



# HOME SCIENCE - GRADE 4

**Kenya Institute of Curriculum Development**



# ESSENCE STATEMENT

Home Science aims at equipping learners with knowledge, skills, attitudes and values which will help promote healthy living in terms of preparing and eating healthy foods, prevention of illnesses, ensuring comfort and safety in the home, observing personal hygiene and wise buying. In addition, the learner will be able to appreciate the physical changes which occur from childhood to adolescence. The learner will engage in practical activities such as shopping for the home, care of the home, cooking and service of food, food preservation, laundry work, sewing, knitting and crocheting. Home science will also strengthen the foundation for development of higher competencies in lower secondary.

# LEARNING OUTCOMES FOR HOME SCIENCE

By the end of upper primary, the learner should be able to:

1. promote healthy living practices for the well being of self and others
2. appreciate the needs of a child in promoting proper growth and development
3. plan, prepare and present meals to promote healthy living
4. preserve food using traditional and modern methods
5. choose, use and care for clothes and household articles in school and at home
6. make simple needlework items for enjoyment and entrepreneurial competences
7. use resources appropriately at home and in school

# **STRANDS & SUBSTRANDS**

## **1.0 HEALTHY PRACTICES**

- 1.1 Play

## **2.0 HEALTHY LIVING**

2.1 Common Illnesses in the locality

2.2 Care of the home

2.3 Care and cleaning of shoes

2.4 Fuels used at home

**CONT.....**

**3.0 CONSUMER EDUCATION**

3.1 Consumer Awareness

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**4.0 FOODS AND NUTRITION**

4.1 Choosing foods

4.2 Variety in the Diet

4.3 Preservation of milk

4.4 Fragile Kitchen utensils

4.5 Cooking Food

**CONT....**

## **5.0 CLOTHING**

5.1 Needlework tools

5.2 Stitches (tacking)

5.3 Fixing a button

5.4 Laundrywork

# RATIONALE FOR INCLUSION

- **Emphasis on practice:** the learning area is practical oriented and provides opportunities for the learner to practice the skills learnt. For example, in Care and cleaning of shoes, learners are expected to care for their shoes made from different materials
- **Use of inquiry based learning:** some of the content renders itself well to IBL methodology. The learners are given an opportunity to develop and test their hypothesis. For example, in the Strand/Sub strand, Healthy living/Care of the home, when improvising cleaning materials and tools from locally available resources, learners are able to make, use and care for them

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- **Emphasis on parental engagement and empowerment:** the learner is provided with opportunities for engaging with the parents to ensure that the parents are involved in the learning of their child/children so that the learning outcomes can be achieved. Engaging the parents also ensures that habits learnt at school are reinforced at home. Example, when teaching the sub strand on the shopping list (consumer education - consumer awareness), the teacher can engage the parent to supervise the child as he/she drafts a shopping list. The parent can also be accompanied by the learner as they go out to shop using the shopping list they will have written down.

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- **Inclusivity:** the learning activities do not leave out any learner regardless of ability or background. The learning materials can easily be improvised from the environment. Further, there are many opportunities for engaging the parent which ensures that what is learnt in school is transferred at home and in the community.
- **Role modeling:** the teacher models for the learners the health habits learnt in the day-to-day activities so as to reinforce them.

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- **Sourcing for Resources:** getting or acquiring the necessary teaching and learning items, materials and resources is very important towards achievement of the learning outcomes. This will include realia, text books, internet connectivity, resource persons, among others. Resources can be acquired through improvisation, buying, borrowing, donations, resource persons

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- **Integration of Information Communication Technology (ICT):** use of both current and emerging technologies to support and enhance the curriculum delivery where learners are guided to engage in meaningful learning that translates into improved achievement of the learning outcomes. It should be as participatory as possible. The teacher can use text, pictures, animations, watching video clips, sharing educational materials/lesson notes, reporting purposes, storage of learners' records, among others



**THANK YOU**



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