

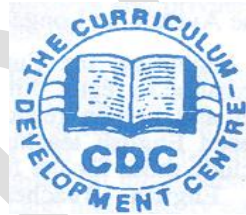


Republic of Zambia

MINISTRY OF EDUCATION, SCIENCE, VOCATIONAL TRAINING AND EARLY EDUCATION

HOME ECONOMICS

GRADES 8 - 9



PREPARED AND PUBLISHED BY CURRICULUM DEVELOPMENT CENTRE

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Vision

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

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PREFACE

The syllabus was produced as a result of the Curriculum review process carried out by the Ministry of Education, Science, Vocational Training and Early Education under the auspices of the Curriculum Development Centre (CDC). The curriculum reform process started way back in 1999 when the Ministry of Education commissioned five (5) curriculum studies which were conducted by the University of Zambia. These studies were followed by a review of the lower and middle basic and primary teacher education curriculum. In 2005 the upper basic education National survey was conducted and information from learners, parents, teachers, school managers, educational administrators, tertiary institutions traditional leaders civic leaders and various stakeholders in education was collected to help design a relevant curriculum.

The recommendations provided by various stakeholders during the Upper Basic Education National survey of 2005 and National symposium on curriculum held in June 2009 guided the review process.

The review was necessitated by the need to provide an education system that would not only incorporate latest social, economic, technological and political developments but also equip learners with vital knowledge, skills and values that are necessary to contribute to the attainment of Vision 2030.

The syllabus has been reviewed in line with the Outcome Based Education principles which seek to link education to real life experiences that give learners skills to access, criticize analyze and practically apply knowledge that help them gain life skills. Its competences and general outcomes are the expected outcomes to be attained by the learners through the acquisition of knowledge, skills, techniques and values which are very important for the total development of the individual and the nation as a whole.

Effective implementation of Outcome Based Education requires that the following principles be observed: clarity of focus, Reflective designing, setting high expectations for all learners and appropriate opportunities.

It is my sincere hope that this Outcome Based syllabus will greatly improve the quality of education provided at Grades 8 and 9 as defined and recommended in various policy documents including Educating Our Future`1996 and the `Zambia Education Curriculum Framework `2013.

Chishimba Nkocha
Permanent Secretary

MINISTRY OF EDUCATION, SCIENCE, VOCATIONAL TRAINING AND EARLY EDUCATION.

Acknowledgements

The syllabus presented here is a result of broad-based consultation involving several stakeholders within and outside the education system.

Many individuals, institutions and organizations were consulted to gather their views on the existing syllabus and to accord them an opportunity to make suggestions for the new syllabus. The Ministry of Education wishes to express heartfelt gratitude to all those who participated for their valuable contributions, which resulted in the development of this syllabus.

The Curriculum Development Centre worked closely with other sister departments and institutions to create this document. We sincerely thank the Directorate of Teacher Education and Specialized Services, the Directorate of Planning and Information, the Directorate of Human Resource and Administration, the Directorate of Open and Distance Education, the Examinations Council of Zambia, the University of Zambia, schools and other institutions too numerous to mention, for their steadfast support.

We pay special tribute to co-operating partners especially JICA and UNICEF for rendering financial technical support in the production of the syllabus.

C.N.M Sakala (Mrs)

Director-Standard and Curriculum

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Burgess, A and Glassier, P. (2005), Family Nutrition Guide, ISBN: 92-5-1052 33-6	42

RATIONALE

Home Economics is an interdisciplinary field of study which endeavours to equip students with knowledge, practical and social skills, attitudes that are essential for success in a global society. The program seeks to equip learners with life skills that will help the recipient to cope with changes in a technological, socio-economical, and multi-cultural society.

Home Economics incorporates the components of Food and Nutrition, Home Management, Health Education, Needlework, and crafts. New concepts of hospitality, Gender, Human Rights, Pollution, Entrepreneurship, and HIV and AIDS have been included. Learners engage in problem solving situations which require the application of knowledge and the use of practical skills. These situations take into account such factors as basic needs, lifestyles, financial resources, health, environment, and their effects on the individual, family, and society.

Home Economics inculcates positive attitudes towards cost effectiveness in the utilization of local and indigenous resources. It also looks closely at the use of other resources. The program teaches learners to be self-reliant, business minded and health conscious. These challenges promote the well-being of the individual, family and the society.

This is due to the fact that Home Economics concepts are mainly introduced and taught within the concept of the home, the school, and the local environment therefore, making it easier for learners to easily and immediately apply whatever knowledge and skills at school in various phenomenon in their near environment.

INTRODUCTION

The syllabus of Home Economics is mainly aimed at providing a clear guideline of concepts, skills and values for teaching which when implemented effectively should establish a solid foundation for high school and ease in the learners the choice of career path and specialisation at tertiary levels. It will further help learners to participate in economic ventures both in and out of school, families and communities and eventually, through applying learnt knowledge and skills in income generating activities which will eventually in a little way help Zambia to move to a medium income generating country. It also provides a guideline of vital knowledge and skills to help learners adopt safe life styles.

AIMS

The aim of this syllabus is:

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

MAIN FEATURES OF THE SYLLABUS

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

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

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

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

METHODOLOGY AND ASSESSMENT

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

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

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

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

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

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GRADE 8 HOME ECONOMICS

GENERAL OUTCOMES:

- Acquire knowledge, attitudes, and values on preparation and presentation of food.
- Demonstrate an understanding of improvisation to suit the local environment.
- Demonstrate the ability to apply principles of home management in caring for the home and household goods, and financial, human and other resources.
- Acquire knowledge and skills to appropriately plan for time in managing household chores.
- Demonstrate the ability to apply first aid.
- Demonstrate an understanding of the human body, personal hygiene, reproductive health and delivery, safe lifestyles and grooming.
- Demonstrate the ability to apply principles in needlework and crafts.
- Acquire knowledge, attitudes and values in designing and making artefacts.

KEY COMPETENCES

- Demonstrate basic knowledge and skills of planning meals for various members of the family in different conditions.
- Show an understanding and knowledge of improvisation of ingredients, materials, utensils and equipment.
- Demonstrate knowledge and skills in table setting.
- Show an understanding and knowledge in storage of preserved food.
- Skills of making and using improved utensils, materials and equipment.
- Show skills in cleaning household ware and Ornaments.
- Demonstrate basic skills of sponging and pressing
- Show the ability to treat simple accidents.
- Demonstrate basic skills in personal hygiene reproduction health and grooming
- Demonstrate basic skills in production of fibres.
- Demonstrate basic skills in knitting, weaving and crotcheting articles.

GRADE 8 FOOD AND NUTRITION

TOPIC	SUB-TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
1 Food	8.1.1 Food Nutrients	8.1.1.1 Explain food groups and nutrients	<ul style="list-style-type: none"> • Food groups- food pyramid: grain and grain products, vegetables and fruits, meat, and meat alternatives, milk and milk products, fats and oils, sweets and alcohol. • Food Nutrients: macronutrients- (Proteins, Fats, Carbohydrates, water) micronutrients- (vitamins, Minerals) • Deficiency diseases: Marasmus, Kwashiorkor, Rickets, Scurvy, Beriberi, Pellagra. • Food to remedy deficiency diseases: porridge/groundnuts/fruit (baby), egg custard/fruit (invalid). • Classes of beverages: Stimulating e.g. coffee/tea, Refreshing e.g. fruit juices and Nourishing milk and dairy. 	<ul style="list-style-type: none"> • Identification of food groups and nutrients • Investigating signs and symptoms of deficiency diseases • Classification of beverages • Preparation of beverages 	<ul style="list-style-type: none"> • Awareness of food groups and nutrients • Appreciating homemade beverages
	8.1.2 Deficiency diseases	8.1.2.1 Prepare food to remedy deficiency diseases			
	8.1.3 Beverages	8.1.3.1 Prepare beverages			

TOPIC	SUB-TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
8. 2.Cooking	8.2.1 Methods of cooking	8.2.1.1 Cook food using different methods	<ul style="list-style-type: none"> • Reasons for cooking food: reduces bulk, improves appearance, makes food safe to eat, makes food last longer, easy digestion • Methods of heat transfer during cooking: conduction, convection, radiation. • Classification of cooking methods: moist heat (boiling, steaming, stewing), dry heat (frying, baking, roasting, grilling), combination (stewing, micro wave cooking) • Cooking various foods: meats, poultry, insects, vegetables, cereals, tubes and pulses. 	<ul style="list-style-type: none"> • Cooking various foods using different methods 	<ul style="list-style-type: none"> • Appreciating different methods of cooking food
8.3. Meal Planning	8.3.1 Meal planning	8.3.1.1 Prepare meals for people with different needs.	<ul style="list-style-type: none"> • Factors to consider when planning meals: should be balanced, occasion, money and time available, season, type of people. • Meals for the vulnerable: (balanced) e.g. expectant mothers, lactating mothers, young children, an invalid, a convalescent, HIV/AIDS person, elderly, manual worker. 	<ul style="list-style-type: none"> • Cooking balanced food for different individual needs 	<ul style="list-style-type: none"> • Appreciating planning of meals for different individual needs.

TOPIC	SUB-TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
8.4 Re-heated foods	8.4.1. Left over foods	8.4.1.1 Preparing dishes from various leftovers.	<ul style="list-style-type: none"> • Factors to consider when preparing leftover foods: cut into smaller pieces, convert to a different dish, use within a short period. • Dishes from left over foods: Shepard's pie, sandwich, sweet beer (mukoyo), samp, rice pumpkin fritters, banana, sweet potato cakes, rice pudding. 	<ul style="list-style-type: none"> • Cooking dishes using left-over foods 	<ul style="list-style-type: none"> • Appreciating dishes from left-over foods
8.5 Food presentation	8.5.1 Decorating and Garnishing 8.5.2 Table setting	8.5.1.1 Garnish and decorate dishes 8.5.2.1 Set tables for different meals and occasions	<ul style="list-style-type: none"> • Food used for garnishing: parsley, croutons, hard boiled, cheese, fried bacon, onion. • Food used for decorating: royal icing, glace icing, custard, butter icing, peanut butter. • Modern and traditional table settings: breakfast, lunch, dinner and buffet. 	<ul style="list-style-type: none"> • Garnishing and decorating dishes • Table setting for different occasions 	<ul style="list-style-type: none"> • Awareness of garnishes and methods of decorating • Appreciating table setting
8.6 Meal and Flour mixtures	8.6.1. Sources of meal and flour	8.6.1.1 Prepare dishes from different flour using yeast	<ul style="list-style-type: none"> • Sources of meal and flour; rice wheat, maize, cassava, millet. • Nutritive value of meal and flour: carbohydrates, proteins, fats, vitamins. • Types of yeast: fresh, active dry and instant dry yeast. • Traditional steps in bread making: mixing, kneading, rising (proving), kneading, shaping, proving and baking • Cooking: buns, bread, rolls, and doughnuts. 	<ul style="list-style-type: none"> • Cooking dishes from flour mixtures using yeast 	<ul style="list-style-type: none"> • Appreciating yeast in flour mixtures.

8.7 Food Preservation	8.7.1 Food preservation	8.7.1.1 Preserve food using different methods	<ul style="list-style-type: none"> • Reasons for preserving food: prevent spoilage, availability when out of season, adding variety, providing convenient foods. • Short term preservation: cooking, refrigeration, cooler bags • Long term preservation: drying, canning, freezing, salting, bottling. • Preparing of preserved food: jam making, drying (vegetables, meat, wild fruits, and fish) and making chutney. • Storage of preserved foods: air tight storage bins, aluminium foil, deep freezer. 	<ul style="list-style-type: none"> • Preservation and storage of preserved food 	<ul style="list-style-type: none"> • Awareness of food preservation methods • Appreciation of preserved food
8.8. Improvisation	8.8.1 Improvised recipes	8.8.1.1 Formulate and use improvised recipes	<ul style="list-style-type: none"> • Improvised recipes: local foods-dried pumpkin leaves mixed with ground nuts (mundyoli), fried pumpkin seeds, cassava flacks, sweet potato crackers. 	<ul style="list-style-type: none"> • Preparing food using improvised recipes 	<ul style="list-style-type: none"> • Appreciating food from improvised recipes

GRADE 8 HOME MANAGEMENT

TOPIC	SUB-TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
8.1 The Kitchen	8.1.1 Kitchen equipment and utensils	8.1.1.1 Use modern and traditional equipment and utensils	<ul style="list-style-type: none"> • Modern equipment and utensils: grater, toaster, blender, mixers, potato peeler, sieve, lemon squeezer, fish slice, whisks, kitchen scale, pressure cooker, coffee percolator, micro wave. • Tradition equipment and utensils- mortar and pestle, winnowing, grinding stones. 	<ul style="list-style-type: none"> • Analysing modern and traditional equipment • Pounding, grinding, grating, whisking, blending. 	<ul style="list-style-type: none"> • Awareness of the use of kitchen utensils and equipment • Appreciating modern and traditional equipment
8.2 Improvisation	8.2.1 Utensils and materials	8.2.1.1 Make and use improvised, utensils and materials	<ul style="list-style-type: none"> • Improvisation of utensils: bottle- rolling pin, grater- tin perforated, funnel- old bottle plastic. • Improvisation of materials: ash-scoring powder, eggshell- abrasive, mango leaves- scoring pad. 	<ul style="list-style-type: none"> • Making and using of improvised kitchen utensils and materials 	<ul style="list-style-type: none"> • Appreciating improvised utensils and materials
8.3. Budgeting and purchasing	8.3.1 Food budgeting and Purchasing	<p>8.3.1.1 Make a budget</p> <p>8.3.1.2 Observe the shopping links and tips for purchasing.</p>	<ul style="list-style-type: none"> • Reasons for budgeting: prevent overspending, save money, monitor expenditure. • Making a budget: e.g. housing, food, clothing, fuel, household goods, and savings. • Types of budgets: Long term and short term budgeting. • Shopping links and tips for purchasing: nutritional values, expiry dates and certification 	<ul style="list-style-type: none"> • Budgeting • Analysing the shopping links and tips for purchasing 	<ul style="list-style-type: none"> • Appreciating budgeting • Awareness on types of budgets • Appreciating shopping links and purchasing tips for purchasing

TOPIC	SUB-TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
			marks e.g. ZABS certification mark		
8.4. Care of the Home	8.4.1 Household ware	8.4.1.1 Clean different types of household ware.	<ul style="list-style-type: none"> • Cleaning and Caring of Household ware: metals, Earthen, wood, leather. • Cleaning walls and floors: mud, cement, tiles, wood (painted, plain). 	<ul style="list-style-type: none"> • Cleaning household ware, walls and floors 	<ul style="list-style-type: none"> • Appreciating clean household ware, walls and floors
	8.4.1.2 Walls/Floors	8.4.1.2 Clean different types of walls and floors.			
8.5. Home Decoration	8.5.1 Soft furnishing and upholstery	8.5.1.1 Choose and design soft furnishing.	<ul style="list-style-type: none"> • Factors to consider when choosing soft furnishings: durability, suitability, cost, easy to clean, size of the room. • Designing soft furnishings and upholstery: curtains, cushions, bed covers, chair covers, towels. • Washing soft furnishings and upholstery. 	<ul style="list-style-type: none"> • Making of soft furnishing and upholstery 	<ul style="list-style-type: none"> • Awareness of choice of soft furnishings • Appreciating types of furnishing and upholstery • Caring for soft furnishing and upholstery.
		8.5.1.2 Wash soft furnishing and upholstery			
	8.5.2 Ornaments and Art objects	8.5.2.1 Arrange various types of ornaments	<ul style="list-style-type: none"> • Types of ornaments/Art objects: pictures, copper, silver, brassware • Factors to consider when choosing ornaments: durability, suitability, cost. • Arrangement of ornaments artistically. 	<ul style="list-style-type: none"> • Identification of ornaments • Arrangement of ornaments and art objects 	<ul style="list-style-type: none"> • Appreciating of different types of ornaments • Awareness on choice of ornaments • Appreciating ornaments and art objects
8.5.3 Flower arrangements	8.5.3.1 Arrange flowers for different occasions	<ul style="list-style-type: none"> • Rules for arranging flowers: simple arrangement, fresh flowers, height to suit with occasion, no strong scented flowers 	<ul style="list-style-type: none"> • Flower arrangement • Identification of indoor plants • Planting indoor 	<ul style="list-style-type: none"> • Awareness of rules followed when arranging flower • Appreciating flower arrangement 	

TOPIC	SUB-TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
		8.5.3.2 Plant indoor plants	<ul style="list-style-type: none"> • Reasons for arranging flowers: welcoming visitors, attraction, decoration • Types of flower arrangement: all round low or high, front-facing, fan shaped, angular, and lined. • Indoor plants: cacti and succulents, potted herbs, spring bulbs, fodils and tulips. 	plants	and indoor plants
8.6 Household pests	8.6.1 Prevention and Control	8.6.1.1 Classify different household pests 8.6.1.2 Prevent and control household pests 8.6.1.3 Clean the surrounding	<ul style="list-style-type: none"> • Classes of household pests: parasitic , food, and pests that attack wood or clothes • Prevention and control of household pests: cleanliness, destroying bleeding places, washing and ironing clothes, treating timber, spraying insecticide • Cleaning the surrounding: cutting over grown grass, burying water logged ditches. 	<ul style="list-style-type: none"> • Classification of household pests • Management of household pests • Cleaning of the surrounding 	<ul style="list-style-type: none"> • Awareness on types of household pests • Appreciating a clean environment
8.7 Gardening	8.7.1 Kitchen garden	8.7.1.1 Grow suitable vegetables in the kitchen garden	<ul style="list-style-type: none"> • Importance of gardening: Self-reliance, variety, saves money, health food. • Types of vegetables to grow: rape, tomato, cabbage, pumpkin leaves, onion. 	<ul style="list-style-type: none"> • Gardening 	<ul style="list-style-type: none"> • Appreciating a kitchen garden • Cooperating in group work
8.8 Time Management	8.8.1 Time plan	8.8.1.2 Draw a time plan	<ul style="list-style-type: none"> • Factors to consider when planning; priotise the work, follow your plan, list the tasks. 	<ul style="list-style-type: none"> • Time management 	<ul style="list-style-type: none"> • Appreciating time management
8.9 Soap making	8.9.1 Soap making	8.9.1.3 Make home-made	<ul style="list-style-type: none"> • Types of soap: natural soap, 	<ul style="list-style-type: none"> • Making home- 	<ul style="list-style-type: none"> • Appreciating

TOPIC	SUB-TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
		soap	household soap, soap powder, soap flakes, soap jelly. <ul style="list-style-type: none"> • Ingredients for home-made soap: an alkali, caustic soda, fatty acid water. 	made soap	home-made soap
8.10. Fabrics	8.10.1 Natural and artificial fabrics	8.10.1.1 Describe natural and artificial fabrics	<ul style="list-style-type: none"> • Natural fabrics (cotton, linen, silk, wool, rubber, leather) and artificial /synthetic fabrics (polyester, acrylic, nylon, crimplene, rayon, Terylene, spandex). 	<ul style="list-style-type: none"> • Analysing natural and artificial fabrics 	<ul style="list-style-type: none"> • Awareness of natural and artificial fabrics
8.11 Care labels	8.11.1 International labels and codes	8.11.1.1 Observing and interpreting information on care labels	<ul style="list-style-type: none"> • Care labels: the fibre content, temperature of water, method of washing, bleaching, ironing, drying and dry cleaning instructions. • International textile, labelling code and code symbols: can be bleached, dry flat, line dry, tumble do not iron, use warm iron. 	<ul style="list-style-type: none"> • Observation and interpretation of information on care labels • Identification of international code and code symbols 	<ul style="list-style-type: none"> • Awareness of information on care labels • Appreciating international code and code symbols
8.12 laundry	8.12.1 Laundry processes	8.12.1.1 Launder different fabrics	<ul style="list-style-type: none"> • Laundering methods: kneading and squeezing method, friction method. • Equipment used: plastic/galvanised bath, pressing iron, ironing board/table, clothes, pegs, washing machine. • Cleaning agents: washing agents, stiffening agents, stain, and stain removing agents, 	<ul style="list-style-type: none"> • laundering of different fabrics 	<ul style="list-style-type: none"> • Awareness of methods in laundry • Appreciate clean articles

TOPIC	SUB-TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
			bleaching agents, household cleaning agents. <ul style="list-style-type: none"> • Choice of cleaning agent: right for the task, easy to use, undamaging. • Laundering different fabrics: woollen, white and coloured cotton. 		

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GRADE 8 HEALTH EDUCATION

TOPIC	SUB-TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
8.1 Safety in the Home	8.1.1 First Aid	8.1.1.1 Improvise a first Aid box 8.1.1.2 Treat simple accidents	<ul style="list-style-type: none"> • First aid box contents: safety pins, sterile bandages, burn dressing, adhesive plaster, scissors, cotton wool, Vaseline, dettol • Types of accidents: electric shock, poison, choking, burns, cuts, suffocating, drowning and falls. • Treatment of simple accidents: small cuts, bruises, nose bleeding. 	<ul style="list-style-type: none"> • Improvisation of a first aid box • Treatment of simple accidents 	<ul style="list-style-type: none"> • Appreciating first aid box contents and treatment of simple accidents
8.2 Personal Hygiene	8.2.1 Grooming	8.2.1.1 Clean and care different body parts	<ul style="list-style-type: none"> • Care of the body: correct application of cosmetics (the skin), avoid rubbing eyes. • Fake versus original cosmetics • Cleaning body parts: comb hair, brush teeth, cut nails on hands and feet. 	<ul style="list-style-type: none"> • Cleaning and caring for the skin, teeth, hair, nails 	<ul style="list-style-type: none"> • Appreciating cleanliness
8.3 Reproductive Health	8.3.1 Puberty	8.3.1.1 Demonstrate good hygiene during puberty 8.3.1.3 Make sanitary towels	<ul style="list-style-type: none"> • Puberty signs in boys and girls. • Monthly cycle and fertility • Good hygiene during puberty: keep pubic area shaved, bath every day, change sanitary towels regularly • Materials for making a home-made sanitary towel (old flannel sheets, pyjamas or old chitenge material). 	<ul style="list-style-type: none"> • Application of good hygiene • Making a home-made sanitary towel 	<ul style="list-style-type: none"> • Appreciating hygiene • Appreciating a home-made pad
8.4 Pregnancy	8.4.1 Fertilisation	8.4.1.1 Identify signs of pregnancy	<ul style="list-style-type: none"> • Signs of pregnancy: missed monthly periods, nausea, tender breasts, and frequent urination. 	<ul style="list-style-type: none"> • Identification of signs in pregnancy 	<ul style="list-style-type: none"> • Awareness of signs and stages of development in

TOPIC	SUB-TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
		8.4.1.2 Explain stages of development in pregnancy 8.4.1.3 Explain the importance of ante-natal clinic 8.4.1.4 Identify taboos related to pregnancy 8.4.1.5 Describe danger signs in pregnancy 8.4.1.6 Describe items necessary for the new baby	<ul style="list-style-type: none"> • Stages of development in pregnancy: zygote, embryo, foetus, baby • Importance of anti-natal clinic: Check-ups on weight, growing foetus, blood pressure, urine, blood, • Taboos in pregnancy : do not eat eggs, do not sit on the entrance • Dangers signs in pregnancy: pain in the abdomen, bleeding, swelling • Baby layette: cotton/polyester mixes, stretch terry towelling, knitted fabrics and nappies. 	<ul style="list-style-type: none"> • Identification of taboos related to pregnancy • Analysing danger signs in pregnancy 	pregnancy <ul style="list-style-type: none"> • Appreciating ante-natal and post-natal clinics • Awareness of pregnancy taboos and danger signs in pregnancy • Appreciating baby layette
	8.4.2 Labour	8.4.2.1 Describe the stages of labour 8.4.2.2 Explain the different types of delivery presentations 8.4.2.3 Outline the advantages and disadvantages of home and hospital delivery 8.4.2.4 Explain activities that take place at	<ul style="list-style-type: none"> • Stages of labour: the dilation, the expulsion, the after birth. • Types of delivery presentations: breech, forceps, caesarean, induction and normal. • Advantages and disadvantages of home and hospital delivery • Post natal activities: mother and baby's health is checked. 	<ul style="list-style-type: none"> • Analysing advantages and disadvantages of home and hospital delivery 	<ul style="list-style-type: none"> • Awareness of stages of labour and types of delivery presentations • Appreciating hospital and home deliveries

TOPIC	SUB-TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
		the post natal clinic			
8.5 Life Styles	8.5.1 Safe Life Styles	<p>8.5.1.1 Describe effects of drugs in pregnancy</p> <p>8.5.1.2 Explain the consequences of STDs and HIV/AIDS in pregnancy</p> <p>8.5.1.3 Outline the importance of voluntary HIV testing before and during pregnancy</p>	<ul style="list-style-type: none"> • Effects of drugs in pregnancy: smoking-foetus injury, premature birth, low birth weight. Alcohol-foetal alcohol syndrome. Illegal drugs-affect baby's development. • Consequences of STDs and HIV/AIDS: still birth, eye infections, brain damage. • Importance of voluntary testing: protecting the unborn baby and the mother checking for status, blood and urine. 	<ul style="list-style-type: none"> • Analysing effects of drugs and transmission of STDs and HIV/AIDS in pregnancy • Investigating the value of voluntary HIV testing before and after pregnancy 	<ul style="list-style-type: none"> • Awareness on effects of drugs and transmission of STDs and HIV/AIDS in pregnancy • Appreciating voluntary HIV testing before and during pregnancy
	8.5.2 Eating disorders	<p>8.5.2.1 Identify harmful eating disorders that impact on body image.</p> <p>8.5.2.2 Treat eating disorders.</p>	<ul style="list-style-type: none"> • Harmful eating disorders: anorexia (eating too little), Bulimia • Treatment of eating disorders: psychosocial counselling. 	<ul style="list-style-type: none"> • Identification of harmful eating disorders 	<ul style="list-style-type: none"> • Awareness of harmful eating disorders and it's treatment.
	8.5.3 Body image.	8.5.3.1 Identify the effects of one's body image on oneself.	<ul style="list-style-type: none"> • Effects of one's body image on oneself: high/low self-esteem decision making, bad and good behaviour, peer pressure. 	<ul style="list-style-type: none"> • Identification of effects on one's body image on oneself 	<ul style="list-style-type: none"> • Appreciating high self esteem

GRADE 8 NEEDLE WORK AND CRAFTS

TOPIC	SUB-TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
8.1 Fabrics	8.1.1 Production of Fabrics	<p>8.1.1.1 Describe how yarns are made into fabrics</p> <p>8.1.1.2 Identify fabrics according to different methods of manufacturing</p> <p>8.1.1.3 Identify fabrics suitable for making different articles</p> <p>8.1.1.4 Test different types of finishes</p>	<ul style="list-style-type: none"> • Making yarns into fabrics: weaving, knitting, bonding, netting, crocheting, felting. • Identification of fabrics: appearance and feel, microscopic appearance, weight. • Fabric suitable for articles: calico, poplin, gingham, Banka, seersucker, flannelette, printed cotton, nylon, polyester, acrylic, Flannel, velvet • Types of finishes: crease resistant, water repellent, moth proof, flame proof, lustrous surface, colourfast, shrink resistant. 	<ul style="list-style-type: none"> • Observation of fabrics according to different methods of manufacturing • Analysing different finishes • Testing finishes 	<ul style="list-style-type: none"> • Awareness of ways of making yarns into fabrics • Appreciating fabrics and finishes
8.2 Needlework and crafts	8.2.1 Needlework tools and equipment	<p>8.2.1.1 Describe large equipment and tools used in needlework</p> <p>8.2.1.2 Assemble a needlework box (kit)</p>	<ul style="list-style-type: none"> • Needlework equipment: table, chair, ironing board, iron and sewing machine • Needlework tools: scissors, pins, needles, tape measure, ruler, thimble, pin cushion, tailor’s chalk. • Making a needlework box: cut hard boxes, cover with material, and join to make a tool box. 	<ul style="list-style-type: none"> • Identification of needlework tools and equipment • Making a needlework box 	<ul style="list-style-type: none"> • Awareness of small and large needlework tools • Appreciating a needle work box

TOPIC	SUB-TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
8.3 The sewing machine	8.3.1 Sewing machine	<p>8.3.1. 1 Describe use of different parts of a sewing machine</p> <p>8.3.1.2 Clean and oil the sewing machine</p> <p>8.3.1.3 Sew using a sewing machine</p>	<ul style="list-style-type: none"> • Types of sewing machines: hand sewing, Treadle and Electrical machine. • Parts of a sewing machine: handle, balance wheel, bobbin, winder, spool pin, presser foot, and needle clamp, feed dog slide plate. • Cleaning and oiling the sewing machine. • Machine stitching on pieces of clothes. 	<ul style="list-style-type: none"> • Identification of sewing machine parts • Observing use of each part • Cleaning and oiling of a sewing machine • Sewing using a machine 	<ul style="list-style-type: none"> • Awareness of parts of a sewing machine • Appreciating cleaning, oiling and use of a sewing machine
8.4. Needlework processes	<p>8.4.1 Stitches</p> <p>8.4.2 Seams</p>	<p>8.4.1.1 Sew different stitches</p> <p>8.4.2.1 Sew different seams</p>	<ul style="list-style-type: none"> • Temporary and permanent stitches: (temporal, Joining, decorative, neatening). • Groups of seams: Inconspicuous e.g. open or plain seam conspicuous e.g. French, overlaid and double seams. • Types of seams: flat, flannel and ridged seams. • French seam- fine fabrics, babies and children's clothes • Open seam- outer garments, cotton fabrics • Over-laid seam- yokes, panels, waist bands and curved panels. 	<ul style="list-style-type: none"> • Classification of stitches and seams • Identification of edge finishes, • Sewing of stitches, seams, edge finishes openings, fastenings and arrangement of fullness 	<ul style="list-style-type: none"> • Awareness of stitches, seams, edge finishes, fasteners, openings and arrangement of fullness • Appreciating uses of stitches, seams, edge finishes, fasteners, openings and arrangement of fullness

TOPIC	SUB-TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
	8.4.3 Edge finishes 8.4.4 Openings 8.4.5 Fastenings 8.4.6 Arranging fullness	8.4.3.1 Work out edge finishes 8.4.4.1 Workout different openings 8.4.5.1 Workout fastenings 8.4.6.1 Work out different ways of arranging fullness	<ul style="list-style-type: none"> • Edge finishes: -lace, shell hemming, scalloping, binding... • Openings: continuous wrap, faced and bound opening. • Fastenings: hook and eye, press studs, zip, button and button hole. • Arranging fullness: tucks, darts, pleats, gathers, smoking. 		
8.5. Processes	8.5.1 Body Measurements	8.5.1.1 Take body measurements	<ul style="list-style-type: none"> • Body measurements: Waist, cross back, nape to waist, bust, neck circumference, front chest. 	<ul style="list-style-type: none"> • Taking body measurements 	<ul style="list-style-type: none"> • Appreciating body measurements
8.6. Patterns	8.6.1 Paper patterns	8.6.1.1 Prepare paper patterns and materials for cutting out a garment	<ul style="list-style-type: none"> • Points to consider: style- loose fitting, semi-fitted, tailored. • Pattern markings: place on fold, cutting line, lengthen and shorten straight grain of fabric, notches, and darts 	<ul style="list-style-type: none"> • Analysis of commercial and home-made paper patterns 	<ul style="list-style-type: none"> • Awareness of paper pattern markings • Appreciating home-made patterns markings
		8.6.1.2 Cut out and make different garments. 8.6.1.4 Use crossway strips	<ul style="list-style-type: none"> • Cutting out: front and back bodice, sleeve, collar, front and back skirt. • Use of crossway stripes: 	<ul style="list-style-type: none"> • Making of home-made paper patterns • Cutting • sewing 	<ul style="list-style-type: none"> • Appreciating own made garments

TOPIC	SUB-TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
			binding raw edges, facing raw edges, bound button holes, rouleau loops and piping.		

TOPIC	SUB-TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
8.7 Crafts	8.7.1 Weaving 8.7.2 Knitting 8.7.3 Crocheting	8.7.1.1 Make articles using various weaves. 8.7.2.1 Knit items using different knitting stitches 8.7.3.1 Crochet different items	<ul style="list-style-type: none"> • Types of weaves: plain, twill and pile weaves. • Knitting stitches: Stocking stitch, rib, moss stitches, • Crocheting (single and double crotchet). 	<ul style="list-style-type: none"> • <i>Weaving, knitting and crocheting</i> 	<ul style="list-style-type: none"> • <i>Appreciating</i> weaved, knitted and crocheted articles
8.8. Entrepreneurship	8.8.1 Home Economics projects	8.8.1.1 Identify entrepreneurship opportunities in Home Economics.	<ul style="list-style-type: none"> • Food and nutrition: baking-scones and cakes, beverage and Jam making, Menu planners. • Home management: interior cleaning, laundry business flower arrangement, indoor plants, gardening, soap making, dry cleaning. • Crafts: weaving, knitting, and crocheting. 	<ul style="list-style-type: none"> • <i>Identification</i> of entrepreneurship opportunities in food and nutrition, home management and crafts. 	<ul style="list-style-type: none"> • <i>Appreciating</i> entrepreneurship projects in food and nutrition, home management and crafts.

GRADE 9 HOME ECONOMICS

GENERAL OUTCOMES

- Demonstrate the ability to prepare, cook and store food.
- Acquire knowledge, positive attitudes and values in using convenience foods
- Demonstrate the ability to apply principles in managing household chores.
- Acquire knowledge, positive attitudes and values in colour scheme, home decoration, flower arrangement, indoor plants and gardening.
- Demonstrate an understanding of safety and first aid.
- Develop knowledge, skills and positive values on parenthood, child growth and development.
- Develop knowledge, skills and positive values in needlework and crafts.
- Acquire knowledge, positive attitudes, and values in designing and making artifacts.

KEY COMPETENCES

- Show ability to use flour mixtures.
- Demonstrate basic skills in cooking local dishes.
- Show basic skills in laundry processes.
- Demonstrate basic skills in time planning.
- Demonstrate basic skills of treating simple accidents.
- Show knowledge and skills for child care and children with disabilities.
- Demonstrate basic skills in cutting and garment making.
- Show ability to recycle and reconstruct article
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GRADE 9 FOOD AND NUTRITION

TOPIC	SUB-TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
9.1 Cooking	9.1.1 Local dishes	9.1.1.1 Prepare and cook local dishes	<ul style="list-style-type: none"> Local dishes: maize, beans, vegetable, meat, chicken dishes. 	<ul style="list-style-type: none"> Cooking of local dishes 	<ul style="list-style-type: none"> Appreciating local dishes
9.2. Meal planning	9.2.1 Meals for vegetarians	9.2.1.1 Prepare and cook mixed diet for vegetarians	<ul style="list-style-type: none"> Types of vegetarians: Lacto and strict vegetarians. Reasons for being a vegetarian: religion, health, allergy. Preparation of mixed diet dishes for vegetarians Rules for packed meals: easy to pack, easy to serve, should be balanced. Types of packed meals: hard boiled eggs, sausage rolls, pastries, sandwiches, filled rolls, scotch eggs, lemonade, orangeade, cakes, scones. 	<ul style="list-style-type: none"> Cooking vegetarians dishes Preparation of packed meals 	<ul style="list-style-type: none"> Awareness on types of vegetarians and reasons to become a vegetarian Appreciating vegetarian and packed meals
	9.2.2 Packed meals	9.2.2.1 Prepare packed meals			
9.3. Convenience Foods	9.3.1 Convenience foods	9.3.1.1 Use convenience foods	<ul style="list-style-type: none"> Types of convenience foods: dehydrated foods, canned or tinned foods, frozen foods, ready to eat foods. Advantages and disadvantages of convenient foods Use of additives: improve nutritive value of food, enhance taste, colour and flavour of food, make it last long. Using convenience foods e.g. powdered milk, yoghurt, tinned 	<ul style="list-style-type: none"> Analysing the goodness and badness of convenience foods Investigating the use of additives in convenience foods Use of convenience foods 	<ul style="list-style-type: none"> Awareness of types, advantages and disadvantages of convenient foods Appreciating convenient foods

TOPIC	SUB-TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
			foods, corn flakes.		
9.4. Flour mixtures and Raising agents	9.4.1 Meal and flour mixtures 9.4.1 Baking powder and Air	9.4.1.1 Cook different flour mixtures 9.4.1.1 Use raising agents for different dishes	<ul style="list-style-type: none"> • Use of flour mixtures: Pastry-pies, biscuits, samosas, batters-pan cakes/ fruit fritters, sauces-coating/ pouring/ binding, cakes, puddings. • Cooking flour mixtures using baking powder: victoria sandwich, queen cakes, and chocolate cakes. • Air: sponge cakes, swiss roll, sponge flan. 	<ul style="list-style-type: none"> • Cooking of flour mixtures • Observing effects of raising agents 	<ul style="list-style-type: none"> • Appreciating different flour mixtures • Appreciating raising agents in flour mixtures
9.5. Stocks and Soups	9.5.1 Stock and Soups	9.5.1.1 Prepare stocks and soups	<ul style="list-style-type: none"> • Types of soup: broths puree', cream soups, thickened meat soup. • Value of soup: stimulate appetite, aids digestion, source of heat in winter. • Rules for making stock: avoid evaporation of liquid, cut food into small pieces, and remove fats. • Foundation of soups: vegetable and meat stock. • Soup accompaniments: bread rolls, French or toasted bread, croutons, dumplings. 	<ul style="list-style-type: none"> • Classification of soups • Making of stock and soup 	<ul style="list-style-type: none"> • Awareness of classes of soups and accompaniments • Appreciating the importance of soup in the diet

GRADE 9 HOME MANAGEMENT

TOPIC	SUB-TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
9.1. The Kitchen	9.1.1 Types of kitchens	9.1.1.1 Design different types of kitchens 9.1.1.2 Clean a kitchen	<ul style="list-style-type: none"> • Types of kitchen: Corridor, U-shaped, L-shaped • Features of a good kitchen: hard wearing working surfaces, good storage facilities, water proof walls and floors, good ventilation, lighting and heating • Cleaning the kitchen: sink, walls, floors, storage cupboards, kitchen bin, windows 	<ul style="list-style-type: none"> • Identification of kitchens • Cleaning a kitchen 	<ul style="list-style-type: none"> • Awareness of different kitchens • Appreciating a clean kitchen
9.2. Home decoration	9.2.1 Principles of design	9.2.1.1 Decorate different rooms	<ul style="list-style-type: none"> • Aspects in interior design: Surfaces, soft furnishing and decorations. • Design elements : colour, line, space, shape, form, texture • Design principles: balance, proportion and scale, rhythm, harmony and unity, emphasis • Decorating rooms: arrange furniture, harmonise colours 	<ul style="list-style-type: none"> • Decorating rooms by observing aspects in interior design 	<ul style="list-style-type: none"> • Awareness on principle design aspects • Appreciating home decorating

TOPIC	SUB-TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
9.3 Laundry	9.3.1 Family wash	9.3.1.1 Launder different articles and garments	<ul style="list-style-type: none"> • Laundering process: preparation, sorting, sorting, boiling, bleaching, washing, rinsing, drying, damping, ironing, airing, storing. • Family wash: clothing from adults, children, babies, household articles such as tea towels, and table clothes. 	<ul style="list-style-type: none"> • Laundering different articles and garments 	<ul style="list-style-type: none"> • Appreciating clean clothes
9.4 Consumer education	9.4.1 Consumer needs.	9.4.1.1 Make a shopping list.	<ul style="list-style-type: none"> • Consumer needs: primary, secondary and luxuries. • Types of goals: short and long term goals • Resources to achieve goals: human, economic and environmental resources. • Consumer rights: right to :- safety, information, choose, be heard and redress, consumer education and a health environment. • Ways of buying items: hire purchase, on order, cash. • Making a shopping list. 	<ul style="list-style-type: none"> • Analysing ways of purchasing items • Making a shopping list 	<ul style="list-style-type: none"> • Awareness of consumer needs and types of goals • Appreciating a shopping list
9.5 Hospitality	9.5.1 Customer Care	9.5.1.1 Practice customer care	<ul style="list-style-type: none"> • Services in hospitality industry: catering, accommodation, leisure activities. • Customer care: friendliness, goodwill, a caring attitude. 	<ul style="list-style-type: none"> • Practicing customer care 	<ul style="list-style-type: none"> • Awareness of services in hospitality industry • Appreciating customer care

TOPIC	SUB-TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
9.6 Gardening	9.6.1 Kitchen Garden	9.6.1.1 Maintain a kitchen garden	<ul style="list-style-type: none"> • Maintaining a kitchen garden: make compost heap, control weeds and crop pests. 	<ul style="list-style-type: none"> • <i>Entrepreneurial</i> skills. 	<ul style="list-style-type: none"> • <i>Appreciating</i> a kitchen garden
9.7 Time Management	9.7.1 Time Plan	9.7.1.1 Draw a time plan	<ul style="list-style-type: none"> • Aspects of a time plan: environment, economic situation, family size, skill of the home manager. • Drawing a time plan: choice of dishes, tasks, ingredients, shopping list and order of work. 	<ul style="list-style-type: none"> • <i>Time management</i> 	<ul style="list-style-type: none"> • <i>Awareness</i> of aspects of a time plan • <i>Appreciating</i> time management

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GRADE 9 HEALTH EDUCATION

TOPIC	SUB-TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
9.1 Safety	9.1.1 Accidents in the Home/School	9.1.1.1 Treat common accidents	<ul style="list-style-type: none"> • Prevention of accidents: mop spilled liquid on the floor, keep medicine away from children, and keep sharp objects safely. • Common accidents: burns and scalds, sprains fractures, chocking, falls and poisoning. 	<ul style="list-style-type: none"> • Treating of common accidents 	<ul style="list-style-type: none"> • Awareness of home accidents • Appreciating treatment of common accidents
9.2 Child Growth and development	9.2.1 Breast feeding	9.2.1.1 Explain advantages of breast feeding.	<ul style="list-style-type: none"> • Advantages of breast milk: contains colostrum, correct temperature, cheap. • Process of weaning: avoid sweet foods, give little food at a time • Bathing and dressing a baby: bathing equipment, close windows and doors, wash baby’s face first then the body, dress the baby.(Doll) • Good habits and manners: table manners, toilet training and sleep habits. Prepare stock and soup • Stages and areas of growth and development: physical, mental, emotional, language and social development. • Ways of how children learn from family members: observation and exploration. • 0-12-colourful rattles, 12-18-toy drums, toy on wheels, 18-2 years-sauce pans, toy car ball, 3-5 years- 	<ul style="list-style-type: none"> • Bathing and dressing a baby • Analysing good habits and manners • Making toys for different ages 	<ul style="list-style-type: none"> • Appreciating bathing a baby • Appreciating good habits and manners • Appreciating homemade toys.
	9.2.2 Weaning	9.2.2.1 Describe the process of weaning			
	9.2.3 Bathing a baby	9.2.3.1 Bathing and dressing the baby			
	9.2.4 Care of infants and young children	9.2.4.1 Describe good habits and manners			
	9.2.5 Child development	9.2.5.1 Describe stages and areas of growth and development			
		9.2.5.2 Describe how children learn from family members			
9.2.6 Toys	9.2.6.1 Make different toys for different ages				

TOPIC	SUB-TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
			jigsaw puzzle, tricycle.		
9.3 Parent Hood	9.3.1 Parental role 9.3.2 Family planning	9.3.1.1 Compare and contrast traditional and modern roles of parents 9.3.1.2 Describe the influence of family members on the size of the family 9.3.2.1 State the effects of unplanned pregnancies 9.3.2.2 Explain methods of child spacing	<ul style="list-style-type: none"> • Traditional and modern parental roles • Influence of family on size of the family: large families bring wealth especially girl children, boy child a must to carry the family name. • Effects of unplanned pregnancies: unloved child, depression, change in budgeting • Methods of child spacing: natural and artificial. 	<ul style="list-style-type: none"> • Analysing traditional and modern roles of parents 	<ul style="list-style-type: none"> • Appreciating traditional and modern roles of parents • Awareness of effects of unplanned pregnancies and child spacing
9.4 Children's health care	9.4.1 Children clinics	9.4.1.1 Describe activities which take place at the children's clinic 9.4.1.2 Identify various diseases which children are immunised/inoculated against 9.4.1.3 Describe children's common ailments 9.4.1.4 Make simple treatment for a child with diarrhoea	<ul style="list-style-type: none"> • Activities at children's clinic: growth monitoring and vaccinations. (under 5 card) • Immunised diseases: measles, Polio Tetanus, Tuberculosis • Children's common ailments: diarrhoea, nappy rash, constipation • Making a rehydration: 1 litre sterilised water, 2 level tablespoons of sugar, 1/4 tea spoon salt and 1/4 teaspoon baking powder. 	<ul style="list-style-type: none"> • Identification of diseases which children are immunised against • Making oral rehydration drink 	<ul style="list-style-type: none"> • Awareness of children's common ailments and diseases children are immunised against • Appreciating services at children's clinic • Administering oral rehydration
9.5 Safe Lifestyles	9.5.1 Privacy and body integrity.	9.5.1.1 Identify ways of violation of privacy and body integrity.	<ul style="list-style-type: none"> • Ways of violating privacy and body integrity: Invading ones privacy, lack of private space, unwanted sexual attention and harassment. 	<ul style="list-style-type: none"> • Identifying ways of violation of privacy and body integrity. 	<ul style="list-style-type: none"> • Awareness on ways of violation of privacy and body integrity.

TOPIC	SUB-TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
	9.5.2 Protecting one's privacy.	9.5.2.1 Explain ways of protecting one's privacy.	<ul style="list-style-type: none"> Avoiding people with evil motives, being assertive, proper dressing, dignified walking. 	<ul style="list-style-type: none"> <i>Protecting</i> one's privacy 	<ul style="list-style-type: none"> <i>Appreciating</i> ways of protecting one's privacy

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GRADE 9 NEEDLEWORK AND CRAFTS

TOPIC	SUB-TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
9.1 Maintenance of clothing	9.1.1 Mending clothes	9.1.1.1 Mend different articles	<ul style="list-style-type: none"> • Mending articles: darning and patching 	<ul style="list-style-type: none"> • Mending different articles 	<ul style="list-style-type: none"> • Appreciating mended articles
9.2 Recycling	9.2.1 Reconstruction of clothes	9.2.1.1 Recycle articles and garments	<ul style="list-style-type: none"> • Reconstruction of clothes e.g. from a dress make a skirt • Renovation 	<ul style="list-style-type: none"> • Recycling garments 	<ul style="list-style-type: none"> • Appreciating recycled articles
9.3 Dyeing	9.3.1 Methods of Dyeing	9.3.1.1 Dye articles using various methods of dyeing	<ul style="list-style-type: none"> • Types of dyes: Natural (beetroot, sweet potatoes leaves, spinach, turmeric, onions, bark and roots of plants). • Artificial /Commercial: (hot water and cold water dyes). • Methods of dyeing: tie and dye (make pleats or gathers then tie it or put small stones on cloth tie tight) printing (deep potato cuts), batik (apply candle wax). 	<ul style="list-style-type: none"> • Identification of dyes • Tie and dye, printing and batik 	<ul style="list-style-type: none"> • Awareness of different dyes • Appreciating tie and dye, printing and batik
9.4 Beadwork	9.4.1 Beadwork Ornaments	9.4.1. 2 Make beadwork Ornaments	<ul style="list-style-type: none"> • Equipment for beadwork: bead needles, wire hook, pliers, watchmaker’s tweezers, screw claps, box snaps, necklet ends, bell caps or metal cups. • Types of beadwork ornaments: Rocaille, Cut Tosca, Pearl and bugle beads. 	<ul style="list-style-type: none"> • Identification of materials needed in beadwork • Making of bead ornaments 	<ul style="list-style-type: none"> • Awareness of materials used in bead work • Appreciating Rocaille, Cut Tosca, Pearl and bugle beads.

TOPIC	SUB-TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
9.5 Entrepreneurship	9.5.1 Home Economics projects	9.5.1.1 Identify projects in Home Economics	<ul style="list-style-type: none"> • Food and nutrition: packed meals- sausage rolls, pies, samoosas. • Home management: Home/Hall decoration, gardening, Toy making (dolls, wire cars, balls, toys on wheels). • Needlework: garment making (petticoat, child's dress and pant, play dress, baby matinee, blouse, skirt). • Bead ornaments: Rocaille, Cut Tosca, Pearl and bugle beads. 	<ul style="list-style-type: none"> • <i>Identification</i> of food and nutrition, home management and needlework projects 	<ul style="list-style-type: none"> • <i>Appreciating</i> projects in home management, food and nutrition and needlework

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APPENDIX 1

Needle work and crafts syllabus for Grade 8 to 9

The following table is given as a guide only and does not have to be strictly followed. It may be amended to fit into local requirements. Stitches and processes learnt in a lower grade should be revised in the higher grades.

GRADE	PROCESSES	ARTICLES	MATERIALS	NEEDLES	THREADS
VIII	Bound opening Hook and Eye Press studs Darning Weaving Knitting Crotcheting Machining -Shovel -Floor mats	- Night dress/dress - Apron - Matinee coat - Pin cushion - Baby coat - Hand bag(crotcheting)	Cotton -Linen -Materials with weft and warp threads clearly defined -Non-slip man-made fibres	-Crewel Nos 7 and 8 -Sharps Nos 8 and 9 -Crotcheting hooks -Knitting needles	Tacking cotton to contrast with material -material cottons and sheens
IX	-Zipped opening -Weaving -Knitting -Crotcheting -Machining	-Blouse and a skirt -Dress -Chairbacks -Bag (weaving) -Socks -Berets -Knitting -Scarves crotcheting -Cushions Shawls Articles Using beads.	-Cotton -Beads -Loom -Non-slip made-made fibres	-Crewel Nos 8 and 9 -Darners short Nos 7 and 8 -Sharps Nos 6,7 and 8 -Knitting needles -Crotcheting hooks	-Filosheen -Matching -Cottons -Acrylic

APPENDIX 2

GRADE EIGHT AND NINE SCOPE AND SEQUENCE FOOD AND NUTRITION

TOPIC	GRADE 8	GRADE 9
Food.	<ul style="list-style-type: none"> • Food groups- food pyramid: grain and grain products, vegetables and fruits, meat, and meat alternatives, milk and milk products, fats and oils, sweets and alcohol. • Food Nutrients: macronutrients- (Proteins, Fats, Carbohydrates, water) micronutrients- (vitamins, Minerals) • Deficiency diseases: Marasmus, Kwashiorkor, Rickets, Scurvy, Beriberi, Pellagra. • Food to remedy deficiency diseases: porridge/groundnuts/fruit (baby), egg custard/fruit (invalid). • Classes of beverages: Stimulating e.g. coffee/tea, • Refreshing e.g. fruit juices and Nourishing milk and dairy. 	<ul style="list-style-type: none"> • Types of soup: broths puree', cream soups, thickened meat soup. • Value of soup: stimulate appetite, aids digestion, source of heat in winter. • Rules for making stock: avoid evaporation of liquid, cut food into small pieces, and remove fats. • Foundation of soups: vegetable and meat stock. • Soup accompaniments: bread rolls, French or toasted bread, croutons, dumplings.
Cooking	<ul style="list-style-type: none"> • Reasons for cooking food: reduces bulk, improves appearance, makes food safe to eat, makes food last longer, easy digestion • Methods of heat transfer during cooking: conduction, convection, radiation. • Classification of cooking methods: moist heat (boiling, steaming, stewing), dry heat (frying, baking, roasting, grilling), combination (stewing, 	<ul style="list-style-type: none"> • Local dishes: maize, beans, vegetable, meat, chicken dishes.

TOPIC	GRADE 8	GRADE 9
	micro wave cooking) <ul style="list-style-type: none"> • Cooking various foods: meats, poultry, insects, vegetables, cereals, tubes and pulses. 	
Meal Planning	<ul style="list-style-type: none"> • Reasons for cooking food: reduces bulk, improves appearance, makes food safe to eat, makes food last longer, easy digestion • Methods of heat transfer during cooking: conduction, convection, radiation. • Classification of cooking methods: moist heat (boiling, steaming, stewing), dry heat (frying, baking, roasting, grilling), combination (stewing, micro wave cooking) • Cooking various foods: meats, poultry, insects, vegetables, cereals, tubes and pulses. 	<ul style="list-style-type: none"> • Types of vegetarians: Lacto and strict vegetarians. • Reasons for being a vegetarian: religion, health, allergy. • Preparation of mixed diet dishes for vegetarians • Rules for packed meals: easy to pack, easy to serve, should be balanced. • Types of packed meals: hard boiled eggs, sausage rolls, pastries, sandwiches, filled rolls, scotch eggs, lemonade, orangeade, cakes, scones.
Re-heated foods	<ul style="list-style-type: none"> • Factors to consider when preparing leftover foods: cut into smaller pieces, convert to a different dish, use within a short period. • Dishes from left over foods: Shepard's pie, sandwich, sweet beer (mukoyo), samp, rice pumpkin fritters, banana, sweet potato cakes, rice pudding. 	
Food presentation	<ul style="list-style-type: none"> • Food used for garnishing: parsley, croutons, hard boiled, cheese, fried bacon, onion. • Food used for decorating: royal icing, glace icing, custard, butter icing, peanut butter. • Modern and traditional table settings: breakfast, lunch, dinner and buffet. 	
Meal and Flour mixtures	<ul style="list-style-type: none"> • Sources of meal and flour; rice wheat, maize, cassava, millet. • Nutritive value of meal and flour: carbohydrates, 	<ul style="list-style-type: none"> • Use of flour mixtures: Pastry- pies, biscuits, samosas, batters- pan cakes/ fruit fritters, sauces- coating/ pouring/ binding, cakes, puddings.

TOPIC	GRADE 8	GRADE 9
	proteins, fats, vitamins. <ul style="list-style-type: none"> • Types of yeast: fresh, active dry and instant dry yeast. • Traditional steps in bread making: mixing, kneading, rising (proving), kneading, shaping, proving and baking • Cooking: buns, bread, rolls, and doughnuts. 	<ul style="list-style-type: none"> • Cooking flour mixtures using baking powder: victoria sandwich, queen cakes, and chocolate cakes. • Air: sponge cakes, swiss roll, sponge flan.
Food Preservation	<ul style="list-style-type: none"> • Reasons for preserving food: prevent spoilage, availability when out of season, adding variety, providing convenient foods. • Short term preservation: cooking, refrigeration, cooler bags • Long term preservation: drying, canning, freezing, salting, bottling. • Preparing of preserved food: jam making, drying (vegetables, meat, wild fruits, and fish) and making chutney. • Storage of preserved foods: air tight storage bins, aluminium foil, deep freezer. 	<ul style="list-style-type: none"> • Types of convenience foods: dehydrated foods, canned or tinned foods, frozen foods, ready to eat foods. • Advantages and disadvantages of convenient foods • Use of additives: improve nutritive value of food, enhance taste, colour and flavour of food, make it last long. • Using convenience foods e.g. powdered milk, yoghurt, tinned foods, corn flakes.
Improvisation	<ul style="list-style-type: none"> • Improvised recipes: local foods- dried pumpkin leaves mixed with ground nuts (mundyoli), fried pumpkin seeds, cassava flacks, sweet potato crackers. 	

**GRADE EIGHT AND NINE SCOPE AND SEQUENCE
HOME MANAGEMENT**

TOPIC	GRADE 8	GRADE 9
The Kitchen	<ul style="list-style-type: none"> • Modern equipment and utensils: grater, toaster, blender, mixers, potato peeler, sieve, lemon squeezer, fish slice, whisks, kitchen scale, pressure cooker, coffee percolator, micro wave. • Tradition equipment and utensils- mortar and pestle, winnowing, grinding stones 	<ul style="list-style-type: none"> • Types of kitchen: Corridor, U-shaped, L-shaped • Features of a good kitchen: hard wearing working surfaces, good storage facilities, water proof walls and floors, good ventilation, lighting and heating • Cleaning the kitchen: sink, walls, floors, storage cupboards, kitchen bin, windows
Improvisation	<ul style="list-style-type: none"> • Improvisation of utensils: bottle- rolling pin, grater- tin perforated ,funnel- old bottle plastic. • Improvisation of materials: ash- scoring powder, eggshell- abrasive, mango leaves- scoring pad. 	
Budgeting and purchasing	<ul style="list-style-type: none"> • Reasons for budgeting: prevent overspending, save money, monitor expenditure. • Making a budget: e.g. housing, food, clothing, fuel, household goods, and savings. • Types of budgets: Long term and short term budgeting. • Shopping links and tips for purchasing: nutritional values, expiry dates and certification marks e.g. ZABS certification mark 	
Care of the Home	<ul style="list-style-type: none"> • Cleaning and Caring of Household ware: metals, earthen, wood, leather. • Cleaning walls and floors: mud, cement, tiles, wood (painted, plain). 	
Home Decoration	<ul style="list-style-type: none"> • Factors to consider when choosing soft furnishings: durability, suitability, cost, easy to clean, size of the room. 	<ul style="list-style-type: none"> • Aspects in interior design: Surfaces, soft furnishing and decorations. • Design elements : colour, line, space,

	<ul style="list-style-type: none"> • Designing soft furnishings and upholstery: curtains, cushions, bed covers, chair covers, towels. • Washing soft furnishings and upholstery. • Types of ornaments/Art objects: pictures, copper, silver, brassware • Factors to consider when choosing ornaments: durability, suitability, cost. • Arrangement of ornaments artistically. • Rules for arranging flowers: simple arrangement, fresh flowers, height to suit with occasion, no strong scented flowers • Reasons for arranging flowers: welcoming visitors, attraction, decoration • Types of flower arrangement: all round low or high, front-facing, fan shaped, angular, and lined. • Indoor plants: cacti and succulents, potted herbs, spring bulbs, fodils and tulips. 	<p>shape, form, texture</p> <ul style="list-style-type: none"> • Design principles: balance, proportion and scale, rhythm, harmony and unity, emphasis • Decorating rooms: arrange furniture, harmonise colours
Household pests	<ul style="list-style-type: none"> • Classes of household pests: parasitic , food, and pests that attack wood or clothes • Prevention and control of household pests: cleanliness, destroying bleeding places, washing and ironing clothes, treating timber, spraying insecticide • Cleaning the surrounding: cutting over grown grass, burying water logged ditches. 	
Gardening	<ul style="list-style-type: none"> • Importance of gardening: Self-reliance, variety, saves money, health food. • Types of vegetables to grow: rape, tomato, cabbage, pumpkin leaves, onion. 	<ul style="list-style-type: none"> • Maintaining a kitchen garden: make compost heap, control weeds and crop pests.
Consumer education		<ul style="list-style-type: none"> • Consumer needs: primary, secondary and luxuries. • Types of goals: short and long term goals

		<ul style="list-style-type: none"> Resources to achieve goals: human, economic and environmental resources. Consumer rights: right to :- safety, information, choose, be heard and redress, consumer education and a health environment. Ways of buying items: hire purchase, on order, cash. Making a shopping list.
Time Management	<ul style="list-style-type: none"> Factors to consider when planning; prioritise the work, follow your plan, list the tasks. 	<ul style="list-style-type: none"> Aspects of a time plan: environment, economic situation, family size, skill of the home manager. Drawing a time plan: choice of dishes, tasks, ingredients, shopping list and order of work.
Hospitality		<ul style="list-style-type: none"> Services in hospitality industry: catering, accommodation, leisure activities. Customer care: friendliness, goodwill, a caring attitude.
Soap making	<ul style="list-style-type: none"> Types of soap: natural soap, household soap, soap powder, soap flakes, soap jelly. Ingredients for home-made soap: an alkali, caustic soda, fatty acid water. 	
Fabrics	<ul style="list-style-type: none"> Natural fabrics (cotton, linen, silk, wool, rubber, leather) and artificial /synthetic fabrics (polyester, acrylic, nylon, crimplene, rayon, Terylene, spandex). 	
Care Labels	<ul style="list-style-type: none"> Care labels: the fibre content, temperature of water, method of washing, bleaching, ironing, drying and dry cleaning instructions. International textile, labelling code and code symbols: can be bleached, dry flat, line dry, tumble 	

	do not iron, use warm iron.	
Laundry	<ul style="list-style-type: none"> • Laundering methods: kneading and squeezing method, friction method. • Equipment used: plastic/galvanised bath, Laundering methods: kneading and squeezing method, friction method. • Equipment used: plastic/galvanised bath, pressing iron, ironing board/table, clothes, pegs, washing machine. • Cleaning agents: washing agents, stiffening agents, stain, and stain removing agents, bleaching agents, household cleaning agents. • Choice of cleaning agent: right for the task, easy to use, undamaging. • Laundering different fabrics: woollens, white and coloured cottons. 	<ul style="list-style-type: none"> • Laundering process: preparation, sorting, sorting, boiling, bleaching, washing, rinsing, drying, damping, ironing, airing, storing. • Family wash: clothing from adults, children, babies, household articles such as tea towels, and table clothes.

**GRADE EIGHT AND NINE SCOPE AND SEQUENCE
HEALTH EDUCATION**

TOPIC	GRADE 8	GRADE 9
Safety in the Home	<ul style="list-style-type: none"> • First aid box contents: safety pins, sterile bandages, burn dressing, adhesive plaster, scissors, cotton wool, Vaseline, dettol • Types of accidents: electric shock, poison, choking, burns, cuts, suffocating, drowning and falls. • Treatment of simple accidents: small cuts, bruises, nose bleeding. 	<ul style="list-style-type: none"> • Prevention of accidents: mop spilled liquid on the floor, keep medicine away from children, and keep sharp objects safely. • Common accidents: burns and scalds, sprains fractures, chocking, falls and poisoning.
Personal Hygiene	<ul style="list-style-type: none"> • Care of the body: correct application of cosmetics (the skin), avoid rubbing eyes. • Fake versus original cosmetics • Cleaning body parts: comb hair, brush teeth, cut nails on hands and feet. 	
Reproductive Health	<ul style="list-style-type: none"> • Puberty signs in boys and girls. • Monthly cycle and fertility • Good hygiene during puberty: keep pubic area shaved, bath every day, change sanitary towels regularly • Materials for making a home-made sanitary towel(old flannel sheets/ or pyjamas). 	<ul style="list-style-type: none"> • Advantages of breast milk: contains colostrum, correct temperature, cheap. • Process of weaning: avoid sweet foods, give little food at a time • Bathing and dressing a baby: bathing equipment, close windows and doors, wash baby's face first then the body, dress the baby.(Doll) • Good habits and manners: table manners, toilet training and sleep habits. • Prepare stock and soup • Stages and areas of growth and development: physical, mental, emotional, language and social development. • Ways of how children learn from family members: observation and exploration. • 0-12-colourful rattles, 12-18-toy drums, toy on wheels, 18-2 years- sauce pans, toy car ball, 3-5

TOPIC	GRADE 8	GRADE 9
Parenthood	<ul style="list-style-type: none"> • Signs of pregnancy: missed monthly periods, nausea, tender breasts, and frequent urination. • Stages of development in pregnancy: zygote, embryo, foetus, baby • Importance of anti-natal clinic: Check-ups on weight, growing foetus, blood pressure, urine, blood, • Taboos in pregnancy : do not eat eggs, do not sit on the entrance • Dangers signs in pregnancy: pain in the abdomen, bleeding, swelling • Baby layette: cotton/polyester mixes, stretch terry towelling, knitted fabrics and nappies. • Stages of labour: the dilation, the expulsion, the after birth. • Types of delivery presentations: breech, forceps, caesarean, induction and normal. • Advantages and disadvantages of home and hospital delivery 	<p>years- jigsaw puzzle, tricycle.</p> <ul style="list-style-type: none"> • Traditional and modern parental roles • Influence of family on size of the family: large families bring wealth especially girl children, boy child a must to carry the family name. • Effects of unplanned pregnancies: unloved child, depression, change in budgeting • Methods of child spacing: natural and artificial. • Activities at children’s clinic: growth monitoring and vaccinations. (under 5 card) • Immunised diseases: measles, Polio Tetanus, Tuberculosis • Children’s common ailments: diarrhoea, nappy rash, constipation • Making a rehydration: 1 litre sterilised water, 2 level tablespoons of sugar, 1/4 tea spoon salt and ¼ teaspoon baking powder.
Safe life styles	<ul style="list-style-type: none"> • Effects of drugs in pregnancy: smoking-foetus injury, premature birth, low birth weight. Alcohol-foetal alcohol syndrome. Illegal drugs-affect baby’s development. • Consequences of STDs and HIV/AIDS: still birth, eye infections, brain damage. • Importance of voluntary testing: protecting the unborn baby and the mother checking for status, blood and urine. • Harmful eating disorders: anorexia (eating too little), Bulimia • Treatment of eating disorders: psychosocial counselling. • oneself: high/low self-esteem decision making, bad and good behaviour, peer pressure. 	<ul style="list-style-type: none"> • Ways of violating privacy and body integrity: Invading ones privacy, lack of private space, unwanted sexual attention and harassment. • Avoiding people with evil motives, being assertive, proper dressing, dignified walking.

GRADE EIGHT AND NINE SCOPE AND SEQUENCE NEEDLE WORK

• TOPIC	• GRADE 8	• GRADE 9
<ul style="list-style-type: none"> • Fabrics 	<ul style="list-style-type: none"> • Making yarns into fabrics: weaving, knitting, bonding, netting, crocheting, felting. • Identification of fabrics: appearance and feel, microscopic appearance, weight. • Fabric suitable for articles: calico, poplin, gingham, Banka, seersucker, flannelette, printed cotton, nylon, polyester, acrylic, Flannel, velvet • Types of finishes: crease resistant, water repellent, moth proof, flame proof, lustrous surface, colourfast, shrink resistant. 	
<ul style="list-style-type: none"> • Needlework tools and equipment 	<ul style="list-style-type: none"> • Needlework equipment: table, chair, ironing board, iron and sewing machine • Needlework tools: scissors, pins, needles, tape measure, ruler, thimble, pin cushion, tailor's chalk. • Making a needlework box: cut hard boxes, cover with material, and join to make a tool box. 	
<ul style="list-style-type: none"> • The sewing machine 	<ul style="list-style-type: none"> • Types of sewing machines: hand sewing, Treadle and Electrical machine. • Parts of a sewing machine: handle, balance wheel, bobbin, winder, spool pin, presser foot, and needle clamp, feed dog slide plate. • Cleaning and oiling the sewing machine. • Machine stitching on pieces of clothes 	
<ul style="list-style-type: none"> • Introduction to needlework and crafts processes 	<ul style="list-style-type: none"> • Temporary and permanent stitches: (temporal, Joining, decorative, neatening). • Groups of seams: Inconspicuous e.g. open or plain seam conspicuous e.g. French, overlaid and double seams. • Types of seams: flat, flannel and ridged seams. 	

• TOPIC	• GRADE 8	• GRADE 9
	<ul style="list-style-type: none"> • French seam- fine fabrics, babies and children's clothes • Open seam- outer garments, cotton fabrics • Over-laid seam- yokes, panels, waist bands and curved panels. • Edge finishes: lace, shell hemming, scalloping, binding. • Openings: continuous wrap, faced and bound opening. • Fastenings: hook and eye, press studs, zip, button and button hole. • Arranging fullness: tucks, darts, pleats, gathers, smoking. 	
Processes	<ul style="list-style-type: none"> • Body measurements: • Waist, cross back, nape to waist, bust, neck circumference, front chest. 	
Patterns	<ul style="list-style-type: none"> • Points to consider: style- loose fitting, semi-fitted, tailored. • Pattern markings: place on fold, cutting line, lengthen and shorten straight grain of fabric, notches, and darts • Cutting out: front and back bodice, sleeve, collar, front and back skirt. • Use of crossway stripes: binding raw edges, facing raw edges, bound button holes, rouleau loops and piping. 	
Maintenance of clothing		<ul style="list-style-type: none"> • Mending articles: darning and patching
Recycling		<ul style="list-style-type: none"> • Reconstruction of clothes e.g. from a dress make a skirt • Renovation
Crafts	<ul style="list-style-type: none"> • Types of weaves: plain, twill and pile weaves. • Knitting stitches: stocking stitch, rib, moss 	<ul style="list-style-type: none"> • Equipment for beadwork: bead needles, wire hook, pliers, watchmaker's tweezers, screw claps, box snaps,

• TOPIC	• GRADE 8	• GRADE 9
	<ul style="list-style-type: none"> stitches, • Crocheting (single and double crochet). 	<ul style="list-style-type: none"> necklet ends, bell caps or metal cups. • Types of beadwork ornaments: Rocaille, Cut Tosca, Pearl • and bugle beads
Dyeing	<ul style="list-style-type: none"> • Types of dyes: Natural (beetroot, sweet potatoes leaves, spinach, turmeric, onions, bark and roots of plants). • Artificial /Commercial: (hot water and cold water dyes). • Methods of dyeing: tie and dye (make pleats or gathers then tie it or put small stones on cloth tie tight) printing (deep potato cuts), batik (apply candle wax). 	
Entrepreneurship	<ul style="list-style-type: none"> • Food and nutrition: baking- scones and cakes, beverage and Jam making, Menu planners. • Home management: interior cleaning, laundry business • flower arrangement, indoor plants, gardening, soap making, dry cleaning. • Crafts: weaving, knitting, and crocheting. 	<ul style="list-style-type: none"> • Food and nutrition: packed meals- sausage rolls, pies, samosas. • Home management: Home/Hall decoration, gardening, • Toy making (dolls, wire cars, balls, toys on wheels). • Needlework: garment making (petticoat, child's dress and pant, play dress, baby matinee, blouse, skirt). • Bead ornaments: Rocaille, Cut Tosca, Pearl and bugle beads.

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