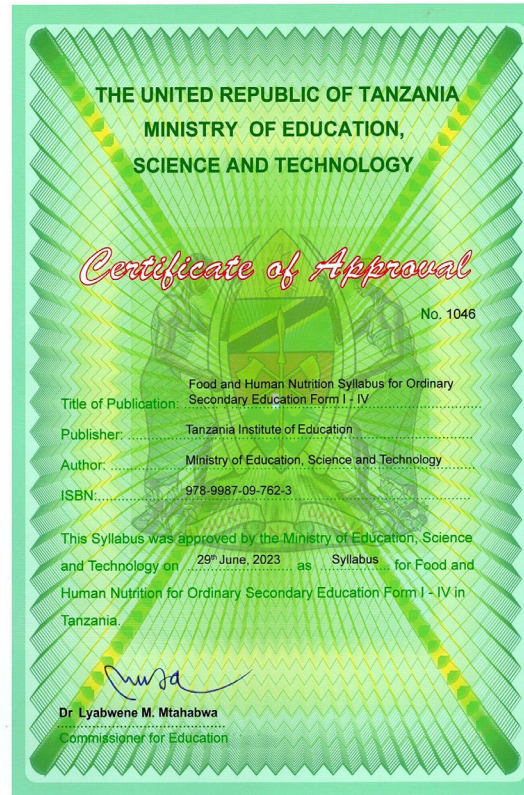


**THE UNITED REPUBLIC OF TANZANIA
MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY**



**FOOD AND HUMAN NUTRITION SYLLABUS FOR ORDINARY
SECONDARY EDUCATION FORM I-IV
2023**

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Abbreviations and Acronyms

ICT	Information Communication Technology
TIE	Tanzania Institute of Education
TSL	Tanzania Sign Language

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1.0 Introduction

Food and Human Nutrition is a compulsory subject for Form I–IV students in the General Education pathway who choose to join either Sports or Food and Human Nutrition streams. The purpose of learning this subject is to provide a strong background in the principles underlying the food and nutrition, that will serve as a tool for improving nutrition status in society and thus enhance family health and well-being. The subject further equips the students with knowledge and skills on nutritional value of foods which is necessary for planning, preparing, cooking and eating a balanced meal. The subject also intends to enable the students to solve health challenges by applying nutritional education in various context. It is anticipated that the subject will serve as a tool to enable students to acquire the knowledge, skills and attitudes necessary to take care of themselves, their families and the society. In this regards, learning Food and Human Nutrition will enable a student to join the world of work by engaging in various entrepreneurial activities.

This syllabus is designed to guide the teaching and learning of Food and Human Nutrition at Ordinary Secondary Education, Form I–IV in the United Republic of Tanzania. The syllabus interprets the competences indicated in the 2023 Ordinary Secondary Education Curriculum. The syllabus provides information that will enable teachers to plan their teaching and learning processes effectively. It emphasizes on hands-on approach throughout the entire teaching and learning process, including fieldwork and projects. Likewise, the teaching and learning opportunities are designed in a manner that help teachers to apply different methods and strategies to promote the development of 21st century skills which include critical thinking, creativity, collaboration, communication and problem solving.

2.0 Main Objectives of Education in Tanzania

The main objectives of education in Tanzania are to enable every Tanzanian to:

- (a) Develop and improve his or her personality so that he or she values himself or herself and develops self-confidence;
- (b) Respect the culture, traditions and customs of Tanzania; cultural differences; dignity; human rights; attitudes and inclusive actions;

- (c) Advance knowledge and apply science and technology, creativity, critical thinking, innovation, cooperation, communication and positive attitudes for his or her own development and the sustainable development of the nation and the world at large;
- (d) Understand and protect national values, including dignity, patriotism, integrity, unity, transparency, honesty, accountability and the national language;
- (e) Develop life and work-related skills to increase efficiency in everyday life;
- (f) Develop a habit of loving and valuing work to increase productivity and efficiency in production and service provision;
- (g) Identify and consider cross-cutting issues, including the health and well-being of the society, gender equality, as well as the management and sustainable conservation of the environment; and
- (h) Develop national and international cooperation, peace and justice per the Constitution of the United Republic of Tanzania and international conventions.

3.0 Objectives of Ordinary Secondary Education

The objectives of Ordinary Secondary Education – General Education are to:

- (a) Strengthen, broaden and develop a deeper understanding of the knowledge, skills and attitudes developed at the Primary Education level;
- (b) Safeguard customs and traditions, national unity, national values, democracy, respect for human and civil rights, duties and responsibilities associated with such rights;
- (c) Develop self-confidence and the ability to learn in various fields, including science and technology as well as theoretical and technical knowledge;
- (d) Improve communication using Tanzanian Sign Language (TSL), tactile communication, Kiswahili and English. The student should be encouraged to develop competence in at least one other foreign language, depending on the school situation;
- (e) Strengthen accountability for cross-cutting social issues, including health, security, gender equality and sustainable environmental conservation;

- (f) Develop competence and various skills which will enable the student to employ himself or herself, to be employed and to manage his or her life by exploiting his or her environment well; and
- (g) Develop readiness to continue to advanced secondary and tertiary education.

4.0 General Competences for Ordinary Secondary Education

The general competences for Ordinary Secondary Education are to:

- (a) Use the knowledge and skills acquired in Primary Education to strengthen and expand academic understanding;
- (b) Value citizenship and national customs;
- (c) Demonstrate confidence in learning various professions including science and technology, theoretical and practical knowledge;
- (d) Use language skills including Tanzania Sign Language, Kiswahili, English and at least one foreign language to communicate;
- (e) Use knowledge of cross-cutting issues to manage the environment around them; and
- (f) Use knowledge and skills to enable a student to employ oneself, be employed as well as manage life and his or her environment.

5.0 Main and Specific Competences

The main and specific competences to be developed are presented in Table 1.

Table 1: Main and Specific Competences for Form I–IV

Main competences	Specific competences
1.0 Demonstrate mastery of the basic principles of Food and Nutrition	1.1 Demonstrate an understanding of the basic principles of Food and Nutrition 1.2 Demonstrate mastery of the principles of cookery
2.0 Demonstrate mastery of the relationship between health and nutrition	2.1 Demonstrate an understanding of the relationship between health and nutrition
3.0 Prepare different dishes	3.1 Prepare a balanced meal based on different foods 3.2 Prepare a balanced meal for people with different nutritional needs 3.3 Demonstrate mastery of cooking for large groups
4.0 Demonstrate mastery of using technology to preserve food	4.1 Design and use simple technologies to preserve different types of food
5.0 Carry out a project in Food and Nutrition	5.1 Conduct a project in Food and Nutrition

6.0 Roles of Teachers, Students and Parents/Guardians in Teaching and Learning

A good relationship between a teacher, student and parent/guardian is fundamental in ensuring successful learning. This section outlines the roles for each participant in facilitating effective teaching and learning of Food and Human Nutrition.

6.1 The teacher

The teacher is expected to:

- (a) Help a student to learn and acquire the intended competences in Food and Human Nutrition;

- (b) Use teaching and learning approaches that will allow students with different needs and abilities to:
 - (i) develop the competences needed in the 21st century; and
 - (ii) actively participate in the teaching and learning process.
- (c) Use student centred instructional strategies that make the student a centre of learning which allow them to think, reflect and search for information from various sources;
- (d) Create a friendly teaching and learning environment;
- (e) Prepare and improvise teaching and learning resources;
- (f) Conduct formative assessment regularly by using tools and methods which assess theory and practice;
- (g) Treat all the students equally irrespective of their differences;
- (h) Protect the student while at school;
 - (i) Keep track of the student's daily progress;
 - (j) Identify individual student's needs and provide appropriate interventions;
- (k) Involve parents/guardians and the society at large in the student's learning process; and
- (l) Include cross-cutting issues and ICT in the teaching and learning process.

6.2 The student

The student is expected to:

- (a) Develop the intended competences by participating actively in various activities inside and outside the classroom;
- (b) Actively engaged in the teaching and learning process; and
- (c) Participate in the search for knowledge from various sources, including textbooks, reference books and other publications in online libraries.

6.3 The parent

The parent/guardian is expected to:

- (a) Monitor their child's academic progress in school;
- (b) Where possible, provide the child with the needed academic support;
- (c) Provide the child with a safe and friendly home environment which is conducive for learning;
- (d) Keep track of the child's progress in behaviour;
- (e) Provide the child with any necessary materials required in the learning process; and
- (f) Instil in the child a commitment and positive value towards education and work.

7.0 Teaching and Learning Methods

The teaching and learning methods are instrumental in developing student's competences. This syllabus suggests teaching and learning methods for each activity which includes but not limited to discussions, presentations, field visits, practical work, research, scientific experiments, and project works. However, a teacher is advised to plan and use other appropriate methods based on the environment or context. All the teaching and learning methods should be integrated with the everyday lives of students.

8.0 Teaching and Learning Resources/Materials

The process of teaching and learning requires different resources. In that regard, both the teacher and students should work together to prepare or improvise alternative resources available in the school and home environment when needed. The teacher is expected to constantly seek information from various sources to effectively facilitate teaching and learning process. The list of approved textbooks and reference books shall be provided by TIE.

9.0 Assessment

Assessment is important in teaching and learning of Food and Human Nutrition subject. It is divided into formative and summative assessments. Formative assessment informs both the teacher and students on the progress of teaching and learning, and in making decisions on improving the teaching and learning process. Teachers are, therefore, expected to apply a wide range of formative assessment methods which includes but not limited to discussions, presentations, oral questions, experiments, observations, practical and projects.

Summative assessment, on the other hand, will focus on determining student's achievement of learning. Teachers are expected to use a variety of summative assessments including mid-term tests, terminal, mock examinations and projects. The scores obtained from these assessments will be used as Continuous Assessment (CA). Therefore, the continuous assessments shall contribute 30% and the National Form IV Examination shall be 70% of the student's final achievement, as indicated in Table 2.

Table 2: *Contribution of Continuous Assessment and National Examination in the final score*

Assessment category	Percentage (%)
Form II National Assessment	10
Form III Annual Assessment	05
Project	05
Form IV Mock Examination	10
Form IV National Examination	70
Total	100

10.0 Number of Periods

The Food and Human Nutrition for Ordinary Secondary Education provides estimates of the time that will be spent in teaching and learning, in consideration of the complexity of the specific competences and the leaning activities. Five periods of 40 minutes each have been allocated for this subject per week, of which to periods will be used for theory and three periods for practical.

11.0 Teaching and Learning Content

The contents of this syllabus are presented in matrix form with seven columns which include main competences, specific competences, learning activities, teaching and learning methods, assessment criteria, suggested teaching and learning resources and number of periods as presented in Table 3 and 6.

Form I

Table 3: Detailed Contents for Form I

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested teaching and learning resources	Number of periods
1.0 Demonstrate mastery of the basic principles of Food and Nutrition	1.1 Demonstrate an understanding of the basic principles of Food and Nutrition	(a) Describe the concept of food and nutrition (<i>meaning and importance</i>)	<p>Brainstorming: Guide students to brainstorm on the meaning of food and nutrition</p> <p>Think-ink-pair share: Guide students to explain the importance of food and nutrition</p>	The concept of food and nutrition is well described	Food items, pictures/charts/video/diagrams showing different types of food items	44
		(b) Describe the relationship between Food and Human Nutrition with other subjects	<p>ICT based learning: Guide students to explore the relationship between Food and Human Nutrition with other subjects</p>	Relationship between Food and Human Nutrition with other subjects is well described	Chart showing relationship between Food and Human Nutrition with other subjects	

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested teaching and learning resources	Number of periods
			Discussions: Guide students to discuss the relationship between Food and Human Nutrition with other subjects			
		(c) Describe the different food groups (<i>cereals, roots, tubers and green bananas; foods of animal origin, legumes and pulses; vegetables; fruits; sugar, honey, oils and fats</i>)	Jigsaw: Guide students to discuss the different food groups	Different food groups are well described	Food items, Chart/pictures depicting different food groups	

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested teaching and learning resources	Number of periods
		(d) Describe the nutrient contents in different foods (<i>types, functions and stability</i>)	Discussions: Guide students to explore the types, functions and stability of food nutrients	Nutrient contents in different foods are well described	Chart depicting types, sources and functions of different nutrients	
		(e) Describe the concept of a balanced meal (<i>meaning, importance and factors to consider when planning a balanced meal</i>)	ICT based learning: Guide students to explore the concept of balanced meal Case study: Provide a case study and guide students to explore importance of a balanced meal Discussions: Guide students to identify factors to consider when planning a balanced meal	The concept of a balanced meal is well described	Food items, chart/pictures depicting different food items	

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested teaching and learning resources	Number of periods
	1.2 Demonstrate mastery of the principles of cookery	(a) Explore food, kitchen and personal hygiene in food preparation, cooking and serving	Jigsaw: Students to discuss food, kitchen and personal hygiene in food preparation, cooking and serving	Food, kitchen and personal hygiene in food preparation, cooking and serving are clearly described	Pictures depicting food, kitchen and personal hygiene practices	55
		(b) Describe safety in the kitchen (<i>safety precautions, common accidents</i>)	Group discussions: Guide students to discuss safety precautions and common accidents which occur in the kitchen Guest speaker: Invite an expert to speak about fire accidents in the kitchen	Safety in the kitchen is well described	Pictures showing common accidents in the kitchen, charts showing safety precautions	

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested teaching and learning resources	Number of periods
		(c) Describe different fruits and vegetables	Jigsaw: Guide student to discuss on fruits and vegetables	Fruits and vegetables are well described	Fruits and vegetables, pictures depicting vegetables and fruits	
		(d) Describe different beverages and appetizers (<i>meaning and types</i>)	Brainstorming: Guide students to brainstorm on the meaning of beverages and appetizers Gallery walk: Guide students to discuss on types of beverages and appetizers	Different beverages and appetizers are well described	Pictures depicting different beverages and appetizers	
		(e) Describe pulses, nuts and oil seeds (<i>types, nutritive values and uses</i>)	Brainstorming: Guide students to brainstorm on the meaning of pulses, nuts and oil seeds Group discussions: Guide students to discuss on the types, nutritive values and uses of pulses, nuts and oil seeds	Pulses, nuts and oil seeds are well described	Food items, Videos/ pictures depicting different pulses, nuts and oil seeds	

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested teaching and learning resources	Number of periods
2.0 Demonstrate mastery of the relationship between health and nutrition	2.1 Demonstrate an understanding of the relationship between health and nutrition	(a) Describe the importance of proper nutrition on health	Discussion: Guide students to discuss on the importance of proper nutrition on health	The importance of proper nutrition on health is well described	Pictures depicting healthy foods	9
		(b) Explore the relationship between diet, health and physical activity	ICT based learning: Guide students to explore the relationship between diet, health and physical activity	The relationship between diet, health and physical activity is well explored		
		(c) Describe eating disorders	Brainstorming: Guide students to brainstorm on different eating disorders Jigsaw: Students to discuss on different eating disorders	Different eating disorders are well described	Pictures/videos showing eating disorders	

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested teaching and learning resources	Number of periods
3.0 Prepare different dishes	3.1 Prepare a balanced meal based on different foods	(a) Describe different methods of preparing beverages and appetizers	Gallery walk: Guide students to discuss on different methods of preparing beverages and appetizers	Different methods of preparing beverages and appetizers are well described	Video showing methods of preparing beverages and appetizers, pictures depicting different beverages and appetizers	70
		(b) Prepare different beverages and appetizers	Demonstration: Demonstrate on how to prepare different beverages and appetizers Project activity: Task students in their club to prepare different beverages and appetizers	Different beverages and appetizers are well prepared	Ingredients, kitchen equipment, recipe book/cards	
		(c) Describe different methods of preparing pulses and nuts dishes	Discussion: Guide students to discuss on different methods of preparing pulses and nuts dishes	Different methods of preparing pulses and nuts dishes are well described	Video showing methods of preparing pulses and nuts dishes	

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested teaching and learning resources	Number of periods
		(d) Prepare dishes using pulses and nuts	<p>Demonstration: Demonstrate on how to prepare different dishes using pulses and nuts</p> <p>Project activity: Task students in their club to prepare different dishes using pulses and nuts</p>	Pulses and nuts dishes are well prepared	Ingredients, kitchen equipment, recipe book/ cards, pictures depicting different pulses and nuts dishes	

Form II

Table 4: Detailed Contents for Form II

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested teaching and learning resources	Number of periods
1.0 Demonstrate mastery of the basic principles of Food and Nutrition	1.1 Demonstrate mastery of the principles of cookery	(a) Describe the different food additives (<i>herbs, spices, food colours, flavourings, preservatives and condiments</i>)	Gallery walk: Guide students to discuss on herbs, spices, food colours, flavourings, preservatives and condiments	Food additives are well described	Food additives, pictures/charts showing different food additives	50
		(b) Describe cereals (<i>types, nutritive values, cereal products and uses</i>)	Brainstorming: Guide students to brainstorm on the meaning of cereals Jigsaw: Students to discuss on types, nutritive values, cereal products and uses of cereals	Cereals are well described	Cereals, video/pictures/charts showing different cereals	

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested teaching and learning resources	Number of periods
2.0 Demonstrate mastery of the relationship between health and nutrition	2.1 Demonstrate an understanding of the relationship between health and nutrition	(a) Explore the concept of malnutrition (<i>meaning, types, causes, symptoms and prevention</i>)	<p>Brainstorming: Guide students to brainstorm on the meaning of malnutrition</p> <p>Discussions: Guide students to explore the types of malnutrition</p> <p>ICT based learning: Guide students to explore causes, symptoms and prevention of malnutrition</p> <p>Field trip: Organise a field trip to a nearby health facility for students to observe malnourished children. Guide them to write the report and share</p>	The concept of malnutrition is well explored	Pictures/charts/video showing people affected with malnutrition	25

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested teaching and learning resources	Number of periods
3.0 Prepare different dishes	3.1 Prepare a balanced meal based on different foods	(a) Apply different food and nutrition principles in planning balanced meals for different groups of people	Gallery walk: Guide students to plan balanced meals for different groups of people	Balanced meals for different groups of people are well planned	A chart showing points to consider when planning meals for different groups of people	100
		(b) Describe different methods of preparing cereal dishes	Discussion: Guide students to discuss on different methods of preparing cereal dishes	Different methods of preparing cereal dishes are well described	Video showing methods of preparing cereal dishes	

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested teaching and learning resources	Number of periods
		(c) Prepare cereal dishes	<p>Demonstration: Demonstrate on how to prepare different cereal dishes</p> <p>Project activity: Task students in their club to prepare different cereal dishes</p>	Cereal dishes are well prepared	Ingredients, kitchen equipment, recipe book/ cards	

Form III

Table 5: Detailed Contents for Form III

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested teaching and learning resources	Number of periods
1.0 Demonstrate mastery of the basic principles of Food and Nutrition	1.1 Demonstrate mastery of the principles of cookery	(a) Describe different types of food (<i>eggs, fish, meat, milk and milk products</i>)	Jigsaw: Guide students to discuss on eggs, fish, meat, milk and milk products	Eggs, fish, meat, milk and milk products are well described	Food items, pictures/charts of different food items	30
		(b) Describe different raising agents and their application in cookery	ICT based learning: Guide students to explore different raising agents and their application in cookery	Different raising agents and their application in cookery are well described	Raising agents, pictures of raising agents	

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested teaching and learning resources	Number of periods
2.0 Demonstrate mastery of the relationship between health and nutrition	2.1 Describe an understanding of the relationship between health and nutrition	(a) Explore the effects of dietary habits on the nutritional status of different groups of people in the society	Case study: Guide students to explore effects of dietary habits on the nutritional status of different groups of people in the society	Effects of dietary habits on the nutritional status of different groups of people in the society are well explored	Pictures/videos of malnourished people	5
3.0 Prepare different dishes	3.1 Prepare a balanced meal based on different foods	(a) Describe different methods of preparing eggs, fish, meat, milk and milk products, vegetables and fruits dishes	Jigsaw: Guide students to discuss on different methods of preparing eggs, fish, meat, milk and milk products, vegetables and fruits dishes	Different methods of preparing eggs, fish, meat, milk and milk products, vegetables and fruits dishes are well described	Video showing methods of preparing eggs, fish, meat, milk and milk products, vegetables and fruits dishes	130

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested teaching and learning resources	Number of periods
		(b) Prepare eggs, fish, meat, milk and milk products, vegetables and fruits dishes	<p>Demonstration: Demonstrate on how to prepare eggs, fish, meat, milk and milk products, vegetables and fruits dishes</p> <p>Project activity: Task students in their club to prepare eggs, fish, meat, milk and milk products, vegetables and fruits dishes</p>	Eggs, fish, meat, milk and milk products, vegetables and fruits dishes are well prepared	Ingredients, kitchen equipment, recipe book/cards	

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested teaching and learning resources	Number of periods
		(c) Describe different methods of preparing bread, cakes, biscuits and buns	<p>Jigsaw: Guide students to discuss on different methods of preparing bread, cakes, biscuits and buns</p> <p>Field trip: Organise a field trip to a nearby bakery for students to observe different methods of preparing bread, cakes, biscuits and buns. Guide them to write the report and share</p>	Different methods of preparing bread, cakes, biscuits and buns are well described	Video showing methods of preparing bread, cakes, biscuits and buns	

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested teaching and learning resources	Number of periods
		(d) Use raising agents in preparing different types of dishes (<i>bread, cakes, biscuits and buns</i>)	<p>Demonstration: Demonstrate on how to prepare bread, cakes, biscuits and buns</p> <p>Project activity: Task students in their club to prepare bread, cakes, biscuits and buns</p>	Raising agents are correctly used in preparing different types of dishes	Ingredients, kitchen equipment, recipe book/cards	

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested teaching and learning resources	Number of periods
	3.2 Prepare a balanced meal for people with different nutritional needs	(a) Prepare balanced meals for people with different nutritional needs <i>(children, expectant and lactating mothers, adolescents, invalids and convalescents, vegetarians and the elderly)</i>	Demonstration: Demonstrate on how to prepare balanced meals for people with different nutritional needs Project activity: Task students in their club to prepare balanced meals for people with different nutritional needs	Balanced meals for people with different nutritional needs are well prepared	Ingredients, kitchen equipment, recipe book/cards	

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested teaching and learning resources	Number of periods
4.0 Carry out a project in Food and Nutrition	4.1 Conduct a project in Food and Nutrition	(a) Design and carry out a project in Food and Nutrition	Project activity: Task students to design and carry out a project in Food and Nutrition	A project in Food and Nutrition is well designed and carried out		10

Form IV

Table 6: Detailed Contents for Form IV

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested teaching and learning resources	Number of periods
1.0 Demonstrate mastery of the basic principles of Food and Nutrition	1.1 Demonstrate mastery of the principles of cookery	(a) Describe the concept of packed meals (<i>meaning, factors to consider when planning packed meals, packaging materials</i>)	<p>Brainstorming: Guide students to brainstorm on the meaning of packed meals</p> <p>Jigsaw: Students to discuss on factors to consider when planning for packed meals and packaging materials</p> <p>Field trip: Organise a field trip to a nearby shops or supermarkets for students to observe different packed foods and packaging materials</p>	The concept of packed meals is well described	Packaging materials, pictures of different packaging materials, packed foods	31

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested teaching and learning resources	Number of periods
		(b) Describe pastries (<i>meaning, types and uses</i>)	<p>Brainstorming: Guide students to brainstorm on the meaning of pastries</p> <p>Discussions: Guide students to explore the types and uses of pastries</p>	Pastries are well described	Chart showing types and uses of pastries, pictures of pastry dishes	
		(c) Describe the concept of convenience and leftover foods	Jigsaw: Students to discuss on the convenience and leftover foods	Convenience and leftover foods are well described	Convenience foods, pictures/ videos showing convenience foods	

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested teaching and learning resources	Number of periods
2.0 Prepare different dishes	2.1 Prepare a balanced meal based on different foods	(a) Prepare dishes suitable for packing	<p>Demonstration: Demonstrate on how to prepare dishes suitable for packing</p> <p>Project activity: Task students in their club to prepare dishes suitable for packing</p>	Different dishes suitable for packing are well prepared	Ingredients, kitchen equipment, recipe book/ cards	69
		(b) Describe different methods of preparing pastries	<p>Discussions: Guide students to discuss on different methods of preparing pastries</p>	Different methods of preparing pastries are well described	Video showing different methods of preparing pastries	

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested teaching and learning resources	Number of periods
		(c) Prepare pastry dishes	<p>Demonstration: Demonstrate on how to prepare pastry dishes</p> <p>Project activity: Task students in their club to prepare pastry dishes</p>	Pastry dishes are well prepared	Ingredients, kitchen equipment, recipe book/ cards	
		(d) Prepare meals using convenience and leftover foods	<p>Demonstration: Demonstrate on how to prepare meals using convenience and leftover foods</p> <p>Project activity: Task students in their club to prepare meals using convenience and leftover foods</p>	Convenience and leftover foods are correctly used to prepare meals	Ingredients, kitchen equipment, recipe book/ cards	

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested teaching and learning resources	Number of periods
	2.2 Demonstrate mastery of cooking for large groups	(a) Describe the concept of catering (<i>meaning, types, menu planning, economics of catering</i>)	<p>Brainstorming: Guide students to brainstorm on the meaning of catering</p> <p>ICT based learning: Guide students to explore types of catering, menu planning and economics of catering</p> <p>Demonstration: Guide students to prepare menu cards</p>	The concept of catering is well described	Menu cards, pictures/ videos showing different catering services	49

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested teaching and learning resources	Number of periods
		(b) Describe the concept of time plan in cookery (<i>meaning, importance, points to consider when preparing time plan and parts of the time plan</i>)	<p>Brainstorming: Guide students to brainstorm on the meaning of time plan</p> <p>Jigsaw: Guide students to discuss on the importance, points to consider when preparing time plan and parts of time plan</p>	The concept of time plan is well described	Charts showing different time plans	
		(c) Prepare a banquet according to a time plan	<p>Demonstration: Demonstrate on how to prepare a banquet</p> <p>Project activity: Task students in their club to prepare a banquet</p>	A banquet is well prepared	Ingredients, kitchen equipment, recipe book/ cards	

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested teaching and learning resources	Number of periods
3.0 Demonstrate mastery of using technology to preserve food	3.1 Design and use simple technologies to preserve different types of food	(a) Describe basic methods of storage and preservation of common foods (<i>meaning, importance, principles, and common practices</i>)	<p>Brainstorming: Guide students to brainstorm on the meaning of food storage and preservation</p> <p>ICT based learning: Guide students to explore the importance and common practices in storage and preservation of foods</p>	The basic methods of storage and preservation of common foods are well described	Sample of preserved foods, preservation materials, storage equipment, pictures of storage facilities	16

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested teaching and learning resources	Number of periods
		(b) Develop and use simple technologies for the storage and preservation of food	<p>ICT based learning: Guide students to explore simple technologies for the storage and preservation of food and its application in real life</p> <p>Project activity: Task students in their club to develop and use simple technologies for the storage and preservation of food</p>	Simple technologies for storage and preservation of food are well developed and correctly used	Food items to be preserved, preservation materials, storage equipment	

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested teaching and learning resources	Number of periods
4.0 Carry out a project in Food and Nutrition	4.1 Conduct a project in Food and Nutrition	(a) Complete and submit a report for assessment of the project initiated in Form Three	Project activity: Task students to complete their project and submit for assessment	A report of the project on Food and Nutrition is well written and submitted		10

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