**HOME SCIENCE SCHEMES OF WORK**

**FORM ONE 2016**

**TERM I**

**REFERENCES:**

1. Secondary Home Science KLB
2. Focus on Home Science

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| **WK** | **LSN** | **TOPIC/S-TOPIC** | **OBJECTIVES** | **L/ACTIVITIES** | **L/T AIDS** | **REFERENCE** | **REMARKS** |
| 1-4 |  | **REPORTING** | | | | |  |
| 5 | 1-2 | Introduction to Home science  -Definition  -Importance | By the end of the lesson, the learner should be able to  Define home science  Explain the importance of home science to:  An individual  Community  Nation | Charts  Books  Writing materials | Teacher-pupil discussion  -Note taking | KLB F1 page 1 |  |
|  | 3-4 | Personal hygiene  definition  good grooming  care of the body  the skin. | By the end of the lesson, the learner should be able to  Define personal hygiene  Explain good grooming  Draw and label the structure of the human skin  Explain the functions of different parts of the skin | Charts  Books  Writing materials | Identification using chart  Discussions  Note taking | KLB F1 pg 6 |  |
| 6 | 1-2 | Care of different parts of the body  face  hands and nails  eyes  feet | By the end of the lesson, the learner should be able to  Explain the care of hair, face, hands and nails, feet and eyes. | Books  Writing materials | Teacher/pupil discussion  note taking | KLB F1 pg 10 |  |
|  | 3-4 | Care of the teeth  structure of the tooth  care of the teeth | By the end of the lesson the learner should be able to  draw and label the structure of the tooth  state dental rules | Chart on structure  books  writing materials | Demonstrations  Teacher pupil discussions  -note taking  -drawing | KLB F1 pg 13 |  |
| 7 | 1-2 | Enhancing personal appearance  care of personal items  handkerchiefs  combs and hair brushes  towels | State ways of enhancing personal appearance  -Explain the care of handkerchiefs, towels, combs and hair brushes | Assorted items  books  writing materials | -Note taking  -demonstrations | KLB F1 pg 16 |  |
|  | 3-4 | Figure types  care of shoes  leather  canvas  care of clothes | Explain the care of clothes and shoes  Identify figure types | Pictures  books | Discussion  -Note taking | KLB BK 1 pg 20 |  |
| 8 | 1-2 | Choice and use of clothes and accessories  factors to note | By the end of the lesson learners should be able to  State factors in choice of clothes and accessories  Identify own figure type- | Learners pair up and identify partner’s figure type | Other learners  pictures | H/science F1  KLB pg19 |  |
|  | 3-4 | Cosmetics  types  choice  use  misuse | By the end of the lesson, the learner should be able to  Identify various types and examples of cosmetics  Explain choice and use and misuse of cosmetics | Identification of assorted cosmetics  discussions | Assorted cosmetics  books | H/science F1 by KLB pg 23 |  |
| 9 | 1-2 | Adolescence  changes in adolescence  physical changes in boys and girls | By the end of the lesson, the learner should be able to  State changes that occur to boys and girls during adolescence | Group discussions | Books  chalks  B.B | H/science F1 pg 24 |  |
|  | 3-4 | Emotional changes  social changes  Safety in the home and first aid  common accidents  common causes of accidents | By the end of the lesson, the learner should be able to  identify common accidents in the home  State common causes of accidents | Teacher-pupil discussions | Text books  Chalk board  -B.B | H/science by EAEP pg 26 |  |
| 10 | 1-2 | First aid  definition  contents of a first aid kit and their uses | By the end of the lesson, the learner should be able to  Define first aid  Assemble a first aid kit | Assembling of a first aid kit | Contents of a first aid kit  -empty box | H/science by EAEP pg 26 |  |
|  | 3-4 | Common accidents, their first aid prevention.  burns and scalds  cuts and bruises  suffocation | Explain the cause, prevention and first aid for:  Burns and scalds  Cuts and bruises  Suffocation | Demonstrations  Group practical | First aid kit | H/science KLB PG 28 |  |
| 11 | 1-2  3-4 | choking  fracture  shock  fainting | By the end of the lesson, the learner should be able to  state causes, prevention and first aid for choking, fractures, shock and fainting | Demonstration  practice in groups  -discussions | First aid box  books | H/science pg 30 |  |
| 12 | 1-2 | Foreign bodies in the eyes, ears and nose | By the end of the lesson, the learner should be able to  Explain first aid for entry of foreign bodies into the eye, ear and nose. | Discussions  practice in groups | First aid box | Focus on H/science pg 35 |  |
|  | 3-4 | Nose bleeding  drowning  insect sting and bites | By the end of the lesson, the learner should be able to  Explain first aid and prevention of nose bleeding, drowning insect stings and bites | Practice in groups  discussions | First aid box | Focus F2 pg 37 |  |
| 13 | 1-2 | Medicine  use  misuse | By the end off the lesson, the learner should be able to  explain the correct way to use medicine  explain ways in which medicine is misused and abused. | Teacher-pupil discussion | Assorted medicine and drugs  -text books | KLB pg 50-51 |  |
|  | 3-4 | Housing the family  Types of houses  essential areas and their placement  methods of providing shelter  -actors to consider | By the end of the lesson, the learner should be able to  Name types of houses  explain the essential areas in a house  state factors to consider | Practical identification in the compound/vicinity  discussions | Pictures  compound and environs  books | Focus H/science pg 59 |  |
| 14 | 1-2  3-4 | Bonding  advantages  disadvantages  room interrelationship  buying  renting | By the end of the lesson, the learner should be able to  State advantage s and disadvantages of renting, building and buying shelter.  explain room inter relationship in a house | Discussion  study examples of house plans  draw house plans | Pictures, text books, chalk, B.B | Focus on H/science pg 55 |  |
| 15 | **END OF TERM EXAMINATIONS** | | | | | |  |

**HOME SCIENCE SCHEMES OF WORK**

**FORM ONE 2016**

**TERM II**

**REFERENCES:**

1. Secondary Home Science KLB
2. Focus on Home Science

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| **WK** | **LSN** | **TOPIC/S-TOPIC** | **OBJECTIVES** | **L/ACTIVITIES** | **L/T AIDS** | **REFERENCE** | | **REMARKS** |
| 1 | 1-4 | **REPORTING AND REVISION OF LAST TERM’S EXAMS** | | | | | | |
| 2 | 1-2 | Housing the family  Common types of houses  Modern house plans/designs | By the end of the lesson the learner should be able to:  Identify common types of houses  State the advantages and disadvantages of modern house designs. | Teacher- pupil discussions  Identifications | School compound & surroundings  Books | KLB Form 1 pg 52-59 | |  |
| 3&4 | Essential areas and their placement in the house | By the end of the lesson, the learner should be able to  Identify essential areas in a house  Explain the placement of essential areas in a house | Teacher-Pupil discussions | Books  Chalk  Board  pictures | KLB Form 1 pg 59-64 | |  |
| 3 | 1  2&3 | Methods of providing family shelter  factors to put in mind  specific methods building | State general factors to consider when providing family shelter  State factors to consider when building  State advantages & disadvantages of building  explain room interrelationship | study of house plans  drawing of plans  Group discussions & presentations | Books  pictures  Chalk  Board | KLB Form 1 Pg 65-67 | |  |
| 4 | Buying of houses  Renting | By the end of the lesson, the learner should be able to:  State factors to consider when buying/renting a house  State the advantages & disadvantages of buying/renting | Teacher –pupil discussions  Group discussions  Presentations | Books  Chalk  Board | Focus on H/Science Form 1  KLB Form 1 Pg 67-69 | |  |
| 4 | 1-4 | Care of the Home  Classification of dirt  Basic cleaning equipment & materials | By the end of the lesson, the learner should be able to  Classify dirt  State factors to consider in choice and cover of cleaning equipment & materials | Group Discussions & presentations  Teacher- pupil discussions | Assorted cleaning equipment & materials | KLB Form 1 H/Science Pg 80-82 | |  |
| 5 | 1 | Improvising cleaning equipment & materials | By the end of the lesson, the learner should be able to  Improvising various cleaning equipment & materials | Practical improvising of equipment & materials  Discussions | Assorted equipment  Raw materials  Books | KLB Form 1 H/Science Pg 80-82 | |  |
| 2&3  4 | Reasons for cleaning a house  Methods of removing dirt surfaces  Sweeping  Dusting | By the end of the lesson, the learner should be able to  State reasons for cleaning a house  Identify methods of removing dirt  Explain sweeping and dusting | Teacher-pupil discussion  Demonstration | Brooms  Dusters/ Clothes  Books | KLB Form 1 Pg 83-85 | |  |
| 6 | 1-4 | Suction  Scrubbing  Wiping  Cleaning different rooms in the house  Writing of methods | By the end of the lesson the learner should be able to  Explain suction, scrubbing and wiping  Write down the methods of cleaning different rooms | Teacher- pupil discussions  *© Education Plus Agencies*  Note taking | Books  Chalk  Board | KLB Form 1 Pg 85-105 | |  |
| 7 | 1-4 | **MID TERM BREAK** | | | | | | |
| 8 | 1  2&3 | Kitchen equipment  Classification  General points to consider in choice  Large equipment | Classify kitchen equipment  State general points to consider in choice of equipment  Explain the care and use of large equipment | Teacher – pupil discussions  -Identification | Assorted large kitchen equipment | H/Science KLB form I pg 106-112 |  | |
| 4 | Small kitchen equipment  General points to consider when buying small equipment  Choice, use and care | State points in choice of small kitchen equipment  Choice, use and care for various small equipment | Identification  Teacher- pupil discussions | Assorted small kitchen equipment and tools | H/Science KLB form I pg 113 |  | |
| 9 | 1-2 | Time and labour saving kitchen equipment  -Choice, use and care | By the end of the lesson the learner should be able to  State the choice, use and care of kitchen equipment (labour saving) | Teacher-pupil discussions  Identification | Assorted labour saving equipment | KLB form I pg 125-127 |  | |
| 3&4 | Kitchen equipment made from  Plastic | Identify types of plastics  Care and clean plastic equipment | Identification  Discussions | Assorted plastic equipment | KLB form I pg 127-128 |  | |
| 10 | 1  2&3 | Common metals used to make kitchen equipment  Stainless steel  Aluminum  Iron  Enamel | Identify equipment made from stainless steel, aluminum and iron  State points in care and cleaning of stainless steel, aluminum and iron | Identification  Discussions | Assorted kitchen equipment | KLB form I pg 129-131 |  | |
|  | 4 | Wood | Identify equipment made from enamel and wood  Mention various ways of finishing wooden equipment  Care for wooden equipment | Identifications  Teacher – pupil discussions | Assorted kitchen equipment | KLB form I pg 131-136 |  | |
| 11 | 1  2&3  4 | Glass  Earthenware / ceramics  Calabashes / gourds  Practical cleaning of equipment | By the end of the lesson the learner should be able to;  Explain the use, care and cleaning of glass, earthenware and calabashes  Glass  Ceramics | Identification  Teacher- pupil discussions  Demonstration and cleaning in groups | KLB form I pg 136-139 | Assorted equipment  Books  Assorted cleaning equipment |  | |
| 12 | 1-4 | Safety precautions and rules when handling kitchen equipment | State rules and precautions to observe when handling kitchen equipment | Teacher-pupil discussions  Demonstrations and practice  Identification of available improvised equipment  practical improvisation of equipment( making) | Assorted kitchen equipment ant tools  Books  Assorted equipment and materials | KLB form I pg 140 -142 |  | |
| 13 | 1-4 | Improvising kitchen equipment | By the end of the lesson, the learner should be able to  Improvise kitchen equipment and tool | Teacher-pupil discussions  Demonstrations and practice  Identification of available improvised equipment  practical improvisation of equipment( making) | Assorted kitchen equipment ant tools  Books  Assorted equipment and materials | KLB form I pg 140 -142 |  | |
| 14 |  | **END OF TERM EXAMS** | | | | |  | |
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**FORM ONE 2016**

**TERM III**

**REFERENCES:**

1. Secondary Home Science KLB
2. Focus on Home Science

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| 1 | 1-4 | **REPORTNG AND REVISION OF LAST TERM’S EXAMS** | | | | | |
| 2 | 1 | Sewing equipment and tools  Classification | By the end of the lesson the learner should be able to;  Identify equipment  Classify sewing tools | Identification  Teacher-pupil discussions | Assorted sewing equipment ant tools | H/scie fm I by EAEP pg 113 |  |
| 2-3 | Choice use and care of small equipment | State the choice, use and care of small equipment and tools | Teacher-pupil discussions | Assorted small equipment  Books | KLB fm 1 pg 183 |  |
| 4 | Large sewing equipment  Sewing machine  Parts of a sewing machine | By the end of the lesson the learner should be able to  Draw and label the parts of a sewing machine | Identification  Drawing  Demonstration | -Sewing machine  -Other large equipment | H/sc by EAEP pg 118  KLB fm 1 H/scie |  |
| 3 | 1 | Use of a sewing machine | Wind and thread a sewing machine | Demonstration  Practice in groups | Sewing machines  Threads and needles | KLB fm 1 pg 193-195 |  |
| 2-3 |  | By the end of the lesson the learner should be able to;  Stitch using a sewing machine | -Practice the use of a sewing machine | Sewing machine  Fabrics | KLB fm 1 H/scie pg 192 |  |
| 4 | Faults in use of a sewing machine | By the end of the lesson the learner should be able to;  State causes of problems and their remedies | Teacher-pupil discussion | Charts  Books | H/scie KLB fm1 pg 196 |  |
| 4 | 1-2 | Stitches  -Classification | By the end of the lesson the learner should be able to;  Classify stitches  Name different stitches | -Identification  Discussions | Samples  Books | H/scie by EAEP pg 124 |  |
| 3-4 | Stitches  Working of different stitches  Temporary | By the end of the lesson the learner should be able to;  Work temporally stitches | Demonstration  Working of samples | Fabrics  Sewing threads and needles | H/scie by EAEP pg 124 |  |
| 5 | 1 | Working of temporary stitches | By the end of the lesson the learner should be able to;  Work assorted stitches | Demonstration  Working of samples | Fabrics  Needles  Threads | H/scie KLB pg 200 |  |
| 2-4 | Stitches  Working of different stitches  Permanent stitches | By the end of the lesson the learner should be able to;  Work permanent stitches | Demonstration  Working of samples | Fabrics  Sewing threads and needles | H/scie by EAEP pg 126 |  |
| 6 | 1-3 | Stitches  -Working of different stitches  -Embroidery stitches | By the end of the lesson the learner should be able to;  -Work embroidery stitches | -Demonstration  -Working of samples | -Fabrics  -Sewing threads and needles | H/scie by EAEP pg 127 |  |
| 4 | Mid term break | | | | | |
| 7 | 1 | Mid term break | | | | | |
|  | 2-3 | Environmental hygiene  Disposal of house hold refuse  Drainage  Free open | By the end of the lesson the learner should be able to;  Define environmental hygiene  Explain proper disposal of house hold refuse  Explain free and open drainage | Discussions  Observation/ identification | School compound  Books  Chalk  Board | KLB fm 2 pg 1-4 |  |
| 4 | Drainage  Concealed drains  Disposal of sewage | Explain concealed drains  State advantages and disadvantages of concealed drains | Discussions  Note taking | Books  Chalk  Board | KLB fm 2 pg 4-9 |  |
| 8 | 1 | Sanitation  Definition  Causes of poor sanitation  Dangers of poor sanitation | By the end of the lesson the learner should be able to;  Define sanitation  State causes and dangers of poor sanitation | Teacher-pupil discussions  Note taking | Books  Chalk  Board | KLB fm 2 pg 9-11 |  |
| 2-3 | Common communicable diseases and typhoid, malaria, cholera, dysentery | By the end of the lesson the learner should be able to;  -State causes, symptoms and management of each disease | Group discussions and presentations  Note taking | Note books  Writing materials  -ext books | KLB H/scie pg 11-15 |  |
| 9 | 1 | T.B  Scabies  Bilharzia | By the end of the lesson the learner should be able to;  State causes, symptoms and management of each disease | Group discussions and presentations  Note taking | Note books  Writing materials  Text books | KLB H/scie pg 11-15 |  |
| 2-3 | Worm infestation | By the end of the lesson the learner should be able to;  State causes, symptoms and management of each disease | Group discussions and presentations  Note taking | Note books  Writing materials  Text books | KLB fm 1 pg 17 |  |
|  | 4 | Food nutrients  Definition  Terms  Classification of nutrients | By the end of the lesson the learner should be able to;  Define terms related to food nutrients  Classify nutrients | Teacher-pupil discussions  Note taking | Charts  Books | Focus on H/scie pg 65 |  |
| 10 | 1 | Carbohydrates | By the end of the lesson the learner should be able to;  State functions and classes of CHO’s | Teacher-pupil discussions  -Note taking | Charts  Books  Assorted foods | KLB fm 2 pg 112 |  |
| 2-3 | Lipids  Proteins  Water | By the end of the lesson the learner should be able to;  State functions of each nutrient  Identify food sources of lipids, water and proteins | Teacher-pupil discussions | Pictures  Charts  Books  Food sources | Focus on H/scie fm 2 pg 67 |  |
| 4 | Micro-nutrients  Vitamins – B complex | | | | | |
| 11 | 1-2 | Micro-nutrients  Vitamins  B complex  Vitamin C | By the end of the lesson the learner should be able to;  Identify water soluble vitamins  State functions of vitamin D and C  Identify food sources of vitamin B and C | Identification of food sources  Discussions | Pictures  Charts  Books  Board | Focus on H/scie pg 71 |  |
| 3-4 | Vitamins A, D, E and K | By the end of the lesson the learner should be able to;  State sources of each vitamin  State functions of each of the vitamins | Teacher-pupil discussions  Identification of food sources  Note taking | Pictures  Charts  Books  Food sources | Focus on H/scie pg 74 |  |
| 12 | 1-4 | Minerals  Calcium  Phosphorous  Iron  Iodine  Fluorine  Sodium  Potassium | By the end of the lesson the learner should be able to;  Identify source of minerals  State functions of minerals | Teacher-pupil discussions  Note taking | Pictures  Charts  Books  Board | Focus on H/scie fm 2 pg 75 |  |