



REPUBLIC OF KENYA

MINISTRY OF EDUCATION

JUNIOR SECONDARY SCHOOL CURRICULUM DESIGN

GRADE 7

HEALTH EDUCATION



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

2021



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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 reforms were informed by the Summative Evaluation Survey (2009), Needs Assessment Study (2016) 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, Grades 4 and 5. The roll out for Grade 6 and Junior Secondary (Grade 7-9) will subsequently follow.

It is my hope that the curriculum designs for 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). The implementation progressed to Upper Primary (Grade 4, 5 and 6) 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.

The Grade 7 curriculum designs for the respective learning areas will enable the development of twenty first 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 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 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 also provide opportunities for learners to develop the core competencies as well as engage in Community Service Learning. The designs present assessment rubrics 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 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 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 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 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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TABLE OF CONTENTS

FOREWORD	iii
PREFACE	iv
ACKNOWLEDGEMENT	v
TIME ALLOCATION	viii
NATIONAL GOALS OF EDUCATION	ix
LEARNING OUTCOMES FOR MIDDLE SCHOOL	xii
ESSENCE STATEMENT	xii
SUBJECT GENERAL LEARNING OUTCOMES	xiii
STRAND: 1.0: HEALTH AND NUTRITION	1
STRAND 2.0: HUMAN BODY SYSTEMS	10
STRAND 3.0: MENTAL AND EMOTIONAL HEALTH	20
STRAND 4.0: USE OF MEDICINE	26
STRAND 5.0: FIRST AID AND BASIC LIFE SUPPORT	29
COMMUNITY SERVICE LEARNING PROJECT	36
STRAND 6.0: ENVIRONMENTAL HEALTH AND SANITATION	44
STRAND 7.0: HUMAN REPRODUCTIVE HEALTH	53
APPENDIX: LIST OF ASSESSMENT METHODS, LEARNING RESOURCES AND NON-FORMAL ACTIVITIES.....	59





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 and Pre vocational Education	5
7.	Social Studies	3
8.	Religious Education (CRE/IRE/HRE)	2
9.	Business Studies	3
10.	Agriculture	3
11.	Life Skills Education	1
12.	Sports and Physical Education	2
13.	Optional Subject	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. Practise 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 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
1.0 Health and Nutrition	1.1 Introduction to Health Education (2 lessons)	By the end of the sub strand the learner should be able to: 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 requirements for various careers in health education d) promote health education related activities in the community e) embrace health education for the wellness of self and others.	The learner is guided to: <ul style="list-style-type: none">• brainstorm on the meaning of health and health education• discuss the importance of health education and share with peers• use digital devices and reference materials to search for information on health education related careers• engage in career talks with resource persons on opportunities in health related careers(<i>Public Health Officers, Nutritionists, health promotion officers, doctors, nurses, occupational therapists, psychologists, clinical officers, physio therapists</i>)• participate in health education related activities in the school community(<i>hand washing, physical exercises</i>).	<ol style="list-style-type: none">1. Why is Health education important?2. How does Health Education promote healthy living?





Core competencies to be developed:

- Communication and collaboration as learners work in teams and actively participate in group discussions and health education related activities
- Digital literacy as learners interact with technology as they search for information on health education related careers
- Self efficacy as learners communicate effectively as they discuss the importance of health education

Values:

- Unity as learners strive to achieve common goals during group work
- Respect as they listen to each other’s opinions during group discussions
- Responsibility as they engage in assigned roles and take part in health education related activities in school.

Pertinent and Contemporary Issues (PCIs):

- Personal hygiene as they participate in health education related activities in the school community

Links to other subjects:

- Computer science as learners use digital devices
- Languages as they discuss and make presentations

Assessment Rubric

Indicator	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Ability to outline the importance of health education for healthy living	Correctly outlines the importance of health education for healthy living.	Outlines the importance of health education for healthy living	Partially outlines the importance of health education for healthy living	Attempts to outline the importance of health education for healthy living with assistance
Ability to identify requirements for various careers in health education	Correctly and critically identifies requirements for various careers in health education	Correctly identifies requirements for various careers in health education	Correctly identifies some requirements for various careers in health education	Identifies some requirements for various careers in health education with





				assistance
Ability to promote health education related activities in the community	Creatively promotes health education related activities in the community	Promotes health education related activities in the community	Promotes some health education related activities in the community	Needs guidance 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)	By the end of the sub strand the learner should be able to: 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	The learner is guided to <ul style="list-style-type: none">• brainstorm on the meaning of health promotion and relate to healthy living• share experiences on common health concerns in their community• discuss ways of promoting wellness in individuals and the community(<i>healthy diets, use of clean and safe water, plenty of exercise, hygiene practices, enough rest</i>)• share challenges hindering health promotion in the community	<ol style="list-style-type: none">1. What is health promotion?2. How does health promotion contribute to good health?
Core competencies to be developed: <ul style="list-style-type: none">• Communication and collaboration as learners listen critically to identify challenges to health promotion in the community• Creativity and imagination as learners network in creating flyers and talking walls on promotion of wellness for individuals and the community• Citizenship as they apply social and civic skills as they create awareness on health				
Values:				





- Unity as they collaborate with each other and actively participate in various health promotion activities
- Responsibility as they observe safety precautions during access of various online sites in search for information
- Respect as they accommodate diverse opinions when performing group tasks

Pertinent and Contemporary Issues (PCIs):

- Child rights as they identify health concerns in the community for health promotion
- Social cohesion as learners work together in groups during creation of health promotion materials

Links to other subjects:

- Computer Science as learners use digital devices when presenting information
- Languages – communication skills will be used during presentations.

Assessment Rubric

Indicator:	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Ability to identify common health concerns in the community for awareness creation	Correctly and precisely identifies common health concerns in the community for awareness creation	Correctly identifies common health concerns in the community for awareness creation	Correctly identifies some common health concerns in the community for awareness creation	Needs guidance to identify some common health concerns in the community for awareness creation
Ability to determine ways of promoting wellness in individuals and the community	Accurately and creatively determines ways of promoting wellness in individuals and the community	Accurately determines ways of promoting wellness in individuals and the community	Accurately determines some ways of promoting wellness in individuals and the community	Needs assistance to determine some ways of promoting wellness in individuals and the community
Ability to identify challenges to health promotion in the	Correctly and critically identifies challenges to health	Correctly identifies challenges to health promotion in the	Correctly identifies some challenges to health promotion in the	With support identifies some challenges to health





community	promotion in the community and suggests solutions	community	community	promotion in the community
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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 d) discuss intervention measures for preventing macro and micro nutrient deficiencies e) examine the role of water and dietary fibre in promoting health	The learner is guided to: <ul style="list-style-type: none">• brainstorm on the difference between micro and macro nutrients• research on the functions and sources of macro and micro nutrients using print materials and digital devices (<i>micro nutrients- vitamins and minerals</i>). (<i>macro nutrients- carbohydrates, proteins, fat and lipids</i>)• visit a local market and identify foods that provide micro and macro nutrients and write a report• use digital devices, pictures and charts to identify signs of macro and micro nutrients deficiencies and disorders and make presentations in class• explore on measures for preventing macro and micro nutrient deficiencies and share their findings	<ol style="list-style-type: none">1. What are the roles of the nutrients in the body?2. How do we ensure adequate nutrient intake?3. Why do we require water and dietary fibre in the body?





		f) value plants and animals as sources of nutrients in promoting health.	with peers <ul style="list-style-type: none">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">Self-efficacy as learners apply leadership skills during the visit to a local market to identify foods that provide micro and macro nutrientsCritical thinking and problem solving as learners explain the different measures for preventing macro and micro nutrients deficiencies.Communication and collaboration as learners use speaking skills in making class presentations on signs and symptoms of macro and micro nutrient deficiency				
Values: <ul style="list-style-type: none">Unity as they appreciate effort of others in group activities as they research on the health benefits of dietary fibre and water in the bodyRespect as learners take turns and accommodate each other's views during discussions.				
Pertinent and Contemporary Issues (PCIs): <ul style="list-style-type: none">Child rights to good health through provision of proper nutritionSocial issues- poverty eradication for prevention of macro and micro nutrients deficiencies and disorders				
Links to other subjects: <ul style="list-style-type: none">Homescience -categories of various foods and food nutrientsLanguages -use of writing skills during report writingAgriculture -sources of food (plant and animal sources)				





Assessment Rubric				
Indicator:	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Ability to identify the functions and sources of macro and micro-nutrients	Correctly and comprehensively identifies the functions and sources of macro and micro-nutrients	Correctly identifies the functions and sources of macro-and- micro nutrients	Identifies some of the functions and sources of macro- and micro-nutrients	Identifies some of the functions and sources of macro and micro nutrients with assistance
Ability to describe the signs and symptoms of macro and micro-nutrient deficiencies and disorders	Accurately describes the signs and symptoms of macro and micro- nutrient deficiencies and disorders	Describes the signs and symptoms of macro-and-micro nutrient deficiencies and disorders	Partially describes signs and symptoms of macro- and micro-nutrient deficiencies and disorders.	Requires guidance to describe the signs and symptoms of macro-and-micro nutrient deficiencies
Ability to discuss the intervention measures for preventing macro and micro nutrient deficiencies	Correctly and exhaustively discusses the intervention measures for preventing macro and micro nutrient deficiencies	Correctly discusses the intervention measures for preventing macro and micro nutrient deficiencies	Discusses intervention measures for preventing macro and micro nutrient deficiencies	Discusses intervention measures for preventing macro and micro nutrient deficiencies with assistance
Ability to examine the role of water and dietary fibre in promoting health	Correctly examines the role of water and dietary fibre in the body and states their sources	Correctly examines the role of water and dietary fibre in promoting health	Examines the role of water and dietary fibre in promoting health	Attempts to examine 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)	By the end of the sub-strand, the learner should be able to: a) illustrate the major parts of the digestive system in humans 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	The learner is guided to: <ul style="list-style-type: none">• use digital devices and print materials to search for information on parts of the human digestive system and present findings• draw and label parts of the human digestive system• brainstorm on the functions of various parts of human digestive system and share their findings with peers• observe netiquette as they research on common conditions and diseases affecting the human digestive system (<i>acid reflux, ulcers, constipation, round worms</i>)• research on the causes of common conditions and diseases affecting the human digestive system and make presentations• research on preventive measures for common conditions and diseases	<ol style="list-style-type: none">1. How does food move through the digestive tract?2. What causes the conditions and diseases of digestive system?3. Why do we maintain a healthy digestive system?





		e) adopt preventive measures for a healthy digestive system	affecting the human digestive system and write a report.	
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Core competencies to be developed:

- Learning to learn as they organise own learning during research on the common conditions and diseases affecting the human digestive system
- Critical thinking and problem solving as learners adopt preventive measures for common conditions and diseases affecting the human digestive system
- Communication and collaboration as learners speak clearly during presentations on the causes of common conditions and diseases affecting the human digestive system

Values:

- Unity as they take turns in activities and conversations during group work
- Patriotism as they serve the community by teaching peers on preventive measures for common conditions and diseases affecting the human digestive system

Pertinent and Contemporary Issues (PCIs):

- Self-awareness as learners gain knowledge about the structure of the digestive system.

Links to other subjects:

- Integrated science as they learn how the digestive system functions
- Languages- Functional writing as they write reports





Assessment Rubric				
Indicator:	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Ability to illustrate the major parts of the digestive system in humans	Correctly illustrates major parts of the digestive system in humans	Illustrates the major parts of the digestive system in humans	Attempts to illustrate some of the major parts of the digestive system in humans	With assistance illustrates some parts of the digestive system in humans
Ability to explain the functions of various parts of the human digestive system	Correctly and exhaustively explains the functions of various parts of the human digestive system	Correctly explains the functions of various parts of the human digestive system	Partially explains the functions of various parts of the human digestive system	Explains some functions of various parts of the human digestive system with guidance
Ability to identify common conditions and diseases affecting the digestive system and their causes	Correctly and comprehensively identifies common conditions and diseases affecting the digestive system and their causes	Correctly identifies common conditions and diseases affecting the digestive system and their causes	Identifies some common conditions and diseases affecting the digestive system and their causes	Attempts to identify common conditions and diseases of the human digestive system and their causes
Ability to evaluate ways of preventing common conditions and diseases affecting the	Accurate evaluates ways of preventing common conditions and diseases affecting the human digestive system	Evaluates ways of preventing common conditions and diseases affecting the human digestive	Attempts to evaluate ways of preventing common conditions and diseases affecting the human digestive	Needs support to evaluate ways of preventing common conditions and diseases affecting the





human digestive system		system	system	human digestive system
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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 in the body c) discuss the causes, signs and symptoms of common skin conditions and diseases d) Prevent common conditions and diseases of the skin for healthy living e) appreciate the importance of a healthy skin.	The learner is guided to: <ul style="list-style-type: none">• brainstorm on different excretory organs in the human body (<i>skin, liver, lungs and kidney</i>)• research on the functions of the skin and make short notes• research on the causes of various conditions and diseases affecting the skin• use pictures and print materials to recognise the signs and symptoms of common skin conditions and diseases (<i>boils, fungal infections, scabies, allergic skin conditions</i>).• explore on ways of preventing common conditions and diseases of the skin and present to peers• practice health initiatives for prevention of common conditions and diseases of the skin. (<i>hygiene of self and personal belongings, hygiene of public places, proper diet among others</i>)	<ol style="list-style-type: none">1. What is the excretory system?2. Why do we take care of our skin ?3. How do we keep the skin healthy?



**Core competencies to be developed:**

- Communication and collaboration as learners use writing skills as they make notes on the functions of the skin
- Citizenship as learners embrace health initiatives for prevention of conditions and diseases of the skin
- Learning to learn as learners share knowledge learnt on ways of preventing common conditions and diseases of the skin

Values:

- Unity as learners appreciate the effort of others during group tasks
- Love as they portray a caring attitude during performance of tasks assigned and as they sensitise peers on conditions and diseases of the skin
- Patriotism as they practice health initiatives for prevention of conditions and diseases of the skin.

Pertinent and Contemporary Issues (PCIs):

- Communicable diseases as learners embrace ways of preventing diseases of the skin

Links to other subjects:

- Computer science as learners do online research
- Intergrated sciences as they study the structure and function of the skin
- Languages as learners communicate and make short notes.

Assessment Rubric

Indicator:	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Ability to identify different excretory organs in the human body	Correctly and exhaustively identifies the different excretory organs in the human body.	Correctly identifies the different excretory organs in the human body.	Attempts to identify the excretory organs in the human body	Identifies excretory organs in the human body with guidance





Ability to describe the functions of the skin in the body	Accurately describes the functions of the skin in the body	Describes the functions of the skin in the body	Partially describes the functions of the skin in the body	Needs assistance to describe the functions of the skin in the body
Ability to discuss causes, signs and symptoms of common skin conditions and diseases	Correctly and with clarity is able to discuss causes, signs and symptoms of common skin conditions and diseases	Correctly discusses causes, signs and symptoms of common skin conditions and diseases	Correctly discusses some of the causes, signs and symptoms of common skin conditions and diseases	Attempts to discuss some of the causes, signs and symptoms of common skin conditions and diseases
Ability to prevent common conditions and diseases of the skin for healthy living	Correctly prevents common conditions and diseases of the skin for healthy living	Prevents common conditions and diseases of the skin for healthy living	Attempts to prevent common conditions and diseases of the skin for healthy living	Needs guidance to prevent 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) explain 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 system e) appreciate the importance of a healthy circulatory system for normal functioning of the	The learner is guided to: <ul style="list-style-type: none">• brainstorm on the meaning of the term circulatory system• use digital devices and print materials to search for information on the structure and functions of the circulatory system and make presentations (<i>the heart</i>)• participate in talks with a resource person on the causes, signs and symptoms of common conditions and diseases affecting the circulatory system and take notes (<i>heart attack, hypertension, stroke</i>)• explore on ways of preventing common conditions and diseases of the circulatory system and report findings• 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 exercises</i>)	<ol style="list-style-type: none">1. How does the human circulatory system work?2. Why do you take care of the circulatory system?





		body.	<ul style="list-style-type: none">• create a daily log on the foods they eat and physical activities they engage in for prevention of conditions and diseases affecting the circulatory system.	
Core competencies to be developed: <ul style="list-style-type: none">• Citizenship as learners explore the global trends of circulatory system conditions and diseases and relate to the local trends for informed interventions.• Self-efficacy as learners embrace self awareness skills as they adopt healthy practices• Learning to learn as they organise own learning to create a daily log on the foods they eat and physical activities they engage in				
Values: <ul style="list-style-type: none">• Integrity- self-discipline as learners adopt healthy practises• Peace as they display tolerance during physical exercises• Respect as they accommodate diverse opinions during discussions				
Pertinent and Contemporary Issues (PCIs): <ul style="list-style-type: none">• Effective decision making as they adopt healthy practices for prevention of conditions and diseases affecting the circulatory system• Social cohesion as learners work in groups as they search for information				
Links to other subjects: <ul style="list-style-type: none">• Physical education and sports as learners participate in physical activities,• Computer Science as learners undertake online searches, download information and make presentations• Languages as they communicate, search for meaning of words, and make notes				





Assessment Rubric				
Indicator	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Ability to describe the structure and functions of the heart	Correctly describes the structure and functions of the heart	Describes the structure and functions of the heart	Attempts to describe the structure and functions of the heart	Needs assistance to describe the structure and functions of the heart
Ability to analyse causes, signs and symptoms of common conditions and diseases of the circulatory system	Accurately and comprehensively analyses causes, signs and symptoms of common conditions and diseases of the circulatory system	Accurately analyses causes, signs and symptoms of common conditions and diseases of the circulatory system	Analyses some of the causes, signs and symptoms of common conditions and diseases of the circulatory system	Attempts to analyse causes, signs and symptoms of common conditions and diseases of the circulatory system
Ability to determine ways of preventing common conditions and diseases of the circulatory system	Correctly determines ways of preventing common conditions and diseases of the circulatory system	Determines ways of preventing common conditions and diseases of the circulatory system	Partially determines ways of preventing common conditions and diseases of the circulatory system	Needs guidance to determine 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
3.0 Mental and Emotional Health	1.1 Mental Health (3 lessons)	By the end of the sub-strand, the learner should be able to: a) examine 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) discuss 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	The learner is guided to: <ul style="list-style-type: none">brainstorm on the meaning of the terms mental health and mental illnessresearch on mental health and mental illness in relation to overall wellbeingsearch and watch clips on importance of mental healthcarry out research on causes of mental illnesses and disorders in the community and write a reportuse 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>)adopt ways of promoting positive mental health to prevent and manage mental health disorders (<i>Being active, eating well, staying</i>	<ol style="list-style-type: none">Why is mental health important for personal wellness?What are the signs of mental illnesses?How do we maintain a positive mental wellbeing?





		f) value mental health for personal wellbeing.	<i>in touch, asking for help, self-acceptance, quality sleep, spiritual care and support systems).</i>	
Core competencies to be developed:				
<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. 				
Values:				
<ul style="list-style-type: none"> • Responsibility as they offer leadership and guidance to peers during investigation on the causes of mental illnesses • Love as they avoid inflicting pain in others during group tasks hence promoting mental health • Social justice as learners accord each other equal opportunities as they participate in assigned tasks • Patriotism as they are conscious of their social and moral responsibility in promoting mental health 				
Pertinent and Contemporary Issues (PCIs):				
<ul style="list-style-type: none"> • Alcohol and substance abuse as a cause of the mental illness • Self- awareness and self acceptance for promotion of a positive mental well being 				
Links to other subjects:				
<ul style="list-style-type: none"> • Life skills -self-awareness • Religious studies -ethical moral standards and spiritual support 				
Assessment Rubric				
Indicator:	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Ability to explain the importance of mental health for	Correctly and exhaustively explains the importance of mental	Correctly explains the importance of mental health for	Attempts to explain the importance of mental health for	With assistance explains the importance of mental health for





personal wellness	health for personal wellness	personal wellness	personal wellness	personal wellness
Ability to investigate the causes of mental illnesses and disorders in the community	Correctly and critically investigates the causes of mental health disorders in the community and suggests solutions	Correctly investigates the causes of mental health disorders in the community	Attempts to investigate the causes of mental health disorders in the community	Needs guidance to investigate the causes of mental health disorders in the community
Ability to discuss signs and symptoms of mental illnesses and disorders for proper management	Accurately and comprehensively discusses signs and symptoms of mental illnesses and disorders for proper management	Accurately discusses signs and symptoms of mental illnesses and disorders for proper management	Discusses some of the signs and symptoms of mental illnesses and disorders for proper management	Attempts to discuss signs and symptoms of mental illnesses and disorders for proper management
Ability to apply preventive measures against mental illnesses and disorders for the wellbeing of self and others	Correctly applies 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	Attempts to apply preventive measures against mental illnesses and disorders for the wellbeing of self and others	Applies some preventive measures against mental illnesses and disorders for the wellbeing of self and others with guidance





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.	The learner is guided to: <ul style="list-style-type: none">• mention factors affecting mental health in the community(<i>poverty, abuse, isolation, trauma, stress, among others</i>)• discuss psychological factors that affect mental wellbeing• share experiences on social factors affecting mental wellbeing• research and compile a list of environmental factors affecting mental well being• take part in activities that promote positive mental wellbeing,(<i>guidance and counselling sessions, participating in health clubs, journaling, strengthening of family ties, spiritual support</i>).	<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?
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				





<ul style="list-style-type: none"> • Communication and collaboration as learners use speaking skills during discussions on social and psychological factors affecting mental health. 				
Values: <ul style="list-style-type: none"> • Unity as learners take turns and accommodate each other's views during discussion. • Patriotism as they take responsibility in maintaining their mental health 				
Pertinent and Contemporary Issues (PCIs): <ul style="list-style-type: none"> • Critical thinking and problem solving as they adopt strategies for maintaining a positive mental wellbeing • Social issues- poverty eradication to reduce social stress and promote mental health 				
Links to other subjects: <ul style="list-style-type: none"> • Languages- Communication skills as they make class presentations • Religious Education- strategies employed for maintaining mental health through spiritual interventions 				
Assessment Rubric				
Indicator:	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Ability to explain the psychological factors that affect mental health	Accurately explains the psychological factors that affect mental health	Explains the psychological factors that affect mental health	Attempts to explain the psychological factors that affect mental health	With assistance explains psychological factors that affect mental health
Ability to analyse social factors that affect mental wellbeing	Correctly and appropriately analyses social factors that affect mental health	Correctly analyses social factors that affect mental health	Analyses some of the social factors that affect mental health	Attempts to analyse social factors that affect mental health.
Ability to outline environmental factors that affect	Accurately outlines environmental factors that affect mental health	Outlines environmental factors that affect	Outlines some of the environmental factors that affect	Needs guidance to outline environmental factors that affect mental health.





mental well-being.		mental health	mental health	
Ability to adopt lifestyles that minimize mental illnesses and disorders	Correctly adopts lifestyles that minimize mental illnesses and disorders	Adopts lifestyles that minimize mental illnesses and disorders	Attempts to adopt lifestyles that minimize mental illnesses and disorders	Needs support to adopt 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
4.0 Use of medicine	4.1 Safe use of medicine (4 lessons)	By the end of the sub strand the learner should be able to: a) distinguish between prescribed and unprescribed medicine in dispensing of medicine b) interpret instructions on a prescription for safe use of medicine c) examine dangers of using unprescribed medicine on human health d) explain common side effects of medicine in the body e) discuss the correct use of medicine to maintain its effectiveness in the body f) practice proper ways of storing medicine to sustain its efficacy g) appreciate the importance of proper use of medicine for disease prevention and	The learner is guided to: <ul style="list-style-type: none">• discuss the difference between prescribed and un prescribed medicine• analyse instructions on a prescription sample and present findings to peers• research and discuss the dangers of using unprescribed medicine• explore the common side effects of medicine using digital devices and print materials and make presentations.(<i>rashes, nausea, fatigue, headaches, fever</i>)• listen to a presentation from a resource person on proper use of medicine to sustain its usefulness in health and make notes• role play on correct use of medicine• demonstrate ways of storing	<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?





		management.	different types of medicine to maintain its effectiveness	
Core competencies to be developed: <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				
Values: <ul style="list-style-type: none">• Responsibility as learners observe safety precautions while using medicine• Peace as they display tolerance when they differ in opinions during role play• Integrity as they display self-discipline in use of medicine to maintain its effectiveness				
Pertinent and Contemporary Issues (PCIs): <ul style="list-style-type: none">• Citizenship -integrity as learners exercise discipline when using drugs• HIV and AIDS- Correct use of medicine for management of HIV and AIDS				
Links to other subjects: <ul style="list-style-type: none">• Computer science as they use digital devices to research on the common side effects of medicine• Performing Arts as they role play• Mathematics as they interpret the prescription				





Assessment Rubric				
Indicator:	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Ability to interpret instructions on a prescription for safe use of medicine	Correctly and comprehensively interprets instructions on a prescription for safe use of medicine	Correctly interprets instructions on a prescription for safe use of medicine	Attempts to interpret instructions on a prescription for safe use of medicine	Needs assistance to interpret instructions on a prescription for safe use of medicine
Ability to explain common side effects of medicine in the body	Correctly explains common side effects of medicine and peer teach others	Explains the common side effects of medicine in the body	Partially explains common side effects of medicine in the body	Needs guidance to explain the common side effects of medicine in the body
Ability to discuss the correct use of medicine to maintain its effectiveness in the body	Exhaustively and accurately discusses the correct use of medicine to maintain its effectiveness in the body	Accurately discusses the correct use of medicine to maintain its effectiveness in the body	Partially discusses the correct use of medicine to maintain its effectiveness in the body	Needs guidance to discuss the correct use of medicine to maintain its effectiveness in the body
Ability to practice proper ways of storing medicine to sustain its efficacy	Correctly practices ways of storing medicine to sustain its efficacy	Practices ways of storing medicine to sustain efficacy	Attempts to practice ways of storing medicine to sustain efficacy	Needs support to practice 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
5.0 First Aid and Basic Life Support	5.1 First Aid (4 lessons)	By the end of the sub-strand, the learner should be able to; 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 the relationship between respiratory and circulatory system in first aid f) demonstrate application of Airway, Breathing and Circulation technique in saving lives g) describe methods for safe	The learner is guided to: <ul style="list-style-type: none">• brainstorm on the meaning of the term first aid and share their findings with peers• list down the contents of first aid kit and their use and share their findings(<i>surgical gloves,scissors, painkillers, bandages,cotton wool, antiseptic solution among others</i>)• practice improvising contents of the first aid kit using locally available materials• discuss the precautions to observe while offering first aid during injury and make short notes• research on the relationship between respiratory and circulatory system in first aid and make presentations in class• watch video clips on application of ABC (<i>Airway, Breathing and Circulation</i>) of first aid in saving	<ol style="list-style-type: none">1. What precautions do you observe when giving first aid?2. How do you dispose off used first aid materials?





		disposal of used first aid materials h) embrace first aid as a measure to save life.	life and take notes • role play the ABC technique using models and realia • use digital devices and print material to search on the methods for safe disposal of used first aid materials	
Core competencies to be developed: <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.				
Values: <ul style="list-style-type: none">• Love as learners put the interest of others before their own as they offer first aid to save life• Responsibility as they observe safety precautions while offering first aid to an injured person• Social justice as they accord each other equal opportunities in sharing responsibilities during improvisation of the contents of the first aid kit				
Pertinent and Contemporary Issues (PCIs): <ul style="list-style-type: none">• Environment education as they safely dispose off used first aid materials• Social cohesion as learners work together as they role play the ABC of first aid• Safety as they discuss the precautions to observe while offering first aid				
Links to other subjects: <ul style="list-style-type: none">• Pre technical and pre career -safety at the work place• Languages- writing and speaking skills				





Assessment Rubric				
Indicator	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Ability to identify the contents of first aid kit and state their uses	Correctly and critically identifies the contents of first aid kit and state their uses	Correctly identifies the contents of first aid kit and state their uses	Correctly identifies some of the contents of first aid kit and state their uses	Attempts to identify the contents of first aid kit and state their uses
Ability to improvise contents of the first aid kit using locally available materials	Correctly and innovatively improvises contents of the first aid kit using locally available materials	Correctly improvises contents of the first aid kit using locally available materials	Improvises contents of the first aid kit using locally available materials	Needs assistance to improvise contents of the first aid kit using locally available materials
Ability to describe the precautions to observe while offering first aid to an injured person	Correctly and comprehensively describes the precautions to observe while offering first aid to an injured person	Correctly describes the precautions to observe while offering first aid to an injured person	Describes some of the precautions to observe while offering first aid to an injured person	Attempts to describe the precautions to observe while offering first aid to an injured person
Ability to demonstrate application of Airway,Breathing and Circulation technique in saving life	Correctly and skillfully demonstrates application of Airway,Breathing and Circulation technique in saving life	Demonstrates application of Airway,Breathing and Circulation technique in saving life	Attempts to demonstrate application of Airway,Breathing and Circulation technique in saving life	Needs assistance to demonstrate application of Airway,Breathing and Circulation technique in saving life





Ability to describe methods for safe disposal of used first aid materials	Accurately describes methods for safe disposal of used first aid materials and guides others on the same	Describes methods for safe disposal of used first aid materials	Partially describes methods for safe disposal of used first aid materials	Requires guidance to describe methods for safe disposal of used first aid materials
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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; a) identify the common types of accidents and injuries in daily life b) describe common causes of accidents and injuries in the community c) discuss 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.	The learner is guided to: <ul style="list-style-type: none">• buzz on the meaning of accidents and injury in relation to first aid,• 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>),• brainstorm on the common causes of accidents and injuries in daily life and share their experiences with peers• discuss safety precautions to observe in order to prevent accidents and injuries in the community.• watch video clips and demonstrations on ways of carrying out first aid for various accidents and injuries (<i>cuts, burns, scalds, sprains, fractures, falls, drowning, choking</i>),• dramatize managing minor injuries as they observe safety.	<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?



**Core competencies to be developed:**

- Communication and collaboration as learners apply team work skills as they research and discuss the common types of accidents and injuries
- Digital literacy as learners connect using technology as they 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

Values:

- Love as they portray a caring attitude during management of injuries
- Responsibility as they proactively solve problems in preventing accidents and injuries
- Social justice as they share resources equitably during demonstrations on ways of managing minor accidents and injuries

Pertinent and Contemporary Issues (PCIs):

- Patriotism and good governance as they embrace the practice of preventing accidents and injuries
- Environmental education as they identify common causes of accidents and injury in the environment

Links to other subjects:

- Life skills as learners manage accidents and injuries
- Home science- safety precautions in preventing accidents accidents in the home
- Pre -Technical and Pre Career- safety at the work place

Assessment Rubric

Indicator	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Ability to identify the common types of accidents and injuries in daily life	Correctly and precisely identifies common types of accidents and injuries	Correctly identifies common types of accidents and injuries in daily life	Identifies some of the common types of accidents and injuries in daily life	Attempts to identify the common types of accidents and injuries in daily life





	in daily life			
Ability to describe common causes of accidents and injuries in the community	Correctly and comprehensively describes common causes of accidents and injuries	Correctly describes common causes of accidents and injuries	Describes some of the common causes of accidents and injuries	Attempts to describe some of the common causes of accidents and injuries
Ability to discuss safety precautions to observe for prevention of accidents and injuries	Correctly and critically discusses safety precautions to observe for prevention of accidents and injuries	Discusses safety precautions to observe for prevention of accidents and injuries	Partially discusses safety precautions to observe for prevention of accidents and injuries	Discusses safety precautions to observe for prevention of accidents and injuries with assistance
Ability to carry out first aid for various accidents and injuries	Accurately and creatively carries out first aid for various accidents and injuries	Accurately carries out first aid for various accidents and injuries	Carries out first aid for some accidents and injuries	Attempts to carry out first aid for some of the accidents and injuries





COMMUNITY SERVICE LEARNING PROJECT

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
5.2 First Aid and Basic Life Support CSL PROJECT Research	First aid for common accidents and injuries (3 Lessons)	By the end of the sub strand the learner should be able to: <ol style="list-style-type: none"> explore common accidents in the community assess common causes of accidents and injuries in the school community recommend safety precautions in preventing accidents and injuries in the community apply first aid skills in management of various injuries within the school community appreciate prevention of accidents and management of injuries 	Learners will be guided to: <ul style="list-style-type: none"> identify common causes of accidents at school in relation to daily activity and recommend ways of mitigating them. Planning <ul style="list-style-type: none"> the project will be carried out in three lessons within the school community. Simple questionnaires and resources required will be prepared in advance to guide the research. the target population will be sampled from the school community. a resource person will be sourced in advance. the learners will be assigned roles to take part in during the research. Implementation <ul style="list-style-type: none"> investigate the causes of accidents and injuries in the school by 	<ol style="list-style-type: none"> What are the causes of accidents and injuries in the school community? How can we manage accidents and injuries in the school community? What safety precautions do we need to observe to prevent accidents and injuries?





		in the community.	<ul style="list-style-type: none">conducting a survey.• distribute the questionnaires to the target population,• collect the data• tally and analyse the findings Learners in groups to write the Report <ul style="list-style-type: none">• causes of accidents and injuries will be identified from the findings• simple graphs and pie charts will be used to present the findings• learners will suggest the safety precautions to observe to reduce the accidents and parental engagement will be recommended for follow up• with the help of a teacher or resource person learners propose ways of preventing and managing common accidents in the school• demonstrate first aid skills required to manage common accidents in the school (demonstrations/ first aid drills)• create posters/ flyers to inform the school community on the common causes of accidents and injuries and	
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			<p>their preventive measures</p> <p>Dissemination:</p> <ul style="list-style-type: none">• distribute flyers on the common causes of accidents and injuries to the community and ways of mitigating the problem• initiate / utilize school health clubs/ school assemblies to present the information• present the project – the survey findings and recommendations	
<p>Key Components of CSL developed: Research, Communication, Life skills and Citizenship and leadership</p> <ul style="list-style-type: none">• Research: The learners will conduct research on causes of common accidents in the school community• Communication: The learners will use functional writing to communicate messages on preventive measures of common accidents and injuries• Life skills: The learners will apply problem solving skills to identify and address issues causing accidents and injuries in the school community• Citizenship and leadership: The learners will embrace values of patriotism and good governance for sustainable social interactions as they demonstrate first aid skills and create awareness on ways of preventing and managing common accidents in the community				
<p>Core competencies to be developed</p> <ul style="list-style-type: none">• Self-efficacy as learners use leadership skills during planning and mobilization of resources to carry out the survey.• Creativity and imagination as learners create and distribute promotion materials on ways of preventing common accidents in the community.				





- Communication and collaboration as learners use writing skills as they develop questionnaires and write reports.
- Digital literacy, as they create with technology, during designing of promotional materials.

Values:

- Unity as learners work together in teams as they carry out the project
- Patriotism as they serve the community through awareness creation on prevention and management of common accidents and injuries
- Respect as the learners accommodate diverse opinions during group activities
- Peace as learners avoid hurting others while managing common accidents and injuries

Pertinent and Contemporary Issues (PCIs):

- Environmental education- Causes of accidents and injury in the environment.
- Time management as they carry out the project within the time scheduled.

Links to other subjects

- Visual Arts as the develop promotion materials.
- Languages as they communicate during report writing and presentation of reports.
- Mathematics as they tally findings and present them using graphs.

Assessment Rubric

Indicator:	Exceeds expectation	Meets expectation	Approaches expectations	Below expectations
Ability to assess common causes of accidents and injuries in the community	Correctly assesses common causes of accidents and injuries in the community	Assesses common causes of accidents and injuries in the community	Partially assesses common causes of accidents and injuries in the community	Needs assistance to assess common causes of accidents and injuries in the community
Ability to recommend	Correctly	Recommends safety	Recommends some	Attempt to





safety precautions for preventing accidents and injuries in the school community	recommends safety precautions for preventing accidents and injuries in the school community	precautions for preventing accidents and injuries in the school community	safety precautions for preventing accidents and injuries in the school community	recommend safety precautions for preventing accidents and injuries in the school
Ability to apply first aid skills to manage identified injuries within the school community	Correctly and creatively applies first aid skills to manage identified injuries within the school community	Correctly applies first aid skills to manage identified injuries within the school community	Attempts to apply first aid skills to manage identified injuries within the school community	Needs guidance to apply first aid skills to manage identified injuries within the school community
Ability to create posters to inform the community on preventive measures for common accidents and injuries	Correctly and innovatively creates posters to inform the community on preventive measures for common accidents and injuries	Correctly creates posters to inform the community on preventive measures for common accidents and injuries	Attempts to create posters to inform the community on preventive measures for common accidents and injuries	Needs assistance to create posters to inform the community on preventive measures for common accidents and injuries
Ability to speak clearly and effectively as they present the report	Speaks with confidence and articulates the ideas demonstrating they are conversant with the report	Speaks clearly in a logical manner as they present the report	Speaks clearly but not in a logical manner as they present the report	Needs prompting as they present the report

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry
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				Questions
5.0 First Aid and Basic Life Support	5.3 Road safety (2 lessons)	By the end of the sub-strand, the learner should be able to; a) discuss 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) practise road safety rules for safe use of the roads e) value adherence to road safety rules in saving lives	The learner is guided to: <ul style="list-style-type: none">• brainstorm on meaning of the following terms (<i>road safety, pedestrian and passenger</i>)• watch clips or documentaries on factors that contribute to road accidents in the community• explore on ways of preventing road accidents in the community• research on road safety signs and signals and study models and charts on common road signs• demonstrate application of road safety rules and signs using role play and skits.	<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?
Core competencies to be developed: <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 as they 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				
Values: <ul style="list-style-type: none">• Responsibility as they observe safety precaution to reduce road accidents• Respect as they value human dignity through awareness creation to promote road safety				





<ul style="list-style-type: none"> • Integrity as they apply laid down procedures to promote road safety 				
Pertinent and Contemporary Issues (PCIs): <ul style="list-style-type: none"> • Child care and protection- observation of road safety rules to reduce road accidents • Safety as they observe safety precautions when using the roads 				
Links to other subjects: <ul style="list-style-type: none"> • Languages as they write and speak fluently • Performance Arts as they use role play 				
Assessment Rubric				
Indicator	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Ability to discuss the factors that contribute to road accidents in the community	Correctly and exhaustively discusses the factors that contribute to road accidents in the community	Correctly discusses the factors that contribute to road accidents in the community	Discusses some of the factors that contribute to road accidents in the community	Attempts to discuss the factors that contribute to road accidents in the community
Ability to analyse ways of preventing road accidents	Accurately and critically analyses ways of preventing road accidents in the community	Accurately analyses ways of preventing road accidents in the community	Partially analyses ways of preventing road accidents in the community	Needs guidance to analyse ways of preventing road accidents in the community
Ability to interpret road safety signs and signals to promote road safety	Accurately interprets road safety signs and signals to promote road safety	Interprets road safety signs and signals to promote road safety	Interprets some of the road safety signs and signals to promote road safety	Attempts to interpret road safety signs and signals to promote road safety





Ability to practise road safety rules for safe use of the roads	Correctly practises road safety rules for safe use of the roads	Practises road safety rules for safe use of the roads	Attempts to practise road safety rules for safe use of the roads	Needs guidance to practise road safety rules for safe use of the roads
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STRAND 6.0: ENVIRONMENTAL HEALTH AND SANITATION

Strand	Sub Strand	Specific Learning Outcome	Suggested Learning Experiences	Key Inquiry Questions
6.0 Environmental Health and Sanitation	6.1 Environmental Health (3 lessons)	By the end of the sub-strand, the learner should be able to: a) explain the meaning of the term environmental health and sanitation b) discuss the importance of environmental health for healthy living c) identify environmental factors that affect human health d) apply measures to control environmental factors affecting health e) appreciate the importance of a healthy environment for promotion of the well-being of self and others.	The learner is guided to: <ul style="list-style-type: none"> brainstorm on the meaning of the term environmental health and sanitation use digital devices or print materials to search on importance of environmental health and make presentations. investigate environmental factors affecting human health and report their findings participate in activities to control environmental factors affecting human health (<i>planting trees, environmental clean up, sensitization and advocacy</i>). 	<ol style="list-style-type: none"> Why is environmental health important? How do you control environmental factors affecting health?
<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 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.

Values:

- Unity as they collaborate with others during group activities.
- Responsibility as they actively participate in activities to prevent adverse effects of environmental factors on health

Pertinent and Contemporary Issues (PCIs):

- Patriotism and good governance- as they participate in activities to protect and conserve the environment

Links to other subjects:

- Homescience-Environmental hygiene
- Languages – Communication skills used during presentations and writing skills

Assessment Rubric

Indicator:	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Ability to discuss the importance of environmental health for healthy living	Correctly and exhaustively discusses the importance of environmental health for healthy living	Correctly discusses the importance of environmental health for healthy living	Attempts to discuss the importance of environmental health for healthy living	Discusses the importance of environmental health for healthy living with assistance
Ability to identify environmental factors that affect human health	Correctly and critically identifies environmental factors that affect human health	Correctly identifies environmental factors that affect human health	Identifies some of the environmental factors that affect human health	Attempts to identify environmental factors that affect human health





Ability to apply measures to control environmental factors affecting human health	Accurately and innovatively applies measures to control environmental factors affecting human health	Accurately applies measures to control environmental factors affecting human health	Partially applies measures to control environmental factors affecting human health	Needs support to apply measures to control environmental factors affecting human health
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Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
6.0 Environmental Health and Sanitation	6.2 Environmental contaminants (3 lessons)	By the end of the sub-strand, the learner should be able to: a) identify types of environmental contaminants that affect human health b) outline the effects of environmental contamination on human health c) control environmental contamination for disease prevention and control d) value an environment free from contamination for healthy living.	The learner is guided to: <ul style="list-style-type: none">• discuss types of environmental contaminants that affect human health, and make presentations (<i>biological contaminants, chemical contaminants, gases and heavy metals</i>)• research and discuss the effects of exposure to environmental contamination on human health.• explore on ways of preventing and controlling environmental contamination	<ol style="list-style-type: none">1. How is the environment contaminated?2. How does environmental contamination affect our health?
Core competencies to be developed: <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>Values:</p> <ul style="list-style-type: none"> • Respect as learners appreciate others as they carryout tasks assigned • Integrity as they use resources sparingly to reduce environmental contamination 				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> • Patriotism and good governance as they participate in community activities on prevention and control of environmental contamination • Communicable and chronic diseases resulting from environmental contamination • Environmental education- Environmental conservation and protection 				
<p>Links to other subjects:</p> <ul style="list-style-type: none"> • Languages -Vocabulary and Communication skills • Pre-technical and pre-career - safe disposal of industrial wastes 				
<p>Assessment Rubric</p>				
Indicator:	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Ability to identify types of environmental contaminants that affect human health	Correctly identifies types of environmental contaminants that affect on human health	Identifies types of environmental contaminants that affect human health	Partially identifies environmental contaminants that affect human health	Identifies some of the environmental contaminants that affect human health with assistance
Ability to outline the effects of environmental contamination on human health	Correctly and exhaustively outlines the effects of environmental contamination on human health	Correctly outlines the effects of environmental contamination on human health	Outlines some of the effects of environmental contamination on human health	Attempts to outline the effects of environmental contamination on human health





Ability to control environmental contamination for disease prevention and control	Accurately controls environmental contamination for disease prevention and control	Controls environmental contamination for disease prevention and control	Attempts to control environmental contamination for disease prevention and control	Needs guidance to control environmental contamination for disease prevention and control
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Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
6.0 Environmental Health and Sanitation	6.3 Infection Prevention and Control (4 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 available materials d) illustrate correct use of personal protective equipment for infection prevention and control e) differentiate cleaning and disinfection of equipment and surfaces for infection control f) apply infection prevention and control measures for promotion of health g) value infection prevention	The learner is guided to: • brainstorm on the meaning of infection prevention and control • use digital devices and reference materials to search for information on commonly used personal protective equipment • improvise personal protective equipment using locally available resources • demonstrate proper use of personal protective equipment (<i>face masks, gloves, gumboots, gowns, goggles, face shield, head gear</i>) • watch a video clip or demonstration on the process of cleaning and disinfecting equipment and surfaces • practice different measures for infection prevention and control (<i>use of protective gear,</i>	1. How do we prevent and control infection? 2. What is the difference between cleaning and disinfection ?





		and control for healthy life	<i>respiratory hygiene and cough etiquette, hand hygiene, cleaning and disinfection of equipment and surfaces, safe handling and disposal of wastes)</i>	
Core competencies to be developed: <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				
Value: <ul style="list-style-type: none">• Responsibility as learners observe safety precautions as they make protective equipment• Unity as they collaborate with others during class activities• Integrity as learners utilize resources well as they practice different measures for infection prevention and control				
Pertinent and Contemporary Issues (PCIs): <ul style="list-style-type: none">• Patriotism as they practice measures to prevent and control infections in the community• Communicable and chronic diseases as they make use of personal protective equipment for prevention and control of communicable diseases• Environmental education.- Environmental hygiene and sanitation as they clean and disinfect equipment and surfaces				
Links to other subjects: <ul style="list-style-type: none">• Homescience -as they practice hand hygiene and cleaning and disinfection of surfaces and equipment• Languages- Communication skills during class discussions and presentations• Mathematics – use of correct proportions of disinfectants and cleaning materials				





Assessment Rubric				
Indicator	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Ability to outline personal protective equipment used for infection prevention	Correctly outlines personal protective equipment used for infection prevention	Outlines personal protective equipment used for infection prevention	Partially outlines personal protective equipment used for infection prevention	Needs assistance to outline personal protective equipment used for infection prevention
Ability to make personal protective equipment using locally available materials	Correctly and innovatively makes personal protective equipment using locally available materials	Correctly makes personal protective equipment using locally available materials	Makes some personal protective equipment using locally available materials	Attempts to make personal protective equipment using locally available materials
Ability to illustrate correct use of personal protective equipment for infection prevention and control	Accurately illustrates correct use of personal protective equipment for infection prevention and control	Illustrates correct use of personal protective equipment for infection prevention and control	Attempts to illustrate correct use of personal protective equipment for infection prevention and control	Needs guidance to illustrate correct use of personal protective equipment for infection prevention and control
Ability to apply infection prevention and control measures for promotion of health	Correctly and critically applies infection prevention and control measures for promotion of health	Correctly applies infection prevention and control measures for promotion of health	Applies some of the infection prevention and control measures for promotion of health	Attempts to apply 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)	By the end of the sub-strand, the learner should be able to: a) identify changes occurring in boys and girls at puberty b) discuss 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	The learner is guided to: <ul style="list-style-type: none">• discuss and classify changes occurring in boys and girls at puberty and present in class (<i>physical, emotional and social changes</i>)• make online research for information on personal hygiene needs associated with onset of puberty and discuss in class• discuss measures for managing menstrual hygiene for personal health• explore on myths and misconception on menstrual experience within their community and share with peers• with the aid of a resource person research and discuss stages of identifying intersex persons (<i>at birth, puberty and adulthood</i>)	<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?



**Core competencies to be developed:**

- Communication and collaboration as learners listen keenly to discussions 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

Values:

- Love as they portray a caring attitude and support each other as they undergo pubertal changes
- Responsibility as they observe personal hygiene needs during puberty
- Social justice as they foster fairness and justice among themselves as they perform group activities

Pertinent and Contemporary Issues (PCIs):

- Personal Hygiene- personal hygiene needs associated with onset of puberty
- Human sexuality- myths and misconceptions associated with menstrual experience in different communities
- Environmental education- proper disposal and management of waste

Links to other subjects:

- Home science- Personal Hygiene
- Intergrated sciences- Human reproductive system
- Life skills -self-awareness and identity crisis during puberty





Assessment Rubric				
Indicator	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Ability to identify changes occurring in boys and girls at puberty	Correctly identifies changes occurring in boys and girls at puberty	Identifies changes occurring in boys and girls at puberty	Identifies some of the changes occurring in boys and girls at puberty	Attempts to identify changes occurring in boys and girls at puberty
Ability to discuss personal hygiene needs during puberty	Correctly and exhaustively discusses personal hygiene needs during puberty	Correctly discusses personal hygiene needs during puberty	Partially discusses personal hygiene needs during puberty	With support discusses personal hygiene needs during puberty
Ability to apply measures for management of menstrual hygiene	Correctly applies measures for management of menstrual hygiene and guides peers	Applies measures for management of menstrual hygiene	Attempts to apply measures for management of menstrual hygiene	Needs assistance to apply measures for management of menstrual hygiene
Ability to identify myths and misconceptions on menstrual experience	Correctly and critically identifies myths and misconceptions on menstrual experience	Correctly identifies myths and misconceptions on menstrual experience	Attempts to identify myths and misconceptions on menstrual experience	Needs guidance to identify 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)	By the end of the sub-strand, the learner should be able to: a) discuss 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.	The learner is guided to: <ul style="list-style-type: none">• brainstorm on importance of reproductive health to the community• research on practices that enhance reproductive health and share their findings• watch a documentary on practices that are harmful to reproductive health• research using digital and print materials research on practices that affect reproductive health (<i>early marriages and female genital mutilation among others</i>)• discuss with a resource person on effects of harmful practices on reproductive health (<i>sexually transmitted infections, excessive bleeding, fistula</i>)• brainstorm to distinguish facts from misconceptions associated with culture on reproductive health and share with peers	<ol style="list-style-type: none">1. What is reproductive health?2. How is reproductive health affected by cultural practices?





Core competencies to be developed:

- 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

Values:

- Peace as they respect diversity and ethical cultural practices
- Patriotism as they conduct sensitization and awareness campaigns towards individual rights for sustainable reproductive health

Pertinent and Contemporary Issues (PCIs):

- Child care and protection- as they initiate campaigns on reproductive health.
- HIV and AIDS- prevention of HIV and AID infections by embracing positive reproductive health practices.
- Gender- as they discuss importance of reproductive health in the community.
- Human Sexuality- as they discuss effects of harmful practices on health

Links to other subjects:

- Performing and visual Arts as they carry out sensitivity and awareness campaigns using verses, poems and songs towards individual rights for sustainable reproductive health

Assessment Rubric

Indicator	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Ability to discuss the importance of reproductive health in the community.	Correctly and exhaustively discusses the importance of reproductive health in the community	Correctly discusses the importance of reproductive health in the community	Attempts to discuss the importance of reproductive health in the community	With assistance, discusses importance of reproductive health in the community





Ability to explain the practices that adversely affect reproductive health.	Accurately and critically explains the practices that adversely affect reproductive health	Explains the practices that adversely affect reproductive health	Explains some of the practices that adversely affect reproductive health	Attempts to explain practices that adversely affect reproductive health
Ability to identify the myths and misconceptions about reproductive health in the community.	Correctly identifies the myths and misconceptions about reproductive health in the community	Identifies the myths and misconceptions about reproductive health in the community	Partially identifies myths and misconceptions about reproductive health in the community	With assistance, identifies myths and misconceptions about reproductive health in the community





APPENDIX: LIST OF ASSESSMENT METHODS, LEARNING RESOURCES AND NON-FORMAL ACTIVITIES

Strand	Sub strand	Suggested assessment methods	Suggested learning resources	Suggested non-formal activities
1.0 Health and Nutrition	1.1 Introduction to health education	<ul style="list-style-type: none">• Written assignment.• Observation of learning activities• Oral assessment	Digital resources, reference materials, charts, realia, hand washing materials and equipment, resource person	Learners engage in career talks with a resource person on career opportunities in Health education Learners participate in health education related activities in the school community
	1.2 Health promotion	<ul style="list-style-type: none">• Oral assessment• Observation of learning activities• Peer assessment	Digital resources, manilla papers, charts, posters, marker pens, reference materials	Learners create health promotion materials for to wellness of individuals and community (<i>talking wall, charts, flyers, posters, counselling cards</i>)
	1.3 Nutrients and their functions in the body	<ul style="list-style-type: none">• Written tests• Graded observation of group work activities	Digital resources, reference materials, realia, pictures, charts	Learners design promotion materials with messages on importance of proper nutrition in the community and display them as talking walls





		<ul style="list-style-type: none">• Project portfolio on pictures of different types of foods and the nutrients they provide		.
2.0 Human Body Systems	2.1 Digestive system	<ul style="list-style-type: none">• Written assignment• Graded observation of group discussions• Oral assessment	Digital resources, reference materials, charts, models	Learners take part in debates and clubs to peer teach others on prevention measures for common conditions and diseases of the human digestive system
	2.2 Excretory system	<ul style="list-style-type: none">• Written tests• Graded observation of group work activities• Portfolios	Video clips/ documentaries, charts, pictures, photos, reference materials, digital devices	Learners practice health initiatives for prevention of common conditions and diseases of the skin
	2.3 Circulatory system	<ul style="list-style-type: none">• Written tests• Graded observation of group work activities	Digital materials, models, pictures, charts, reference books, manilla papers, assorted marker pens	Learners to create a daily log on the foods they eat and physical activities they engage in





		<ul style="list-style-type: none">• Self and peer assessment		
3.0 Mental And Emotional Health	3.1 Mental health	<ul style="list-style-type: none">• Written assignment• Oral assessment• Projects	Resource person, digital devices, video clips, print reference materials,	Learners to participate in debates, health clubs or online collaborative forums to discuss on how to improve mental health in the community
	3.2 Mental health in the Community	<ul style="list-style-type: none">• Written assignment• Oral assessment• Graded observation of learner group discussions	Resource person, Print materials and digital resources, digital devices	Learners carry out a simple survey to investigate causes of mental illness 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,





4.0 Use Of Medicine	4.1 Safe use of medicine	<ul style="list-style-type: none">• Graded observation of learner demonstrations on safe use of medicine• Use of checklists• Written tests	Resource person, digital devices, video clips, print reference materials, realia, sample prescriptions, pictures, photos	Learners role play on correct use of medicine
5.0 First Aid And Basic Life Support	5.1 First Aid	<ul style="list-style-type: none">• Graded observation of learner demonstrations• Written test• Projects	Realia, pictures, digital resources, print materials, reference books, charts, Resource person, models	Learners role play the ABC technique using models
	5.2 First Aid for common accidents and injuries	<ul style="list-style-type: none">• Written assignment• Graded observation of learner demonstrations• Oral assessment	Resource person, digital devices, video clips, print reference materials, models, realia	Learners dramatize managing minor injuries as they observe safety Learners to create posters/ flyers to inform the school community on the common causes of accidents and injuries





	5.3 Road safety	<ul style="list-style-type: none">• Written assignment• Oral assessment• Portfolios• Checklists	Pictures, charts, posters, digital resources, print materials, reference books, video clips, models, digital devices	Learners create awareness on road safety signs and precautions to observe when using the roads using clubs and debates Learners demonstrate application of road safety rules and signs using role play and skits
6.0 Environmental Health And Sanitation	6.1 Environmental Health	<ul style="list-style-type: none">• Graded observation of group work activities• Written test• Oral assessment	Resource person, digital devices, video clips, print reference materials, realia, tree seedlings, posters, pictures, cleaning materials and equipment	Learners participate in activities to prevent environmental factors affecting human health(<i>planting trees, environmental clean up, sensitization and advocacy</i>). Use debates and clubs to sensitise peers on prevention of environmental factors affecting health
	6.2 Environmental contaminants	<ul style="list-style-type: none">• Written assignment• Oral assessment• Self and peer assessment	Digital resources, reference materials, realia, pictures, charts, photos	Learners use debates and clubs to sensitize peers on measures for prevention and control of environmental contamination





	6.3 Infection Prevention and Control	<ul style="list-style-type: none">• Graded observation of learner demonstrations• Written assignment• Oral assessment• projects	Realia, Pictures, charts, posters, digital resources, print materials, reference books, video clips, digital devices, resource person, cleaning equipment and disinfecting materials	Learners improvise personal protective gear using locally available resources Learners carryout cleaning and disinfecting of equipment and surfaces
7.0 Human Reproductive Health	7.1 Pubertal growth and development	<ul style="list-style-type: none">• Written tests• Oral assessment• Peer assessment	video clips, digital devices, resource person, pictures, charts, digital and print reference materials	Learners use health clubs and debates to sensitize peers on personal hygiene needs associated with onset of puberty
	7.2 Reproductive Health	<ul style="list-style-type: none">• Graded observation of group discussions• Written test• Oral assessment	Video clips/Documentaries, digital devices, reference books, posters, charts	Learners initiate campaigns among peers using verses, poems and songs for promotion of positive reproductive health practices

