**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 scienceExplain the importance of home science to:An individualCommunityNation | ChartsBooksWriting materials | Teacher-pupil discussion-Note taking | KLB F1 page 1 |  |
|  | 3-4 | Personal hygienedefinitiongood groomingcare of the bodythe skin. | By the end of the lesson, the learner should be able to Define personal hygieneExplain good groomingDraw and label the structure of the human skinExplain the functions of different parts of the skin | ChartsBooksWriting materials | Identification using chartDiscussionsNote taking | KLB F1 pg 6 |  |
| 6 | 1-2 | Care of different parts of the bodyfacehands and nailseyesfeet | By the end of the lesson, the learner should be able to Explain the care of hair, face, hands and nails, feet and eyes. | BooksWriting materials | Teacher/pupil discussionnote taking | KLB F1 pg 10 |  |
|  | 3-4 | Care of the teethstructure of the toothcare of the teeth | By the end of the lesson the learner should be able to draw and label the structure of the toothstate dental rules | Chart on structurebookswriting materials | DemonstrationsTeacher pupil discussions-note taking-drawing | KLB F1 pg 13 |  |
| 7 | 1-2 | Enhancing personal appearancecare of personal itemshandkerchiefscombs and hair brushestowels | State ways of enhancing personal appearance-Explain the care of handkerchiefs, towels, combs and hair brushes | Assorted itemsbookswriting materials | -Note taking -demonstrations | KLB F1 pg 16 |  |
|  | 3-4 | Figure typescare of shoesleathercanvascare of clothes | Explain the care of clothes and shoesIdentify figure types  | Picturesbooks | Discussion-Note taking | KLB BK 1 pg 20 |  |
| 8 | 1-2 | Choice and use of clothes and accessoriesfactors to note | By the end of the lesson learners should be able toState factors in choice of clothes and accessoriesIdentify own figure type- | Learners pair up and identify partner’s figure type | Other learnerspictures | H/science F1 KLB pg19 |  |
|  | 3-4 | Cosmeticstypeschoiceusemisuse | 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 cosmeticsbooks | H/science F1 by KLB pg 23  |  |
| 9 | 1-2 | Adolescencechanges in adolescencephysical 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 | BookschalksB.B | H/science F1 pg 24 |  |
|  | 3-4 | Emotional changessocial changesSafety in the home and first aidcommon accidentscommon causes of accidents | By the end of the lesson, the learner should be able to identify common accidents in the homeState common causes of accidents | Teacher-pupil discussions | Text booksChalk board-B.B | H/science by EAEP pg 26 |  |
| 10 | 1-2 | First aiddefinitioncontents of a first aid kit and their uses | By the end of the lesson, the learner should be able to Define first aidAssemble 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 scaldscuts and bruisessuffocation | Explain the cause, prevention and first aid for:Burns and scaldsCuts and bruisesSuffocation | DemonstrationsGroup practical | First aid kit | H/science KLB PG 28  |  |
| 11 | 1-23-4 | chokingfractureshockfainting | By the end of the lesson, the learner should be able to state causes, prevention and first aid for choking, fractures, shock and fainting | Demonstrationpractice in groups-discussions | First aid boxbooks | 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. | Discussionspractice in groups | First aid box | Focus on H/science pg 35 |  |
|  | 3-4 | Nose bleedingdrowninginsect 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 groupsdiscussions | First aid box | Focus F2 pg 37 |  |
| 13 | 1-2 | Medicineusemisuse | 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 familyTypes of housesessential areas and their placementmethods of providing shelter-actors to consider | By the end of the lesson, the learner should be able to Name types of housesexplain the essential areas in a housestate factors to consider | Practical identification in the compound/vicinity discussions | Picturescompound and environsbooks | Focus H/science pg 59 |  |
| 14 | 1-23-4 | Bondingadvantagesdisadvantagesroom interrelationshipbuyingrenting | 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 | Discussionstudy examples of house plansdraw 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 familyCommon types of housesModern house plans/designs | By the end of the lesson the learner should be able to:Identify common types of housesState the advantages and disadvantages of modern house designs. | Teacher- pupil discussionsIdentifications | School compound & surroundingsBooks | 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 houseExplain the placement of essential areas in a house | Teacher-Pupil discussions | BooksChalkBoardpictures | KLB Form 1 pg 59-64 |  |
| 3 | 12&3 | Methods of providing family shelterfactors to put in mindspecific methods building | State general factors to consider when providing family shelterState factors to consider when building State advantages & disadvantages of buildingexplain room interrelationship | study of house plansdrawing of plansGroup discussions & presentations | BookspicturesChalkBoard | KLB Form 1 Pg 65-67 |  |
| 4 | Buying of housesRenting | By the end of the lesson, the learner should be able to:State factors to consider when buying/renting a houseState the advantages & disadvantages of buying/renting | Teacher –pupil discussionsGroup discussionsPresentations | BooksChalkBoard | Focus on H/Science Form 1KLB Form 1 Pg 67-69 |  |
| 4 | 1-4 | Care of the HomeClassification of dirtBasic cleaning equipment & materials | By the end of the lesson, the learner should be able to Classify dirtState factors to consider in choice and cover of cleaning equipment & materials | Group Discussions & presentationsTeacher- 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 & materialsDiscussions | Assorted equipmentRaw materials Books | KLB Form 1 H/Science Pg 80-82 |  |
| 2&34 | Reasons for cleaning a houseMethods of removing dirt surfacesSweepingDusting | By the end of the lesson, the learner should be able to State reasons for cleaning a houseIdentify methods of removing dirtExplain sweeping and dusting | Teacher-pupil discussionDemonstration  | BroomsDusters/ ClothesBooks | KLB Form 1 Pg 83-85 |  |
| 6 | 1-4 | SuctionScrubbingWipingCleaning different rooms in the houseWriting of methods | By the end of the lesson the learner should be able to Explain suction, scrubbing and wipingWrite down the methods of cleaning different rooms | Teacher- pupil discussions*© Education Plus Agencies*Note taking | BooksChalkBoard | KLB Form 1 Pg 85-105 |  |
| 7 | 1-4 | **MID TERM BREAK** |
| 8 | 12&3 | Kitchen equipmentClassification General points to consider in choice Large equipment | Classify kitchen equipmentState 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 equipmentGeneral points to consider when buying small equipmentChoice, 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 toState 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 fromPlastic | Identify types of plasticsCare and clean plastic equipment  | IdentificationDiscussions | Assorted plastic equipment | KLB form I pg 127-128 |  |
| 10 | 12&3 | Common metals used to make kitchen equipment Stainless steelAluminumIronEnamel | Identify equipment made from stainless steel, aluminum and iron State points in care and cleaning of stainless steel, aluminum and iron | IdentificationDiscussions | Assorted kitchen equipment | KLB form I pg 129-131 |  |
|  | 4 | Wood | Identify equipment made from enamel and woodMention various ways of finishing wooden equipmentCare for wooden equipment | IdentificationsTeacher – pupil discussions | Assorted kitchen equipment | KLB form I pg 131-136 |  |
| 11 | 12&34 | GlassEarthenware / ceramicsCalabashes / gourdsPractical 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 GlassCeramics | IdentificationTeacher- pupil discussionsDemonstration and cleaning in groups | KLB form I pg 136-139 | Assorted equipment BooksAssorted 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 discussionsDemonstrations and practiceIdentification of available improvised equipmentpractical improvisation of equipment( making) | Assorted kitchen equipment ant toolsBooks 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 toImprovise kitchen equipment and tool | Teacher-pupil discussionsDemonstrations and practiceIdentification of available improvised equipmentpractical improvisation of equipment( making) | Assorted kitchen equipment ant toolsBooks Assorted equipment and materials | KLB form I pg 140 -142 |  |
| 14 |  | **END OF TERM EXAMS** |  |
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**TERM III**

**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 | **REPORTNG AND REVISION OF LAST TERM’S EXAMS** |
| 2 | 1 | Sewing equipment and toolsClassification  | By the end of the lesson the learner should be able to;Identify equipmentClassify sewing tools | IdentificationTeacher-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 equipmentBooks | KLB fm 1 pg 183 |  |
| 4 | Large sewing equipmentSewing machineParts 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 DrawingDemonstration | -Sewing machine -Other large equipment | H/sc by EAEP pg 118KLB fm 1 H/scie |  |
| 3 | 1 | Use of a sewing machine | Wind and thread a sewing machine | DemonstrationPractice in groups | Sewing machinesThreads 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 | ChartsBooks | H/scie KLB fm1 pg 196 |  |
| 4 | 1-2 | Stitches -Classification | By the end of the lesson the learner should be able to;Classify stitchesName different stitches | -IdentificationDiscussions | SamplesBooks | H/scie by EAEP pg 124 |  |
| 3-4 | StitchesWorking of different stitchesTemporary | By the end of the lesson the learner should be able to;Work temporally stitches | DemonstrationWorking of samples | FabricsSewing 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 | DemonstrationWorking of samples | FabricsNeedlesThreads | H/scie KLB pg 200 |  |
| 2-4 | StitchesWorking of different stitchesPermanent stitches | By the end of the lesson the learner should be able to;Work permanent stitches | DemonstrationWorking of samples | FabricsSewing 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 hygieneDisposal of house hold refuseDrainageFree open | By the end of the lesson the learner should be able to;Define environmental hygieneExplain proper disposal of house hold refuseExplain free and open drainage | DiscussionsObservation/ identification | School compoundBooksChalkBoard | KLB fm 2 pg 1-4 |  |
| 4 | DrainageConcealed drainsDisposal of sewage | Explain concealed drainsState advantages and disadvantages of concealed drains | DiscussionsNote taking | BooksChalkBoard | KLB fm 2 pg 4-9 |  |
| 8 | 1 | SanitationDefinitionCauses of poor sanitationDangers of poor sanitation | By the end of the lesson the learner should be able to;Define sanitationState causes and dangers of poor sanitation | Teacher-pupil discussionsNote taking | BooksChalkBoard | 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 presentationsNote taking | Note booksWriting materials-ext books | KLB H/scie pg 11-15 |  |
| 9 | 1 | T.BScabiesBilharzia | By the end of the lesson the learner should be able to;State causes, symptoms and management of each disease | Group discussions and presentationsNote taking | Note booksWriting materialsText 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 presentationsNote taking | Note booksWriting materialsText books | KLB fm 1 pg 17 |  |
|  | 4 | Food nutrientsDefinitionTermsClassification of nutrients | By the end of the lesson the learner should be able to;Define terms related to food nutrientsClassify nutrients | Teacher-pupil discussionsNote taking | ChartsBooks | 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 | ChartsBooksAssorted foods | KLB fm 2 pg 112 |  |
| 2-3 | LipidsProteinsWater | By the end of the lesson the learner should be able to;State functions of each nutrientIdentify food sources of lipids, water and proteins | Teacher-pupil discussions | PicturesChartsBooksFood sources | Focus on H/scie fm 2 pg 67 |  |
| 4 | Micro-nutrientsVitamins – B complex |
| 11 | 1-2 | Micro-nutrientsVitaminsB complexVitamin C | By the end of the lesson the learner should be able to;Identify water soluble vitaminsState functions of vitamin D and CIdentify food sources of vitamin B and C | Identification of food sourcesDiscussions | PicturesChartsBooksBoard | 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 vitaminState functions of each of the vitamins | Teacher-pupil discussionsIdentification of food sourcesNote taking | PicturesChartsBooksFood sources | Focus on H/scie pg 74 |  |
| 12 | 1-4 | MineralsCalciumPhosphorousIron IodineFluorineSodiumPotassium | By the end of the lesson the learner should be able to;Identify source of mineralsState functions of minerals | Teacher-pupil discussionsNote taking | PicturesChartsBooksBoard | Focus on H/scie fm 2 pg 75 |  |