



Republic of Malawi

Syllabus for

Initial Primary Teacher Education

Human Ecology

Ministry of Education, Science and Technology

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Initial Primary Teacher Education

Human Ecology

Ministry of Education, Science and Technology

Prepared and published by

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Foreword

Education is the lifeblood of the nation. It is a prerequisite for individual, community and national development. Education prepares learners to play their roles effectively in efforts to promote and sustain a country's socio-economic development. Parents or guardians desire that their children develop into adults with sound minds and healthy bodies, through the acquisition of appropriate knowledge, skills and desirable attitudes to enable them to live productive and happy lives.

Education should, therefore, help learners to develop high standards of conduct, attitudes, judgment and a sense of responsibility. Student teachers have to be well prepared in order to be able to take this responsibility of teaching children effectively.

The provision of quality education is based on many factors and a good quality of teachers is one of them. Teachers play a central role because they are the key source of knowledge, responsible for facilitating the learning process and act as role models for the learners.

The function of initial teacher education in Malawi is to prepare student teachers in their aspiration of becoming teachers of high quality. This is achieved by helping the student teachers to acquire the right knowledge, skills and competences to enable them to effectively teach children. In view of this, the Initial Teacher Education curriculum has been reviewed to ensure that student teachers who graduate from this programme are well trained and prepared for their profession.

The process and implementation of this review has been guided by the Teacher Education Philosophy which states as follows:

'To produce a reflective, autonomous, lifelong learning teacher, able to display moral values and embrace learners' diversity.'

It is therefore hoped that Teacher Training Colleges will find this curriculum effective in helping the student teachers to build a solid foundation in their teaching profession.

Secretary for Education
Ministry of Education, Science and Technology

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Introduction

The purpose of primary teacher education is to produce and continually develop competent and responsive teachers who effectively deliver quality education to all learners under prevailing conditions and demands in primary schools and promote their desire for life-long learning. IPTE endeavors to educate teachers in sufficient numbers, continually develop their professionalism so that they are able to effectively and efficiently deliver quality and relevant education to primary school learners.

National goals for primary teacher education

The national goals of primary teacher education in Malawi are to produce teachers who are:

- academically well-grounded and professionally competent
- flexible and capable of adapting to the changing needs and environment of the Malawian society
- capable of adhering to and maintaining the ethics of the teaching profession
imaginative in adapting, creating and utilising locally available resources suitable for the needs of their learners

Rationale

Foundation studies will equip student teachers with the necessary knowledge, skills and attitudes to carry out their role of facilitating learning of the primary school child. To teach effectively, student teachers must study the origins and development of the primary school curriculum and understand their role in its implementation through appropriate management of the teaching, learning and assessment processes at school level.

Teacher education philosophy

The following has been the guiding principle during the design, development and implementation of the IPTE curriculum.

To produce a reflective, autonomous, lifelong learning teacher, able to display moral values and embrace learners' diversity has been designed.

IPTE programme structure

The duration of the teacher education is two years. The general outlook of the two years is as follows:

Year 1			Year 2		
Term 1	Term 2	Term 3	Term 1	Term 2	Term 3
In college, learning subject content with a special focus on methods for lower classes	In college, learning subject content with special focus on methods for upper classes	Out in teaching practice schools, practising teaching mainly in the lower classes	Out in teaching practise schools, practising teaching mainly in the upper classes	In college, with special emphasis on reflection, inclusion and further practice on teaching methods	In college, with special emphasis on subject content, policies and frameworks

Unique features

The features of the reviewed curriculum are as follows:

- The curriculum design is based on reflective and practice principles.
- Early grade teaching methodologies are distinct.
- The delivery of the subject content follows the modular approach.
- Student teachers will be allowed to practise teaching both in the lower classes (Standards 1 to 4) as well as in upper classes (Standards 5-8).
- Cross cutting issues such as Assessment for Learning, ICT, IE and CT are integrated.

IPTE subject matrix

The new curriculum has adopted the reflective practitioner model of teacher education which connects practice and theory and integrates content and pedagogy in teaching and learning. In this structure, student-teachers will be in college for two terms of year 1 and be in primary schools for teaching practice in the third term of first year and first term of the second year. Student teachers will be back to colleges in terms 2 and 3 of year 2 to continue learning subject content, reflecting on their experiences of teaching practice and then wind up their studies.

This curriculum is designed in a modular structure and contains eleven subjects. These are Chichewa, English, Mathematics, Education Foundation Studies, Agriculture, Social Studies, Life Skills, Science and Technology, Expressive Arts, Religious Studies and Human Ecology. In this modular design, a set of topics forms a module in a subject. A module consists of 40 hours contact time.

IPTE outcomes based curriculum

This outcomes-based curriculum is focused on student teachers' achievements. These achievements are teaching competences.

The teaching competences student teachers develop from the IPTE programme will be seen when student teachers are able to transfer the knowledge and skills directly in primary schools.

Subject and core elements

The IPTE curriculum comprises of eleven subjects namely Agriculture, Science and Technology, Mathematics, Expressive arts, Chichewa, English, Education Foundation studies, Social studies, Life skills, Religious studies and Human ecology. Each subject has a rationale from which core elements are derived.

Teacher education core element outcomes

Teacher education core element outcomes are descriptions of the competences to be acquired by the student teacher for successful teaching.

IPTE assessment procedures

In Outcomes-Based Education (OBE), assessment is a significant part of the teaching and learning process. The main purpose of assessment is to facilitate learning by constant monitoring of the progress of individual student teachers. The process is on-going and it uses clearly defined criteria with a variety of tools, methods and techniques in different situations and contexts. This helps to gather valid and reliable information on the student teachers' achievement of outcomes.

Assessment in initial primary teacher education in Malawi comprises two major components: continuous and summative assessment. Both modes involve assessment tasks that measure the student teachers' achievement of knowledge, skills, values and attitudes. These tasks include oral presentations, practical and reflective tasks, reports, researches, tests and examinations.

In the reviewed curriculum, the weighting of continuous assessment in the final grade will be *60% continuous assessment* and *40% summative assessment*.

The continuous assessment will comprise:

- two grades based on each module
- end of module examinations for terms 1 and 3 of year 1
- teaching practice grades
- school experience journal grade

While the summative assessment will comprise:

- moderated grade from teaching practice in term 1 of year 2
- national examinations to be administered in term 3 of year 2 based on the modules of terms 2 and 3 of year 2..

Scope and sequence chart for human ecology for teacher education

Core element	Year 1 Term 1	Year 2 Term 2
<p>People and the environment</p>	<ul style="list-style-type: none"> • Housing and the environment <ul style="list-style-type: none"> - types of housing - functions of housing - impact of housing on the environment • Teaching, learning and assessment of housing and environment 	<ul style="list-style-type: none"> • Home management <ul style="list-style-type: none"> - care of different rooms in the home - care of the surroundings - waste disposal • Teaching, learning and assessment of home management • The kitchen <ul style="list-style-type: none"> - types of kitchen - improving the traditional kitchen - kitchen hygiene • Teaching, learning and assessment of the kitchen

Core element	Year 1 Term 1	Year 2 Term 2
Food, nutrition and health	<ul style="list-style-type: none"> • Food <ul style="list-style-type: none"> - importance of food - the six food groups - food choice and consumption • Teaching, learning and assessment of food • Nutrition • Relationship between nutrition and health <ul style="list-style-type: none"> - types and functions of nutrients - common nutritional disorders - prevention and management of common nutritional disorders • Teaching, learning and assessment of nutrition • Meal planning <ul style="list-style-type: none"> - terminologies associated with meal planning - factors to consider when planning meals - planning meals to meet dietary requirements 	<ul style="list-style-type: none"> • Malnutrition <ul style="list-style-type: none"> - forms of malnutrition - causes of malnutrition - ways of assessing the nutritional status of individuals and communities - prevention and management of malnutrition • HIV and nutrition <ul style="list-style-type: none"> - relationship between HIV and nutrition - opportunistic infections related to HIV - nutrition support and care of HIV infection • Diet related non-communicable Diseases (NDCs) <ul style="list-style-type: none"> - types of diet related NCDs - causes of diet related NCDs - prevention and management of diet related NCDs • Teaching, learning and assessment of malnutrition, HIV and nutrition and diet related non-communicable diseases • Food processing <ul style="list-style-type: none"> - methods of food processing and their application - processing different types of foods • Food preservation <ul style="list-style-type: none"> - methods of food preservation and their application - preserving different types of foods • Teaching, learning and assessment of food processing and food preservation • Dietary diversification <ul style="list-style-type: none"> - importance of dietary diversification - ways of promoting dietary diversification

Core element	Year 1 Term 1	Year 2 Term 2
Food, nutrition and health	<ul style="list-style-type: none"> • Methods of cooking <ul style="list-style-type: none"> - how food is cooked - methods of cooking • Teaching, learning and assessment of meal planning and methods of cooking • Food safety and hygiene <ul style="list-style-type: none"> - food spoilage and food poisoning - principles of food safety and food hygiene • Teaching, learning and assessment of food safety and hygiene 	<ul style="list-style-type: none"> • Water, sanitation and hygiene <ul style="list-style-type: none"> - relationship among water, sanitation and hygiene - safe and clean water • Teaching, learning and assessment of water, sanitation and hygiene • Fruit and vegetable garden in the home <ul style="list-style-type: none"> - fruits and vegetables that can be grown in the home - establishing fruit and vegetable garden • Teaching, learning and assessment of dietary diversification and fruit and vegetable garden

Core element	Year 1 Term 1	Year 2 Term 2
Human growth and development	<ul style="list-style-type: none"> • Stages human growth and development <ul style="list-style-type: none"> - needs at each stages of human growth and development - challenges at each stage of human growth and development • Teaching, learning and assessment of human growth and development • Early childhood development <ul style="list-style-type: none"> - stages of early childhood development - aspects of development in early childhood - child care practices during early childhood • Teaching, learning and assessment of early childhood development 	

Core element	Year 1 Term 1	Year 2 Term 2
Family resource management	The family in a dynamic environment <ul style="list-style-type: none"> • The family <ul style="list-style-type: none"> - types and functions of the families - stages of the family life cycle - family systems in Malawi • The teaching, learning and assessment of the family in a dynamic environment • Management of family resources <ul style="list-style-type: none"> - types of family resources - the management process - time management in the home • Teaching, learning and assessment of the family in a dynamic environment 	<ul style="list-style-type: none"> • Entrepreneurship and financial management in the home <ul style="list-style-type: none"> - skills in entrepreneurship - simple business plan for a small scale business • The teaching, learning and assessment of entrepreneurship and financial management in the home

Core element	Year 1 Term 1	Year 2 Term 2
Clothing and textiles	<ul style="list-style-type: none"> • Sewing equipment <ul style="list-style-type: none"> - types of sewing equipment - choice and care of sewing equipment • Teaching, learning and assessment of choice, use and care of sewing equipment • Fibres and fabrics <ul style="list-style-type: none"> - types of fibres - performance characteristics of fibres - methods of fabric production • Teaching, learning and assessment of fibres and fabrics • Sewing stitches <ul style="list-style-type: none"> - types and functions - sewing different types of stitches • Teaching, learning and assessment of stitches • Seams <ul style="list-style-type: none"> - types and functions - sewing different types of seams • Teaching, learning and assessment of seams 	<ul style="list-style-type: none"> • Designing and garment construction <ul style="list-style-type: none"> - principles and elements of design - paper patterns - laying and cutting out pattern pieces • Constructing simple garments as part of course work <ul style="list-style-type: none"> - knitted/sewn bag • A pair of shorts/skirt • Teaching, learning and assessment of designing and garment construction • Laundry <ul style="list-style-type: none"> - laundry materials and equipment - laundering different types of clothes • Teaching, learning and assessment of laundry

Term 1 Year 1

Core element: People and the environment

Core element outcome: The student teachers will be able to demonstrate an understanding of the teaching of the interrelationships between human activities and the environment. They will also utilize appropriate teaching, learning, assessment strategies and resources to enable the learners acquire appropriate skills for the prevention and mitigation of the negative impact of human activities on the environment.

Assessment standard	Success criteria	Topic	Suggested teaching, learning and assessment activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
<p>We will know this when student teachers are able to:</p> <ul style="list-style-type: none"> demonstrate an understanding of the interrelationship between housing and the environment 	<p>Student teachers must be able to:</p> <ol style="list-style-type: none"> identify types of housing explain functions of housing 	<p>Housing and environment</p>	<ul style="list-style-type: none"> brainstorming the meaning of the terms: <ul style="list-style-type: none"> house housing environment discussing different types housing discussing functions of housing discussing housing needs at each stage of the life cycle investigating impact of housing on the environment 	<ul style="list-style-type: none"> brainstorming discussion structured overview observation question and answer research case study pair work group work investigation oral/written questions 	<ul style="list-style-type: none"> student's experiences IPTE handbooks posters pictures ODL Modules local community videos internet case studies

Assessment standard	Success criteria	Topic	Suggested teaching, learning and assessment activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
<ul style="list-style-type: none"> • apply appropriate teaching, learning and assessment methodologies on housing and the environment 	<p>3 analyse the impact of housing on the environment</p> <p>4 demonstrate different strategies on the teaching of housing and environment</p>	<p>The teaching of housing and environment</p>	<ul style="list-style-type: none"> • analysing case studies on the impact of housing on the environment • finding out on how the topic can be linked to prior knowledge of student teachers • suggesting different teaching strategies of teaching the topic housing and environment • suggesting different teaching strategies on the topic • preparing a lesson plan on the topic 	<ul style="list-style-type: none"> • think/pair/share • free write • discussion • brainstorming • pair work • group work • structured overview • observation • question and answer • oral/written questions • demonstration • practice • think /pair /share 	<ul style="list-style-type: none"> • student's experiences • IPTE handbooks • posters • pictures • ODL modules • local community • videos • internet • case studies

Assessment standard	Success criteria	Topic	Suggested teaching, learning and assessment activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
	5 assess student teachers' performance on the topic housing and environment	The teaching of housing and environment	<ul style="list-style-type: none"> • micro teaching a lesson on the topic • analyzing various ways of assessing student teachers performance on the lesson taught • giving feedback to individual student teachers on the lessons presented • evaluating the student teachers lesson presentations • agreeing on action points to be taken in order to improve on lesson delivery 	<ul style="list-style-type: none"> • free write • hot seat • research • case study • peer assessment • self-assessment 	

Core element: Food, nutrition and health

Core element outcome: The student teachers will be able to develop an understanding of the teaching of basic concepts and interrelationships among food, nutrition and health and use appropriate teaching, learning, assessment strategies and resources to enable learners acquire appropriate knowledge and skills in food, nutrition and health

Assessment standard	Success criteria	Topic	Suggested teaching, learning and assessment activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
We will know this when student teachers are able to: <ul style="list-style-type: none"> develop an understanding of the functions of food, food choice and consumption 	Student teachers must be able to: <ol style="list-style-type: none"> explain the importance of food 	Food	<ul style="list-style-type: none"> brainstorming the meanings of the terms: <ul style="list-style-type: none"> food non-food substances junk food exploring foods available in the community discussing the functions of food in relation to: <ul style="list-style-type: none"> physiological functions psychological functions economical functions social functions cultural functions 	<ul style="list-style-type: none"> brainstorming pair work group work discussion investigation oral/written questions walk around talk around field trip drawing pens in the middle questions jig saw 	<ul style="list-style-type: none"> student's experiences food stuffs national six food groups chart IPTE handbooks posters magazines charts source book on NE internet video clips on food

Assessment standard	Success criteria	Topic	Suggested teaching, learning and assessment activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
	<p>2 classify foods into six food groups</p> <p>3 investigate factors affecting food choice and consumption</p>		<ul style="list-style-type: none"> • drawing a food seasonal availability calendar • analyzing the Malawi food chart • categorize food into six food groups • investigating factors affecting food choice and consumption such as: <ul style="list-style-type: none"> - food habits - food taboos/beliefs - culture - preferences - lifestyle - accessibility 		

Assessment standard	Success criteria	Topic	Suggested teaching, learning and assessment activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
<ul style="list-style-type: none"> • apply appropriate teaching, learning and assessment methodologies on the topic food 	4 demonstrate different strategies on the teaching of the topic food	The teaching of food	<ul style="list-style-type: none"> • discussing the factors affecting food choice and consumption • finding out on how the topic can be linked to prior knowledge of student teachers • suggesting different teaching strategies on the topic • suggesting different teaching and learning resources which can be used on the topic • preparing a lesson plan on the concept food • micro teaching a lesson on the topic 	<ul style="list-style-type: none"> • brainstorming • pair work • group work • discussion • oral/written questions • demonstration • practice • pens in the middle • field trip • peer observation • investigation • self-assessment • peer assessment 	<ul style="list-style-type: none"> • student's experiences • IPTE handbooks • posters • charts • magazines • diagrams • source book on NE • food stuffs • internet • video clips on food • local environment

Assessment standard	Success criteria	Topic	Suggested teaching, learning and assessment activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
	5 assess student teachers' performance on the topic food		<ul style="list-style-type: none"> • analyzing various ways of assessing student teachers' performance on the lesson taught • giving feedback to individual student teachers' on the lessons presented • evaluating the student teachers' lesson presentations • agreeing on action points to be taken in order to improve on lesson delivery 		

Assessment standard	Success criteria	Topic	Suggested teaching, learning and assessment activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
<ul style="list-style-type: none"> • apply appropriate knowledge and skills in mitigating the impact of nutritional deficiency disorders of public concern 	<ol style="list-style-type: none"> 1 classify nutrients into macro and micro nutrients 2 analysing common nutritional disorders 	<p>Nutrition</p>	<ul style="list-style-type: none"> • brainstorming the meanings of the terms: <ul style="list-style-type: none"> - nutrition - nutrients • discussing the relationship between nutrition and health • discussing the functions of different nutrients in the body • categorising nutrients into macro and micro nutrients • discussing common nutritional disorders such as: <ul style="list-style-type: none"> - marasmus - kwashiorkor - anaemia - goitre 	<ul style="list-style-type: none"> • brainstorming • pair work • group work • discussion • field trip • peer observation • investigations • oral/written questions • self-assessment • peer assessment • demonstration • project • practice • lecturer observation 	<ul style="list-style-type: none"> • student's experiences • IPTE handbooks • source book on NE • posters • pictures • charts • magazines • diagrams • local environment • internet • videos

Assessment standard	Success criteria	Topic	Suggested teaching, learning and assessment activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
	3 explore ways of preventing and managing common nutritional disorders		<ul style="list-style-type: none"> • conducting a field trip to a nutritional rehabilitation centre to investigate prevalence of nutritional deficiency disorders • discussing ways of preventing and managing common nutritional disorders • investigating ways of preventing and managing common nutritional disorders 		

Assessment standard	Success criteria	Topic	Suggested teaching, learning and assessment activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
<ul style="list-style-type: none"> • apply appropriate teaching, learning and assessment methodologies on nutrition 	4 demonstrate different strategies on the teaching of nutrition	The teaching of nutrition	<ul style="list-style-type: none"> • finding out on how the topic can be linked to prior knowledge of student teachers • suggesting different teaching strategies on the topic • suggesting different teaching and learning resources which can be used on the topic • preparing a lesson plan on the concept nutrition • micro teaching a lesson on the topic 	<ul style="list-style-type: none"> • brainstorming • pair work • group work • discussion • field trips • peer observation • investigations • oral/written questions • think/pair/share • free write • hot seat 	<ul style="list-style-type: none"> • student's experiences • IPTE handbooks • posters • charts • magazines • diagrams • sourcebooks on NE • food stuffs • internet • videos

Assessment standard	Success criteria	Topic	Suggested teaching, learning and assessment activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
	5 assess student teachers' performance on the topic nutrition		<ul style="list-style-type: none"> • analysing various ways of assessing student teachers' performance on the lesson taught • giving feedback to individual student teachers on the lessons presented • evaluating the student teachers lesson presentations • agreeing on action points to be taken in order to improve on lesson delivery 		

Assessment standard	Success criteria	Topic	Suggested teaching, learning and assessment activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
<ul style="list-style-type: none"> develop an understanding of meal preparation to meet different dietary needs 	<ol style="list-style-type: none"> explain terminologies associated with meal planning describe factors to consider when planning meals describe methods for teaching the concept of meal planning assess student teachers performance on meal planning 	Meal planning	<ul style="list-style-type: none"> brainstorming terminologies associated with meal planning such as: <ul style="list-style-type: none"> menu meal diet meal course drawing a mind map using the terminologies discussing the terminologies discussing factors to consider when planning meals planning meals for different groups to meet their dietary needs evaluating planned meals for different groups of people 		

Assessment standard	Success criteria	Topic	Suggested teaching, learning and assessment activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
<ul style="list-style-type: none"> use different methods of cooking food to prepare meals for different occasions 	<ol style="list-style-type: none"> describe how food is cooked cook food using different methods 	Methods of cooking	<ul style="list-style-type: none"> brainstorming reasons for cooking food discussing how food is cooked by: <ul style="list-style-type: none"> conduction convection radiation discussing different methods of cooking classifying different methods of cooking into : <ul style="list-style-type: none"> dry heat methods moist heat methods investigating common methods of cooking commonly used 	<ul style="list-style-type: none"> discussion pair work group work investigation demonstration research experiment oral/written questions peer observation self-assessment 	<ul style="list-style-type: none"> students' experiences IPTE handbooks posters pictures charts magazines diagrams sourcebooks on NE

Assessment standard	Success criteria	Topic	Suggested teaching, learning and assessment activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
			<ul style="list-style-type: none"> • demonstrating how to cook food using different methods of cooking • experimenting the effects of different methods of cooking on food in terms of: <ul style="list-style-type: none"> - colour - taste - texture - flavour • evaluating the prepared dishes for different groups of people to meet their dietary needs 	<ul style="list-style-type: none"> • peer assessment • demonstration • practice • lecturer observation 	<ul style="list-style-type: none"> • internet • videos

Assessment standard	Success criteria	Topic	Suggested teaching, learning and assessment activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
<ul style="list-style-type: none"> • apply appropriate teaching, learning and assessment methodologies on meal planning and methods of cooking 	<p>1 describe different strategies on the teaching of the topic meal planning and methods of cooking</p>	<p>The teaching of meal planning and methods of cooking</p>	<ul style="list-style-type: none"> • finding out on how the topic can be linked to prior knowledge of student teachers • suggesting different teaching strategies of teaching the topic meal planning and methods of cooking • suggesting different teaching and learning resources which can be used on the topic • preparing a lesson plan on the topic meal planning and methods of cooking • micro teaching a lesson on the topic meal planning and methods of cooking 	<ul style="list-style-type: none"> • brainstorming • discussion • pair work • group work • experiment • research • question and answer • peer observation • investigations • oral/written questions • self-assessment • peer assessment • lecturer observation 	<ul style="list-style-type: none"> • students' experiences • IPTE handbooks • posters • charts • magazines • diagrams • sourcebooks on NE • internet • videos

Assessment standard	Success criteria	Topic	Suggested teaching, learning and assessment activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
	<p>1 assess student teachers' performance on the topic meal planning and methods of cooking</p>		<ul style="list-style-type: none"> • analysing various ways of assessing student teachers performance on the lesson taught • giving feedback to individual student teachers on the lessons presented • evaluating the student teachers lesson presentations • agreeing on action points to be taken in order to improve on lesson delivery 		

Assessment standard	Success criteria	Topic	Suggested teaching, learning and assessment activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
<ul style="list-style-type: none"> demonstrate appropriate knowledge and skills of principles of food safety and hygiene 	<ol style="list-style-type: none"> describe food spoilage and food poisoning Investigate principles of food safety and hygiene 	Food safety and hygiene	<ul style="list-style-type: none"> brainstorming the meaning of the terms: <ul style="list-style-type: none"> food spoilage food poisoning food hygiene food safety discussing the causes of food spoilage and food poisoning in the home discussing the effects of food spoilage and food poisoning in the home discussing principles of food safety and hygiene discussing hygienic practices in handling and preparation of food in the home suggesting guidelines for food safety and hygiene in the home 		

Assessment standard	Success criteria	Topic	Suggested teaching, learning and assessment activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
<ul style="list-style-type: none"> • apply appropriate teaching, learning and assessment methodologies on the teaching of food safety and hygiene 	1 demonstrate different strategies on the teaching of the topic food safety and hygiene	The teaching of food safety and hygiene	<ul style="list-style-type: none"> • finding out on how the topic can be linked to prior knowledge of student teachers • suggesting different teaching strategies of teaching the topic food safety and hygiene • suggesting different teaching and learning resources which can be used on the topic • preparing a lesson plan on the topic • micro teaching a lesson the topic 	<ul style="list-style-type: none"> • brainstorming • discussion • pair work • group work • experiment • research • investigation • oral/written questions • peer observation • self-assessment • peer assessment • demonstration • practice • lecturer observation 	<ul style="list-style-type: none"> • students' experiences • IPTE handbooks • posters • pictures • charts • magazines • diagrams • sourcebooks NE • internet • videos

Assessment standard	Success criteria	Topic	Suggested teaching, learning and assessment activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
	4 assess student teachers' performance on the topic food safety and hygiene		<ul style="list-style-type: none"> • analysing various ways of assessing student teachers performance on the lesson taught • giving feedback to individual student teachers on the lessons presented • evaluating the student teachers lesson presentations • agreeing on action points to be taken in order to improve on lesson delivery 		

Core element: Human growth and development

Core element outcome: The student teachers will be able to demonstrate an understanding of the physiological, social and emotional needs at various stages of the life cycle, and apply appropriate teaching, learning, assessment strategies and resources to enable the learners to recognise and appreciate their role and contribute to the well-being of individuals, families and communities.

Assessment standard	Success criteria	Topic	Suggested teaching, learning and assessment activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
We will know this when student teachers are able to: <ul style="list-style-type: none"> • demonstrate an understanding of the different needs at different stages of human growth and development. 	Student teachers must be able to: <ol style="list-style-type: none"> 1 describe the stages of human growth and development 	Stages of human growth and development	<ul style="list-style-type: none"> • brainstorming the meaning of the terms: <ul style="list-style-type: none"> - growth - development • discussing the stages of human growth and development <ul style="list-style-type: none"> - conception - birth to two years - toddler and preschool (two to five years) - early childhood(6-8 yrs) - adolescence - adulthood - old age 	<ul style="list-style-type: none"> • brainstorming • discussion • pair work • group work • research • oral/written questions • question and answer • case studies • future's wheels • values clarification • think/pair/share • free write • pens in the middle 	<ul style="list-style-type: none"> • students' experiences • IPTE handbooks • posters • charts • pictures • school experience journal • internet • videos • local environment • TALULAR

Assessment standard	Success criteria	Topic	Suggested teaching, learning and assessment activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
	<p>2 analyse needs at each stage of human growth and development</p> <p>3 investigate challenges and their solutions at each stage of human growth and development</p>		<ul style="list-style-type: none"> • brainstorming the needs at each stage of human growth and development • discussing the needs at different developmental stages <ul style="list-style-type: none"> - physical - psychosocial - nutritional - health - educational • discussing challenges at each stage of human growth and development • role playing some of the challenges at each stage of human growth and development • suggesting solutions to the challenges 	<ul style="list-style-type: none"> • jig saw 	

Assessment standard	Success criteria	Topic	Suggested teaching, learning and assessment activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
<ul style="list-style-type: none"> • apply appropriate teaching, learning and assessment methodologies on the topic stages of human growth and development 	5 describe different strategies on the teaching of the topic stages of human growth and development	The teaching of stages of human growth and development	<ul style="list-style-type: none"> • finding out on how the topic can be linked to prior knowledge of student teachers • suggesting different teaching strategies of teaching the topic stages of human growth and development • suggesting different teaching and learning resources which can be used on the topic • preparing a lesson plan on the topic • micro teaching a lesson the topic 	<ul style="list-style-type: none"> • brainstorming • discussion • pair work • group work • investigation • oral/written questions • one stay, three stray • lecturer observation • discussion • oral/written questions • peer observation • self-assessment • peer assessment • demonstration 	<ul style="list-style-type: none"> • students' experiences • IPTE handbooks • posters • charts • magazines • resource person • IPTE handbooks • school experience journals • internet • video clips

Assessment standard	Success criteria	Topic	Suggested teaching, learning and assessment activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
	5 assess student teachers' performance on the topic stages of human growth and development		<ul style="list-style-type: none"> • analysing various ways of assessing student teachers performance on the lesson taught • giving feedback to individual student teachers on the lessons presented • evaluating the student teachers lesson presentations • agreeing on action points to be taken in order to improve on lesson delivery 	<ul style="list-style-type: none"> • demonstration • practice 	

Assessment standard	Success criteria	Topic	Suggested teaching, learning and assessment activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
<ul style="list-style-type: none"> develop an understanding of early childhood development 	<ol style="list-style-type: none"> describe stages of early childhood development explain aspects of development in early childhood 	Early childhood development	<ul style="list-style-type: none"> brainstorming the meaning of the term “early childhood development” discussing the stages of early childhood development <ul style="list-style-type: none"> - newborn - infant - toddler - preschooler - school aged discussing aspects of early childhood development <ul style="list-style-type: none"> - emotional - social - physical - intellectual/cognitive 	<ul style="list-style-type: none"> brainstorming discussion pair work group work research investigation field trip oral/written questions demonstration debate lecturer observation practice peer observation self-assessment peer assessment 	<ul style="list-style-type: none"> students’ experiences IPTE handbooks posters pictures charts magazines resource persons school experience journal internet videos

Assessment standard	Success criteria	Topic	Suggested teaching, learning and assessment activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
	3 investigate child care practices in early childhood		<ul style="list-style-type: none"> • visiting an early childhood centre to observe the aspects of early childhood development • discussing milestones at each stage of early childhood development • discussing child care practices • discussing the role of the family and community in child care practices during early childhood 		

Assessment standard	Success criteria	Topic	Suggested teaching, learning and assessment activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
<ul style="list-style-type: none"> • apply appropriate teaching, learning and assessment methodologies on the topic early childhood development 	<p>4 demonstrate different strategies on the teaching of the topic early childhood development</p>	<p>The teaching of early childhood development</p>	<ul style="list-style-type: none"> • finding out on how the topic can be linked to prior knowledge of student teachers • suggesting different teaching strategies of teaching the topic early childhood development • suggesting different teaching and learning resources which can be used on the topic • preparing a lesson plan on the topic • micro teaching a lesson the topic 	<ul style="list-style-type: none"> • discussion • pair work • group work • research • investigation • oral/written questions • demonstration • practice • lecturer observation • peer observation • self-assessment • peer assessment 	<ul style="list-style-type: none"> • students' experiences • IPTE handbooks • posters • charts • magazines • resource persons • school experience journal • internet • videos

Assessment standard	Success criteria	Topic	Suggested teaching, learning and assessment activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
	5 assess student teachers' performance on the topic human growth and development		<ul style="list-style-type: none"> • analysing various ways of assessing student teachers performance on the lesson taught • giving feedback to individual student teachers on the lessons presented • evaluating the student teachers lesson presentations • agreeing on action points to be taken in order to improve on lesson delivery 		

Core element: Family resource management

Core element outcome: The student teachers will be able to demonstrate an understanding of the teaching of family resource management and use appropriate teaching, learning, assessment strategies and resources to enable the learners investigate the factors that affect access, availability and utilisation of family resources

Assessment standard	Success criteria	Topic	Suggested teaching, learning and assessment activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
<p>We will know this when the student teachers are able to:</p> <ul style="list-style-type: none"> develop an understanding of the family in a dynamic society. 	<p>Student teachers must be able to:</p> <ol style="list-style-type: none"> describe different types of families 	<p>Family in a dynamic environment</p>	<ul style="list-style-type: none"> brainstorming the meaning of the terms: <ul style="list-style-type: none"> family family systems discussing types of families: <ul style="list-style-type: none"> nuclear extended single parent blended child headed discussing the functions of the family 	<ul style="list-style-type: none"> think/pair/share brainstorming pair work group work discussion oral/written questions demonstration role play debate discussion web lecturer observation 	<ul style="list-style-type: none"> IPTE handbooks Students' experiences IPTE handbooks posters pictures charts magazines school experience journals

Assessment standard	Success criteria	Topic	Suggested teaching, learning and assessment activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
	2 analyse family systems in Malawi.		<ul style="list-style-type: none"> • discussing stages of the family life cycle: <ul style="list-style-type: none"> - establishment stage - expanding stage - contracting stage • discussing different family systems in Malawi: <ul style="list-style-type: none"> - matrilineal - patrilineal • debating the advantages and disadvantages of different family systems in Malawi 		<ul style="list-style-type: none"> • videos • internet

Assessment standard	Success criteria	Topic	Suggested teaching, learning and assessment activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
<ul style="list-style-type: none"> • apply appropriate teaching, learning and assessment methodologies on family in a dynamic environment 	3 use different strategies on the teaching of family in a dynamic environment	Teaching the family in a dynamic environment	<ul style="list-style-type: none"> • finding out on how the topic can be linked to prior knowledge of student teachers • suggesting different teaching strategies of teaching the topic the family in a dynamic environment • suggesting different teaching and learning resources which can be used on the topic • preparing a lesson plan on the topic • micro teaching a lesson the topic 	<ul style="list-style-type: none"> • discussion • oral/written questions • one stay, three stray • lecturer observation • paired reading, paired summarizing • demonstration • pens in the middle 	<ul style="list-style-type: none"> • students' experiences • IPTE handbooks • source books • school experience journals • checklists • source book

Assessment standard	Success criteria	Topic	Suggested teaching, learning and assessment activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
	4 assess student teachers' performance on the topic		<ul style="list-style-type: none"> • analysing various ways of assessing student teachers performance on the lesson taught • giving feedback to individual student teachers on the lessons presented • evaluating the student teachers lesson presentations 	<ul style="list-style-type: none"> • case studies • author's chair • demonstration • practice • lecturer observation • peer observation • self-assessment • peer assessment 	

Assessment standard	Success criteria	Topic	Suggested teaching, learning and assessment activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
<ul style="list-style-type: none"> • use appropriate knowledge and skills the mobilisation and management of family resources 	<ol style="list-style-type: none"> 1 classify types of resources available to the family 2 investigate factors that influence the access, availability and utilisation of family resources 	<p>Management of family resources</p>	<ul style="list-style-type: none"> • discussing the types of resources available to the family: <ul style="list-style-type: none"> - material resources - financial resources - human resources • investigating factors that affect access, availability and utilization of family resources such as: <ul style="list-style-type: none"> - family systems - family size - education background - gender roles and responsibilities 	<ul style="list-style-type: none"> • discussion • investigation • group work • oral/written questions • one stay, three stray • lecturer observation • demonstration • pens in the middle • case study • author's chair 	<ul style="list-style-type: none"> • students' experiences • IPTE handbooks • source books • school experience journals • checklists • internet • videos • case studies • magazines • newspaper articles • posters

Assessment standard	Success criteria	Topic	Suggested teaching, learning and assessment activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
	3 analyse the management process		<ul style="list-style-type: none"> • discussing the management process: <ul style="list-style-type: none"> - planning - organizing - implementing - controlling - evaluating • analysing case studies on mobilisation and management of family resources • discussing time management in the home • developing an activity schedule for the home 		

Assessment standard	Success criteria	Topic	Suggested teaching, learning and assessment activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
<ul style="list-style-type: none"> • apply appropriate teaching, learning and assessment methodologies on the topic management of family resources 	4 use different strategies on the teaching of management of family resources	The teaching of management of family resources	<ul style="list-style-type: none"> • finding out on how the topic can be linked to prior knowledge of student teachers • suggesting different teaching strategies of teaching the topic the family in a dynamic environment • suggesting different teaching and learning resources which can be used on the topic • preparing a lesson plan on the topic • micro teaching a lesson the topic 	<ul style="list-style-type: none"> • discussion • oral/written questions • one stay, three stray • lecturer observation • paired reading, paired summarizing • demonstration • practice • pair work • pens in the middle • case study • author's chair • practice 	<ul style="list-style-type: none"> • students' experiences • IPTE handbooks • school experience journals • checklists • internet • videos • case studies • magazines • newspaper articles • posters

Assessment standard	Success criteria	Topic	Suggested teaching, learning and assessment activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
	5 assess student teachers' performance on the topic the kitchen		<ul style="list-style-type: none"> • analysing various ways of assessing student teachers performance on the lesson taught • giving feedback to individual student teachers on the lessons presented • evaluating the student teachers lesson presentations • agreeing on action points to be taken in order to improve on lesson delivery 	<ul style="list-style-type: none"> • lecturer observation • peer observation • self-assessment • peer assessment 	

Core element: Clothing and textiles

Core element outcome: The student teachers will be able to demonstrate an understanding of the teaching of the use of textile equipment, fibres and fabrics, principles and elements of design and use appropriate teaching, learning, assessment strategies and resources to enable the learners apply the acquired knowledge and skills in the designer, production, care and maintenance of clothes and textile products.

Assessment standard	Success criteria	Topic	Suggested teaching, learning and assessment activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
<p>We will know this when the student teachers are able to:</p> <ul style="list-style-type: none"> develop an understanding of the choice, use and care of sewing equipment in clothing and textiles 	<p>Student teachers must be able to:</p> <ol style="list-style-type: none"> identify different types of sewing equipment 	<p>Sewing equipment</p>	<ul style="list-style-type: none"> discussing different types of sewing equipment: <ul style="list-style-type: none"> small equipment large equipment displaying large and small sewing equipment used in clothing and textiles discussing the functions of different sewing equipment drawing and labelling some small and large sewing equipment 	<ul style="list-style-type: none"> discussion group work pair work drawing oral/written questions demonstration lecturer observation practice mix freeze pair 	<ul style="list-style-type: none"> sewing equipment pressing board ironing blanket sheets checklists student's experiences IPTE handbooks posters charts fabrics

Assessment standard	Success criteria	Topic	Suggested teaching, learning and assessment activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
<ul style="list-style-type: none"> • apply appropriate teaching, learning and assessment methodologies on the topic sewing equipment 	<p>2 describe factors to consider when choosing different types of sewing equipment.</p> <p>3 describe the use and care of different types of sewing equipment</p> <p>4 demonstrate different strategies on the teaching of the topic sewing equipment</p>	<p>The teaching of sewing equipment</p>	<ul style="list-style-type: none"> • discussing factors to consider when choosing sewing equipment • suggesting ways of caring for sewing equipment • practising using some of the equipment on paper or pieces of fabrics • finding out on how the topic can be linked to prior knowledge of student teachers • suggesting different teaching strategies of teaching the topic sewing equipment 	<ul style="list-style-type: none"> • discussion • group work • pair work • drawing • oral/written questions • demonstration • lecturer observation 	<ul style="list-style-type: none"> • sewing equipment • pressing board • ironing blanket • sheets • checklists • student's experiences • IPTE handbooks

Assessment standard	Success criteria	Topic	Suggested teaching, learning and assessment activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
	5 assess student teachers' performance on the sewing equipment		<ul style="list-style-type: none"> • suggesting different teaching and learning resources which can be used on the topic • preparing a lesson plan on the topic • micro teaching a lesson the topic • analysing various ways of assessing student teachers performance on the lesson taught • giving feedback to individual student teachers on the lessons presented • evaluating the student teachers lesson presentations 	<ul style="list-style-type: none"> • practice • mix freeze pair 	<ul style="list-style-type: none"> • posters • charts • fabrics • internet • videos

Assessment standard	Success criteria	Topic	Suggested teaching, learning and assessment activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
<ul style="list-style-type: none"> demonstrate an understanding of performance characteristics of fibres and fabrics in clothing and textiles 	<ol style="list-style-type: none"> classify different types of fibres from which fabrics are made investigate performance characteristics of different fabrics 	<p>Fibres and fabrics</p>	<ul style="list-style-type: none"> agreeing on action points to be taken in order to improve on lesson delivery brainstorming meaning of the terms: <ul style="list-style-type: none"> fibres yarns fabrics discussing types of fibres <ul style="list-style-type: none"> natural artificial discussing performance characteristics of different fibres experimenting on properties of different fibres 	<ul style="list-style-type: none"> brainstorming discussion oral/written questions mix freeze pair investigation demonstration practice lecturer observation think/share/ pair practice lecturer observation 	<ul style="list-style-type: none"> sewing equipment needles fabrics checklists student's experiences IPTE handbooks posters charts magazines internet

Assessment standard	Success criteria	Topic	Suggested teaching, learning and assessment activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
<ul style="list-style-type: none"> • apply appropriate teaching, learning and assessment methodologies on the topic fibres and fabrics 	<p>3 describe methods of producing fabrics</p> <p>4 demonstrate different strategies on the teaching of the topic fibres and fabrics</p>	<p>The teaching of fibres and fabrics</p>	<ul style="list-style-type: none"> • reporting on the findings of the experiment • discussing methods of fabric production: <ul style="list-style-type: none"> - weaving - knitting - crocheting - macramé • practising methods of producing fabrics • finding out how a topic can be linked to the prior knowledge of student teachers • suggesting different teaching strategies of teaching the topic fibres and fabrics 	<ul style="list-style-type: none"> • peer observation • self-assessment • peer assessment • discussion • oral/written questions • demonstration • practice • lecturer • observation • experiment • investigation • demonstration 	<ul style="list-style-type: none"> • students' experiences • IPTE handbooks • posters • pictures • charts • magazines • fabrics • microscopes • chemicals

Assessment standard	Success criteria	Topic	Suggested teaching, learning and assessment activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
	5 assess student teachers' performance on the topic fibres and fabrics		<ul style="list-style-type: none"> • suggesting different teaching and learning resources which can be used on the topic • preparing a lesson plan on the topic • micro teaching a lesson the topic • analysing various ways of assessing student teachers performance on the lesson taught • giving feedback to individual student teachers on the lessons presented • evaluating the student teachers lesson presentations 	<ul style="list-style-type: none"> • practice • lecturer observation • peer observation • self-assessment • peer assessment 	<ul style="list-style-type: none"> • internet • videos

Assessment standard	Success criteria	Topic	Suggested teaching, learning and assessment activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
<ul style="list-style-type: none"> demonstrate an understanding of different types of stitches and their uses in clothing and textiles 	<ol style="list-style-type: none"> identify different types of sewing stitches classify different types of sewing stitches sew different types of stitches 	<p>Sewing stitches</p>	<ul style="list-style-type: none"> agreeing on action points to be taken in order to improve on lesson delivery listing different types of sewing stitches <ul style="list-style-type: none"> temporary stitches permanent stitches discussing functions of different types of stitches discussing different types of stitches categorising different types of stitches discussing guidelines to follow when sewing different types of stitches demonstrating how to sew samples of different types of stitches sewing samples of different types of stitches 	<ul style="list-style-type: none"> brainstorming discussion pair work group work demonstration oral/written questions demonstration project practice lecturer observation peer observation self-assessment peer assessment 	<ul style="list-style-type: none"> students' experiences IPTE handbooks posters charts magazines sourcebooks fabrics sewing equipment sewing thread internet videos

Assessment standard	Success criteria	Topic	Suggested teaching, learning and assessment activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
<ul style="list-style-type: none"> • apply appropriate teaching, learning and assessment methodologies on the topic sewing stitches 	<p>4 demonstrate different strategies on the teaching of the topic sewing stitches</p>	<p>The teaching of sewing stitches</p>	<ul style="list-style-type: none"> • finding out on how the topic can be linked to prior knowledge of student teachers • suggesting different teaching strategies of teaching the topic sewing stitches • suggesting different teaching and learning resources which can be used on the topic • preparing a lesson plan on the topic • micro teaching a lesson the topic 	<ul style="list-style-type: none"> • discussion • oral/written questions • demonstration • project • practice • lecturer observation • discussion • oral/written questions • demonstration • project • practice • peer observation • self-assessment • peer assessment 	<ul style="list-style-type: none"> • students' experiences • IPTE handbooks • posters • charts • magazines • fabrics • sewing equipment • sewing thread • internet • videos

Assessment standard	Success criteria	Topic	Suggested teaching, learning and assessment activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
	5 assess student teachers' performance on the topic sewing stitches		<ul style="list-style-type: none"> • analysing various ways of assessing student teachers performance on the lesson taught • giving feedback to individual student teachers on the lessons presented • evaluating the student teachers lesson presentations • agreeing on action points to be taken in order to improve on lesson delivery 		

Assessment standard	Success criteria	Topic	Suggested teaching, learning and assessment activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
<ul style="list-style-type: none"> demonstrate an understanding of different types of seams and their uses in clothing and textiles 	<ol style="list-style-type: none"> describe different types of seams sew different types of seams 	Seams	<ul style="list-style-type: none"> identifying different types of seams discussing different types of seams such as: <ul style="list-style-type: none"> open/plain/flat French Double stitched discussing functions of different types of seams discussing general guidelines for working seams demonstrating how to sew different types of seams sewing different types of seams 		

Assessment standard	Success criteria	Topic	Suggested teaching, learning and assessment activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
<ul style="list-style-type: none"> • apply appropriate teaching, learning and assessment methodologies on the topic seams 	3 use different strategies on the teaching of seams	The teaching of seams	<ul style="list-style-type: none"> • finding out on how the topic can be linked to prior knowledge of student teachers • suggesting different teaching strategies of teaching the topic seams • suggesting different teaching and learning resources which can be used on the topic • preparing a lesson plan on the topic • micro teaching a lesson the topic 		

Assessment standard	Success criteria	Topic	Suggested teaching, learning and assessment activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
	4 assess student teachers' performance on the topic seams		<ul style="list-style-type: none"> • analysing various ways of assessing student teachers performance on the lesson taught • giving feedback to individual student teachers on the lessons presented • evaluating the student teachers lesson presentations • agreeing on action points to be taken in order to improve on lesson delivery 		

Term 2 Year 2

Core element: Family resource management

Core element outcome: The student teacher will be able to demonstrate an understanding of the teaching of the family and family resource management and use appropriate teaching, learning, assessment strategies and resources to enable the learners investigate the factors that affect access, availability and utilisation of family resources

Assessment standard	Success criteria	Topic	Suggested teaching, learning and assessment activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
<p>We will know this when the student teachers are able to:</p> <ul style="list-style-type: none"> • apply entrepreneurship skills in a small scale business. 	<p>Student teachers must be able to:</p> <ol style="list-style-type: none"> 1 practise skills that relate to entrepreneurship in a small scale business 	<p>Entrepreneurship and financial management in the home</p>	<ul style="list-style-type: none"> • discussing the meaning of the terms: <ul style="list-style-type: none"> - small scale business - entrepreneurship - financial literacy • discussing skills required for a small scale business such as: <ul style="list-style-type: none"> - literacy - numeracy - budgeting - negotiation - communication - merchandising 	<ul style="list-style-type: none"> • discussion • pair work • group work • research • oral/written questions • one stay, three stray • lecturer observation • oral/written questions • demonstration 	<ul style="list-style-type: none"> • student's experiences • IPTE handbooks • posters • charts • pictures • magazines • sourcebooks • school experience journals

Assessment standard	Success criteria	Topic	Suggested teaching, learning and assessment activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
	2 develop a simple business plan for a small scale business enterprise		<ul style="list-style-type: none"> • relating entrepreneurship and financial literacy in terms of <ul style="list-style-type: none"> - savings - investment - insurance • discussing factors to be considered when planning to start a small business • designing a simple business plan • discussing various ways of getting financial resources for a small scale business plan • establish a small scale business for the human ecology department in the college 	<ul style="list-style-type: none"> • pens in the middle • case study • author's chair 	<ul style="list-style-type: none"> • internet • videos

Assessment standard	Success criteria	Topic	Suggested teaching, learning and assessment activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
<ul style="list-style-type: none"> • apply appropriate teaching, learning and assessment methodologies on the topic entrepreneurship and financial management of family resources 	3 use different strategies on the teaching of entrepreneurship and financial management of family resources	The teaching of entrepreneurship and financial management of family resources	<ul style="list-style-type: none"> • finding out on how the topic can be linked to prior knowledge of student teachers • suggesting different teaching strategies of teaching the topic entrepreneurship and financial management of family resources • suggesting different teaching and learning resources which can be used on the topic • preparing a lesson plan on the topic • micro teaching a lesson the topic 	<ul style="list-style-type: none"> • discussion • oral/written questions • one stay, three stray • lecturer observation • demonstration • pens in the middle • case study • author's chair • peer observation • self-assessment • peer assessment • demonstration • practice • jig saw 	<ul style="list-style-type: none"> • students' experiences • IPTE handbooks • school experience journals • checklists • posters • pictures • charts • magazines • internet • videos • local environment

Assessment standard	Success criteria	Topic	Suggested teaching, learning and assessment activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
	4 assess student teachers' performance on the topic		<ul style="list-style-type: none"> • analysing various ways of assessing student teachers' performance on the lesson taught • giving feedback to individual student teachers on the lessons presented • evaluating the student teachers' lesson presentations • agreeing on action points to be taken in order to improve on lesson delivery 		

Core element: People and the environment

Core element outcome: The student teacher will be able to demonstrate an understanding of the teaching of the family and family resource management and use appropriate teaching, learning, assessment strategies and resources to enable the learners investigate the factors that affect access, availability and utilisation of family resources.

Assessment standard	Success criteria	Topic	Suggested teaching, learning and assessment activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
<p>We will know this when student teachers are able to:</p> <ul style="list-style-type: none"> demonstrate an understanding of household practices and the environment 	<p>Students teachers must be able to:</p> <ol style="list-style-type: none"> explain how to care for different rooms in the home 	<p>Home Management</p>	<ul style="list-style-type: none"> brainstorming the meaning of the terms: <ul style="list-style-type: none"> -home management -waste disposal identifying different rooms in the home such as: <ul style="list-style-type: none"> -living room -bedroom -bathroom -toilet discussing how to care for different rooms: 	<ul style="list-style-type: none"> Brainstorming Pair work Group work Discussion Practice Structured overview Observation Question and answer Investigation Oral/written questions Demonstration Debate Think-pair-share 	<ul style="list-style-type: none"> students experiences IPTE hand books ODL modules Posters Charts Source books Magazines Newspaper articles Sewing equipment sewing thread Internet videos

Assessment standard	Success criteria	Topic	Suggested teaching, learning and assessment activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
	2 describe how to care for the surroundings		<ul style="list-style-type: none"> -daily cleaning -weekly cleaning -occasional cleaning • demonstrating how to care for different rooms in the home • caring for different rooms in the home • identify areas that require cleaning in the home such as: <ul style="list-style-type: none"> -drains -grounds • discussing how to care for the surroundings • discussing the meaning of the term waste disposal • discussing different ways of waste 	<ul style="list-style-type: none"> • Free write • Hot seat • Research • Case study 	

Assessment standard	Success criteria	Topic	Suggested teaching, learning and assessment activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
<ul style="list-style-type: none"> apply appropriate teaching, learning and assessment methodologies on the topic home management 	<p>3 analyse the impact of waste disposal on the environment</p> <p>4 demonstrate different strategies on the teaching of the topic home management.</p>	<p>Th teaching of home management</p>	<p>disposal in the home: -liquid waste -solid waste</p> <ul style="list-style-type: none"> debating the impact of waste disposal on the environment finding out on how the topic can be linked to prior knowledge of student teachers suggesting different teaching strategies of teaching the topic home management suggesting different teaching and learning 	<ul style="list-style-type: none"> discussion practice structured overview observation question and answer investigation oral/written questions demonstration debate think-pair-share free write hot seat research case study 	<ul style="list-style-type: none"> students experiences IPTE hand books ODL modules posters charts source books magazines newspaper articles sewing equipment sewing thread Internet videos

Assessment standard	Success criteria	Topic	Suggested teaching, learning and assessment activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
	5 Assess student teachers performance on the topic Household practices and the environment		<p>resources which can be used on the topic</p> <ul style="list-style-type: none"> • preparing a lesson plan on the topic • micro teaching a lesson on the topic • analysing various ways of assessing student teachers • performance on the lesson taught • giving feedback to individual student teachers on the lesson presented • evaluating the student teachers lesson presentations • agreeing on action points to be taken in order to improve 		

Assessment standard	Success criteria	Topic	Suggested teaching, learning and assessment activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
<p>We will know this when student teachers are able to:</p> <ul style="list-style-type: none"> develop appropriate knowledge and skills on improving a traditional kitchen. 	<p>Students teachers must be able to:</p> <ol style="list-style-type: none"> identify different types of kitchens 	<p>The kitchen</p>	<p>on the lessons taught.</p> <ul style="list-style-type: none"> discussing different types of kitchen: <ul style="list-style-type: none"> modern kitchen traditional kitchen discussing features of a modern kitchen drawing and labelling different kitchen shapes such as: <ul style="list-style-type: none"> L shaped 	<ul style="list-style-type: none"> discussion pair wok group work structured overview observation question and answer investigation 	<ul style="list-style-type: none"> students' experiences IPTE handbooks posters pictures charts sourcebooks magazines

Assessment standard	Success criteria	Topic	Suggested teaching, learning and assessment activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
	2 describe how to improve the traditional kitchen		<ul style="list-style-type: none"> - U shaped - corridor shaped - oblong shaped - island shaped <ul style="list-style-type: none"> • comparing modern and traditional kitchen • identifying areas of the traditional kitchen that should be improved on such as: <ul style="list-style-type: none"> - mud stove - drying rack - mud cupboard - food safe • suggesting ways of improving the traditional kitchen 	<ul style="list-style-type: none"> • oral/written questions • demonstration • think-pair-share • free write • hot seat • research • case study 	<ul style="list-style-type: none"> • internet • videos • local environment

Assessment standard	Success criteria	Topic	Suggested teaching, learning and assessment activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
<ul style="list-style-type: none"> • apply appropriate teaching, learning and assessment methodologies on the topic the kitchen 	<p>3 describe kitchen hygiene</p> <p>4 demonstrate different strategies on the teaching of the topic the kitchen</p>	<p>The teaching of the kitchen</p>	<ul style="list-style-type: none"> • brainstorming aspects of kitchen hygiene such as: <ul style="list-style-type: none"> - personal hygiene - kitchen hygiene - food hygiene • discussing guidelines for kitchen hygiene • discussing ways of caring for the kitchen: <ul style="list-style-type: none"> - daily - weekly - occasionally • finding out on how the topic can be linked to prior knowledge of student teachers • suggesting different teaching strategies of teaching the topic the kitchen 	<ul style="list-style-type: none"> • brainstorming • discussion • practice • structured overview • observation • question and answer • investigation • oral/written questions • demonstration • debate • think-pair-share • free write • hot seat • field trip • research • case study • demonstration • peer observation 	<ul style="list-style-type: none"> • students' experiences • IPTE handbooks • posters • charts • magazines • pictures • newspaper articles • internet • videos • local environment

Assessment standard	Success criteria	Topic	Suggested teaching, learning and assessment activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
	5 assess student teachers' performance on the topic the kitchen		<ul style="list-style-type: none"> • suggesting different teaching and learning resources which can be used on the topic • preparing a lesson plan on the topic • micro teaching a lesson on the topic • analysing various ways of assessing student teachers performance on the lesson taught • giving feedback to individual student teachers on the lessons presented • evaluating the student teachers lesson presentations • agreeing on action points to be taken in order to improve on lesson delivery 	<ul style="list-style-type: none"> • self-assessment • peer assessment • demonstration • practice • lecturer observation • discussion • jig saw 	

Core element: Food, nutrition and health

Core element outcome: The student teacher will be able to develop an understanding of the teaching of basic concepts and interrelationships among food, nutrition and health and use appropriate teaching, learning, assessment strategies and resources to enable learners to apply these concepts to change their attitudes and practices so that they contribute to the improvement of individuals, families and communities well-being.

Assessment standard	Success criteria	Topic	Suggested teaching, learning and assessment activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
<p>We will know this when student teachers are able to:</p> <ul style="list-style-type: none"> demonstrate an understanding of the causes, effects and prevention and food, nutrition and health 	<p>Student teachers must be able to:</p> <ol style="list-style-type: none"> explain forms of malnutrition 	<p>Malnutrition</p>	<ul style="list-style-type: none"> brainstorming the meaning of the term “malnutrition” discussing forms of malnutrition: <ul style="list-style-type: none"> under nutrition over nutrition investigating causes, signs and symptoms and effects of malnutrition 	<ul style="list-style-type: none"> brainstorming discussion pair work group work oral/written questions investigation research field visit demonstration debate 	<ul style="list-style-type: none"> students’ experiences IPTE handbooks posters charts magazines resource person diagrams sourcebooks

Assessment standard	Success criteria	Topic	Suggested teaching, learning and assessment activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
	<p>2 explore ways of assessing nutritional status of individuals and communities</p> <p>3 analysing ways of preventing and managing malnutrition</p>		<ul style="list-style-type: none"> • identifying methods of nutrition assessment to establish nutritional status of individuals and communities • discussing the methods of nutrition assessment • visiting a nutrition rehabilitation centre or health facility to find out how nutrition assessment is carried out • discussing ways of preventing and managing malnutrition • discussing the impact on malnutrition on the individual and the community 	<ul style="list-style-type: none"> • lecturer observation 	<ul style="list-style-type: none"> • IPTE handbooks • school experience journals • internet • videos • local environment

Assessment standard	Success criteria	Topic	Suggested teaching, learning and assessment activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
<ul style="list-style-type: none"> demonstrate an understanding of the relationship between HIV and nutrition 	<p>1 explain the relationship between HIV and nutrition</p> <p>2 describe opportunistic infections related to HIV</p>	<p>HIV and nutrition</p>	<ul style="list-style-type: none"> discussing the relationship between HIV and nutrition drawing a concept map showing the relationship between HIV and nutrition reporting on the findings of the investigations discussing opportunistic infections as a result of HIV investigating opportunistic infections related to HIV interviewing a health personnel on opportunistic infections related to HIV and their management 	<ul style="list-style-type: none"> discussion pair work group work investigation research interviews oral/written questions demonstration debate trade a problem lecturer observation RAFT 	<ul style="list-style-type: none"> Students' experiences IPTE handbooks posters charts diagrams sourcebooks on NE school experience journals internet videos local environment

Assessment standard	Success criteria	Topic	Suggested teaching, learning and assessment activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
	3 examining nutritional support and care of HIV infection		<ul style="list-style-type: none"> • discussing guidelines for nutritional support and care of HIV infection • visiting community based support on HIV infection • developing nutrition messages on care and support of HIV infection • sensitising the community on nutrition care and support of HIV infection 		

Assessment standard	Success criteria	Topic	Suggested teaching, learning and assessment activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
<ul style="list-style-type: none"> demonstrate an understanding of non-communicable diseases 	1 describe types of non-communicable diseases	Non communicable diseases	<ul style="list-style-type: none"> discussing types of diet related non communicable diseases (NCDs) of public health concern such as: <ul style="list-style-type: none"> diabetes cardiovascular diseases cancer hypertension investigating causes of different types of NCDs reporting on the causes of non-communicable diseases 	<ul style="list-style-type: none"> discussion field trips oral/written questions demonstration discussion web project practice lecturer observation peer assessment self-assessment demonstration peer observation self-assessment peer assessment demonstration practice jig saw 	<ul style="list-style-type: none"> student's experiences IPTE handbooks posters charts pictures school experience journals videos internet

Assessment standard	Success criteria	Topic	Suggested teaching, learning and assessment activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
	2 explore ways of preventing and managing of non-communicable diseases		<ul style="list-style-type: none"> • discussing the prevention and management of NCDs • developing advocacy messages on types, causes, prevention and management of NCDs • sensitizing the community on non-communicable diseases • finding out how the topic can be linked to prior knowledge of student teachers 		

Assessment standard	Success criteria	Topic	Suggested teaching, learning and assessment activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
<ul style="list-style-type: none"> • apply appropriate teaching, learning and assessment methodologies on the topic malnutrition, HIV and nutrition and non-communicable diseases 	3 demonstrate different strategies on the teaching of the topic malnutrition, HIV and nutrition and non-communicable diseases	The teaching of malnutrition, HIV and nutrition and non-communicable diseases	<ul style="list-style-type: none"> • suggesting different teaching strategies of teaching the topic malnutrition, HIV and nutrition and non-communicable diseases • suggesting different teaching and learning resources which can be used on the topic • preparing a lesson plan on the topic • micro teaching a lesson the topic 	<ul style="list-style-type: none"> • discussion • pair work • group work • research • oral/written questions • demonstration • practice • lecturer observation • peer assessment • self-assessment • jig saw 	<ul style="list-style-type: none"> • students' experiences • IPTE handbooks • posters • charts • sourcebooks • school experience journals • pictures • internet • videos

Assessment standard	Success criteria	Topic	Suggested teaching, learning and assessment activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
<ul style="list-style-type: none"> demonstrate an understanding of the inter relationship among water, sanitation and hygiene 	<ol style="list-style-type: none"> describe the relationship among water, sanitation and hygiene explain ways of making water safe 	Water, sanitation and hygiene	<ul style="list-style-type: none"> discussing the meanings of the terms: <ul style="list-style-type: none"> sanitation hygiene safe water clean water discussing guidelines for sanitation and hygiene in the home discussing the difference between safe and clean water identifying sources of drinking water discussing ways of making drinking water safe 		

Assessment standard	Success criteria	Topic	Suggested teaching, learning and assessment activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
<ul style="list-style-type: none"> • apply appropriate teaching, learning and assessment methodologies on water, sanitation and hygiene 	<p>3 use different strategies for teaching water, sanitation and hygiene</p>	<p>The teaching of water , sanitation and hygiene</p>	<ul style="list-style-type: none"> • practicing making water safe such as: <ul style="list-style-type: none"> - filtration - use of chemicals such as water guard • finding out on how the topic can be linked to prior knowledge of student teachers • suggesting different teaching strategies of teaching the topic water, sanitation and hygiene • suggesting different teaching and learning resources which can be used on the topic • preparing a lesson plan on the topic 	<ul style="list-style-type: none"> • discussion • field trip • investigations • oral/written questions • debate • practice • lecturer observation 	<ul style="list-style-type: none"> • students' experiences • IPTE handbooks • posters • charts • pictures • magazines • resource persons

Assessment standard	Success criteria	Topic	Suggested teaching, learning and assessment activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
	4 assess student teachers' performance on the topic the water, sanitation and hygiene		<ul style="list-style-type: none"> • micro teaching a lesson the topic • analysing various ways of assessing student teachers' performance on the lesson taught • giving feedback to individual student teachers on lessons presented • evaluating student teachers' lesson presentations • developing action points to be taken in order to improve on lesson delivery 	<ul style="list-style-type: none"> • demonstration • peer observation • self-assessment • peer assessment • demonstration • practice • jig saw 	<ul style="list-style-type: none"> • internet • videos

Core element: Clothing and textiles

Core element outcome: The student teachers will be able to demonstrate an understanding of the teaching of the use of textile equipment, fibres and fabrics, principles and elements of design and use appropriate teaching, learning, assessment strategies and resources to enable the learners apply the acquired knowledge and skills in the design, production, care and maintenance of clothes and textile products.

Assessment standard	Success criteria	Topic	Suggested teaching, learning and assessment activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
<p>We will know this when the student teachers are able to:</p> <ul style="list-style-type: none"> • apply principles and elements of design in garment construction. 	<p>Student teachers must be able to:</p> <ol style="list-style-type: none"> 1 analyse principles and elements of design in clothing and textiles 	<p>Designing and garment construction</p>	<ul style="list-style-type: none"> • brainstorming the meanings of the terms : <ul style="list-style-type: none"> - principles of design - elements of design - the colour wheel • discussing principles and elements of design • discussing the colour wheel in relation to garment construction 	<ul style="list-style-type: none"> • brainstorming • discussion • group work • pair work • research • oral/written questions • lecturer observation • demonstration • practice • mix-freeze-pair 	<ul style="list-style-type: none"> • sewing equipment • pressing board • ironing blankets • sheets • checklists • students' experiences • IPTE handbooks

Assessment standard	Success criteria	Topic	Suggested teaching, learning and assessment activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
	<p>2 develop paper patterns</p> <p>3 construct simple garments and articles</p>		<ul style="list-style-type: none"> • displaying paper patterns with pattern markings • discussing pattern markings on paper patterns • taking body measurements • developing patterns using the body measurements • adjusting paper patterns • demonstrating laying out of pattern pieces on a fabric • practising cutting out and transferring of pattern markings on to the fabrics 		<ul style="list-style-type: none"> • posters • charts • magazines • internet • videos • fabrics • rolls of sewing thread

Assessment standard	Success criteria	Topic	Suggested teaching, learning and assessment activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
<ul style="list-style-type: none"> • apply appropriate teaching, learning and assessment methodologies on the topic designing and garment construction 	<p>4 use different strategies on the teaching of designing and garment construction</p>	<p>Teaching of designing and garment construction</p>	<ul style="list-style-type: none"> • discussing garments and articles to be produced as coursework • carrying out coursework to produce: <ul style="list-style-type: none"> - knitted/sewn bag - pair of shorts/skirt • evaluating the coursework produced • finding out on how the topic can be linked to prior knowledge of student teachers • suggesting different teaching strategies of teaching on designing and garment construction 	<ul style="list-style-type: none"> • discussion • brainstorming • discussion • group work • pair work • research • oral/written questions • mix freeze pair • lecturer observation • demonstration • peer observation • self-assessment • peer assessment • demonstration • practice • jig saw 	<ul style="list-style-type: none"> • students' experiences • sewing equipment • sample seams • fabrics • needles • checklists • IPTE handbooks • posters • charts • pictures • magazines • internet • videos

Assessment standard	Success criteria	Topic	Suggested teaching, learning and assessment activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
	5 assess student teachers' performance on the topic designing and garment construction		<ul style="list-style-type: none"> • suggesting different teaching and learning resources which can be used on the topic • preparing a lesson plan on the topic • micro teaching a lesson • analysing various ways of assessing student teacher performance on lessons taught • giving feedback to individual student teachers on lessons presented • evaluating student teachers lesson presentations • developing action points to be taken in order to improve on lesson deliver 		

Assessment standard	Success criteria	Topic	Suggested teaching, learning and assessment activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
<ul style="list-style-type: none"> • apply appropriate knowledge and skills in the laundering of garments and articles 	<ol style="list-style-type: none"> 1 describe laundry materials and equipment 2 launder different types of clothes 	<p>Laundry</p>	<ul style="list-style-type: none"> • identifying laundering materials and equipment such as: <ul style="list-style-type: none"> - water - soap - detergents - stain removers - bleaches • discussing different laundry materials and equipment • discussing ways of laundering different types of clothes • discussing the effects of laundry materials on different fabrics 	<ul style="list-style-type: none"> • discussion • practice • structured overview • observation • question and answer • investigation • oral/written questions • demonstration • think-pair-share • free write • hot seat • research • case study 	<ul style="list-style-type: none"> • students' experiences • IPTE handbooks • ODL modules • posters • charts • sourcebooks • magazines • newspaper articles • sewing equipment • sewing thread • internet • videos

Assessment standard	Success criteria	Topic	Suggested teaching, learning and assessment activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
<ul style="list-style-type: none"> • apply appropriate teaching, learning and assessment methodologies on the topic laundry 	3 use different strategies on the teaching of the topic laundry	The teaching of laundry	<ul style="list-style-type: none"> • identifying clothes that can be easily laundered <ul style="list-style-type: none"> - cotton shirt/blouse - cotton tablecloth • demonstrating laundering simple garments and articles: • laundering different types of clothes • finding out on how the topic can be linked to prior knowledge of student teachers • suggesting different teaching strategies on the topic 	<ul style="list-style-type: none"> • discussion • practice • structured overview • observation • question and answer • investigation 	<ul style="list-style-type: none"> • students' experiences • IPTE handbooks • ODL modules • posters • charts • sourcebooks • magazines

Assessment standard	Success criteria	Topic	Suggested teaching, learning and assessment activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
	4 assess student teachers' performance on the topic laundry		<ul style="list-style-type: none"> • suggesting different teaching and learning resources which can be used on the topic • preparing a lesson plan on the topic • micro teaching a lesson on the topic • analysing various ways of assessing student teachers' performance on the lesson taught • giving feedback to individual student teachers on the lessons presented • evaluating the student teachers' lesson presentations • agreeing on action points to be taken in order to improve on lesson delivery 	<ul style="list-style-type: none"> • oral/written questions • demonstration • think-pair-share • free write • hot seat • research • case study 	<ul style="list-style-type: none"> • newspaper articles • sewing equipment • sewing thread • internet • videos