



ZIMBABWE

MINISTRY OF PRIMARY AND SECONDARY EDUCATION

CURRICULUM DEVELOPMENT AND TECHNICAL SERVICES

HOME MANAGEMENT AND DESIGN

SECONDARY SCHOOL LEVEL

FORM 1 - 6

2015-2022

TEACHER'S GUIDE

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Acknowledgements.

The Ministry of Primary and Secondary Education would like to acknowledge the following:

- Curriculum Develop and Technical Services (CDTS)
- United Nation Children's Fund (UNICEF)

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1.0 Organisation of the teachers' guide

The guide is divided into 2 parts:

- **Part A:** Critical Documents
- **Part B:** Curriculum Delivery –which focuses on content, objectives, methodology, instructional material, assessment and evaluation

It is important to constantly refer to critical documents to enhance effectiveness as a teacher.

1.1 PART A: THE CRITICAL DOCUMENTS

Introduction

The teacher as the facilitator must have access to critical documents that the Ministry has developed in order to implement the new curriculum. It is of paramount importance for you to embrace the changes that come with it. This guide discusses the critical documents that a teacher should have in order to develop an in-depth understanding of the new curriculum content and underpinning philosophy.

Rationale.

Critical documents are policy documents that outline and specify the Home Management and Design learning area philosophy, aims, objectives, learning/teaching concepts and content. They guide the facilitator on how to execute work. Critical documents are used as reference, help to track learner performance and learner profiling.

Objectives of Critical documents

The facilitator should be able to:

- deliver the Home Management and Design curriculum effectively.
- foster an in-depth understanding of the new curriculum content.

As a facilitator, you must be in possession of the following critical documents:

- Curriculum Framework for Primary and Secondary Education 2015-2022
- National Syllabus Home Management and Design
- School syllabus
- Scheme Cum Plan
- Learner Profile Guide
- Records
- Register of Attendance
- Inventory
- Assessment Framework

Unit 1:

Curriculum Framework for Zimbabwe Primary and Secondary Education 2015-2022

Introduction

This is a policy document that outlines underpinning principles, national philosophy, learning areas, the description and expectations of Ministry of Primary and Secondary Education (MoPSE) at policy level. It outlines what the government expects you to deliver as you go about your duties. You should therefore be familiar with the document. It also informs you where Home Management and Design as a learning area is placed.

It is important for you to familiarize with the curriculum framework for Zimbabwe Primary and Secondary Education 2015-2022.

Objectives

Curriculum framework seeks to:

- motivate learners to cherish their Zimbabwean identity and value their heritage, history and cultural traditions and preparing them for participatory citizenship
- prepare learners for life and work in an indigenized economy and increasingly globalized and competitive environment
- ensure learners demonstrate desirable literacy and numeracy skills including practical competences necessary for life
- prepare and orient learners for participation in voluntary service and leadership

Key Elements of the Curriculum

The new curriculum framework consists of the following:

- Pillars of the Curriculum
- Aims of the curriculum
- Principles underpinning the curriculum
- Learner Exit Profile
- Organisation of the Curriculum
- Learning areas
- Assessment
- Life Skills Orientation Programme

Unit 2:

Syllabus Interpretation

Introduction

Syllabus interpretation is based on the Curriculum Framework for Primary and Secondary Education 2015-2022, as the guiding policy document. Syllabus interpretation is the process of making sense of the syllabus. It is about finding meaning of the syllabus. It involves the process of unpacking the syllabus, analysing and synthesising it.

It is important for you as the teacher to understand that planning begins with syllabus interpretation which forms the basis for development of school syllabus and scheme-cum plan.

Objectives

The objectives of the syllabus interpretation is for the facilitator:

- To understand the demands regarding content, methods and assessment of the new curriculum.
- To narrow the gap between planned curriculum and implemented curriculum.
- To prepare the facilitator for effective syllabus implementation.
- To give clarity and confidence to the facilitator so as to be able to deliver.

Types of Syllabi

There are two types of syllabi, namely the National Syllabus and the School Syllabus. Development of school syllabus involves re-organising the national syllabus, taking into account local factors. Scheme-cum plans are derived from the school syllabus.

1.1 National Syllabus

It is a policy document that outlines and specifies the learning area philosophy, aims and objectives, Learning/teaching concepts and content, suggested methodology and assessment criteria at every level. As a teacher, you should always have the national syllabus and use it as a guide in day to day teaching and learning activities.

Elements of the Home Management and Design National Syllabus

To interpret the syllabus there is need to identify its components and establish links between and among them. Components of the syllabus include;

- Preamble
- Presentation of Syllabus
- Aims
- Syllabus Objectives
- Methodology
- Time Allocation
- Topics

- Scope and Sequence
- Competency Matrix
- Assessment
- Glossary/Appendices

School Syllabus

The school syllabus is drawn from the National Syllabus by reorganising content taking into account local factors. The components of the School Syllabus are similar to the National Syllabus. The development of the Home Management and Design school syllabus should be a task for all teachers in the department. The department can re-organise topics in the National syllabus to fit its circumstances.

Factors influencing drafting

The following are the factors that influencing the drafting:

- Availability of resources
- Cognitive ability of learners
- Time allocation

Elements of the School syllabus

These are the elements of school syllabus:

- Preamble
- Aims
- Syllabus Objectives
- Methodology and Time Allocation
- Topics
- Scope and Sequence
- Competency Matrix
- Assessment
- Glossary/Appendices

Unit 3

Schemes of Work

Scheme cum Plan

This is a document that the facilitator should draw from the national and school syllabus. The scheme of work outlines what the facilitator ought to execute on day-to-day teaching and learning activities. The document should therefore be clear in terms of objectives activities, content, and methodologies to be employed. Scheme of work/scheme cum plans should be drawn two weeks ahead of lesson delivery date. (Use of ICT in drawing the documents is encouraged). Note that at Secondary school, the scheme of work is optional but the scheme-cum plan is expected from the facilitator.

Components of the scheme-cum plan

The scheme-cum plan has the following components which will help to deliver with less challenges. The scheme-cum plan should have the following components:

- **Week ending:** which usually fall on every Friday as the last day of the week. For example; 19 May 2017.
- **Topic/ Content:** This constitute the main concept to be covered. For example, Home and Family / Functions of a family
- **Objectives:** These are specific teaching objectives. Good objectives provide the facilitator with clear delivery focus, provide a means for assessing learner performance, and also allow for self-evaluation. The rule for objectives is that they should be SMART.
- **Competences:** These are life-long qualities and skills that the facilitator would want to see in learners. They include critical thinking, problem solving, creativity, modelling, communication, collaboration, Unhu/Ubuntu/Vumunhu, leadership and technological competences.
- **Methods and Activities:** The golden rule is that learning and teaching methods and activities should be learner centred and should encourage learner creativity in terms of competence acquisition by the learner.
- **Source of Material (SOM)/Reference/Media:** This is an indication of where the facilitator is getting the content and the media one is likely to use.
- **Evaluation:** It is looking back at how one has delivered, successes and challenges as well as learner performance.

90 Table 1: Scheme-cum plan sample

Form 2: Scheme of Work: Home and Family

AIM: Develop understanding of physical, social, cultural, emotional and intellectual needs of a family.

WEEK ENDING	TOPIC/CONTENT	OBJECTIVES By the end of the week learners should be able to:	COMPETENCIES	Methods and Activities	SOM / References/Media	EVALUATION
19 May 2017	<ul style="list-style-type: none"> -Family -Functions of a family -Roles and responsibilities of family members -Relationships in a family -Structure of a home -Features of a house -Siting a home -choosing a home/house 	<ul style="list-style-type: none"> -identify the different types of families in a society -give functions of a family -state roles and responsibilities of each family member -discuss values and norms (Ubuntu/Unhu) in a family set up -distinguish between a home and a house classify homes -site a location for a home -identify features of a home -list methods of acquiring a house 	<ul style="list-style-type: none"> -Critical thinking -problem solving, -communication, -hands-on - financial literacy - self-management -artistic skills 	<ul style="list-style-type: none"> -Introducing oneself -Explaining the term family and its functions -Role-playing family responsibilities -Discussing norms and values in a family and community -Drawing of house -Visiting a home -Discussing the observations from the trip -Viewing the video 	<ul style="list-style-type: none"> -Textbooks -Internet -Magazines -Journals -Newspapers -Charts -Work card 	

Conclusion

You should always prepare the scheme cum plan well in advance, on average a week ahead but certainly not more than two weeks in advance. The scheme cum plan should not be a rigid document; you should be able to change it if you realize the need to do so. For example, you may realize that there are better methods than you indicated or you have better aids.

UNIT 4

LESSON PLAN

This is a detailed daily plan of what you intend to deliver during the lesson. This is to be used in the event of you having drawn a scheme of work rather than a scheme cum plan. Though lesson planning is most common at Infant and Junior school, you **may** use it if you want. However, you are encouraged to use the Scheme cum plan when teaching **Home Management and Design**.

Components of a Home Management and Design Lesson

DATE:	17 May 2017
TIME:	8:00 to 8:40
LEARNING AREA:	Home Management and Design
TOPIC:	Home and family
CLASS:	Form 1

SOURCES OF MATERIALS/ INSTRUCTIONAL MEDIA

- National and School syllabuses
- Schemes of work
- Pictures of different of homes
- Video showing roles of family members

ASSUMED KNOWLEDGE:

The learners know different family set ups

OBJECTIVES

By the end of the lesson learners should be able to:

- identify the different types of families in a society
- give functions of a family
- state roles and responsibilities of each family member
- discuss values and norms (Ubuntu/Unhu) in a family set up
- distinguish between a home and a house
- classify homes
- site a location for a home
- identify features of a home
- list methods of acquiring a house

Competences

- Critical thinking and problem solving

- Planning and designing

INTRODUCTION:

Learners are asked to discuss different types of families in their locality. (3 minutes)

LESSON DEVELOPMENT

STAGE	ACTIVITIES	Time-Minutes
STAGE 1	Learners explaining the term family and its functions	5
STAGE 2	Role-playing responsibilities of family members	15
STAGE 3	Discussing norms and values in a family and community	10

CONCLUSION

The teacher shows again the video and learners compare the roles of a family members (8)

Task

Learners to show norms and values in a family and community

EVALUATION

Learners were able to:

- Describe the functions of a family
- Explain different types of families and suitable age group, however Blessing and Allen had challenges on explaining the responsibilities of family members
- Anotida and Anenyasha did excellent on norms and values in a family and community

UNIT 5

RECORD – KEEPING

Introduction

Records are critical documents about the teaching-learning process which you must keep as a teacher. They should be accurate and up to date. They must be kept safely so that the next teacher to take that class will be well and correctly informed. The following are some of the reasons why you should keep records:

- Records helps guide you on your day-to-day operations
- Help you to track learner's performance
- Planning and re-adjustment of plans
- Source documents for reference
- Basis for profiling
- Basis for counselling
- For reference when you are absent or when you transfer

Types of Records

You are expected to keep the following documents:

- Curriculum Framework for Primary and Secondary Education 2015-2016
- Syllabi: National and School
- Scheme cum plan
- Class attendance register
- Teachers' Guide
- Performance Lag Address Programme (PLAP) record
- Social record
- Progress record
- Remedial and Performance Lag Address Programme (PLAP) record
- Asset and stock control registers
- Circulars
- Inventory
- Learner Profiles

UNIT 5

RECORD – KEEPING

Record keeping is a process of preserving information and making it available for future reference.

Records to be kept

You are expected to keep the following records:

- Syllabi: National and School
- Schemes of work, lesson plans/scheme cum plans
- Class attendance register
- Performance Lag Address Programme (PLAP) record (where applicable)
- Social record
- Progress record
- Remedial and Performance Lag Address Programme (PLAP) record
- Asset and stock control registers
- Circulars

Conclusion

All these documents are equally important and you should administer them honestly and constantly. They should also be readily available for supervision. Records should be accurate and constantly be up-dated. You should always keep them safely with a back-up.

UNIT 6

PART B: CURRICULUM DELIVERY

Introduction

The Home Management & Design syllabus for forms 1 to 4 meets the needs of the family and Zimbabwean society as a whole. This learning area develops an individual learner with skills and abilities in the efficient running of a home and institutions such as hospitals, hotels and hostels. It incorporates components of family life education such as norms and values (Ubuntu/Unhu) nutrition, reproductive health, hospitality, maternal health care and environmental education. It encompasses survival skills, enterprising, financial and resource management such as time, fuel, money and food. It also deals with community and social services where the importance of clinics, recreational facilities and rehabilitation centres are emphasized.

Rationale

The Home Management & Design syllabus is an interdisciplinary learning area which equips learners with knowledge, practical and social skills regardless of gender and diverse needs. It promotes Ubuntu/Unhu and attitudes essential for success at home, community, nation and the global society. The syllabus equips learners with self-reliant, initiative and enterprising skills that will help the learner to manage and cope with changes in a technological, socio-economical and multi-cultural society. It helps the learners to manage adolescence in the absence of the aunts and uncles of yester year.

Content

The Home Management & Design covers theoretical and practical aspects in areas such as family, home and resource management and maintenance. The four year learning phase seeks to develop the following skills and values among others:

- Critical thinking
- Problem solving
- Ability to plan and organise
- Self-managing
- Self-initiative and enterprising
- Unhu/Ubuntu
- Voluntarily engages in participatory citizenship
- Creativity innovation
- Technological
- Team building
- Psychomotor skills
- Communication
- Interpersonal relationships
- Decision making

- Leadership and management

Syllabus objectives

By the end of secondary education, learners should be able to:

- Produce functional articles for use in the home and income generating purposes both globally and locally.
- Plan, prepare, cook and serve appropriate meals for individuals in the home, institutions and functions (entertainment)
- Apply principles of preservation and conservation in the management of resources.
- Follow an organised sequence in carrying out day to day activities and etiquette
- Budget and buy wisely.
- Choose and plan a home for a family.
- Launder and care for household items and clothes appropriately.
- Select, use and care for different furniture, surfaces and gadgets.
- Prevent and treat minor injuries and ailments.
- Identify and initiate problem solving in the community using available resources.
- Use indigenous knowledge systems in the Zimbabwean home and community.
- Identify the role and responsibilities of community and social services

The syllabus encourages learner-centred methods and approaches. The need to impart enterprising skills, and promote employment creation, indigenization, self-reliance and relevance, should influence the choice of teaching and learning methods in Home Management and Design.

The following methods are suggested.

- Mini enterprise approach
- Problem solving
- Demonstrations
- Case studies
- Educational tours
- Research
- Group work
- Role play
- Guided discovery
- Seminars
- Debates
- Project work
- School on the shop floor

Teaching-learning Materials

Instructional materials are the tools you should use during learning and teaching process. Any resource you can use as a medium for the delivery of content, helping in achieving learning objectives should be an effective instructional material.

Importance of Teaching-learning Materials

Teaching-learning materials help learners to learn better and faster if you carefully choose and use them. They also:

- capture learners` interest and create virtual reality.
- promote meaningful communication hence effective learning.
- ensure better retention, thus making learning more permanent.
- provide direct or first-hand experience with the realities of the social and physical environment.
- help overcome the limitations of the classroom
- stimulate and motivate students to learn.
- help develop interests in other areas of learning.
- encourage active participation, especially if learners are allowed to manipulate materials used.

Types of teaching-learning Materials

- Objects: real things-such as Computers, delivery vans.
- Models: are recognisable representation of a real thing
- Specimens: are objects which are representative of a group or a class of similar objects e.g. cheque, money.
- Printed materials: Textbooks, and Modules
- Boards such as bulletin board, electronic board, chalkboard
- Overhead projectors
- Graphics: Charts, Graphs, Maps and globes, Posters and diagrams.
- Audio Aids: Radio and Recorded audio
- Audio-Visual Teaching-learning Materials
- Motion pictures such as Television and video clips

Educational research has it that learners remember only 10% of what they have read, about 20% of what they hear and about 50% of what they hear and see and only 20% of what they touch or manipulate.

You should therefore select appropriate instructional aids, make good quality aids from available resources, use instructional aids effectively and design meaningful and effective instructional aids.

ASSESSMENT AND EVALUATION

In evaluation and assessment, you should consider:

- whether learners are benefiting from the syllabus implementation?
- Whether the objectives are being met?

Evaluation/assessment can be in the form of exercises, tests, projects and group tasks. There are two main types of evaluation:

- Formative evaluation is on-going/ continuous.
- Continuous assessment is a major innovation in the new curriculum.
- Summative evaluation comes at the end of the course.
- Continuous and summative assessment will be done in theory, assignment and practical components of the syllabus. Weighting of the components are as follows:

Summative Assessment	60%
Continuous Assessment	40%

Class Management

This is the process of planning, organising, leading and controlling class activities to facilitate effective learning. This should help you to create an effective learning environment, motivate the learners, maintain class discipline and supervise class activities.

Organisational Skills for Effective Learning

Classroom organisation is critical for conducive learning environment. Classroom management covers: physical environment, emotional environment, grouping the learners, class control, discipline and supervision.

Physical Environment

- The classroom should be clean, tidy and well ventilated.
- Appropriately arrange furniture to encourage interactive learning, and safety.
- Teaching aids should be visible and clear to the learners.
- As a teacher, it's your responsibility to ensure learner safety during learning.

Emotional Environment

While learning is learner- centred, you remain in control to direct effective learning. You should therefore be firm, warm and pleasant, set the right tone and tell learners what behaviour you expect.

Grouping

Learners may be grouped according to needs, abilities, problems but not gender.

Promote sharing of ideas among learners. Whatever way you use to group learners, it should not disadvantage the learner but rather motivate learner to feel being part of the learning process.

Class Control and Discipline

Know the government and school policy on discipline. You should be firm and fair. Punishment should be corrective and constructive. Acknowledge good behaviour and reward it wherever possible. Aim for intrinsic discipline. Create an atmosphere of trust and honesty within your class.

Motivation

Make learners feel important and capable of making it. Create in learners the feeling that learning is easy and enjoyable. Focus on the strength of individual learners and build on that. Recognise and reward attempts to do good work. As a teacher, know that your learners look forward and emulate you, so be a role model in terms of your demeanour.

Supervision

Check learners' work in order to guide and correct them. Areas that require supervision include practical work, written work, discussions, group work and field trips. Outcomes of supervision will also help you on learner profiling.

Classroom management during learning process always help you to achieve the best. It is important for you to know all your learners by name and also understand their backgrounds.

Unit 7

Scope of the Guide

Introduction

The Home Management and Design syllabi has 13 topics for forms 1-4 and 6 topics for forms 5 and 6

Table 5: Topics

FORM 1-4	FORM 5 & 6
<ul style="list-style-type: none"> ● Home and Family ● Sanitation and Hygiene ● Household pests ● Household Cleaning and Maintenance ● Safety and First Aid ● Clothing the Family ● Textiles ● Equipment and sewing process ● Maintenance of clothes ● Related crafts ● Feeding the family ● Food preparation ● Enterprising and Financial Management 	<p>Entertainment</p> <ul style="list-style-type: none"> ● school events, ● ceremonies: weddings, bira and lobola ● different types of parties, ● food services, <p>Enterprising</p> <ul style="list-style-type: none"> ● costing ● budgeting ● project proposal ● marketing and sales ● financial records <p>Interior and exterior decoration</p> <ul style="list-style-type: none"> ● elements of design ● principles of design ● soft furnishing ● flower arrangement ● landscaping ● equipment ● surfaces <p>Household materials</p> <ul style="list-style-type: none"> ● household linen ● household gadgets <p>Health and safety</p> <ul style="list-style-type: none"> ● food contamination and poisoning ● refuse management ● grooming ● environmental and human safety <p>Applied science</p> <ul style="list-style-type: none"> ● water ● detergents ● Ventilation and lighting

Teaching Units

Any of the topics listed are broad for coverage, it is therefore your responsibility to break the topic into small teachable units. The teachable units are determined by the objectives you need to achieve. Each topic has clear objectives you should achieve and hence formulation of the teachable units and even the teaching methodology should be developed around the objectives. For example, when you are teaching the topic, **Interior and Exterior Decoration** at Form 5. This topic is generally a broad topic that has a lot to be covered. The syllabus should therefore guide you on what exactly need to cover under this topic (because certainly not all must be covered). This is how you can break it to teachable unit:

These are the actual concepts which you need to cover under the topic **Interior and Exterior Decoration**, which are in away, your teaching units:

- Principles of design
- Elements of design
- Landscaping
- Soft furnishings
- Equipment

However, these can also be further broken into even smaller lesson units. Let take **Interior and Exterior** and further break it to lesson unit. Under it will then focus on:

- Principles of design
- Elements of design
- Landscaping
- Soft furnishings
- Equipment
- Surfaces

Each of these smaller teachable units can be timed, resources to lesson set aside or be prepared and methods and activities be prepared. All these should be helpful in assisting achievement of lesson objectives and the expected competences. The table below summarises how you can break broad topics into small teachable units.

Table 6: Breaking topics into teachable units sample

TOPIC	CONCEPTS (TEACHABLE UNITS)	OBJECTIVES	ACTIVITIES	RESOURCES	COMPETENCES TO BE ACHIEVED	ASSESSMENT
Interior and Exterior Decoration	<ul style="list-style-type: none"> - Principles of design - Elements of design - Soft furnishings landscaping Floor, walls and table surfaces. 	<ul style="list-style-type: none"> - Explain the principles and elements of design - apply elements and principles of design - distinguish types of soft furnishings - design various types of soft furnishings - evaluate designs and decorations -demonstrate interior and exterior decoration skills in given area(s) Determine surfaces for various areas 	<ul style="list-style-type: none"> Introducing oneself Explaining the term family and its functions Role-playing family responsibilities Discussing norms and values in a family and community Drawing of house Visiting a home Discussing the observations from the trip Viewing the video 	<ul style="list-style-type: none"> • Jaws software • Perkins braille • Slates and stylus • Resource person • Textbooks • Electronic media • Laboratory apparatus • Gadgets 	<ul style="list-style-type: none"> -Technological - Managerial - Initiative -Respect (Unhu/Ubuntu/Vumunhu) -Gender sensitivity -Team building -Interpersonal relationships 	

Conclusion

The Ministry hope that this guide will be helpful in assisting the teacher to deliver in Home Management and Design learning area. Home Management and Design learning area has a lot more new components that you may have not experienced. This is due to the scientific approach that the learning area has been configured to.

The following are important key notes to remember:

- interpret the syllabuses correctly
- use teaching methods appropriate to the learning area
- prepare engaging and appropriate teaching aids
- design appropriate strategies for problem solving
- manage your class effectively
- be resourceful
- draw up and maintain comprehensive records
- guide learners to study effectively on their own
- objectively evaluate your own teaching and the learners` progress
- acquire teaching techniques

