

MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY
TANZANIA INSTITUTE OF EDUCATION



HOME ECONOMICS SYLLABUS FOR ORDINARY LEVEL
SECONDARY EDUCATION

FORM I - IV

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DECLARATION

The Home Economics syllabus is approved for use in Secondary Schools in Tanzania.

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TABLE OF CONTENTS

| | |
|---|-----|
| 1.0 Introduction | iv |
| 2.0 Objectives of Education in Tanzania | v |
| 3.0 Objectives of Secondary Education in Tanzania | v |
| 4.0 General Subject Competencies..... | vi |
| 5.0 General Subject Objectives | vi |
| 6.0 Structure and Organization of the Syllabus | vii |
| 6.1 Class level Competencies | vii |
| 6.2 Class level Objectives | vii |
| 6.3 The Content of the Syllabus | vii |
| Home Economics - Form I | 1 |
| Home Economics - Form II | 24 |
| Textile and Garment Construction- Form III | 53 |
| Textile and Garment Construction- Form IV | 69 |
| Food and Human Nutrition - Form III | 80 |
| Food and Human Nutrition - Form IV | 99 |

1.0 Introduction

The current version of the Home Economics syllabus is a revised version of 1997. It is developed in order to accommodate competence based approach in teaching and learning. This syllabus put more emphasis on learner centered approach which can develop learner's competencies which include knowledge, skills and attitudes.

The revised version has taken into consideration the current social, political, cultural, economic, global and technological changes as well as the emerging cross-cutting issues. Some of the topics from the previous syllabus have been retained and improved, while others have been omitted. The organization of the revised syllabus differs from that of 1997. This has been improved by adding subject and class level competencies, assessment column and the number of periods per sub-topic.

The syllabus has been designed in such a way that Form I and II students will undertake both Food and Human Nutrition and Textile and Garment Construction components. The students will be assessed on both components in Form II national examination. Form III students will opt into one component either Food and Human Nutrition or Textile and Garment Construction and will be assessed in the component chosen in Form IV national examination.

The syllabus is divided into two major parts; preliminary and subject content. The preliminary part consists of cover page, title page, copy right page, content page, aims and objectives of education in Tanzania, aims and objectives of secondary education, the general subject competencies and objectives, assessment of the subject and the declaration page. The content part of the syllabus includes the class level competencies, class level objectives and the content matrix. The matrix is made up of the following columns: topics, sub-topics, specific objectives, teaching and learning strategies, teaching and learning materials, assessment and number of periods.

2.0 Objectives of Education in Tanzania

The general aims and objectives of education in Tanzania are to:

- a) guide and promote the development and improvement of the personalities of the citizens of Tanzania, their human resources and effective utilization of those scarce resources in bringing about individual and national development;
- b) promote the acquisition and appreciation of culture, customs and traditions of the people of Tanzania;
- c) promote the acquisition and appropriate use of literacy, social, scientific, vocational, technological, professional and other forms of knowledge, skills and attitudes towards the development and improvement of the condition of man and society;
- d) develop and promote self-confidence and inquiring mind, understanding and respect for human dignity and human rights and readiness to work hard for personal self-advancement and national development;
- e) promote and expand the scope of acquisition, improvement and upgrading of mental, practical, productive and other skills needed to meet the changing needs of industry and the economy;
- f) enable every citizen to understand and uphold the fundamentals of the national constitution as well as the protecting human and civil rights, obligations and responsibilities; and
- g) promote love for work, self and wage employment and improved performance in the production and service sectors.

3.0 Objectives of Secondary Education

Objectives of the Home Economics syllabus reflect the aims and objectives of Secondary Education, which are to:

- a) consolidate, broaden and develop a deeper understanding of the ideas and concepts acquired at the primary level;
- b) enhance and further develop an appreciation for cultural values including national unity, identity, democracy, ethics, personal integrity, readiness to work, human rights, customs, traditions, civic responsibilities and obligations;
- c) develop linguistic ability and effective use of communication skills in Kiswahili, English, and at least one foreign language;

- d) develop readiness for tertiary and higher education, vocational, technical and professional training;
- e) inculcate a sense and ability for self-study, self-confidence and self advancement in new frontiers of science and technology, academic and occupational knowledge and skills; and
- f) develop readiness to join the world of work and competition.

4.0 General Subject Competencies

By the end of the course, the student should be competent in:

- a) promoting acceptable values and norms of the society;
- b) applying knowledge and skills in caring for mother and child health;
- c) making garment with aesthetic of human values;
- d) selecting, planning and preparing foods to improve family health and society;
- e) managing house and its compound (surroundings); and
- f) using Home Economic skills in enterprising and generating income.

5.0 General Subject Objectives

By the end of the course, the student should be able to:

- a) demonstrate good manners and grooming;
- b) develop knowledge in matters concerning mother and child care;
- c) select and use of appropriate tools and fabrics in garment making;
- d) develop knowledge in selecting, planning and preparing food to promote health;
- e) care for the house and its surroundings; and
- f) using entrepreneur skills in generating income.

6.0 The Organization of the Syllabus

This syllabus has been arranged into class level competencies, class level objectives and the content of the syllabus.

6.1 Class level competencies

Competencies are the skills, knowledge and attitudes expected to be developed by the learner during and after the completion of a particular class.

6.2 Class level objectives

The class level objectives are stated in general terms to indicate the scope of content to be covered within each level. For each competence intended to be achieved, one or more objectives have been stated.

6.3 The content of the syllabus

This includes the main topics, sub topics, specific objectives, teaching and learning strategies, teaching and learning material, assessment and number of periods.

6.3.1 Topics

Topics are general content of the subject matter that are expected to be taught in order to develop the intended competencies. They have been arranged with respect to the class level. Both lock and spiral arrangements of topics have been used.

6.3.2 Sub-topics

These are smaller units of the topic which have been arranged in logical order to facilitate learning.

6.3.3 Specific objectives

These are expected outcomes after classroom instructions. They focus to attain competencies within the cognitive, psychomotor and affective domains.

6.3.4 Teaching and learning strategies

The teaching and learning process should be participatory and interactive where the student learns by doing a series of activities. The teacher has to play the role of a facilitator in promoting and guiding the student to achieve effective learning. There are various teaching and learning strategies that have been suggested but teacher could find other strategies according to the environment.

6.3.5 Teaching and learning resources

The suggested teaching and learning resources in this syllabus are just examples. The teacher and the student are advised to use any other teaching and learning resources which are relevant and available in their environment. The teacher should work with the student to improvise alternative teaching and learning resources using available materials in their environment.

6.3.6 Assessment

This part describes activities to be undertaken in assessing student's achievement after learning. Assessment tools/ activities to be used during teaching and learning process and for assessing student's achievement.

6.3.7 Number of periods

It is an estimated number of periods to be used in the teaching and learning, basing on the nature and weight of the topic. Each period shall have approximately 40 minutes each. In this subject Form I and II will have 3 periods per week which have to be indicated consecutively in the time table. Form III and IV will have 5 periods per week whereby 2 periods will be used for theory and 3 for practical. The teacher is advised to make maximum use of time allocated in classroom instructions.

HOME ECONOMICS

FORM I

CLASS LEVEL COMPETENCIES

By the end of Form I, the student should have ability to:

- a) demonstrate good manners and good grooming;
- b) take care of a house, its surroundings as well as house hold equipment; and
- c) use locally available materials to make cleaning tools and equipment.

CLASS LEVEL OBJECTIVES

By the end of Form I, the student should be able to:

- a) adhere to norms of good manners and good grooming;
- b) select, furnish and care for an ideal house;
- c) plan the kitchen and maintain its cleanliness; and
- d) make cleaning tools and equipment using locally available materials.

| TOPICS | SUB-TOPICS | SPECIFIC OBJECTIVES | TEACHING AND LEARNING STRATEGIES | TEACHING AND LEARNING MATERIALS | ASSESSMENT | NUMBER OF PERIODS |
|---|-------------------------------|---|---|---|---|-------------------|
| 1.0 INTRODUCTION TO HOME ECONOMICS | 1.1 Concept of Home Economics | The student should be able to: a) Define Home Economics. | The teacher to guide the students to: i) Brainstorm on the meaning of Home Economics. ii) Summarize their responses on the meaning of Home Economics. | Visualization in Participatory Programme (VIPP) cards | Is the student able to define Home Economics? | 3 |
| | | b) Explain the importance of learning Home Economics. | i) The teacher to use think pair share to guide the students to explain the importance of learning Home Economics. ii) Let the students summarize the main points guided by the given questions. | VIPP cards | Is the student able to explain the importance of learning Home Economics? | |

| TOPICS | SUB-TOPICS | SPECIFIC OBJECTIVES | TEACHING AND LEARNING STRATEGIES | TEACHING AND LEARNING MATERIALS | ASSESSMENT | NUMBER OF PERIODS |
|--------|----------------------------------|---|---|---|---|-------------------|
| | 1.2 Components of Home Economics | The student should be able to: a) Identify the components of Home Economics. | i) The teacher to guide students through questions and answers to identify the components of Home Economics. ii) The teacher to guide students to define each component of Home Economics. iii) Let the students summarize their responses. | A chart showing the components of Home Economics | Is the student able to identify the component of Home Economics? | 6 |
| | | b) Describe the significance of each component of Home Economics. | i) The teacher to guide the students through jigsaw to discuss significance of each component of Home Economics. | <ul style="list-style-type: none"> • A picture showing the importance of each component • Films/ Video/ Slide/ showing the importance of each component | Is the student able to describe the significance of each component of Home Economics? | |
| | | | ii) Let the students summarize their responses guided by the given questions. | | | |

| TOPICS | SUB-TOPICS | SPECIFIC OBJECTIVES | TEACHING AND LEARNING STRATEGIES | TEACHING AND LEARNING MATERIALS | ASSESSMENT | NUMBER OF PERIODS |
|---|------------------|---|--|--|---|-------------------|
| 2.0 GOOD MANNERS AND GOOD GROOMING | 2.1 Good Manners | The student should be able to: a) Give the meaning of good manners. | i) The teacher to guide the students to brainstorm the meaning of good manners. ii) Let them summarize the meaning of good manners. | VIPP cards | Is the student able to give the meaning of good manners? | 6 |
| | | b) Describe norms of good manners. | i) The teacher to guide the students to identify the accepted norms in the community. ii) Use role play to guide the students to demonstrate norms of good manners. iii) Let the students summarize their responses guided by the given questions. | <ul style="list-style-type: none"> Films/slides Pictures showing people exhibiting good manners Poster depicting good manners | Is the student able to describe norms of good manners? | |
| | | c) Outline factors that influence the development of personal behavior. | i) The teacher to guide students through questions and answers to outline the factors influencing the development of personal behavior. | Films or slides, videos, magazines and newspapers | Is the student able to outline the factors that influence development of personal behavior? | |

| TOPICS | SUB-TOPICS | SPECIFIC OBJECTIVES | TEACHING AND LEARNING STRATEGIES | TEACHING AND LEARNING MATERIALS | ASSESSMENT | NUMBER OF PERIODS |
|--------|------------|---|--|---|---|-------------------|
| | | | ii) The teacher to use questions and answers strategies to guide the students in explaining the effect of bad manner on the developing personal behaviour such as drug abuse, sexual abuse and alcohol abuse. iii) Arrange the students in groups and lead them to role play the effect of bad manner. iv) Let the students summarize the main points. | | | |
| | | d) Explain the consequences of bad manners. | i) Through think pair share the teacher to guide the students to identify unacceptable norms in the community/society. ii) The teacher to guide students to discuss the consequences of bad manners. iii) Let the students to summarize the main points. | <ul style="list-style-type: none"> • Pictures • Films • Slides • Video tapes • Posters depicting consequences of bad manners | Is the student able to explain the consequences of bad manners? | |

| TOPICS | SUB-TOPICS | SPECIFIC OBJECTIVES | TEACHING AND LEARNING STRATEGIES | TEACHING AND LEARNING MATERIALS | ASSESSMENT | NUMBER OF PERIODS |
|--------|-------------------|---|---|--|--|-------------------|
| | 2.2 Good Grooming | The student should be able to a) Define good grooming. | i) Use questions and answers to guide the students to brainstorm the meaning of good grooming. ii) The teacher to guide the students to summarize the meaning of good grooming. | VIPP cards | Is the student able to define good grooming? | 6 |
| | | b) Describe good practices which demonstrate good grooming. | i) Use questions and answers to guide the students to describe practices which demonstrate good grooming. ii) Guide the students to demonstrate good grooming practices. iii) Using VIPP cards the teacher to guide the students in groups to identify good and bad grooming practices. | <ul style="list-style-type: none"> • VIPP cards. • Pictures depicting proper and improper dressing | Is the student able to describe practices which demonstrate good grooming? | |

| TOPICS | SUB-TOPICS | SPECIFIC OBJECTIVES | TEACHING AND LEARNING STRATEGIES | TEACHING AND LEARNING MATERIALS | ASSESSMENT | NUMBER OF PERIODS |
|--------|------------|--|--|--|--|-------------------|
| | | c) Explain the importance of good grooming. | i) The teacher to guide the students to discuss on the importance of good grooming. ii) Let the students sum up the discussion. | VIPP cards | Is the student able to explain the importance of good grooming? | |
| | | d) Explain how life style and foreign culture influence good grooming. | i) Organize the students in groups and guide them to discuss on how life style and foreign culture influence good grooming. ii) Let them summarize their responses. | <ul style="list-style-type: none"> • Pictures • Videos, • Films depicting foreign cultures • Posters of drug users | Is the student able to explain how life style and foreign culture influence good grooming? | |
| | | e) Relate the effect of family size on good grooming. | i) The teacher to use think pair share to guide the students relate the effect of family size on good grooming. ii) The teacher to guide the students to present their responses for discussion and sum up the effect of the family size on grooming. | <ul style="list-style-type: none"> • Pictures and posters depicting families of different sizes • A chart showing the effect of family size on good grooming | Is the student able to relate the effect of family size on good grooming? | |

| TOPICS | SUB-TOPICS | SPECIFIC OBJECTIVES | TEACHING AND LEARNING STRATEGIES | TEACHING AND LEARNING MATERIALS | ASSESSMENT | NUMBER OF PERIODS |
|---------------------------|-------------------------------|---|---|--|---|-------------------|
| 3.0 AN IDEAL HOUSE | 3.1 Concept of an ideal house | The student should be able to: a) Describe features of an ideal house. | i) The teacher to guide the students through questions and answers to describe features of an ideal house. ii) Guide the students to clarify the main points. | <ul style="list-style-type: none"> • Pictures of an ideal houses • Pictures of different kinds of houses | Is the student able to describe features of an ideal house? | 6 |
| | | b) Explain the factors to consider when choosing an ideal house. | i) The teacher to guide the students to outline the factors to consider when choosing an ideal house. ii) Let the students present their responses on plenary. | Pictures of ideal houses | Is the student able to explain the factors to consider when choosing an ideal house? | |
| | | c) Describe the factors which influence the decision to rent, buy or build a house. | i) The teacher to organize the students in groups to describe the factors which influence the decision to rent, buy or build a house. ii) The teacher to guide the students to conclude the discussion on plenary session. | <ul style="list-style-type: none"> • Pictures of ideal houses • Pictures of different non-ideal houses • A chart showing factors influencing the decision to rent, buy or build a house | Is the student able to describe the factors which influence the decision to rent, buy or build a house? | |

| TOPICS | SUB-TOPICS | SPECIFIC OBJECTIVES | TEACHING AND LEARNING STRATEGIES | TEACHING AND LEARNING MATERIALS | ASSESSMENT | NUMBER OF PERIODS |
|--------|-------------------------------|---|--|---|---|-------------------|
| | 3.2 Furnishing an ideal house | The student should be able to: a) Give the meaning of house furnishings. | i) Facilitate students to brainstorm on the meaning of house furnishings. ii) The teacher to guide the students clarify their responses on the meaning of house furnishings. | <ul style="list-style-type: none"> • VIPP cards • Pictures • Video • Photograph | Is the student able to give the meaning of house furnishings? | 9 |
| | | b) Classify the house furnishings. | i) The teacher to guide students through questions and answers to classify house furnishings. ii) The teacher to use students' responses to guide them to write different types of house furnishings. | <ul style="list-style-type: none"> • Various types of soft furnishing items • Pictures • Video • Photograph | Is the student able to classify house furnishings? | |
| | | c) Explain the factors to consider when selecting soft furnishings. | i) The teacher to organize the students in groups to discuss the factors to consider when selecting soft furnishings. ii) Let the students present their responses on plenary and conclude. | <ul style="list-style-type: none"> • Pictures / video of soft furnishings • Various types of soft furnishing items • Chart showing factors to consider when selecting soft furnishings | Is the student able to explain factors to consider when selecting soft furnishings? | |

| TOPICS | SUB-TOPICS | SPECIFIC OBJECTIVES | TEACHING AND LEARNING STRATEGIES | TEACHING AND LEARNING MATERIALS | ASSESSMENT | NUMBER OF PERIODS |
|--------|----------------------|---|--|--|--|-------------------|
| | | d) Explain how to take care of soft furnishings. | i) The teacher to use questions and answer to guide the students to explain methods of cleaning different house furnishings. ii) The teacher to create activities for students to clean various soft furnishing items. iii) Let them display their work. | Various types of soft furnishing items (Real items and pictures) | Is the student able to explain how to take care of soft furnishings? | |
| | 3.3 Cleaning a house | The student should be able to: a) Classify types of waste. | i) The teacher to guide the students to brainstorm the meaning of waste. ii) Facilitate the students in classifying waste. iii) The teacher to guide the students to summarize their responses. | Pictures showing dirty surroundings environment | Is the student able to classify types of waste? | 12 |

| TOPICS | SUB-TOPICS | SPECIFIC OBJECTIVES | TEACHING AND LEARNING STRATEGIES | TEACHING AND LEARNING MATERIALS | ASSESSMENT | NUMBER OF PERIODS |
|--------|------------|---|--|--|---|-------------------|
| | | b) Describe three ways of cleaning a house. | i) The teacher to guide students in groups to discuss and present the three ways of cleaning a house. ii) The teacher to guide students to present their responses on plenary. | A chart /pictures videos depicting ways of cleaning a house | Is the student able to describe the three ways of cleaning a house? | |
| | | c) Identify cleaning equipment and cleaning agents commonly used at home. | i) The teacher to use questions to guide students to identify the types of cleaning equipment and cleaning agents commonly used at home. ii) Let them list and write their answers on VIPP cards. | <ul style="list-style-type: none"> • Chart/pictures / diagram showing different cleaning equipment • Real common cleaning equipment • Real commonly cleaning agents | Is the student able to identify cleaning equipment and cleaning agents commonly used at home? | |

| TOPICS | SUB-TOPICS | SPECIFIC OBJECTIVES | TEACHING AND LEARNING STRATEGIES | TEACHING AND LEARNING MATERIALS | ASSESSMENT | NUMBER OF PERIODS |
|--------|------------|---|--|---|--|-------------------|
| | | d) Explain factors to consider when selecting cleaning equipment and cleaning agents. | i) The teacher to guide the students in groups to discuss factors to be considered when choosing cleaning equipment and cleaning agents. ii) Let the students present their responses on plenary and summarize the main points. | <ul style="list-style-type: none"> • Samples of cleaning agents • Chart/pictures / diagram showing different cleaning equipment and cleaning agents | Is the student able to explain factors to be considered when selecting cleaning equipment and cleaning agents? | |
| | | e) Make cleaning equipment and agents using locally available materials. | i) The teacher to create activities for students to make cleaning equipment and agents using locally available material. ii) The teacher to guide students to display their work for comments. | Local materials e.g. grass, straws, sisal fibre, coconut fibre/coir | Is the student able to make cleaning equipment and agents using locally available materials? | |

| TOPICS | SUB-TOPICS | SPECIFIC OBJECTIVES | TEACHING AND LEARNING STRATEGIES | TEACHING AND LEARNING MATERIALS | ASSESSMENT | NUMBER OF PERIODS |
|--------|------------------------|--|---|---------------------------------------|--|-------------------|
| | | f) Perform weekly cleaning. | i) The teacher to organize the students in groups to perform weekly cleaning in their classroom. ii) The teacher to use gallery walk for the students to evaluate their work and exchange ideas. iii) The teacher to guide the students to summarize the main points on their work. | Cleaning equipment and agents | Is the student able to perform weekly cleaning? | |
| | 3.4 The House Compound | The student should be able to: a) Identify items found in a house compound. | i) The teacher to guide the students to identify items found in a house compound. ii) The teacher to guide students to identify the required items in the house compound. | Pictures of different house compounds | Is the student able to identify items found in the house compound? | 3 |

| TOPICS | SUB-TOPICS | SPECIFIC OBJECTIVES | TEACHING AND LEARNING STRATEGIES | TEACHING AND LEARNING MATERIALS | ASSESSMENT | NUMBER OF PERIODS |
|--------|------------|--|--|------------------------------------|---|-------------------|
| | | b) Explain the importance of having a house compound. | i) The teacher to guide the students through think pair shares to explain the importance of having a house compound. ii) The teacher to guide the students to make notes from answers in the given questions. | Pictures showing a house compounds | Is the student able to explain the importance of having a house compound? | |
| | | c) Explain the importance of having flower, fruit and vegetable gardens. | i) The teacher facilitate a discussion on the importance of having flower, fruit and vegetable gardens. ii) The teacher to guide the students to make notes from answers in the given questions. iii) The teacher to guide the students to plant flowers, vegetables and fruits in the school gardens. | Pictures of different gardens | Is the student able to explain the importance of having flowers, fruit and vegetable gardens? | |

| TOPICS | SUB-TOPICS | SPECIFIC OBJECTIVES | TEACHING AND LEARNING STRATEGIES | TEACHING AND LEARNING MATERIALS | ASSESSMENT | NUMBER OF PERIODS |
|------------------------------------|----------------|---|--|---|---|-------------------|
| 4.0 SANITATION IN THE HOUSE | 4.1 Sanitation | The student should be able to: a) Explain the concept of sanitation. | i) The teacher to guide the students to brainstorm on the meaning of sanitation. ii) Let the students summarize their responses on the meaning of sanitation. iii) Using questions and answers, the teacher to guide the students to discuss the importance of sanitation. iv) Guide them to conclude the discussion. | VIPP Cards | Is the student able to explain the concept of sanitation? | |
| | | b) Explain causes of poor sanitation. | i) Using questions and answers, the teacher to guide the students to discuss in small groups the causes of poor sanitation. ii) The teacher to guide the students to present their responses on plenary session. | Pictures/ video/ film depicting poor sanitation | Is the student able to explain causes of poor sanitation? | |

| TOPICS | SUB-TOPICS | SPECIFIC OBJECTIVES | TEACHING AND LEARNING STRATEGIES | TEACHING AND LEARNING MATERIALS | ASSESSMENT | NUMBER OF PERIODS |
|--------|------------|--|--|--|--|-------------------|
| | | c) Describe the sanitation facilities for the family and school. | i) The teacher to guide the students to list sanitation facilities for the family and school. ii) The teacher to guide the students to describe sanitation facilities for the family and other places like school, hospital. | <ul style="list-style-type: none"> • Real sanitation facilities • Diagrams showing sanitation facilities | Is the student able to describe the sanitation facilities for the family and school? | |
| | | d) Identify common health problems related to poor sanitation. | i) Using future wheel, the teacher to guide the students to identify common problems related to poor sanitation such as: <ul style="list-style-type: none"> – Malaria – Cholera ii) The teacher to guide students in groups to identify common health problems related to poor sanitation. | Pictures / video / film sharing common health related to poor sanitation | Is the student able to identify common health problems related to poor sanitation? | |

| TOPICS | SUB-TOPICS | SPECIFIC OBJECTIVES | TEACHING AND LEARNING STRATEGIES | TEACHING AND LEARNING MATERIALS | ASSESSMENT | NUMBER OF PERIODS |
|------------------------|----------------------------------|---|---|--|--|-------------------|
| | 4.2. Refuse and refuse disposal. | The student should be able to: a) Define the term refuse. | i) Using questions and answers, the teacher to guide the students to brainstorm on the meaning of refuse. ii) The teacher to guide the students to give correct meaning of refuse. | Picture/Video Showing household refuse | Is the student able to define the term refuse? | 3 |
| | | b) Classify household refuse. | i) Use think and share methods to engage students in classifying household refuse. ii) The teacher to guide the students to write the classification. | A chart showing classification of household refuse | Is the student able to classify household refuse? | |
| | | c) Describe proper methods of refuse disposal. | i) The teacher to guide the students in groups to discuss proper methods of refuse disposal. ii) The teacher to guide the students to present their responses on plenary. | Pictures, films showing proper methods of disposing refuse | Is the student able to describe proper methods of refuse disposal? | |
| 5.0 THE KITCHEN | 5.1 Kitchen plan | The student should be able to: a) Define the term kitchen. | i) The teacher to guide the students to brainstorm the meaning of a kitchen. | Pictures of various types of kitchens | Is the student able to define the term kitchen? | 3 |

| TOPICS | SUB-TOPICS | SPECIFIC OBJECTIVES | TEACHING AND LEARNING STRATEGIES | TEACHING AND LEARNING MATERIALS | ASSESSMENT | NUMBER OF PERIODS |
|--------|------------|--|--|--|--|-------------------|
| | | | ii) The teacher to use questions and answers to guide the students to give the correct meaning of a kitchen. | | | |
| | | b) Describe characteristics of a good kitchen. | i) Through questions and answers, the teacher to guide the students to outline characteristics of a good kitchen. ii) Let the students summarize their responses. | Pictures of different kitchens design | Is the student able to describe characteristics of a good kitchen? | |
| | | c) Explain the importance of planning a kitchen. | i) The teacher to guide students in think pair share to explain the importance of planning kitchen. ii) The teacher to guide students to present their ideas. iii) The teacher to guide students to explain main importance. | The teacher to guide students to present their ideas | Is the student able to explain the importance of planning a kitchen? | |

| TOPICS | SUB-TOPICS | SPECIFIC OBJECTIVES | TEACHING AND LEARNING STRATEGIES | TEACHING AND LEARNING MATERIALS | ASSESSMENT | NUMBER OF PERIODS |
|--------|-----------------------|--|--|--|--|-------------------|
| | | d) Draw kitchen plans. | i) The teacher to assign the students to find out different kitchen plans from various sources such as internet, catalog book and magazine. ii) The teacher to create activities for the students to draw kitchen plans from various sources such as internet, catalog, book and magazine. iii) Using gallery walk, the teacher to guide students to display their diagrams. | Pictures and diagrams of kitchen plans | Is the student able to draw the kitchen plans? | |
| | 5.2 Kitchen equipment | The student should be able to: a) Identify the equipment required in the kitchen. | i) The teacher to guide students through questions and answers to list different types of kitchen equipment. ii) The teacher to guide students to classify kitchen equipment. | <ul style="list-style-type: none"> • Real kitchen equipment and utensils • Pictures of kitchen equipment and utensils • Video showing various kitchen equipment | Is the student able to identify the equipment required in the kitchen? | 9 |

| TOPICS | SUB-TOPICS | SPECIFIC OBJECTIVES | TEACHING AND LEARNING STRATEGIES | TEACHING AND LEARNING MATERIALS | ASSESSMENT | NUMBER OF PERIODS |
|--------|------------|--|---|--|--|-------------------|
| | | b) Analyze the uses of different kitchen equipment. | i) The teacher to guide students in groups to describe the uses of different kitchen equipment. ii) The teacher to guide students to clarify uses of various kitchen equipment. | <ul style="list-style-type: none"> • Real kitchen equipment and utensils • Pictures of kitchen equipment and utensils • Video • Photograph | Is the student able to analyze uses of different kitchen equipment? | |
| | | c) Describe how to care for different kitchen equipment. | i) The teacher to guide the students to describe how to care for different kitchen equipment. ii) The teacher to create activities for the students to clean different kitchen equipment. iii) The teacher to guide the students to present their work. | <ul style="list-style-type: none"> • Various types of kitchen equipment • Video showing some kitchen equipment e.g. dish washer • Pictures • Photographs | Is the student able to describe how to care for different kitchen equipment? | |

| TOPICS | SUB-TOPICS | SPECIFIC OBJECTIVES | TEACHING AND LEARNING STRATEGIES | TEACHING AND LEARNING MATERIALS | ASSESSMENT | NUMBER OF PERIODS |
|--------|---------------------|---|---|---|---|-------------------|
| | 5.3 Kitchen hygiene | The student should be able to: a) State kitchen hygiene rules. | i) The teacher to guide students through questions and answers to state kitchen hygiene rules. ii) The teacher to guide students to summarize their responses. | <ul style="list-style-type: none"> • Chart depicting kitchen hygiene rules • Video/film showing kitchen hygiene rules | Is the student able to state kitchen hygiene rules? | 9 |
| | | b) Explain the effects of a dirty kitchen. | i) Facilitate a discussion on the effects of a dirty kitchen. ii) The teacher to guide the students to culminate the discussion. | Pictures of a clean or well-kept kitchen | Is the student able to explain the effects of a dirty kitchen? | |
| | | c) Explain the procedures for cleaning the kitchen. | i) The teacher to guide the students to discuss the procedures for cleaning the kitchen. ii) The teacher to guide the students to summarize the procedures. | <ul style="list-style-type: none"> • A chart showing cleaning procedure • Video/films | Is the student able to explain the procedures for cleaning the kitchen? | |

| TOPICS | SUB-TOPICS | SPECIFIC OBJECTIVES | TEACHING AND LEARNING STRATEGIES | TEACHING AND LEARNING MATERIALS | ASSESSMENT | NUMBER OF PERIODS |
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| | | d) Clean the cookery room. | i) The teacher to guide the students in groups to state rules of kitchen hygiene. ii) The teacher to guide the students to describe the procedures of disposing kitchen waste. iii) The teacher to create activities for the students to clean cookery room. | <ul style="list-style-type: none"> Cleaning agents and equipment A chart showing procedures in disposing kitchen waste | Is the student able to clean the cookery room? | |
| | 5.4 Safety in the Kitchen | The student should be able to: a) Analyze different types of accidents that may occur in a kitchen. | i) The teacher to guide the students through questions and answers to identify different accidents which can occur in a kitchen. ii) The teacher to guide the students to list the types of accidents which may occur in a kitchen. | <ul style="list-style-type: none"> Pictures showing different accidents that may occur in a kitchen. Video/film | Is the student able to analyze different types of accidents that may occur in a kitchen? | 6 |

| TOPICS | SUB-TOPICS | SPECIFIC OBJECTIVES | TEACHING AND LEARNING STRATEGIES | TEACHING AND LEARNING MATERIALS | ASSESSMENT | NUMBER OF PERIODS |
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| | | b) Describe causes of kitchen accidents. | i) Teacher to use question and answers to guide students to describe the causes of kitchen accidents. ii) Let the students to summarize their responses. | <ul style="list-style-type: none"> Chart showing the causes of kitchen accidents Pictures depicting things that may cause kitchen accidents such as sharp objects, wet floor, dirty floor, poor arrangement of equipment/ furniture | Is the student able to describe the causes of kitchen accidents? | |
| | | c) Identify preventive measures of kitchen accidents. | i) The teacher to guide the students to discuss preventive measures of kitchen accidents. ii) The teachers to guide the students to describe the importance of having First Aid Kit in a kitchen. iii) The teachers to guide the students to make notes by answering the given questions. | <ul style="list-style-type: none"> Chart showing preventive measures of kitchen accidents. First Aid Kit | Is the student able to identify preventive measures of kitchen accidents? | |

HOME ECONOMICS FORM II

CLASS LEVEL COMPETENCIES

By the end of Form II, the student should have ability to:

- a) apply basic sewing stitches in making garments and household articles;
- b) care for garments and household articles;
- c) apply cooking methods in preparing foods;
- d) care for expectant mother, lactating mother and child; and
- e) conserve nutrient contents when preparing, cooking and serving various kinds of foods.

CLASS LEVEL OBJECTIVES

By the end of Form II, the student should be able to:

- a) use sewing equipment in making stitches;
- b) carry out laundering processes;
- c) prepare, cook and serve food using various cooking methods;
- d) care an expectant mother, lactating mother and child; and
- e) develop knowledge on food nutrients and factors affecting their stability.

| TOPICS | SUBTOPICS | SPECIFIC OBJECTIVES | TEACHING AND LEARNING STRATEGIES | TEACHING AND LEARNING MATERIALS | ASSESSMENT | NUMBER OF PERIODS |
|-----------------------------------|---------------------|--|---|---|--|-------------------|
| 1.0 INTRODUCTION TO SEWING | 1.1 The sewing room | The student should be able to: a) Describe the features of a sewing room. | i) The teacher to guide students through questions and answers to describe the features of the sewing room. ii) The teacher to guide the students to describe the features of the sewing room. | <ul style="list-style-type: none"> Visualization in Participatory Programme (VIPP) cards Pictures depicting the feature of the sewing room | Is the student able to describe the features of the sewing room? | 6 |
| | | b) Identify sewing equipment. | i) The teacher to guide the students to list sewing equipment. ii) The teacher to guide the students through gallery walk to identify different sewing equipment. | <ul style="list-style-type: none"> Actual Sewing equipment Pictures and drawings of sewing equipment including use of real objects where possible | Is the student able to identify sewing equipment? | |
| | | c) Classify sewing equipment according to their use. | i) The teacher to assign students to categories sewing equipment according to their use. | <ul style="list-style-type: none"> Equipment in the sewing room Chart showing small and large equipment | Is the student able to classify sewing equipment according to their use? | |

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| | | | ii) The teacher to use questioning (i.e. how and why questions) to guide students to explain the use of sewing equipment in each category. | <ul style="list-style-type: none"> • Chart showing groups of equipment according to their use • Pictures depicting sewing equipment • Video/films | | |
| | 1.2 The sewing machine | <p>The student should be able to:</p> <p>a) Categorise types of sewing machines.</p> | <p>i) The teacher to use different actual sewing machine or pictures to enable the students to list types of sewing machine.</p> <p>ii) The teacher to guide the students to categories types of sewing machines.</p> | <ul style="list-style-type: none"> • Different types of sewing machines • Pictures of different types of sewing machines • Video/films • Different brands of sewing machine | Is the student able to categorise types of sewing machines? | 15 |
| | | b) Explain factors to consider when choosing a sewing machine. | <p>i) The teacher to guide the students to discuss factors to consider when choosing a sewing machine.</p> <p>ii) The teacher to guide the students through questions and answers to explain the factors to consider when choosing a sewing machine.</p> | <ul style="list-style-type: none"> • Different types brands of sewing machines • Pictures of different types of sewing machines | Is the student able to explain factors to consider when choosing a sewing machine? | |

| TOPICS | SUBTOPICS | SPECIFIC OBJECTIVES | TEACHING AND LEARNING STRATEGIES | TEACHING AND LEARNING MATERIALS | ASSESSMENT | NUMBER OF PERIODS |
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| | | c) Name different parts of the sewing machine and their functions. | i) The teacher to guide the students through questions and answers to identify different parts of the sewing machine. ii) The teacher to guide the students to explain the function of each part of the sewing machine. iii) The teacher to guide the students to identify sewing machine accessories. iv) The teacher to guide the students to explain the function of each sewing machine accessory. | <ul style="list-style-type: none"> • Actual sewing machines • Diagram showing parts of the sewing machine • Sewing machine accessories • Pictures depicting sewing machine accessories • Video/films • Photographs | Is the student able to name different parts of the sewing machine and their functions? | |
| | | d) Use of a sewing machine. | i) The teacher to guide the students to describe and demonstrate the procedures of using a sewing machine. ii) The teacher to organize the students in groups to practice on how to use the sewing machine. iii) The teacher to guide the students to thread the sewing machine. | <ul style="list-style-type: none"> • A sewing machine • Threads and fabrics | Is the student able to use a sewing machine? | |

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| | | e) Care for a sewing machine. | i) The teacher to guide the students to describe the procedures of cleaning and oiling the sewing machine. ii) The teacher to guide the students to practice cleaning and oiling the sewing machine. iii) The teacher to guide the students to write notes on the procedures for cleaning, oiling and threading the sewing machine. | <ul style="list-style-type: none"> • A sewing machine cleaning and oiling tools. • Video/films • A chart showing procedures for cleaning and oiling the sewing machine | Is the student able to care for a sewing machine? | |
| 2.0 BASIC SEWING STITCHES | 2.1 Concept of stitches | The student should be able to: a) Give the meaning of stitches. | i) The teacher to use think pair share to guide students to explain the meaning of stitches. ii) The teacher to guide the students to clarify the meaning of stitches. | <ul style="list-style-type: none"> • Samples of stitches | Is the student able to give the meaning of stitches? | 3 |

| TOPICS | SUBTOPICS | SPECIFIC OBJECTIVES | TEACHING AND LEARNING STRATEGIES | TEACHING AND LEARNING MATERIALS | ASSESSMENT | NUMBER OF PERIODS |
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| | | b) State the general rules for working stitches. | i) The teacher to guide the students through questions and answers to state the general rules for working stitches. ii) The teacher to guide the students to write the general rules for working stitches. | <ul style="list-style-type: none"> Samples of stitches | Is the student able to state the general rules for working stitches? | |
| | | c) Classify groups of stitches. | i) The teacher to guide the students through questions and answers to classify groups of stitches. ii) The teacher to guide the students to write the classification of stitches. | <ul style="list-style-type: none"> A chart depicting classification of stitches Samples of different types of stitches | Is the student able to classify groups of stitches? | |
| | 2.2 Temporary stitches | The student should be able to: a) List different types of temporary stitches. | i) The teacher to guide the students in groups to list the different types of temporary stitches. ii) The teacher to guide students through gallery walk to observe types of temporary stitches. | <ul style="list-style-type: none"> Samples of temporary stitches Pictures Photographs Real objects | Is the student able to list different types of temporary stitches? | 9 |

| TOPICS | SUBTOPICS | SPECIFIC OBJECTIVES | TEACHING AND LEARNING STRATEGIES | TEACHING AND LEARNING MATERIALS | ASSESSMENT | NUMBER OF PERIODS |
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| | | b) Explain the uses of temporary stitches. | i) The teacher to guide the students in groups to discuss the uses of different types of temporary stitches. ii) The teacher to guide the students to present their work. | <ul style="list-style-type: none"> Samples of temporary stitches | Is the student able to explain the uses of different types of temporary stitches? | |
| | | c) Make samples of temporary stitches. | i) The teacher to demonstrate the procedures for working different types of temporary stitches. ii) The teacher to guide the students to make different samples of temporary stitches. | <ul style="list-style-type: none"> Samples of temporary stitches Required sewing equipment Diagrams of temporary stitches. | Is the student able to make different samples of temporary stitches? | |
| | 2.3 Joining stitches | The student should be able to: a) To list types of joining stitches. | i) The teacher to guide the students in groups to list different types of joining stitches. ii) The teacher to gallery walk for the students to observe different types of joining stitches. | <ul style="list-style-type: none"> Samples of joining stitches Pictures Photographs | Is the student able to list different types of joining stitches? | 9 |

| TOPICS | SUBTOPICS | SPECIFIC OBJECTIVES | TEACHING AND LEARNING STRATEGIES | TEACHING AND LEARNING MATERIALS | ASSESSMENT | NUMBER OF PERIODS |
|--------|------------------------|--|---|--|---|-------------------|
| | | b) Uses of joining stitches. | i) The teacher to use questions and answers to guide the students to explain the uses of different types of joining stitches. ii) The teacher to guide the students to clarify the uses of joining stitches. | <ul style="list-style-type: none"> • Samples of joining stitches • Pictures • A chart showing the uses | Is the student able to explain the uses of different types of joining stitches? | |
| | | c) Make samples of joining stitches. | i) The teacher to demonstrate the steps for working different types of joining stitches. ii) The teacher to guide the students to make different samples of joining stitches. | <ul style="list-style-type: none"> • Samples of joining stitches • Required Sewing equipment | Is the student able to make different types of joining stitches? | |
| | 2.4 Neatening stitches | The student should be able to: a) Identify types of neatening stitches. | i) The teacher to guide the students in groups to list the different types of neatening stitches. ii) The teacher to use gallery walk for the students to observe different neatening stitches. | <ul style="list-style-type: none"> • Samples of neatening stitches • Picture • Video • Photographs | Is the student able to identify the different types of neatening stitches? | 9 |

| TOPICS | SUBTOPICS | SPECIFIC OBJECTIVES | TEACHING AND LEARNING STRATEGIES | TEACHING AND LEARNING MATERIALS | ASSESSMENT | NUMBER OF PERIODS |
|--------|-------------------------|--|--|---|---|-------------------|
| | | b) Explain the uses of neatening stitches. | i) The teacher to guide the students in groups to explain the uses of different types of neatening stitches. ii) The teacher to guide the students to summarize the main points. | <ul style="list-style-type: none"> • Samples of neatening stitches • A chart • Video | Is the student able to explain the uses of different types of neatening stitches? | |
| | | c) Make samples of neatening stitches. | i) The teacher to demonstrate the procedures for working different types of neatening stitches. ii) The teacher to guide the students to make different samples of neatening stitches. iii) The teacher to guide the students to display their work. | <ul style="list-style-type: none"> • Samples of neatening stitches • Required sewing equipment • A chart • Pictures | Is the student able to make different types of neatening stitches? | |
| | 2.5 Decorative stitches | The student should be able a) To identify the different types of decorative stitches. | i) The teacher to guide the students in groups to list different types of decorative stitches. | <ul style="list-style-type: none"> • Samples of decorative stitches • Picture • Video | Is the student able to identify the different types of decorative stitches? | 9 |

| TOPICS | SUBTOPICS | SPECIFIC OBJECTIVES | TEACHING AND LEARNING STRATEGIES | TEACHING AND LEARNING MATERIALS | ASSESSMENT | NUMBER OF PERIODS |
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| | | | ii) The teacher to use questions to guide students to name various types of decorative stitches. | | | |
| | | b) Explain the uses of decorative stitches. | i) The teacher to guide the students in groups to explain the uses of different types of decorative stitches. ii) The teacher to guide the students to clarify the uses of decorative stitches. | <ul style="list-style-type: none"> • Samples of decorative stitches • Picture • Photograph | Is the student able to explain the uses of different types of decorative stitches? | |
| | | c) Make samples of decorative stitches. | i) The teacher to demonstrate the steps for working different types of decorative stitches. ii) The teacher to guide the students to make different samples of decorative stitches. | <ul style="list-style-type: none"> • Samples of decorative stitches required • Sewing equipment • Embroidery threads • Picture • Photograph • Video | Is the student able to make samples of decorative stitches? | |

| TOPICS | SUBTOPICS | SPECIFIC OBJECTIVES | TEACHING AND LEARNING STRATEGIES | TEACHING AND LEARNING MATERIALS | ASSESSMENT | NUMBER OF PERIODS |
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| | | | iii) The teacher to guide the students to explain the procedures for working decorative stitches. | <ul style="list-style-type: none"> A chart indicating the procedures for working decorative stitches | | |
| 3.0 LAUNDRY | 3.1 Concept of laundry | The student should be able to: a) Define the term laundry. | i) The teacher to guide the students to brainstorm the meaning of laundry. ii) The teacher to guide the students to clarify the meaning of laundry. | <ul style="list-style-type: none"> VIPP cards | Is the student able to give the meaning of laundry? | 3 |
| | | b) Explain the laundering procedures. | i) The teacher to guide the students in groups to explain the procedures for laundering clothes. ii) The teacher to guide the students to present their work on plenary. | <ul style="list-style-type: none"> A chart of care labels | Is the student able to explain the laundering procedures? | |
| | 3.2 Repair clothes | The student should be able to: a) Identify various ways of repairing clothes. | i) The teacher to guide the students through questions and answers to identify various wear and tear on clothes. ii) The teacher to guide the students to identify various ways of repairing clothes. | <ul style="list-style-type: none"> Samples of patches and darts. Picture Photograph Video A chart Worn out and torn clothes | Is the student able to identify various ways of repairing clothes? | 9 |

| TOPICS | SUBTOPICS | SPECIFIC OBJECTIVES | TEACHING AND LEARNING STRATEGIES | TEACHING AND LEARNING MATERIALS | ASSESSMENT | NUMBER OF PERIODS |
|--------|-----------------------------|---|---|---|--|-------------------|
| | | b) State rules for repairing clothes. | i) The teacher to guide the students to state the general rules for repairing clothes. ii) The teacher to guide the students to clarify the rules for repairing clothes. | <ul style="list-style-type: none"> Samples of patches and darns. Chart showing rules for repairing clothes | Is the student able to state general rules for repairing clothes? | |
| | | c) Repair different worn out parts of clothes. | i) The teacher to demonstrate how to repair worn out parts of a cloth. ii) The teacher to guide the students to repair worn out parts of a cloth. iii) The teacher to guide the students to display their work. | <ul style="list-style-type: none"> Worn out clothes i.e. clothes with torn pocket, split seam, underarm split, frayed buttonholes, patches, darns and broken shoulder straps Sewing tools | Is the student able to repair different worn out parts of clothes? | |
| | 3.3 Stain and Stain Removal | The student should be able to: a) Give the meaning of stain. | i) The teacher to guide the students to brainstorm the meaning of stain. ii) The teacher to guide the students in pairs to clarify the meaning of stain. | <ul style="list-style-type: none"> VIPP cards | Is the student able to give the meaning of stain? | 9 |

| TOPICS | SUBTOPICS | SPECIFIC OBJECTIVES | TEACHING AND LEARNING STRATEGIES | TEACHING AND LEARNING MATERIALS | ASSESSMENT | NUMBER OF PERIODS |
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| | | b) Classify stains. | i) The teacher to guide the students in groups to classify stains. ii) The teacher to guide the students to list types of stains in each class. | <ul style="list-style-type: none"> Chart showing mixed types of stains for students to classify. Flip chart | Is the student able to classify stains? | |
| | | c) State the rules for removing stains. | i) The teacher to guide the students through questions and answers to state the rules for removing stain. ii) The teacher to guide the students to write the rules for removing stains. | <ul style="list-style-type: none"> Samples of stained clothes. Stain removers. Chart showing the rules | Is the student able to state the rules for removing stains? | |
| | | d) Remove stains on different fabrics. | i) The teacher to demonstrate the procedure for removing different types of stains. ii) The teacher to guide the students to explain the procedures for removing different types of stains. iii) The teacher to guide the students to remove different types of stains. | <ul style="list-style-type: none"> Stained clothes. Stain removers. Water and soap Chart indicating the procedure | Is the student able to remove stains on different fabrics? | |

| TOPICS | SUBTOPICS | SPECIFIC OBJECTIVES | TEACHING AND LEARNING STRATEGIES | TEACHING AND LEARNING MATERIALS | ASSESSMENT | NUMBER OF PERIODS |
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| | 3.4 Laundering garment and house hold articles | The student should be able to: a) Identify laundry equipment. | i) The teacher to guide the students in groups to identify laundry equipment. ii) The teacher to guide the students to list the types of laundry equipment. | <ul style="list-style-type: none"> Laundry equipment Different pictures of Laundry equipment | Is the student able to identify laundry equipment? | 12 |
| | | b) Explain the factors to consider when selecting laundry equipment. | i) The teacher to guide the students to discuss the factors to consider when selecting laundry equipment. ii) The teacher to guide the students to summarise the factors to consider when selecting laundry equipments. | <ul style="list-style-type: none"> Laundry equipment Pictures of laundry equipment | Is the student able to explain the factors to consider when selecting laundry equipment? | |
| | | c) Explain the use and care of laundry equipment. | i) The teacher to guide the students to explain the use and care of laundry equipment. ii) The teacher to guide the students to write notes by answering the given questions. | <ul style="list-style-type: none"> Laundry equipment Picture Video | Is the student able to explain the use and care for laundry equipment? | |

| TOPICS | SUBTOPICS | SPECIFIC OBJECTIVES | TEACHING AND LEARNING STRATEGIES | TEACHING AND LEARNING MATERIALS | ASSESSMENT | NUMBER OF PERIODS |
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| | | d) Identify laundry agents. | i) The teacher to guide the students to identify suitable laundry agents. ii) The teacher to guide the students to list types of laundry agents. | <ul style="list-style-type: none"> Different types of laundry agents such as soaps, detergents, disinfectants, blue, starch, water and softeners | Is the student able to identify laundry agents? | |
| | | e) Describe laundry codes. | i) The teacher to guide the students in groups to identify laundry codes. ii) The teacher to guide students to draw the laundry codes and giving their meaning. iii) The teacher to guide the students to present their work for clarification. | <ul style="list-style-type: none"> A chart of laundry codes. Actual care labels | Is the student able to describe laundry codes? | |
| | | f) Explain the laundering processes. | i) The teacher to guide the students to explain laundry procedures. ii) The teacher to guide the students to write the laundering procedures. | <ul style="list-style-type: none"> Identify different laundry equipment A chart showing laundry procedure | Is the student able to explain the laundering processes? | |

| TOPICS | SUBTOPICS | SPECIFIC OBJECTIVES | TEACHING AND LEARNING STRATEGIES | TEACHING AND LEARNING MATERIALS | ASSESSMENT | NUMBER OF PERIODS |
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| | | g) Carry out laundry activity. | i) The teacher to guide the students in groups to perform laundry activity. ii) The teacher to guide students to present their work for comments. | <ul style="list-style-type: none"> Different laundry agents and equipment Dirty clothes | Is the student able to carry out laundry activity? | |
| 4.0 FOOD AND NUTRITION | 4.1 Concept of Food and Nutrition | The students should be able to: a) Give the meaning of food, nutrient and nutrition. | i) The teacher to guide the students to brainstorm on the meaning of food, nutrient and nutrition. ii) The teacher to guide the students in pair to share the meaning of food, nutrition and nutrients. iii) The teacher to guide the students to make summary by answering the given questions. | <ul style="list-style-type: none"> VIPP cards Written list of sources of food, nutrients and nutrition Real foods | Is the student able to give the meaning of: Food? Nutrient? Nutrition? | 6 |
| | | b) Identify food nutrients required in the body. | i) The teacher to guide the students through questions and answers to identify the food nutrients and their sources. ii) The teacher to guide the students to make a summary of food nutrients. | <ul style="list-style-type: none"> Real foods Pictures and diagrams showing different types of foods | Is the student able to identify food nutrients required in the body? | |

| TOPICS | SUBTOPICS | SPECIFIC OBJECTIVES | TEACHING AND LEARNING STRATEGIES | TEACHING AND LEARNING MATERIALS | ASSESSMENT | NUMBER OF PERIODS |
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| | | c) Outline the functions of each food nutrient. | i) The teacher to guide the students through questions and answers to outline the functions of each food nutrient. ii) The teacher to guide the students in groups to draw a chart showing food nutrients, their sources and functions. iii) The teacher to guide the students to present their work for clarification. | <ul style="list-style-type: none"> • A chart showing food nutrients • Manila sheets • Coloured pencils | Is the student able to outline the functions of each food nutrient? | |
| | 4.2 Stability of food nutrients | The student should be able to: a) Explain the factors affecting the stability of food nutrients. | i) The teacher to ask the students to access information from different sources on factors affecting the stability of food nutrients. ii) The teacher to guide the students through questions and answers to discuss factors affecting stability of food nutrients and summarize main points. | <ul style="list-style-type: none"> • Written sources of food nutrients • Chart showing factors affecting stability of food nutrients | Is the student able to explain factors affecting the stability of food nutrients? | 6 |

| TOPICS | SUBTOPICS | SPECIFIC OBJECTIVES | TEACHING AND LEARNING STRATEGIES | TEACHING AND LEARNING MATERIALS | ASSESSMENT | NUMBER OF PERIODS |
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| | | b) Describe ways of maintaining nutritive value of food nutrients. | i) The teacher to guide the students to discuss ways of maintaining nutritive value of food nutrients. ii) The teacher to guide the students to present their work in plenary | <ul style="list-style-type: none"> A chart showing nutrients in various foods | Is the student able to describe ways of maintaining nutritive value of food nutrients? | |
| | 4.3 Balanced diet | The student should be able to: a) Define the term balanced meals. | i) The teacher to guide the students to brainstorm on the meaning of balanced meals. ii) The teacher to guide students in pair to share the meaning of balance meals. | <ul style="list-style-type: none"> Chart/pictures depicting different food stuffs Actual food stuffs | Is the student able to define the term balanced meals? | 12 |
| | | b) Enumerate points to consider when planning meals. | i) The teacher to guide students to discuss points to consider when planning meals. ii) The teacher to guide students to clarify the given points. | | Is the students able to enumerate points to consider when planning meals? | |

| TOPICS | SUBTOPICS | SPECIFIC OBJECTIVES | TEACHING AND LEARNING STRATEGIES | TEACHING AND LEARNING MATERIALS | ASSESSMENT | NUMBER OF PERIODS |
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| | | c) Plan balanced meals. | i) The teachers to guide students in groups to plan balanced meals. ii) The teacher to guide students to present their work on plenary. iii) The teachers to guide students to clarify the presented planned balanced meals. | <ul style="list-style-type: none"> • Chart/pictures depicting different food stuffs • Manila paper • Coloured pencil | Is the student able to plan balanced meals? | |
| | | d) Plan, prepare, cook and serve food for different groups of people. | i) Using locally available foods, the teacher to guide the students in groups to plan meals for different groups of people such as HIV and AIDS victims, expectant and lactating mothers, the aged, children and vegetarians. ii) The teacher to guide the students to select appropriate recipe for the above-mentioned groups of people. iii) The teacher to guide students to prepare, cook and serve attractive meals for above mentioned group of people. | <ul style="list-style-type: none"> • Locally available foods • Cooking facilities • Recipe books and cards. | Is the student able to plan, prepare, cook and serve food for different groups of people? | |

| TOPICS | SUBTOPICS | SPECIFIC OBJECTIVES | TEACHING AND LEARNING STRATEGIES | TEACHING AND LEARNING MATERIALS | ASSESSMENT | NUMBER OF PERIODS |
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| | 4.4 Roughages | a) Define the term roughage. | i) The teacher to guide the students to brainstorm the meaning of roughage. ii) The teacher to guide the students in pairs to share the meaning of the term roughage. | <ul style="list-style-type: none"> VIPP cards A chart showing sources of roughages | Is the student able to give the meaning of roughage? | 9 |
| | | b) Identify sources of roughage. | i) The teacher to guide the students through questions and answers to list sources of roughage. ii) The teacher to guide students to clarify the identified sources of roughages. | <ul style="list-style-type: none"> A chart showing dietary fibre foods | Is the student able to identify sources of roughage? | |
| | | c) Explain the importance of roughage in a diet. | i) The teacher to guide the students to discuss the importance of roughage in a diet. ii) The teacher to guide students through question and answer to clarify the importance of roughage in a diet. | <ul style="list-style-type: none"> A chart showing dietary fibre foods A chart showing the importance of roughage in a diet | Is the student able to explain the importance of roughage in a diet? | |

| TOPICS | SUBTOPICS | SPECIFIC OBJECTIVES | TEACHING AND LEARNING STRATEGIES | TEACHING AND LEARNING MATERIALS | ASSESSMENT | NUMBER OF PERIODS |
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| 5.0 COOKING FOOD | 5.1 Concept of cooking | The student should be able to: a) Give the meaning of cooking food. | i) The teacher to guide the students through questions and answers to give the meaning of cooking food. ii) The teacher to guide the students to clarify the meaning of cooking food. | • VIPP cards | Is the student able to give the meaning of cooking food? | 3 |
| | | b) Explain the importance of cooking food. | i) The teacher to guide the students in groups to discuss the importance of cooking food. ii) The teacher to guide the students to summarize the main points. | • A chart showing reasons for cooking food | Is the student able to explain the importance of cooking food? | |
| | 5.2 Methods of cooking | The student should be able to: a) Identify methods of cooking foods. | i) The teacher to guide the students to list the methods of cooking food. ii) The teacher to guide students to clarify the methods. | • A chart showing methods of cooking food | Is the student able to identify methods of cooking food? | 12 |
| | | b) Describe different methods of cooking food. | i) The teacher to guide the students to explain advantages and disadvantages of each cooking methods. | • A chart showing methods of cooking food | Is the student able to describe different methods of cooking foods? | |
| | | | | | | |

| TOPICS | SUBTOPICS | SPECIFIC OBJECTIVES | TEACHING AND LEARNING STRATEGIES | TEACHING AND LEARNING MATERIALS | ASSESSMENT | NUMBER OF PERIODS |
|--------------------------------------|--------------------------|--|--|---|--|-------------------|
| | | | ii) The teacher to guide the students through questions and answers to explain the procedures of cooking food in each method. | <ul style="list-style-type: none"> • Video /film showing methods of cooking food | | |
| | | c) Cook different types of food using appropriate method of cooking. | i) The teacher to guide the students in groups to cook different types of foods using appropriate method of cooking. ii) The teacher to guide the students to serve foods properly. | <ul style="list-style-type: none"> • Cooking ingredients • Cooking equipment | Is the student able to cook different types of food using appropriate method of cooking? | |
| 6.0 MATERNAL AND CHILD HEALTH | 6.1 The expectant mother | The student should be able to: a) Give the meaning of expectant mother. | i) The teacher to guide the students to brainstorm the meaning of an expectant mother. ii) The teacher to guide students to clarify the meaning of an expectant mother. | <ul style="list-style-type: none"> • Pictures showing expectant mothers • Video/films • VIPP cards | Is the student able to give the meaning of an expectant mother? | 9 |
| | | b) Mention signs of pregnancy. | i) The teacher to guide the students through questions and answers to list signs of pregnancy. | <ul style="list-style-type: none"> • A chart showing signs of pregnancy | Is the student able to mention signs of pregnancy? | |

| TOPICS | SUBTOPICS | SPECIFIC OBJECTIVES | TEACHING AND LEARNING STRATEGIES | TEACHING AND LEARNING MATERIALS | ASSESSMENT | NUMBER OF PERIODS |
|--------|-----------|---|--|---|---|-------------------|
| | | | ii) The teacher to guide the students to mention signs of pregnancy. | | | |
| | | c) Describe the dangers of early pregnancies. | i) The teacher to guide the students in groups to discuss the dangers of teenager pregnancies. ii) The teacher to guide the students to present their work on plenary for clarification. | <ul style="list-style-type: none"> A chart showing dangers of teenager pregnancies | Is the student able to describe the dangers of early pregnancies? | |
| | | d) Explain the importance of proper nutrition for expectant mother. | i) The teacher to guide the students to explain the importance of proper nutrition for expectant mother. ii) The teacher to guide the students to suggest suitable meal for expectant mother. | <ul style="list-style-type: none"> A chart showing diet for an expectant mother | Is the student able to explain the importance of proper nutrition for expectant mother? | |

| TOPICS | SUBTOPICS | SPECIFIC OBJECTIVES | TEACHING AND LEARNING STRATEGIES | TEACHING AND LEARNING MATERIALS | ASSESSMENT | NUMBER OF PERIODS |
|--------|---|---|---|---|---|-------------------|
| | | e) Explain the importance of prenatal or antenatal clinics. | i) The teacher to guide students define the term prenatal or antenatal. ii) The teacher to guide the students through questions and answers to explain the importance of attending prenatal or antenatal clinics. iii) The teacher to guide the students to discuss the importance of HIV test for an expectant mother. iv) The teacher to guide the students to summarize the discussion on importance of HIV test for an expectant mother. | <ul style="list-style-type: none"> • A clinic card • Picture depicting activities carried in Maternal and Child Health (MCH) clinics • A chart showing the importance of attending prenatal or antenatal clinics | Is the student able to explain the importance of prenatal or antenatal clinics? | |
| | 6.2 Basic requirements for child health | The student should be able to: a) Explain the basic requirements for child health. | i) The teacher to guide the students to identify the basic requirements for child health. ii) The teacher to guide the students to describe the basic requirements for child health. | <ul style="list-style-type: none"> • A chart to show the requirements for child health • Photos/pictures of healthy children | Is the student able to explain the basic requirements for child health? | 6 |

| TOPICS | SUBTOPICS | SPECIFIC OBJECTIVES | TEACHING AND LEARNING STRATEGIES | TEACHING AND LEARNING MATERIALS | ASSESSMENT | NUMBER OF PERIODS |
|--------|-----------------|--|---|---|---|-------------------|
| | | b) Explain the relationship between family size and child health. | i) The teacher to guide the students in groups to discuss the relationship between family size and child health. ii) The teacher to guide the students to present their work for discussion and clarification. | • A poster depicting large and small families | Is the student able to explain the relationship between family size and child health? | |
| | | c) Explain the relationship between birth spacing and child health. | i) The teacher to guide the students in groups to discuss the relationship between birth spacing and child health. ii) The teacher to guide the students to present their work for discussion. | • Posters depicting families with short and long birth interval | Is the student able to explain the relationship between birth spacing and child health? | |
| | 6.3 Baby Clinic | The student should be able to: a) Explain the importance of attending postnatal clinic. | i) The teacher to guide the students to define the term postnatal clinic. ii) The teacher to guide the students through questions and answers to discuss the importance of regular visits to postnatal clinic. | • Pictures depicting activities in the Maternal and Child Health (MCH) clinics • Growth chart card | Is the student able to explain the importance of attending postnatal clinic? | 9 |

| TOPICS | SUBTOPICS | SPECIFIC OBJECTIVES | TEACHING AND LEARNING STRATEGIES | TEACHING AND LEARNING MATERIALS | ASSESSMENT | NUMBER OF PERIODS |
|--------|-----------|------------------------------------|---|--|---|-------------------|
| | | | <p>iii) Teacher to use questioning strategies (i.e. how and why questions) to guide students to explain the importance of regular visit to postnatal clinics.</p> <p>iv) The teacher to summarize the discussion.</p> | | | |
| | | b) List common children's ailments | <p>i) The teacher to guide the students to define the term children ailments.</p> <p>ii) The teacher to guide the students to brainstorm on the common children's ailments.</p> <p>iii) The teacher to guide the students in pairs to think and share the common children's ailments.</p> <p>iv) The teacher to use question to guide students to summarize common children ailments.</p> | <ul style="list-style-type: none"> VIPP cards | Is the student able to list common children's ailments? | |

| TOPICS | SUBTOPICS | SPECIFIC OBJECTIVES | TEACHING AND LEARNING STRATEGIES | TEACHING AND LEARNING MATERIALS | ASSESSMENT | NUMBER OF PERIODS |
|--------|-----------|--|--|---|--|-------------------|
| | | c) Describe the symptoms, treatment and prevention of children's ailments. | i) The teacher to guide the group discussion on symptoms, treatment and prevention of children's ailments. ii) The teacher to guide the students to present the symptoms, treatment and preventive measures of children's ailments for clarification. | <ul style="list-style-type: none"> • A chart showing children's ailments. • Video • Picture • Photographs • A chart showing the symptoms of common children ailments | Is the student able to describe the symptoms, treatment and prevention of children's ailments? | |
| | | d) Classify types of immunization. | i) The teacher to guide the students to identify the types of immunization. ii) The teacher to guide the students to classify the types of immunization. | <ul style="list-style-type: none"> • A chart showing types of immunization | Is the student able to classify the types of immunizations? | |
| | | e) Describe types of vaccination given to children under-five years. | i) The teacher to guide students to identify types of vaccination given to children under-five years. ii) The teacher to guide the students describe various types of vaccination given to children under-five years. | <ul style="list-style-type: none"> • A chart showing various types of vaccination given to children under-five years • A chart showing vaccination schedule | Is the student able to describe types of vaccination given to children under-five years? | |

| TOPICS | SUBTOPICS | SPECIFIC OBJECTIVES | TEACHING AND LEARNING STRATEGIES | TEACHING AND LEARNING MATERIALS | ASSESSMENT | NUMBER OF PERIODS |
|--------|----------------------|--|--|--|--|-------------------|
| | 6.4 Feeding the baby | The student should be able to: a) Explain the importance of breast feeding. | i) The teacher to guide the students to brain storm the meaning of breast feeding. ii) The teacher to guide the students to describe the composition of mother's milk. iii) The teacher to guide the students in groups to discuss the importance of breast feeding. iv) The teacher to guide the students to present their work for clarification. v) The teacher to guide students through questions and answers to explain the importance of mothers living with HIV to breastfed their babies. | <ul style="list-style-type: none"> • Picture showing a mother breast feeding a baby • A chart showing reasons for breast feeding • Video • Photographs | Is the student able to explain the importance of breast feeding? | 18 |

| TOPICS | SUBTOPICS | SPECIFIC OBJECTIVES | TEACHING AND LEARNING STRATEGIES | TEACHING AND LEARNING MATERIALS | ASSESSMENT | NUMBER OF PERIODS |
|--------|-----------|---|--|--|---|-------------------|
| | | b) Prepare suitable meals for a lactating mother. | i) The teacher to guide the students to identify suitable meals for a lactating mother. ii) The teacher to guide students to prepare, cook and serve suitable meals for lactating mother. iii) Through gallery walk, the teacher to guide the students to present their works. | <ul style="list-style-type: none"> Ingredients for preparing suitable meals for a lactating mother Cooking facilities Recipes | Is the student able to prepare suitable meals for a lactating mother? | |
| | | c) Give the meaning of weaning. | i) The teacher to guide students to brainstorm the meaning of weaning. ii) The teacher to guide students to explain the meaning of weaning. | <ul style="list-style-type: none"> VIPP cards | Is the student able to give the meaning of weaning? | |
| | | d) Explain the importance of weaning a baby. | i) The teacher to guide the students to discuss the importance of weaning a baby. ii) The teacher to guide the students to summarise the importance of weaning a baby. | <ul style="list-style-type: none"> A chart showing the importance of weaning a baby A chart showing weaning foods | Is the student able to explain the importance of weaning a baby? | |

TEXTILES AND GARMENT CONSTRUCTION

FORM III

CLASS LEVEL COMPETENCIES

By the end of Form III, the student should have ability to:

- a) apply procedures for making garments; and
- b) select fabrics for making garments.

CLASS LEVEL OBJECTIVES

By the end of Form III, the student should be able to:

- a) develop knowledge in making garment of different styles;
- b) make samples of garment making processes; and
- c) make selection of design, styles, colour and line in garment making.

| TOPICS | SUBTOPICS | SPECIFIC OBJECTIVES | TEACHING AND LEARNING STRATEGIES | TEACHING AND LEARNING MATERIALS | ASSESSMENT | NUMBER OF PERIODS |
|-------------------------------------|-----------|--|---|---------------------------------------|---|-------------------|
| 1.0 GARMENT MAKING PROCESSES | 1.1 Seams | The student should be able to: a) Explain what the term seam means. | i) The teacher to guide the students to brainstorm the meaning of seam. ii) The teacher to clarify the term seam. | • Samples of different types of seams | Is the student able to explain what the term seam means ? | 25 |
| | | b) Describe types of seams. | i) The teacher to guide the students to list different types of seams. ii) The teacher to guide the students to describe different types of seams. | • Samples of different types of seams | Is the student able to describe types of seams? | |
| | | c) State general rules for working seams. | i) The teacher to guide the students through questions and answers to state general rules for working seams. ii) The teacher to guide students to explain the general rules for working seams. | • Samples of different types of seams | Is the student able to state general rules for working seams? | |
| | | d) Explain the procedures of making various types of seams. | i) The teacher to guide the students to explain the procedure of making various types of seams. ii) The teacher to guide the students to explain the procedure of neatening various types of seam. | • Samples of different types of seams | Is the student able to explain the procedures of making various types of seams. | |

| TOPICS | SUBTOPICS | SPECIFIC OBJECTIVES | TEACHING AND LEARNING STRATEGIES | TEACHING AND LEARNING MATERIALS | ASSESSMENT | NUMBER OF PERIODS |
|--------|--------------------------|--|--|---|--|-------------------|
| | | e) Make samples of different types of seams. | i) The teacher to demonstrate procedures for making various types of seams. ii) The teacher to guide the students to make various types of seams. | <ul style="list-style-type: none"> • Samples of different types of seams • Diagrams of various types of seams • Diagrams showing procedures of how to make different types of seams • Sewing equipment • Fabrics | Is the student able to make samples of different types of seams? | |
| | 1.2 Disposal of fullness | The student should be able to: a) Explain what disposal of fullness mean. | i) The teacher to guide the students to brainstorm the meaning of disposal of fullness. ii) The teacher to guide the students to clarify the meaning of disposal of fullness. | <ul style="list-style-type: none"> • Samples of different types of disposal of fullness i.e. gathers, pleats, tucks, darts, easing and shirring | Is the student able to explain what disposal of fullness mean? | 25 |
| | | b) Describe types of disposal of fullness. | i) The teacher to guide the students to identify types of disposal of fullness. ii) The teacher to guide the students to describe various types of disposal of fullness. | <ul style="list-style-type: none"> • Samples of different types of disposal of fullness, i.e. gathers, pleats, tucks, darts, easing and shirring | Is the student able to describe types of disposal of fullness? | |

| TOPICS | SUBTOPICS | SPECIFIC OBJECTIVES | TEACHING AND LEARNING STRATEGIES | TEACHING AND LEARNING MATERIALS | ASSESSMENT | NUMBER OF PERIODS |
|--------|-----------------------------|--|--|---|---|-------------------|
| | | c) Explain the procedures of working various methods of disposing fullness. | i) The teacher to guide students to explain the procedure of working various methods of disposing fullness. ii) The teacher to guide the students to make notes through questions. | • Samples of different types of disposal of fullness, i.e. gathers, pleats, tucks, darts and easing | Is the students able to explain the procedure of working various methods of disposing fullness? | |
| | | d) Make samples of various methods of disposing fullness. | i) The teacher to demonstrate the procedures of making different methods of disposing fullness. ii) The teacher to guide the students to make samples of various methods of disposal of fullness. iii) The teacher to guide the students to present their work for discussion and sharing. | • Samples of different methods of disposal of fullness • Fabrics Sewing equipment | Is the student able to make samples of various methods of disposing fullness? | |
| | 1.3 Openings and Fastenings | The student should be able to: a) Differentiate openings from fastenings. | i) The teacher to guide the students to brainstorm on the meaning of openings and fastenings. ii) The teacher to use questioning strategies to guide the students to differentiate openings from fastening. | • Samples of different types of openings and fastenings | Is the student able to differentiate openings from fastenings? | 25 |

| TOPICS | SUBTOPICS | SPECIFIC OBJECTIVES | TEACHING AND LEARNING STRATEGIES | TEACHING AND LEARNING MATERIALS | ASSESSMENT | NUMBER OF PERIODS |
|--------|-----------|---|---|--|---|-------------------|
| | | b) Identify types of openings and fastenings. | i) The teacher to guide the students identify different types of openings and fastenings. ii) The teacher to guide the students to list the types of openings and fastenings. | <ul style="list-style-type: none"> Samples of different types of openings and fastenings Various types of fastenings | Is the student able to identify types of openings and fastenings? | |
| | | c) Explain the factors to consider when choosing openings and fastenings. | i) The teacher to guide the students through questions and answers to explain the factors to consider when choosing openings and fastening. ii) The teacher to guide students to summarize the factors to consider when choosing opening and fastenings. | <ul style="list-style-type: none"> A chart showing the factors to consider when choosing openings and fastenings | Is the student able to explain the factors to consider when choosing openings and fastenings? | |
| | | d) State rules for making openings and for attaching fastenings. | i) The teacher to guide the students to explain the rules for making openings. ii) The teacher to guide the students to explain the rules for attaching fastenings. | <ul style="list-style-type: none"> Sample book of openings and fastenings | Is the student able to state the rules for making openings and attaching fastenings? | |

| TOPICS | SUBTOPICS | SPECIFIC OBJECTIVES | TEACHING AND LEARNING STRATEGIES | TEACHING AND LEARNING MATERIALS | ASSESSMENT | NUMBER OF PERIODS |
|--------|--------------------|---|---|---|---|-------------------|
| | | e) Explain the procedures of making different types of openings and attaching fastenings. | i) The teacher to guide students to explain the procedures of making different types of openings. ii) The teacher to guide students to identify steps for attaching fastenings. | <ul style="list-style-type: none"> Fastenings Samples of openings | Is the student able to explain the procedures of making different types of openings and attaching fastenings? | |
| | | f) Make samples of different types of openings and fastenings. | i) The teacher to demonstrate the steps of making different types of openings and how to attach fastenings. ii) The teacher to guide students to make different samples of openings and fastenings. iii) The teacher to guide the students to present their work for sharing and discussions. | <ul style="list-style-type: none"> Openings and fastenings samples Sewing equipment Fabrics Fastenings of different types Diagrams | Is the student able to make samples of different types of openings and fastenings? | |
| | 1.4 Edge finishing | The student should be able to: a) Give the meaning of edge finishing. | i) The teacher to guide the students to brainstorm the meaning of edge finishing. ii) The teacher to guide the students to discuss and share in pairs the meaning of edge finishing. | <ul style="list-style-type: none"> Samples of different types of edge finishing | Is the student able to give the meaning of edge finishing? | 20 |

| TOPICS | SUBTOPICS | SPECIFIC OBJECTIVES | TEACHING AND LEARNING STRATEGIES | TEACHING AND LEARNING MATERIALS | ASSESSMENT | NUMBER OF PERIODS |
|--------|-----------|---|--|--|---|-------------------|
| | | b) Describe types of edge finishing. | i) The teacher to guide the students to identify types of edge finishing. ii) The teacher to guide the students in groups to describe various types of edge finishes. iii) Let them present their responses. | <ul style="list-style-type: none"> Samples of different types of edge finishing | Is the student able to describe types of edge finishing? | |
| | | c) Explain the procedures for working hems. | i) The teacher to guide students to brainstorm the meaning of hem. ii) The teacher to guide the students through question and answers to identify types of hems. | <ul style="list-style-type: none"> A chart showing rules for working edge finishing Samples of various types of edge finishing Sewing equipment Fabrics Trimmings | Is the student able to explain procedures for working hems? | |
| | | d) Make samples of hems. | i) The teacher to demonstrate the procedures of making hems, showing the two ways of treating corners. ii) The teacher to guide students to make samples of hems. | <ul style="list-style-type: none"> Sewing equipment. Fabrics Samples of various types of hems | Is the student able to make samples of hems? | |

| TOPICS | SUBTOPICS | SPECIFIC OBJECTIVES | TEACHING AND LEARNING STRATEGIES | TEACHING AND LEARNING MATERIALS | ASSESSMENT | NUMBER OF PERIODS |
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| | | e) Describe the uses of cross-way strips | i) The teacher to guide the students to brainstorm the meaning of cross-way strips. ii) The teacher to guide students to discuss the uses of cross-way strip. iii) The teacher to clarify the uses of cross-way strips. | | Is the students able to describe the uses of cross-way strips? | |
| | | f) Cut and join cross-way strips. | i) The teacher to demonstrate the procedures for cutting and joining cross-way strips. ii) The teacher to guide the students to cut and join cross-way strips. | <ul style="list-style-type: none"> • Samples showing the uses of cross-way strips • Scraps of materials • Sewing equipment • Diagrams | Is the student able to cut and join cross-way strips? | |
| | | g) Make samples to show the uses of cross-way strips. | i) The teacher to demonstrate the procedures for making edge finishes by using cross-way strips. ii) The teacher to guide the students to make samples of edge finishes using cross-way strips. | <ul style="list-style-type: none"> • Samples of different edge finishing • Scraps of materials • Sewing equipment | Is the student able to make samples of different edge finishing by using cross-way strips? | |

| TOPICS | SUBTOPICS | SPECIFIC OBJECTIVES | TEACHING AND LEARNING STRATEGIES | TEACHING AND LEARNING MATERIALS | ASSESSMENT | NUMBER OF PERIODS |
|--------|-------------|---|--|--|---|-------------------|
| | 1.5 Collars | The student should be able to: a) Give the meaning of collars. | i) The teacher to guide the students to brainstorm the meaning of collars. | <ul style="list-style-type: none"> Samples of collars | Is the student able to give the meaning of collars? | 25 |
| | | b) Describe types of collars. | i) The teacher to guide students to identify types of collars. ii) The teacher to guide students to describe types of collars. | <ul style="list-style-type: none"> Samples of different types of collars Video/films Magazine | Is the student able to describe types of collars? | |
| | | c) Explain the procedures for making different types of collars. | i) The teacher to guide students to identify various ways of making collars. ii) The teacher to guide students to explain the procedures of making and attaching collars on garments. | | Is the student able to explain the procedures of making different types of collars? | |
| | | d) Make samples of collars. | i) The teacher to demonstrate the procedures for making and attaching collars. | <ul style="list-style-type: none"> Samples of different types of collars Diagrams showing the procedures for working collars | Is the student able to make samples of different types of collars? | |

| TOPICS | SUBTOPICS | SPECIFIC OBJECTIVES | TEACHING AND LEARNING STRATEGIES | TEACHING AND LEARNING MATERIALS | ASSESSMENT | NUMBER OF PERIODS |
|--------|-------------|--|---|--|--|-------------------|
| | | | ii) The teacher to guide the students to make and attach different samples of collars. iii) The teacher to guide the students to present their work for discussion and sharing. | <ul style="list-style-type: none"> Material for making different types of collars Sewing equipment | | |
| | 1.6 Pockets | The student should be able to: a) Give the meaning and uses of pockets. | i) The teacher to guide the students to brainstorm the meaning of pockets. ii) The teacher to guide the students to list the uses of pockets. | <ul style="list-style-type: none"> Samples of different types of pockets Diagrams of pockets Pictures | Is the student able to give the meaning and uses of pockets? | 25 |
| | | b) Describe different types of pockets. | i) The teacher to guide the students to describe different types of pockets. ii) The teacher to guide the students to summarise description on different types of pockets. | <ul style="list-style-type: none"> Samples of different types of pockets | Is the student able to describe different types of pockets? | |
| | | c) Outline the procedures of working various types of pockets. | i) The teacher to guide the students to outline the procedures of working various types of pockets. ii) The teacher to guide the students to make notes through the given questions. | <ul style="list-style-type: none"> Samples of different types of pockets | Is the student able to outline the procedures of working various types of pockets? | |

| TOPICS | SUBTOPICS | SPECIFIC OBJECTIVES | TEACHING AND LEARNING STRATEGIES | TEACHING AND LEARNING MATERIALS | ASSESSMENT | NUMBER OF PERIODS |
|--------|-------------|---|--|--|--|-------------------|
| | | d) Make samples of different types of pockets | i) The teacher to demonstrate the procedures of working various types of pockets. ii) The teacher to guide the students to make various samples of pockets. | <ul style="list-style-type: none"> Samples of different types of pockets Diagrams showing the procedures for working pockets Material for making different types of pockets Sewing equipment | Is the student able to make samples of different types of pockets? | |
| | 1.7 Sleeves | The student should be able to: a) Give the meaning of sleeves. | i) The teacher to guide the students to brainstorm the meaning of sleeves. ii) The teacher to guide the students in pairs to discuss and share meaning of sleeves. iii) The teacher to guide the students to clarify the meaning of sleeves. | <ul style="list-style-type: none"> Samples of different types of sleeves | Is the student able to give the meaning of sleeves? | 25 |
| | | b) Describe the three main types of sleeves. | i) The teacher to guide the students to describe the three main types of sleeves. ii) The teacher to guide the students to clarify the description on the types of sleeves. | <ul style="list-style-type: none"> Samples of three different types of sleeves Magazine | Is the student able to describe the three main types of sleeves? | |

| TOPICS | SUBTOPICS | SPECIFIC OBJECTIVES | TEACHING AND LEARNING STRATEGIES | TEACHING AND LEARNING MATERIALS | ASSESSMENT | NUMBER OF PERIODS |
|------------------------------|----------------------------|---|---|---|---|-------------------|
| | | c) Explain the procedures of making sleeves. | i) The teacher to guide the students to explain the procedures for making sleeves. ii) The teacher to guide the students to clarify the procedures. | | Is the student able to explain the procedure of making sleeves? | |
| | | d) Make samples of different types of sleeves. | i) The teacher to demonstrate the procedures for making sleeves. ii) The teacher to guide the students to make different samples of sleeves. | <ul style="list-style-type: none"> Samples of different types of sleeves Diagrams showing the procedures for working sleeves | Is the student able to make samples of different types of sleeves? | |
| 2.0 CHOICE OF FABRICS | 2.1 Style, colour and line | The students should be able to: a) Identify different styles, colour and lines on fabrics. | i) The teacher to guide the students identify, styles, colours, designs and lines on fabric. ii) The teacher to guide the students to give examples of style, colour design and line on fabrics. | <ul style="list-style-type: none"> Garments/articles of different, style, colour, design and line Pictures/diagrams of different style, colour, design and line Various fabric/style catalogue | Is the student able to identify different styles, colours and lines on fabrics? | 9 |

| TOPICS | SUBTOPICS | SPECIFIC OBJECTIVES | TEACHING AND LEARNING STRATEGIES | TEACHING AND LEARNING MATERIALS | ASSESSMENT | NUMBER OF PERIODS |
|--------|-----------|--|---|---|--|-------------------|
| | | b) Describe the effect of style, colour, design and line on different figures. | i) The teacher to guide the students in groups to discuss the effect of style, colour, pattern and design on different figures. ii) The teacher to guide the students to select suitable style, colour, pattern and design for the garment to be made. iii) The teacher to guide the students to write notes on the effect of colour, pattern and design for different figures. | <ul style="list-style-type: none"> • Various fabric/style • Catalogue pictures or diagrams showing the effect of patterns, colour, design style and line on different figures • Sewing equipment • Fabrics • Magazine • Video clips • Animations | Is the student able to describe the effect of style, colour, design and line on different figures? | |
| | | c) Select suitable style for their own garments. | i) The teacher to guide the students to select suitable style for their own garments. ii) The teacher to guide the students to present their selection for sharing and discussion. iii) The teacher to ask students to provide reasons for their choices. | <ul style="list-style-type: none"> • Pictures/diagrams showing different individual body figures • Photographs | Is the student able to select his/her suitable style correctly? | |

| TOPICS | SUBTOPICS | SPECIFIC OBJECTIVES | TEACHING AND LEARNING STRATEGIES | TEACHING AND LEARNING MATERIALS | ASSESSMENT | NUMBER OF PERIODS |
|--------|-----------------------|--|--|--|---|-------------------|
| | 2.2 Personal wardrobe | The students should be able to: a) Explain what personal wardrobe mean. | i) The teacher to guide the students to brainstorm the meaning of personal wardrobe. ii) The teacher to guide the students in pairs to discuss and share the meaning of personal wardrobe. | <ul style="list-style-type: none"> VIPP cards Various pictures | Is the student able to explain what personal wardrobe mean? | 9 |
| | | b) Describe factors to be considered when planning a personal wardrobe. | i) The teacher to guide the students to brainstorm on the factors to consider when planning a personal wardrobe. ii) Using questions and answers, the teacher to guide the students to discuss factors to consider when planning a personal wardrobe. iii) The teacher to guide the students to summarize the main points. | <ul style="list-style-type: none"> A chart showing sources of personal wardrobe Pictures Video Photographs | Is the student able to describe factors to be considered when planning a personal wardrobe? | |

| TOPICS | SUBTOPICS | SPECIFIC OBJECTIVES | TEACHING AND LEARNING STRATEGIES | TEACHING AND LEARNING MATERIALS | ASSESSMENT | NUMBER OF PERIODS |
|--------|-----------|--|---|--|--|-------------------|
| | | c) Identify dressing accessories. | i) The teacher to guide the students to give the meaning of dressing accessories. ii) The teacher to guide the students in pairs to share the meaning of dressing accessories. iii) The teacher to guide the students to identify different dressing accessories. | <ul style="list-style-type: none"> • Different dressing accessories • Pictures showing different types of dressing accessories | Is the students able to identify dressing accessories? | |
| | | d) Analyse the factors which influence the choice of dressing accessories. | i) Using questions and answers, the teacher to guide the students to discuss the factors which influence the choice of dressing accessories. ii) The teacher to use questioning strategies to engage students in analysing the factors which influence the choice of dressing accessories. | <ul style="list-style-type: none"> • Different dressing accessories like handbags, belts, bracelets, ear rings, chains, ties etc | Is the student able to analyse the factors which influence the choice of dressing accessories? | |

| TOPICS | SUBTOPICS | SPECIFIC OBJECTIVES | TEACHING AND LEARNING STRATEGIES | TEACHING AND LEARNING MATERIALS | ASSESSMENT | NUMBER OF PERIODS |
|--------|-----------|------------------------------|---|---|--|-------------------|
| | | e) Plan a personal wardrobe. | i) The teacher to guide the students to access information in advance on choice of garments and their accessories. ii) Using accessed information, the teacher to guide the students to plan personal wardrobe for different activities such as social affairs, work and leisure time. | <ul style="list-style-type: none"> • A chart showing garments and dressing accessories • Pictures/photos showing different people dressed for different occasions | Is the student able to plan personal wardrobe? | |

TEXTILES AND GARMENT CONSTRUCTIONS

FORM IV

CLASS LEVEL COMPETENCIES

By the end of Form IV, the student should have ability to::

- a) apply procedures for making garments;
- b) care for various fabrics; and
- c) establish and manage textiles business.

CLASS LEVEL OBJECTIVES

By the end of Form IV, the student should be able to:

- a) make garments using appropriate dressmaking processes;
- b) analyze different fabrics; and
- c) establish and manage textiles business.

| TOPIC | SUB-TOPICS | SPECIFIC OBJECTIVES | TEACHING/LEARNING STRATEGIES | TEACHING AND LEARNING MATERIALS | ASSESSMENT | NUMBER OF PERIODS |
|-----------------------------|------------------------------|---|---|---|---|-------------------|
| 1.0 MAKING A GARMENT | 1.1 Concept of paper pattern | The student should be able to: a) Define paper pattern and identify the types. | i) The teacher to guide the students to give the meaning of paper pattern. ii) The teacher to guide the students through questions and answers to identify types of paper patterns. | • Samples of paper patterns | Is the student able to give the meaning of paper patterns and identify the types? | 6 |
| | | b) Differentiate commercial from drafted paper patterns. | i) The teacher to guide the students through questions and answers to differentiate commercial from drafted paper patterns. ii) The teacher to guide the students to clarify the difference. | • Samples of commercial and drafted paper patterns | Is the student able to differentiate commercial from drafted paper patterns? | |
| | | c) Identify pattern markings on both drafted and commercial patterns. | i) The teacher to guide the students to identify pattern markings on perforated and printed patterns. ii) The teacher to guide the students to explain the uses of pattern markings. | • A chart showing pattern markings • Drafted and commercial patterns | Is the student able to identify pattern markings on both drafted and commercial patterns? | |

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|-------|----------------------|--|---|---|--|-------------------|
| | | d) Draw pattern marking. | i) The teacher to guide students to draw the pattern markings. ii) The teacher to guide students to presents their work. | <ul style="list-style-type: none"> • A chart showing pattern markings | Is the student able to draw the pattern makings? | |
| | 1.2 Pattern drafting | The students should be able to: a) State rules for taking body measurement. | i) The teacher to guide the students to state the rules for taking body measurements. ii) Let the students to culminate their responses. | <ul style="list-style-type: none"> • Diagram depicting body measurements • Basic bodice block pattern pieces • Drafting equipment • Measuring tapes • Exercise book • Pen/pencils | Is the student able state rules for taking body measurements? | 15 |
| | | b) Explain the procedures for taking body measurements. | i) The teacher to guide the students to explain the procedure for taking body measurements? ii) The teacher to guide the students to clarify the procedures. | <ul style="list-style-type: none"> • Diagram depicting body measurements | Is the student able to explain the procedure for taking body measurements? | |

| TOPIC | SUB-TOPICS | SPECIFIC OBJECTIVES | TEACHING/LEARNING STRATEGIES | TEACHING AND LEARNING MATERIALS | ASSESSMENT | NUMBER OF PERIODS |
|-------|------------|---|---|--|--|-------------------|
| | | c) Take body measurements for making a garment. | i) The teacher to guide the students in pairs to take and record their body measurements. ii) The teacher to guide the students to indicate pattern markings on the altered pattern pieces. | <ul style="list-style-type: none"> • Pencils • Tape measure • Note book | Is the student able to take body measurement for making a garment? | |
| | | d) Draft pattern for the selected garment. | i) The teacher to guide the students to draft basic bodice pattern. ii) The teacher to guide the students to alter basic bodice pattern to the required style. iii) The teacher to guide the students to indicate pattern markings on the altered pattern pieces. | <ul style="list-style-type: none"> • Brown papers • Ruler • Pair of scissor • Pencils • Instructional guide • Tape measure | Is the student able to draft pattern for the selected garment? | |
| | | e) Estimate material for making the garments. | i) The teacher to guide the students to estimate material for the garment. ii) Teacher to use questioning strategies to require students to justify their choice of materials for making the garments. | <ul style="list-style-type: none"> • Altered patterns • Diagrams • Materials | Is the student able to estimate material for making the garment? | |

| TOPIC | SUB-TOPICS | SPECIFIC OBJECTIVES | TEACHING/LEARNING STRATEGIES | TEACHING AND LEARNING MATERIALS | ASSESSMENT | NUMBER OF PERIODS |
|-------|---|---|--|---|--|-------------------|
| | 1.3 Laying and cutting out the material | The student should be able to: a) Prepare material for laying out. | i) The teacher to demonstrate the procedures for preparing material for laying out. ii) The teacher to guide the students to prepare material for laying out pattern pieces. | <ul style="list-style-type: none"> Materials for making garments Diagrams | Is the student able to prepare material for laying out? | 30 |
| | | b) Laying out the pattern pieces on the material. | i) The teacher to guide the students to outline the points to be remembered when laying out pattern pieces. ii) The teacher to guide the students to lay out pattern pieces on the prepared material. | <ul style="list-style-type: none"> Pattern pieces Materials Dressmakers pins Tape measure Tailor's chalk | Is the student able to lay out the pattern pieces on the material? | |
| | | c) Cut out the material for making a garment. | i) The teacher to guide the students to outline the points to observe before cutting out the garment piece. ii) The teacher to guide the students to cut out the material for making a garment. | <ul style="list-style-type: none"> Pair of scissors Patterns Materials Pins | Is the student able to cut out the material for making garment? | |

| TOPIC | SUB-TOPICS | SPECIFIC OBJECTIVES | TEACHING/LEARNING STRATEGIES | TEACHING AND LEARNING MATERIALS | ASSESSMENT | NUMBER OF PERIODS |
|-------|----------------------|---|--|---|--|-------------------|
| | | d) Transfer pattern markings to the material. | i) The teacher to guide the students to outline ways of transferring pattern markings to the material. ii) The teacher to guide the students to transfer pattern marking to the material. | <ul style="list-style-type: none"> • Tracing wheel, • Tracing paper, • Brown paper • Thread, • Needles, • Pair of scissors, • Material • Tailor's chalk | Is the student able to transfer pattern markings to the material? | |
| | 1.4 Sewing a garment | The student should be able to: a) Describe the steps for constructing a garment. | i) The teacher to guide the students in groups to describe the steps for sewing the garment. ii) The teacher to guide the students to present their work for sharing and discussion. | <ul style="list-style-type: none"> • A chart showing steps for sewing a garment | Is the student able to describe the steps for constructing a garment? | 50 |
| | | b) Sew a garment using appropriate garment making processes. | i) The teacher to guide the students to identify suitable garment making processes for making the garment. ii) The teacher to guide the students to construct the garment using correct garment making processes. iii) The teacher to guide the students to present their work in gallery style. | <ul style="list-style-type: none"> • A chart showing steps for making up the garment • Sewing equipment • Diagrams or pictures of stitched garments • Samples of garment making processes | Is the student able to make up a garment using appropriate garment making processes? | |

| TOPIC | SUB-TOPICS | SPECIFIC OBJECTIVES | TEACHING/LEARNING STRATEGIES | TEACHING AND LEARNING MATERIALS | ASSESSMENT | NUMBER OF PERIODS |
|-------------------------------------|-------------------------|--|--|---|--|-------------------|
| 2.0 INTRODUCTION TO TEXTILES | 2.1 Concept of textiles | The student should be able to: a) Define the basic terms used in textiles technology. | i) The teacher to guide the students to brainstorm on the meaning of basic terms used in textiles technology such as; fiber, yarn, staple fiber, filament, fabric, blend yarn or fabrics. ii) The teacher to guide the students using VIPP cards in giving the meaning of the basic terms used in the textile technology. | <ul style="list-style-type: none"> Samples of fibre, yarns and fabrics. VIPP cards | Is the student able to define the basic terms used in textiles technology? | 6 |
| | | b) Classify textile fibres. | i) The teacher to guide the students to classify textile fibres. ii) The teacher to guide the students to prepare a chart showing the classification of textile fibres. | <ul style="list-style-type: none"> A chart showing the classification of textile fibres | Is the student able to classify textile fibres? | |
| | | c) Outline the properties of textile fibres. | i) The teacher to guide the students to outline the properties of textile fibres. ii) The teacher to draw microscopic diagrams of various textile fibres to their characteristic. | <ul style="list-style-type: none"> Fibers Pieces of fabrics made of different fibres A chart showing microscope pictures or diagrams of different fibres | Is the student able to outline the properties of textile fibres? | |

| TOPIC | SUB-TOPICS | SPECIFIC OBJECTIVES | TEACHING/LEARNING STRATEGIES | TEACHING AND LEARNING MATERIALS | ASSESSMENT | NUMBER OF PERIODS |
|-------|------------------------------|--|---|--|--|-------------------|
| | 2.2 Manufacturing of fabrics | The student should be able to: a) Explain the manufacturing processes of different fabrics. | i) The teacher to guide the students in groups to discuss the manufacturing processes of different fabrics. ii) The teacher to guide the students to present their work. iii) The teacher to arrange study visit to observe manufacturing process of fabric. iv) Using questions, the teacher to guide the students to write study visit report. | <ul style="list-style-type: none"> • A chart showing the various production of fabrics • Samples of various fibres • A chart showing a list of fabrics finishers • Video/picture showing the production processes of fabrics | Is the student able to explain the manufacturing process of different fabrics? | |
| | | b) Explain the procedures for caring of different types of fabrics. | i) The teacher to guide the students in groups to discuss the procedures for caring of different fabrics. ii) The teacher to guide the students to present their work in plenary. iii) The teacher to guide the students to summarise main points. | <ul style="list-style-type: none"> • A chart showing different care labels • Various types of fabrics | Is the student able to explain the procedures for caring different types of fabrics? | |

| TOPIC | SUB-TOPICS | SPECIFIC OBJECTIVES | TEACHING/LEARNING STRATEGIES | TEACHING AND LEARNING MATERIALS | ASSESSMENT | NUMBER OF PERIODS |
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| 3.0 ECONOMICS IN TEXTILES | 2.3 Fabric finishes | The student should be able to: a) Describe fabric finishes. | i) The teacher to guide the students to brainstorm on the meaning of fabric finishes. ii) The teacher to guide the students to identify fabric finishes. | • Samples of fabrics with special fabric finishes | Is the student able to describe fabric finishes? | 30 |
| | | b) Give reasons for applying fabric finishes. | i) The teacher to guide the students to explain the reasons for applying fabric finishes. ii) The teacher to guide students to clarify the reasons. | • Samples of fabrics with special fabric finishes | Is the student able to give reasons for applying fabric finishes? | |
| | 3.1 Establishing a textiles business. | The student should be able to: a) Identify the type of business related to textiles. | i) The teacher to guide the students through think pair share to identify businesses related to textiles. ii) The teacher to guide the students to present their ideas. | • Pictures depicting a textiles business | Is the student able to identify business related to textiles? | 30 |

| TOPIC | SUB-TOPICS | SPECIFIC OBJECTIVES | TEACHING/LEARNING STRATEGIES | TEACHING AND LEARNING MATERIALS | ASSESSMENT | NUMBER OF PERIODS |
|-------|------------|---|---|---|--|-------------------|
| | | b) Outline the points to consider before establishing a textiles business. | i) The teacher to guide the students in small groups to discuss points to consider before establishing a textile business. ii) The teacher to guide the students to present their work in plenary and summarize the main points. | <ul style="list-style-type: none"> Samples of documents required for setting up a textile business e.g. licenses, title, application forms | Is the student able to outline the points to consider before establishing a textiles business? | |
| | | c) Identify possible sources of capital for establishing a textiles business. | i) The teacher to guide the students to brainstorm the possible sources of capital for establishing textiles business. ii) The teacher to guide the students to identify possible sources of capital for establishing a textile business. iii) Teacher to guide the students clarify their responses. | <ul style="list-style-type: none"> A chart showing sources of capital for establishing textiles business | Is the student able to identify sources of capital for establishing a textiles business? | |

| TOPIC | SUB-TOPICS | SPECIFIC OBJECTIVES | TEACHING/LEARNING STRATEGIES | TEACHING AND LEARNING MATERIALS | ASSESSMENT | NUMBER OF PERIODS |
|-------|--|---|--|---|--|-------------------|
| | 3.2 Record keeping in textiles business. | The student should be able to: a) Explain the importance of keeping records in the textile business. | i) The teacher to guide the students through buzz group discussion to find out the importance of keeping records in the textile business. ii) The teacher to guide the students to summarize the main points. | <ul style="list-style-type: none"> • Bin card • Cash book • Ledger books | Is the student able to explain the importance of record keeping in textiles business? | 10 |
| | | b) Demonstrate how to keep records using simple business transactions. | i) The teacher to invite an expert to discuss with the students methods of keeping business records. ii) The teacher to guide the students to explain ways of keeping records in a textile business. iii) The teacher to guide the students in groups to discuss and present the importance on how to adhere to business regulations. iv) The teacher to guide the students to summarize the discussion for personal and critical reflection. | <ul style="list-style-type: none"> • Cash book • Ledger book • Cheque book • Bin card | Is the student able to demonstrate how to keep records using simple business transactions? | |

FOOD AND HUMAN NUTRITION

FORM III

CLASS LEVEL COMPETENCIES

By the end of Form III, the student should have ability to:

- a) solve health problems related to malnutrition;
- b) prevent foods from contamination, decay and poisoning;
- c) use various raising agents in making food items; and
- d) make meals using cereals, pulses and nuts.

CLASS LEVEL OBJECTIVES

By the end of Form III, the student should able to:

- a) evaluate health problems related to malnutrition;
- b) handle food hygienically to prevent contamination, decay and poisoning;
- c) apply various and different raising agents in making food items; and
- d) recognize the importance of using cereals, pulses and nuts in making meals.

| TOPIC | SUB-TOPICS | SPECIFIC OBJECTIVES | TEACHING/LEARNING STRATEGIES | TEACHING AND LEARNING MATERIALS | ASSESSMENT | NUMBER OF PERIODS |
|-------------------------|-----------------------------|--|---|--|--|-------------------|
| 1.0 MALNUTRITION | 1.1 Concept of malnutrition | The student should be able to: a) Define the term malnutrition. | i) The teacher to guide the students to brainstorm the meaning of malnutrition. ii) The teacher to guide the students to give the correct definition of malnutrition. | <ul style="list-style-type: none"> VIPP cards Written information on malnutrition | Is the student able to define the term malnutrition? | 15 |
| | | b) Describe the main types of malnutrition. | i) The teacher to guide the students through questions and answers to describe under-nutrition and over-nutrition conditions. ii) The teacher to guide the students to give correct description of under-nutrition and over-nutrition. | <ul style="list-style-type: none"> Pictures depicting malnourished people | Is the student able to describe the main types of malnutrition? | |
| | | c) Analyze the causes of malnutrition in Tanzania. | i) The teacher to guide the students to discuss the causes of malnutrition in Tanzania. ii) The teacher to guide the students to analyse the causes of malnutrition in Tanzania. | <ul style="list-style-type: none"> Future wheel A chart showing conceptual framework of malnutrition | Is the student able to analyse the causes of malnutrition in Tanzania? | |
| | | d) Describe ways of preventing and eradicating malnutrition. | i) The teacher to guide the students in groups to discuss ways of preventing malnutrition. ii) The teacher to guide the students to present their work for clarification. | <ul style="list-style-type: none"> Posters, journals, brochures, newspapers. Diagrams | Is the student able to describe ways of preventing and eradicating malnutrition? | |

| TOPIC | SUB-TOPICS | SPECIFIC OBJECTIVES | TEACHING/LEARNING STRATEGIES | TEACHING AND LEARNING MATERIALS | ASSESSMENT | NUMBER OF PERIODS |
|-------|-------------------------------------|---|---|---|---|-------------------|
| | 1.2 Nutritional deficiency diseases | The student should be able to: a) Identify nutritional deficiency diseases. | i) The teacher to guide the students through questions and answers to identify nutritional deficiency diseases. ii) The teacher to guide the students to discuss the diseases. | • Chart/pictures showing people with nutritional deficiency diseases | Is the student able to identify nutritional deficiency diseases? | 10 |
| | | b) Describe the causes, signs, treatment and preventive measures for each nutritional deficiency disease. | i) The teacher to guide the students to discuss causes, signs, treatment and preventive measures for each disease. ii) The teacher to guide the students to give correct description on the causes, signs, treatment and preventive measures for each disease. | • Posters • Newspapers • Journals • Brochures • Pictures • Video | Is the student able to describe the causes, signs, treatment and preventive measures for each nutritional deficiency disease? | |

| TOPIC | SUB-TOPICS | SPECIFIC OBJECTIVES | TEACHING/LEARNING STRATEGIES | TEACHING AND LEARNING MATERIALS | ASSESSMENT | NUMBER OF PERIODS |
|-------|--|--|---|--|--|-------------------|
| | 1.3 Effect of malnutrition in Tanzania | The student should be able to: a) Identify the risk groups of malnutrition. | i) The teacher to assign the students in groups to find information from different sources on identification of the risk groups of malnutrition. ii) The teacher to guide the students to present their work for discussion and clarification. iii) The teacher to guide the students to visit any Nutrition Rehabilitation Unit (NURU). iv) The teacher to guide the students to write a study tour report. | <ul style="list-style-type: none"> Pictures depicting the risk group of malnutrition | Is the student able to identify the risk groups of malnutrition? | 9 |
| | | b) Describe the effects of family size on nutritional and health status of the family. | i) The teacher to guide the students in groups to discuss the effect of family size on nutritional and health status of family members. ii) The teacher to guide the students to present their group work in plenary. iii) The teacher to guide the students to summarize the main points for personal reflection. | <ul style="list-style-type: none"> Posters/Pictures depicting families of different sizes Diagrams | Is the student able to describe the effects of family size on nutritional and health status of the family? | |

| TOPIC | SUB-TOPICS | SPECIFIC OBJECTIVES | TEACHING/LEARNING STRATEGIES | TEACHING AND LEARNING MATERIALS | ASSESSMENT | NUMBER OF PERIODS |
|-------|----------------------------------|--|---|---|--|-------------------|
| | | c) Explain how the family economy affects nutritional status. | i) The teacher to guide the students to discuss the impact of family economy on nutritional status and the effect of nutritional status on family economy. ii) The teacher to guide the students to summarize the main points. | <ul style="list-style-type: none"> • A chart/pictures showing the effects of malnutrition in the family economy • A chart/pictures showing the effects of economy on nutritional status of the family | Is the student able to explain the impact of family economy on nutritional status? | |
| | 1.4 Diet for malnourished people | The student should be able to: a) Explain factors to be considered when planning meals for malnourished people. | i) The teacher to guide the students to discuss the factors to consider when planning meals for malnourished people. ii) The teacher to guide students to clarify the correct factors. | <ul style="list-style-type: none"> • A chart showing factors to consider when planning meal for malnourished people | Is the student able to explain factors to be considered when planning meals for malnourished people? | 18 |

| TOPIC | SUB-TOPICS | SPECIFIC OBJECTIVES | TEACHING/LEARNING STRATEGIES | TEACHING AND LEARNING MATERIALS | ASSESSMENT | NUMBER OF PERIODS |
|-------|------------|--|--|--|--|-------------------|
| | | b) Plan a diet for malnourished people. | i) The teacher to guide the students in groups to formulate recipes for malnourished people. ii) The teacher to guide the students to present the formulated recipes in plenary for discussion. iii) Teacher to use questioning strategies to require students to justify their chosen diet for malnourished people. | <ul style="list-style-type: none"> • Recipe books/ cards • Food items • Cooking facilities • Flip chart to be used during presentation | Is the student able to plan a diet for malnourished people? | |
| | | c) Prepare, cook and serve suitable meals for malnourished people. | i) The teacher to use question strategies to require students to identify the methods to use when preparing, cooking and saving meals for malnourished people. ii) The teacher to guide the students to prepare, cook and serve suitable meals for malnourished people. | <ul style="list-style-type: none"> • Actual foods • Cooking and serving equipment | Is the student able to prepare, cook and serve suitable meals for malnourished people? | |

| TOPIC | SUB-TOPICS | SPECIFIC OBJECTIVES | TEACHING/LEARNING STRATEGIES | TEACHING AND LEARNING MATERIALS | ASSESSMENT | NUMBER OF PERIODS |
|-------------------------------|-----------------------------------|--|---|---|--|-------------------|
| 2.0 FOOD CONTAMINATION | 2.1 Concept of food contamination | The student should be able to: a) Give the meaning of food contamination. | i) The teacher to guide the students to brainstorm the meaning of food contamination. ii) The teacher to guide the students to clarify the meaning. | • VIPP cards | Is the student able to give the meaning of food contamination? | 6 |
| | | b) Explain the ways by which food can be contaminated. | i) The teacher to guide the students through questions and answers to explain the ways by which food can be contaminated. ii) The teacher to guide the students to clarify the correct ways by which food can be contaminated. | • A chart showing the ways by which food can be contaminated • Video • Diagrams showing cross contamination | Is the student able to explain the ways by which food can be contaminated? | |
| | | c) Describe the ways of preventing food contamination. | i) The teacher to guide the students to describe the ways of preventing food contamination. ii) The teacher to guide the students to summarize the main points. | • A chart showing the ways of preventing food contamination | Is the student able to describe the ways of preventing food contamination? | |

| TOPIC | SUB-TOPICS | SPECIFIC OBJECTIVES | TEACHING/LEARNING STRATEGIES | TEACHING AND LEARNING MATERIALS | ASSESSMENT | NUMBER OF PERIODS |
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| | 2.2 Food spoilage and poisoning | The student should be able to: a) Give the meaning of food spoilage and poisoning. | i) The teacher to guide the students to brainstorm the meaning of food spoilage and poisoning. ii) The teacher to guide students to clarify the meaning of food spoilage and poisoning. | • VIPP cards | Is the student able to explain the concept of food spoilage and poisoning? | 6 |
| | | b) Explain the causes of food spoilage and poisoning. | i) The teacher to guide the students in groups to discuss the causes of food spoilage and poisoning. ii) The teacher to guide the students to present their work for clarification. | • Pictures/ diagrams showing exposed foods | Is the student able to explain the causes of food spoilage and poisoning? | |
| | | c) Analyse the effect of food poisoning to human health. | i) The teacher to use questioning strategies to require students to analyse the effect of food poisoning to human health. ii) The teacher to guide students to clarify the effects of food poisoning. | • A chart showing signs of food poisoning diseases | Is the student able to analyse the effect of food poisoning to human health? | |

| TOPIC | SUB-TOPICS | SPECIFIC OBJECTIVES | TEACHING/LEARNING STRATEGIES | TEACHING AND LEARNING MATERIALS | ASSESSMENT | NUMBER OF PERIODS |
|-------------------------------------|-------------|--|---|--|--|-------------------|
| | | d) Explain the ways of preventing food spoilage and poisoning. | i) Teacher to use questioning strategies to guide students to state the rules to be observed when handling foods. ii) The teacher to guide students to clarify the rules. | <ul style="list-style-type: none"> A chart showing rules to be observed when handling foods | Is the student able to explain ways of preventing food spoilage and poisoning? | |
| 3.0 CEREALS, PULSES AND NUTS | 3.1 Cereals | The students should be able to: a) Give the meaning of cereals. | i) The teachers to guide students to brainstorm the meaning of cereals. ii) The teacher to guide the students to give the correct meaning of cereals. | <ul style="list-style-type: none"> VIPP cards Actual cereal grains and cereal products A chart showing cereal structure and its parts | Is the student able to state the meaning of cereals? | 20 |
| | | b) Identify types of cereals and cereal products. | iii) The teacher to guide the students to list types of cereals and cereal products. iv) The teacher to guide the students to differentiate between cereals and cereal products. | | Is the student able to identify types of cereals and cereal products? | |

| TOPIC | SUB-TOPICS | SPECIFIC OBJECTIVES | TEACHING/LEARNING STRATEGIES | TEACHING AND LEARNING MATERIALS | ASSESSMENT | NUMBER OF PERIODS |
|-------|------------|---|---|---|---|-------------------|
| | | c) Explain the nutritive values of cereals. | i) The teacher to guide the students through question and answers to explain the nutritive value of each commonly used cereals. ii) The teacher to guide the students to draw and label a diagram of a any commonly used cereal grain. | <ul style="list-style-type: none"> A diagram of common cereal grains showing parts with nutritive value i.e. wheat, maize, rice and millet | Is the student able to explain the nutritive values of cereals? | |
| | | d) Explain methods of cooking cereals. | i) The teacher to guide the students through buzz discussion to explain methods of cooking cereals. ii) The teacher to guide the students to present their work. | <ul style="list-style-type: none"> A chart showing coking methods for cereals | Is the student able to explain methods of cooking cereals? | |
| | | e) Prepare, cook and serve cereal dishes. | i) The teacher to guide the students in groups to prepare, cook and serve cereal dishes. ii) The teacher to guide the students through gallery walk to give remarks on the prepared dishes. | <ul style="list-style-type: none"> Cooking ingredients Cooking and serving equipment | Is the student able to prepare, cook and serve cereal dishes? | |

| TOPIC | SUB-TOPICS | SPECIFIC OBJECTIVES | TEACHING/LEARNING STRATEGIES | TEACHING AND LEARNING MATERIALS | ASSESSMENT | NUMBER OF PERIODS |
|-------|------------|--|--|---|--|-------------------|
| | 3.2 Flour | The student should be able to: a) Identify sources of flour. | i) The teacher to guide the students to brainstorm different sources of flour. ii) The teacher to guide the students to clarify the sources of flour. | <ul style="list-style-type: none"> Different types of flour A chart showing different sources of flour | Is the student able to identify sources of flour? | 20 |
| | | b) Describe various types of flour. | i) The teacher to guide the students through questions and answers to identify various types of flour. ii) The teacher to guide the students to make clarification on the types of flour. | <ul style="list-style-type: none"> A chart showing various types of flour | Is the student able to describe various types of flour? | |
| | | c) Describe the advantages and disadvantages of whole meal and polished flour. | i) The teacher to guide students to describe the advantages and disadvantages of whole meal and polished flour. ii) The teacher to guide the students to summarise main points. | <ul style="list-style-type: none"> A chart showing advantages and disadvantages of whole meal and polished flour | Is the student able to describe the advantages and disadvantages of whole meal and polished flour? | |

| TOPIC | SUB-TOPICS | SPECIFIC OBJECTIVES | TEACHING/LEARNING STRATEGIES | TEACHING AND LEARNING MATERIALS | ASSESSMENT | NUMBER OF PERIODS |
|-------|---------------------|--|---|--|---|-------------------|
| | | d) Prepare dishes using different kinds of flour. | i) The teacher to guide the students in groups to prepare dishes using different kinds of flour. ii) The teacher to guide the students through gallery walk to give remarks on the prepared dishes. | <ul style="list-style-type: none"> • Different kinds of flour • Cooking ingredients • Cooking and serving equipment | Is the student able to prepare dishes using different kinds of flour? | |
| | | e) Prepare different dishes using batter. | i) The teacher to guide the students to give the meaning of batter and its types. ii) The teacher to guide the students in groups to prepare dishes using batter. iii) The teacher to guide the students through gallery walk to give remarks on the prepared dishes. | <ul style="list-style-type: none"> • Cooking ingredients • Cooking and serving equipment | Is the student able to prepare different dishes using batter? | |
| | 3.3 Pulses and Nuts | The students should be able to: a) Give the meaning of pulses and nuts. | i) The teacher to guide the students to brainstorm the meaning of pulses and nuts. ii) The teacher to guide the students to clarify the meaning. | <ul style="list-style-type: none"> • Pictures or diagrams showing pulses and nuts, e.g groundnuts, coconuts | Is the student able to give the meaning of pulses and nuts? | 20 |

| TOPIC | SUB-TOPICS | SPECIFIC OBJECTIVES | TEACHING/LEARNING STRATEGIES | TEACHING AND LEARNING MATERIALS | ASSESSMENT | NUMBER OF PERIODS |
|-------|------------|---|---|---|--|-------------------|
| | | b) Describe the commonly used pulses and nuts. | i) The teacher to guide the students through questions and answers to identify the commonly used pulses and nuts. ii) The teacher to guide the students to describe the commonly used pulses and nuts. | <ul style="list-style-type: none"> Pulses and nuts A chart showing different pulses and nuts | Is the student able to describe the commonly used pulses and nuts? | |
| | | c) Explain the nutritive values of pulses and nuts. | i) The teacher to guide the students through question and answers to explain the nutritive values of pulses and nuts. ii) The teacher to guide students to summarise the main points. | <ul style="list-style-type: none"> A chart showing different pulses and nuts with their respective nutritive value | Is the student able to explain the nutritive value of pulses and nuts? | |
| | | d) Identify methods of cooking pulses and nuts. | i) The teacher to guide the students through buzz discussion to identify methods of cooking pulses and nuts. ii) The teacher to guide the students to present their work. | <ul style="list-style-type: none"> A chart showing different pulses, nuts and food stuffs | Is the student able to identify methods of cooking pulses and nuts? | |

| TOPIC | SUB-TOPICS | SPECIFIC OBJECTIVES | TEACHING/LEARNING STRATEGIES | TEACHING AND LEARNING MATERIALS | ASSESSMENT | NUMBER OF PERIODS |
|---------------------------|-------------------------------|--|---|--|--|-------------------|
| | | e) Prepare, cook and serve pulses and nuts dishes. | i) The teacher to guide the students in groups to prepare, cook and serve pulses and nuts dishes. ii) The teacher to guide the students through gallery walk to give remarks on the prepared dishes. | <ul style="list-style-type: none"> Cooking ingredients Cooking and serving equipment | Is the student able to prepare, cook and serve pulses and nuts dishes? | |
| 4.0 RAISING AGENTS | 4.1 Concept of raising agents | The student should be able to: a) Give the meaning of raising agents. | i) The teacher to guide the students to brainstorm the meaning of raising agents. ii) The teacher to guide the students to clarify the meaning of raising agents. | <ul style="list-style-type: none"> VIPP cards | Is the student able to give the meaning of raising agents? | 6 |
| | | b) Identify types of raising agents. | i) The teacher to guide the students through questions and answers to identify types of raising agents. ii) The teacher to guide the students to clarify the types of raising agents. | <ul style="list-style-type: none"> A chart showing different types of raising agents | Is the student able to identify types of raising agents? | |

| TOPIC | SUB-TOPICS | SPECIFIC OBJECTIVES | TEACHING/LEARNING STRATEGIES | TEACHING AND LEARNING MATERIALS | ASSESSMENT | NUMBER OF PERIODS |
|-------|------------|---|---|---|---|-------------------|
| | | c) Explain the functions of each raising agent. | i) The teacher to guide the students through questions and answers to explain the functions of each raising agent. iv) The teacher to guide the students to summarize the main points. | <ul style="list-style-type: none"> A chart/ pictures showing different types of raising agents | Is the student able to explain the functions of each raising agent? | |
| | 4.2 Bread | The student should be able to: a) Describe the procedure for making bread. | i) The teacher to guide the students in groups to describe the procedure for making bread using different types of yeast. ii) The teacher to guide the students to present their work in plenary. iii) The teacher to guide the students to clarify the procedures. | <ul style="list-style-type: none"> A chart showing the procedure for making bread Recipes books. Use of multimedia (Video) | Is the student able to describe the procedure for making bread? | 15 |
| | | b) Make a bread. | i) The teacher to guide the students in groups to make bread by using different types of yeast. ii) The teacher to guide the students through gallery walk to give remarks on the prepared breads. | <ul style="list-style-type: none"> Recipe books Baking and serving equipment Ingredients Pictures showing forms of different breads | Is the student able to make bread? | |

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|-------|------------------------|---|--|--|---|-------------------|
| | | c) Describe the common faults in bread making. | i) The teacher to guide the students to identify the common faults which may occur in bread making. ii) The teacher to guide the students to explain the causes and remedies of each fault. | <ul style="list-style-type: none"> • Pictures showing faults in bread making | Is the student able to describe the common faults in bread making? | |
| | 4.3 Cakes and biscuits | <p>The students should be able to:</p> <p>a) Classify methods of making cakes and biscuits.</p> | <p>i) The teacher to guide the students through questions and answers to classify methods of making cakes and biscuits.</p> <p>ii) The teacher to guide students to clarify the classification.</p> | <ul style="list-style-type: none"> • A chart showing classification of cakes and biscuits • Pictures of cakes and biscuits | Is the student able to classify methods of making cakes and biscuits? | 15 |
| | | b) Explain the methods of making cakes and biscuits. | <p>i) The teacher to guide the students in groups to identify different methods of making cakes and biscuits.</p> <p>ii) The teacher to guide the students through questions and answers to explain different methods used in making cakes and biscuits.</p> <p>iii) The teacher to guide the students to present their work for plenary discussion and clarification.</p> | <ul style="list-style-type: none"> • Ingredients for cake and biscuits making • Baking and serving equipment • Pictures of different cakes and biscuits • Recipe books | Is the student able to explain methods of making cakes and biscuits? | |

| TOPIC | SUB-TOPICS | SPECIFIC OBJECTIVES | TEACHING/LEARNING STRATEGIES | TEACHING AND LEARNING MATERIALS | ASSESSMENT | NUMBER OF PERIODS |
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| | | c) Make cakes and biscuits using different methods. | i) The teacher to guide the students in groups to make cakes and biscuits using different methods. ii) The teacher to guide the students through gallery walk to give remarks on the prepared cakes and biscuits. | <ul style="list-style-type: none"> • Recipe books • Baking and serving equipment • Ingredients • Pictures of different cakes and biscuits. | Is the student able to make cakes and biscuits using different methods? | |
| | | d) Decorate cakes. | i) The teacher to guide the students to explain how to decorate cakes. ii) The teacher to guide the students to decorate cakes. iii) Using gallery walk, the teacher to guide the students to observe and comment on the decorated cakes. | <ul style="list-style-type: none"> • Picture of various decorated cakes • Decorating ingredients • Decorating facilities | Is the student able to decorate cakes? | |
| | | e) Describe the common faults in cakes and biscuits making. | i) The teacher to guide the students to identify the common faults which may occur during making cakes and biscuits. ii) The teacher to guide the students to explain the causes and remedies of each fault. iii) The teacher to guide the students to write notes by answering the given questions. | <ul style="list-style-type: none"> • Pictures/ photographs showing faults in cakes and biscuits making • A chart showing causes and remedies of faults in cakes and biscuits making | Is the student able to describe the common faults in making cakes and biscuits? | |

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|-------|------------|---|---|---|---|-------------------|
| | 4.4 Pastry | The students should be able to: a) Identify types of pastries. | i) The teacher to guide the students to identify the types of pastries. ii) The teacher to guide the students to clarify the types of pastries. | <ul style="list-style-type: none"> A chart showing different types of pastries Pictures showing different types of pastries Use of multimedia (Video) | Is the student able to identify types of pastries? | 15 |
| | | b) Outline general rules for making pastries. | i) The teacher to guide the students in groups to outline general rules for making pastries. ii) The teacher to guide the students to present in plenary the general rules for making pastries for discussion and clarification. | <ul style="list-style-type: none"> A chart showing rules for making pastries Pictures showing different types of pastries | Is the student able to outline general rules for making pastries? | |
| | | c) Make different types of pastries. | i) The teacher to guide the students to demonstrate the procedure for making different types of pastries. ii) The teacher to guide the students in groups to make different types of pastries. iii) The teacher to guide the students through gallery walk to give remarks on pastries. | <ul style="list-style-type: none"> A chart showing information on pastry making Baking and serving equipment Ingredients Pictures of different pastries | Is the student able to make different types of pastries? | |

| TOPIC | SUB-TOPICS | SPECIFIC OBJECTIVES | TEACHING/LEARNING STRATEGIES | TEACHING AND LEARNING MATERIALS | ASSESSMENT | NUMBER OF PERIODS |
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| | | d) Describe the common faults in pastry making. | i) The teacher to guide the students to identify common faults which may occur in making pastries. ii) The teacher to guide the students to explain the causes and remedies of each fault. | <ul style="list-style-type: none"> • Pictures showing faults in pastry making | Is the student able to describe the common faults in pastry making? | |

FOOD AND HUMAN NUTRITION FORM IV

CLASS LEVEL COMPETENCIES

By the end of form IV, the student should have ability to:

- a) use vegetables and fruits in making meals;
- b) prepare meat and fish dishes;
- c) use eggs, milk and milk products in preparing dishes;
- d) preserve and storing food items;
- e) select, planning and preparing meals for different groups of people in a family; and
- f) establish and managing catering business.

CLASS LEVEL OBJECTIVES

By the end of form IV, the student should be able to:

- a) recognize the importance of vegetables and fruits in promoting health;
- b) prepare meat and fish dishes;
- c) use eggs, milk and milk products in making meals;
- d) prepare suitable meals for different groups of people in a family;
- e) preserve and storing foods;
- f) prepare, cook and serve meals using convenient and reheated foods; and
- g) establish and manage catering business.

| TOPIC | SUB-TOPICS | SPECIFIC OBJECTIVES | TEACHING/LEARNING STRATEGIES | TEACHING AND LEARNING MATERIALS | ASSESSMENT | NUMBER OF PERIODS |
|----------------------------------|----------------|--|---|--|--|-------------------|
| 1.0 VEGETABLES AND FRUITS | 1.1 Vegetables | The student should be able to: a) Classify vegetables. | i) The teacher to guide the students to identify types of vegetables. ii) The teacher to require students in groups to make the classification of vegetables. | <ul style="list-style-type: none"> Chart showing classes of vegetables Actual vegetables | Is the student able to classify vegetables? | 15 |
| | | b) Explain the nutritive value in different types of vegetables. | i) The teacher to guide the students to identify nutrients found in vegetables. ii) The teacher to guide the students to explain nutritive value in different types of vegetables. | <ul style="list-style-type: none"> A chart showing nutrients found in different types of vegetables | Is the student able to explain the nutritive value in different types of vegetables? | |
| | | c) Outline the factors to be considered when selecting vegetables. | i) The teacher to guide the students to discuss in groups the factors to be considered when selecting vegetables. ii) The teacher to guide the students to present their work and clarify the factors. | <ul style="list-style-type: none"> Pictures of different types of vegetables Actual vegetables | Is the student able to outline the factors to be considered when selecting vegetables? | |

| TOPIC | SUB-TOPICS | SPECIFIC OBJECTIVES | TEACHING/LEARNING STRATEGIES | TEACHING AND LEARNING MATERIALS | ASSESSMENT | NUMBER OF PERIODS |
|-------|------------|---|---|---|---|-------------------|
| | | d) Prepare, cook and serve vegetables. | i) The teacher to guide the students to identify methods of cooking vegetables. ii) The teacher guide the students in groups to prepare, cook and serve vegetables. | <ul style="list-style-type: none"> Actual vegetables Pictures of different types of vegetables Ingredients Cooking and serving utensils | Is the student able to prepare cook and serve vegetables? | |
| | | e) Explain ways of storing and preserving vegetables. | i) The teacher to guide the students to brainstorm ways of storing and preserving vegetables. ii) The teacher to guide the students to explain appropriate ways of storing vegetables. iii) The teacher to guide the students to identify appropriate methods of preserving vegetables. iv) The teacher to guide the students to explain procedures for preserving vegetables. | <ul style="list-style-type: none"> Pictures depicting various ways of storing and preserving vegetables Actual preserved vegetables Fresh vegetables. Other ingredient Utensils/ equipment for preservations | Is the student able to explain ways of storing and preserving vegetables? | |

| TOPIC | SUB-TOPICS | SPECIFIC OBJECTIVES | TEACHING/LEARNING STRATEGIES | TEACHING AND LEARNING MATERIALS | ASSESSMENT | NUMBER OF PERIODS |
|-------|------------|--|--|--|---|-------------------|
| | | | v) The teacher to guide the students in groups to preserve vegetables. vi) The teacher to guide students to present their work in plenary. | | | |
| | 1.2 Fruits | The student should be able to: a) Identify the nutritive value in different fruits. | i) The teacher to guide the students to list nutrients found in fruits. ii) The teacher to guide the students to identify nutritive value of different types of fruits. | <ul style="list-style-type: none"> A chart showing nutrients found in different fruits | Is the student able to identify the nutritive value in different fruits? | 15 |
| | | b) Explain the factors to consider when selecting fruits. | i) The teacher to guide the students in groups to discuss the factors to consider when selecting fruits. ii) The teacher to guide the students to present their work and clarify the factors. | <ul style="list-style-type: none"> A chart showing factors to consider when selecting fruits Actual fruits | Is the student able to explain the factors to consider when selecting fruits? | |
| | | c) Prepare and serve fruits. | i) The teacher to guide students to brainstorm ways for preparation and serving fruits. ii) The teacher to guide the students to prepare and serve fruits. | <ul style="list-style-type: none"> Fresh fruits Ingredients Serving utensils | Is the student able to prepare and serve fruits? | |

| TOPIC | SUB-TOPICS | SPECIFIC OBJECTIVES | TEACHING/LEARNING STRATEGIES | TEACHING AND LEARNING MATERIALS | ASSESSMENT | NUMBER OF PERIODS |
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| | | d) Explain ways of storing fruits. | i) The teacher to guide the students to explain appropriate ways of storing fruits. ii) The teacher to guide students to clarify the ways of storing fruits. | <ul style="list-style-type: none"> • Pictures depicting various ways of storing fruits • Pictures of different types of fruits | Is the student able to explain ways of storing fruits? | |
| | | e) Preserve fruits. | i) The teacher to guide the students to identify appropriate methods of preserving fruits. ii) The teacher to guide the students to demonstrate procedures for preserving fruits. iii) The teacher to guide the students in groups to preserve fruits. | <ul style="list-style-type: none"> • Actual preserved fruits • Fresh fruits | Is the student able to preserve fruits? | |

| TOPIC | SUB-TOPICS | SPECIFIC OBJECTIVES | TEACHING/LEARNING STRATEGIES | TEACHING AND LEARNING MATERIALS | ASSESSMENT | NUMBER OF PERIODS |
|--------------------------|------------|--|--|---|--|-------------------|
| 2.0 MEAT AND FISH | 2.1 Meat | The student should be able to: a) Identify sources of meat for human consumption. | i) The teacher to guide the students to identify sources of meat. ii) The teacher to guide the students to draw and label the structure of meat. iii) The teacher to guide the students to identify parts of meat. iv) The teacher to guide the students to share their experiences on how to choose meat. v) The teacher to guide the students to explain the characteristic of fresh meat. | <ul style="list-style-type: none"> • Pictures showing meat sources • Pictures showing structure of meat | Is the student able to identify sources of meat for human consumption? | 15 |
| | | b) Explain the nutritive value of meat. | i) The teacher to guide the students to explain the nutritive value of meat. | <ul style="list-style-type: none"> • Diagram showing meat structure and its composition • A chart showing the nutritive value of meat | Is the student able to explain the nutritive value of meat? | |

| TOPIC | SUB-TOPICS | SPECIFIC OBJECTIVES | TEACHING/LEARNING STRATEGIES | TEACHING AND LEARNING MATERIALS | ASSESSMENT | NUMBER OF PERIODS |
|-------|------------|---|---|--|--|-------------------|
| | | c) Describe suitable methods of cooking meat. | i) The teacher to guide the students to discuss on the suitable methods of cooking meat. ii) The teacher to guide the students to clarify the suitable methods for cooking meat. | <ul style="list-style-type: none"> Pictures showing different methods of cooking meat | Is the student able to describe suitable methods for cooking meat? | |
| | | d) Prepare, cook and serve meat dishes. | i) The teacher to guide the students in groups to prepare cook and serve meat dishes. ii) Teacher to use questioning strategies to require students to justify the methods they used in cooking and serving meat dishes. | <ul style="list-style-type: none"> Ingredients for making meat dishes Meat Cooking and serving facilities | Is the student able to prepare, cook and serve meat dishes? | |
| | | e) Describe various kinds of offal. | i) The teacher to guide the students to identify offal. ii) The teacher to guide the students to describe quality and nutritive value of different types of offal. | <ul style="list-style-type: none"> Kinds of offal e.g. liver, kidney, heart, tongue, sweet bread and tripe | Is the student able to describe various kinds of offal? | |

| TOPIC | SUB-TOPICS | SPECIFIC OBJECTIVES | TEACHING/LEARNING STRATEGIES | TEACHING AND LEARNING MATERIALS | ASSESSMENT | NUMBER OF PERIODS |
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| | | f) Describe different methods of meat preservation. | i) The teacher to guide the students to identify suitable methods of preserving meat. ii) The teacher to guide the students to preserve meat using various methods. iii) The teacher to use questioning strategies to require students to justify the methods they used in preserving meat. | <ul style="list-style-type: none"> • Preserved meat • Fresh meat • Utensils • Preservation ingredients | Is the student able to describe different methods of meat preservation? | |
| | | g) Describe methods of storing meat. | i) The teacher guide the students to describe methods of storing meat. ii) The teacher to clarify the methods. | | Is the student able to describe methods of storing meat? | |
| | 2.2 Fish | The student should be able to: a) Classify fish. | i) The teacher to guide the students in group to classify fish. ii) The teacher to guide student to present their work in plenary. iii) The teacher to let students to share their experiences on how to classify fish. | <ul style="list-style-type: none"> • A chart showing classification of fish | Is the student able to classify fish? | 15 |

| TOPIC | SUB-TOPICS | SPECIFIC OBJECTIVES | TEACHING/LEARNING STRATEGIES | TEACHING AND LEARNING MATERIALS | ASSESSMENT | NUMBER OF PERIODS |
|-------|------------|--|--|--|--|-------------------|
| | | b) Explain nutritive value of fish. | i) The teacher to guide the students to identify nutrients in fish. ii) The teacher to guide the students to explain the nutritive value of fish. | <ul style="list-style-type: none"> A chart showing nutritive value of various fish | Is the student able to explain nutritive value of fish? | |
| | | c) Explain factors to consider when choosing fresh fish. | i) The teacher to guide the students through question and answers to identify characteristics of fresh fish. ii) The teacher to guide student to explain the factors when choosing fresh fish. | <ul style="list-style-type: none"> Fresh fish A chart showing factors to consider when choosing fresh fish | Is the student able to explain factors to consider when choosing fresh fish? | |
| | | d) Prepare, cook and serve different fish dishes. | i) The teacher to guide the students to describe suitable methods of cooking fish. ii) The teacher to guide the students to prepare, cook and serve fish dishes. iii) Teacher to use questioning strategies to require students to justify the methods they used to prepare, cook and serve fish dishes. | <ul style="list-style-type: none"> Ingredients for making fish dishes Utensils | Is the student able to prepare, cook and serve fish dishes? | |

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| | | e) Preserve and store fish. | i) The teacher to guide the students to identify suitable methods of preserving fish. ii) The teacher to guide the students to outline proper ways of storing fish. iii) The teacher to guide the students in group to store and preserve fish using various methods. | <ul style="list-style-type: none"> Fresh fish Ingredients for preserving fish Utensils | Is the student able to preserve and store fish? | |
| 3.0 EGGS, MILK AND MILK PRODUCTS | 3.1 Eggs | The student should be able to: - a) Analyse the composition of an egg. | i) The teacher to guide the students to analyze the composition of an egg. ii) The teacher to assign the students to draw and label the structure of an egg. iii) The teacher to guide students to explain the nutritive value of eggs. | <ul style="list-style-type: none"> Fresh eggs Diagram of the structure of an egg | Is the student able to analyze the composition of an egg? | 6 |
| | | b) Describe the characteristics of fresh eggs. | i) The teacher to guide the students to describe the characteristics of fresh eggs. ii) The teacher to guide the students to test for egg freshness. iii) The teacher to guide students to describe the tests results. | <ul style="list-style-type: none"> Fresh eggs Diagram of the structure of an egg A container with water | Is the student able to describe the characteristics of fresh eggs? | |

| TOPIC | SUB-TOPICS | SPECIFIC OBJECTIVES | TEACHING/LEARNING STRATEGIES | TEACHING AND LEARNING MATERIALS | ASSESSMENT | NUMBER OF PERIODS |
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| | | c) Describe different methods of storing eggs. | i) The teacher to guide the students to brainstorm different methods of storing eggs. ii) The teacher to guide students to demonstrate proper ways of storing eggs. | <ul style="list-style-type: none"> • Pictures showing proper ways of storing eggs • Egg trays | Is the student able to describe different methods of storing eggs? | |
| | | d) Explain the uses of eggs in cookery. | i) The teacher to guide the students in think pair share to explain the uses of eggs in cookery. ii) The teacher to guide the students to present their ideas and give correct uses. | <ul style="list-style-type: none"> • Pictures showing different uses of eggs | Is the student able to explain the uses of eggs in cookery? | |
| | | e) Prepare, cook and serve dishes using eggs. | i) The teacher to guide the students to prepare different dishes using eggs. ii) The teacher to guide the students to display different dishes prepared using eggs. | <ul style="list-style-type: none"> • Ingredients • Cooking utensils | Is the student able to prepare, cook and serve dishes using eggs? | |

| TOPIC | SUB-TOPICS | SPECIFIC OBJECTIVES | TEACHING/LEARNING STRATEGIES | TEACHING AND LEARNING MATERIALS | ASSESSMENT | NUMBER OF PERIODS |
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| | 3.2 Milk | The student should be able to: a) Identify types of milk. | i) The teacher to guide the students through questions and answers to list the sources of milk. ii) The teacher to guide the students to identify the types of milk. | • A chart showing information on milk | Is the students able to identify types of milk? | 6 |
| | | b) Categorize composition and nutritive value of milk. | i) The teacher to guide the students in groups to categorize composition and nutritive value of milk. ii) The teacher to guide the students to present their work for clarification on correct composition and nutritive value. | • Pictures and drawings showing different types of milk | Is the student able to categorize the composition and nutritive value of milk? | |
| | | c) Identify dishes that can be made using milk. | i) The teacher to guide the students to identify dishes that can be made using milk. ii) The teacher to guide the students to plan different dishes that use milk. | • Pictures showing various dishes made by using milk | Is the student able to identify dishes that can be made using milk? | |

| TOPIC | SUB-TOPICS | SPECIFIC OBJECTIVES | TEACHING/LEARNING STRATEGIES | TEACHING AND LEARNING MATERIALS | ASSESSMENT | NUMBER OF PERIODS |
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| | | d) Prepare, cook and serve dishes using milk. | i) The teacher to guide the students to prepare different dishes using milk. ii) The teacher to guide the students to display different dishes prepared using milk. | <ul style="list-style-type: none"> Ingredients Cooking utensils Serving utensils | Is the student able to prepare, cook and serve dishes using milk? | |
| | 3.3 Milk products | The student should be able to: a) Identify different types of milk products. | i) The teacher to guide the students through questions and answers to identify the types of milk products. ii) The teacher to guide the students to clarify the correct type of milk products. | <ul style="list-style-type: none"> A chart showing written information on milk products Pictures of various types or brands of milk products | Is the student able to identify different types of milk products? | 6 |
| | | b) Prepare milk products i.e. butter, cheese and yoghurt. | i) The teacher to guide the students to prepare butter, cheese or yoghurt. ii) The teacher to guide the students to display the prepared milk products. | <ul style="list-style-type: none"> Ingredients Pictures and drawings showing different types of milk products | Is the student able to prepare butter, cheese and yoghurt? | |
| | | c) Plan dishes prepared by using milk products. | i) The teacher to guide the students to identify dishes that can be made using milk products. ii) The teacher to guide the students to plan different dishes prepared by using milk products. | <ul style="list-style-type: none"> Pictures showing various dishes prepared by using milk products | Is the student able to plan dishes prepared by using milk products? | |

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| | | d) Prepare, cook and serve dishes using milk products. | i) The teacher to guide the students to prepare and cook different dishes using milk products. ii) The teacher to guide the students to display different dishes made by using milk products. | <ul style="list-style-type: none"> Ingredients Cooking facilities | Is the student able to prepare, cook and serve dishes using milk products? | |
| 4.0 MEAL PLANNING | 4.1 Family meal | The student should be able to: - a) Define family meals. | i) The teacher to guide the students to brainstorm the meaning of family meals. ii) The teacher to guide the students to give correct definition of family meals. | <ul style="list-style-type: none"> A chart showing food group and their source | Is the student able to define family meal planning? | 15 |
| | | b) Explain the importance of family meals. | i) The teacher to guide the students in groups to discuss the importance of family meals. ii) The teacher to guide the students to present their work on plenary for clarification. | <ul style="list-style-type: none"> A picture or diagram showing family eating together | Is the student able to explain the importance of family meals? | |

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| | | c) Explain factors to consider when planning meals for a family. | i) The teacher to guide the students to discuss the factors to consider when planning meals for a family. ii) The teacher to guide the students to summarize the factors to consider when planing meal for a family. | <ul style="list-style-type: none"> A chart showing points to consider when planning meals for a family | Is the student able to explain factors to consider when planning meals for a family? | |
| | | d) Plan course and dish meals. | i) The teacher to guide the students through questions and answers to differentiate course meals and dish meals. ii) The teacher to guide the students to describe different types of courses in a course meals. iii) The teacher to guide the students in groups to plan course meals and dish meals. iv) Teacher to use question strategies to require students to justify their planned course and dish meal. | <ul style="list-style-type: none"> A chart showing points to consider when planning meals for a family | Is the student able to plan course and dish meals? | |

| TOPIC | SUB-TOPICS | SPECIFIC OBJECTIVES | TEACHING/LEARNING STRATEGIES | TEACHING AND LEARNING MATERIALS | ASSESSMENT | NUMBER OF PERIODS |
|-------|----------------------|--|--|---|---|-------------------|
| | | e) Plan, prepare, cook and serve meals for different groups of people in the family. | i) The teacher to guide the students to identify peoples with special nutrition requirement in the family such as under-five years children, vegetarian, expectant and lactating mothers, elders and people with chronic diseases like cancer, HIV/AIDS, diabetes, hypertension. ii) The teacher to guide the students to plan meals for different groups of people in the family. iii) The teacher to guide the students in preparation, cooking and serving food for various groups of people in the family. | <ul style="list-style-type: none"> • Food stuffs • Recipe books/ cards • Cooking and serving equipment | Is the student able to plan prepare, cook and serve meals for different groups of people in the family? | |
| | 4.2 Occasional meals | The student should be able to: a) Identify various occasions in a family. | i) The teacher to guide the students through questions and answers to list various occasions. ii) The teacher to guide the students to identify various occasions in the family. | <ul style="list-style-type: none"> • A chart showing various occasions | Is the student able to identify various occasions in a family? | 15 |

| TOPIC | SUB-TOPICS | SPECIFIC OBJECTIVES | TEACHING/LEARNING STRATEGIES | TEACHING AND LEARNING MATERIALS | ASSESSMENT | NUMBER OF PERIODS |
|-------|--------------------|--|--|--|--|-------------------|
| | | b) Explain factors to consider when planning occasional meals. | i) The teacher to guide the students through jigsaw to discuss factors to consider when planning occasion meals. ii) The teacher to guide students to clarify the factors. | <ul style="list-style-type: none"> A chart showing different occasions and their suitable dishes | Is the student able to explain factors to consider when planning occasional meals? | |
| | | c) Plan, prepare, cook and serve occasional meals. | i) The teacher to guide the students to plan suitable meals for different occasions. ii) The teacher to guide the students to prepare, cook and serve meals for different occasions. iii) Teacher to use questions strategies to justify the methods they used for planning, preparing, cooking and saving occasions meal. | <ul style="list-style-type: none"> Recipe cards Cooking facilities Food stuffs Serving equipment | Is the student able to plan, prepare, cook and serve occasional meals? | |
| | 4.3 Reheated Foods | The student should be able to: a) Give the meaning of reheated foods. | i) The teacher to guide the students to brainstorm on the meaning of reheated foods. ii) The teacher to guide the students to give correct meaning of reheated foods. | <ul style="list-style-type: none"> A chart showing written sources on reheated foods | Is the student able to give the meaning of reheated foods? | 6 |

| TOPIC | SUB-TOPICS | SPECIFIC OBJECTIVES | TEACHING/LEARNING STRATEGIES | TEACHING AND LEARNING MATERIALS | ASSESSMENT | NUMBER OF PERIODS |
|-------|------------|--|--|--|--|-------------------|
| | | b) State the rules to observe when preparing reheated foods. | i) The teacher to guide the students through questions and answers to explain the advantage and disadvantages of using reheated foods. ii) The teacher to guide the students to state the rules for preparing reheated foods. | <ul style="list-style-type: none"> Written sources on reheated foods | Is the student able to state the rules to observe when preparing reheated foods? | |
| | | c) Plan, prepare, cook and serve reheated foods. | i) The teacher to guide the students to plan meals which can be made from left over foods. ii) The teacher to guide the students to prepare, cook and serve reheated foods properly. iii) Teacher to use question strategies to require student to justify the method they use in preparing, cooking and saving reheated foods properly. | <ul style="list-style-type: none"> Recipe cards Cooking and serving equipment Food stuffs | Is the student able to plan, prepare, cook and serve reheated foods? | |

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| | | d) Explain the effect of improper uses of reheated foods. | i) Teacher to guide the students to discuss the effect of improper ways of preparing, cooking and serving reheated foods. ii) The teacher to guide the students to summarize the effects. | | Is the student able to explain the effects of improper use of reheated foods? | |
| | 4.4 Packed meals | The student should be able to: a) Give the meaning of packed meals. | i) The teacher to guide the students to brainstorm meaning of packed meal. ii) The teacher to guide the students to give the correct meaning of packed meals. | <ul style="list-style-type: none"> Pictures showing packed meals | Is the student able to give the meaning of packed meals? | 6 |
| | | b) Explain factors to consider when planning packed meals. | i) The teacher to guide the students to discuss factors to consider when planning packed meals. ii) The teacher to guide the students to summarise the main factors. | <ul style="list-style-type: none"> Pictures showing packed meals for different purposes | Is the student able to explain factors to consider when planning packed meals? | |
| | | c) Explain reasons for packing meals. | i) The teacher to guide the students to explain reasons for packing meals. ii) Teacher to guide students to summarize the reasons. | <ul style="list-style-type: none"> Pictures showing packed meals Packing utensils | Is the student able to explain reasons for packing meals? | |

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| | | d) Identify suitable packing facilities. | i) The teacher to guide the students through questions and answers to list suitable packing facilities. ii) The teacher to guide the students identify suitable packing facilities. | <ul style="list-style-type: none"> Cooking and packing facilities | Is the student able to identify suitable packing facilities? | |
| | | e) Plan, prepare, cook, and pack meals. | i) The teacher to guide the students to plan packed meals. ii) The teacher to guide the students to prepare, cook and serve packed meals. iii) Teacher to use strategies question to require students to justify the procedure they used to prepare, cook, pack and serve packed meals. | <ul style="list-style-type: none"> Cooking and packing equipment Food stuffs Recipe book/cards | Is the student able to plan, prepare, cook and pack meals? | |
| | 4.5 Convenience foods | The student should be able to: a) Give the meaning of convenience foods. | i) The teacher to guide the students through questions and answers to give the meaning of convenience foods. ii) The teacher to guide the students to give the correct meaning of convenience foods. | <ul style="list-style-type: none"> Picture showing different types of convenience foods Different types of convenience food. | Is the student able to give the meaning of convenience foods? | 10 |

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| | | b) Explain the advantages and disadvantages of convenience foods. | i) The teacher to guide the students through questions and answers to explain the advantages and disadvantages of convenience foods. ii) The teacher to guide the students to explain correctly the advantages and disadvantages of convenience foods. | | Is the student able to explain the advantages and disadvantages of convenience foods? | |
| | | c) Plan, prepare, cook and serve convenience foods. | i) The teacher to guide the students to plan, prepare, cook and serve convenience foods. ii) The teacher to use questioning strategies to require students to justify the procedure they use in planing, preparing, cooking and serve convenience foods. | <ul style="list-style-type: none"> Ingredients Cooking and serving facilities Recipe book/cards | Is the student able to plan, prepare, cook and serve convenience foods? | |
| | 4.6 Beverages | The student should be able to: a) Give meaning of beverages. | i) The teacher to guide the students to give the meaning of beverages. ii) The teacher to guide students to give the correct meaning. | <ul style="list-style-type: none"> A chart showing written information of meaning of beverage | Is the student able to give meaning of beverages? | 15 |

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| | | b) Classify beverage. | i) The teacher to guide the students in groups to identify various types of beverages. ii) The teacher to guide the students to draw a chart showing classification of beverages. | <ul style="list-style-type: none"> A chart showing classes of beverage | Is the student able to classify beverages? | |
| | | c) Explain importance of beverages. | i) The teacher to guide the students to outline the importance of using beverages. ii) The teacher to guide the students to summarise main important. | <ul style="list-style-type: none"> A chart showing different types of beverages | Is the student able to explain importance of beverages? | |
| | | d) Prepare and serve beverages. | i) The teacher to guide the students to prepare various kinds of beverages. ii) The teacher to guide the students to serve beverages. | <ul style="list-style-type: none"> Ingredients for making beverages Equipment for making beverages | Is the student able to prepare and serve beverages? | |
| 5.0 CATERING | 5.1 The concept of catering | The student should be able to: a) Give the meaning of catering. | i) The teacher to guide the students to brainstorm the meaning of catering. ii) The teacher to guide the students to give the correct meaning of catering. | <ul style="list-style-type: none"> VIPP cards | Is the student able to give the meaning of catering? | 10 |

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| | | b) Describe types of catering establishments. | i) The teacher to guide the students to discuss in groups the types of catering establishments. ii) The teacher to guide the students to present their work. iii) The teacher to guide students to give correct description. | <ul style="list-style-type: none"> Pictures showing types of catering establishments | Is the student able to describe different types of catering establishments? | |
| | | c) Describe types of catering services. | i) The teacher to arrange a study visit to different catering establishments to observe types of services provided. ii) The teacher to guide the students through questions and answers to describe different types of catering services establishments. iii) The teacher to guide the students to provide correct description for each service. | <ul style="list-style-type: none"> Pictures showing different types of catering services | Is the student able to describe catering services? | |

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| | 5.2 Menu planning | The student should be able to: a) Give the meaning of menu. | i) The teacher to guide the students to brainstorm the meaning of menu. ii) The teacher to guide the students to give the correct meaning of menu. | • Menu cards | Is the student able to give the meaning of menu? | 15 |
| | | b) Explain factors to consider when planning a menu. | i) The teacher to guide the students to discuss factors to consider when planning a menu. ii) The teacher to guide the students to summarize the main points. | • Menu cards • A chart showing factors to be considered when planning a menu | Is the student able to explain factors to consider when planning a menu? | |
| | | c) Describe types of menu. | i) The teacher to guide the students through questions and answers to describe types of menu. ii) The teacher to guide the students to give correct description on the types of menu. | • Menu cards | Is the student able to describe types of menu? | |

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| | | d) Prepare a simple menu card. | i) The teacher to guide the students to prepare menu cards and display for gallery walk. ii) The teacher to guide the students through gallery walk to observe the displayed cards, discuss and improve them. | <ul style="list-style-type: none"> • Menu cards • Manila sheets • Marker pens | Is the student able to prepare a simple menu card? | |
| | 5.3 Economics in catering. | The student should be able to: a) Explain factors to consider before establishing a catering business. | i) The teacher to guide the students through questions and answers to discuss the factors to consider before establishing catering business. ii) The students to summarize the main factors. | | Is the student able to explain factors to consider before establishing a catering business? | 15 |
| | | b) Identify possible sources of capital. | i) The teacher to guide the students in groups to discuss possible sources of capital. ii) The teacher to guide the students to present their answers in plenary and clarify the correct sources. | <ul style="list-style-type: none"> • A chart showing sources of capital | Is the student able to identify possible sources of capital? | |

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| | | c) Describe procedures for purchasing, storing and issuing food items. | i) The teacher to guide the students to visit the main school store to learn the procedures on how to purchase, store and issue different items. ii) The teacher to guide the students to invite the school store keeper or accountant to guide the students on how to purchase, store and issue food items. iii) The teacher to guide the students through questions and answers to describe procedures for purchasing, storing and issuing food. | <ul style="list-style-type: none"> • Ledgers • Bin card, • Requisition • Book • Order sheet | Is the student able to describe procedures for purchasing, storing and issuing food items? | |
| | | d) Identify equipment/ facilities suitable for catering services. | i) The teacher to guide the students through questions and answers to identify equipment/ facilities suitable for catering services. ii) The teacher to arrange for a study tour to visit catering establishments. iii) The teacher to guide the students to write a report. | <ul style="list-style-type: none"> • A chart showing different equipment/ facilities of catering services | Is the student able to identify equipment/ facilities suitable for catering services? | |

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| | | e) Cost a meal. | i) The teacher to guide the students to identify portion equipment. ii) The teacher to guide the students to explain the importance of portioning meal in catering business. iii) The teacher to guide the students in groups to discuss costing procedure of food. iv) The teacher to guide the students to prepare and costing a meal. | <ul style="list-style-type: none"> Portioning equipment Diagrams /pictures of portioning equipment | Is the student able to cost a meal? | |
| | | f) Record income, expenditure, profit and loss. | i) The teacher to guide the students to explain the importance of keeping records for a catering business. ii) The teacher to invite an expert to demonstrate record keeping procedures. iii) The teacher to guide the students to practice simple book-keeping. | <ul style="list-style-type: none"> Ledger Cash account, Invoice | Is the student able to record income, expenditure, profit and loss? | |