

Republic of Zambia



Ministry of Education, Science, Vocational Training and Early Education

HOME ECONOMICS JUNIOR SECONDARY SCHOOL SYLLABUS



GRADES 8-9

Prepared by:
Curriculum Development Centre
P.O. Box 50092
LUSAKA.

TABLE OF CONTENTS

PREFACE..... 3

ACKNOWLEDGEMENT 4

RATIONALE..... 5

INTRODUCTION 5

AIMS 6

MAIN FEATURES OF THE SYLLABUS 7

Food and Nutrition:..... 8

General Outcomes 8

Home Management:..... 9

Needlework and Crafts: 10

KEY COMPETENCES: 11

METHODOLOGY AND ASSESSMENT 12

TIME-TABLE 13

GRADE 8 FOOD AND NUTRITION 14

GRADE 8 HEALTH EDUCATION 24

GENERAL OUTCOMES 24

GRADE 9 FOOD AND NUTRITION 30

GENERAL OUTCOMES: 30

GRADE 9 HOME MANAGEMENT 33

GRADE 9 HEALTH EDUCATION 37

GRADE 9 NEEDLEWORK AND CRAFTS 40

PREFACE

The Syllabus of Home Economics has been produced with full consideration of the recommendations provided by various stakeholders during the Basic Education National Survey 2005 conducted by Curriculum Development Centre; Stakeholders views on Basic School Implementation in all Provinces colleges and Universities in 2009; The National Symposium on Curriculum held in June 2009; The Indaba on Curriculum and Education held in 2009; including the Stakeholders Meeting on the Zambia Curriculum Framework held in 2011. It has also been highly guided by the Principles of Vision 2030 and Millennium Development Goals.

At this level of Grade 8 and 9 Home Economics is meant to consolidate and build on the foundation provided by the Home Economics concepts taught in Integrated Science and Creative and Technology Studies at Grades 1-7 and to also build a strong foundation for the high school level where learners are expected to specialize in one component of Home Economics either Food and Nutrition, Home Management or Fashion and Fabrics.

This syllabus, therefore, presents Home Economics as an applied natural and social science and as an art by emphasizing those aspects of scientific knowledge and theory, as well as social and aesthetic aspects which are relevant to the acquisition of skills and positive attitudes and values necessary for sustainable daily living. Home Economics as a subject in its current form presented in this syllabus, brings the theories of science and art closer to reality than any other subject and it also provides concepts which when implemented successfully can develop in the learners vital skills and values as well as a high standard of skills valuable in home and resource management. This is due to the fact that Home Economics concepts are mainly introduced and taught within the context of the home, the school and the local environment therefore, making it easier for learners to easily and immediately apply whatever knowledge and skills learnt at school in various phenomenon in their near environment.

It is vital to note that new concepts and many issues of national concern popularly referred to as cross-cutting issues have also been included in the syllabus such as: Entrepreneurship; Population Education; Environmental Education; Health, Nutrition and Hygiene; Human Immune Virus (HIV) Acquired Immune Deficiency Syndrome (AIDS) and Sexually Transmitted Infections (STIs), Life Skills; Drug and Substance Abuse and Human Rights.

It is my sincere hope that this syllabus, once effectively implemented, will fulfil the ministry's and every citizen's desire of having a curricular in our schools which is relevant and responsive to individual and national educational needs and value systems.

MRS. MIRRIAM CHONYA CHINYAMA
PERMANENT SECRETARY
MINISTRY OF EDUCATION, SCIENCE, VOCATIONAL TRAINING AND EARLY EDUCATION.

ACKNOWLEDGEMENT

The task of writing this Home Economics syllabus would have not been an easy task without the effective contributions of various stakeholders within the education sector, line ministries, and non-governmental organisations with great interest in the subject of Home Economics.

I, therefore, want to sincerely thank all the people of Zambia who contributed to the production of this syllabus in one way or another.

I want to particularly thank the following individuals from various schools, colleges, and other organisations who participated in the technical committee and subject review committees for their valuable contributions.

Mary Chintu Chilele	-	Principal Curriculum Specialist, Curriculum Development Centre, Lusaka
Nchimunya Mbewe	-	National Resources Development College, Lusaka, Lusaka Province
Songolo Martha	-	Senior Lecturer, COSETCO, Kitwe, Copperbelt Province
Mwandawande Sibeso-		Lecturer, Mongu College of Education, Mongu, Western Province
Nyasah-Schultz Judith	-	Head of home Economics Department, Chipata Day High school, Chipata, Eastern Province
Munyumbwe Emelys	-	Head of Home Economics Department, Rusangu Secondary School, Monze, Southern Province
Chishimba Kennedy	-	Head of Department, Mabumba High School, Mansa, Luapula Province

I wish to acknowledge the enormous contributions put in the guidance of the process of the development of this syllabus by the following individuals: the former Principal Curriculum Specialist- Natural Science, Ms Mary M. Lungu (post-humously); former Director, Standards and Curriculum, Mrs Florence C. Mfula; and the former Chief Curriculum Specialists Ms. Georgina Hamaimbo.

I am and even on behalf of the Directorate of Standards and Curriculum heavily indebted to them.

C.N.M. Sakala (Mrs.)
DIRECTOR- STANDARDS AND CURRICULUM
MINISTRY OF EDUCATION

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.

INTRODUCTION

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 high school and ease in the learners the choice of career path and specialisation at tertiary levels. It will further help learners to participate in economic ventures both in and out of school, families and communities and eventually, through applying learnt knowledge and skills in income generating activities which will eventually in a little way help Zambia to move to a medium income generating country. It also provides a guideline of vital knowledge and skills to help learners adopt safe life styles.

AIMS

Specifically the aim of this syllabus is:

1. Developing the pupil's interest in scientific methods and learning through experimentation and critical evaluation rather than just accepting information as fact.
2. Providing some consolidation of traditional knowledge and practical skills that pupils have acquired in their home environment with the academic and professional principles and concepts to be provided by their learning environment in the classroom at school.
3. Assisting the pupils to appreciate the importance of improved Home management, Food and Nutrition, Needlework and Crafts and Health Education as well as research implications for each area in national development.
4. Providing a favorable phenomenon to expose potential relationships of lessons at school to the world of work as a way of assisting learners in the preparation of post-school training and employment ventures both in the formal and informal sector.
5. Preparing the pupils for self-survival, self-reliance, and life in general.
6. Developing the pupil's sense of co-operative endeavor and improvisation.
7. Assisting the pupils to develop essential knowledge, skills, positive attitudes, and values within the family, among relatives, the community and towards other ethnic groups.
8. Helping the pupils to acquire and develop vital and sustainable practical skills and knowledge.
9. Promotion of knowledge, skills, and positive attitudes that will provide a balanced and impartial perception of Home Economics as a discipline and appreciate its role in daily life.

MAIN FEATURES OF THE SYLLABUS

One of the distinctive features of the Grade 8 and 9 Home Economics syllabus is that it comprises general and specific outcomes; content that is clearly segmented into knowledge, skills, and values in contrast with the previous syllabus; including the integration of four components of Home Economics into themes for each grade. This elaborate presentation of content and outcomes has been made with much reference to Blooms Taxonomy in sequencing the outcomes as expected to be acquired from each theme and topic. Blooms Taxonomy classifies types of learning, objectives, or outcomes verbs as cognitive, psychomotor and affective (Blooms et al 1956). The advantage of this classification is that it encourages the teacher to consider values and skills as well as knowledge as she/he states outcomes. In this syllabus, it is expected that each topic comprises outcomes verbs from all the three types of taxonomy domains in order for the outcomes, learning and teaching to be well balanced.

The Home Economics teacher, therefore, should note that if an outcome concisely and clearly states the desired outcome, selecting an appropriate evaluation procedure is relatively easy. This, therefore entails that the teacher will know which means of evaluation are appropriate for cognitive learning, psycho motor skills, and for effective behavior.

At this level, the Home Economics Syllabus has four main components which are integrated into one subject and presented as themes in each grade. These are:

1. Food and Nutrition
2. Home management
3. Health Education
4. Needlework and Crafts.

Each component has topics, general outcomes, specific outcomes, and content in form of knowledge, skills, and values.

Home Economics takes an integrated approach from early childhood and Grade 1 to 7. At Grade 1-7 Home Economics concepts are taught under Creative and Technology Studies, Integrated Science. However, the subject now stands out and it will be taught separate from Technology Studies.

GENERAL OUTCOMES OF EACH COMPONENT OF HOME ECONOMICS

Each of the four components of Home Economics namely: Food and Nutrition; Home Management; Health Education and Needlework and Crafts have general outcomes expected after effective teaching of the topics under each component. The following are the general outcomes under each theme for Grades 8-9.

1.0 Food and Nutrition:

General Outcomes

- Build in the learners the capacity to apply principles of nutrition, adequately management the kitchen, and appropriately prepare, cook and present food in accordance with the Principles of nutrition.
- Adequately plan meals for various members of the family and the communities in different conditions.
- Appropriately improvise ingredients, materials, utensils and equipment used in food and nutrition to create new ways of doing things to suit and utilise the local environment.
- Develop knowledge and skills in entrepreneurship suitable in the local environment.
- Appropriately use and store food, ingredients, materials, utensils and equipment used in food and nutrition.
- Adequately create different menus and dishes accordingly.
- Appropriately plan, use, cook and present meals using local foodstuffs.
- Effectively implement food and nutrition entrepreneurship projects.

Important notes in Food and Nutrition

In presenting the food and nutrition component of this syllabus, the following must be noted:

- 1.1 Decorating and garnishing of foods includes both savoury and sweet dishes (Teacher and pupils must make use of the locally available ingredients).
- 1.2 Creativity, innovativeness, exploration, and application of theory into practice must be encouraged in all topics.
- 1.3 Both traditional and foreign ways of setting eating places, storing foods and utility of utensils must be encouraged.
- 1.4 When a topic is being presented, listing the important points is necessary.
- 1.5 From grade 8 to 9 pupils should be encouraged to make their own notes.
- 1.6 New words and terms should be explained fully during lessons.

- 1.7 Individual and group practical must be encouraged.
- 1.8 Meal-planning must be based on individual needs and prevailing local foods and environment.

2.0 Home Management:

General Outcomes

- Build in the learners the capacity to apply principles of home management in caring for the home and household goods, financial, human and other resources.
- Develop knowledge and skills to appropriately plan for time in managing household chores.
- Appropriately improvise materials, utensils and equipment used in home management to create new ways of doing things to suit and effectively utilise the local environment.
- Develop knowledge, skills and positive values for entrepreneurship in learners in home management.
- Develop knowledge, skills and positive values and attitudes in gardening.
- Recognise the importance of budgeting and purchasing of interior decoration, indoor and outdoor plants, equipment and cleaning materials.
- Design different kitchens.
- Appropriately identify and use kitchen utensils and cleaning equipment.
- Demonstrate an understanding of colour scheme, home decoration, flower arrangement, indoor and outdoor plants and gardening.
- Demonstrate an understanding of laundry processes.
- Demonstrate an understanding of consumer rights and entrepreneurship skills.
- Adequately make a time plan.

Important notes in Home Management

- 2.1 Gardening is an important and integral part of the Home Economics Syllabus. Therefore, each Home Economics Department must have and maintain a good kitchen garden.

3.0 Health Education:

General Outcomes

- Demonstrate an understanding of first aid
- Demonstrate an understanding of the human body, personal hygiene, reproduction and delivery, safe lifestyles and grooming
- Demonstrate an understanding of safety and first aid
- Develop knowledge, skills and positive values on parenthood, child growth and development and coping with disabilities and safe life style
- Apply first aid knowledge whenever necessary
- Recognise the significant areas of human growth and stages of development
- Deal with children's and parent's minor ailments
- develop good health habits
- Recognise the role of good nutrition for better health and
- Realise the need for child spacing.

Important notes in health Education

3.1 Discussions on child development must include both areas and stages of development;

3.2 The use of oral rehydration salts must be encouraged; and

3.3 Vitamin 'A' iodine and iron deficiency, and HIV/AIDS and STIs, Education and safe lifestyles must be stressed.

4.0 Needlework and Crafts:

General Outcomes

- Develop knowledge, skills and positive values in needlework and crafts.
- Demonstrate an understanding of skills and processes in needlework and crafts.
- Develop knowledge, skills and positive values in needlework and crafts
- Demonstrate an understanding of skills and processes in needlework and crafts
- Demonstrate entrepreneurship skills in needlework and crafts
- Apply various processes on articles and garments;
- Use skills in needlework and crafts for self-reliance; and
- Develop a sense of colour choice and creativity in making items for the home and family.

Important notes in Needlework and Crafts

4.1 Pupils must collect samples of fabrics from different finishes; and

4.2 Beadwork and any form of weaving should be taught using suitable or available materials in their local environment.

4.3 Tie and dye, and knitting and crocheting will have to be effectively taught at this level knitting needles and yarn need to be organized before the term begins.

KEY COMPETENCES:

Learners taking this program at this level are expected to develop the following competences:-

	LEARNERS ACHIEVEMENT INDICATORS/COMPETENCES
8	<ul style="list-style-type: none">• Developing the learner's interest in scientific methods and learning through experimentation and critical evaluation rather than just accepting information as fact.• Assisting learners to demonstrate an understanding of the nutrients and their relationship to healthy living.• Assisting the learners to appreciate the importance of improved Home Management, Food and Nutrition, Needlework and Crafts and Health Education as well as research implications for each area in national development
9	<ul style="list-style-type: none">• Planning meals by doing a meal appeal activity• Developing knowledge to identify that nutritional needs vary depending on life stage, activity level, health and gender• Preparing the learners for self-reliable and life in general• Developing the learner's sense of co-operative endeavor and improvisation• Assisting the learner to develop positive attitudes within the family, relatives, the community and towards other ethnic groups• Helping the learners acquire and develop practical skills knowledge and positive attitudes towards the importance of Home Economics and Hospitality as a discipline and its role in life• Describing food-related occupations and careers

METHODOLOGY AND ASSESSMENT

The content for each grade is to an extent sequentially arranged but not arranged in the order in which it must be taught in the classroom. As such, Home Economics teachers have the liberty to reorganise the topics in each grade at lesson planning level, in the way they feel most fit for their pupils at their school.

General outcomes in this syllabus refer to the end of the learning outcome by the end of each theme in a particular grade (i.e. Food and Nutrition, Home management, Health Education, and Needlework and Crafts.)

Specific Outcomes in this syllabus refers to the end of the learning outcome expected to be achieved at the end of teaching each concept or smaller unit of knowledge under each topic.

Professional autonomy the syllabus states the expected outcome and not the process of achieving them. Therefore, it leaves room for professional autonomy in which the individual teacher will decide on the method and activities to achieve the expected outcome more effectively.

Define in this syllabus means giving a functional definition or explanation of what a term means. This is much more effective than rote learning (simply memorising phrases or sentences found in textbooks or as given by the teacher).

EXAMINATIONS

There will be a theoretical examinations and course work at the end of grade 9. There will be no practical examination in a theory paper as was the case in the previous syllabus. *The practical work will be in the coursework which will be marked centrally and marks added to the theory and other marks. The continuous assessment of the pupil's work will also be done to assess learners termly.*

The course work provides the major Continuous assessment for evaluation of teaching and learning at this level and is highly supported by the 'Educating Our Future' Policy document. Examination council will provide at least four (4) articles and guidelines on what the testing will be based on for each year in the three years and the four articles will run for three years, thereafter, Examination council provide other articles based on the topics being covered in Needlework and crafts at this level.

Note: *Examinations council will guide the conclusions which will be placed here in the very near future*

TIME-TABLE

The time allocation for Home Economics is as follows:

Grade 8 and 9 – 8 periods of one hour each.

DRAFT

GRADE 8 FOOD AND NUTRITION

FOOD AND NUTRITION COMPONENT

GENERAL OUTCOMES:

- Build in the learners the capacity to apply principles of nutrition, adequately manage the kitchen, and appropriately prepare, cook and present food.
- Adequately plan meals for various members of the family in different conditions
- Appropriately improvise ingredients, materials, utensils and equipment used in food and nutrition to create new ways of doing things to suit and utilise the local environment

FOOD AND NUTRITION

TOPIC	SUB-TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
8.1 Food.	8.1.1 Nutritive value of food 8.1.2 Deficiency diseases 8.1.3 Beverages	8.1.1.1 Outline the nutritive value of food 8.1.2.1 Identify the signs and symptoms of deficiency diseases 8.1.3.1 Describe and classify beverages 8.1.3.2 Prepare beverages	<ul style="list-style-type: none"> • Food Nutrients • Deficiency diseases • Signs and symptoms of deficiency diseases • Beverages - Stimulating, Refreshing, Nourishing 	<ul style="list-style-type: none"> • Identification • Observation, • Classification 	<ul style="list-style-type: none"> • Awareness • Creativity • Application

TOPIC	SUB-TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
8. 2.Cooking	8.2.1 Methods of cooking	<p>8.2.1.1 Describe various methods of cooking and their effects on different foods</p> <p>8.2.1.2 Identify the principles to follow when using the various methods of cooking</p> <p>8.2.1.3 Prepare and cook various foods</p>	<ul style="list-style-type: none"> • Methods of cooking (boiling, steaming, frying, stewing, baking, roasting) • Classification of methods of cooking • Reasons for cooking food • Principles of cooking 	<ul style="list-style-type: none"> • Identification • Observation 	<ul style="list-style-type: none"> • Quality Work, • Creativity • Innovativeness • Team work
8.3. Meal Planning	<p>8.3.1 Meal planning</p> <p>8.3.2 Meals for the vulnerable</p> <p>8.3.3 Mixed diet</p>	<p>8.3.1.1 Describe meal planning</p> <p>8.3.2.1 Plan meals for the vulnerable</p> <p>8.3.3.1 Describe a mixed diet</p> <p>8.3.3.2 Prepare and cook mixed diet</p>	<ul style="list-style-type: none"> • Meal planning principles • Meal planning Needs for the vulnerable • Meals for the vulnerable <ul style="list-style-type: none"> -Expectant mothers -Children -invalid -convalescent • Mixed diet 	<ul style="list-style-type: none"> • Identification • Observation 	<ul style="list-style-type: none"> • Resourcefulness • Team work • Quality Work

TOPIC	SUB-TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
8.4 Re-heated foods	8.4.1. Left over foods	8.4.1.1 Identify left over foods 8.4.1.2 Use appropriate methods of preparing dishes from various leftovers.	<ul style="list-style-type: none"> Left overs Dishes from leftover foods Boiling , frying, stewing, baking 	<ul style="list-style-type: none"> Identification Observation Manipulation 	<ul style="list-style-type: none"> Resourcefulness Responsibility
8.5 Food presentation	8.5.1 Decorating and Garnishing 8.5.2 Table setting	8.5.1.1 Identify methods of decorating and garnishing dishes 8.5.1.2 Decorate sweet dishes 8.5.1.3 Garnish savoury dishes 8.5.1.4 Outline table setting 8.5.2.1 Set tables for different meals and occasions	<ul style="list-style-type: none"> Decorating and Garnishing Dishes Decorating sweet dishes Garnishing Table setting Modern and traditional table settings Breakfast, lunch, dinner 	<ul style="list-style-type: none"> Decorating Garnishing Identification Observation 	<ul style="list-style-type: none"> Resourcefulness Appreciation Awareness Quality work
8.6 Raising agents	8.6.1 Yeast	8.6.1.1 Identify raising agents 8.6.1.2 Describe yeast as a raising agent 8.6.1.3 Use yeast as a raising agent	<ul style="list-style-type: none"> Yeast as a raising agent Processes of yeast cookery <ul style="list-style-type: none"> -Growing yeast -Kneading -proving -Baking Yeast cookery 	<ul style="list-style-type: none"> Identification Analyse Observation Manipulation 	<ul style="list-style-type: none"> Quality work Awareness Skilfulness

TOPIC	SUB-TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
8.7 Meal and Flour mixtures	8.7.1. Sources of meal and flour	8.7.1.1 Identify the sources of different types of meal and flour	<ul style="list-style-type: none"> • Sources Meal and flour • Nutritive value of meal and flour mixtures • Dishes from flour and mixtures (wheat, cassava, rice, millet, maize sorghum) • Wheat flour products • Dishes from wheat and flour products 	<ul style="list-style-type: none"> • Identification • Observation • Compare 	<ul style="list-style-type: none"> • Awareness • Quality Work, • Resourcefulness,
	8.7.2 Meal and Flour mixtures	8.7.2.1 Identify nutritive value of meal and flour mixtures			
	8.7.3 Dishes from flour mixtures	8.7.3.1 Prepare dishes from different flour mixtures 8.7.3.2 Compare and contrast the finished results			
	8.7.4 Wheat flour products	8.7.4.1 Identify wheat flour products			
	8.7.5 Dishes from wheat flour product	8.7.5.1 Make dishes from different types of wheat flour products			
8.8 Food Preservation	8.8.1 Methods of food preservation	8.8.1.1 Describe methods of food preservation	<ul style="list-style-type: none"> • Methods of food preservation • Food preservation • Storage of preserved foods 	<ul style="list-style-type: none"> • Identification • Observation • Manipulation 	<ul style="list-style-type: none"> • Quality Work, • Resourcefulness
		8.8.1.2 Preserve food using different methods			
	8.8.2 Storage of preserved foods	8.8.2.1 Store preserved foods using the right equipment			

TOPIC	SUB-TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
8.9. Improvisation	8.9.1 Improvised recipes	8.9.1.1 Formulate improvised recipes 8.9.1.2 Experiment with improvised recipes 8.9.1.3 Compare and contrast the results of the original and the improvised recipes	<ul style="list-style-type: none"> • Improvised recipes 	<ul style="list-style-type: none"> • Identification • Interpretation • Food evaluation 	<ul style="list-style-type: none"> • Quality Work, • Resourcefulness, • Productivity, • Safety Consciousness, • Team work
8.10 Entrepreneurship	8.10.1 Entrepreneurship Opportunities in food and nutrition	8.10. 1.1 Identify opportunities of entrepreneurship in Food and Nutrition	<ul style="list-style-type: none"> • Principles • Opportunities of entrepreneurship in food and nutrition 	<ul style="list-style-type: none"> • Identification • Observation • Analyse 	<ul style="list-style-type: none"> • Resourcefulness • Innovativeness

GRADE 8 HOME MANAGEMENT

GENERAL OUTCOMES:

- Build in the learners the capacity to ably apply principles of home management in caring for the home and household goods, and financial, human and other resources.
- Develop knowledge and skills to appropriately plan for time in managing household chores
- Improvise appropriate materials, utensils and equipment to be used in Home Management to create new ways of doing things
- Develop knowledge, skills and positive values for entrepreneurship in learners in home management and gardening
- Demonstrate the importance of food budgeting and purchasing, interior decoration and outdoor plants

TOPIC	SUB-TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
8.1 The Kitchen	8.1.1 Basic modern and traditional kitchen utensils	8.1.1.1 Assess the utility of each utensil 8.1.1.2 Compare and contrast kitchen equipment (modern and traditional)	<ul style="list-style-type: none"> • Basic modern and traditional kitchen utensils for pounding, grinding, cutting, grating, cooking, serving, whisking, storage, blending, peeling, squeezing sieving 	<ul style="list-style-type: none"> • Identification • Observation • Compare • Contrast 	<ul style="list-style-type: none"> • Resourcefulness, • Appreciation • Awareness
8.2 Improvisation	8.2.1 Improvisation of , utensils, materials and equipment	8.2.1.1 Make and use improvised, utensils, materials and equipment	<ul style="list-style-type: none"> • Improvisation of utensils, materials and equipment 	<ul style="list-style-type: none"> • Improvisation 	<ul style="list-style-type: none"> • Resourcefulness • Innovativeness
8.3. Budgeting and purchasing	8.3.1 Food budgeting 8.3.2. Food Purchasing	8.3.1.1 Explain the importance of food budgeting 8.3.2.1 Prepare a food budget 8.3.2.2 Explain the importance of food purchasing 8.3.2.3 Outline the shopping links and tips for purchasing.	<ul style="list-style-type: none"> • Budgeting and purchasing • Food Purchasing 	<ul style="list-style-type: none"> • Identification • Observation • Budgeting • Marketing 	<ul style="list-style-type: none"> • Responsibility • Resourcefulness • Creativity

TOPIC	SUB-TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
8.4. Care of the Home	8.4.1 Household ware - earthen, metal, leather	8.4.1.1 Describe each type of household ware and its durability.	<ul style="list-style-type: none"> Household ware: earthen, metal, leather Care and Cleaning of Household ware 	<ul style="list-style-type: none"> Identification Observation Analyse Cleaning 	<ul style="list-style-type: none"> Responsibility Resourcefulness Quality work
	8.4.2 Care and Cleaning of Household ware	8.4.2.1 Choose, clean, different types of household ware.			
8.5. Soft furnishings and upholstery	8.5.1 Soft furnishings and upholstery - cushions	8.5.1.1 Describe soft furnishings and upholstery	<ul style="list-style-type: none"> Soft furnishings and upholstery - cushions Care and Cleaning of soft furnishings and upholstery 	<ul style="list-style-type: none"> Identification Observation Manipulation 	<ul style="list-style-type: none"> Creativity Quality work
	8.5.2 Care and Cleaning of soft furnishings and upholstery	8.5.2.1 Clean soft furnishing and upholstery.			
8.6. Home Decoration	8.6.1 Ornaments and Art objects	8.6.1.1 Identify various types of ornaments	<ul style="list-style-type: none"> Ornaments/Art objects, pictures, copper, silver, brassware Care, Cleaning and arrangement of ornaments 	<ul style="list-style-type: none"> Identification Observation Cleaning 	<ul style="list-style-type: none"> Resourcefulness Awareness Quality work
	8.6.2 Care for ornaments	8.6.2.1 Clean and arrange various types of ornaments artistically			
8.7. Flowers and Indoor Plants	8.7.1 Flower arrangements	8.7.1.1 Describe flower arrangement 8.7.1.2 Arrange flowers for different occasions	<ul style="list-style-type: none"> Flower arrangements for different occasions Indoor plants available in the local environment 	<ul style="list-style-type: none"> Identification Observation Decoration 	<ul style="list-style-type: none"> Resourcefulness Appreciation Safety consciousness Quality work
	8.7.2 Indoor plants	8.7.2.1 Outline different types of indoor plants 8.7.2.2 Plant indoor plants			

TOPIC	SUB-TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
8.8. Household pests	8.8.1 Household pests 8.8.2 Prevention and elimination of pests 8.8.3 Environmentally friendly pesticides	8.8.1.1 Identify different household pests 8.8.2.1 Explain different ways of preventing and eliminating household pests 8.8.3.1 Identify environmentally friendly pesticides	<ul style="list-style-type: none"> Household pests: flies, cockroaches and rats Prevention and elimination of flies, cockroaches, rats Environmentally friendly pesticides 	<ul style="list-style-type: none"> Identification Observation Interpretation 	<ul style="list-style-type: none"> Safety consciousness Hygiene Carefulness Problem solving
8.9 Gardening	8.9.1 Kitchen garden 8.9.2 Crops for a kitchen garden	8.9.1.1 Describe the concept of the kitchen garden 8.9.2.1 Prepare a kitchen garden 8.9.2.2 Grow suitable vegetables in the kitchen garden	<ul style="list-style-type: none"> Kitchen garden Crops for a kitchen garden 	<ul style="list-style-type: none"> Identification Gardening Manipulation 	<ul style="list-style-type: none"> Resourcefulness Problem solving Responsibility
8.10 Time Management	8.10.1 Principles of a Time plan	8.10.1.1 Draw a time plan 8.10.1.2 Follow a time plan 8.10.1.3 Adjust a time plan	<ul style="list-style-type: none"> Principles of a Time plan Drawing a time plan 	<ul style="list-style-type: none"> Identification Observation Planning 	<ul style="list-style-type: none"> Efficiency Innovativeness Responsibility
8.11 Hospitality	8.11.1 Cleaning Agents	8.11.1.1 Outline types of cleaning agents. 8.11.2 Explain points to consider when selecting cleaning agents.	<ul style="list-style-type: none"> Cleaning agents Selection of cleaning agents 	<ul style="list-style-type: none"> Analysis Identification 	<ul style="list-style-type: none"> Carefulness Resourceful
8.12 Soap making	8.12.1 Soap making	8.12.1.1 Describe the advantages of making soap 8.12.1.2 Outline materials and	<ul style="list-style-type: none"> Soap making Materials and equipment for making soap 	<ul style="list-style-type: none"> Identification Observation 	<ul style="list-style-type: none"> Resourcefulness Safety consciousness Quality work

TOPIC	SUB-TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
		<p>the correct methods for making soap</p> <p>8.21.1.3 Identify suitable equipment for making soap</p> <p>8.12.1.4 Make soap</p>	<ul style="list-style-type: none"> • Methods of making soap 		
8.13. Fabrics	<p>8.13.1 Natural and artificial fabrics</p> <p>8.13.2 Care, cleaning and laundry of fabrics</p>	<p>8.13.1.1 Describe natural and artificial fabrics</p> <p>8.13.2.1 Describe the care of fabrics</p>	<ul style="list-style-type: none"> • Natural (cotton, linen, silk, wool, rubber, leather) and artificial /synthetic; polyester, acrylic, nylon, crimplene, rayon, terylene, spandex, • Care, cleaning and laundry of fabrics 	<ul style="list-style-type: none"> • Identification • Interpretation • Analyse 	<ul style="list-style-type: none"> • Resourcefulness • Application
8.14. Textile Labelling, Codes and symbols	8.14.1 International labels and codes	<p>8.14.1.1 Explain the international textile and labelling code</p> <p>8.14.1.2 Identify the international textile, labelling code and code symbols</p>	<ul style="list-style-type: none"> • International textile, labelling code and code symbols 	<ul style="list-style-type: none"> • Identification • Observation • Interpretation 	<ul style="list-style-type: none"> • Resourcefulness • Application
8.15 Laundry	<p>8.15.1 Laundry Methods</p> <p>8.15.2 Modern laundry equipment and materials</p>	<p>8.15.1.1 Outline laundry methods for different fabrics</p> <p>8.15.2.1 Describe modern laundry equipment and materials</p> <p>8.15.2.2 Launder different fabrics using</p>	<ul style="list-style-type: none"> • Laundry Methods for different fabrics • Modern laundry Equipment and materials: plastic/galvanised bath, pressing 	<ul style="list-style-type: none"> • Identification • Observation 	<ul style="list-style-type: none"> • Resourcefulness • Neatness • Safety consciousness

TOPIC	SUB-TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
		appropriate laundry methods	iron, ironing board/table, clothes, pegs, washing machine.		
	8.16.3 Sponging and pressing	8.16.3.1 Describe dry cleaning 8.16.3.2 Define “sponging” and “pressing” 8.16.3.3 Sponge and press clothes	<ul style="list-style-type: none"> • Dry cleaning • Sponging and pressing 	<ul style="list-style-type: none"> • Identification • Observation • Press • Sponge 	<ul style="list-style-type: none"> • Resourcefulness
8.17. Entrepreneurship	8.17.1 Projects in Home Management	8.17.1.1 Outline the projects for entrepreneurship in Home Management	<ul style="list-style-type: none"> • Projects in Home Management 	<ul style="list-style-type: none"> • Identification • Observation • Demonstration 	<ul style="list-style-type: none"> • Innovativeness • Team work • Self reliance

DRAFT

GRADE 8 HEALTH EDUCATION

GENERAL OUTCOMES

- Demonstrate an understanding of first aid
- Demonstrate an understanding of the human body, personal hygiene, reproductive health and delivery, safe lifestyles and grooming

TOPIC	SUB-TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
8.1 Safety in the Home	8.1.1 First Aid	8.1.1.1 Identify contents of the first aid box	<ul style="list-style-type: none"> • Contents of the first aid box • Applying first aid • Improvisation of first aid box and contents 	<ul style="list-style-type: none"> • Identification • Observation • Improvisation • Interpretation 	<ul style="list-style-type: none"> • Resourcefulness • Application • Safety consciousness
	8.1.2 First aid box and contents	8.1.2.1 Apply First Aid 8.1.2.2 Improvise first aid box and contents			
8.2 Personal Hygiene	8.2.1 Types of cosmetics	8.2.1.1 Identify cosmetics and grooming	<ul style="list-style-type: none"> • Types of cosmetics • Application of cosmetics • Grooming 	<ul style="list-style-type: none"> • Identification • Observation • Grooming 	<ul style="list-style-type: none"> • Resourcefulness • Neatness • Hygiene • Safety consciousness • Quality work
	8.2.2 Application of cosmetics	8.2.2.1 Apply cosmetics accordingly			
	8.2.3 Grooming	8.2.3.1 Explain the importance of good grooming			
8.3 Reproductive Health	8.3.1 Menstruation	8.3.1.1 Describe menstruation	<ul style="list-style-type: none"> • Menstruation • Monthly cycle • Sanitary towels 	<ul style="list-style-type: none"> • Identification • Observation • Analysis • 	<ul style="list-style-type: none"> • Resourcefulness • Responsibility • Safety consciousness • Creative thinking • Cleanliness
	8.3.2 Monthly cycle	8.3.2.1 Describe what happens at menstruation			
	8.3.3 Sanitary towels	8.3.3.1 Explain the monthly cycle and its effect on fertility 8.3.3.2 Make sanitary towels 8.3.3.3 Outline the proper use and disposal of sanitary towels			

TOPIC	SUB-TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
8.4 Pregnancy	8.4.1 Fertilisation 8.4.2 Foetal development 8.4.3 Ante-natal clinic 8.4.4 Taboos in pregnancy 8.4.5 Baby layette 8.4.6 Stages of labour 8.4.7 Types of delivery presentations 8.4.8 Home and hospital delivery 8.4.9 Post-natal clinic	8.4.1.1 Describe fertilisation 8.4.2.1 Outline the stages of foetus development 8.4.3.1 Explain the importance of ante-natal clinic 8.4.4.1 Identify taboos related to pregnancy 8.4.5.1 Describe the baby layette 8.4.5.2 Discuss the items necessary for the new baby 8.4.6.1 Describe the stages of labour 8.4.7.1 Explain the different types of delivery presentations 8.4.8.1 Outline the advantages and disadvantages of home and hospital delivery 8.4.9.1 Explain activities that take place at the post natal clinic	<ul style="list-style-type: none"> Fertilisation Foetal development Ante-natal clinic Taboos in pregnancy Baby layette Stages of labour Types of delivery presentations Post-natal clinic Home and hospital delivery 	<ul style="list-style-type: none"> Identification Observation Analyse Interpretation 	<ul style="list-style-type: none"> Assertiveness Self awareness Application Problem solving Curiosity
8.5. Safe life styles	8.5.1 Deadly Habits 8.5.2 Mother to child transmission & VCT	8.5.1.1 Describe effects of drugs in pregnancy 8.5.2.1 Assess transmission of STDs and HIV/AIDS in pregnancy 8.5.2.2 Outline the importance of voluntary HIV testing before and during pregnancy	<ul style="list-style-type: none"> Deadly Habits: smoking, beer drinking, drug abuse 	<ul style="list-style-type: none"> Identification Interpretation Analyse Synthesise 	<ul style="list-style-type: none"> Self awareness Safety consciousness Responsibility Self control Decision making

GENERAL OUTCOME

- Develop knowledge, skills and positive values in needlework and crafts
- Demonstrate an understanding of skills and processes in needlework and crafts

TOPIC	SUB-TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
8.1 Fabrics	8.1.1 Manufacturing of Cotton, wool and silk fabrics	8.1.1.1 Identify the stages of manufacturing fabrics 8.1.1.2 Identify fabrics according to different methods of manufacturing 8.1.1.3 Describe the properties of fibres 8.1.1.4 Outline different types of finishes	<ul style="list-style-type: none"> • Processes of manufacturing • Fabrics; Cotton, wool, silk, • Properties of fabrics • Different finishes 	<ul style="list-style-type: none"> • Identification • Observation • Analyse 	<ul style="list-style-type: none"> • Appreciation • Assertiveness • Creative thinking • Application • Awareness
8.2 Needlework and crafts	8.2.1 Equipment used in Needlework 8.2.2 Needlework, box and tools	8.2.1.1 Describe equipment used in needlework 8.2.2.1 Identify contents of a needlework box 8.2.2.2 Assemble a needlework box (kit)	<ul style="list-style-type: none"> • Equipment used in Needlework; • Table, chair, ironing board, iron and sewing machine • Needlework, box and tools 	<ul style="list-style-type: none"> • Identification • Observation • Analyse • Demonstration 	<ul style="list-style-type: none"> • Resourcefulness • Application • Creative thinking • Responsibility • Safety consciousness

TOPIC	SUB-TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
8.3 The sewing machine	8.3.1 Sewing machine 8.3.2 Care of a sewing machine	8.3.1. 1 Identify types and parts of a sewing machine and their use 8.3.2.1 Clean and oil the sewing machine	<ul style="list-style-type: none"> • Sewing machine; • Tredle, hand and electrical • Care of a sewing machine 	<ul style="list-style-type: none"> • Identification • Observation 	<ul style="list-style-type: none"> • Creative thinking • Application • Responsibility • Safety consciousness
8.4. Introduction to needlework and crafts processes	8.4.1 Stitches 8.4.2 Seams 8.4.3 Edge finishes 8.4.4 Openings 8.4.5 Fastenings 8.4.6 Arrangement of fullness	8.4.1.1 Classify stitches 8.4.1.2 Explain the use of different stitches 8.4.2.1 Classify seams 8.4.2.2 Explain the uses of different seams 8.4.3.1 Describe edge finishes 8.4.3.2 Work out shell and lace edging. 8.4.4.1 Classify openings 8.4.4.2 Workout a bound opening 8.4.4.3 Work out a continuous wrap opening 8.4.5.1 Explain fastenings 8.4.5.2 Attach hook and eye 8.4.6.1 Outline arrangements of fullness 8.4.6.2 Work out tucks	<ul style="list-style-type: none"> • Temporary and permanent stitches • Joining, decorative, neatening. • Seams; flat and ridged • Edge finishes; -lace and shell edging • Openings -Continuous wrap -Bound opening • Fastenings-Hook and eye • Arrangement of fullness 	<ul style="list-style-type: none"> • Classification • Application • Analyse • Synthesise 	<ul style="list-style-type: none"> • Creativity • Neatness • Safety consciousness • Quality work • Skilfulness
8.5. Patterns	8.5.1 Commercial paper patterns	8.5.1.1 Describe commercial patterns on the market 8.5.1.2 Explain pattern alterations 8.5.1.3 Make alterations	<ul style="list-style-type: none"> • Commercial paper patterns 	<ul style="list-style-type: none"> • Identification • Observation 	<ul style="list-style-type: none"> • Creativity • Responsibility

TOPIC	SUB-TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
	8.5.2 Making garments	8.5.1.4 Outline methods of transferring pattern markings 8.5.1.5 Prepare paper patterns and materials for cutting out a garment 8.5.1.5 Cut out a garment according to instructions 8.5.1.6 Compare and contrast commercial and local paper patterns 8.5.2.1 Make a garment	<ul style="list-style-type: none"> • Making garments 	<ul style="list-style-type: none"> • Design • Construct 	<ul style="list-style-type: none"> • Safety consciousness • Quality work • Innovativeness
8.. Maintenance of clothing	8.6.1 Mending clothes	8.6.1.1 Explain how to mend garments by darning 8.6.1.2 Darn garments and articles correctly	<ul style="list-style-type: none"> • Mending clothes - darning garments 	<ul style="list-style-type: none"> • Identification • Observation 	<ul style="list-style-type: none"> • Creativity • Application • Responsibility • Problem solving • Safety consciousness • Quality work • Innovativeness
8.7 Recycling	8.7.1 Reconstruction and recycling of clothes	8.7.1.1 Ways of recycling discarded items 8.7.1.2 Make items from discarded articles or garments	<ul style="list-style-type: none"> • Reconstruction of clothes 	<ul style="list-style-type: none"> • Identification • Observation 	<ul style="list-style-type: none"> • Creativity • Problem solving • Responsibility • Dependability • Safety consciousness • Quality work

TOPIC	SUB-TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
8.8 Crafts	8.8.1 Weaving 8.8.2 Knitting 8.8.3 Crocheting	8.8.1.1 Identify plain, twill and pile weaves 8.8.1.2 Make articles using plain, twill and pile weaves 8.8.2.1 Knit items using stocking, rib, and moss stitches 8.8.3.1 Crochet items using single and double crochet stitches	<ul style="list-style-type: none"> • Weaving • Knitting (stocking stitch, rib, moss stitch), • Crocheting (single double, crotchet) 	<ul style="list-style-type: none"> • Identification • Observation • Analyse 	<ul style="list-style-type: none"> • Creativity • Awareness • Appreciation • Responsibility • Safety consciousness • Quality work
8.9 Dyeing	8.9.1 Tie and dye	8.9.1.1 Describe tie and dye 8.9.1.2 Prepare of materials for dyeing, folding and tying. 8.9.1.3 Outline the process of tie and dye 8.9.1.4 dye fabrics	<ul style="list-style-type: none"> • Tie and dye • Preparation of materials for dyeing; folding, tying, • Process of tie and dyeing 	<ul style="list-style-type: none"> • Identification • Observation • Awareness 	<ul style="list-style-type: none"> • Creativity • Skilfulness • Responsibility • Safety consciousness • Quality work • Self-reliance • Innovativeness
8.10 Entrepreneurship	8.10.1 Entrepreneurship opportunities in Needlework and crafts	8.10.1.1 Identify entrepreneurship opportunities in needlework and crafts	<ul style="list-style-type: none"> • Entrepreneurship opportunities in needlework and crafts 	<ul style="list-style-type: none"> • Identification • Observation • Manipulation 	<ul style="list-style-type: none"> • Creative thinking • Responsibility • Self-reliance • Quality work • Team work

GRADE 9 FOOD AND NUTRITION

GENERAL OUTCOMES:

- Build in the learners the capacity to apply principles of nutrition, adequately management the kitchen, and appropriately prepare, cook and present food in accordance with the Principles of nutrition
- Adequately plan meals for various members of the family in different conditions
- Appropriately use and store food, ingredients, materials, utensils and equipment used in food and nutrition
- Adequately prepare different meals and dishes accordingly
- Effectively implement food and nutrition entrepreneurship projects

TOPIC	SUB-TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
9.1 Food	9.1.1 Storage of different types of food	9.1.1.1 Store different types of food	<ul style="list-style-type: none"> • Storage of different types of food • Functions of food nutrients • Preparation of foods to remedy diseases 	<ul style="list-style-type: none"> • Identification • Observation 	<ul style="list-style-type: none"> • Innovativeness • Creativity • Critical thinking • Resourcefulness • Quality work
	9.1.2 Functions of food nutrients	9.1.2.1 Analyse the functions of food nutrients			
	9.1.3 Preparation of foods to remedy diseases	9.1.3.1 Prepare right foods to remedy various diseases			
9.2 Cooking	9.2.1 Preparation and cookery of local dishes	9.2.1.1 Prepare and cook local dishes	<ul style="list-style-type: none"> • Preparation and cookery of local dishes 	<ul style="list-style-type: none"> • Identification • Observation 	<ul style="list-style-type: none"> • Innovativeness • Creative thinking • Quality work • Resourcefulness • Self-reliance
		9.3. Meal planning			
	9.3.2 Preparation of mixed diet dishes for vegetarians	9.3.2.1 Prepare and cook mixed diet for vegetarians			
	9.3.3 Packed meals	9.3.3.1 Identify packed meals			
	9.3.4 Preparation of different meals of the day	9.3.4.1 Prepare meals			

TOPIC	SUB-TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
			<ul style="list-style-type: none"> Preparation of different meals of the day. 		
9.4. Re-heated foods	9.4.1 Preparation of mixed dishes using leftovers	9.4.1.1 Prepare mixed dishes using leftovers	<ul style="list-style-type: none"> Preparation of mixed dishes using leftovers 		<ul style="list-style-type: none"> Innovativeness Quality work Creativity Resourcefulness
9.5. Convenience Foods	9.5.1 Convenience foods 9.5.2 Classification of convenience foods 9.5.3 Use of convenience foods	9.5.1.1 Describe convenience foods 9.5.2.1 Classify convenience foods 9.5.3.1 Outline the advantages and disadvantages of convenience foods 9.5.4.1 Use convenience foods	<ul style="list-style-type: none"> Convenience foods Classification of convenience foods Use of convenience foods 	<ul style="list-style-type: none"> Identification Classification 	<ul style="list-style-type: none"> Innovativeness Quality work Creativity Resourcefulness
9.6. Raising agents	9.6.1 Use of raising agents in different dishes	9.6.1.1 Use of raising agents for different dishes 9.6.2.1 Effects of different types of raising agents	<ul style="list-style-type: none"> Use of raising agents in different dishes 	<ul style="list-style-type: none"> Identification Observation Analyse 	<ul style="list-style-type: none"> Innovativeness Quality work Creativity Problem solving Resourcefulness
9.7. Meal, Flour and mixtures	9.7.1 Meal and flour mixtures	9.7.1.1 Uses of different mixtures	<ul style="list-style-type: none"> Meal and flour mixtures 	<ul style="list-style-type: none"> Identification Analyse 	<ul style="list-style-type: none"> Application Resourcefulness Awareness
9.8. Stocks and soups	9.8.1 Stocks 9.8.2 Foods for stock making 9.8.3 Classification of soups	9.8.1.1 Describe stock 9.8.2.1 Identify suitable for stock making 9.8.3.1 Make stock 9.8.3.1 Describe soup	<ul style="list-style-type: none"> Stocks Foods for stock making Soups Classification of soups 	<ul style="list-style-type: none"> Identification Interpretation 	<ul style="list-style-type: none"> Innovativeness Quality work Creative thinking Resourcefulness

TOPIC	SUB-TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
	9.8.5 Rules for soup making.	9.8.5.1 Classify soups 9.8.6.1 Describe rules for soup making 9.8.7.1 Make soup	<ul style="list-style-type: none"> Rules for soup making 		
9.9. Entrepreneurship	9.9.1 Projects for entrepreneurship in Food and Nutrition	9.9.1.1 Identify projects for entrepreneurship in food and nutrition 9.9.2.1 Implement projects in food and nutrition 9.9.3.1 Describe simple accounting for entrepreneurship projects	<ul style="list-style-type: none"> Projects for entrepreneurship in Food and Nutrition Implementation of projects in food and nutrition Simple accounting for entrepreneurship projects 	<ul style="list-style-type: none"> Identification Interpretation 	<ul style="list-style-type: none"> Innovativeness Quality work Creative thinking Resourcefulness Self-reliance

GRADE 9 HOME MANAGEMENT

GENERAL OUTCOMES

- Demonstrate an understanding of home management skills in managing household chores
- Design different kitchens
- Appropriately identify and use kitchen utensils , cleaning equipment and utensils
- Appropriately clean and care for the home and various household items and ornaments
- Demonstrate an understanding of colour scheme, home decoration, flower arrangement, indoor plants and gardening
- Demonstrate an understanding of laundry processes
- Demonstrate an understanding of consumer rights and entrepreneurship skills
- Adequately make a time plan

TOPIC	SUB-TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
9.1. The Kitchen	9.1.1 Types of kitchens 9.1.2 Modern and traditional Utensils	9.1.1.1 Design a kitchen 9.1.1.2 Compare and contrast modern and traditional utensils 9.1.2.1 Use modern and traditional 9.1.2.2 Utensils correctly	<ul style="list-style-type: none"> • Types of kitchens • Modern and traditional utensils 	<ul style="list-style-type: none"> • Identification • Compare • Contrast • Interpretation 	<ul style="list-style-type: none"> • Innovativeness • Quality work • Resourcefulness • Application • Awareness
9.2. Cleaning equipment and materials	9.2.1 Local cleaning equipment and materials.	9.2.1.1 Analyse the effectiveness of various cleaning materials and equipment	<ul style="list-style-type: none"> • Local cleaning equipment and materials – (shomeka, bafa, baking tins, cooking utensils, cutlery, brooms, mops, dusters, ash, fine sand) 	<ul style="list-style-type: none"> • Identification • Analyse • Manipulation 	<ul style="list-style-type: none"> • Innovativeness • Quality work • Awareness • Resourcefulness • Application
9.3	9.3.1 Suitable materials for soft furnishing and upholstery	9.3.1.1 Describe suitable materials for cleaning soft furnishings and upholstery	<ul style="list-style-type: none"> • Suitable materials for soft furnishing and upholstery 	<ul style="list-style-type: none"> • Identification • Observation 	<ul style="list-style-type: none"> • Innovativeness • Quality work • Creative thinking

TOPIC	SUB-TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
		9.3.1.2 Use suitable materials for cleaning soft furnishing and upholstery			<ul style="list-style-type: none"> Resourcefulness
9.4. Home decoration	9.4.1 Principles of design 9.4.2 Colour scheme 9.4.3 Suitable Ornaments /art objects for different rooms 9.4.5 Rules for Flower arrangements 9.4.6 Maintenance of Indoor plants	9.4.1.1 Outline principles of design 9.4.2.1 Design colour schemes for different rooms 9.4.3.1 Choose suitable ornaments for different rooms. 9.4.4.1 Display ornaments accordingly. 9.4.5.1 Describe rules for picking and arranging flowers. 9.4.6.1 Pick and arrange flowers. 9.4.6.2 Maintain indoor plants	<ul style="list-style-type: none"> Principles of design Colour scheme Suitable Ornaments /art objects for different rooms Rules for Flower arrangements Maintenance of Indoor plants 	<ul style="list-style-type: none"> Identification Observation Presentation Decorating 	<ul style="list-style-type: none"> Innovativeness Quality work Creative thinking Resourcefulness Craftiness Neatness Orderliness

TOPIC	SUB-TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
9.5. Consumer education	9.5.1 Consumer rights. 9.5.2 Managing your money 9.5.3 Different ways of purchasing 9.5.4 Types of Insurance Policies 9.5.5 Life and endowment policies.	9.5.1.1 Describe consumer rights and labelling of products 9.5.1.2 Set priorities according to needs and income. 9.5.1.3 Budget accordingly 9.5.2.1 Identify various ways of managing money 9.5.3.1 Compare and contrast different ways of purchasing items. 9.5.3.2 Make a shopping list and select items according to quality and income. 9.5.4.1 Describe the term "Insurance". 9.5.4.2 Identify types of Insurance Policies.	<ul style="list-style-type: none"> • Consumer rights • Labelling • Managing your money <ul style="list-style-type: none"> -type of credit -Cheque -credit cards -saving -priority budgeting • Different ways of purchasing <ul style="list-style-type: none"> -hire purchase -buying on order -cash • Types of Insurance <ul style="list-style-type: none"> - Policies - Life and endowment policies. 	<ul style="list-style-type: none"> • Identification • Observation 	<ul style="list-style-type: none"> • Innovativeness • Quality work • Creative thinking • Resourcefulness • Self-reliance • Eagerness • Effectiveness • Bravery
9.6 Hospitality	9.6.1 Customer Care	9.6.1.1 Describe hospitality and the facilities used in the industry. 9.6.1.2 Describe services in hospitality industry. 9.6.1.3 Outline roles of a receptionist at a restaurant or hotel. 9.6.1.3 Describe the importance Customer Care	<ul style="list-style-type: none"> • Hospitality facilities. • Roles of a receptionist. • Importance of customer care • Management of a school tuckshop. 	<ul style="list-style-type: none"> • Identification • Observation 	<ul style="list-style-type: none"> • Creative thinking • Self-reliance

TOPIC	SUB-TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
		9.6.1.4 Manage a school tuckshop.			
9.7 Gardening	9.7.1 Kitchen Garden 9.7.2 Suitable crops for kitchen garden	9.7.1.1 Maintain a kitchen Garden. 9.7.2.1 Discuss the importance of planting suitable crops for the kitchen garden.	<ul style="list-style-type: none"> • Kitchen Garden • Suitable crops for kitchen garden 	<ul style="list-style-type: none"> • Identification • observation 	<ul style="list-style-type: none"> • Innovativeness • Quality work • Creativity • Resourcefulness • Critical thinking • Entrepreneurship
9.8 Time Management	9.8.1 Making a Time Plan	9.8.1.1 Draw a “Time Plan”. 9.8.1.2 Evaluate the Time Plan.	<ul style="list-style-type: none"> • Making a Time Plan 	<ul style="list-style-type: none"> • Identification • Planning 	<ul style="list-style-type: none"> • Innovativeness • Quality work • Creativity • Resourcefulness
9.9 Entrepreneurship	9.9.1 Entrepreneurship opportunities in Home Management 9.9.2 Marketing goods and services in Home management	9.9.1.1 Describe entrepreneurship opportunities in home management 9.9.1.2 Describe marketing of goods and services in home management	<ul style="list-style-type: none"> • Entrepreneurship opportunities in Home Management • Marketing goods and services in Home management 	<ul style="list-style-type: none"> • Identification of entrepreneurship opportunities in Home Management • Marketing of goods and services in home management 	<ul style="list-style-type: none"> • Innovativeness • Quality work • Creativity • Resourcefulness • Critical thinking • Entrepreneurship

GRADE 9 HEALTH EDUCATION

GENERAL OUTCOMES

- Demonstrate an understanding of safety and first aid
- Demonstrate an understanding of the human body, personal hygiene, reproduction and delivery, safe lifestyles and grooming
- Develop knowledge, skills and positive values on parenthood, child growth and development and coping with disabilities

TOPIC	SUB-TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
9.1 Safety in the Home/School	9.1.1 Safety measures 9.1.2 Prevention of accidents	9.1.1.1 Ensure safety measures in the home/school by using available materials	<ul style="list-style-type: none"> • Safety measures • Prevention of accidents 	<ul style="list-style-type: none"> • Identification • Observation 	<ul style="list-style-type: none"> • Safety consciousness • Application • Awareness • Self consciousness
9.2 Child Growth and development	9.2.1 Breast and artificial feeding 9.2.2 Weaning 9.2.3 Bathing and dressing baby 9.2.4 Care of infants and young children 9.2.5 Family and child development 9.2.6 Behaviour problems in children 9.2.7 Abnormalities in aspects of child development 9.2.8 Stages and areas of growth and development	9.2.1.1 Compare breast and artificial feeding 9.2.2.1 Describe weaning 9.2.3.1 Identify the procedure of bathing and dressing the baby 9.2.4.1 Discuss the importance of games and exercises to young children 9.2.5.1 Identify the role of members of the family for the development of the child 9.2.6.1 Identify behavioural problems 9.2.7.1 Describe abnormalities in all aspects of development 9.2.8.1 Identify stages and areas of growth and development	<ul style="list-style-type: none"> • Breast and artificial feeding • Weaning • Bathing and dressing baby • Care of infants and young children • Family and child development • Behaviour problems in children • Abnormalities in aspects of child development • Stages and areas of growth and development 	<ul style="list-style-type: none"> • Identification • Observation • Interpretation 	<ul style="list-style-type: none"> • Application • Responsibility • Assertiveness

TOPIC	SUB-TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
9.3 Parent Hood	9.3.1 Parental role 9.3.2 Planned Parent hood 9.3.3 Methods of child spacing.	9.3.1.1 Compare and contrast traditional and modern roles of parents 9.3.1.2 Describe the influence of in-laws and husbands on the size of the family 9.3.2.1 Explain the meaning of planned parent hood 9.3.2.2 State the effects of unplanned pregnancies 9.3.3.1 Outline methods of child spacing	<ul style="list-style-type: none"> Parental role Planned Parent hood Methods of child spacing: - Natural and artificial. 	<ul style="list-style-type: none"> Identification Observation Analyse 	<ul style="list-style-type: none"> Self consciousness Awareness
9.4 Children's clinics	9.4.1 Activities of Children clinics: 9.4.2 Growth monitoring vaccinations 9.4.3 Measles, Polio Tetanus, Tuberculosis 9.4.4 Children's ailments:- diarrhoea, nappy rash, constipation	9.4.1.1 Describe activities which take place at the children's clinics 9.4.2.1 Monitor growth 9.4.3.1 Identify various diseases which children are immunised/inoculated against 9.4.4.1 Describe children's common ailments 9.4.4.2 Outline simple treatment for children's ailments	<ul style="list-style-type: none"> Activities of Children clinics: Growth monitoring vaccinations Measles, Polio Tetanus, Tuberculosis Children's ailments:- diarrhoea, nappy rash, constipation 	<ul style="list-style-type: none"> Identification Observation Analyse 	<ul style="list-style-type: none"> Self consciousness Awareness Assertiveness

TOPIC	SUB-TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
9.5 Safe Life styles	9.5.1 Deadly Habits: drug taking, STDs HIV/AIDS	9.5.1.1 Evaluate effects of drug taking, STDs, HIV/AIDS by carrying our research work	<ul style="list-style-type: none"> Deadly Habits: drug taking, STDs HIV/AIDS 	<ul style="list-style-type: none"> Identification 	<ul style="list-style-type: none"> Self consciousness Safety consciousness Responsibility
9.6 Coping with disability	9.6.1 Recognising disabilities 9.6.2 Causes of disabilities 9.6.3 Helping children with disabilities.	9.6.1.1 Identify various disabilities 9.6.1.2 Describe causes of disabilities 9.6.1.3 Help children who are disabled.	<ul style="list-style-type: none"> Recognising disabilities Causes of disabilities Helping children with disabilities 	<ul style="list-style-type: none"> Identification Observation Analyse 	<ul style="list-style-type: none"> Self consciousness Awareness Problem solving Assertiveness Empathy

GRADE 9 NEEDLEWORK AND CRAFTS

GENERAL OUTCOMES

- Develop knowledge, skills and positive values in needlework and crafts
- Demonstrate an understanding of skills and processes in needlework and crafts
- Demonstrate entrepreneurship skills in needlework and crafts

TOPIC	SUB-TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
9.1 Fabrics	9.1.1 Use of different fabrics 9.1.2 Soft furnishings	9.1.1.1 Describe fabrics suitable for making different articles 9.1.1.2 Describe the pricing of different types of fabrics 9.1.2.1 Make soft furnishings using suitable materials	<ul style="list-style-type: none"> • Use of different fabrics • Calico, poplin, gingham, Binca, seersucker, flannelette, printed cotton, nylon, polyester, acrylic, Flannel, velvet • Soft furnishings 	<ul style="list-style-type: none"> • Identification • Observation • Pricing 	<ul style="list-style-type: none"> • Innovativeness • Quality work • Creativity • Resourcefulness • Critical thinking • Self-reliance
9.2 Processes	9.2.1 Seams 9.2.2 Edge Finishes 9.2.3 Openings and fastenings 9.2.4 Arrangements of fullness	9.2.1.1 Select seams according to fabric and garment 9.2.2.1 Select suitable edge finishes according to articles and garments being made 9.2.3.1 Describe the method of working out a zipped opening 9.2.3.2 Attach a Zip 9.2.4.1 Make an article using smocking	<ul style="list-style-type: none"> • Seams • Edge Finishes: - binding, shell hemming • Openings and fastenings • Attaching a zip • Arrangements of fullness 	<ul style="list-style-type: none"> • Identification • Observation 	<ul style="list-style-type: none"> • Innovativeness • Quality work • Creativity • Resourcefulness

TOPIC	SUB-TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
9.3 Patterns	9.3.1 cutting out a pattern 9.3.2 Making garments	9.3.1.1 Cut out a pattern of an article to be made 3.9.2.1 Make a garment using different processes.	<ul style="list-style-type: none"> • Cutting out a pattern • Making garments (petticoat, child's dress and pant, play dress, baby matinee, blouse, skirt) 	<ul style="list-style-type: none"> • Observation • Analyse • 	<ul style="list-style-type: none"> • Innovativeness • Quality work • Creativity • Resourcefulness • Application • Critical thinking
9.4 Maintenance of clothing	9.4.1 Mending clothes	9.4.1.1 Work out a print patch	<ul style="list-style-type: none"> • Mending clothes 	<ul style="list-style-type: none"> • Identification • Observation • 	<ul style="list-style-type: none"> • Innovativeness • Quality work • Creativity
9.5 Recycling	9.5 Reconstruction of clothes	9.5.1.1 Make and use recycled articles and garments	<ul style="list-style-type: none"> • Reconstruction of clothes 	<ul style="list-style-type: none"> • Observation • Interpretation 	<ul style="list-style-type: none"> • Innovativeness • Quality work
9.6 Crafts	9.6.1 Weaving 9.6.2 Knitting 9.6.3 Crocheting	9.6.1.1 Identify different types of weaves 9.6.2.1 Knit different crochet items 9.6.3.1 Make different crocheted items	<ul style="list-style-type: none"> • Weaving • Knitting • Crocheting 	<ul style="list-style-type: none"> • Identification • Observation 	<ul style="list-style-type: none"> • Innovativeness • Quality work • Team work

TOPIC	SUB-TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
	9.6.4 Beadwork Ornaments	9.6.4.1 Apply the principles of design in bead work. Make different items using beads 9.6.5. 1 Make Ornaments using weaving, knitting, crocheting and beadwork	<ul style="list-style-type: none"> • Beadwork • Ornaments 		
9.7 Entrepreneurship	9.7.1 Management of projects in needlework 9.7.2 Marketing of needlework and crafts	9.7.1.1 Make different articles for sale 9.7.1.2 Calculate the profit for articles made 9.7.1.3 Identify marketing points and places 9.7.1.4 Plan for sustenance of project	<ul style="list-style-type: none"> • Management of projects in needlework • Marketing of needlework and crafts 	<ul style="list-style-type: none"> • Identification • Observation • Interpretation • Analyse • Market 	<ul style="list-style-type: none"> • Innovativeness • Quality work • Creativity • Resourcefulness • Application • Critical thinking • Craftiness • Entrepreneurship

Needle work and crafts syllabus for Grade 8 to 9

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 in the higher grades.

GRADE	PROCESSES	ARTICLES	MATERIALS	NEEDLES	THREADS
VIII	Bound opening Hook and Eye Press studs Darning Weaving Knitting Crotcheting Machining -Shovel -Floor mats	- Night dress/dress - Apron - Matinee coat - Pin cushion - Baby coat - Hand bag(crotcheting)	As for Grade VII	As for Grade VII	As for Grade VII
IX	-Zipped opening -Weaving -Knitting -Crotcheting -Machining	-Blouse and a skirt -Dress -Chairbacks -Bag (weaving) -Socks -Berets -Knitting -Scarves crotcheting -Cushions Shawls Articles Using beads.	As for Grade VIII	As for Grade VIII	As for Grade VIII

MAJOR REFERENCE BOOKS

Food and Nutrition

- Haselgrove, N.M. and Scaccen, A.K. The how and why cookery. Grenada, London – 1981.
- Picton Margaret Understanding cookery, Blackie and Great Britain – 1975.
- Foster Mary Learning to cook. Heinemann Education Books – 1974.
- Abbey P.M. and Macdonald G. ‘O’ Level Cookery Book. Longmans Britain – 1963
- Enid O’R. Relly Wright The Student’s Cookery Book. Oxford University Press – 1964

Home Management and Laundry

- Picton Margaret Understanding Home Making. Blackie and Great Britain – 1975.
- Picton Margaret Understanding Design in the Home. Blackie and Great Britain – 1975.
- Carpenter, E. Emely Home Management and House Care. Heinemann, London – 1967
- Selkirk and Fonche Domestic Science Textbook. London Southern, Africa – 1971
- Fleet Way Soft Furnishings. Fleetway Publications, London-1971
- Ruth Beryl You and Your Family. Offset Litho, in Great Britain by Cox and Wyman Ltd., - 74
- Mills K.J. Washing Wisdom. Forbes Publication, London – 1969
- Marion I. Mennie with Revisions Simple Laundry Work and Fabric. by Moore Elsiné Care Mills and Boon, London Ltd. – 1967
- Johnston R.O. McFie J. and Akingbehim A. Home Management. Printed by Khodo Loong Printing Industries Ple Lts., Longman 1974.

Health Education

- Picton Margaret Understanding Parenthood and Childcare. Blackie and Great Britain – 1980.
- Picton Margaret Understanding Health and Safety. Blackie and Great Britain – 1980.
- Norton Elisabeth Hygiene in the Home. Great Britain Butler and Tanner Ltd., - 1973
- Shryock Herold M.D. Your Medical Guide. Southern Publishing Association – 1983
- McNoil and Underson Health Education For Tropical Schools. Collins, London Glasgow – 1965
- Oak L., Joan How to Keep Health. Health Specialist, Department of Health, Zambia.

Needlework and Crafts

- Rhiannon Davies Needlework Notebook. Heinemann Education Books Ltd. – 1972
- Bull M. Winerfride Introduction to Needlework. Longmans – 1963
- Picton Margaret Understanding Dress. Blackie and Great Britain – 1980.
- Neal Melita Needlework for Schools. Robert Maclehose and Company Ltd., Glasgow – 1976

- | | | |
|----------------------|---|--|
| Hoine Patience | - | Knitting and Crochet. Lund and Bowden Stephen Humphries, Brand Ford, London – 1973 |
| Horne Caroline | - | Crotchet Pretty and Practical. Mills and Boon Ltd., London – 1973 |
| Key Fremlin Hermyone | - | Toys and Gifts. Mills and Boon, Great Britain Ltd., - 1970 |
| Hutchings Margaret | - | Dolls and How to Make Them. Mills and Boon – 1980 |
| Thomson Helen | - | Fibres and Fabrics of Today. Heinemann Education Books, London – 1981 |

NOTE: Other books relating to Home Economics can be consulted for further information.

DRAFT