



REPUBLIC OF KENYA

MINISTRY OF EDUCATION

JUNIOR SECONDARY SCHOOL CURRICULUM DESIGN

**HEALTH EDUCATION FOR LEARNERS
WITH PHYSICAL IMPAIRMENT**

GRADE 7



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

First Published in 2022

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FOREWORD

Curriculum is a tool, which a country employs to empower its citizens. The Kenya Institute of Curriculum Development in meeting its core mandate '*to develop curriculum and curriculum support materials*' has spearheaded curriculum reforms in the education sector. The reforms are based on rigorous research, monitoring and evaluation activities conducted on the 8-4-4 system of education to inform the Competency-Based Curriculum through a phase-in phase-out model. The Summative Evaluation Survey (2009), Needs Assessment Study (2016), informed the reforms and the Task Force Report on Re-alignment of Education Sector (2012), 21st century learning and approaches, the East Africa Protocol on harmonisation of education, among many others.

The curriculum reforms aim at meeting the needs of the Kenyan society by aligning the curriculum to the Constitution of Kenya 2010, the Kenya Vision 2030 and the East African Protocol, among other policy requirements as documented by the Sessional Paper No. 1 of 2019 on 'Reforming Education and Training in Kenya for Sustainable Development'. The reforms adopted the Competency-Based Curriculum (CBC) to achieve development of requisite knowledge, skills, values and attitudes that will drive the country's future generations as documented by the Basic Education Curriculum Framework (BECF). Towards achieving the mission of the Basic Education, the Ministry of Education has successfully and progressively rolled out curriculum implementation for Early Years Education and Foundation level, Grades 4, 5 and Intermediate Level. The roll out for Grade 6, Junior Secondary (Grade 7-9) and Prevocational Level will subsequently follow.

It is my hope that the curriculum designs for learners with Physical Impairment in Grade 7 will guide the teachers, among other educational stakeholders, for progressive achievement of the curriculum vision, which seeks to have engaged, empowered and ethical citizens.

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PREFACE

The Government of Kenya embarked on the national implementation of the Competency Based Curriculum in January, 2019 for Early Years Education (Pre-Primary 1 and 2, and Lower Primary Grade 1, 2 and 3) and Foundation Level. The implementation progressed to Upper Primary (Grade 4, 5 and 6) and Intermediate Level based on the reorganization of the Basic Education structure. Grade 7 curriculum furthers implementation of the Competency-Based Curriculum to Junior Secondary education level. This level marks the zenith of Middle School education whose main feature is to offer a broad opportunity for the learner to explore talents, interests and abilities before selection of pathways and tracks in Senior Secondary education level. This is similar to the Pre- vocational and Vocational Level.

The Grade 7 curriculum designs for learners with Physical Impairment in the respective learning areas will enable the development of 21st Century competencies. Ultimately, this will lead to the realization of the vision and mission of the Competency-Based Curriculum as documented in the Basic Education Curriculum Framework (KICD, 2017).

It is my hope that all Government agencies among other stakeholders in education will use the designs to guide effective and efficient implementation of the learning activities as well as provide relevant feedback on various aspects of the curriculum. Successful implementation of the Grade 7 curriculum for learners with Physical Impairment will be a significant milestone towards realization of the curriculum mission ‘Nurturing Every Learner’s Potential’.

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ACKNOWLEDGEMENT

The Kenya Institute of Curriculum Development (KICD) Act Number 4 of 2013 (Revised 2019) mandates the Institute to develop curricula and curriculum support materials for basic and tertiary education and training, below the university. The curriculum development process for any level involves thorough research, international benchmarking, and robust stakeholder engagement. Through this systematic and consultative process, KICD conceptualised the Competency Based Curriculum (CBC) as captured in the Basic Education Curriculum Framework (BECF). The CBC responds to the demands of the 21st Century and the aspirations captured in the Constitution of Kenya 2010, Kenya Vision 2030, East African Commission Protocol and the United Nations Sustainable Development Goals.

The Kenya Institute of Curriculum Development has developed the Grade 7 curriculum designs for learners with Physical Impairment taking cognisance of the tenets of the CBC, key among them being the need to ensure that learners are provided with learning experiences that call for higher order thinking, thereby ensuring they become engaged, empowered and ethical citizens as articulated in the BECF Vision. The Grade 7 designs for learners with Physical Impairment also provide opportunities for learners to develop the core competencies as well as engage in Community Service Learning. The designs present assessment rubric linked to sub strands in the individual subjects. Teachers are encouraged to use varied assessment tools when assessing learners.

KICD obtains its funding from the Government of Kenya to enable the achievement of its mandate and implementation of the Government and Sector (Ministry of Education (MoE) plans. The Institute also receives support from development partners targeting specific programmes. The Grade 7 curriculum designs have been developed and adapted with the support of the World Bank through the Kenya Secondary Education Quality Improvement Program (SEQIP) commissioned by the MoE. The Institute is grateful for the support accorded to the process by the Government of Kenya, through the MoE and the development partners for the policy, resource, and logistical support.

I acknowledge the KICD curriculum developers and other staff, teachers and all the educators who participated, as panelists, in the development and adaption of the designs. I also appreciate the contribution of the Semi-Autonomous Government Agencies (SAGAs) and representatives of various stakeholders for their various roles in the development and adaption of the Grade 7 curriculum designs.

My special thanks to the Cabinet Secretary, Ministry of Education; the Principal Secretary State Department of Early Learning and Basic Education; the Secretary, Teachers' Service Commission (TSC) and the Chief Executive Officer, Kenya National Examinations Council (KNEC) for their support in the process. Finally, I am grateful to the KICD Governing Council for their consistent guidance during the development and adaptation of the curriculum designs. The Institute assures all curriculum implementers, parents, and other stakeholders that the designs will ensure effective implementation of the CBC at Grade 7.

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TIME ALLOCATION

No	Subject	Number of Lessons Per Week (40 minutes per lesson)
1.	English	5
2.	Kiswahili/KSL	4
3.	Mathematics	5
4.	Integrated Science	4
5.	Health Education	2
6.	Pre-Technical Studies	4
7.	Social Studies	3
8.	Religious Education (CRE/IRE/HRE)	3
9.	Business Studies	3
10.	Agriculture	3
11.	Life Skills Education	1
12.	Physical Education and Sports	2
13.	Optional Subject including Braille skills	3
14.	Optional Subject	3
	Total	45

NATIONAL GOALS OF EDUCATION

Education in Kenya should:

- i) **Foster nationalism and patriotism and promote national unity.**

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

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

 - a) **Social Needs**

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

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

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

Education should provide opportunities for the fullest development of individual talents and personality. It should help children to develop their potential interests and abilities. A vital aspect of individual development is the building of character.
- iv) **Promote sound moral and religious values.**

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

- v) **Promote social equality and responsibility.**
Education should promote social equality and foster a sense of social responsibility within an education system, which provides equal educational opportunities for all. It should give all children varied and challenging opportunities for collective activities and corporate social service irrespective of gender, ability or geographical environment.
- vi) **Promote respect for and development of Kenya's rich and varied cultures.**
Education should instill in the youth of Kenya an understanding of past and present cultures and their valid place in contemporary society. Children should be able to blend the best of traditional values with the changing requirements that must follow rapid development in order to build a stable and modern society.
- vii) **Promote international consciousness and foster positive attitudes towards other nations.**
Kenya is part of the international community. It is part of the complicated and interdependent network of peoples and nations. Education should therefore lead the youth of the country to accept membership of this international community with all the obligations and responsibilities, rights and benefits that this membership entails.
- viii. **Promote positive attitudes towards good health and environmental protection.**
Education should inculcate in young people the value of good health in order for them to avoid indulging in activities that will lead to physical or mental ill health. It should foster positive attitudes towards environmental development and conservation. It should lead the youth of Kenya to appreciate the need for a healthy environment.

LEARNING OUTCOMES FOR MIDDLE SCHOOL

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

1. Apply literacy, numeracy and logical thinking skills for appropriate self-expression.
2. Communicate effectively, verbally and non-verbally, in diverse contexts.
3. Demonstrate social skills, spiritual and moral values for peaceful co-existence.
4. Explore, manipulate, manage and conserve the environment effectively for learning and sustainable development.
5. Practice relevant hygiene, sanitation and nutrition skills to promote health.
6. Demonstrate ethical behaviour and exhibit good citizenship as a civic responsibility.
7. Appreciate the country's rich and diverse cultural heritage for harmonious co-existence.
8. Manage pertinent and contemporary issues in society effectively.
9. Apply digital literacy skills for communication and learning.

ESSENCE STATEMENT

The Government of Kenya is committed to the improvement of the health and welfare of its citizens. This is demonstrated through its commitment to implement the 17 Sustainable Development Goals (SDGs) of 2015 in which health is a cross cutting issue. The (SDGs) number (2) two, (3) three and (6) six aimed at addressing zero hunger, good health and wellbeing and clean water and sanitation respectively are a key focus in the curriculum. Several government policy documents such the Kenya Demographic Health Survey (2014), the social pillar of the Vision 2030, the constitution of Kenya 2010, Kenya Mental Health Policy (2015-2030) and the Kenya School Health policy (2018) among others, aim at achieving optimal health status and capacity of all citizens through provision of legal frameworks for ensuring comprehensive health service delivery. The introduction of health education in the curriculum was also highlighted by many respondents as indicated in the Needs Assessment Survey (KICD, 2016). Health education will therefore focus on promoting healthy living practices and preventing diseases and disorders.

The health education curriculum is aimed at equipping learners with Physical Impairment with information on health and instilling positive attitudes towards the promotion of health and prevention of illnesses to enable them to contribute to and participate in nation building. As a learning area at the junior school level, Health Education covers; health and nutrition, diseases and disorders affecting various body systems, mental and emotional health, drug and substance use, safety and first aid, environmental health and sanitation and human reproductive health. This will help the learners acquire competencies that will enable them deal with daily health issues hence promote health and wellness for self and the community. The learning of Health Education adopts theories such as the constructivist theory of learning where learners will be given opportunities to construct knowledge through discovery, research, personal experiences and exploration. Through inquiry-based learning approaches, learners will be exposed to hands-on learning experiences to enable them practice the principles of good health.

SUBJECT GENERAL LEARNING OUTCOMES

By the end of Junior Secondary school, the learner should be able to:

1. Adopt healthy eating habits and food safety practices to promote health and wellness for self and others.
2. Apply the knowledge and principles of prevention and control of diseases and disorders to promote health.
3. Promote mental and emotional health for wellness.
4. Apply safety and first aid skills to prevent accidents and handle injuries in the community.
5. Adopt proper use of medicine and drugs for wellbeing of self and community.
6. Practice proper waste management to prevent pollution in the environment.
7. Utilize knowledge on human growth and development to build healthy relationships.
8. Apply digital literacy in promoting practices that enhance health and wellness.

STRAND: 1.0: HEALTH AND NUTRITION

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
<p>1.0 Health and Nutrition</p>	<p>1.1 Introduction to Health Education (2 lessons)</p>	<p>By the end of the sub strand the learner should be able to:</p> <ul style="list-style-type: none"> a) explain the meaning of health and Health Education in relation to overall wellbeing b) outline the importance of Health Education for healthy living c) identify career opportunities in Health Education for appropriate choice d) carry out Health Education related activities in the community e) embrace Health Education for the wellness of self and others. 	<p>Learners are guided:</p> <ul style="list-style-type: none"> • in purposive groups to brainstorm on the meaning of health and health education and share with peers. Learners with speech difficulties could be given more time to express themselves or be given a break to recover. They could also use residual speech as they are lip-read by peers or learner support assistants or teacher or sign, mime or use assistive technology for communication to give their views in the discussion. (Apply this adaptation subsequent learning experiences in this sub strand that involve speech.) • in purpose groups to discuss the importance of health education and share with peers. • in purposive pairs or groups to use digital devices and reference materials to search for information on health education related careers and present in class. Regulate the screen resolution or light intensity to support learners with photophobia, epilepsy or those with visual difficulties. Learners with manipulation difficulties could be provided with adapted digital devices with appropriate accessibility features or be assisted to use digital devices. Learners with short stature, postural difficulties and those on wheelchair could be preferentially positioned and be provided with adjustable seats and working surfaces to enable 	<ol style="list-style-type: none"> 1. Why is Health Education important? 2. How does Health Education promote healthy living?

			<p>them access displayed content.</p> <ul style="list-style-type: none"> • In purposive groups to engage in career talks with resource persons on opportunities in health related careers and present in class. (<i>Public health officers, nutritionists, health promotion officers, doctors, nurses, occupational therapists, psychologists, clinical officers, physiotherapists</i>). • in purposive groups to participate in Health Education related activities in the school community (<i>hand washing, physical exercises</i>). Adapted / lowered washing points could be provided for learners on wheelchair and those with short stature. Learners with missing or non-functional upper limbs could wash the alternative functional parts of the body or be given assistance. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Communication and collaboration as learners work in teams and actively participate in group discussions and health education related activities • Digital literacy as learners use digital devices to search for information on health education related careers. • Self - efficacy as learners discuss the importance of health education 				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> • Personal hygiene is promoted as they participate in health education related activities in the school community • Financial literacy is achieved as they identify career opportunities in Health Education for appropriate choice 			<p>Values:</p> <ul style="list-style-type: none"> • Unity demonstrated as learners use digital devices and reference materials, in groups to search for information on health education related careers • Respect is nurtured as they listen to each other’s opinions during group discussions • Responsibility enhanced as they engage in assigned roles and take part in health education related activities in school. 	
<p>Link to other subjects:</p> <ul style="list-style-type: none"> • Computer science as learners use digital devices to search for information on health education related careers 				

<ul style="list-style-type: none"> English as they discuss and make presentations on importance of health education 	
<p>Non-formal Activities to support Learning:</p> <ul style="list-style-type: none"> As learners guide peers on career opportunities in the health sector under supervision of the career guidance teacher. 	<p>Suggested Modes of Assessment:</p> <ul style="list-style-type: none"> Written assessment Observation Oral assessment
<p>Suggested Learning Resources:</p> <ul style="list-style-type: none"> Digital resources, reference materials, charts, hand-washing materials and equipment, resource person (doctor, nurse, occupational therapist, psychologist, clinical officer, physiotherapist among others), adjustable seats and working surfaces. Assistive technology for communication such as multi-purpose communication board, speech synthesizers and speech to text software. Adapted computers with key guards, sticky keys, expanded keyboards and larger monitors. Related service providers such as learner support assistants, physiotherapists and occupational therapists. 	

Suggested Assessment Rubric				
Criteria	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Outlining the importance of Health Education for healthy living	Evaluates the importance of Health Education for healthy living	Outlines the importance of Health Education for healthy living	States the importance of Health Education for healthy living	Lists the importance of Health Education for healthy living
Identifying career opportunities in Health Education for appropriate choice	Explains career opportunities in Health Education for appropriate choice	Identifies career opportunities in Health Education for appropriate choice	States career opportunities in Health Education for appropriate choice	Mentions career opportunities in Health Education for appropriate choice
Demonstrating Health Education related activities in the community	Designs Health Education related activities in the community	Demonstrates Health Education related activities in the community	States strategies to promote Health Education related activities in the community	Lists strategies to promote some Health Education related activities in the community

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
1.0 Health and Nutrition	1.2 Health Promotion (3 lessons)	<p>By the end of the sub strand the learner should be able to:</p> <ul style="list-style-type: none"> a) explain the meaning of health promotion in relation to healthy living b) identify common health concerns in the community for awareness creation c) determine ways of promoting wellness in individuals and the community d) identify challenges to health promotion in the community e) value good governance for sustainable health promotion. 	<p>Learners are guided:</p> <ul style="list-style-type: none"> ● In purposive groups to brainstorm on the meaning of health promotion and relate to healthy living and take down notes. Learners with speech difficulties could be given more time to express themselves or be given a break to recover. They could also use residual speech as they are lip-read by peers or learner support assistants or teacher or signor mime or use assistive technology for communication to give their views in the discussion. (Apply this adaptation in subsequent learning experiences that involve use of speech in this sub strand). Learners with manipulation difficulties could be supported or be provided with assistive technology for writing as they take down notes. (Apply this adaptation in learning experiences in this sub strand where learners are required to take down notes.) ● Purposive pairs or groups to share experiences on common health concerns in their community and present to the class. ● In purposive groups to discuss ways of promoting wellness in individuals and the community and take notes (<i>healthy diets, use of clean and safe water, plenty of exercise, hygiene practices, enough rest</i>). 	<ol style="list-style-type: none"> 1. How does health promotion contribute to good health? 2. How do we promote wellness in individuals and the community?

			<ul style="list-style-type: none"> ● In purposive pairs or groups to share challenges hindering health promotion in the community and take notes. 	
Core competencies to be developed: <ul style="list-style-type: none"> ● Communication and collaboration as learners share experiences on common health concerns in their community ● Creativity and imagination as learners discuss ways of promoting wellness in individuals and the community. ● Good governance as learners study health issues in education for sustainable health promotion 				
Pertinent and Contemporary Issues (PCIs): <ul style="list-style-type: none"> ● Child rights are promoted as they identify health concerns in the community for health promotion ● Social cohesion is achieved as learners work together in groups during creation of health promotion materials 		Values: <ul style="list-style-type: none"> ● Unity is promoted as they collaborate with each other and actively participate in various health promotion activities ● Responsibility is nurtured as they observe safety precautions during access of various online sites in search for information ● Respect is enhanced as they accommodate diverse opinions when performing group tasks 		
Link to other subjects: <ul style="list-style-type: none"> ● English as learners use communication skills during class discussions. 				
Non formal Activities to support Learning: <ul style="list-style-type: none"> ● Learners create health promotion materials for promoting wellness of individuals and community. 		Suggested Modes of Assessment: <ul style="list-style-type: none"> ● Oral assessment ● Observation ● Self and peer assessment 		
Suggested Learning Resources: <ul style="list-style-type: none"> ● Digital resources, charts, posters, reference materials, adjustable seats and working surfaces. ● Assistive technology for communication such as multi-purpose communication board, speech synthesizers and speech to text software. ● Assistive technology for writing such as pen/ pencil grips, page turners and book holders. ● Related service providers such as learner support assistants, physiotherapists and occupational therapists. 				

Suggested Assessment Rubric				
Criteria	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Identifying common health concerns in the community for awareness creation	Illustrates common health concerns in the community for awareness creation	Identifies common health concerns in the community for awareness creation	Outlines common health concerns in the community for awareness creation	Mentions common health concerns in the community for awareness creation
Determining ways of promoting wellness in individuals and the community	Explains ways of promoting wellness in individuals and the community	Determines ways of promoting wellness in individuals and the community	Identifies ways of promoting wellness in individuals and the community	Lists ways of promoting wellness in individuals and the community
Identifying challenges to health promotion in the community	Explains challenges to health promotion in the community	Identifies challenges to health promotion in the community	States challenges to health promotion in the community	Mentions challenges to health promotion in the community

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
1.0 Health and Nutrition	1.3 Nutrients and their functions in the body (4 lessons)	By the end of the sub-strand, the learner should be able to: a) differentiate between macro and micro nutrients in relation to nutrition b) identify the functions and sources of macro and micro nutrients from the food we eat c) describe the signs and symptoms of common macro and micro nutrient deficiencies and disorders	Learners are guided: <ul style="list-style-type: none"> In purposive groups to brainstorm on the difference between micro and macro nutrients and take notes. Learners with speech difficulties could be given more time to express themselves or be given a break to recover. They could also use residual speech as they are lip-read by peers or learner support assistants or teacher or sign or mime or use assistive technology for communication to give their views in the discussion. (Apply this adaptation in subsequent learning experiences that involve use of speech in this sub strand). Learners with manipulation 	<ol style="list-style-type: none"> 1. What are the roles of nutrients in the body? 2. How do we ensure adequate nutrient intake? 3. Why do we require water and dietary fiber in the body?

		<p>d) explain intervention measures for preventing macro and micro nutrient deficiencies</p> <p>e) examine the role of water and dietary fibre in promoting health</p> <p>f) value plants and animals as sources of nutrients in promoting health.</p>	<p>difficulties could be assisted or be provided with assistive technology for writing as they take down notes. (Apply this adaptation in the learning experiences below where learners are required to take down notes).</p> <ul style="list-style-type: none"> ● Individually, in purposive pairs or groups to research on the functions and sources of macro and micro nutrients using print materials and digital devices and present findings. (<i>Micronutrients- vitamins and minerals</i>). (<i>Macronutrients- carbohydrates, proteins, fat and lipids</i>). Regulate the screen resolution or light intensity to support learners with photophobia, epilepsy or those with visual difficulties. Learners with manipulation difficulties could be provided with adapted digital devices with appropriate accessibility features or be assisted to use digital devices. Learners with short stature, postural difficulties and those on wheelchair could be appropriately positioned. While using print materials, learners with manipulation difficulties could be provided with book holders, page turners and any other relevant devices. (Apply this adaptation in the learning experience below that involves use of digital devices and print media) ● In purposive pairs or groups to use digital devices, pictures and charts to identify signs of macro and micronutrients deficiencies and disorders and make presentations in class. ● In purposive pairs or groups to discuss measures for preventing macro and micro nutrient deficiencies and share their findings with peers. 	
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			<ul style="list-style-type: none"> ● In purposive pairs or groups to research on the health benefits of dietary fibre and water in the body and make notes. 	
Core competencies to be developed: <ul style="list-style-type: none"> ● Critical thinking and problem solving as learners explain the different measures for preventing macro and micro nutrient deficiencies. ● Communication and collaboration as learners discuss and make class presentations on signs and symptoms of macro and micro nutrient deficiencies and disorders 				
Pertinent and Contemporary Issues (PCIs): <ul style="list-style-type: none"> ● Child rights to good health through provision of proper nutrition ● Financial literacy as they learn poverty eradication for prevention of macro and micro nutrients deficiencies and disorders 			Values: <ul style="list-style-type: none"> ● Unity is promoted as they perform group activities and use digital devices to research on the health benefits of dietary fibre and water in the body ● Respect is nurtured as learners take turns and accommodate each other's views during discussions. 	
Link to other subjects: <ul style="list-style-type: none"> ● Home Science as they categorize various foods and food nutrients. ● English as they use of communication skills during class presentations. ● Agriculture as they identify sources of food (plant and animal sources) 				
Non formal Activities to support Learning: <ul style="list-style-type: none"> ● Learners design promotion materials with messages on importance of proper nutrition and display them as talking walls 			Suggested Modes of Assessment: <ul style="list-style-type: none"> ● Written assessment ● Observation ● Project work ● Oral assessment 	
Suggested Learning Resources: <ul style="list-style-type: none"> ● Digital resources, reference materials, pictures, charts, adjustable seats and working surfaces. ● Assistive technology for communication such as multi-purpose communication board, speech synthesizers and speech to text software. ● Assistive technology for writing such as pen/ pencil grips and holders, page-turners and book holders. ● Related service providers such as learner support assistants, physiotherapists, occupational therapists and school nurse. 				

Suggested Assessment Rubric				
Indicator	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Identifying the functions and sources of macro and micro-nutrients	Categorizes the functions and sources of macro and micro-nutrients	Identifies the functions and sources of macro and micro-nutrients	States functions and sources of macro and micro-nutrients	Lists functions and sources of macro and micro nutrients
Describing the signs and symptoms of common macro and micronutrient deficiencies and disorders	Illustrates the signs and symptoms of common macro and micro-nutrient deficiencies and disorders	Describes the signs and symptoms of common macro-and-micro nutrient deficiencies and disorders	Outlines signs and symptoms of common macro- and micronutrient deficiencies and disorders.	Mentions the signs and symptoms of common macro-and-micro nutrient deficiencies and disorders
Explaining the intervention measures for preventing macro and micro nutrient deficiencies	Explores the intervention measures for preventing macro and micro nutrient deficiencies	Explains the intervention measures for preventing macro and micro nutrient deficiencies	Identifies intervention measures for preventing macro and micro nutrient deficiencies	Mentions intervention measures for preventing macro and micro nutrient deficiencies
Examining the role of water and dietary fibre in promoting health	Analyses the role of water and dietary fibre in promoting health	Examines the role of water and dietary fibre in promoting health	Identifies the role of water and dietary fibre in promoting health	States the role of water and dietary fibre in promoting health

STRAND 2.0: HUMAN BODY SYSTEMS

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
2.0 Human Body Systems	2.1 Digestive system (4 lessons)	<p>By the end of the sub-strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) illustrate parts of the human digestive system b) explain the functions of various parts of the human digestive system c) identify common conditions and diseases affecting the digestive system and their causes d) evaluate ways of preventing common conditions and diseases affecting the human digestive system e) adopt preventive measures for a healthy digestive system. 	<p>Learners are guided:</p> <ul style="list-style-type: none"> • In purposive groups to use digital devices and print materials to search for information on parts of the human digestive system and present findings. Regulate the screen resolution or light intensity to support learners with photophobia, epilepsy or those with visual difficulties. Learners with manipulation difficulties could be provided with adapted digital devices with appropriate accessibility features or be assisted to use digital devices. Learners with short stature, postural difficulties and those on wheelchair could be appropriately positioned. (Apply this adaptation in the learning experience in which learners research on common conditions and diseases affecting the human digestive system where they use of digital devices). While using print materials, learners with manipulation difficulties could be provided with book holders, page turners and any other relevant devices. • Individually or in purposive pairs to draw and label parts of the human digestive system. Learners with manipulation difficulties could use alternative functional parts of the body or use assistive technology or be assisted to draw or trace the parts during this learning experience.(Apply this adaptation in subsequent learning experiences involving manipulation in this sub strand) • In purposive groups to brainstorm on the functions of various parts of human digestive system and 	<ol style="list-style-type: none"> 1. How does food move through the digestive tract? 2. Why do we maintain a healthy digestive system? 3. How do we prevent common conditions and diseases affecting the human digestive system?

			<p>make notes. Learners with speech difficulties could be given more time to express themselves, or given a break to recover. They could also use residual speech as they are lip-read by peers or learner support assistant or teacher, or sign, or use assistive technology for communication to give their views in the discussion.(Apply this adaptation in subsequent learning experiences that involve use of speech in this sub strand)</p> <ul style="list-style-type: none"> ● In purposive pairs to observe netiquette as they research on common conditions and diseases affecting the human digestive system (<i>acid reflux, ulcers, constipation, roundworms</i>) and share with the class ● In purposive pairs or groups to discuss the causes of common conditions and diseases affecting the human digestive system and present to peers ● In purposive groups to research on preventive measures for common conditions and diseases affecting the human digestive system and present to the class. 		
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> ● Learning to learn as learners organise own learning during research on the common conditions and diseases affecting the human digestive system ● Communication and collaboration as learners speak clearly during discussions and presentations on the causes of common conditions and diseases affecting the human digestive system 					
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> ● Self-awareness is achieved as learners gain knowledge about the structure of the digestive system ● Critical thinking as they evaluate ways of preventing common conditions and diseases affecting the digestive system 			<p>Values:</p> <ul style="list-style-type: none"> ● Unity is promoted as they take turns in activities and conversations during group work ● Patriotism is enhanced as they serve the community by teaching peers on preventive measures for common conditions and diseases affecting the human digestive system ● 		

Link to other subjects:				
<ul style="list-style-type: none"> • Integrated science as they learn how the digestive system functions 				
Non formal Activities to support Learning:			Suggested Modes of Assessment:	
<ul style="list-style-type: none"> • As learners take part in debates and clubs to peer teach others on prevention measures for common conditions and diseases of the human digestive system. 			<ul style="list-style-type: none"> • Written assessment • Observation • Oral assessment 	
Suggested Learning Resources:				
<ul style="list-style-type: none"> • Digital resources, reference materials, charts, models, adjustable seats and working surfaces. • Assistive technology for writing such as book holders and page turners • Assistive technology for communication such as multi-purpose communication board, speech synthesizers and speech to text software. • Related service providers such as learner support assistants, physiotherapists, occupational therapists and school nurse. 				
Suggested Assessment Rubric				
Criteria	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Illustrating parts of the human digestive system	Analyses parts of the human digestive system	Illustrates parts of the human digestive system	Outlines parts of the human digestive system	Names parts of the human digestive system
Explaining the functions of various parts of the human digestive system	Illustrates the functions of various parts of the human digestive system	Explains the functions of various parts of the human digestive system	States the functions of various parts of the human digestive system	Lists the functions of various parts of the human digestive
Identifying common conditions and diseases affecting the digestive system and their causes	Explains common conditions and diseases affecting the digestive system and their causes	Identifies common conditions and diseases affecting the digestive system and their causes	Outlines common conditions and diseases affecting the digestive system and their causes	Mentions common conditions and diseases of the digestive system and their causes
Evaluating ways of preventing common conditions and diseases affecting the human digestive system	Assesses ways of preventing common conditions and diseases affecting the human digestive system	Evaluates ways of preventing common conditions and diseases affecting the human digestive system	States ways of preventing common conditions and diseases affecting the human digestive system	Lists ways of preventing common conditions and diseases affecting the human digestive system

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
2.0 Human Body Systems	2.2 Excretory system (4 lessons)	By the end of the sub strand the learner should be able to: a) identify the different excretory organs in the human body b) describe the functions of the skin to the body c) explain the causes, signs and symptoms of common skin conditions and diseases d) explain ways of preventing common conditions and diseases of the skin for healthy living e) appreciate the importance of a healthy skin.	Learners are guided: <ul style="list-style-type: none"> ● In purposive groups to brainstorm on different excretory organs in the human body and make notes. Learners with speech difficulties could be given more time to express themselves, or be given a break to recover. They could also use residual speech as they are lip-read by peers or learner support assistants or teacher or sign or mime or use assistive technology for to give their views in the discussion. Learners with manipulation difficulties could use alternative functional parts of the body or use assistive technology or be assisted to take down notes. (Apply these adaptations in subsequent learning experiences that involve use of speech and manipulation in this sub strand) ● Individually, in purposive pairs or groups to research on the functions of the skin and make short notes. ● In purpurposive pairs or groups to research on the causes of various conditions and diseases affecting the skin and make notes. ● In purposive pairs to use pictures and print materials to recognize the signs and symptoms of common skin conditions and diseases and present to the class (<i>boils, fungal infections, scabies, allergic skin conditions</i>). ● In purposive pairs or groups to discuss ways of preventing common conditions and diseases of the skin and present to peers ● Practice health initiatives for prevention of 	Key Inquiry Questions <ol style="list-style-type: none"> 1. Why do we take care of our skin? 2. How do we keep the skin healthy?

			common conditions and diseases of the skin and take down notes. (<i>Hygiene of self and personal belongings, hygiene of public places, proper diet among others</i>)	
Core competencies to be developed: <ul style="list-style-type: none"> ● Communication and collaboration as learners discuss the causes, signs and symptoms of common skin conditions and diseases and present findings ● Learning to learn as learners share knowledge learnt on ways of preventing common conditions and diseases of the skin 				
Pertinent and Contemporary Issues (PCIs): <ul style="list-style-type: none"> ● Personal hygiene is achieved as learners embrace ways of preventing diseases of the skin. 		Values: <ul style="list-style-type: none"> ● Unity is promoted as learners appreciate the effort of others during group tasks ● Love is demonstrated as they portray a caring attitude during performance of tasks assigned and as they sensitise peers on conditions and diseases of the skin ● Patriotism is instilled as they practice health initiatives for prevention of conditions and diseases of the skin. 		
Link to other subjects: <ul style="list-style-type: none"> ● Computer science as learners do online research on causes of various conditions and diseases affecting the skin ● Integrated science as they study the structure and functions of the skin 				
Non-formal Activities to support learning: As learners share information on prevention of common conditions and diseases of the skin during clubs.		Suggested Modes of Assessment <ul style="list-style-type: none"> ● Written assessment ● Graded observation of group work activities ● Oral assessment 		
Suggested learning resources: <ul style="list-style-type: none"> ● Video clips/ documentaries, charts, pictures, photos, reference materials, digital devices, adjustable seats and working surfaces. ● Assistive technology for writing such as book holders, page turners, pen/pencil holders and grips. ● Assistive technology for communication such as multi-purpose communication board, speech synthesizers, speech to text software among others ● Related service providers such as learner support assistants, physiotherapists, occupational therapists and school nurse. 				

Suggested Assessment Rubric				
Criteria	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Identifying the different excretory organs in the human body	Describes the different excretory organs in the human body.	Identifies the different excretory organs in the human body.	Outlines the excretory organs in the human body	Lists excretory organs in the human body
Describing the functions of the skin to the body	Explains the functions of the skin to the body	Describes the functions of the skin to the body	Outlines the functions to the skin in the body	States the functions of the skin to the body
Explaining the causes, signs and symptoms of common skin conditions and diseases	Evaluates the causes, signs and symptoms of common skin conditions and diseases	Explains the causes, signs and symptoms of common skin conditions and diseases	Identifies the causes, signs and symptoms of common skin conditions and diseases	Mentions the causes, signs and symptoms of common skin conditions and diseases
Explaining ways of preventing common conditions and diseases of the skin for healthy living	Evaluates ways of preventing common conditions and diseases of the skin for healthy living	Explains ways of preventing common conditions and diseases of the skin for healthy living	States ways of preventing common conditions and diseases of the skin for healthy living	Lists ways of preventing common conditions and diseases of the skin for healthy living

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
2.0 Human Body Systems	2.3 Circulatory system (4 lessons)	By the end of the sub strand the learner should be able to: a) explore the meaning of the term circulatory system b) describe the structure and functions of the heart c) analyse causes, signs and symptoms of common conditions and diseases of the circulatory system d) determine ways of preventing common conditions and diseases of the circulatory	Learners are guided: <ul style="list-style-type: none"> In purposive groups to brainstorm on the meaning of the term circulatory system and make notes. Learners with speech difficulties could be given more time to express themselves or be given a break to recover. They could also use residual speech as they are lip-read by peers or learner support assistants or teacher or sign or use assistive technology for communication to give their views in the discussion. Learners with manipulation difficulties could use alternative functional parts of the body or use assistive 	<ol style="list-style-type: none"> How does the human circulatory system work? Why do you take care of the circulatory system?

		<p>system</p> <p>e) appreciate the importance of a healthy circulatory system for normal functioning of the body.</p>	<p>technology or be assisted to take down notes. (Apply these adaptations in subsequent learning experiences that involve use of speech and writing in this sub strand)</p> <ul style="list-style-type: none"> • In purposive groups to use digital devices and print materials to search for information on the structure and functions of the heart and make presentations. Regulate the screen resolution or light intensity when using digital devices to support learners with photophobia, epilepsy and those with visual difficulties . Learners with manipulation difficulties could be provided with adapted digital devices with appropriate accessibility features or be assisted to use digital devices. Those with short stature, postural difficulties and those on wheelchair could be appropriately positioned. • To participate in talks with a resource person on the causes, signs and symptoms of common conditions and diseases affecting the circulatory system(<i>heart attack, hypertension, stroke</i>) and make notes • In purposive pairs or groups to discuss ways of preventing common conditions and diseases of the circulatory system and report findings • To adopt healthy practices for prevention of common conditions and diseases of the circulatory system (<i>healthy feeding habits, early diagnosis and treatment of diseases, enough sleep, physical</i> 	
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			<i>exercises)</i> <ul style="list-style-type: none"> Individually to create a daily log on the foods they eat and physical activities they engage in for prevention of diseases affecting the circulatory system. 	
Core competencies to be developed: <ul style="list-style-type: none"> Self-efficacy as learners adopt healthy practices that prevent common conditions and diseases of the circulatory system Learning to learn as they organise own learning to create a daily log on the foods they eat and physical activities they engage in 				
Pertinent and Contemporary Issues (PCIs): <ul style="list-style-type: none"> Life skills are promoted as learners practice effective decision making by adopting healthy practices for prevention of conditions and diseases affecting the circulatory system Social cohesion is achieved as learners work in groups as they search for information on the structure and functions of the heart 			Values: <ul style="list-style-type: none"> Integrity is instilled as the learner embraces self-discipline in adopting healthy practices to prevent common diseases of the circulatory system Respect is nurtured as they accommodate diverse opinions during discussions on common conditions and diseases of the circulatory system. 	
Link to other subjects: <ul style="list-style-type: none"> Physical education and sports as learners participate in physical activities that prevent common conditions and diseases of the circulatory system. Computer Science as learners undertake online searches, download information and make presentations on the structure and functions of the heart English as they communicate, search for meaning of words, and make notes 				
Non-formal Activities to support Learning: As learners teach peers on how create a daily log on the foods they eat and physical activities they engage in.			Suggested Modes of Assessment: <ul style="list-style-type: none"> Written assessment Observation Self and peer assessment 	
Suggested Learning Resources: <ul style="list-style-type: none"> Digital materials, pictures, charts, reference books, resource person (such as the school nurse, clinical officer, physician) adjustable seats and working surfaces. Assistive technology for writing such as book holders, page-turners, pen/pencil holders and grips Assistive technology for communication such as multi-purpose communication board, speech synthesizers, speech to text software. 				

- Related service providers such as learner support assistants, physiotherapists, occupational therapists and school nurse.

Suggested Assessment Rubric

Criteria	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Describing the structure and functions of the heart	Examines the structure and functions of the heart	Describes the structure and functions of the heart	States the structure and functions of the heart	Mentions the structure and functions of the heart
Analyzing causes, signs and symptoms of common conditions and diseases of the circulatory system	Categorizes causes, signs and symptoms of common conditions and diseases of the circulatory system	Analyses causes, signs and symptoms of common conditions and diseases of the circulatory system	Outlines causes, signs and symptoms of common conditions and diseases of the circulatory system	Lists causes, signs and symptoms of common conditions and diseases of the circulatory system
Determining ways of preventing common conditions and diseases of the circulatory system	Evaluates ways of preventing common conditions and diseases of the circulatory system	Determines ways of preventing common conditions and diseases of the circulatory system	Outlines ways of preventing common conditions and diseases of the circulatory system	Mentions ways of preventing common conditions and diseases of the circulatory system

STRAND 3.0: MENTAL AND EMOTIONAL HEALTH

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
<p>3.0 Mental and Emotional Health</p>	<p>3.1 Mental Health (4 lessons)</p>	<p>By the end of the sub-strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) explain mental health and mental illness in relation to overall body health b) explain the importance of mental health for personal wellness c) investigate the causes of mental illnesses and disorders in the community d) state the signs and symptoms of mental illnesses and disorders for proper management e) apply preventive measures against mental illnesses and disorders for the wellbeing of self and others f) value mental health for personal wellbeing. 	<p>Learners are guided:</p> <ul style="list-style-type: none"> • In purposive groups to brainstorm on the meaning of the terms mental health and mental illness and make notes. Learners with speech difficulties could be given more time to express themselves, or be given a break to recover. They could also use residual speech as they are lip-read by peers or learner support assistant or teacher or sign or mime or use assistive technology for communication to give their views in the discussion. Learners with manipulation difficulties could use alternative functional parts of the body or use assistive technology or be assisted to take down notes. (Apply this adaptation in subsequent learning experiences that involve use of speech and manipulation in this sub strand). • Individually or in purposive pairs to research on mental health and mental illness in relation to overall wellbeing and present findings. • In purposive groups to do a library search or watch clips on importance of mental health and make notes. Regulate the screen resolution or light intensity when using digital devices to support learners with photophobia, epilepsy and those with visual difficulties. 	<ul style="list-style-type: none"> 1. Why is mental health important for personal wellness? 2. How can you tell that one has mental illnesses? 3. How do we maintain a positive mental wellbeing?

			<p>Learners with manipulation difficulties could be provided with adapted digital devices with appropriate accessibility features or be assisted to use digital devices. Those with short stature, postural difficulties and those on wheelchair could be appropriately positioned. (Apply these adaptations for experience in bullet 5 below where learners use digital devices and print materials.)</p> <ul style="list-style-type: none"> • In purposive pairs or groups to carry out research on causes of mental illnesses and disorders in the community and write a report • In purposive groups to use digital devices and print materials to search for information on signs and symptoms of mental illnesses and disorders, discuss and make presentations (<i>depression, anxiety, post-traumatic stress</i>) • To adopt ways of promoting positive mental health to prevent and manage mental health disorders (<i>Being active, eating well, staying in touch, asking for help, self- acceptance, quality sleep, spiritual care and support systems</i>). 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Critical thinking and problem solving as they apply research skills during investigation on causes of mental disorders in the community. • Citizenship as learners adopt ways of promoting positive mental health to prevent and manage mental health disorders. 				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> • Alcohol and substance abuse as a cause of mental illness • Self- awareness and self-acceptance for promotion of positive mental well being 			<p>Values:</p> <ul style="list-style-type: none"> • Responsibility is nurtured as they offer leadership and guidance to peers during investigation on the causes of mental illnesses • Social justice is promoted as learners accord each other equal opportunities as they participate in assigned tasks • Patriotism is enhanced as they are conscious of their social and moral 	

	responsibility in promoting mental health
<p>Link to other subjects:</p> <ul style="list-style-type: none"> • Religious studies as they learn preventive measures against mental illnesses and disorders for the wellbeing of self and others. • Intergrated science as they learn the signs and symptoms of mental illness and disorders for proper management 	
<p>Non-formal Activities to support Learning:</p> <ul style="list-style-type: none"> • Learners to participate in debates, health clubs or online collaborative forums to discuss on how to improve mental health in school. • Learners take part in activities that promote positive mental wellbeing such as guidance and counselling sessions, participating in health clubs and journaling 	<p>Suggested Modes of Assessment:</p> <ul style="list-style-type: none"> • Written assessment • Oral assessment • Projects
<p>Suggested Learning Resources:</p> <ul style="list-style-type: none"> • Digital devices, video clips, print reference materials, resource person (such as the school nurse, clinical officer, physician among others) • Assistive technology for writing such as book holders, page turners, pen/pencil holders and grips among others • Assistive technology for communication such as multi-purpose communication board, speech synthesizers, speech to text software among others • Related service providers such as learner support assistants, physiotherapists, occupational therapists, school nurse among others 	

Suggested Assessment Rubric				
Criteria	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Explaining the importance of mental health for personal wellness	Examines the importance of mental health for personal wellness	Explains the importance of mental health for personal wellness	States the importance of mental health for personal wellness	Mentions the importance of mental health for personal wellness
Investigating the causes of mental illnesses and disorders in the community	Analyses the causes of mental illnesses and disorders in the community	Investigates the causes of mental illnesses and disorders in the community	Outlines the causes of mental illnesses and disorders in the community	Lists the causes of mental illnesses and disorders in the community
Stating signs and symptoms of mental illnesses and disorders for proper management	Describes signs and symptoms of mental illnesses and disorders for proper management	States signs and symptoms of mental illnesses and disorders for proper management	Outlines signs and symptoms of mental illnesses and disorders for proper management	Mentions signs and symptoms of mental illnesses and disorders for proper management
Applying preventive measures against mental illnesses and disorders for the wellbeing of self and others	Illustrates preventive measures against mental illnesses and disorders for the wellbeing of self and others	Applies preventive measures against mental illnesses and disorders for the wellbeing of self and others	States preventive measures against mental illnesses and disorders for the wellbeing of self and others	Lists preventive measures against mental illnesses and disorders for the wellbeing of self and others

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
3.0 Mental and Emotional Health	3.2 Mental Health in the Community (3 lessons)	By the end of the sub-strand, the learner should be able to: a) identify factors affecting mental health in the community b) explain psychological factors that affect mental wellbeing c) analyse social factors that affect mental wellbeing d) outline environmental factors that affect mental well being e) adopt lifestyles that minimize mental illnesses and disorders f) embrace coping strategies for personal mental wellbeing.	Learners are guided: <ul style="list-style-type: none"> • In purposive groups to brainstorm on factors affecting mental health in the community and make notes(<i>poverty, abuse, isolation, trauma, stress, among others</i>). Learners with speech difficulties could be given more time to express themselves, or be given a break to recover. They could also use residual speech as they are lip-read by peers or learner support assistant or teacher or sign or mime or use assistive technology for communication to give their views in the discussion. Those with manipulation difficulties could use alternative functional parts of the body or use assistive technology or be assisted to take down notes. (Apply these adaptations in subsequent learning experiences that involve use of speech and manipulation in this sub strand). • In purposive pairs or groups to discuss psychological factors that affect mental wellbeing and make notes. • In purposive pairs to hare experiences on social factors affecting mental wellbeing and present findings. • Individually or in purposive pairs to research and compile a list of environmental factors affecting mental health • To take part in activities that promote positive mental wellbeing, (<i>guidance and counselling sessions, participating in health clubs,</i> 	Key Inquiry Questions <ol style="list-style-type: none"> 1. What is self-image? 2. Why is our mental wellbeing important? 3. How do we maintain mental and emotional health?

			<i>journaling, strengthening of family ties, spiritual support among others).</i>	
Core competencies to be developed:				
<ul style="list-style-type: none"> • Self-efficacy as learners apply personal skills as they participate in activities that enhance mental and emotional health • Communication and collaboration as learners use speaking skills during discussions on social and psychological factors affecting mental health. 				
Pertinent and Contemporary Issues (PCIs):			Values:	
<ul style="list-style-type: none"> • Critical thinking and problem solving is achieved as they adopt strategies for maintaining a positive mental wellbeing • Alcohol and substance abuse is controlled as they analyze social factors that affect mental wellbeing • Human sexuality is promoted as they adopt positive relationships to minimize mental illnesses and disorders 			<ul style="list-style-type: none"> • Unity is promoted as learners take turns and accommodate each other's views during discussion. • Patriotism is enhanced as they take responsibility in maintaining and sensitizing others to maintain their mental health 	
Link to other subjects:				
<ul style="list-style-type: none"> • English as they use communication skills to make class presentations on factors affecting mental wellbeing • Religious Education as they embrace strategies employed for maintaining mental health through spiritual interventions 				
Non-formal Activities to support Learning:			Suggested Modes of Assessment:	
<ul style="list-style-type: none"> • Learners to participate in debates, health clubs or online collaborative forums to discuss on how to improve mental health in the community • Learners take part in activities that promote positive mental wellbeing such as guidance and counselling sessions, participating in health clubs and journaling 			<ul style="list-style-type: none"> • Written assessment • Oral assessment • Graded observation of learner group discussions 	
Suggested Learning Resources:				
<ul style="list-style-type: none"> • Print materials, digital resources and digital devices • Assistive technology for writing such as book holders, page turners, pen/pencil holders and grips • Assistive technology for communication such as multi-purpose communication board, speech synthesizers and speech to text software • Related service providers such as learner support assistants, physiotherapists, occupational therapists and school nurse 				

Suggested Assessment Rubric				
Criteria	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Explaining the psychological factors that affect mental health	Evaluates the psychological factors that affect mental health	Explains the psychological factors that affect mental health	Outlines the psychological factors that affect mental health	Lists psychological factors that affect mental health
Analyzing social factors that affect mental wellbeing	Evaluates social factors that affect mental health	Analyses social factors that affect mental health	Outlines social factors that affect mental health	Lists social factors that affect mental health.
Outlining environmental factors that affect mental well-being.	Analyses environmental factors that affect mental health	Outlines environmental factors that affect mental health	Identifies environmental factors that affect mental health	States environmental factors that affect mental health.
Adopting lifestyles that minimize mental illnesses and disorders	Assesses lifestyles that minimize mental illnesses and disorders	Adopts lifestyles that minimize mental illnesses and disorders	States lifestyles that minimize mental illnesses and disorders	Mentions lifestyles that minimize mental illnesses and disorders

STRAND 4.0: USE OF MEDICINE

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
<p>4.0 Use of medicine</p>	<p>4.1 Safe use of medicine</p> <p>(5 lessons)</p>	<p>By the end of the sub strand the learner should be able to:</p> <p>a) distinguish between prescribed and un prescribed medicine in dispensing of medicine</p> <p>b) interpret instructions on a prescription for safe use of medicine</p> <p>c) examine dangers of using un prescribed medicine on human health</p> <p>d) explain common side effects of medicine in the body</p> <p>e) describe the correct use of medicine to maintain its effectiveness in the body</p> <p>f) practice proper ways of storing medicine to sustain its efficacy</p> <p>g) appreciate the importance of proper use of medicine for disease prevention and management.</p>	<p>Learners are guided:</p> <ul style="list-style-type: none"> ● In purposive groups to discuss the difference between prescribed and unprescribed medicine and make notes. Learners with speech difficulties could be given more time to express themselves or be given a break to recover. They could also use residual speech as they are lip-read by peers or learner support assistants or teacher or use assistive technology for communication to give their views in the discussion. Those with manipulation difficulties could use alternative functional parts of the body or use assistive technology or be assisted to take down notes (Apply these adaptations in subsequent learning experiences that involve use of speech and manipulation in this sub-strand). ● In purposive groups to read instructions on a prescription sample and discuss findings with peers ● In purposive pairs or groups to research and discuss the dangers of using unprescribed medicine ● In purposive groups to research on the common side effects of medicine using digital devices and print materials and make presentations. (<i>Rashes, nausea,</i> 	<ol style="list-style-type: none"> 1. How do we obtain medicine for use? 2. What are the dangers of buying medicine over the counter? 3. Why is it important to use medicine correctly?

			<p><i>fatigue, headaches, fever</i>) Regulate the screen resolution or light intensity to support learners with photophobia, epilepsy or those with visual difficulties as they use digital devices. Learners with manipulation difficulties could be provided with adapted digital devices with appropriate accessibility features or be assisted to use digital devices. Learners with short stature, postural difficulties and those on wheelchair could be appropriately positioned. While using print materials, learners with manipulation difficulties could be assisted or provided with book holders, page turners and any other relevant devices.</p> <ul style="list-style-type: none"> ● Individually to listen to a presentation from a resource person on proper use of medicine to sustain its usefulness in health and take notes. ● In purposive groups to role-play on correct use of medicine. Learners should be assigned roles according to individual functional abilities during the role-play. ● In purposive groups to demonstrate ways of storing different types of medicine to maintain its effectiveness. 	
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<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> ● Critical thinking and problem solving as learners evaluate and make decisions on proper ways of storing medicine ● Learning to learn as learners analyse instructions on a prescription sample for correct use of medicine ● Self-efficacy as learners use effective communication skills as they role play on use of medicine 	
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> ● Decision- making skills are promoted as learners’ exercise discipline when using medicine to maintain its effectiveness in the body ● Disaster risk reduction is achieved as learners practice proper storage and use of medicines. 	<p>Values:</p> <ul style="list-style-type: none"> ● Responsibility is nurtured as learners observe safety precautions while using medicine ● Peace is promoted as they display tolerance when they differ in opinions during role play ● Integrity is enhanced as they display self-discipline in use of medicine to maintain its effectiveness
<p>Link to other subjects:</p> <ul style="list-style-type: none"> ● Computer Science as they use digital devices to research on the common side effects of medicine ● Mathematics as they interpret instructions on a prescription for safe use of medicine 	
<p>Non-formal Activities to support Learning:</p> <ul style="list-style-type: none"> ● Learners guide others on on correct use of medicine in health clubs. 	<p>Suggested Modes of Assessment:</p> <ul style="list-style-type: none"> ● Observation ● Oral assessments ● Written assessments
<p>Suggested Learning Resources:</p> <ul style="list-style-type: none"> ● Resource person (such as nurse, clinical officer or nurse aide), digital devices, video clips on common side effects of medicine, print reference materials, sample prescriptions, pictures, photos, adjustable seats and working surfaces. ● Adapted computers with key guards, sticky keys, expanded keyboards or larger monitors ● Assistive technology for writing such as book holders, page turners, pen/pencil holders and grips. ● Assistive technology for communication such as multi-purpose communication board, speech synthesizers and speech to text software. ● Related service providers such as the school nurse, physiotherapist and occupational therapists. 	

Suggested Assessment Rubric				
Criteria	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Interpreting instructions on a prescription for safe use of medicine	Assesses instructions on a prescription for safe use of medicine	Interprets instructions on a prescription for safe use of medicine	Explains instructions on a prescription for safe use of medicine	Recalls instructions on a prescription for safe use of medicine
Explaining common side effects of medicine in the body	Describes common side effects of medicine in the body	Explains the common side effects of medicine in the body	States common side effects of medicine in the body	Mentions the common side effects of medicine in the body
Describing the correct use of medicine to maintain its effectiveness in the body	Recommends the correct use of medicine to maintain its effectiveness in the body	Describes the correct use of medicine to maintain its effectiveness in the body	Outlines correct use of medicine to maintain its effectiveness in the body	Mentions correct use of medicine to maintain its effectiveness in the body
Practicing proper ways of storing medicine to sustain its efficacy	Describes proper ways of storing medicine to sustain its efficacy	Practices ways of storing medicine to sustain efficacy	States proper ways of storing medicine to sustain efficacy	Lists ways of storing medicine to sustain efficacy

STRAND 5.0: FIRST AID AND BASIC LIFE SUPPORT

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
<p>5.0 First Aid and Basic Life Support</p>	<p>5.1 First Aid (3 lessons)</p>	<p>By the end of the sub-strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) explain the meaning of the term first aid b) identify the contents of first aid kit and state their uses c) improvise contents of the first aid kit using locally available materials d) describe the precautions to observe while offering first aid to an injured person e) explain methods for safe disposal of used first aid materials f) embrace first aid as a measure to save life. 	<p>Learners are guided:</p> <ul style="list-style-type: none"> ● In purposive groups to brainstorm on the meaning of the term first aid and share with peers. Learners with speech difficulties could be given more time to express themselves, or be given a break to recover. They could also use residual speech as they are lip-read by peers or learner support assistant or teacher or sign or mime or use assistive technology for communication to give their views in the discussion (Apply this adaptation in subsequent learning experiences that involve use of speech in this sub strand) ● In purposive pairs or groups to list down the contents of first aid kit and their use and present their findings (<i>surgical gloves, scissors, painkillers, bandages, cotton wool, antiseptic solution among others</i>). Learners with manipulation difficulties could use alternative functional parts of the body, use assistive technology, or be assisted to take down notes. (Apply this adaptation in subsequent learning experiences that involve manipulation in this sub-strand) ● In purposive groups to practice improvising contents of the first aid kit using locally available materials. Care should be taken for learners with asthmatic condition when substances with strong odours are used, and those with diabetes, sickle-cell anaemia and haemophilia when using sharp objects for cutting the materials. ● Individually or in purposive pairs to research on 	<ol style="list-style-type: none"> 1. What precautions do you observe when giving first aid? 2. How do you dispose of used first aid materials?

			<p>precautions to observe while offering first aid during injury and make short notes.</p> <ul style="list-style-type: none"> • In purposive groups to use digital devices and print material to research on the methods for safe disposal of used first aid materials and make notes. Regulate the screen resolution or light intensity to support learners with photophobia, epilepsy or those with visual difficulties as they use digital devices. Learners with manipulation difficulties could be provided with adapted digital devices with appropriate accessibility features or be assisted to use digital devices. Learners with short stature, postural difficulties and those on wheelchair could be appropriately positioned. While using print materials, learners with manipulation difficulties could be assisted or be provided with book holders, page turners and any other relevant devices. • To practice first aid as a measure to save life. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Digital literacy as learners interact with technology to search for information on the precautions to observe when giving first aid • Critical thinking and problem solving as learners evaluate and make decisions on first aid items to improvise using locally available materials. 				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> • Environmental issues in education are controlled as they safely dispose off used first aid materials. • Safety issues are addressed as they discuss the precautions to observe while offering first aid 			<p>Values:</p> <ul style="list-style-type: none"> • Love demonstrated as learners put the interest of others before their own as they offer first aid to save life • Responsibility is nurtured as they observe safety precautions while offering first aid to an injured person • Social justice is promoted as they accord each other equal opportunities in sharing responsibilities during improvisation of the contents of the first aid kit 	
<p>Link to other subjects:</p> <ul style="list-style-type: none"> • Pre-Technical Studies as learners practice safety at the workplace • English as they apply writing and speaking skills in learning first aid • 				

Non-formal Activities to support Learning: <ul style="list-style-type: none"> As learners perform first aid on peers during accidents in games and sports activities. 		Suggested Modes of Assessment: <ul style="list-style-type: none"> Observation Written tests Projects 		
Suggested Learning Resources: <ul style="list-style-type: none"> Realia (pieces of cloth, pair of scissors and polythene papers), digital resources, print materials(reference books, magazines, journals, charts and pictures) models, adjustable seats and working surfaces. Assistive technology for communication such as multi-purpose communication board, speech synthesizers and speech to text software Adapted computers with key guards, sticky keys, expanded keyboards and larger monitors. Assistive technology for writing such as book holders, page turners, pen/ pencil holders and grips. Related service providers such as learner support assistants, physiotherapists and occupational therapists. 				
Suggested Assessment Rubric				
Criteria	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Identifying the contents of first aid kit and stating their uses	Explains the contents of first aid kit and states their uses	Identifies the contents of first aid kit and states their uses	Outlines the contents of first aid kit and states their uses	States the contents of first aid kit
Improvising contents of the first aid kit using locally available materials	Generates contents of the first aid kit using locally available materials and justifies materials used	Improvises contents of the first aid kit using locally available materials	States locally available materials that can be used to improvise contents of the first aid kit using	Lists locally available materials that can be used to improvise the contents of the first aid kit
Describing the precautions to observe while offering first aid to an injured person	Demonstrates the precautions to observe while offering first aid to an injured person	Describes the precautions to observe while offering first aid to an injured person	Identifies the precautions to observe while offering first aid to an injured person	Mentions precautions to observe while offering first aid to an injured person
Explaining methods for safe disposal of used first aid materials	Describes methods for safe disposal of used first aid materials and guides others on the same	Explains methods for safe disposal of used first aid materials	States methods for safe disposal of used first aid materials	Mentions methods for safe disposal of used first aid materials

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
5.0 First aid and basic life support	5.2 First aid for common accidents and injuries (4 lessons)	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> a) identify the common types of accidents and injuries in daily life b) describe common causes of accidents and injuries in the community c) identify safety precautions to observe for prevention of accidents and injuries d) carry out first aid for various accidents and injuries e) value prevention of accidents and injuries for healthy living. 	Learners are guided: <ul style="list-style-type: none"> ● In purposive groups to brainstorm on the meaning of accidents and injury in relation to first aid and make notes. Learners with speech difficulties could be given more time to express themselves, or be given a break to recover. They could also use residual speech as they are lip-read by peers or learner support assistants or teacher or sign or mime or use assistive technology for communication to give their views in the discussion. Learners with manipulation difficulties could use alternative functional parts of the body or use assistive technology or be assisted to take down notes (Apply these adaptations in subsequent learning experiences that involve manipulation and use of speech in this sub strand) ● In purposive groups to use digital devices and print materials to research and discuss the common types of accidents and injuries (<i>cuts, burns, scalds, sprains, fractures, falls, drowning, choking</i>) Regulate the screen resolution or light intensity to support learners with photophobia, epilepsy or those with visual difficulties as they digital devices. Learners with manipulation difficulties could be provided with adapted digital devices with appropriate accessibility 	<ol style="list-style-type: none"> 1. What causes accidents and injuries? 2. How do you prevent accidents and injuries? 3. How do you manage injuries?

			<p>features or be assisted to use digital devices. Learners with short stature, postural difficulties and those on wheelchair could be appropriately positioned. (Apply this adaptation in the learning experience in bullet 5, where learners watch video clips and demonstrations). While using print materials, learners with manipulation difficulties could be assisted or be provided with book holders, page turners and any other relevant devices.</p> <ul style="list-style-type: none"> ● In purposive groups to brainstorm on the common causes of accidents and injuries in daily life and share their experiences with peers ● In purposive pairs or groups to discuss safety precautions to observe in order to prevent accidents and injuries in the community and take notes. ● To watch video clips and demonstrations on ways of carrying out first aid for various accidents and injuries and discuss with peers. (<i>cuts, burns, scalds, sprains, fractures, falls, drowning, choking</i>), ● In purposive groups to dramatize managing minor injuries as they observe safety. Safety precautions should be observed for learners with hemophilia, sickle- cell anaemia, diabetes and mixed cerebral palsy as they use sharp or pointed tools such as razor blades, scalpels or a pair of scissors. For learners with asthmatic condition, 	
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			precaution should be taken when working in dusty conditions or when they must interact with substances having strong odours. Further caution should be taken on learners with brittle bone as they move about and use available resources while managing minor injuries.	
Core competencies to be developed: <ul style="list-style-type: none"> • Communication and collaboration as learners apply teamwork skills as they research and discuss the common types of accidents and injuries • Digital literacy as learners use technology to download and watch video clips on ways of managing minor accidents and injuries • Self-efficacy as learners dramatize management of minor injuries as they observe safety 				
Pertinent and Contemporary Issues (PCIs): <ul style="list-style-type: none"> • Patriotism and good governance are achieved as they embrace the practice of preventing accidents and injuries. • Safety issues are addressed as they identify common causes of accidents and injury in the environment and therefore learn to avoid them. 			Values: <ul style="list-style-type: none"> • Love is nurtured as they portray a caring attitude during management of injuries • Responsibility is intilled as they proactively solve problems in preventing accidents and injuries • Social justice is enhanced as they share resources equitably during demonstrations on ways of managing minor accidents and injuries 	
Link to other subjects: <ul style="list-style-type: none"> • Life skills as learners manage accidents and injuries • Home science as they observe safety precautions in preventing accidents in the home • Pre -technical Studies as they observe safety at the work place 				
Non-formal Activities to support Learning: <ul style="list-style-type: none"> • Learners teach peers how to manage minor injuries as they observe safety • Learners to create posters/flyers to inform other learners on the common causes of accidents and injuries 			Suggested Modes of Assessment: <ul style="list-style-type: none"> • Written assessment • Observation • Oral assessment 	
Suggested Learning Resources: <ul style="list-style-type: none"> • Digital devices, video clips on first aid for various accidents and injuries, print reference materials, first aid kit, adjustable seats and working surfaces. • Assistive technology for communication such as multi-purpose communication board, speech synthesizers and speech to text software. • Adapted computers with key guards, sticky keys, expanded keyboards and larger monitors. 				

- Related service providers such as learner support assistants, physiotherapists and occupational therapists.

Suggested Assessment Rubric

Criteria	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Identifying the common types of accidents and injuries in daily life	Explains common types of accidents and injuries in daily life	Identifies common types of accidents and injuries in daily life	States the common types of accidents and injuries in daily life	Mentions common types of accidents and injuries in daily life
Describing common causes of accidents and injuries in the community	Illustrates common causes of accidents and injuries	Describes common causes of accidents and injuries	Outlines common causes of accidents and injuries	Mentions common causes of accidents and injuries
Identifying safety precautions to observe for prevention of accidents and injuries	Practices safety precautions to observe for prevention of accidents and injuries	Identifies safety precautions to observe for prevention of accidents and injuries	Outlines safety precautions to observe for prevention of accidents and injuries	Lists safety precautions to observe for prevention of accidents and injuries
Carrying out first aid for various accidents and injuries	Recommends first aid for various accidents and injuries	Carries out first aid for various accidents and injuries	States first aid for various accidents and injuries	Mentions first aid for some of the accidents and injuries

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
5.0 First Aid and Basic Life Support	5.3 Road safety (3 lessons)	By the end of the sub-strand, the learner should be able to: a) identify the factors that contribute to road accidents in the community b) analyse ways of preventing road accidents in the community c) interpret road safety signs and signals to promote road safety d) practice road safety rules for	Learners are guided: <ul style="list-style-type: none"> • In purposive groups to brainstorm on meaning of the following terms and make notes. (<i>road safety, pedestrian and passenger</i>) Learners with speech difficulties could be given more time to express themselves, or be given a break to recover. They could also use residual speech as they are lip-read by peers or learner support assistant or teacher or sign or mime or use assistive technology for communication to give their views in the discussion. Learners with manipulation difficulties could use alternative 	<ol style="list-style-type: none"> 1. What is the purpose of road safety signs and signals? 2. How do you observe safety when using the road? 3. Why are there road safety rules?

		<p>safe use of the roads</p> <p>e) value adherence to road safety rules in saving lives</p>	<p>functional parts of the body or use assistive technology or be assisted to take down notes (Apply these adaptations in subsequent learning experiences that involve manipulation and use of speech in this sub strand)</p> <ul style="list-style-type: none"> ● In purposive groups to watch clips or documentaries on factors that contribute to road accidents in the community and present findings. Regulate the screen resolution or light intensity to support learners with photophobia, epilepsy or those with visual difficulties to watch the clips/ documentaries. Learners with manipulation difficulties could be provided with adapted digital devices with appropriate accessibility features or be assisted to use digital devices. Learners with short stature, postural difficulties and those on wheelchair could be preferentially positioned and be provided with adjustable seats and working surfaces. ● In purposive pairs to discuss on ways of preventing road accidents in the community and present findings. ● In purposive groups to research on road safety signs and signals and study models and charts on common road signs and present findings. ● In purposive groups to demonstrate application of road safety rules and signs using role-play and skits. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> ● Communication and collaboration as learners listen to discussions on factors that contribute to road accidents ● Self-efficacy as learners use personal skills to demonstrate use of road safety rules and signs ● Critical thinking and problem solving as learners use evaluation and decision-making skills as they explore on ways of preventing road accidents in the community 				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> ● Child care and protection is achieved as learners observe road safety rules to reduce road accidents 			<p>Values:</p> <ul style="list-style-type: none"> ● Responsibility is nurtured as they observe safety precaution to reduce road accidents 	

<ul style="list-style-type: none"> Road safety as they observe safety precautions when using the roads 	<ul style="list-style-type: none"> Respect is instilled as they value human dignity through awareness creation to promote road safety Integrity is enhanced as they apply laid down procedures to promote road safety
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Link to other subjects:

- English as they write and speak fluently during the learning experiences
- Performing Arts as they use role play and skits to demonstrate application of road safety rules and signs

Non formal Activities to support Learning:

- Learners create awareness on road safety signs and precautions to observe when using the roads using clubs and debates.

Suggested Modes of Assessment:

- Written assessment
- Oral assessment
- Observation
- Self and peer assessment

Suggested Learning Resources:

- Print materials(reference books, pictures, charts, models, posters) video clips on factors that contribute to road accidents, digital devices, adjustable seats and working surfaces
- Assistive technology for communication such as multi-purpose communication board, speech synthesizers and speech to text software.
- Adapted computers with key guards, sticky keys, expanded keyboards and larger monitors.
- Related service providers such as learner support assistants, physiotherapists and occupational therapists.

Suggested Assessment Rubric

Criteria	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Identifying the factors that contribute to road accidents in the community	Describes the factors that contribute to road accidents in the community	Identifies the factors that contribute to road accidents in the community	Outlines the factors that contribute to road accidents in the community	Lists factors that contribute to road accidents in the community
Analysing ways of preventing road accidents	Evaluates ways of preventing road accidents in the community	Analyses ways of preventing road accidents in the community	States ways of preventing road accidents in the community	Mentions ways of preventing road accidents in the community
Interpreting road safety signs and signals to promote road safety	Analyses road safety signs and signals to promote road safety	Interprets road safety signs and signals to promote road safety	States road safety signs and signals to promote road safety	Labels road safety signs and signals to promote road safety
Practicing road safety rules for safe use of the roads	Analyses road safety rules for safe use of the roads	Practices road safety rules for safe use of the roads	Outlines road safety rules for safe use of the roads	Lists road safety rules for safe use of the roads

STRAND 6.0: ENVIRONMENTAL HEALTH AND SANITATION

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
6.0 Environmental Health and Sanitation	6.1 Environmental Health (3 lessons)	<p>By the end of the sub-strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) explain the meaning of the term environmental health and sanitation b) outline the importance of environmental health for healthy living c) identify environmental factors that affect human health d) apply measures for control of environmental factors affecting human health e) appreciate the importance of a healthy environment for promotion of the well-being of self and others. 	<p>Learners are guided:</p> <ul style="list-style-type: none"> ● In purposive groups to brainstorm on the meaning of the term environmental health and sanitation and make notes. Learners with speech difficulties could be given more time to express themselves, or be given a break to recover. They could also use residual speech as they are lip-read by peers or learner support assistant or teacher or sign or mime or use assistive technology for communication to give their views in the discussion. Learners with fine manipulation difficulties could use alternative functional parts of the body or use assistive technology or be assisted to take down notes (Apply these adaptations in subsequent learning experiences that involve manipulation and use of speech in this sub strand) ● In purposive groups to use digital devices or print materials to search on the importance of environmental health and make notes. Regulate the screen resolution or light intensity to support learners with photophobia, epilepsy or those with visual difficulties. Learners with manipulation difficulties could be provided with adapted digital devices with appropriate 	<ol style="list-style-type: none"> 1. Why is environmental health important? 2. How do you control environmental factors affecting health?

			<p>accessibility features or be assisted to use digital devices. Learners with short stature, postural difficulties and those on wheelchair could be preferentially positioned and be provided with adjustable seats and working surfaces. While using print materials, learners with manipulation difficulties could be assisted or be provided with book holders, page turners and any other relevant devices.</p> <ul style="list-style-type: none"> ● In purposive groups to discuss environmental factors affecting human health and report their findings. ● In purposive groups to participate in activities to control environmental factors affecting human health. (<i>Planting trees, environmental clean-up, sensitization and advocacy</i>). 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> ● Critical thinking and problem solving as learners participate in activities to control environmental factors affecting human health. ● Digital literacy as learners interact with technology as they search for information on the importance of environmental health ● Learning to learn as they carry out research and investigations on environmental factors affecting human health. 				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> ● Patriotism and good governance are achieved as they participate in activities to protect and conserve the environment 			<p>Values:</p> <ul style="list-style-type: none"> ● Unity is enhanced as they collaborate with others during group activities. ● Integrity is instilled as they use resources sparingly to minimize wastage ● Responsibility is nurtured as they actively participate in activities to prevent environmental factors affecting human health 	
<p>Link to other subjects:</p> <ul style="list-style-type: none"> ● Home science as learners practice environmental hygiene ● English as they apply communication and writing skills during presentations on factors affecting human health 				

<p>Non formal Activities to support Learning:</p> <ul style="list-style-type: none"> ● Learners educate peers on activities to prevent environmental factors affecting human health (<i>planting trees, environmental clean-up, sensitization and advocacy</i>). 	<p>Suggested Modes of Assessment:</p> <ul style="list-style-type: none"> ● Observation ● Written assessment ● Oral assessment
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<p>Suggested Learning Resources:</p> <ul style="list-style-type: none"> ● Digital devices, video clips on importance of environmental health, print reference materials, tree seedlings, posters, pictures, cleaning materials and equipment, adjustable seats and working surfaces. ● Assistive technology for writing such as book holders, page-turners and other devices. ● Assistive technology for communication such as multi-purpose communication board, speech synthesizers and speech to text software. ● Adapted computers with key guards, sticky keys, expanded keyboards and larger monitors. ● Related service providers such as learner support assistants, physiotherapists and occupational therapists.
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Suggested Assessment Rubric				
Criteria	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Outlining the importance of environmental health for healthy living	Evaluates the importance of environmental health for healthy living	Outlines the importance of environmental health for healthy living	States the importance of environmental health for healthy living	Lists the importance of environmental health for healthy living
Identifying environmental factors that affect human health	Explains environmental factors that affect human health	Identifies environmental factors that affect human health	Outlines environmental factors that affect human health	States environmental factors that affect human health
Applying measures for control of environmental factors affecting human health	Analyses measures for control of environmental factors affecting human health	Applies measures for control of environmental factors affecting human health	Recalls measures for control of environmental factors affecting human health	Lists measures for control of environmental factors affecting human health

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
<p>6.0 Environmental Health and Sanitation</p>	<p>6.2 Environmental contaminants</p> <p>(3 lessons)</p>	<p>By the end of the sub-strand, the learner should be able to:</p> <p>a) identify types of environmental contaminants that affect human health</p> <p>b) outline the effects of environmental contamination on human health</p> <p>c) control environmental contamination for a healthy environment</p> <p>d) value an environment free from contamination for healthy living.</p>	<p>Learners are guided:</p> <ul style="list-style-type: none"> ● In purposive groups to discuss types of environmental contaminants that affect human health, and make presentations (<i>biological contaminants, chemical contaminants, gases and heavy metals</i>) Learners with speech difficulties could be given more time to express themselves, or be given a break to recover. They could also use residual speech as they are lip-read by peers or learner support assistant or teacher or sign or mime or use assistive technology for communication to give their views in the discussion (Apply this adaptation in subsequent learning experiences that involve use of speech in this sub strand). ● In purposive pairs or groups to research and discuss the effects of exposure to environmental contamination on human health. ● In purposive groups to use print material or watch clips and videos on measures to control environmental contamination and present to peers. Regulate the screen resolution or light intensity to support learners with photophobia, epilepsy or those with visual difficulties. Learners with manipulation difficulties could be provided with adapted digital devices with appropriate accessibility features or be assisted to use digital devices. Learners with short stature, postural difficulties and those on wheelchair could be preferentially positioned 	<p>Key Inquiry Questions</p> <ol style="list-style-type: none"> 1. Why maintain a healthy environment? 2. How can environmental contamination be prevented?

			<p>and be provided with adjustable seats and working surfaces. While using print materials, learners with manipulation difficulties could be assisted or be provided with book holders, page turners and any other relevant devices.</p> <ul style="list-style-type: none"> ● In purposive pairs to discuss on ways of preventing and controlling environmental contamination and make notes. Apply adaptation on manipulation in bullet 2 herein. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> ● Critical thinking and problem solving as learners interpret and infer on the effects of exposure to environmental contamination on human health ● Citizenship as learners use socio-cultural sensitivity and awareness skills in addressing environmental contamination 				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> ● Patriotism and good governance are achieved as they participate in community activities on prevention and control of environmental contamination ● Communicable diseases are controlled resulting from environmental contamination ● Environmental issues in education are mitigated as learners practice environmental conservation and protection 		<p>Values:</p> <ul style="list-style-type: none"> ● Respect is enhanced as learners appreciate others as they carry out tasks assigned ● Responsibility is instilled as they practice measures to control environmental contamination 		
<p>Link to other subjects:</p> <ul style="list-style-type: none"> ● English as they learn vocabulary and communication skills as they discuss on environmental contaminants that affect human health. ● Pre-technical Studies as they study safe disposal of industrial waste. 				
<p>Non formal Activities to support Learning:</p> <ul style="list-style-type: none"> ● Learners sensitise peers on prevention of environmental factors for prevention and control of environmental contamination using clubs. 		<p>Suggested Modes of Assessment:</p> <ul style="list-style-type: none"> ● Written assessment ● Self and peer assessment ● Oral assessment 		
<p>Suggested Learning Resources:</p> <ul style="list-style-type: none"> ● Digital devices, video clips on control of environmental contamination, print reference materials(pictures, charts, text books, magazines and journals), adjustable seats and working surfaces. ● Assistive technology for communication such as multi-purpose communication board, speech synthesizers and speech to text software. 				

- Adapted computers with key guards, sticky keys, expanded keyboards and larger monitors.
- Related service providers such as learner support assistants, physiotherapists and occupational therapists.

Suggested Assessment Rubric				
Criteria	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Identifying types of environmental contaminants that affect human health	Explains types of environmental contaminants that affect human health	Identifies types of environmental contaminants that affect human health	Outlines types of environmental contaminants that affect human health	Lists environmental contaminants that affect human health
Outlining the effects of environmental contamination on human health	Analyzes the effects of environmental contamination on human health	Outlines the effects of environmental contamination on human health	States the effects of environmental contamination on human health	Mentions the effects of environmental contamination on human health
Controlling environmental contamination for a healthy environment	Evaluates environmental contamination for a healthy environment	Controls environmental contamination for a healthy environment	Outlines environmental contaminants for a healthy environment	Lists environmental contaminants for a healthy environment

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
6.0 Environmental Health and Sanitation	6.3 Infection Prevention and Control (5 lessons)	By the end of the sub strand the learner should be able to: a) explain the meaning of infection prevention and control for health promotion b) outline personal protective equipment used for infection prevention c) make personal protective equipment using locally	Learners are guided: <ul style="list-style-type: none"> • In purposive groups to brainstorm on the meaning of infection prevention and control and make notes. Learners with speech difficulties could be given more time to express themselves, or be given a break to recover. They could also use residual speech as they are lip-read by peers or learner support assistants or teacher or sign or mime or use assistive technology for communication to give 	<ol style="list-style-type: none"> 1. How do we prevent and control infection? 2. What is the difference between cleaning and disinfection? 3. How do we improvise

		<p>available materials</p> <p>d) illustrate correct use of personal protective equipment for infection prevention and control</p> <p>e) differentiate cleaning and disinfection of equipment and surfaces for infection control</p> <p>f) apply infection prevention and control measures for promotion of health</p> <p>g) value infection prevention and control for healthy life</p>	<p>their views in the discussion. Learners with manipulation difficulties could use alternative functional parts of the body or use assistive technology or be assisted to take down notes (Apply these adaptations in subsequent learning experiences that involve manipulation and use of speech in this sub strand)</p> <ul style="list-style-type: none"> ● In purposive groups to use digital devices and reference materials to search for information on commonly used personal protective equipment and take notes. Regulate the screen resolution or light intensity to support learners with photophobia, epilepsy or those with visual difficulties. Learners with manipulation difficulties could be provided with adapted digital devices with appropriate accessibility features or be assisted to use digital devices. Learners with short stature, postural difficulties and those on wheelchair could be preferentially positioned and be provided with adjustable seats and working surfaces. (Apply this adaptation in the learning experiences in bullet 5 where digital devices are involved). While using print materials, learners with manipulation difficulties could be assisted or be provided with book holders, page-turners and any other relevant devices. ● In purposive groups to improvise personal protective equipment using locally available resources. Safety precaution should be observed for learners with hemophilia, diabetes and mixed cerebral palsy as they use 	<p>personal protective equipment?</p>
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			<p>sharp or pointed tools while improvising the equipment. Further precaution should be taken when learners with asthmatic condition work in dusty conditions or interact with substances having strong odours.</p> <ul style="list-style-type: none"> ● In purposive groups to practice proper use of personal protective equipment (<i>face masks, gloves, gumboots, gowns, goggles, face shield, head gear</i>). ● In purposive pairs or groups to watch a video clip or demonstration on the process of cleaning and disinfecting equipment and surfaces and make notes. ● To practice different measures for infection prevention and control (<i>use of protective gear, respiratory hygiene and cough etiquette, hand hygiene, cleaning and disinfection of equipment and surfaces, safe handling and disposal of wastes</i>) 	
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<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> ● Self-efficacy as learners use personal skills while practicing different measures for infection prevention and control ● Creativity and imagination as learners improvise protective gear using locally available materials ● Citizenship as learners apply global awareness skills as they practice different measures for infection prevention and control 	
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> ● Patriotism is achieved as they practice measures to prevent and control infections in the community ● Communicable diseases are controlled as they make use of personal protective equipment for prevention and control of communicable diseases ● Environmental issues in education are eradicated by practicing 	<p>Value:</p> <ul style="list-style-type: none"> ● Responsibility is nurtured as learners observe safety precautions as they make protective equipment ● Unity is enhanced as they collaborate with others during class activities ● Integrity is instilled as learners utilize resources well as they practice different measures for infection prevention and control

environmental hygiene and sanitation as they clean and disinfect equipment and surfaces	
Link to other subjects: <ul style="list-style-type: none"> • Home Science as they practice hand hygiene, cleaning and disinfection of surfaces and equipment • English as they apply communication skills during class discussions and presentations 	
Non formal Activities to support Learning: <ul style="list-style-type: none"> • Learners educate peers on how to improvise personal protective gear using locally available resources • Learners clean and disinfect of equipment and surfaces in the school during environmental clubs. 	Suggested Modes of Assessment: <ul style="list-style-type: none"> • Graded observation of learner demonstrations • Written assessment • Oral assessment • Projects
Suggested Learning Resources: <ul style="list-style-type: none"> • Realia (such as face masks, gloves, gumboots, gowns, goggles, face shield, head gear), pictures, charts, posters, print materials, reference books, video clips on the process of cleaning and disinfecting equipment and surfaces, digital devices, cleaning equipment and disinfecting material. • Assistive technology for writing such as book holders, page-turners and other devices. • Assistive technology for communication such as multi-purpose communication board, speech synthesizers and speech to text software. • Adapted computers with key guards, sticky keys, expanded keyboards and larger monitors, adjustable seats and working surfaces. • Related service providers such as learner support assistants, physiotherapists and occupational therapists. 	

Suggested Assessment Rubric				
Criteria	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Outlining personal protective equipment used for infection prevention	Explains the personal protective equipment used for infection prevention	Outlines personal protective equipment used for infection prevention	States personal protective equipment used for infection prevention	Lists personal protective equipment used for infection prevention
Making personal protective equipment using locally available materials	Creates personal protective equipment using locally available materials and justifies materials used	Makes personal protective equipment using locally available materials	States how personal protective equipment can be made using locally available materials	Mentions how personal protective equipment can be made using locally available materials
Illustrating correct use of personal protective	Analyses correct use of personal protective	Illustrates correct use of personal protective	Outlines correct use of personal protective	Recalls correct use of personal protective

equipment for infection prevention and control	equipment for infection prevention and control	equipment for infection prevention and control	equipment for infection prevention and control	equipment for infection prevention and control
Applying infection prevention and control measures for promotion of health	Illustrates infection prevention and control measures for promotion of health	Applies infection prevention and control measures for promotion of health	Mentions infection prevention and control measures for promotion of health	Lists infection prevention and control measures for promotion of health

STRAND 7.0: HUMAN REPRODUCTIVE HEALTH

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
7.0 Human Reproductive Health	7.1 Pubertal growth and development (3 lessons)	<p>By the end of the sub strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) identify changes occurring in boys and girls at puberty b) outline personal hygiene needs during puberty c) apply measures for management of menstrual hygiene for personal health. d) identify myths and misconceptions on menstrual experience in the community e) outline stages of identifying intersex persons for intervention f) appreciate puberty as a stage in personal growth and development 	<p>Learners are guided:</p> <ul style="list-style-type: none"> • In purposive groups to discuss and classify changes occurring in boys and girls at puberty (<i>physical, emotional and social changes</i>) and make notes. Learners with speech difficulties could be given more time to express themselves or be given a break to recover. They could also use residual speech as they are lip-read by peers or learner support assistant or teacher or sign or mime or use assistive technology for communication to give their views in the discussion (Apply this adaptation in the learning experience in bullet 3 where use of speech is involved) Learners with manipulation difficulties could use alternative functional parts of the body or use assistive technology or be assisted to take down notes. • In purposive groups to make online research or library search for information on personal hygiene needs associated with onset of puberty and discuss in class. Regulate the screen resolution or light intensity to support learners with photophobia, epilepsy or those with visual difficulties. Learners with manipulation difficulties could be provided with adapted digital devices with appropriate accessibility features or be assisted to use digital devices. Learners with short stature, postural difficulties and those on wheelchair could be preferentially positioned and be provided with adjustable seats and working surfaces. 	<ol style="list-style-type: none"> 1. What changes occur in boys and girls at puberty? 2. Which are the personal hygiene needs associated with puberty?

			<ul style="list-style-type: none"> ● In purposive pairs or groups to discuss measures for managing menstrual hygiene for personal health and present to peers. ● In purposive pairs or groups to discuss myths and misconceptions on menstrual experience within their community and take notes. Learners with manipulation difficulties could be supported or be provided with assistive technology for writing as they take down notes. ● With the aid of a resource person to research and discuss stages of identifying intersex persons (<i>at birth, puberty and adulthood</i>). 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> ● Communication and collaboration as learners listen keenly and discuss on measures for managing menstrual hygiene for personal health ● Critical thinking and problem solving as learners interpret and infer on myths and misconception about menstrual experience in the community ● Self-efficacy as learners communicate effectively while discussing changes occurring in boys and girls at puberty 				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> ● Personal hygiene is enhanced as learners are informed on personal hygiene needs associated with onset of puberty ● Human sexuality is promoted as they demystify myths and misconceptions associated with menstrual experience in different communities 		<p>Values:</p> <ul style="list-style-type: none"> ● Love demonstrated as they portray a caring attitude and support each other as they undergo pubertal changes ● Responsibility is nurtured as they observe personal hygiene needs during puberty ● Social justice is promoted as they foster fairness and justice among themselves as they perform group activities 		
<p>Link to other subjects:</p> <ul style="list-style-type: none"> ● Home Science as they practice personal hygiene ● Integrated Science as they learn the human reproductive system ● Life skills as they develop self-awareness and solve identity crisis issues during puberty 				
<p>Non formal Activities to support Learning:</p> <ul style="list-style-type: none"> ● Learners use health clubs and debates to sensitize peers on personal hygiene needs associated with onset of puberty 		<p>Suggested Modes of Assessment:</p> <ul style="list-style-type: none"> ● Observation ● Written assessment 		

- Oral assessment
- Peer assessment

Suggested Learning Resources:

- Video clips on personal hygiene needs associated with onset of puberty, digital devices, pictures, charts, digital and print reference materials and resource person (nurse/ physician/ gynecologist/psychologist), adjustable seats and working surfaces.
- Assistive technology for communication such as multi-purpose communication board, speech synthesizers, speech to text software among others
- Adapted computers with key guards, sticky keys, expanded keyboards and larger monitors.
- Related service providers such as learner support assistants, physiotherapists and occupational therapists.

Suggested Assessment Rubric

Criteria	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Identifying changes occurring in boys and girls at puberty	Illustrates changes occurring in boys and girls at puberty	Identifies changes occurring in boys and girls at puberty	States some changes occurring in boys and girls at puberty	Mentions changes occurring in boys and girls at puberty
Outlining personal hygiene needs during puberty	Evaluates personal hygiene needs during puberty	Outlines personal hygiene needs during puberty	States personal hygiene needs during puberty	Lists personal hygiene needs during puberty
Applying measures for management of menstrual hygiene	Analyses measures for management of menstrual hygiene	Applies measures for management of menstrual hygiene	Outlines measures for management of menstrual hygiene	Mentions measures for management of menstrual hygiene
Identifying myths and misconceptions on menstrual experience	Illustrates myths and misconceptions on menstrual experience	Identifies myths and misconceptions on menstrual experience	States myths and misconceptions on menstrual experience	Mentions myths and misconceptions on menstrual experience

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
7.0 Human Reproductive Health	7.2 Reproductive Health (3 lessons)	<p>By the end of the sub-strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) outline importance of reproductive health in the community b) explain practices that enhance reproductive health c) explain practices that adversely affect reproductive health d) identify myths and misconceptions about reproductive health in the community e) embrace positive reproductive health practices for a healthy community. 	<p>Learners is guided:</p> <ul style="list-style-type: none"> ● In purposive groups to brainstorm on importance of reproductive health to the community and make notes. Learners with speech difficulties could be given more time to express themselves, or be given a break to recover. They could also use residual speech as they are lip-read by peers or learner support assistants or teacher or sign or mime or use assistive technology communication to give their views in the discussion. Those with manipulation difficulties could use alternative functional parts of the body or use assistive technology or be assisted to take down notes (Apply these adaptations in subsequent learning experiences where use of speech and manipulation is involved). ● In purposive pairs to research on practices that enhance reproductive health and share their findings. ● In purposive groups to watch a documentary on practices that are harmful to reproductive health and take notes. Regulate the screen resolution or light intensity to support learners with photophobia, epilepsy or those with visual difficulties. Learners with manipulation difficulties could be provided with adapted digital devices with appropriate accessibility features or be assisted to use digital devices. Learners with short stature, 	<p>Key Inquiry Questions</p> <ol style="list-style-type: none"> 1. What is reproductive health? 2. How is reproductive health affected by cultural practices?

			<p>postural difficulties and those on wheelchair could be preferentially positioned and be provided with adjustable seats and working surfaces. Apply this adaptation in the learning experience below where learners research using digital devices.</p> <ul style="list-style-type: none"> ● In purposive pairs to research using digital and print materials on practices that affect reproductive health (<i>early marriages and female genital mutilation among others</i>) and share findings. ● In purposive pairs discuss with a resource person on effects of harmful practices on reproductive health and make notes (<i>sexually transmitted infections, excessive bleeding, fistula</i>). ● In purposive groups brainstorm to distinguish facts from misconceptions associated with culture on reproductive health and share with peers. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> ● Citizenship as learners’ exercise sensitivity and awareness campaigns using verses, poems and songs towards individual rights for sustainable reproductive health ● Self-efficacy as learners demonstrate leadership skills as they take part in campaigns towards individual rights for sustainable reproductive health ● Digital literacy as learners interact with technology as they research on practices that enhance reproductive health 				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> ● Child-care and protection is achieved as they initiate campaigns on reproductive health. ● HIV and AIDS is controlled as learners embrace positive reproductive health practices to prevent infection. ● Human Sexuality is promoted as they discuss effects of harmful practices on reproductive health 			<p>Values:</p> <ul style="list-style-type: none"> ● Peace is enhanced as they respect diversity and ethical cultural practices ● Patriotism is nurtured as they conduct sensitization and awareness campaigns towards individual rights for sustainable reproductive health 	

Link to other subjects:				
<ul style="list-style-type: none"> Performing and Visual Arts as they carry out sensitization and awareness campaigns using verses, poems and songs towards individual rights for sustainable reproductive health 				
Non formal Activities to support Learning:			Suggested Modes of Assessment:	
<ul style="list-style-type: none"> Learners initiate campaigns among peers using verses, poems and songs for promotion of positive reproductive health practices 			<ul style="list-style-type: none"> Observation Written test Oral assessment 	
Suggested Learning Resources:				
<ul style="list-style-type: none"> Video clips/documentaries on practices that are harmful to reproductive health, digital devices, reference books, posters, charts, resource person (reproductive health expert/professional, school nurse), adjustable seats and working surfaces. Assistive technology for communication such as multi-purpose communication board, speech synthesizers and speech to text software. Adapted computers with key guards, sticky keys, expanded keyboards and larger monitors. Related service providers such as learner support assistants, physiotherapists and occupational therapists. 				
Suggested Assessment Rubric				
Criteria	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Outlining the importance of reproductive health in the community.	Analyses the importance of reproductive health in the community	Outlines the importance of reproductive health in the community	States the importance of reproductive health in the community	Mentions the importance of reproductive health in the community
Explaining the practices that adversely affect reproductive health.	Demonstrates practices that adversely affect reproductive health	Explains the practices that adversely affect reproductive health	Outlines practices that adversely affect reproductive health	Names practices that adversely affect reproductive health
Identifying the myths and misconceptions about reproductive health in the community.	Explains the myths and misconceptions about reproductive health in the community	Identifies the myths and misconceptions about reproductive health in the community	States myths and misconceptions about reproductive health in the community	Cites myths and misconceptions about reproductive health in the community

COMMUNITY SERVICE-LEARNING CLASS ACTIVITY

Community Service Learning (CSL) is an experiential learning strategy that integrates classroom learning and community service to enable learners reflect, experience and learn from the community. The CSL project is expected to benefit the learner, the school and local community. Knowledge and skills on how to carry out a CSL project have been covered in Life Skills Education (LSE).

All learners in Grade 7 will be expected to participate in a CSL class activity. The activity will give learners an opportunity to practise the CSL Project skills covered under LSE. This activity will be undertaken in groups for purposes of learning. Learners will be expected to apply knowledge and skills on steps of the CSL project to carry out the suggested activity as per the guidelines provided in the template. The learning approach will take the form of a whole school approach, where the entire school community will be engaged in the learning process. Teachers will guide learners to execute a simple school based integrated CSL class activity. This activity can be done in 4 to 6 weeks outside the classroom time.

CSL Skills to be covered:

- i) **Research:** Learners will develop research skills as they investigate PCIs to address the activity, ways and tools to use in collecting the data, manner in which they will analyse information and present their findings.
- ii) **Communication:** Learners will develop effective communication skills for as they engage with peers and school community members. These will include listening actively, asking questions, presentation skills using varied modes etc.
- iii) **Citizenship:** Learner will be able to explore opportunities for engagement as members of the school community and providing a service for the common good.
- iv) **Leadership:** Learners develop leadership skills as they take up various roles within the CSL activity.
- v) **Financial Literacy Skills:** Learners consider how they can undertake the project as well as sourcing and utilising resources effectively and efficiently.
- vi) **Entrepreneurship:** Learners consider ways of generating income through innovation for the CSL class activity.

Suggested PCIs	Specific Learning Outcomes	Suggested Learning Experiences (Customize to the focus of the grade)	Key Inquiry Questions
<p>The learners will be guided to consider the various PCIs provided in the subjects in Grade 7 and choose one suitable to their context and reality</p>	<p>By the end of the CSL class activity, the learner should be able to:</p> <ol style="list-style-type: none"> a) identify a problem in the school community through research, b) plan to solve the identified problem in the community, c) design solutions to the identified problem, d) implement solution to the identified problem, e) share the findings to relevant actors f) reflect on own learning and relevance of the project, g) appreciate the need to belong to a community. 	<p>Learner are guided to:</p> <ul style="list-style-type: none"> • Brainstorm on issues/pertinent and contemporary issues in their school that need attention. • Choose a PCI that needs immediate attention and explain why. • Discuss possible solutions to the identified issue. • Propose the most appropriate solution to the problem. • Discuss ways and tools they can use to collect information on a problem (questionnaires, interviews, observation). • Develop tools for collecting the information/data. • Identify resources they need for the activity. • Collect the information/data using various means. • Develop various reporting documents on their findings. • Use the developed tools to report on their findings. • Implement project. • Collect feedback from peers and school community regarding the CSL activity. • Share the report on activity through various media to peers and school community. • Discuss the strengths and weaknesses of implemented project and lessons learnt. • Reflect on how the project enhanced own learning while at the same time facilitated service on an issue in the school community. 	<ol style="list-style-type: none"> 1. How does one determine community needs? 2. Why is it necessary to be part of a community? 3. What can one do to demonstrate a sense of belonging

Suggested Assessment Rubric				
Criteria	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Identify and analyse a pertinent issue in society to be addressed	Learner critically defines and elaborately discusses a pertinent issue to be addressed.	Learner defines and discusses a pertinent issue to be addressed.	Learner defines and discusses a pertinent issue to be addressed with minimal support.	Learner requires support to critically examine and select the appropriate issue.
The ability to plan to solve the identified problem	Learner correctly and systematically establishes resources needed, develops plans, assigns responsibilities, and generates data on the CSL project.	Learner correctly establishes resources needed, develops plans, assigns responsibilities, and generates data on the CSL project.	Learner sometimes establishes resources needed, develops plans, assigns responsibilities, and generates data on the CSL project.	Learner has difficulty establishing resources needed, developing plans, assigning responsibilities and generating data on the CSL project.
The ability to design solutions to the identified problem and implement them	Learner constantly applies the knowledge and skills gained in subjects to address the identified issue.	Learner applies the knowledge and skills gained in subjects to address the identified issue.	Learner applies the knowledge and skills gained in subjects to address the identified issue with some support.	Learner requires a lot of probing to apply the knowledge and skills gained in subjects to address the identified issue.
Ability to share findings to relevant actors	Learner comprehensively and confidently shares findings of the issue addressed in the activity.	Learner confidently shares findings of the issue addressed in the activity.	Learner shares some of the findings of the issue addressed in the activity.	Learner briefly shares findings of the issue addressed in the activity, lacks necessary details.
The ability to reflect on own learning and relevance of the activity	Learner distinctively and clearly outlines the benefits of the CSL activity on the target community and own learning.	Learner clearly outlines the benefits of the CSL activity on the target community and own learning.	Learner outlines the benefits of the CSL activity on the target community and own learning, a few unclear.	Learner struggles to outline the benefits of the CSL activity on the target community and own learning.