

EMPOWER Zambia Project

REAL COURSE TECHNICAL AND VOCATIONAL CURRICULUM

Acknowledgements

USDOL and Winrock's EMPOWER Zambia Project REAL (Rural Entrepreneurial and Leadership) Course curriculum has been designed to allow the REAL Course beneficiaries to improve their literacy levels and to enable them to comprehend the REAL Course life skills curriculum content.

This curriculum has been designed based on the methodology from the Primary Literacy Program (PLP) course using the grouping system. This methodology works in such a way that learners are grouped according learning abilities. Potential beneficiaries include those who have never been to school and those who have been to school but dropped out. The curriculum sessions have also been designed in accordance with the available time for each beneficiary group.

Disclaimer

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TECHNICAL AND VOCATIONAL TRACKS

TRACK 1: POULTRY PRODUCTION

MODULE 344-01-A

POULTRY PRODUCTION

NOMINAL DURATION: 120 HOURS

CREDITS: 12

MODULE PURPOSE: To equip trainees with the knowledge, skills and appropriate attitudes required to effectively and efficiently manage a poultry unit.

LEARNING OUTCOMES: On completion of the module, the trainee will be able to:

- Rear poultry
- Prepare poultry feeds
- Manage poultry
- Manage poultry diseases
- Carry out poultry mechanization

CURRICULUM CHART

UNIT A 1.1 REARING POULTRY

- 1.1.1 The concept of poultry
- 1.1.2 Types of poultry
- 1.1.3 Breeds of poultry
- 1.1.4 Incubation

1.1.5 Brooding

UNIT A 1.2 PREPARING POULTRY FEEDS

- 1.2.1 Acidifiers
- 1.2.2 Mineral nutrition of poultry
- 1.2.3 Enzymes in poultry nutrition

1.2.4 Gut efficiency

1.2.5 Nutrition based health

UNIT A 1.3 MANAGING POULTRY

1.3.1 Planning a poultry unit

1.3.2 Management of poultry

1.3.3 Feeding poultry

1.3.4 Housing for poultry

1.3.5 Records and recording

UNIT A 1.4 MANAGING POULTRY DISEASES

1.4.1 Poultry diseases

1.4.2 Nutritional deficiency diseases

1.4.3 Immunity

1.4.4 Internal and external parasites

1.4.5 Routine preventive and treatment practice

UNIT A 1.5 CARRYING OUT POULTRY MECHANISATION

1.5.1 Safety health and environmental protection

1.5.2 Use of hand tools and workshop processes

1.5.3 Value addition to poultry

1.5.4 Maintenance of farm structures and equipment

1.5.5 Feed storage

SESSION STRUCTURE

DATE	WEEK	LESSON TOPICS AND DURATION	LESSON OBJECTIVES	CONTENT	METHODOLOGY /ACTIVITIES	REFERENCES AND TEACHING AIDS	EVALUATION ASSESSMENT CRITERIA
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1	UNIT A 1.1 REARING POULTRY 1.1.1. The concept of poultry 1 session – 2 hrs	SSBAT: <ul style="list-style-type: none"> Define Poultry production correctly Explain the history of poultry properly Explain the importance of poultry 	<ul style="list-style-type: none"> Rearing of different poultry such as chicken (broiler, layers and local chicken) in particular. Importance of chickens: manure, protein source, income. 	Verbal Exposition	MAL extension manual v2 2013 Aids Chalkboard	Class Exercise Oral Questions
	1.1.2. Types of poultry 1 session 2 hours	<ul style="list-style-type: none"> Identify the types of poultry correctly Describe the types of poultry properly 	<ul style="list-style-type: none"> Types of poultry: chickens, quails, ducks, guinea fowls, turkeys, pigeons, Describe different distinguishing features i.e. layers, broilers 	Verbal Exposition	MAL extension manual 2013 Aids Chalkboard	Class Exercise Oral Questions
	1.1.3. Breeds of poultry 1 session 2 hrs	<ul style="list-style-type: none"> Identify the breeds of poultry without any problem Explain the advantages and disadvantages of each breed properly 	<ul style="list-style-type: none"> Chickens: Exotic breeds. - Layers - Broilers Local breed 	Verbal Exposition	MAL extension manual 2013 Aids Chalkboard	Class Exercise Oral Questions
	1.1.4. Incubation 1 session 2 hrs	<ul style="list-style-type: none"> Define incubation correctly Explain what is involved during incubation Identify Types of incubation 	<ul style="list-style-type: none"> The process applying the correct temperature to the eggs to hatch. Natural incubation (using the hen) and artificial incubation 	Verbal Exposition	MAL extension manual 2013 Aids Chalkboard	Class Exercise Oral Questions

				(using a machine-incubator)			
		<p>1.1.5. Brooding</p> <p>2 sessions 4Hrs</p>	<ul style="list-style-type: none"> Define brooding correctly Identify types of brooding properly Outline brooding procedure without any problem Determine the period of brooding properly 	<ul style="list-style-type: none"> Applying correct warmth to the chicks for better growth. Natural and artificial brooding. <p>Period of brooding</p> <p>Artificial:</p> <ul style="list-style-type: none"> Broilers: 1-4 weeks Layers: 1-8 weeks max <p>Natural brooding</p> <ul style="list-style-type: none"> The hen determines 	Verbal Exposition	<p>MAL extension manual 2013</p> <p>Aids</p> <p>Chalkboard</p>	Class Exercise Oral Questions
	2	<p>UNIT A 1.2 PREPARING POULTRY FEEDS</p> <p>1.2.1. Acidifiers</p> <p>4 sessions 8 hours</p>	<p>SSBAT:</p> <ul style="list-style-type: none"> Identify the Acidifiers correctly Explain the function of the Acidifiers in the poultry nutrition properly Calculate the correct number of Acidifiers to mix with other poultry ingredients 	<ul style="list-style-type: none"> There are inorganic chemicals that either produce or become acid. Increase the level of gastric acid in the stomach Increase the stomach Ph which reduces of pathogenic bacterial in the gastrointestinal region 	Verbal Exposition	<p>MAL extension manual 2013</p> <p>TEVETA Manual</p> <p>Aids</p> <p>Chalkboard</p>	Class Exercise Oral Questions

		<p>1.2.2. Mineral nutrition of poultry</p> <p>2 sessions 4 hours</p>	<p>SSBAT:</p> <ul style="list-style-type: none"> Describe the types of minerals and important in poultry nutrition correctly Explain the functions of minerals in the chicken properly Identify the deficiency symptoms in poultry without difficulties 	<ul style="list-style-type: none"> Manganese sulfate, ferrous sulfate, zinc sulfate, copper sulfate, potassium iodine Formation of the skeleton Formation of the egg cell For blood clotting For the transfer of information from one cell to the other 	<p>Verbal Exposition</p>	<p>MAL extension manual 2013 TEVETA Manual Aids</p> <p>Chalkboard</p>	<p>Class Exercise Oral Questions</p>
		<p>1.2.3. Enzymes in poultry nutrition</p> <p>1 session 2 hours</p>	<p>SSBAT:</p> <ul style="list-style-type: none"> Explain the function of enzymes in poultry nutrition 	<ul style="list-style-type: none"> Release some of the non -digestible phosphorus found in feed and making nutrients available for production purposes 	<p>Verbal Exposition</p>	<p>MAL extension manual 2013 TEVETA Manual Aids Chalkboard</p>	<p>Class Exercise Oral Questions</p>

3	1.2.4. Gut deficiency	SSBAT: <ul style="list-style-type: none"> Describe the gut deficiency in poultry properly Identify gut deficiency correctly 	<ul style="list-style-type: none"> Affect embryonic development Causes crazy chick Causes soft egg shells 	Verbal Exposition	MAL extension manual 2013 TEVETA Manual Aids Chalkboard	Class Exercise Oral Questions
	1.2.5. Nutrition based health	SSBAT: <ul style="list-style-type: none"> Identify The effects of deficiency in nutrition Explain the importance of health and nutrition 	<ul style="list-style-type: none"> Retarded growth General lameness Causes crazy Causes soft egg shell 	Verbal Exposition	MAL extension manual 2013 TEVETA Manual Aids Chalkboard	Class Exercise Oral Questions
	UNIT A 1.3 MANAGING POULTRY 1.3.1 Management of poultry	<ul style="list-style-type: none"> Explain the routine management in poultry 	<ul style="list-style-type: none"> Proper feeding Administering of fresh water Light management in case of layer chickens Observe sanitation Litter should be kept dry in case of chickens kept under intensive system 	Verbal Exposition	MAL extension manual 2013 TEVETA Manual Aids Chalkboard	Class Exercise Oral Questions

		<p>1.3.2 Feeding poultry</p> <p>2 sessions 4 hrs</p>	<ul style="list-style-type: none"> Describe the feeding routine in poultry Explain the importance in feeding poultry Stages in feeding 	<ul style="list-style-type: none"> Use appropriate feed Feed broiler starter, broiler grower and broiler finisher for broiler birds Feed chick 	Verbal Exposition	MAL extension manual 2013 TEVETA Manual	Class Exercise Oral Questions
		<p>1.3.3 Housing for poultry</p> <p>5 sessions 10 hours</p>	<p>SSBAT:</p> <ul style="list-style-type: none"> Describe what is involved in constructing a poultry house. Identify materials used for construction Site selection 	<ul style="list-style-type: none"> Select the site with a gentle slope Consider the right orientation (East – West) to prevent direct sun light penetrating through the poultry 	Verbal Exposition	Aids Chalkboard MAL extension manual 2013 TEVETA Manual Aids Chalkboard	Class Exercise Oral Questions
		<p>1.3.4 Records and recording</p> <p>1 session 2 hours</p>	<p>SSBAT:</p> <ul style="list-style-type: none"> Explain the importance of record keeping in poultry Explain the different records in poultry. 	<ul style="list-style-type: none"> Keep both physical and financial records. The physical record will show the poultry equipment while the financial record will keep the inputs and out put 	Verbal Exposition	Ref Poultry production hand book by CC Kekeocha Aids Chalk board	Question and answers
	4	<p>UNIT A 1.4 MANAGING POULTRY DISEASES</p> <p>1.4.1 Poultry diseases</p> <p>2 sessions</p>	<p>SSBAT:</p> <ul style="list-style-type: none"> Identify the diseases in poultry Describe symptoms of various poultry diseases 	<ul style="list-style-type: none"> Prevention is always better than cure For the diseases which have direct cure, vaccinate them with gomboro and new castle vaccines. Common 	V/Exp Verbal Exposition	MAL extension manual 2013 TEVETA Manual Aids Chalkboard	Class Exercise Oral Questions

		4 hrs	<ul style="list-style-type: none"> Carry out correct measures of treatment and prevention 	diseases include; New castle disease, gumboro, coccidiosis, chronic respiratory disease, fowl cholera, salmonellosis, fowl pox, marek's etc			
		1.4.2 Nutritional deficiency diseases 2 sessions 4 hours	SSBAT: <ul style="list-style-type: none"> Identify different nutritional deficiency disease Treat the disease correctly 	<ul style="list-style-type: none"> These mostly a rise from imbalanced feed Examples are crazy chick disease (lack of vit E), Anaemia (lack of vit K, Fissuring of feet arising from zinc deficient 	Verbal Exposition	MAL extension manual 2013 TEVETA Manual Aids Chalkboard	Class Exercise Oral Questions
		1.4.3 Immunity	SSBAT: <ul style="list-style-type: none"> Identify correct vaccines Administer vaccines correctly 	<ul style="list-style-type: none"> Different virus diseases are prevented using different vaccines. These are administered oral (through water), Intra-venous or intra- muscular (through the fresh) 	Verbal Exposition	MAL extension manual 2013 TEVETA Manual Aids: Chalkboard MAL extension manual 2013 TEVETA Manual Aids: Chalkboard	Class Exercise Oral Questions

		<p>1.4.4 Internal and external parasites</p> <p>4 sessions 8 hours</p>	<p>SSBAT:</p> <ul style="list-style-type: none"> Identify internal and external parasites correctly Explain the effects of both parasites on the chickens properly Demonstrate how to administer the drugs to control the parasites correctly 	<ul style="list-style-type: none"> Internal parasites attack the chickens inside the body e.g. tape worms and around worms External parasites attack the chickens from outside the body of the chickens e.g. the flea 	Verbal Exposition	<p>Aids: Chalkboard MAL extension manual 2013 TEVETA Manual</p>	Class Exercise Oral Questions
5		<p>UNIT A 1.5 CARRYING OUT POULTRY MECHANISATION</p> <p>1.5.1 Safety health and environmental protection</p> <p>2 sessions 4 hrs</p>	<p>SSBAT:</p> <ul style="list-style-type: none"> Define safety Outline basic workshop and stores safety rules 	Safety can be defined as taking care as one uses the tools and equipment by wearing correct protective clothing and understanding the instructions how to use each and every equipment	<p>Lectures and demonstrations</p> <p>Question and answer</p>	<p>Ref MAL 2013 Extension manual</p> <p>Aids Chalk board</p>	Class exercise at the end of the lesson
		<p>1.5.2 Use of hand tools and workshop processes</p> <p>5 sessions 10 hrs</p>	<p>SSBAT: Demonstrate how to use hand tools and poultry processes</p>	All tools and equipment should properly identified; all parts know and the functions, then care and maintenance	Verbal Exposition	<p>MAL extension manual 2013 TEVETA Manual Aids Chalkboard</p>	Class Exercise Oral Questions

		<p>1.5.3 Value addition to poultry</p> <p>5 sessions 10 hrs</p>	<p>SSBAT:</p> <ul style="list-style-type: none"> • Demonstrate how to add value to poultry 	<ul style="list-style-type: none"> • Poultry, especially broilers are sold dressed or un-dressed. Instead, the farmer can make chicken sausages 	Verbal Exposition	<p>MAL extension manual 2013 TEVETA Manual Aids</p> <p>Chalkboard</p>	Class Exercise Oral Questions
		<p>1.5.4 Maintenance of farm structures and equipment</p> <p>5 sessions 10 hrs</p>	<p>SSBAT:</p> <ul style="list-style-type: none"> • Demonstrate how to carry out maintenance of farm structures and equipment 	<ul style="list-style-type: none"> • These can include; <ul style="list-style-type: none"> . Re-thatching . Sealing leakages . Repairing broken windows • Painting the walls with white paint or white wash 	Verbal Exposition	<p>MAL extension manual 2013 TEVETA Manual Aids</p> <p>Chalkboard</p>	Class Exercise Oral Questions
		<p>1.5.5 Feed storage</p> <p>2 sessions 4 hrs</p>	<p>SSBAT:</p> <ul style="list-style-type: none"> • Identify correct methods of feed storage <p>Demonstrate how to store the feed correctly</p>	<ul style="list-style-type: none"> • Put the feed on the rags • Store the feed in the room free from rats and ensure that the roof does not leak 	Verbal Exposition	<p>Ref MAL Extension manual 2013</p> <p>Aids</p> <p>Chalkboard</p>	Oral questions

TRACK 2: GOAT PRODUCTION

MODULE

GOAT PRODUCTION

NOMINAL DURATION: 120 HOURS

CREDITS: 12

MODULE PURPOSE: To equip trainees with the knowledge, skills and appropriate attitudes required to effectively and efficiently manage a goat unit.

LEARNING OUTCOMES: On completion of the module, the trainee will be able to:

- Rear goats
- Prepare goat feeds
- Manage goat
- Manage goat diseases
- Carry out goat mechanization

CURRICULUM CHART

UNIT A 1.1 INTRODUCTION TO GOAT REARING

- 1.1.1 Systems of Goat Rearing
- 1.1.2 Goat Breeding
- 1.1.3 Breeding Season
- 1.1.4 Kidding

UNIT A 1.2 FEEDS AND FEEDING IN GOATS

UNIT A 1.3 MILKING GOATS

UNIT A 1.4 GOAT RECORDS

UNIT A 1.5 GOAT HOUSE

UNIT A 1.6 GOAT HANDLING

UNIT A 1.7 GOAT HEALTH

SESSION STRUCTURE

DATE	WEEK	LESSON TOPICS AND DURATION	LESSON OBJECTIVES	CONTENT	METHODOLOGY ACTIVITIES	REFERENCES AND TEACHING AIDS	EVALUATION ASSESSMENT CRITERIA
	1	UNIT A 1.1 INTRODUCTION TO GOAT REARING 5 sessions 10 HOURS	On completion of this unit, SSBAT: <ul style="list-style-type: none"> The importance and Uses of Goats Advantages of rearing Goats 	<ul style="list-style-type: none"> Constraints/Problems Associated with Goat Production or Producer Attitude 	Lectures and demonstrations Question and answer	Ref: MINISTRY OF AGRICULTURE AND LIVESTOCK Department of Livestock Development Goat and Sheep Production Training Manual for Field Extension Workers Aids: Chalkboard	Questions and answers soon after the lesson
	2	1.1.1 Systems of Goat Rearing 5 sessions 10 HOURS	On completion of this unit, SSBAT: To describe the following: <ul style="list-style-type: none"> Free-range/traditional rearing Semi-intensive system intensive system (Small-scale and large scale) Extensive system 	<ul style="list-style-type: none"> The commonly used goat rearing in Zambia and its advantages and disadvantages 	Lecturers and demonstrations Question and answer	Ref: MINISTRY OF AGRICULTURE AND LIVESTOCK Department of Livestock Development Goat and Sheep Production Training Manual for Field Extension Workers	Question and answer

DATE	WEEK	LESSON TOPICS AND DURATION	LESSON OBJECTIVES	CONTENT	METHODOLOGY ACTIVITIES	REFERENCES AND TEACHING AIDS	EVALUATION ASSESSMENT CRITERIA
			<ul style="list-style-type: none"> State the advantages and disadvantages of each management system 			Aids: Chalkboard Overhead projector	
	3	1.1.2 Goat Breeding 5 sessions 10 HOURS	On completion of this unit, SSBAT: <ul style="list-style-type: none"> Goat Breeds in Zambia Selecting Breeding Stock: <ul style="list-style-type: none"> The breeding nanny The good breeding buck Describe Characteristics of a good goat for breeding Explain the Breeding methods such as cross breeding and inbreeding 		V/ Exp Question and answer	Ref: MINISTRY OF AGRICULTURE AND LIVESTOCK Department of Livestock Development Goat and Sheep Production Training Manual for Field Extension Workers Aids: Chalkboard	Question and answer just after the lesson

DATE	WEEK	LESSON TOPICS AND DURATION	LESSON OBJECTIVES	CONTENT	METHODOLOGY ACTIVITIES	REFERENCES AND TEACHING AIDS	EVALUATION ASSESSMENT CRITERIA
	4	1.1.3 Breeding Season 3 sessions 6 HOURS	On completion of this unit, SSBAT: EXPLAIN THE FOLLOWING <ul style="list-style-type: none"> All Year Breeding Season Once-a-year Breeding Season Twice-a-year Breeding Seasons The Eight (8) Month Interval Breeding Seasons 	<ul style="list-style-type: none"> Importance of every breeding season for the goats 	V/Exp Question and answer	Ref: MINISTRY OF AGRICULTURE AND LIVESTOCK Department of Livestock Development Goat and Sheep Production Training Manual for Field Extension Workers Aids: Chalkboard	Question and answer just after the lesson
	5	1.1.4 Kidding 5 sessions 10 HOURS	On completion of this unit, SSBAT: <ul style="list-style-type: none"> Care of kids and Difficult kidding Reducing Kid Mortality (Hygiene in the kidding pen, Dressing the navel, Colostrum) 	<ul style="list-style-type: none"> Why is it important to take care of the kids? Feeding of the kids. 	V/Exp Question and Answer	Ref: Ministry of Agriculture and Livestock Department of Livestock Development Goat and Sheep Production Training Manual for Field Extension Workers Aids: Chalk board Charts	Question and answer just at the end of the lesson

DATE	WEEK	LESSON TOPICS AND DURATION	LESSON OBJECTIVES	CONTENT	METHODOLOGY ACTIVITIES	REFERENCES AND TEACHING AIDS	EVALUATION ASSESSMENT CRITERIA
						Overhead projector	
	6	UNIT A 1.2 FEEDS AND FEEDING IN GOATS 5 sessions 10 HOURS	On completion of this unit, SSBAT: EXPLAIN THE FOLLOWING: <ul style="list-style-type: none"> • Zero grazing • Tethering • Communal grazing/browsing • Describe the process of Making Simple rations 	<ul style="list-style-type: none"> • The common type of goat feeding in Zambia. • How to make simple goat rations 	V/Exp Question and Answers	Ref: MINISTRY OF AGRICULTURE AND LIVESTOCK Department of Livestock Development Goat and Sheep Production Training Manual for Field Extension Workers Aids: Chalkboard	Question and answer just at the end of the lesson
	7	UNIT A 1.3 MILKING GOATS 5 sessions 10 HOURS	On completion of this unit, SSBAT: <ul style="list-style-type: none"> • Describe the process of Milking Dairy Goats • Explain Hygiene during Milking 	<ul style="list-style-type: none"> • Feeding Dairy Goats • Improving the Local Goat for Chevron or Milk Production 	V/Exp	Ref: MINISTRY OF AGRICULTURE AND LIVESTOCK Department of Livestock Development	Question and Answer at the end of the lesson

DATE	WEEK	LESSON TOPICS AND DURATION	LESSON OBJECTIVES	CONTENT	METHODOLOGY ACTIVITIES	REFERENCES AND TEACHING AIDS	EVALUATION ASSESSMENT CRITERIA
						Goat and Sheep Production Training Manual for Field Extension Workers Aids: Chalk board Overhead projector	
	8	UNIT A 1.4 GOAT RECORDS 4 sessions 8 HOURS	On completion of this unit, SSBAT: <ul style="list-style-type: none"> • Explain the importance of keeping records. • Describe the types of records in goat keeping. 	Records such as Dam, sire, kids. Birth records and sales record	V/Exp	Ref: MINISTRY OF AGRICULTURE AND LIVESTOCK Department of Livestock Development Goat and Sheep Production Training Manual for Field Extension Workers Aids: Chalkboard Chart	Question and answer at the end the lesson

DATE	WEEK	LESSON TOPICS AND DURATION	LESSON OBJECTIVES	CONTENT	METHODOLOGY ACTIVITIES	REFERENCES AND TEACHING AIDS	EVALUATION ASSESSMENT CRITERIA
						Real object	
	9	UNIT A 1.5 GOAT HOUSE 6 sessions 12 HOURS	On completion of this unit, SSBAT, <ul style="list-style-type: none"> • Construction of a Goat House (improved) • The Night Shelter for Goats: • Individual and Billy Pens • Provision of Shade and Other Aspects • Other Structures 	Using available local materials construct a goat house for 10 goats.	V/Exp	Ref: MINISTRY OF AGRICULTURE AND LIVESTOCK Department of Livestock Development Goat and Sheep Production Training Manual for Field Extension Workers Aids: Chalkboard Charts	Question and answer at the end of the lesson
	10	UNIT A 1.6 GOAT HANDLING 5 sessions 10 HOURS	On completion of this unit, SSBAT: <ul style="list-style-type: none"> • Construct Handling facility such as a crush pen • Explain Kid Routine Management Practices (supplementation, castration, weaning, etc.) 	Construction of a handling facility, tools of castration, deworming. Using the dental if the goat determine the age of the goat	V/exp	Ref: Ministry of Agriculture and Livestock Department of Livestock Development Goat and Sheep Production Training Manual for Field Extension Workers	Question and answer at the end of the lesson

DATE	WEEK	LESSON TOPICS AND DURATION	LESSON OBJECTIVES	CONTENT	METHODOLOGY ACTIVITIES	REFERENCES AND TEACHING AIDS	EVALUATION ASSESSMENT CRITERIA
			<ul style="list-style-type: none"> Describe Age of Sheep/Goat using Dentition Pattern 			Aids: Chalkboard	
	11	UNIT A 1.7 GOAT HEALTH 5 sessions 10 HOURS	On completion of this unit, SSBAT: <ul style="list-style-type: none"> Describe the common Goat Diseases Explain the Scheduled diseases and non-scheduled diseases Describe Pests and pest control methods 	Diseases that are common such as mange and CPPP, TB, diarrhea, pink eye, cough. Pests such as mange mites, ticks and worms... controls such deworming, dipping and injections	V/exp	Ref: Ministry of Agriculture and Livestock Department of Livestock Development Goat and Sheep Production Training Manual for Field Extension Workers Aids: Chalkboard	Question and answer at the end of the lesson

TRACK 3: DESIGN, CUTTING AND TAILORING

MODULE

DESIGN, CUTTING AND TAILORING

NOMINAL DURATION: 3 MONTHS

CREDITS: 18

MODULE PURPOSE: To equip the trainees with knowledge, skills and attitudes in designing, cutting and tailoring to enable them competently to perform in both the formal and informal sector of the clothing industry.

LEARNING OUTCOMES: On completion of the module, the trainee will be able to:

- Record measurements accurately
- Draft patterns
- Sew high quality simple garments
- Use tools and equipment correctly
- Construct patterns to scale

CURRICULUM CHART

UNIT A 1.1 SAFETY AND TOOLS

1.1.1 Introduction to Sewing

UNIT A 1.2 PATTERN CONSTRUCTION

UNIT A 1.3 BABY DRESS

UNIT A 1.4 FROCK DRESS

UNIT A 1.5 BASIC SKIRT

UNIT A 1.6 SHORT PANT

UNIT A 1.7 LONG SLEEVED STANDARD SHIRT

SESSION STRUCTURE

DATE	WEEK	LESSON TOPICS AND DURATION	LESSON OBJECTIVES	METHODOLOGY ACTIVITIES	REFERENCES AND TEACHING AIDS	EVALUATION ASSESSMENT CRITERIA
		UNIT A 1.1 SAFETY AND TOOLS	SSBAT: <ul style="list-style-type: none"> • Explain safety • Mention different types of tools used in tailoring • Identify different types of tools used in tailoring 	<ul style="list-style-type: none"> - Demonstration, observing and listening - Question and answer 	<ul style="list-style-type: none"> • Metric pattern cutting for children’s wear by Aldrich (1999), chalkboard chart, drafting paper, material, matching thread and tape measure • TEVETA 	
	1	1.1.1 Introduction to Sewing 5 SESSIONS 10 HRS	On completion of this unit, SSBAT: <ul style="list-style-type: none"> • Explain how to thread out the machine • State the importance of threading up the machine 	<ul style="list-style-type: none"> - Demonstrations listening and observing - Question and answer 	<ul style="list-style-type: none"> • Thread, sowing machine, needle, bobbin case chalkboard • TEVETA manual 	Questions and answers soon after the lesson

	2	UNIT A 1.2 PATTERN CONSTRUCTION 3 SESSIONS 6 HOURS	On completion of this unit, SSBAT: <ul style="list-style-type: none"> • Demonstrate how to take body measurements • Explain how to use a quarter scale • Identify the standard size 	<ul style="list-style-type: none"> - Lecturers and demonstrations - Question and answer 	<ul style="list-style-type: none"> • Quarter scale, tape measure and chalkboard • TEVETA Manual 	Question and answer
	3	UNIT A 1.3 BABY DRESS 7 SESSIONS 14 HOURS	On completion of this unit, SSBAT: <ul style="list-style-type: none"> • Demonstrate how to take measurement for baby dress • Identify style features for the baby dress • Explain the procedure for a baby dress 	<ul style="list-style-type: none"> - Demonstration, taking measurements drafting and cutting 	<ul style="list-style-type: none"> • Metric pattern cutting for children's wear by Aldrich (1999) pg. 54, chalkboard chart, drafting paper, material, matching thread and tape measure • TEVETA Manual 	Question and answer just after the lesson
	4	UNIT A 1.3 CONTINUED 5 SESSIONS 10 HOURS	On completion of this unit, SSBAT: <ul style="list-style-type: none"> • Demonstrate how to draft the pattern on the drafting paper 	<ul style="list-style-type: none"> - Demonstrating, taking measurements, drafting and cutting 	<ul style="list-style-type: none"> • Metric pattern cutting for children's wear by aldrich (1999) pg 54, chalkboard chart, drafting paper, material, matching 	Question and answer just after the lesson

	5	UNIT A 1.3 CONTINUED 5 SESSIONS 10 HRS	<ul style="list-style-type: none"> • Demonstrate on how to cut the drafted pattern • Layout pattern on the material • Demonstrate how to cut garments • Sew the garments 		<p>thread and tape measure</p> <ul style="list-style-type: none"> • TEVETA Manual 	
	6	UNIT A 1.4 FROCK DRESS 3 SESSIONS 6 HOURS	<p>On completion of this unit, SSBAT:</p> <ul style="list-style-type: none"> • Demonstrate how to take measurements for frock dress • Identify style features for a frock dress • Demonstrate how to draft the pattern on a drafting paper 	- Demonstrating, taking measurements, drafting and cutting	<ul style="list-style-type: none"> • Metric pattern cutting for children's wear by aldrich (1999) pg 52, chalkboard chart, drafting paper, material, matching thread and tape measure • TEVETA Manual 	Question and answer just at the end of the lesson
	7	UNIT A 1.4 CONTINUED 5 SESSIONS 10 HOURS	<p>On completion of this unit, SSBAT:</p> <ul style="list-style-type: none"> • Demonstrate how to cut the drafted pattern • Layout pattern on the material • Demonstrate how to cut garments • Sew the garment 	- Demonstrating, taking measurements, drafting, cutting and sewing a dress	<ul style="list-style-type: none"> • Metric pattern cutting for children's wear by aldrich (1999) pg 52, chalkboard chart, drafting paper, material, matching thread and tape measure • TEVETA Manual 	Question and answer just at the end of the lesson

	9	UNIT A 1.6 SHORT PANT 5 SESSIONS 10 HOURS	<p>On completion of this unit, SSBAT:</p> <ul style="list-style-type: none"> • Demonstrate how to take measurements • Identify style features for the short pant • Explain the procedure for the short pant 	- Demonstrating, taking measurements, drafting, cutting and sewing a short pant	<ul style="list-style-type: none"> • Metric pattern cutting for children's wear by aldrich (1999) pg 112, chalkboard chart, drafting paper, material, matching thread and tape measure • TEVETA Manual 	Question and answer just at the end of the lesson
	10	UNIT A 1.6 5 SESSIONS 10 HOURS	<ul style="list-style-type: none"> • Demonstrate how to draft the pattern on the drafting paper • Demonstrate how to cut the drafted pattern • Layout pattern on the material • Sew the garment 			

	11	UNIT A 1.7 LONG SLEEVED STANDARD SHIRT 5 SESSIONS 16 HOURS	On completion of this unit, SSBAT: <ul style="list-style-type: none"> • Demonstrate how to take measurements • Identify style features for the standard shirt • Explain the procedure for the standard shirt • Demonstrate how to draft the pattern on the drafting paper 	- Demonstrating, taking measurements, drafting, cutting and sewing a long standard shirt	<ul style="list-style-type: none"> • Metric pattern cutting for children’s wear by Aldrich (1999) pg. chalkboard chart, drafting paper, material, matching thread and tape measure • TEVETA Manual 	Question and answer just at the end of the lesson
	12	UNIT A 1.7 7 SESSIONS 14 HOURS	<ul style="list-style-type: none"> • Demonstrate how to cut the drafted pattern • Layout pattern on the material • Sew the garment 			

TRACK 4: CATERING

MODULE

CATERING

NOMINAL DURATION:

CREDITS:

MODULE PURPOSE: To equip trainees with the knowledge, skills and appropriate attitudes required to effectively and efficiently manage catering.

LEARNING OUTCOMES: On completion of the module, the trainee will be able to:

- Safely work in catering business
- Prepare soups
- Bake cakes, pastries, bread
- Applying cooking techniques to catering
- Prepare cooking presentations

CURRICULUM CHART

UNIT A 1.1 HYGIENE

UNIT A 1.2 SAFETY & FIRST AID

UNIT A 1.3 KITCHEN UTENSILS

UNIT A 1.4 CARE OF EQUIPMENT

UNIT A 1.5 KITCHEN EQUIPMENT

UNIT A 1.6 STOCKS

UNIT A 1.7 PREPARING SOUPS

UNIT A 1.8 PREPARING THICKENERS/SAUCES

UNIT A 1.9 RAISING AGENTS

UNIT A 1.10 FLOUR MIXTURES/PASTRY

UNIT A 1.12 CAKES

UNIT A 1.13 BREAD MAKING

UNIT A 1.14 APPLYING COOKING TECHNIQUES

SESSION STRUCTURE

DATE	WEEK	LESSON TOPIC	LESSON OBJECTIVE(S)	CONTENTS	REFERENCES/TEACHING AIDS	METHODS OF PRESENTATION/ACTIVITIES	EVALUATION [ASSESSMENTS, TEST, PROJECT]
	1	Hygiene	<ul style="list-style-type: none"> • Explain hygiene- • Mention rules and regulations Identify different types of hygiene.	Importance of hygiene in food preparations. TYPES OF HYGIENE. Personal hygiene. Kitchen hygiene. Food hygiene.	TEVETA module in food production G 8 H/E JULIA MOLEWA P71-76	Demonstration listening and observing	
		Safety and First Aid 10HRS	<ul style="list-style-type: none"> • Explain safety and first aid • Mention types of accidents that occurs in the kitchen. • Explain first aid to be rendered to different types of accidents. 	TYPES OF ACCIDENTS. Falls. poisoning. Electric shocks. Gas poisoning. Burns and scars. Fires. Suffocations and chocking.	G8 H/E JULIA MOLEWA P71-76	Discussions and demonstrations	
	2	Kitchen Utensils 10HRS	<ul style="list-style-type: none"> • Identify types of kitchen: mention utensils used in the kitchen • Explain the improvisation and materials. 	Modern kitchen. Tradition kitchen. Types of utensils used in each kitchen		Demonstration observing listening	
	3	Care of Equipment 10HRS	<ul style="list-style-type: none"> • Explain on the care and cleaning of the stove. 	Process and materials used in cleaning kitchen equipment	G8 Julia Molewa P 106-110.	Demonstration listening and observing	

			<ul style="list-style-type: none"> • Explain on the cleaning of the fridge and the freezer. • Explain the care and cleaning of the sink. 				
	4	Kitchen Equipment 10 HOURS	<ul style="list-style-type: none"> • Mention types of ovens and stoves. • Explain the functions of different types of stoves. • Identify types of fridges and stoves 	TYPES OF STOVES. Electrical cooker. Solid fuel cooker, Gas stove. Paraffin stove. Clay stove. Metal and brick stove.			
	5	Planning Meals	<ul style="list-style-type: none"> • Explain factors in planning meals. Mention different meal courses. Mention meal patterns. mention examples of menus on different meal patterns. 	COURSES. Starter course. Main course. Sweet course. MEAL PATTERNS. breakfast. Lunch. Supper. Dinner. High tea.	G8 JULIA MOLEWA HOME ECONOMICS.P1 1-15	Discussions and demonstrations.	Planning menus
	6	Stocks 10 HOURS	<ul style="list-style-type: none"> • Identify types of stocks. • Prepare different types of stocks. • Mention different types of flavors used in stock. 	Types of stocks. Meat. Chicken. Fish. Vegetable. Flavors. Different types of seasoning and herbs.	G8 HOME/ ECONOMICS JULIA MOLEWA P 44-45. G8 H\E P 44-45.	Discussions and demonstrations.	Preparing different types of stocks.
	7	Preparing Soups	<ul style="list-style-type: none"> • Identifying different types of soups. • Cook different type of soups. 	TYPES OF SOUPS. Broth. Purees. Cream soups. Thickened meat soup.	G9 MK HOME\ ECONOMICS P66-69	Discussions and demonstrations.	Preparing different types of soups.

			<ul style="list-style-type: none"> • Explain the importance of soups in the diet. 				
	8	Preparing Thickeners and Sauces 10 HOURS	<ul style="list-style-type: none"> • Identifying types of thickening agents mention different type of thickeners and sauces. • State the importance of sauce in cookery. 	Thickening agents: cornstarch, cassava flour and maize meal Sauces; pouring sauces and thick sauces	G9 HOME/ ECONOMICS JULIA MOLEWA P48-49.	Discussions and Demonstrations.	Prepare different types of sauces.
	9	Raising Agents 10 HOURS	<ul style="list-style-type: none"> • Mention different types of raising agents used in baking. • Identify dishes were these raising agents are used. 	TYPES OF RAISING AGENTS. Air. Baking powder. Bicarbonate of soda. Yeast. Dishes with raising agents; Sponge cakes, pastry, cakes, scones gingerbread, bread	HOME/ ECONOMICS G8 ACHIEVERS P42-43. G9 H/E JULIA MOLEWA P 41-44.	Discussions and demonstrations	
		Flour Mixtures/ Pastry	<ul style="list-style-type: none"> • Identify different types of pastry in baking. • Preparing dishes using different types of pastry. 	TYPES OF PASTRY. Flaky. Rough puff pastry. Short crust pastry. Dishes: pies, biscuits, sausage rolls	HOME/ ECONOMICS G9 JULIA MOLEWA P46-50.	Discussions and demonstrations	Preparing dishes using different types of pastry.
		Cakes 10 HOURS	<ul style="list-style-type: none"> • Mention different methods used in cake making. • Prepare different types of cakes. 	METHODS IN CAKE MAKING. <ul style="list-style-type: none"> • Rubbing – rock cake • Creaming –Victoria Sandwich cake • Melting – Gingerbread 	HOME/ ECONOMICS G8 JULIA MOLEWA P40-50	Discussions and demonstrations	Preparing different types of cakes.

				<ul style="list-style-type: none"> Whisking -sponge cake 			
	10	Bread Making 10 HOURS	<ul style="list-style-type: none"> Explain the tradition steps in bread making(modern) Preparing bread. 	<ul style="list-style-type: none"> List of ingredients and basic steps in mixing the dough 	HOME/ ECONOMICS ACHIEVERS G8 44-47	Discussion and demonstrations	Preparing bread.
	11	Applying Cooking Techniques 10 HOURS	<ul style="list-style-type: none"> Compile menus and prepare. Produce various cards. Apply different methods of cooking techniques. Carry out food presentations 	<ul style="list-style-type: none"> Preparing tables and trays for different types of meals. Preparing dishes using different methods of cooking 	G8 ACHIEVERS HOME ECONOMICS P39-41. G8 JULIA MOLEWA P 24-25	Discussions and demonstrations. Practical exercise.	Practical exercise.
	12	Exams					