



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT
A Skilled and Ethical Society

PRIMARY SCHOOL CURRICULUM DESIGN

AGRICULTURE

GRADE 4

First Published 2017

Revised 2024

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FOREWORD

The Government of Kenya (GoK) is committed to ensuring that policy objectives for Education, Training and Research meet the aspirations of the Constitution of Kenya 2010, the Kenya Vision 2030, National Curriculum Policy 2018, the United Nations Sustainable Development Goals (SDGs) and the regional and global conventions to which Kenya is a signatory. Towards achieving the mission of Basic Education, the Ministry of Education (MoE) has successfully and progressively rolled out the implementation of the Competency Based Curriculum (CBC) at Pre-Primary, Primary and Junior School levels.

The Kenya Institute of Curriculum Development (KICD) reviewed the curriculum and rationalised the number of learning areas in 2024. The review and rationalisation process was informed by several factors, among them, the recommendations of the Presidential Working Party on Education Reforms (PWPER) and reports of the continuous curriculum monitoring and evaluation activities.

The reviewed curriculum designs build on competencies attained earlier by learners. The designs prepare the learner for smooth transition to the next level. The designs will also afford the learner opportunities for developing requisite competencies and enable them to interact with other people and the environment around them.

The key components of the curriculum designs include the National Goals of Education, the essence statement, general and specific learning outcomes as well as the strands and sub strands. Suggested learning experiences, key inquiry questions, core competencies, Pertinent and Contemporary Issues (PCIs), values and assessment rubrics are also outlined in the curriculum designs.

It is expected that all Government agencies and other stakeholders in Education will use the designs to plan for the effective and efficient implementation of the Competency Based Curriculum.

Thank you.



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PREFACE

The Ministry of Education (MoE) rolled out the Competency Based Curriculum (CBC), nationally in 2019, following a national convention in 2017 where the *Basic Education Curriculum Framework* (BECF) was adopted by stakeholders and a national pilot of the curriculum in the Early Years of Education (EYE) in 2018. According to the UNESCO IBE requirements, a curriculum should be reviewed every five years. So, the review of CBC was due from 2023. In view of this, the reviewed curriculum designs will enhance the implementation of CBC since it incorporates the lessons learnt from the implementation of CBC so far.

Consistent periodical review of the curriculum is also critical in the realisation of the Vision and Mission of the on-going curriculum reforms as enshrined in the Sessional Paper No. I of 2019 whose title is: *Towards Realizing Quality, Relevant and Inclusive Education and Training for Sustainable Development* in Kenya. The Sessional Paper explains the shift from a content-focused curriculum to a focus on producing an engaged, empowered and ethical citizen.

Therefore, the reviewed curriculum designs will facilitate the inculcation of core competencies in CBC, which are identified as: communication and collaboration, critical thinking and problem solving, creativity and imagination, citizenship, digital literacy, learning to learn and self-efficacy.

The curriculum designs provide suggestions for interactive and differentiated learning experiences linked to the various strands and sub strands and other aspects of the CBC. The designs also outline suggested learning resources and varied assessment techniques. It is expected that the use of these designs will lead to enhanced learning outcomes at various levels, prepare the learner for smooth transition to subsequent grades and make learning enjoyable.

The MoE requests all stakeholders to keep giving feedback on the curriculum designs to inform the review during the next cycle.

Thank you.



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ACKNOWLEDGEMENT

The Kenya Institute of Curriculum Development (KICD) Act Number 4 of 2013 (Revised 2019) mandates the Institute to develop and review curricula and curriculum support materials for basic and tertiary education and training. The curriculum development process is guided by research, international best practices as well as stakeholder engagement. The Institute conceptualised the Competency Based Curriculum (CBC) in consultation with the Ministry of Education and other stakeholders. According to the *Basic Education Curriculum Framework* (KICD, 2017) the conceptualisation of CBC was informed by 21st Century learning needs, the Constitution of Kenya 2010, the Kenya Vision 2030, the East African Community Protocol, the International Bureau of Education (IBE) Guidelines and the United Nations Sustainable Development Goals (SDGs).

KICD is funded by the Kenya Government to discharge its mandate. The institute also receives support from development partners targeting specific programmes. The reviewed curriculum designs were developed with the support of the World Bank through the Kenya Primary Education Equity in Learning Programme (KPEELP) - a project coordinated by MoE. KICD wishes to most sincerely thank the Government of Kenya, through the MoE and other development partners. More specifically, KICD appreciates the Cabinet Secretary - MoE and the Principal Secretary – State Department of Basic Education,

Additionally, the Institute expresses gratitude to all the KICD staff members, teachers, university lecturers, MoE staff, Semi-Autonomous Government Agencies (SAGAs) and representatives of various stakeholders; among others, for their contributions to the development of the reviewed curriculum designs. Finally, KICD acknowledges the Chief Executive Officers of the Teachers Service Commission (TSC) and the Kenya National Examinations Council (KNEC) as well as the KICD Council for supporting the curriculum review process.

May God bless all the individuals and respective institutions who in one way or another supported the curriculum review process. Indeed, these designs will effectively guide the implementation of the CBC at Primary level, thereby preparing the learner to transition to the Junior School.

Best wishes to all learners and curriculum implementers.



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TABLE OF CONTENTS

FOREWORD	iii
PREFACE	iv
ACKNOWLEDGEMENT	v
NATIONAL GOALS OF EDUCATION	vii
LESSON ALLOCATION AT UPPER PRIMARY	ix
LEVEL LEARNING OUTCOMES.....	x
ESSENCE STATEMENT	x
SUBJECT GENERAL LEARNING OUTCOMES.....	xi
1.0 CONSERVATION OF RESOURCES	1
2.0 FOOD PRODUCTION PROCESSES	6
3.0 HYGIENE PRACTICES	13
4.0 PRODUCTION TECHNIQUES	17
ASSESSMENT METHODS, LEARNING RESOURCES AND NON-FORMAL ACTIVITIES	19
COMMUNITY SERVICE LEARNING (CSL) PROJECT.....	22

NATIONAL GOALS OF EDUCATION

Education in Kenya should:

1. Foster nationalism and patriotism and promote national unity.

Kenya's people belong to different communities, races and religions, but these differences need not divide them. They must be able to live and interact as Kenyans. It is a paramount duty of education to help young people acquire this sense of nationhood by removing conflicts and promoting positive attitudes of mutual respect which enable them to live together in harmony and foster patriotism in order to make a positive contribution to the life of the nation.

2. Promote the social, economic, technological and industrial needs for national development.

Education should prepare the youth of the country to play an effective and productive role in the life of the nation.

a) Social Needs

Education in Kenya must prepare children for changes in attitudes and relationships which are necessary for the smooth progress of a rapidly developing modern economy. There is bound to be a silent social revolution following the wake of rapid modernisation. Education should assist our youth to adapt to this change.

b) Economic Needs

Education in Kenya should produce citizens with the skills, knowledge, expertise and personal qualities that are required to support a growing economy. Kenya is building up a modern and independent economy which is in need of an adequate and relevant domestic workforce.

c) Technological and Industrial Needs

Education in Kenya should provide learners with the necessary skills and attitudes for industrial development. Kenya recognises the rapid industrial and technological changes taking place, especially in the developed world. We can only be part of this development if our education system is deliberately focused on the knowledge, skills and attitudes that will prepare our young people for these changing global trends.

3. Promote individual development and self-fulfilment

Education should provide opportunities for the fullest development of individual talents and personality. It should help children to develop their potential interests and abilities. A vital aspect of individual development is the building of character.

4. Promote sound moral and religious values.

Education should provide for the development of knowledge, skills and attitudes that will enhance the acquisition of sound moral values and help children to grow up into self-disciplined, self-reliant and integrated citizens.

5. Promote social equity and responsibility.

Education should promote social equality and foster a sense of social responsibility within an education system which provides equal educational opportunities for all. It should give all children varied and challenging opportunities for collective activities and corporate social service irrespective of gender, ability or geographical environment.

6. Promote respect for and development of Kenya's rich and varied cultures.

Education should instill in the youth of Kenya an understanding of past and present cultures and their valid place in contemporary society. Children should be able to blend the best of traditional values with the changing requirements that must follow rapid development in order to build a stable and modern society.

7. Promote international consciousness and foster positive attitudes towards other nations.

Kenya is part of the international community. It is part of the complicated and interdependent network of peoples and nations. Education should therefore lead the youth of the country to accept membership of this international community with all the obligations and responsibilities, rights and benefits that this membership entails.

8. Promote positive attitudes towards good health and environmental protection.

Education should inculcate in young people the value of good health in order for them to avoid indulging in activities that will lead to physical or mental ill health. It should foster positive attitudes towards environmental development and conservation. It should lead the youth of Kenya to appreciate the need for a healthy environment.

LESSON ALLOCATION AT UPPER PRIMARY

S/No	Learning Area	Number of Lessons Per week
1.	English	5
2.	Kiswahili / Kenya Sign Language	4
3.	Mathematics	5
4.	Religious Education	3
5.	Science & Technology	4
6.	Agriculture	4
7.	Social Studies	3
8.	Creative Arts	6
9.	Pastoral/Religious Instruction Programme	1
Total		35

LEVEL LEARNING OUTCOMES FOR PRIMARY SCHOOL EDUCATION

By the end of Primary School Education, the learner should be able to:

- a) Use verbal and or non-verbal cues to convey information in varied contexts.
- b) Demonstrate mastery of number concepts to solve problems in day to day life.
- c) Use appropriate social skills, moral and religious values to positively impact the society.
- d) Develop individual talents and interests for self-efficacy.
- e) Make informed decisions as local and global citizens of a diverse, democratic society in an interdependent world.
- f) Devise innovative strategies for environmental conservation and sustainability.
- g) Apply digital literacy skills for learning and enjoyment.
- h) Appreciate Kenya's rich and diverse cultural heritage for harmonious living.

ESSENCE STATEMENT

Agriculture is an integrated learning area comprising aspects of agriculture and home science. The learners will acquire knowledge, skills, attitudes and values related to conservation of resources, food production, hygiene and related production techniques. The learning area anchors on socio-economic pillar of Kenya Vision 2030 to promote health, hygiene, food and nutrition security through education. The curriculum will develop competencies in personal and environmental hygiene, foods and nutrition, basic clothing construction, laundry, crop and animal production and conservation of resources. The acquired knowledge, skills and attitudes will form grounds for further development of the competencies in junior school and beyond.

SUBJECT GENERAL LEARNING OUTCOMES

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

1. participate actively in agricultural and household activities in conservation of resources,
2. use scarce resources through innovative practices to contribute towards food and nutrition security,
3. engage in food production processes for self-sustainability, health and economic development,
4. adopt personal and environmental hygiene practices for healthy living,
5. apply the use of appropriate production techniques, innovative technologies, digital and media resources to enhance sustainable agricultural and household practices,
6. appreciate agricultural and household skills as a worthy niche for hobby, career development, further education and training.

SUMMARY OF STRANDS AND SUB STRANDS GRADE 4

Strands	Sub Strands	Suggested Number of Lessons
1.0 Conservation of Resources	1.1 Soil Conservation	7
	1.2 Water Conservation	7
	1.3 Fuel Conservation	7
	1.4 Conserving Wild Animals	8
2.0 Food Production Processes	2.1 Direct Sowing of Tiny Seeds	8
	2.2 Growing Fruits	16
	2.3 Uses of Domestic Animals	8
	2.4 Balanced Meal	9
	2.5 Cooking Food	11
3.0 Hygiene Practices	3.1 Personal Hygiene	10
	3.2 Domestic Hygiene	9
	3.3 Cleaning Personal Protective Equipment	9
4.0 Production Techniques	4.1 Making Tacking Stitches	11
Total Number of Lessons		120

NOTE:

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

1.0 CONSERVATION OF RESOURCES

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Suggested Key inquiry questions
1.0 Conservation of Resources	1.1 Soil Conservation (7 lessons)	<p>By the end of the sub strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) identify suitable materials for making compost manure, b) prepare compost manure for farming, c) appreciate importance of compost manure in farming. 	<p>Learners are guided to:</p> <ul style="list-style-type: none"> • discuss suitable materials for compost manure based on their local environment, • collect and compost suitable materials and make compost manure using heap method, • practise the learnt skills in making compost manure <i>using slashed vegetation, kitchen wastes and any other available organic wastes</i> and using it in their gardening activities, • make use of the prepared compost in a crop garden to appreciate its importance. 	How can composting conserve the environment?
Core Competencies to be developed:				
Communication and collaboration: speaking and listening skills as the learners discuss the process of preparing compost manure.				
Values:				
Unity: working together striving to achieve common goal in the preparation of compost manure.				
Pertinent and contemporary issues:				
Care for the environment as learner utilize waste organic materials in the preparation of compost manure.				
Link to other learning areas:				
Learners relate the environmental resource conservation skills to the waste disposal methods learnt in Science and Technology.				

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Suggested Key inquiry questions
1.0 Conservation of Resources	1.2 Water Conservation (7 lessons)	By the end of the sub strand the learner should be able to: a) describe drip irrigation as a way of conserving water, b) carry out drip irrigation to conserve water, c) appreciate use of drip irrigation to conserve water in farming.	Learners are guided to: <ul style="list-style-type: none">• watch video clips or use print media or observe drip irrigation in neighbouring households to guide them discuss drip irrigation concept,• innovate drip irrigation equipment using water pipes and available containers and use the drip irrigation in gardening activities.• make use of the innovative drip irrigation equipment in watering crops to appreciate its role in water conservation.	How do we use drip irrigation to conserve water?
Core Competencies:				
Creativity and imagination: creativity skills in experimenting new ideas while innovating drip irrigation equipment.				
Values:				
Responsibility: undertaking tasks allocated in the innovative drip irrigation project.				
Pertinent and contemporary issues:				
Safety of self and others as the learners handle and work with tools and equipment in innovating drip irrigation.				
Link to other learning areas:				
Learners relate construction skills in the construction of drip irrigation to skill in use of tools in Science and Technology.				

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Suggested Key inquiry questions
1.0 Conservation of Resources	1.3 Fuel Conservation (7 lessons)	By the end of the sub strand the learner should be able to: a) identify types of fuels used at home, b) conserve fuels during cooking, c) appreciate the importance of conserving fuel to minimise wastage of resources.	Learners are guided to: <ul style="list-style-type: none">• discuss to enumerate the types of fuels such as <i>charcoal, firewood, gas and kerosene</i> used at home,• practise ways of conserving fuels such as putting off fire when done and using fuel efficient equipment when cooking,• discuss and make presentations on importance of conserving fuels to minimise wastage.	How does reducing fuel wastage conserve our resources?
Core Competencies:				
Critical thinking and problem solving: evaluation and decision making skills as learners explore ways of reducing wastage in use of fuels.				
Values:				
Responsibility: solving problems proactively as learners use fuels conservatively.				
Pertinent and contemporary issues:				
Safety of self and others as learners use fuels and related fires.				
Link to other learning areas:				
Learners relate the skills in conservation of fuels to types and sources of energy learnt in Science and Technology.				

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Suggested Key inquiry questions
1.0 Conservation of Resources	1.4 Conserving Wild Animals (8 lessons)	By the end of the sub strand the learner should be able to: a) identify small wild animals that destroy crops, b) construct and use a scarecrow to scare off small wild animals from crops, c) appreciate the importance of living better with small wild animals.	Learners are guided to: <ul style="list-style-type: none">• brainstorm and share experiences on small wild animals such as <i>birds, hares, squirrels and monkeys</i> that destroy crops,• discuss, construct a scarecrow using locally available materials and place the scarecrows in the immediate environment to scare off small wild animals,• discuss and make presentations on importance of coexisting with small world animals in the environment.	How can we scare off small wild animals from crop enterprises?
Core Competencies:				
Creativity and imagination: observation and experimentation skills as learners construct scarecrow to scare off wild animals.				
Values:				
Responsibility: engaging in assigned roles and duties as learners construct the scarecrow to scare off wild animals.				
Pertinent and contemporary issues:				
Conservation of biodiversity as learners construct scarecrow to scare off wild animals without killing them.				
Link to other learning areas:				
Learners relate conservation of wild animals as part of natural resources learnt in Social Studies.				

Suggested Assessment Rubric

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to explain conservation of resources of <i>four</i> resources in the environment: <i>(soil, water, fuel, wild animal).</i>	The learner explains conservation of four resources.	The learner explains conservation of three resources.	The learner explains conservation of two resources.	The learner explains conservation of less than two resources.
Ability to conserve <i>four</i> resources in the environment: <i>(soil, water, fuel, wild animal).</i>	The learner conserves <i>four</i> resources in the environment.	The learner conserves <i>three</i> resources in the environment.	The learner conserves <i>two</i> resources in the environment.	The learner conserves <i>less than two</i> resources in the environment.
Ability to show <i>four</i> aspects of responsibility in conservation environmental resources: <i>(offers leadership, observes safety, shows initiative, shows dutifulness in tasks).</i>	The learners shows <i>four</i> aspects of responsibility in conserving environmental resources.	The learners shows <i>three</i> aspects of responsibility in conserving environmental resources.	The learners shows <i>two</i> aspects of responsibility in conserving environmental resources.	The learners shows <i>less than two</i> aspects of responsibility in conserving environmental resources.

2.0 FOOD PRODUCTION PROCESSES

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Suggested Key inquiry questions
2.0 Food Production Processes	2.1 Direct Sowing of Tiny Seeds (8 lessons)	By the end of the sub strand the learner should be able to: a) identify crops established through direct sowing of tiny seeds, b) sow tiny seeds in a finely prepared seedbed, c) adopt direct sowing in establishment of food crops.	Learners are guided to: <ul style="list-style-type: none"> • discuss to enumerate food crops such as <i>carrots and millet</i> that are established through direct sowing of tiny seeds (<i>crops that do not require transplanting</i>), • sow the tiny seeds in a finely prepared ground or container seedbed, • take care of the tiny seeded crops in a seedbed to adopt the use of direct sowing in food production 	How does direct sowing of tiny seeds enhance food production process?
Core Competencies:				
Learning to learn: own reflection as learners establish tiny seeds in a prepared seedbed.				
Values:				
Respect: accommodation of diverse opinions while the learners undertake seed bed preparation tasks.				
Pertinent and contemporary issues:				
Food and nutritional security as learners grow crops on prepared seedbeds to contribute to food availability at household level.				
Link to other learning areas:				
Learners relate the use of tools and equipment in preparation of seedbed and sowing tiny seeds to concepts of tools in making work easier learnt in Science and Technology.				

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Suggested Key inquiry questions
2.0 Food Production Processes	2.2 Growing Fruits (16 lessons)	By the end of the sub strand the learner should be able to: a) identify fruits that can grow the locality, b) grow a fruit crop suited in the locality, c) appreciate the importance of consuming fruits for nutrition.	Learners are guided to: <ul style="list-style-type: none">• brainstorm and share information on different types of fruits that can grow in their locality,• establish and take care of a fruit crop that can suitably grow in the locality such as woody fruit tree (for example, tree tomato and guava) and climbing fruit crops (such as passion fruit, kiwi, grapes, blackberries, raspberries),• harvest ripe fruits for consumption to appreciate their importance in the body.	How do we grow fruits?

Core Competencies:

Self-efficacy: self- confidence as learners realise the benefit of growing own fruit crops for consumption.

Values:

Responsibility: as learners take care of growing fruit crops.

Pertinent and contemporary issues:

Health promotion awareness as learners appreciate the importance of consuming fruits.

Link to other learning areas:

Learners relate growing of fruit crop as an economic activity learnt in Social Studies.

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Suggested Key inquiry questions
2.0 Food Production Processes	2.3 Uses of Domestic Animals (8 lessons)	By the end of the sub strand the learner should be able to: a) identify types of domestic animals in the community, b) relate various domestic animals to their uses, c) appreciate the importance of domestic animals for food production.	Learners are guided to: <ul style="list-style-type: none">• share experiences on the types of domestic animals (cattle, sheep, goats, poultry) found in their community and their uses,• match the domestic animals to their uses (<i>cattle, sheep, goat and poultry</i>),• make class presentations using photos or other visuals on importance of domestic animals in food production.	How do domestic animals contribute to food production?
Core Competencies:				
Self-efficacy: self-confidence as learners make presentations on uses of domestic animals.				
Values:				
Respect: open mindedness as learners listen and accommodate others opinions during presentations on importance of domestic animals.				
Pertinent and contemporary issues:				
Animal welfare as the learners appreciate importance of domestic animals to humans.				
Link to other learning areas:				
Learners relate animals reared in their community to knowledge learnt in Social Studies on social economic activities.				

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Suggested Key inquiry questions
2.0 Food Production Processes	2.4 Balanced Meal (9 lessons)	By the end of the sub strand the learner should be able to: a) explain importance of eating a balanced meal, b) select food from different food groups to make a balanced meal, c) appreciate the importance of eating a balanced meal.	Learners are guided to: <ul style="list-style-type: none">• discuss or use digital devices to search for importance of eating a balanced meal (variety and proportion),• select foods from locally available foods to comprise a balanced meal (energy giving, body building and protective foods),• keep a journal for one week on meals they take to appreciate the importance of a balanced meal.	How does a balanced meal impact on health?
Core Competencies:				
Communication and collaboration: team work as learners contribute in the discussion on importance of a balanced meal.				
Values:				
Unity: collaboration with others as learners select foods to comprise balanced meal.				
Pertinent and contemporary issues:				
Health awareness promotion as learners discuss the importance of eating a balanced meal.				
Link to other learning areas:				
Learners relate the importance of eating balanced meal to knowledge learnt in Science and Technology on healthy eating habits.				

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Suggested Key inquiry questions
2.0 Food Production Processes	2.5 Cooking Food • <i>Boiling food</i> • <i>Shallow frying food</i> (11 lessons)	By the end of the sub strand the learner should be able to: a) describe methods of cooking food, b) cook food using different methods, c) embrace boiling and shallow frying in food production.	Learners are guided to: • watch video clip or demonstration on boiling and shallow frying methods of cooking, • cook food using boiling and shallow frying methods, • serve the boiled and shallow fried food to embrace the various methods of food production.	How can we cook food using boiling and shallow frying methods?

Core Competencies:

Learning to learn: organizing own learning as learners apply laid down procedure in boiling and shallow frying food.

Values:

Responsibility: observes care and safety when boiling and shallow frying food.

Pertinent and contemporary issues:

Safety of self and others to avoid accidents as they boil and fry food.

Link to other learning areas:

Learners relate handling of accidents to first aid skills learnt in Science and Technology.

Suggested Assessment Rubric

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to describe food production processes at household level: <i>(direct sowing of seeds, growing of fruits, uses of domestic animals, balanced diet, boiling and shallow frying).</i>	The learner describes <i>six</i> food production processes at household level.	The learner describes <i>five</i> food production processes at household level.	The learner describes <i>two to four</i> food production processes at household level.	The learner describes <i>less than two</i> food production processes at household level.
Ability to carry out various food production processes at household level: <i>(direct sowing of seeds, growing of fruits, uses of domestic animals, balanced diet, boiling and shallow frying).</i>	The learner carries out <i>six</i> food production processes at household level.	The learner carries out <i>five</i> food production processes at household level.	The learner carries out <i>two to four</i> food production processes at household level.	The learner carries out <i>less than two</i> food production processes at household level.

<p>Ability to exhibit integrity in carrying out food production processes: <i>(utilising resources prudently, is accountable, shows honesty, applies ethically acceptable procedures).</i></p>	<p>The learner exhibits <i>four</i> indicators of integrity in carrying out food production processes.</p>	<p>The learner exhibits <i>three</i> indicators of integrity in carrying out food production processes.</p>	<p>The learner exhibits <i>two</i> indicators of integrity in carrying out food production processes.</p>	<p>The learner exhibits <i>less than two</i> indicators of integrity in carrying out food production processes.</p>
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3.0 HYGIENE PRACTICES

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Suggested Key inquiry questions
3.0 Hygiene Practices	3.1 Personal Hygiene (10 lessons)	<p>By the end of the sub strand the learner should be able to:</p> <ul style="list-style-type: none"> a) identify healthy practices that promote personal hygiene, b) apply healthy practices that promote personal hygiene, c) embrace healthy practices to promote personal hygiene in daily life. 	<p>Learners are guided to:</p> <ul style="list-style-type: none"> • brainstorm and enumerate practices that promote personal hygiene such as <i>hand washing, use of personal protective equipment and use of clean water</i>, • demonstrate appropriate practices that promote personal hygiene such as <i>hand washing, use of personal protective equipment and use of clean water</i>, • keep a day-to-day activity log of various hygiene practices for a specified period of time to embrace personal health promotion. 	How does personal hygiene promote good health?

Core Competencies:

Self-efficacy: skills in enhancement of self-outlook for self and others through personal hygiene practices.

Values:

Responsibility: taking charge of own body as they practise personal hygiene and use personal protective equipment.

Pertinent and contemporary issues:

Prevention of communicable diseases as learners practise personal hygiene.

Link to other learning areas:

Learners relate personal hygiene practices to prevention of communicable diseases learnt in Science and Technology.

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Suggested Key inquiry questions
3.0 Hygiene Practices	3.2 Domestic Hygiene (9 lessons)	<p>By the end of the sub strand the learner should be able to:</p> <ul style="list-style-type: none"> a) describe the various methods used for cleaning home environment, b) use appropriate methods to clean home environment, c) appreciate a clean environment in promoting domestic hygiene. 	<p>Learners are guided to:</p> <ul style="list-style-type: none"> • discuss the methods of cleaning home environment <i>such as mopping, dusting, sweeping and disposal of refuse,</i> • apply the methods <i>such as mopping, dusting, sweeping and disposal of refuse</i> to maintain hygiene in the environment, • maintain clean living environment using applicable methods in their classroom contexts while using improvised and locally available resources. 	How can we maintain hygiene in the home environment?

Core Competencies:

Creativity and imagination: thoughtful choices as learners use improvised and locally available cleaning resources.

Values:

Responsibility: accountability as learners engage in activities of cleaning home environment.

Pertinent and contemporary issues:

Environmental awareness as learners maintain clean healthy environment.

Link to other learning areas:

Learners relate clean environment to control of communicable diseases learnt in Science and Technology.

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Suggested Key inquiry questions
3.0 Hygiene Practices	3.3 Cleaning Personal Protective Equipment (9 lessons)	By the end of the sub strand the learner should be able to: a) identify personal protective equipment in day to day life, b) clean personal protective equipment for hygiene purposes, c) appreciate clean personal protective equipment in promoting hygiene.	Learners are guided to: <ul style="list-style-type: none">• search for information or observe a demonstration to identify common personal protective equipment <i>such as gloves, dust masks, gumboots, headgear, overall and canvas shoes,</i>• apply appropriate methods to clean personal protective equipment such as <i>gumboots or canvas shoes,</i>• make display of cleaned personal protective equipment to appreciate and promote hygiene.	How does cleaning of personal protective equipment promote hygiene?

Core Competencies:

Digital literacy: use of digital technology as learners search for information on personal protective equipment.

Values:

Responsibility: safety and care of self as learners clean personal protective equipment.

Pertinent and contemporary issues:

Personal safety as learners exercise caution while undertaking cleaning activity.

Link to other learning areas:

Learners relate use of personal protective equipment to personal safety skills learnt in Science and Technology.

Suggested Assessment Rubric

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to describe practices that promote hygiene: <i>(personal hygiene, domestic hygiene and cleaning personal protective equipment).</i>	The learner describes <i>three</i> practices that promote hygiene.	The learner describes <i>two</i> practices that promote hygiene.	The learner describes <i>one</i> practice that promote hygiene.	The learner <i>makes partial description of a practice that promote hygiene.</i>
Ability to apply health practices to promote hygiene. <i>(personal hygiene, domestic hygiene and cleaning personal protective equipment).</i>	The learner applies <i>three</i> health practices to promote hygiene.	The learner applies <i>two</i> health practices to promote hygiene.	The learner applies <i>one</i> health practice to promote hygiene.	The learner <i>partially applies one health practice to promote hygiene.</i>
Ability to exhibit responsibility while undertaking health practices that promote hygiene: <i>(respects other learners' property, offers leadership, accepts consequences, cares for property).</i>	The learner exhibits <i>four</i> indicators of responsibility while undertaking health practices that promote hygiene.	The learner exhibits <i>three</i> indicators of responsibility while undertaking health practices that promote hygiene.	The learner exhibits <i>two</i> indicators of responsibility while undertaking health practices that promote hygiene.	The learner exhibits <i>less than two</i> indicators of responsibility while undertaking health practices that promote hygiene.

4.0 PRODUCTION TECHNIQUES

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Suggested Key inquiry questions
4.0 Production Techniques	4.1 Making Tacking Stitches (11 lessons)	By the end of the sub strand the learner should be able to: a) identify the types of tacking stitches in sewing, b) make an item using tacking stitches, c) appreciate the importance of tacking stitches.	Learners are guided to: <ul style="list-style-type: none"> • observe samples of tacking stitches (<i>even tacking; long and short tacking</i>) used in sewing, • make sample item such as a handkerchief or clothing for a scarecrow using tacking (even tacking or long and short taking) stitches, • make presentations using a display of sample items to appreciate the importance of tacking stitches. 	How can we use tacking stitches in making items?
Core Competencies:				
Creativity and imagination: experimentation skills as learners observe, innovate and try out on tacking stitches.				
Values:				
Unity: display of team spirit as learners share resources in the making of tacking stitches.				
Pertinent and contemporary issues:				
Safety of self and others as learners use needles and other sharp tools in sewing task.				
Link to other learning areas:				
Leaners relate skills in measuring materials and precision in tacking stitches to measurements in Mathematics.				

Suggested Assessment Rubric

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to use tacking stitches in making an item: <i>(makes appropriate choice of stitch, makes the stitch, ensures evenness of the stitch and firmness of stitch to the purpose).</i>	The learner makes appropriate choice of stitch, makes the stitch, ensures evenness of the stitch and firmness of stitch to the purpose.	The learner makes appropriate choice of stitch, makes the stitch, ensures evenness of the stitch.	The learner makes appropriate choice of stitch, makes the stitch.	The learner makes appropriate choice of stitch.
Ability to work in unity in making an item <i>(sharing resources, working in teams, appreciating efforts of other, respects others opinions).</i>	The learner exhibits <i>four</i> indicators of unity while making an item using tacking stitches.	The learner exhibits <i>three</i> indicators of unity while making an item using tacking stitches.	The learner exhibits <i>two</i> indicators of unity while making an item using tacking stitches.	The learner exhibits <i>less than two</i> indicators of unity while making an item using tacking stitches.

ASSESSMENT METHODS, LEARNING RESOURCES AND NON-FORMAL ACTIVITIES

Strand	Suggested Assessment Methods	Suggested Learning Resources	Suggested Non-formal Activities
1.0 Conservation of Resources	<p>Observation of learning.</p> <p>Tests (written and oral).</p> <p>Project.</p>	<p>Organic materials for composting (slashed vegetation, kitchen wastes and animal wastes).</p> <p>Gardening tools such as <i>jembes</i>, spade, hosepipe, containers like bottles, buckets and Jerrycans.</p> <p>Mulching materials such as dry grass and leaves.</p> <p>Cooking tools and equipment such as pans and <i>sufuria</i>.</p>	<ul style="list-style-type: none"> • Clean-up activities to collect composting materials from the environment. • Initiating soil conservation activities in the school based on common forms of erosion in the environment. • Initiating water harvesting and conservation activities based on common form of water wastage points in the school. • Initiating installation of bird feeding table to conserve and nourish wild birds using waste foods.
2.0 Food Production Processes	<p>Observation of learning</p> <p>Tests (written and oral)</p> <p>Project</p>	<p>Seedbeds (container or ground seedbeds).</p> <p>Assorted planting materials for crops such as carrots, millet, vegetables.</p>	<ul style="list-style-type: none"> • Participate in 4k clubs, ASK shows and exhibitions. • Creating talking walls to sensitise the community. • Peer teaching other on use and care of kitchen equipment.

Strand	Suggested Assessment Methods	Suggested Learning Resources	Suggested Non-formal Activities
		<p>Assorted planting materials for fruits and trees (seeds, seedlings, cuttings).</p> <p>Assorted gardening tools and equipment such as <i>pangas</i>, <i>jembes</i> and forked <i>jembes</i>, watering cans.</p> <p>Assorted kitchen tools and equipment (<i>cooking pans and pots</i>, <i>chopping boards</i>, <i>kitchen knife</i>, <i>wooden spoon</i>, <i>frying spoon</i>).</p> <p>Source of energy for cooking. Assorted foodstuffs.</p>	<ul style="list-style-type: none"> • Sensitization debates on conservative use of fuels. • Making exhibitions of fuel and energy saving equipment and cooking methods.
3.0 Hygiene Practices	Observation of learning Tests (written and oral) Project	Hand washing materials and equipment. Assorted PPEs (gloves, masks, gumboots, head gear).	<ul style="list-style-type: none"> • Creating sensitization messages and talking walls. • Initiating handwashing points.

Strand	Suggested Assessment Methods	Suggested Learning Resources	Suggested Non-formal Activities
		<p>Cleaning materials and equipment such as buckets/basin, brooms, brushes.</p> <p>Assorted samples of clothing materials such as fast and white coloured items.</p>	
4.0 Production Techniques	<p>Observation of learning</p> <p>Tests (written and oral)</p> <p>Project</p>	<p>Needle work tools and equipment such as needles, crocheting hooks, scissors, tape measures, sewing thread, yarn, dress maker pins, fabric, pin cushion, thimbles.</p>	<ul style="list-style-type: none"> • Creating sensitisation messages and talking walls.

COMMUNITY SERVICE LEARNING (CSL) PROJECT

CSL at Upper Primary (Grade 4, 5 and 6)

At this level, the goal of the CSL activity is to provide linkages between concepts learnt in the various Learning Activities and the real life experiences. Learners begin to make connections between what they learn and the relevance to their daily life. CSL is hosted in the Social studies learning area. The implementation of the CSL activity is a collaborative effort where the class teacher coordinates and works with other subject teachers to design and implement the integrated CSL activity. Though they are teacher-guided, the learners should progressively be given more autonomy to identify problems and come up with solutions. The safety of the learners should also be taken into account when selecting the CSL activity. The following steps for the integrated CSL activity should be staggered across the school terms:

Steps in carrying out the integrated CSL activity

1) Preparation

- Map out the targeted core competencies, values and specific learning areas skills for the CSL activity
- Identify resources required for the activity (locally available materials)
- Stagger the activities across the term (Set dates and time for the activities)
- Communicate to learners, parents/caregivers/guardians, school administration, teachers and other relevant stakeholders in the school community
- Identify and develop assessment tools

2) Implementation CSL Activity

- Assigning roles to learners.
- Ensure every learner actively participates in the activity
- Observe learners as they carry out the CSL activity and record feedback.
- Use an appropriate assessment tool to assess both the process and the product (Assess learner's work from the beginning to the end product)
- Assess the targeted core competencies, values and subject skills.

3) Reflection on the CSL Activity

Conduct a self-evaluation session with learners on the integrated CSL activity undertaken by discussing the following:

- what went well and why
- what did not go well and why,
- what can be done differently next time
- what they have learnt.

There will be **one** integrated CSL activity that will be conducted **annually**. The thematic areas for the integrated CSL activity will be derived from the broader categories of the PCIs and concepts from the various Learning Areas. Teachers are expected to vary the themes yearly to allow learners to address different PCIs within their contexts. There should be a linkage between the skills from the learning areas and the themes.

The integrated CSL activity will take a Whole School Approach (WSA) where the entire school community is involved (learners, parents/caregivers/guardians, school administration, teachers). Parents/caregivers/guardians are key stakeholders in the planning and execution of the CSL activity. Although the teacher takes the lead role in the planning and integration of the CSL activity, learners will be expected to participate actively in the whole process.

The CSL activity provides an opportunity for the development of core competencies and the nurturing of various values. The teacher is expected to vary the core competencies and values emphasised in the activity yearly.

Assessment of the CSL Activity

Assessment of the integrated CSL activity will focus on 3 components namely: skills from various learning areas applied in carrying out the activity, core competencies and values demonstrated. Assessment should focus on both the process and end product of the CSL activity. The teacher will assess learners in groups using various tools such as an observation schedule, checklist or rating scale or any other appropriate tool.