - Perfection of stitches already learnt. - Laying out of patterns - Cutting out articles or garments made using machine if available - Continuous warp 	<ul style="list-style-type: none"> - Simple shift dress - Skirt on a waistband With a continuous wrap opening - Petticoat (half) - Blouse - Calico patch - Baskets - Bootees - Baby bonnet 	<ul style="list-style-type: none"> As for Grade 6 	<ul style="list-style-type: none"> As for Grade 6 	<ul style="list-style-type: none"> As for Grade 6

GRADE	PROCESSES	ARTICLES	MATERIALS	NEEDLES	THREAD
	opening - Press studs - Calico darts	- Shawl (crocheting) - Various items decorated with beads (crocheting)			

APPENDIX 2

GRADE 5-7 SCOPE AND SEQUENCE

TOPIC	GRADE 5	GRADE 6	GRADE 7
<ul style="list-style-type: none"> Measuring and Weighing Ingredients 	<ul style="list-style-type: none"> Importance of measuring and weighing (Helps obtain good results, avoid unnecessary wastage, buy required amount) Measuring and weighing equipment: Balance Scales, Spoons, and cups. Measure and weigh liquids and solids 	<ul style="list-style-type: none"> Reading scales and measures (balance scales, spring scales, cups, spoons). 	
<ul style="list-style-type: none"> Food 	<ul style="list-style-type: none"> Food groups: food pyramid- grains and grain products, vegetables and fruits, meat/ poultry/fish/beans/nuts, milk and milk products, fats and oils, sweets. 	<ul style="list-style-type: none"> Causes of: scurvy, kwashiorkor, marasmus, beriberi, night blindness. Mixed diet: (Proteins, fats, carbohydrates, vitamins, mineral salts, water, and roughage) Budgeting: short term-perishable and long term- non-perishable foods. Meal patterns: breakfast, mid-morning, snack, lunch, afternoon tea, super/dinner Prepare meals such as porridge/ groundnuts (baby), egg custard (an invalid). 	
<ul style="list-style-type: none"> Food preparation 	<ul style="list-style-type: none"> Foods that can be eaten raw: fruits and vegetables (Vegetable and fruit salads) Importance of cooking food: easy digestion, improve taste, kill germs, make it appetizing 	<ul style="list-style-type: none"> Frying method: fried eggs relish, fried fish, kapenta. Stewing method: bean stew, beef stew, and Irish stew. Rules for left-over food: (convert to a different meal, spice the food, use 	<ul style="list-style-type: none"> Grilled dishes: fish, spring chicken, mushrooms, tomatoes. Steamed dishes: steamed egg custard, puddings.

	<ul style="list-style-type: none"> • Methods of cooking: dry and moist methods • Boiling: eggs, fresh cassava, sweet potatoes, • Roasting: dry ground nuts and cassava. 	<p>within a short time)</p> <ul style="list-style-type: none"> • Dishes from left-over foods: Maheu, fritters (nshima, rice, samp), mashed potatoes. 	
• Food preservation		<ul style="list-style-type: none"> • Reasons for preservation: variety when out of season prevents decay. • Foods to preserve; vegetables, fruits, sweet potatoes, cassava, mushrooms. 	
• Food Presentation	<ul style="list-style-type: none"> • Table manners: do not- speak with food in the mouth, open the mouth when chewing, and play when eating. 	<ul style="list-style-type: none"> • Foods used for garnishing: cucumber, tomato, orange/lemon, green/red paper, onion, hard-boiled egg. • Table laying: table napkins/ serviette, cutlery, side plates, glass and large flower arrangement 	
• Flour and Flour Mixtures/ Raising Agents	<ul style="list-style-type: none"> • Sources of flour: wheat, maize, cassava, sorghum, millet, soya. • Flour mixtures using yeast: bun and fritters 		<ul style="list-style-type: none"> • Flour mixtures using baking powder and air: scones, pan cakes, simple cakes. • Decorating- jam tarts, cakes, puddings.
• Hospitality	<ul style="list-style-type: none"> • Non-verbal: gestures (sign language), body language, facial expressions. • Written: hand written or typed. 	<ul style="list-style-type: none"> • Facilities in hospitality: lodges, guest houses, motels and hotels. • Services in hospitality: accommodation, conference rooms, laundry services, catering, and transport. 	<ul style="list-style-type: none"> • Decorations: flower arrangement, linen, and other accessories.
• Time management			<ul style="list-style-type: none"> • Time plan: Ingredients, work tasks and time allocation, equipment

The Kitchen	<ul style="list-style-type: none"> • Types of kitchens: kitchen inside and outside the house. • Kitchen utensils: measuring jars, kitchen scales, cutlery, tin openers, sieves, colanders/strainer, saucepans, baking tins, chopping boards, winnowing. 	<ul style="list-style-type: none"> • Kitchen equipment: cooker, toaster, brazier, blender, whisks, basins, kitchen table, cupboards, mortar and pestle 	<ul style="list-style-type: none"> • Improvised kitchen utensils: graters, jugs, cups, plates, ladles, stone and grinder
The Home	<ul style="list-style-type: none"> • Cleaning equipment: Brooms, dusters, brushes, dust pan, Hoover, floor polishers, dish washers. • Cleaning materials: Scouring powder, floor and furniture polish • Cleaning household ware: metals (aluminum, stainless steel, and enamel), wood, and plastics. • Order of washing up: non-grease items first, cutlery, sauce pans and bake ware • Ways of removing dust and dirt: gathering, dusting, wiping, sucking, mopping. 	<ul style="list-style-type: none"> • Types of walls and floors: mud, cement, wood, tiles, stone. • Daily and weekly cleaning of bedrooms, sitting rooms, bathrooms 	<ul style="list-style-type: none"> • Caring and cleaning of carpet/mat/traditional mat
Household pest		<ul style="list-style-type: none"> • Type of household pests: Mice, bed bugs, flies, mosquitoes, lice. • Dangers of household pests: damage to property, transmit diseases, and suck blood of host. • Prevention and control: spraying, use traps, good hygiene practices. 	
Laundry	<ul style="list-style-type: none"> • Laundry equipment: plastic basins, enamel basins, and baths drying lines, pegs, brushes, iron and ironing board. • Laundry materials: blue, salt, vinegar, soap, detergents. 	<ul style="list-style-type: none"> • Washing coloured fabrics: do not soak, add salt to washing water, dry in the shade. 	<ul style="list-style-type: none"> • Care of white cotton: wash separately; blue, the article, dry in the sun. • Laundering white

	<ul style="list-style-type: none"> • Laundry symbols: do not –iron, bleach, dry clean, and wash separate. • Reasons for washing clothes: kill germs, look smart, last longer, removal of excess moisture • Laundering small articles: remove tea and mucus stains e.g. hand kerchief, tray cloth, table cloth, pillow case. 		garments: sorting, washing, starching to stiffen, blue to whiten, ironing, and storing articles.
Kitchen Garden		<ul style="list-style-type: none"> • Reasons for growing vegetables: save money, fresh vegetables, spirit of self-reliance, provide variety. • Types of vegetables to grow (tomatoes, rape, spinach, carrots, okra, onion). 	<ul style="list-style-type: none"> • Maintaining a kitchen garden: spray pesticides, sprinkle ashes.
Human Development	<ul style="list-style-type: none"> • Uniqueness in individuals: physical appearance e.g. Small/big breasts, small/big buttocks, pimples/clear faces, small/big shoulders. • Appropriate dressing, sitting and walking posture, body language. 	<ul style="list-style-type: none"> • Factors influencing physical appearance: heredity, environmental e.g. diet, climate, economic status, locality • Effects of physical appearance on others: attraction, repulsion, pity, sexual abuse, respect. 	<ul style="list-style-type: none"> • Ways of promoting privacy and bodily integrity: separable /locked toilets /bathrooms/bedrooms
Hygiene	<ul style="list-style-type: none"> • 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. 		<ul style="list-style-type: none"> • Importance of the skin- remove surface grease and dirt, open pores, remove bacteria, remove dead skin • Function of the skin- protects the body from germs, heat, and cold, to remove sweat, to form vitamin D from sunshine. • 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.
Sanitation	<ul style="list-style-type: none"> • Importance of good sanitation: good health/ prevention of diseases. • Disposal of wet refuse: burying (compost heap) and dry refuse: burning. • Cleaning a kitchen bin 	<ul style="list-style-type: none"> • Cleaning toilets: water-bone toilets and pit latrines 	<ul style="list-style-type: none"> • Parts of the kitchen sink and their use: draining board-drying utensils, tap-water supply, overflow pipe-prevent flooding, u-bend-traps smells. • Unblocking the kitchen sink: open the u-bend, pour hot water and use bicarbonate of soda or use suction pump
<ul style="list-style-type: none"> • Water 	<ul style="list-style-type: none"> • Uses of water in the home: washing, bathing, ironing, cooking. • Methods of water purification: filtration, boiling, chlorination and decanting 		
<ul style="list-style-type: none"> • Ventilation 	<ul style="list-style-type: none"> • Methods of ventilation: natural and artificial • Importance of fresh air: good respiration / avoid colds. • Dangers of poor ventilation: short supply of clean air, transmission of diseases. • Good ventilation: Open windows early 		

	in the morning, avoid braziers and overcrowding.		
<ul style="list-style-type: none"> • Puberty 			<ul style="list-style-type: none"> • 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. • Personal during menstruation: (Change sanitary towels regularly and dispose pads correctly, bath at least twice a day). • Materials for making a homemade sanitary towel: Pieces of material, various stuffing.
<ul style="list-style-type: none"> • Safety in the Home/ School 	<ul style="list-style-type: none"> • Causes of accidents (exposing medicines and other poisonous substances) • Safety rules in the Kitchen (turn pan handles away from edge when cooking, don't play with match sticks and lighted fire, mop spilled water, Keep needles, pills, coins out of reach of children) 	<ul style="list-style-type: none"> • Treatment of falls, cuts and simple sprains 	

<ul style="list-style-type: none"> • Needle work 	<ul style="list-style-type: none"> • 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. • Making a measuring card- cut and shape thin boxes, mark 1cm, 2cm. • Stitches: permanent, neatening and decorative stitches • Articles: fringed mats, table napkins, tray cloth, bags, pin cushion. • Classes of seams- flat ridged and flannel. • Choice depends on - materials being used, garment being made, position of the seam. • Rules for working out seams: threads must be suitable, width depends on material, seams of the same type must be of similar width. • Sewing samples of an open seam, French, run and fell, overlaid seams. 	<ul style="list-style-type: none"> • Reasons for edge finishing: prevent fraying, decorate raw edges. • Edge finishes: crossway bindings and lace. • Fasteners: button and button hole, hook and eye. • Openings: bound opening, faced opening. 	<ul style="list-style-type: none"> • Arranging of fullness: gathers, tucks, pleats and elastic. • Mending different clothes • Sewing simple dresses and shirts
<ul style="list-style-type: none"> • Craft work 	<ul style="list-style-type: none"> • Equipment used in plaiting: blunt wire, darning needle Materials: strips of fabric, grass, sisal fiber • Plait table coasters • Making toys such as rag dolls, plastic balls using various materials 	<ul style="list-style-type: none"> • Weave simple food covers, door mats 	<ul style="list-style-type: none"> • Knitting: K-knit, P-purl, Patt-pattern, Inc-increase, dec-decrease • Crocheting: Chain stitch (ch), slip stitch (s.s), double (d.c), treble (tr). • Making articles

			<ul style="list-style-type: none"> • Dyes: sweet potato leaves, mukoyo roots.
<ul style="list-style-type: none"> • Entrepreneurship 			<ul style="list-style-type: none"> • Food and nutrition: baking scones and cakes, beverage making, menu planners. • Home management Interior decoration, laundry business. flower arrangement, gardening. • Needlework: simple shirts and dresses • Crafts: weaving, plaiting, knitting, crocheting, dyes

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