



GOVERNMENT OF SIERRA LEONE
Ministry of Basic and Senior Secondary Education

THE NEW BASIC EDUCATION CURRICULUM FOR SIERRA LEONE **(With Effect from September 2020)**

HOME ECONOMICS (Class 1 – Form 3)

This subject curriculum is based on the *National Curriculum Framework and Guidelines for Basic Education (revised May 2020)*.

It was prepared by national curriculum specialists, subject experts, and teachers and it is based on a series of nationwide consultations and technical workshops.

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A MESSAGE TO ALL TEACHERS IMPLEMENTING THE NEW CURRICULUM

It is an exciting time for all teachers, school heads and other education professionals who want to see positive change in Sierra Leone you are the professionals who have the changing duty to shape the future for the next generation of young Sierra Leoneans. The future of our children and our nation is in your hands. As part of the curriculum reform process the ministry of Basic and Senior Secondary Education (MBSSE) has issued a key reference document to guide future strategies and activities. **National Curriculum Framework and Guideline for Basic Education** is the basic for designing each subject syllabus in the curriculum. Teachers are urged to access this framework document at MBSSE website <https://mbsse.gov.sl> or borrow a copy from their Head teacher's or principal's office. It highlights key principals underlying the need curriculum and outlines strategies for the reform of basic education, as well as providing specific guidance on structure, pedagogy prescribed subjects. Time allocation, etc.

The main reform elements in the new curriculum include: a learner-centered approach, learner-friendly schools, equity a chance for every child to learn, a focus on learning (not just teaching) support for professional development of teachers, a focus on making school on empowering learners to make choices and thrive through the joys of learning, an approach that encourages local interpretation of the syllabus to achieve the prescribed learning outcomes through various methods and with a Varsity of resources. There are also five key reform issues that have been made part of an advocacy and popularization campaign to win support from the public for this type of education reform. These reform issues, which hold great promise for education for development in Sierra Leone, are: **Assessment & Accountability, Equity & Inclusion, Partnerships, Quality & Integrity, and social Cohesion & peace building** to facilitate popular discussion around these topics MBSSE has issued Advocacy and Guidance Notes on each one, and these can be used to conduct radio discussions and other forms of popular engagement with the public teachers can find these notes in the Basic Education Curriculum Framework.

The new Basic Education Curriculum has been structured in three broad stages, so the teaching syllabus for each subject area is designed for stage 1 (Class 1- Class 3), Stage 2 (Class 6), and Stage 3 (Form 1- Form 3), We hope this will help teachers to focus on links between different subjects in a particular stage. Teachers may then see more clearly how these subjects combine to help their students achieve the outcomes relating to that stage. This should help teachers move away from a "class- by – class" and subject-by subject" view of their job. Instead, teachers will develop a stage-by-stage view of how children develop and learn across subjects. It also gives teachers a sense of what children need to achieve at each stage before moving to the next class has a duty to help learns make up for weak areas from their previous class, as well as to prepare them for progressing to yet another next class. Teachers also have a duty to challenge and stretch gifted and talented learners through more advanced content, resources and assessment. The three broad stage of basic education also help teachers to understand that schools have years in each stage to help learner achieve certain outcomes. So for children who do not learn well in class 1. There is still a chance to help them catch up in class 2 an class 3, so that they can achieve the learning outcomes prescribed for the first stage (class 1-3) of Basic Education. This means that instead of failing these children and asking them to repeat class 1 or class 2, they can be allowed to proceed to the next class where they should be given help with areas in which they are weak.

However, at the end of each of the three stages there are national assessments which will determine if children are ready to proceed to the next stage. Based on their performance in these examinations, there are two options to consider. Children may be asked to repeat a class in order to retake the examination. Alternatively, they way be allowed to proceed, on condition that they are given remedial support areas of weakness when they start the next stage. This applies to NPSE and BECE as well as national assessment on reading and mathematics (EGRA

and EGMA) at the end of Class 3. Children who do not perform well in EGRA and EGMA may be asked to repeat Class 3 in order to retake these early grade assessment; or they may be allowed to proceed to stage 2 on condition that they are given remedial support in reading and mathematics during the first year of stage 2 (i.e. in Class 4).

Keeping these guidelines in mind the outline curriculum and teaching syllabus have been struttred along the lines of four key elements that are important for quality in teaching and learning. These elements are outlined briefly below, and teachers are asked to note that they are inter-related. This has been considered by curriculum development practitioners in preparing the outline teaching syllabus to guide teachers on quality classroom practices that reflect the key element as follows:

- ❖ **Learning Outcomes:** these are different levels to learning outcomes in the document and teachers should note the differences. There are: general learning outcomes, which state what learners are expected to achieve in this subject at the end of each of the three stages; specific learning outcomes by grade, which state what learners are expected to achieve in this subject at the end of each class form in the 9-year Basic Education Cycle; and there are specific learning outcomes by topic, which state what learners should achieve in this subject at the end of each of the suggested topics/themes/units (i.e content) for each grade. Based on the resources at their disposal and the background of their students, teachers may adapt the suggest content to make the lesson more familiar to learners. Content selected in different parts of the country should enable learners to achieve the specific learning outcomes. **It is the learning outcomes that are important, and content is just a way of achieving learning.**
- ❖ **Assessment Methods:** These suggest various ways in which teachers can test to find out how learners have been able to achieve the expected learning outcomes during, and at the end of, a period of teaching and learning. These assessment methods must match the learning outcomes as an appropriate way of testing for the required results. E.g. testing for recall of the memorized definition of a concept cannot tell us if a learner really understands or can make correct use of that concept.
- ❖ **Teaching Styles or Pedagogy:** These suggest how teachers can go about teaching and organizing learning such that the learners have a good chance of achieving the expected learning outcomes during, and at the end of, a teaching and learning. The teaching style used must be closely linked to the learning outcomes and assessment method.
- ❖ **Learning & Teaching Resources:** which suggest a wide variety of learning materials and teaching aids that can be used to help teachers do their job and to help learners achieve the expected learning outcomes.

HOME ECONOMICS

If you can't explain it simply because you don't understand it well enough!

Some subjects are difficult for students. Teachers may know their subject very well, but it is important to see that subject from student's perspective, and to do not necessarily assume prior knowledge of skills. As a teacher, you should try to place yourself in the Frame of mind of a novice learner, and only by doing this will you be able to fully comprehend your own studies." Albert Einstein Rationale and justification (why do we have Home Economic in the curriculum?)

- (a) Home Economics is a broad area of study, encompassing nutrition, health, housing and environment, family life education, home management, clothing and textiles Management in living, family resource management and agriculture.
- (b) Home Economic equips learners with competence skills training to improving the quality of life of individual, families, and communities
- (c) It also promote creativity, use of entrepreneurial and vocational skills for personal and national development as it creates opportunity for career pathways for learners. It strengthens family life patterns.
- (d) Home Economics is not only regarded as training program me for career purposes for young women, but also training for womanhood.
- (e) Today home economics has become more scientific, and draws upon knowledge from such fields of study as bacteriology, chemistry economic, physics ,psychology and sociology .It is concern with all phases of home life and include child development other related arts ,family economics, housing and household equipment.

General learning outcomes (The learning students should acquire by the end of each a lesson).

The general learning outcomes of a lesson tells us what learners **should understand**, and should be able to do demonstrate, as well as value and reflect in their attitudes/behavior. These are the things that learners should achieve by the time they complete each of the three stages of Basic Education. Teachers may use general learning outcomes as a guide to check the learners whether they are on track for success at the end of each stage of Basic Education.

1. First Stage of Basic Education (class 1 to class 3)

The learners will be able to:

- (a) Define simple terms in food and nutrition.
 - (b) Naming common foods eating in their homes and communities
 - © Identify foods and tell their importance in the diet.
 - (d) Handle food properly.
 - (e) State what a balanced diet is and its components.
 - (f) Be able to name and draw foods that are locally grown.
- Home management/FLE
- (a) Define the term home management..
 - (b) Describe types of family they know.
- © The responsibility of members of a family
 - (f) Take proper care of them.

- (g) Prevent themselves from minor accidents.
- (h) Practice proper hand washing to prevent common diseases.
- (i) Identify traditional dresses e.g. Ronko ,country cloth, and gara etc
- (j) List basic needle work tools

2 Second Stage of Basic Education (class 4 to class 6)

The learner will be able to;

- (a) Explain the term home management.
- (b) Identify subjects studied under home economics.
- (c) Careers in home economics.
- (d) Use and care of household articles.
- (e) Proper care for personal clothing household linen/articles
- (f) Different methods of cleaning.
- (g) Identify equipments used for cleaning the surrounding.
- (h) Identify safety measures in the kitchen
- (i) Laundry and laundry processes in the home.
- (j) Identify common accidents and ways of preventing them.
- (k) Explain the term first aid and state its importance

Food and Nutrition.

- (a) Classify food contents and their nutritional value within a balance diet.
 - (b) Prepare nutritious and healthy meals by following basic hygiene procedures.
 - © Demonstrate and understanding of the interrelationship among food, nutrition, and health in the home and communities.
 - (d) Identify methods of cooking and proper ways of cooking food.
 - (e) Classify food groups according to the parts used
 - (f) Define food under the three groups.
 - (g) State what Nutrition, nutrients and deficiency of food nutrients.
 - (h) Classify difference between fruits and vegetables.
 - (i) Reasons for eating food
 - (j) Components of a balance diet.
 - (l) Ways of measuring ingredients..
 - (f) Identify foods grown locally.
 - (e) Identify kitchen utensils and proper ways of handling food.
- ### Family Life Education
- (a) The family and role of family members..
 - (b) State what is a community and community hygiene.
 - © Describe different methods of cleaning in the home and school.

- (d) Identify common ailments in children and ways of preventing them..
- (e) Suggest ways of immunization and importance of immunization.
- (f) Suggest what is first aid and its importance. To family and community.
- (e) What are refuse?
- (e) Demonstrate and understand of proper ways of disposing refuse in the community

- (i) Exhibit a basic use and importance of health services in the community.
- (j) An awareness on vectors and pest in the community
- (k) Use of health and local treatment centres in the community.
- (L) Puberty, pregnancy and breast feeding..
- (m) Steps in bathing babies, and items of a babies layette.
- (n) Causes and effects of corruption and rape to individuals, community and country..

Clothing And Textiles

- (a) Basic knowledge on fibres and their classifications.
- (b) Identify fibres by their origin
- (c) Identify common materials..
- (d) Advantages and disadvantages of cotton fibres
- (e) Suggest ways for caring for fibres
- (d) Basic stitches and their uses.
- (e) Construction of some basic stitches
- (f) Identify parts use and care of a sewing machine.
- (g) Parts and use and care of a sewing machine.
- (h) Equipments used in needle work and their importance.
- (i) Garments construction of mask..
- (j) Items in a needle work box..
- (k) Discuss weaving meaning and importance of weaving
- (l) List equipment and materials used for weaving..

2. Third stage of Basic Education (form 1 to Form 3)

The learner will be able to:

- (a) Define the term home economics and family life education
- (b) Introduction to home economics and its surroundings.
- (c) Family life and population education eg types of family, roles and responsibilities of family members
- (d) Making use of available resources to meet family needs and wants..
- (e) Care and maintenance of the home daily cleaning.
- (f) Outline steps in cleaning processes.

- (g) Identify accident in the home and prevention
- (h) Highlight laundry processes and steps in laundry
- (i) Classification of fibres. By their origin..
- (j) Definition of fibres, yarns ,textiles fabric.
- (k) Identify types of sewing machines.
- (l) Basic stitches and their types.
- (m) Production of clothing and household articles and craft.
- (n) Meaning and signs of puberty ,menstruation and .menstrual hygiene.
- (o) Causes and prevention of body odor.
- (p) Meaning of adolescence ,characteristics of adolescence.
- (q) Special needs and challenges of an adolescence.
- (r) Definition of terms; food ,nutrients, nutrition.
- (s) Preparation of a balance diet and its content.**
- (t) Reasons for eating food.
- (u) Methods of cooking food
- (v) Care of family house, family needs and goals.
- (w) Health caring habits, effect of unhealthy feeding practice eg marasmus, Kwashiorkor.
- (x) First Aids,. Sanitation, a healthy body ,good grooming
- (y) Emerging issues Corruption, Rape , Corona, causes and preventions.
- (z) Identify the type of kitchen that exist in their community.
 - (1) Identify food and their nutrients.
 - (2) Select the food for cooking.
 - (3) Outline steps in cleaning.
 - (4) Interact well with other family members.
- (5) Prevent common accident
- (6) Identify sexually transmitted diseases and communicable diseases
- (7) Puberty adolescence teenager.
- (8) Definition of family planning.
- (9) Importance of family planning..

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SPECIFIC LEARNING OUTCOMES BY CLASS/GRADE LEVEL

Specific learning outcomes of a topic or theme indicate what learners should know or understand and what they should be able to demonstrate, as well as what they should value or reflect in their attitudes/behavior. These are things that learners should achieve by the time they complete the specific topic or theme. Teachers should be guided by specific learning outcomes when planning assessments and tests to check that learners have achieved what is expected of them.

PRE- VOCATIONAL STUDIES – HOME ECONOMICS/HOME SCIENCE SYLLABUS **OUTLINE TEACHING SYLLABUS FOR THE FIRST STAGE OF BASIC EDUCATION**

CLASS I

Suggested Topics/Themes /Units	Specific Learning Outcomes	Recommended Teaching Styles or Pedagogical/Approaches	Assessment Methods	Suggested Learning & Teaching Resources (Core/Supplementary)
Unit 1: Personal Hygiene	After completing this unit, the pupils should be able to: <ul style="list-style-type: none">• Give simple explanation on the meaning of hygiene.• Make simple statements about themselves in terms of personal hygiene.• They should be able to explain some of the personal hygiene practices eg washing hands after using the toilet, clean their mouth properly, wash and comb their hair properly.• Demonstrate hand washing	a) Introduce the lesson Through probing questions leading to the topic b) Ask pupils to sing a song on personal health. c) Ask questions on how they should take care of themselves. d) Children make simple statement on how they should take care of themselves. e) Teacher demonstrates simple care of the body and hands. f) Pupils practice proper washing of hands, face	- Teacher observe pupils as they demonstrate simple hygiene practices. eg hand washing - Listen to pupils make simple statement On hygiene practices. observe pupils in their various groups as they demonstrate various simple ways of personal hygiene.	- Pictures and chart - Hand washing materials eg. Soap, clean water, paper towel, comb, tooth paste and tooth brush and bath towel, Vaseline.

		,hair, mouth, etc.		
Unit 2: Food Commonly Eaten in Sierra Leone	After completing this unit, the pupils should be able to: <ul style="list-style-type: none"> Name the different types of food commonly eaten in Sierra Leone/Community. State the sources of these foods Draw some familiar foods. Explain simple terms in food and nutrition. Identify foods and tell their importance in the diet. Handle foods properly. 	a) Tr. Introduce the lesson by displaying some foods. b) Pupils list other foods that are eaten in their community. c) Pupils and Teacher state the sources of these foods and state their importance in the body. - Pupils draw and name some of these foods. Pupils explain the term food. - Ask pupils to define food. - Ask pupils to state the reasons for eating food - Tr. And children Discuss proper handling of food e.g. wash food, cover food.	- Observe pupils as they identify and draw some food - Listen as pupils list these foods and state their sources and importance in their body (food Taboos). - Observe pupils short answers - Observe pupils drawing - Oral questioning	Real foodstuffs <ul style="list-style-type: none"> Pictures Drawing materials Samples of foodstuff

PRE- VOCATIONAL STUDIES – HOME ECONOMICS SYLLABUS
OUTLINE TEACHING SYLLABUS FOR THE SECOND STAGE OF BASIC EDUCATION

CLASS II

TERM ONE

Suggested Topics/Themes /Units	Specific Learning Outcomes	Recommended Teaching Styles or Pedagogical/Approaches	Assessment Methods	Suggested Learning & Teaching Resources (Core/Supplementary)
Unit 1: Food Hygiene	After completing this unit, the pupils should be able to: <ul style="list-style-type: none"> List different types of foods. State ways by which these foods could be handled. Demonstrate these ways by which these foods 	a) Introduce lesson by asking question on how their parents take care of their foods at home. b) Children explain the hygiene they observe when handling food.	- Observe pupils demonstrate the care of their foods. - Observe their drawings. - Listen to their explanation of how to care for their	- Pictures and charts - Drawing materials - Their lunches

	<p>could be handled.</p> <ul style="list-style-type: none"> • Draw ways foods could be handled. 	<p>c) Chrn. Show how they handle their lunch</p> <p>d) Chrn. Draw pictures of how to handle their food hygienically.</p>	<p>foods.</p>	
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TERM TWO

<p>Unit 2: Home Management and Family Life Education</p>	<p>After completing this unit, pupils should be able to:</p> <ul style="list-style-type: none"> - Explain simple terms in Home Management. - Describe the types of family they know. - Explain the roles and responsibilities of family members. 	<ul style="list-style-type: none"> - Tr. Introduce the lesson by asking pupils to define family, community etc. - Chrn. Say the types of family they belong to. - Tr. Explain the types of families - Tr. And chrn name the roles, and responsibilities of family member. - Pupils Role play 	<ul style="list-style-type: none"> - Observe pupils response. - Observe pupils discussion. - Observe pupils as the role play family roles and responsibilities 	<p>Charts and pictures pupils themselves.</p>
	<ul style="list-style-type: none"> - Explain how to take proper care of themselves. - State how to prevent themselves from minor accidents. - Practice proper hand washing to prevent common diseases. 	<ul style="list-style-type: none"> - Ask pupils to explain how to take proper care of themselves personal hygiene, care of parts of the body e.g. hair, ear, mouth etc. - Tr. Explain those points that chrn. Did not bring out. - Tr. And chrn. Discuss how to prevent themselves from minor accidents. - Tr. And chrn. Discuss and practice hand washing to prevent diseases e.g. cholera, 	<ul style="list-style-type: none"> - Listen to pupils response. - Listen to pupils short answers. - Observe pupils as they practice 	<p>-</p>

		Ebola		
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TERM THREE

Unit 3: Clothing and Textiles	After completing this unit, pupils should be able to: <ul style="list-style-type: none"> - Identify traditional dressing e.g. Ronko, Country cloth, gara etc - Name different colours - List basic needlework tools. 	<ul style="list-style-type: none"> - Tr. Introduce the lesson by asking pupils to name some of our traditional dressing. - chrn. Name different colour. - Tr. And chrn. List basic needlework tools and discuss their uses. 	<ul style="list-style-type: none"> - Listen to the short answer chrn. give - Observe chrn. responses - Observe discussion. 	
Repeat Personal Hygiene	After completing this unit, the pupils should be able to: <ul style="list-style-type: none"> • Give simple explanation on the meaning of hygiene. • Make simple statements about themselves in terms of personal hygiene. • They should be able to explain some of the personal hygiene practices eg washing hands after using the toilet, clean their mouth properly, wash and comb their hair properly. • Demonstrate hand washing 	<ul style="list-style-type: none"> g) Introduce the lesson Through probing questions leading to the topic h) Ask pupils to sing a song on personal health. i) Ask questions on how they should take care of themselves. j) Children make simple statement on how they should take care of themselves. k) Teacher demonstrates simple care of the body and hands. l) Pupils practice proper washing of hands, face ,hair, mouth, etc. 	<ul style="list-style-type: none"> - Teacher observe pupils as they demonstrate simple hygiene practices. eg hand washing <ul style="list-style-type: none"> - Listen to pupils make simple statement On hygiene practices. observe pupils in their various groups as they demonstrate various simple ways of personal hygiene. 	<ul style="list-style-type: none"> - Pictures and chart - Hand washing materials eg. Soap, clean water, paper towel, comb, tooth paste and tooth brush atd bath towel, Vaseline.

PRE- VOCATIONAL STUDIES – HOME ECONOMICS SYLLABUS

CLASS 3 TERM ONE

Suggested Topics/Themes /Units	Specific Learning Outcomes	Recommended Teaching Styles or Pedagogical/Approaches	Assessment Methods	Suggested Learning & Teaching Resources (Core/Supplementary)
Unit 1: Hygiene of Home School and Environment	After completing this unit, the pupils should be able to: <ul style="list-style-type: none"> • State how to clean the home, school and environment. • State reasons for keeping home, school and environment clean. • Practice proper disposal of refuse. 	<ul style="list-style-type: none"> - . Introduce the lesson by asking pupils to describe how they clean their houses - Use picture to show the need for cleaning their homes and environment. - Show pupils how to sweep, scrub and polish floors in the home. - Direct pupils to scrub the floor in the classroom and to sweep the compound. 	<ul style="list-style-type: none"> - Observe pupils as they discuss. - Observe pupils attitude toward, keeping their classroom and surrounding clean. 	Pictures showing the interior of a clean and dirty or untidy home.
Unit 2: Different groups of foods	After completing this unit, the pupils should be able to: <ol style="list-style-type: none"> a). List the different types of food grown in Sierra Leone and those imported b) State the sources of these foods. c) Classify foods into different groups e.g. fruits vegetable, tubers, leaves, spices, cereals. 	<ul style="list-style-type: none"> - Introduce the lesson by asking questions to explain what they had for dinner, lunch and breakfast. - Name different foods grown in their environment. - Tr. Write answers on b/b. - Chr. Explain and display samples of food items – pupils identify those grown locally and elsewhere. - Tr. And chrn. Classify foods into different groups. - Tr. Explain simple preparation for meal time. 	<ul style="list-style-type: none"> - Listen to chrn as they give answers to questions. - Observe them as they classify - These foods into three groups. - Observe chrn. As they draw. 	<ul style="list-style-type: none"> - Pictures and charts - Drawing materials - Different foodstuffs
Unit 3: Cleaning Agent	<ul style="list-style-type: none"> - Discuss the advantages of locally available cleaning materials - Make and use simple wet and dry pan mixture - Clean aluminium/brass 	<ul style="list-style-type: none"> - . Introduce the lesson by asking pupils to name the different types of cleaning agents they know. - Tr. And chrn. Discuss the usefulness of cleaning agents - Show pupils how to use different 	<ul style="list-style-type: none"> - Observe pupils as they give their answers - Observe as pupils brass and aluminum utensil. 	<ul style="list-style-type: none"> - Lime and ash - sand, soap, soap - Egg shell - Green pepper leaves

	utensil using locally available materials - Store local cleaning agents	cleaning agents to clean brass and aluminum - Show pupils how to store and take care of local cleaning materials.	- Observe as pupils store cleaning materials.	
Unit 4: The importance of needlework	- Explain the word needle work - State the importance of needle work - Discuss the country cloth woven in Sierra Leone.	- Introduce the lesson by defining needle work. - Discuss with pupils the importance of needlework. - Tr. And chrn. Take about the country cloth that is woven in Sierra Leone. -	- Observe listen to pupils as they discuss and give answers.	- Sample of sewn country cloth.

TERM TWO

Unit 5: Caring for food and water	After completing this unit, the pupils should be able to: <ul style="list-style-type: none"> • State the advantages of proper care of food and water • Explain why food should not be left uncovered • Explain how to make water safe for drinking • Describe how to store food and drinking water 	- . Introduce the lesson by asking pupils to state the different ways to care for food and water. - Guide pupils to describe how food is cared for and kept after it has been prepared in the home. - Discuss the need to cover foods discuss with chrn. How different foods and water are stored in the community.	- Observe pupils as they make their contribution to the discussion. - Listen to pupils answers	- Diagrams showing uncovered foods with files moving around it.
Unit 6: Cleaning of the body	- Discuss the importance of personal cleanliness	- Introduce the lesson by asking pupils to name the parts of their body stating how they care for them. - Tr. Shows pupils how to clean their teeth, hands, face etc. - discuss with pupils what they use locally to clean their teeth.	- Listen to chrn as they give answers to questions. - Observe them as they classify - These foods into three groups. - Observe chrn. As they draw.	- Salt, charcoal tooth brush, paste chewing stick. - Soap, towel soap, brush comb, water.

Unit 7: Caning for young siblings	<ul style="list-style-type: none"> • Explain how to care for their younger brother and sisters. • Discuss how to clean and feed their young ones. • Discuss how to provide companionship for their younger ones. 	<ul style="list-style-type: none"> - . Introduce the lesson by asking pupils who have younger brothers and sisters to explain how they care for them. - Show children how to feed babies and young chrn. - Discuss with chrn. How to keep their younger ones clean and also be able to provide companionship for their younger ones. 	<ul style="list-style-type: none"> - Listen to pupils response. - Observe chrn. As they work with dolls to show how they care for t heir younger ones. 	<ul style="list-style-type: none"> - Doll
Unit 8: Needle work kit	<ul style="list-style-type: none"> - After completing the unit, the pupils should be able to: - List the content of the needle work Kit. - Identify each component of the needlework kit. - Demonstrate the proper use of each item in the needle work kit. - List the consequence of misusing the needle work kit. 	<ul style="list-style-type: none"> - Tr. Introduces the lesson by showing pupils different items in the needle work kit. - Tr. Writes down the names as pupils give them. - Demonstrate how to use each item in the needle work kit. - State the consequence of misusing the items in the needlework kit. - Pupils demonstrate the use of each item. 	<ul style="list-style-type: none"> - Listen to the answers chrn. give. - Observe pupils as they sort and name items in the needle work kit. - Observe chrn. As the give answers - Observe pupils demonstrate the use of each item in the needlework kit 	<ul style="list-style-type: none"> - Pictures and charts - Needle work kit - Items in the kit.

TERM THREE

Unit 9: Preservation of food.	<p>After completing this unit, the pupils should be able to:</p> <ul style="list-style-type: none"> • List the advantages and disadvantages of food 	<ul style="list-style-type: none"> - . Introduce the lesson by asking pupils to list some presentation methods. - Chrns. are grouped to discuss 	<ul style="list-style-type: none"> - Listen to pupils response. - Observe group 	Food crops pepper fish cassava beans etc.
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Processing of food Storage of food	<p>preservation.</p> <ul style="list-style-type: none"> • Explain some methods used in preserving foods. • Discuss methods by which food crops are processed. • Discuss the advantages and disadvantages of stoning food. 	<p>the advantages and disadvantages of food preservation.</p> <ul style="list-style-type: none"> - Group leaders report - Tr, and chrn. discuss some methods by which food crops are processed eg. Winnowing, threshing, milling, grinding etc. - Tr. And chrn. discuss how food is stored bringing out its advantages and disadvantages. 	<p>interaction.</p> <ul style="list-style-type: none"> - Observe pupils response. 	
Unit 10: Cleaning and caring for cooking equipment	<ul style="list-style-type: none"> - State some cooking equipment. - Discuss the care and cleaning of these cooking equipment. 	<ul style="list-style-type: none"> - Introduce the lesson by asking pupils to name some cooking utensils. - Tr. And pupils discuss the method of cleaning these utensils. - Chr. say how to take care of these utensils. 	<ul style="list-style-type: none"> - Observe pupils response - Observe pupils as they clean these utensils. - Listen to pupils response. 	<ul style="list-style-type: none"> - Soap, ash, sand, pots, stove, pan's etc.
Storage of cooking equipment.	<ul style="list-style-type: none"> - State the ways of storing cooking equipment. 	<ul style="list-style-type: none"> - Tr. And pupils discuss ways of storing cooking utensils. - Chr. practice storing cooking utensils. 	<ul style="list-style-type: none"> - Observe pupils response - Observe as pupils store cooking utensil. 	<ul style="list-style-type: none"> - Pots, pans stove, buckets.
Unit 11: Stitches	<ul style="list-style-type: none"> - Define stitches. - list temporary stitches - sow tacking and running stitches. 	<ul style="list-style-type: none"> - Introduce the lesson by asking pupils to define stitches. - Tr. and pupils list the temporary stitches. - tr. Demonstrate tacking and running stitches. - chrn. practice tacking and running stitches. - introduce the lesson by asking pupils to define simply. 	<ul style="list-style-type: none"> - Observe chrn. response - Observe chrn's work as they do their stitches. - Listen to pupils 	<ul style="list-style-type: none"> - Sample of some stitches eg. Tacking and running stitches pieces of cloth needles, different colours of thread. - Needles, Pins Scissors.
HIV/AIDS	<ul style="list-style-type: none"> - Define HIV/AIDS - Discuss how to prevent HIV/AIDS 	<ul style="list-style-type: none"> - introduce the lesson by asking pupils to define simply. 		

		<ul style="list-style-type: none"> - Ask pupils to state how to handle sharp instrument to prevent HIV/AIDS. - Discuss how these instruments can transfer HIV/AIDS. 	<p>as they define HIV/AIDS simply</p> <ul style="list-style-type: none"> - Observe pupils response 	
Unit 12: Laundry work	<ul style="list-style-type: none"> - Name the different equipment used for laundering. - Explain and demonstrate how to launder non-fast materials. - Highlight the uses the different equipment - Demonstrate how to finish washed article. 	<ul style="list-style-type: none"> - Introduce the lesson by asking pupils to list the different equipment used in launder work. - Tr. and chrn. carry out laundry work on non-fast materials. - Tr. explains as she demonstrates. - Ask chrn. to state the use of these laundry equipment. - Chrn. practice ironing and folding. 	<ul style="list-style-type: none"> - Observe pupils response. - Observe pupils practice. 	<ul style="list-style-type: none"> - While and coloured clothing. - Soial articles - Water, salt, soap, bowl, iron

CLASS 4

TERM ONE

SUGGESTED TOPICS/THEME / UNIT	SPECIFIC LEARNING OUTCOMES	RECOMMEND TEACHING STYLES OR PEDAGOGICAL APPROACHES	ASSESSMENT METHODS	SUGGESTED LEARNING TEACHING RESOURCES
unit 1 Home Economics Definition of Home Economics and subject studied under home Economics .The importance of home	After completing this unit, pupils should be able to: <ul style="list-style-type: none"> • Describe what Home Economics is all about • Identify other subjects studied under home economics eg clothing ana textile, food and nutrition etc. • Understand the importance of studying home economics 	<ul style="list-style-type: none"> -Introduce Lesson with questions to arouse their interest. - Allow pupils to tell what Home Economics is - - Help pupils discuss subject studied under home economics e.g. clothing, family life education etc. -Help pupils list career pathways open to Home Economics. 	Observations of pupil's oral presentation about what Home Economics is, the subjects studied under Home Economics and the job opportunities open to home Economics students.	A chart showing subject and sub-subject in Home Economics -Chart of the Career Tree.

economics.				
Unit 2 Food & Nutrition <ul style="list-style-type: none"> - Classification of food, - food groups, - Definition of Nutrients, nutrition 	<p>After completing this unit, pupils should be able to:</p> <ul style="list-style-type: none"> - Explain the meaning of food, nutrients and nutrition. - List the food groups. - State briefly some function of each class of nutrient and their sources. - Classify locally available foods according to the nutrients found in them. - State the differences between fruits and vegetables. - Functions & Deficiency of Nutrients. - Difference between fruits and vegetables. 	<ul style="list-style-type: none"> - Introduce the Lesson by discussing the meaning of nutrient as chemical components that make up food. - Show pictures of different categories of food. eg protein foods, vitamins, carbohydrates, etc. and pupils discuss them. - Describe nutrients, main functions as that of promoting body development and healthy growth both in man and animals. - Help pupils list the different classes of nutrients found in food giving examples of their sources as follows carbohydrate, source cereals-rice, maize millet etc - State some difference between fruits and vegetables. 	<ul style="list-style-type: none"> - Observe pupils statement about food and the nutrients found in them. - Observe pupils working in small groups as they state the importance of food, the nutrients found in them and their deficiencies,.. - Observe as pupils identify some fruits and vegetables. 	<ul style="list-style-type: none"> - Notes on Home Economics (by. V.B. Coker) a - Chart showing list of food nutrient. - Samples of fruits and vegetables.
Unit 3 Clothing & Textile <p>Basis stitches, Construction of basic stitches. Origin of fibres. Classification of fibres. Identify cotton material.</p>	<ul style="list-style-type: none"> - After completing this unit, pupils should be able to define stitches - Explain the importance of stitches in clothing. - Describe the two main types of stitches- - Demonstrate more basic stitches e.g. Sample of even taking on a piece of cloth. - Identify cotton material. 	<ul style="list-style-type: none"> - Introduce Lesson by discussing the importance of stitches in clothing. Using pictures, specimen. - Classify stitches into temporary - tacking permanent - running - Discusses the origin of fibers. - Help pupils describe cotton plant and other fibers. - Identify cotton material as strong fibres for hot climate. 	<ul style="list-style-type: none"> - Observe pupils explain and demonstrate how they mend their clothes or dresses at home. - Specimen showing the use of stitches in general. Temporary and permanent stitches. - Help pupils demonstrates with a piece of cloth needle and thread. - Help pupils describe the two main stitches. - Help pupil identify cotton material. - Cotton material and their properties. 	<ul style="list-style-type: none"> - Needle works for schools by Melita Neal - A chart showing samples of stitches - A chart showing cotton plant.

<p>Unit 4 Family Life Education</p> <ul style="list-style-type: none"> - The family, - The role of family members. - Define community/c ommunity hygiene. - Describe different methods of cleaning in the home and school. 	<ul style="list-style-type: none"> - After completing this unit the pupils should be able to define the family, - Draw and write simple sentences about their families. - Draw their home environment. - State types of family. - State role of father, mother, children. - Identify and describe the role of father mother and children. - Define home and school community. - Describe the different methods of cleaning in the home and school. 	<ul style="list-style-type: none"> - Introduce the lesson by telling pupils briefly about your family. - Show the class photos of his/her family. - Allow pupils to describe types of family they have. - Allow them tell the class role of the father mother and children. - Let pupils Identify themselves with one types of family. - Lead pupils to list the part played by father at home. - Help pupil define community/community hygiene. - Describe the different methods of cleaning. 	<ul style="list-style-type: none"> - Observe pupils statement about their family. - Observe drawing of their family. - Ask pupils to describe the role played by father mother and children. - Ask pupils to name and observe pupils statement about their family. - Observe drawing of their family. - Ask pupils to describe the role played by father mother & children. - Ask pupils to list the duty of children. - Ask pupils define community/community hygiene. - Reason for cleaning. - Name simple materials use for cleaning. 	<ul style="list-style-type: none"> - Home economic for junior secondary school by Eugenia Rogars
<p>Unit 5 Family Resource management</p> <ul style="list-style-type: none"> - Health services and primary healthcare. - Water contamination. - Water-borne diseases and air borne diseases. 	<ul style="list-style-type: none"> - After completing the lesson pupils should be able to list difference health services in their community. - State functions of health services. - State how water can be contaminated 	<ul style="list-style-type: none"> - Introduce the lesson by showing pupils pictures of some health facilities. - Allow pupils to name some health facilities in their community. - Demonstrate how to keep their home and community healthy. - Demonstrate how water can be contaminated. 	<ul style="list-style-type: none"> - Observe pupils statement and response. - Oral presentation. - List some water borne diseases and air borne diseases. 	<ul style="list-style-type: none"> - A chart showing children that are sick.

<p>TERM TWO</p> <p>Unit 6 Food and Nutrition</p> <p>-</p>	<ul style="list-style-type: none"> - After completing the unit, pupils should be able to state reason for cooking food. - State method of cooking food. - To classify some food crops according to the part use and tell the importance of specific foods in diet. - Reasons for eating food methods of cooking food - 	<ul style="list-style-type: none"> - Introduce the lesson by revising some function of nutrients. - Show picture of difference categories of food. - Tell reason to cooking - List methods use at home when cooking. - State the importance of specific food in the diet. - 	<ul style="list-style-type: none"> - Observe pupils presentation about cooking of food. - Why we eat food. - List the methods of cooking food. - Identify reason for eating food. - Identify food crops to the part use e.g. leaf crops-potato leaves. - Discuss the importance of specific in the diet. - 	<ul style="list-style-type: none"> - A chart showing locally available food, and nutrients they supply. - -
<p>Unit 7 Clothing and Textiles</p>	<ul style="list-style-type: none"> - After completing the lesson pupils should be able to tell the advantages and disadvantages of cotton material. - Care for some fibres. - Suggest some ways for care for fibres. - Advantage and disadvantages of cotton material. - 	<ul style="list-style-type: none"> - Introduce lesson by helping pupils to discuss some advantages and disadvantages of cotton material. - List care of some fibres. - Let pupils suggest some ways of caring for fibres. 	<ul style="list-style-type: none"> - Observe pupils response and statement. - Group discussion on the advantages and disadvantages of cotton material. - Let pupil suggest ways of caring for some fibers. 	<ul style="list-style-type: none"> - Sample of a fabric.
<p>Unit 8 Family life Education</p> <ul style="list-style-type: none"> - Aliment in children. - Immunization , first Aid. 	<ul style="list-style-type: none"> - After completing these lesson pupils should be able to briefly define aliment, immunization and first aid. - List down some common aliment in children. - Suggest why we need to be immunized. - Suggest important of first aid 	<ul style="list-style-type: none"> - Introduce the lesson by telling class briefly about common aliment in children. - Allow pupils to identify some aliment. - Pupils describe how these aliment can be identify in children. - Discuss the different ways of immunization. - Describe how first aid can be given to a person. 	<ul style="list-style-type: none"> - Observation of pupils working in groups. - Let them list who first aid is given to. - Group discussion on aliment in children. - Allow pupils to explain about immunization. - Help them list the important of first aid. 	<ul style="list-style-type: none"> - A chart showing some aliment in children e.g. marasmus -

Unit 9 Family Resources Management	<ul style="list-style-type: none"> - After completing the lesson pupils should be able to list down some local cleaning agent. - List available cleaning material e.g. sand, soap, water, ashes, egg shell etc. - Prepare some local cleaning agent - Discuss steps .in laundry and naming laundry agents. 	<ul style="list-style-type: none"> - Introduce lesson by asking pupils to tell what are local cleaning agents.. - Tr help pupils tell, how they can be collected in their environment.. - -Teacher help pupils list some local cleaning agents. . - List some laundry. - Identify some stains and their removal. - List types of starch. And there uses. - 	<ul style="list-style-type: none"> - Oral presentation on local cleaning agent in their school community. - List laundry agents' stains and their removals. - List some types of starch and their uses.. 	<ul style="list-style-type: none"> - Drawing materials. - A chart showing some local cleaning agent, stains and their removal.
TERM THREE Unit 10 Food & Nutrition Types of foods grown locally. Balance diet. Ways of measuring ingredients. Cooking utensils.	<ul style="list-style-type: none"> - After completing the lesson pupils should be able to: - Name some foods grown locally. - Explain what a balanced diet is - List some ways of measuring ingredients eg cups .bottles etc. - State basic kitchen utensil and their uses. - State basic kitchen hygiene - Uses of some cooking utensils. - Practice some proper ways of handling food 	<ul style="list-style-type: none"> - Introduce the lesson by showing sample of food stuff. - Help pupils identify those that are grown locally. - Discuss with pupils what a balance diet should contain. - Suggest some ways of measuring in ingredients – help pupils to list down some cooking utensils they use at home. Encourage pupils to name. other utensils that they have not used. 	<ul style="list-style-type: none"> - Observe pupil's statement and response as the . - Identify foods grown locally. - State component of a balance diet. - List some item use for measuring ingredients e.g. bottles, cups. Group some utensils and allow pupils to identify an state their uses. 	<ul style="list-style-type: none"> - A chart showing some locally grown food. - Items use for measuring ingredients e.g. cups bottles - pots ,knives plates ,pallet knife etc.
Unit 11 Clothing & Textiles Parts use and care of a sewing machine.	<ul style="list-style-type: none"> - After completing this lesson pupils should be able to: - Draw and label the sewing machine - State some importance of needle work. - List items used in needle work - Importance of needle work, needle work equipment. 	<ul style="list-style-type: none"> - Introduce lesson by asking pupils to tell uses of a sewing machine - State some care of a sewing machine - State items used in a needle work room. 	<ul style="list-style-type: none"> - Oral presentations of pupils working in groups. - Name some parts of a sewing machine. - Pupil by row are ask to state some importance of a sewing machine Teacher help pupils to group some machines according to their uses 	<ul style="list-style-type: none"> - Drawing material. (Sewing machine) - Needle Work for Schools(by Melita Neal) -
Unit 12 Family Life	<ul style="list-style-type: none"> - After completing the lesson pupils should be able to: 	<ul style="list-style-type: none"> - Introduce the lesson by telling pupils about home environment and pests 	<ul style="list-style-type: none"> - Oral presentation - observe pupils working in 	<ul style="list-style-type: none"> - Drawing materials

Education Disposal of refuse. Vectors and pest. Emerging issues/corruption , rape.	<ul style="list-style-type: none"> - State simple ways of disposing refuse. - Briefly classify vectors pest in their communities. - Define the terms corruption and rape. - State the causes of corruption and rape. 	that are in your environment. <ul style="list-style-type: none"> - Explain corruption and rape. – - - State causes & effect of corruption and rape - State waysof preventing corruption and rape - List ways of proper disposal of refuse. - State the effects of improper refuse disposal. 	groups. Brief presentation on corruption(a short skit showing a -corrupt practice. response.- <ul style="list-style-type: none"> - Identify causes & effects. - List some vectors and pests in their community. - Discussion on corruption and rape. - Observe students handling of refuse 	<ul style="list-style-type: none"> - -a short skit, - A chart showing proper ways of disposing refuse.
Unit 13 Family Resource Management	<ul style="list-style-type: none"> - After completing the lesson pupils should be able to: - Define resources. - State some examples of resources in their environment. - List some important of resources to the family.- - State equipment used for cleaning. - Explain the reasons forgiving first aid. - Importance of first aid in school. 	<ul style="list-style-type: none"> - Introduce the lesson by showing pictures of some resources. - Discuss types of resources in their community. - Allow pupils tell the uses of resources - Help pupils - List safety ways in the kitchen. - List equipment used for cleaning. - State effective use of resources. 	<ul style="list-style-type: none"> - Oral presentation about resources. - Home work to draw some resources in their communities. - List types of resources. - Pupils to explain why first aid is given - Focus group discussions on common accidents in the home – school. 	<ul style="list-style-type: none"> - Pictures and charts - Drawing material.
		CLASS 4 TERM ONE		
SUGGESTED TOPICS/THEME / UNIT	SPECIFIC LEARNING OUTCOMES	RECOMMEND TEACHING STYLES OR PEDAGOGICAL APPROACHES	ASSESSMENT METHODS	SUGGESTED LEARNING TEACHING RESOURCES

<p>TERM ONE</p> <p>CLASS 5</p> <p>Unit 1</p> <p>Food and Nutrition.</p> <p>Definition of nutrients.</p>	<ul style="list-style-type: none"> - After completing this lesson, pupils should be able to: - Define nutrients - State the food groups. - State some deficiency diseases eg scurvy. - State nutrients needed for children and special groups of people. - Food groups, deficiency of the nutrient needed for children and special group of people eg adult, toddler sick , etc.. 	<ul style="list-style-type: none"> - Introduce the lesson by asking pupils previous knowledge about topic - Identify food groups. - State some deficiencies. - List nutrients needed for children and special groups of people 	<ul style="list-style-type: none"> - Oral presentation on nutrients and food groups. - Pupils are encourage to name some of this deficiencies and how can they be detected . of nutrients. - Identify nutrients needed for children and special groups of people. - 	<ul style="list-style-type: none"> - A chart showing some food and their nutrients -A picture of a malnourished child. - - -
<p>Unit 2</p> <p>Clothing and Textiles</p> <p>Origin of fibres.</p> <p>Classification of fibres.</p> <p>Needle work</p> <p>Equipment and their uses.</p>	<ul style="list-style-type: none"> - After completing this lesson pupils should be able to: - Classify some fibres and their origin. - State some characteristics of some fibres. – Discuss the groups of fibres. - List some needle work equipment. - e.g needle, ironing board. - - State some use of needle work equipments. 	<ul style="list-style-type: none"> - Introduce the lesson by asking pupils questions about the clothes they wear and how it is sewn - Help pupils provide a list of fibres. - Discuss some needle work equipment and state their uses. - - 	<ul style="list-style-type: none"> - Individual presentation about the origin of fibres. Encourage pupils to identify some characteristics of fibres. - List down groups of fibers. fibres. - List some needle work equipment. 	<ul style="list-style-type: none"> - A chart showing some fibres. - Drawing material of needle work items. - Samples of some fibres. - -
<p>Unit 3</p> <p>Family Life Education</p>	<ul style="list-style-type: none"> - After completion of this lesson, pupils should be able to: - State what immunization is. about. - State the meaning of first aid and why should it be given. - Classify some health services and their uses .Identify some local treatment. In their communities. - 	<ul style="list-style-type: none"> - Introduce lesson by asking pupils question. - Show what immunization is. - Describe some ailments in children. - State the importance of first aid. - Show some uses of local treatment. - - 	<ul style="list-style-type: none"> - Observe pupils statements and response - Ask pupils to List some ways of immunization in their communities. - List some ailments in children. - State some first aid measures. - List some health services and some local treatment. 	<ul style="list-style-type: none"> - A chart showing children being immunized. - Pictures showing children with different ailments - -

Unit 4 Family Resource Management.	<ul style="list-style-type: none"> - After completing this unit, pupils should be able to: - Define laundry. - State some laundry aids and agents. - State some stains and their removals. - State some types of starch. Laundry and local cleaning agent. - Stain and removal of stains. - Starch and their types. 	<ul style="list-style-type: none"> - Introduce the lesson by showing pictures of some laundry agents. - Discuss differences between agents and aids. - Showing samples of stains. - Discuss how they can be removed. 	<ul style="list-style-type: none"> - Oral presentation about laundry at home. - Home work about things used in laundry. - Identify stains and their removals. 	<ul style="list-style-type: none"> - A chart showing some laundry agents. - Samples of stains and their removals.
TERM TWO Unit 5 Careers in Home Economics	<ul style="list-style-type: none"> - After completing this unit, pupils should be able to: - State some careers in Home Economics. e.g. dress making, catering. - - 	<ul style="list-style-type: none"> - Introduce lesson by telling the class briefly about some careers in Home Economics. - Discuss different careers in Home Economics. - State some benefits of Home Economics to the family and community 	<ul style="list-style-type: none"> - Oral presentation about careers in Home Economics. - Help pupils discuss careers in Home Economics and its importance 	<ul style="list-style-type: none"> - A chart showing list of some careers in Home Economics..
Unit 6 Food and Nutrition kitchen utensils, Meal planning, reasons for cooking. Meal preparation Preserving, processing and storing food crops. Methodist of cooking food. Food spoilage.	<ul style="list-style-type: none"> - After completing the topic, pupils should be able to: - List some kitchen utensils. - State how to plan meals - State reasons for cooking food. - Plan and prepare meals properly. - Explain how to preserve, process and store foods properly. - State causes for food spoilage. 	<ul style="list-style-type: none"> - Introduce lesson by asking pupils to list some kitchen utensils. - Plan meals. - Discuss reasons for cooking food. - Help pupils discuss how meals are planned. - Discuss ways of processing, preserving and storing food - Help pupils discuss causes and effects of food spoilage. 	<ul style="list-style-type: none"> - Observation of pupils work. - Identify kitchen utensils. - Allow pupils to tell reasons for cooking food. - Identify steps in meal planning. - List the importance of preserving, processing and storing food. - Help pupils discuss causes and effects of food spoilage. 	<ul style="list-style-type: none"> - Pictures of kitchen utensils - Samples of some preserved food stuff. -

Unit 7 Clothing Textiles	<ul style="list-style-type: none"> - After completing this lesson, pupils should be able to: - Construct some stitches. - Name some basic stitches. - Make some clothing articles. - Know the basic stitches and construction of stitches and seams. - construction of some fibers (crocheting, weaving) 	<ul style="list-style-type: none"> - Introduce the lesson by asking pupils to tell class some basic stitches they know. - Allow pupils work stitches on a piece of cloth. - Allow pupils work some seams. - Let pupils know some use of seams. 	<ul style="list-style-type: none"> - Observe pupils response and statement. - List some stitches and seams. - - 	<ul style="list-style-type: none"> - A chart showing some samples of stitches and seams.
Unit 8 Family Life Education Puberty, pregnancy, breastfeeding, bathing babies, babies' layette. Emerging issues Corruption and rape.	<ul style="list-style-type: none"> - After completing this lesson, pupils should be able to: - Define puberty. - State some signs of pregnancy. - Bathe babies. - State some importance of breast feeding. - Explain what a layette is - List items in a layette - Define corruptions and rape. - State their causes of Corruption and rape. - State the effects of Corruption and rape to individuals, community and nation. 	<ul style="list-style-type: none"> - Introduce the lesson with question about puberty- signs of puberty. Steps used in bathing babies. -Ask pupils to list the items of a baby's layette. - Tr and pupils discuss the cause and effect of corruption and rape. - - - 	<ul style="list-style-type: none"> - -Observe oral presentation about puberty, pregnancy and breastfeeding - Observe as pupils bathe babies. -Listen as pupils list the item of a layette. - -Listen as pupils highlight the causes of corruption and rape. - 	<ul style="list-style-type: none"> - A chart of a pregnant woman. - Chart showing corruption activities. - - - - -

<p>TERM THREE</p> <p>Unit 9 Food and nutrition. Food hygiene and hygiene in the kitchen. Ways of measuring ingredients. Meal planning and meal preparation. Methods of cooking food.</p>	<ul style="list-style-type: none"> - After completing this lesson, pupils should be able to: - Define the term food hygiene. - State some hygiene practices in the kitchen. - State some ways of measuring ingredients - Discuss some steps in meal planning and preparation. - List methods of cooking food. 	<ul style="list-style-type: none"> - Introduce lesson by allowing pupils to state some hygiene practices. - Discuss the difference between food hygiene and kitchen hygiene. - Discuss some ways of measuring ingredients. - Discuss steps in meal planning. - Give some examples of methods of cooking. - - 	<ul style="list-style-type: none"> - Oral presentation on hygiene. - Observe discussion on hygiene in kitchen. - Oral presentation on items used for measuring - Drawing materials on meal planning and methods of cooking food. 	<ul style="list-style-type: none"> - Notes on Home Economics(by V.B Coker) - Cookery for schools(by Melita Neal) - A chart showing some methods of cooking food. - -
<p>Unit 10 Clothing and Textiles Garment, part, use and care of a sewing machine. (Construction of mask) needle work kit.</p>	<ul style="list-style-type: none"> - After completing lesson, pupils should be able to; - Name some part of a sewing machine stating its use and care. -Construct some articles. -Construct face mask. -List some item in a needle work kit. - 	<ul style="list-style-type: none"> - Introduce lesson by allowing pupils demonstrate how garments are made. -Explain how a mask can be made. -Identify some items in a needle work kit. - List some parts of a sewing machine stating its use and care. - - 	<ul style="list-style-type: none"> - -Observe oral presentation on how garments are constructed. - Observe Group discussion on how mask can be made. - Observe as pupils Draw a sewing machine. .-Observe as pupils draw some item in a needle work kit. 	<ul style="list-style-type: none"> - Needle work for schools. - Melita Neal -

<p>Unit 11 Family Life Education Vectors and pest. Disposal of refuse. Health services. Bathing babies, importance of breast feeding. Items of a baby's layette.</p>	<ul style="list-style-type: none"> - After completing lesson, pupils should be able to; -List some vectors pest. -Dispose refuse properly. List steps used to bath babies. -State the importance of breastfeeding babies. -List some items of a baby's layette. 	<ul style="list-style-type: none"> - Introduce lesson - by showing pictures of some vectors and pest. - Allow pupils name some health services. -Ask pupils to state steps in babies bathing. - Tr and pupils discuss importance of breast feeding and the items of baby's layette. 	<ul style="list-style-type: none"> - Listen to oral presentation about vectors and pest. - Observe as pupils list some health services. -List steps in bathing babies. - Observe as pupils state some impotence of breastfeeding. 	<ul style="list-style-type: none"> - Note on home economics by V.B Coker - A chart showing vectors and pest. - A chart showing some importance of breast feeding.
<p>Unit 12 Family Resource Management.</p>	<p>After completing this topic pupils should be able to define resources. State types of resources.</p> <ul style="list-style-type: none"> - Importance of resources to family and the community. List steps in laundry - Identify Resources. - Apply the Types of resources. Materials resource example: time energy, money. Laundry. 	<p>Introduce lesson by asking pupils to;</p> <ul style="list-style-type: none"> -Briefly tell some resources in their communities. -Discuss types of resources there are. - Discuss steps in laundry. - List some material resouces. 	<ul style="list-style-type: none"> -Observation of pupils work in small groups. -Observe as pupils identify resources. -Listen as pupils list some resources used in our environment. Listen as pupils discuss steps in laundry. 	<p>Pictures and drawing materials.</p>

CLASS 6

TERM ONE

SUGGESTED TOPICS/THEMES UNITS	SPECIFIC LEARNING OUTCOMES	RECOMMENDED TEACHING STYLES OR PEDAGOGICAL APPROACHES	ASSESSMENT METHODS	SUGGESTED LEARNING TEACHING RESOURCES
<p>Unit 1 Definition of Home Economics. Career in home economics. Subject studied under home economics Importance of home economics.</p>	<p>After completing this lesson pupils should be able to; - Define Home Economics. - List some careers in Home Economics. -Highlight the subjects studied under Home Economics. -Discuss the importance of home economics.(make people self reliant)</p>	<p>Introduce the lesson by helping pupils define Home Economics. -Tr and pupils discuss some careers in home economic e.g. Dress making, Cateering. - -Pupils list some subjects studied under Home Economics e.g food and nutrition etc - Help pupils state the importance of home economics.</p>	<p>Observation of pupils working in group. -Listen as pupils list some careers in Home Economics. - Pupils list some subject studied under Home Economics. - Observe pupils as they individually explain some importance of home economics . - Pupil do some practical work eg making of a birthday cake ,making soap, making home made polish ,sewing hankerchiefs etc.</p>	<p>A chart showing list of careers in Home Economics.</p>
<p>Unit 2 Food and nutrition</p>	<p>At the end of the lesson; - Pupils should be able to define nutrients . List steps in meal planning. - State reason for cooking food -List food that need cooking before eating. - Revision on nutrients. Food crops. Meal planning. Cook simple food. Explain why we cook food. Name food that needs cooking before eating .</p>	<p>Introduce the lesson by helping pupils Discuss the functions of nutrients. - State the deficiency of nutrient. - Discuss steps in meal planning . - . List the Methods of cooking and state the reasons for cooking</p>	<p>Oral presentation. – Listen as pupils list nutrients and food groups. - Observe as pupils discuss Methods of cooking reasons for cooking and the advantages and disadvantages of cooking.</p>	<p>Sample of food. A chart showing some method of cooking food.</p>

Unit 3 Clothing and Textiles	At the end of the lesson pupils should be able to; <ul style="list-style-type: none"> - State some fibers and their origins. - Work some basic stitches . - Construct a garment. Revise on fibers and their origin. basic stitches construction of garments - crocheting weaving 	Introduce lesson by helping pupil's list fibers in groups and define stitches. <ul style="list-style-type: none"> - Pupils name the different group of stitches e.g. temporal, permanent stitches. - Construct basic stitches. 	<ul style="list-style-type: none"> -Observe group discussion of fibers and their origin. Work some stitches. Make a garment. 	Sample of a finish garment.
Unit 4 Family Life Education	After completing this lesson pupils should be able to; <ul style="list-style-type: none"> - Define a family. - State the types of family. - Highlight the role of father, mother and children. - State some aliment-in children. Discuss ways of preventing them Define the types of families. The family role of father mother children. Aliment in children 	Introduce the lesson by showing a picture of the father mother and children. Discuss the advantages and disadvantages of each family type. Show and discuss picture of a sick child.	Oral presentation of pupils, about their fathers and mothers and themselves. Listen as pupils identify the head of the family and the Interaction between the family. Listen as pupils discuss the meaning of the following terms adolescent, teenager.	A chart showing a different types of families.
Unit 5 Family Resources Management	After completing the lesson pupils should be able to name some health services in their community. State what are water and air borne diseases? List some laundry agents. List stains and their removals. Apply healthy services at home in the community water contamination. Laundry agents, stains, and their removals.	Introduce lesson by asking pupils tell some health services in their community. How water can be contaminated. -list some laundry agents-list some stains and their removals.	Oral presentation of pupils about some health services. Home work / class work on water contamination. List laundry agents stains and their removals	Drawing materials.
TERM TWO Unit 6 Food & Nutrition	After completing these lesson pupils should be able to; <ul style="list-style-type: none"> Process preserve and keep food safe. -learn to store raw and cooked food properly. Name some foods grown locally. Preservation and food spoilage. 	Introduce pictures of some preserved foods-samples of raw and cooked food,-pictures of foods grown locally. Pupils in group discuss storing of cooked and uncooked foods	Oral observation. of pupils work. -drawing of foods we preserve. -drawing of some local foods. -list ways of storing raw and cooked food.	Samples of foods. A chart showing some methods of preserving food.

	Storing raw and cooked food. Types of foods grown locally			
Unit 7 Clothing and Textiles Part use and care of a sewing machine. Important of needle work. Needle work equipment	After completing the lesson pupils should be able to draw and label the sewing machine. State some importance of needle work.	Introduce lesson by asking pupils to tell uses of a sewing machine Identify parts of a sewing machine. Identify proper ways for caring for a sewing machine. . State items used in a needle work room.	Oral presentation of pupils working in groups. List some part of a sewing machine and their importance. Discuss better ways of caring for a sewing machine.	Drawing materials (sewing machine)
Unit 8 Family Life Education Immunization, puberty, rape corruption. Vectors & pest. Disposal of refuse. prevention of corona, h I v/ aids ,Ebola.	After completing the lesson pupils should be able to; State ways of immunization -Highlight the signs of puberty in a boy & girl. -Discuss the effects of corruptions & rape –list harmful vectors & pest in their communities. – State the prevention of corona, Ebola and HIV/ AIDS	Introduce lesson with questions. -importance of immunization. –explain corruption and rape. Causes & effect of corruption and rape .Discuss way forward. Discuss proper disposing of refuse. Pupils role play the Causes & effect of rape and corruption. - cause and prevention of corona Ebola h I v/aids	Oral presentation. Observe pupil response. Help pupils identify ways of immunization. Help them discuss physical changes in a boy/girl. Discuss the cause and effect of corruption and rape. Discuss how to dispose refuse properly. Ways of preventing Corona Hiv/Aids Ebola. Observe the role play.	A chart showing a sick child. A chart showing a picture of refuse disposal.
Unit 9 Family resource management Resources. Common accident. Safety measures in the home. Laundry	After complete the lesson pupils should be able to state common accident in home and community. List steps in laundry. List some safety measures in home and school	Introduce the lesson by asking pupils to define resources. Teacher helps pupils list some common accident. Pupils and teacher discuss steps in laundry	Oral presentation, discuss resources. Common accident. Discuss safety measures list laundry equipment. steps in laundry	Home Economic for Jss 1 Eugenia Rogers.

<p>TERM THREE</p> <p>Unit 10 Causes and effects of food spoilage</p>	<p>After completing the lesson pupils should be able to state causes and effects of food spoilage. State advantages and disadvantages of cooking. Prepare a balance diet (practical work) Advantages and disadvantages of methods of cooking. Preparation of balance diet.</p>	<p>Introduce lesson by asking pupils to define food spoilage. Discuss effect and cause of food spoilage. Discuss component of a balance diet.</p>	<p>Pupils statement and response on food spoilage. Help pupils discuss advantages and disadvantages. Prepare a balance diet.</p>	<p>Home Economic for Jss 1 Eugenia Rogers.</p>
<p>Unit 11 Clothing and textile</p>	<p>After completing the lesson pupils should be able to tell what weaving is and it important. List some equipment and material in weaving. Care of a sewing machine. Weaving discuss meaning and important of weaving. List equipment and materials use in weaving e.g. thread, comb, shuttle. Use and care of a sewing machine.</p>	<p>Introduce the lesson by asking pupils to tell what is weaving and it important. Material use in weaving. Care of a sewing machine.</p>	<p>Pupil's statement and response. Discuss weaving and it important. Discuss material use in weaving. Name part of sewing machine.</p>	<p>Home Economic for Jss 1 Eugenia Rogers</p>
<p>Unit12 Family Life Education</p>	<p>After completing the lesson pupils should be able to identify physical changes in adolescent. define drug s. state advantages and disadvantages of drug abuse to school going children Physical changes in adolescent. What are drugs and drug abuse. Advantages and disadvantages of drugs abuse to school going children.</p>	<p>Introduce the lesson by asking pupils on drugs and its abuse. Discuss advantages and disadvantages.</p>	<p>Observe pupils statement and response. Help them discuss drugs and its abuse. List advantages and disadvantages of it abuse to school going children.</p>	<p>Home Economic for Jss 1 Eugenia Rogers</p>
<p>Unit 13 Family Resources Management</p>	<p>After completing the lesson pupils should be able to state the important of resources. Take care of personal clothing and house hold article. State safety in the kitchen. Important of resources safety the kitchen. Use and care for house hold article.</p>	<p>Introduce the lesson by asking pupils state type of resources. Safety in the kitchen. Use and care for house hold article.</p>	<p>Observe pupils statement and response on resources. Group discussion on type of resources. Safety in the kitchen use and care for house hold article</p>	<p>Home Economic for Jss 1 Eugenia Rogers</p>

HOME ECONOMICS – JSS1 – TERM ONE

SUGGESTED TOPICS/THEMES UNITS.	SPECIFIC LEARNING OUTCOMES	RECOMMENDED TEACHING STYLES OR PEDAGOGICAL APPROACHES	ASSESSMENT METHODS	Suggested Learning and Teaching Resources
<p>Unit 1 Home Economics.</p> <ul style="list-style-type: none"> • 	<p>After completing this lesson pupils should be able to define the term home economics.</p> <ul style="list-style-type: none"> • Define a house and a home. • State structures of house. • List types of houses in their community. • Explain the meaning of some words used in Family Life Education and Home Management • Spell new words • Introduction to Home Economics .The home and its surroundings. • Define words used in family life and home management eg puberty ,housewifery. 	<p>Introduce the lesson with questions about pupils home to arouse their interest.</p> <ul style="list-style-type: none"> -Allow pupils to define a house and a home –discusses structures of a house e.g. floor, walls, and door. -Types of houses in their community <p>Tr and pupils explain the meaning of new words.</p> <ul style="list-style-type: none"> - Pupils spell new words 	<p>Observation of pupils' responses and statement.</p> <ul style="list-style-type: none"> –Listen to oral presentations on structure of a home and types of houses. - Compare drawings of different types of house in their community . <p>Listen to pupils spell and explain new words.</p>	<p>Home Economic for Jss1 Eugenia Rogers Chart of different types of houses.</p>
<p>Unit 2 Family Life and Population Education.</p> <ul style="list-style-type: none"> • Identify types of families and their important. • Roles and responsibility of family members. <p>Resources</p>	<p>After completing this unit pupil should be able to</p> <ul style="list-style-type: none"> –state types of families and their functions. -Definition of family planning. -State the important of family planning. -Define the term resources as the means use to satisfy needs and wants to achieve desired goals in life.. 	<p>Introduce the lesson with question</p> <ul style="list-style-type: none"> –ask pupils to make brief statement about their family. - Tr does the same. -Help pupils play role some roles and duties of some family members. -Help pupils define population education with regard to home. Management-Discuss -Discuss resources as a means to satisfy needs & wants. 	<p>Observation of pupil's responses and statement oral presentation</p> <ul style="list-style-type: none"> –list types of family –list some role of family members. –list down some resources used by family to meet their needs and wants.-help pupils explain how they can manage their family resources, 	<p>Home Economics for Jss book 1</p>

<p>Unit 3 Care and maintenance of the home daily cleaning.</p>	<p>After completing this lesson pupils should be able to –care and maintenance the home. -State and learn daily cleaning routine of the house hold articles,. –clean some articles e.g. glass, bronze, chair -cleaning different part of the house eg kitchen. -Outline the steps in cleaning process. Accident in the home and prevention. Laundry processes</p>	<p>Introduce lesson by explaining briefly daily cleaning in your house. -Allow pupils do the same. Disuses some homemade cleaning agents for household articles. .e.g glass. - Help pupils discuss cleaning of different part of the house. State some good health practices in the home and school eg hand washing cleaning of the surroundings.</p>	<p>Observation of pupils statements and responses –oral presentation –group presentation –list cleaning agents. -Discuss cleaning of different part of the home.</p>	<p>Home Economic for junior Secondary School books (Eugenia Rogers)</p>
<p>TERM TWO Unit 4 Definition of Terms •</p>	<p>After completing these lesson pupils should be able to -define Fibres, yarn, fabrics, textiles. –Classify Fibres& textiles –describe Fibres. -Define clothing. -Identify materials use for different purposes. • -List the part of a sewing machine. • Fibres, yarn, Textiles, • fabric construction • Classification of fibres. • Sewing tools • stitches classification of stitches • production of clothing and household articles & craft</p>	<p>Introduce lesson by showing pupils -some samples of fabrics –ask pupils to come with some samples of materials to school. –show pupils some fabric. –help pupils classify some fibers. –help pupils work specimens of all the stitches to help in a scrap book. -Identify material use for different purposes. -State types of sewing machine. -Discuss uses and care of a sewing machine</p>	<p>Observation of pupils’ statement and responses. -list some fabrics-list showing tools –cleaning fibers by group. –work some samples and keep in a scrap book. –produce some articles e.g. table cloth, apron etc. -types of sewing machine. -Use and care of a sewing machine. - Help identify local material use for clothing eg raffia.</p>	<p>Home Economic Junior secondary school book 1 Some sample of fabric.</p>

<p>Unit 5 Meaning and Signs of Puberty</p> <ul style="list-style-type: none"> • 	<p>After completing lesson pupils should be able to</p> <ul style="list-style-type: none"> -define the term Puberty menstruation and adolescence. -help pupils maintain menstrual hygiene. -state cause of body odors and how to prevent it. -classify characteristic of an adolescence <ul style="list-style-type: none"> • -state special needs and challenges of adolescence Menstruation and menstrual hygiene. • causes and prevention of body odour • meaning of adolescence • Characteristic of adolescence. Special needs and challenges 	<p>Introduce lesson with question to arouse their interest.</p> <ul style="list-style-type: none"> -Allow pupils to tell what is puberty menstruation and adolescence -ask pupils tell causes of body odour and -list ways of preventing it. -allow pupils classify characteristic of adolescence. -state special needs and challenges they face. -list ways of managing it. 	<p>Obscene pupils' responses and statements</p> <ul style="list-style-type: none"> -oral presentation -group presentation -list cause of body odor and how to prevent it. -list stages of puberty signs. -list characteristics of an adolescences -state needs and challenges. 	<p>Home Economics Home Economics for Jss books 1 (Eugenia Rogers)</p>
<p>Unit 6 Definition of Terms</p> <ul style="list-style-type: none"> • 	<p>After completing lesson pupils should be able to</p> <ul style="list-style-type: none"> -define food nutrients nutrition and balance diet. -State reasons for cooking food. -State methods of cooking food. <ul style="list-style-type: none"> • -Preparing meals for different groups of people. Food, • Nutrients, nutrition balance diet • reasons for cooking food and • Methods of cooking food • Select appropriate cooking utensils for various food preparations. 	<p>Introduce lesson with question.</p> <ul style="list-style-type: none"> -What is food nutrients, nutrition, and balance diet -discuss reasons for cooking food. -Methods of cooking food, - deficiency diseases eg. marasmus, anaemie, ricket. 	<p>Observe pupils statement and response</p> <ul style="list-style-type: none"> - discuss food nutrients nutrition's a balance diet -list reasons for cooking food and methods of cooking food -discuss food commonly eating in sierra Leone. - Discuss the types of cooking. -Discuss step in meal planning. 	<p>Home Economics for Jss book 1</p>

<p>TERM THREE</p> <p>Unit 7 Care of Family House, Family</p> <ul style="list-style-type: none"> • 	<p>After completing this reason, pupils should be able to</p> <ul style="list-style-type: none"> • -learn steps needed to enhance family needs and goals. • - State some healthy eating habits – effects of unhealthy feeding practices. E.g. kwoshiokor. • Need and goals. • Healthy eating habits, • Effects, of unhealthy feeding practices e.g marasmus kwashikor 	<p>Introduce the lesson on. Allow pupils</p> <ul style="list-style-type: none"> -state family needs and goals –state some healthy eating masoits. -state effects of unhealthy feeding practices 	<p>Observe pupils statement and response</p> <ul style="list-style-type: none"> –oral presentation and demonstration group discussion on needs and goals -list down effecting unhealthy feeding –state some preventive methods 	<p>Home Economics for jss book 1</p>
<p>Unit 8 First Aids Sanitation</p> <ul style="list-style-type: none"> • 	<p>After completing lesson, pupils should be able to</p> <ul style="list-style-type: none"> -define first aid ways of administrate first aid. -State ways of preventing accident in the home and community. -Prevention against diseases and communicable diseases. • A healthy body good grooming. • Prevention of common accidents • Diseases and communicable diseases. • Emergency issues corona, rape, corruption 	<p>Introduce lesson by discussing with pupils</p> <ul style="list-style-type: none"> -what is first aid –state steps taken to administrator first aid. -State what is good grooming –discuss prevention of some accident in the home and community. - Identify diseases and communicable diseases. -State cause and effects of corona, rape and corruption. 	<p>Oral presentation and demonstration</p> <ul style="list-style-type: none"> –group discussion on first aid sanitation –list down steps to maintain good grooming. –list signs & symptoms of corona. –ways of preventing rape and corruption. - Discuss different types of accident. -Help pupils’ state diseases and communicable diseases. 	<p>Home Economics for Jss book</p>
<p>Unit 9 Food Production</p>	<p>After completing this lesson pupils Should be able to</p> <ul style="list-style-type: none"> -state steps need in food production -state how food can be produced sustainable development. 	<p>Introduce lesson by discussing with pupils</p> <ul style="list-style-type: none"> -how food can be produced -steps used in food production. -Ways of keeping food safe to use when not in season. -To preserve food when in season. 	<p>Oral presentation. Group discussion.</p> <ul style="list-style-type: none"> -List ways of food production. -State ways of preserving food. -Discuss Why food should be preserved. 	

HOME ECONOMICS – JSS 2

FORM 2 Suggested topic/themes units	Specific Learning outcomes	Recommended teaching styles or pedagogical approaches	Assessment methods	Suggested learning teaching resources
Unit 1 Home Economics <ul style="list-style-type: none"> • Meaning classification and importance of family resources. 	After completing this lesson pupils - should be able to define resources, - State types of resources. -Identify their family resources. - classify the important of their family resources - state how to use and manage available resources in the home.	Introduce lesson with question. -What are resources -list down types of resources they have in their communities. -ask pupils to tell the class their family resources. -Tr and pupils discuss proper uses of the family resources. -Pupils are ask to state the importance of resource to the family.	Observe pupils statement and response. -Home work for pupils so -list down their family resources. -Discuss in groups types of resources. That are available in their communities . -Let pupils discuss in groups other resources found in sierra Leone - Pupil are ask to draw some resources they know. Let pupils discuss in groups why is it necessary to manage our resources.	Home Economics for Jss by Eugenia
Unit 2 Meaning and importance Unit3 Care of family clothing and household linen.	-State the importance of decision making -discuss steps use in a family. <ul style="list-style-type: none"> • Decision making. • Simple personal and family decision making -Discuss how to take care of the family and clothing and household linen	Discuss the importance of decision making. -List steps taken in decision making in a family. -Discuss how to care for the family and their clothing -list some household linen	Observation of pupils' response and statement -identify steps in decision making. -State their importance. Oral presentation on -how to take care of the family clothing. -Identify some household	Home Economics for Junior Secondary School by Eugenia M.B. Rogers Cooking for Schools Melita Neal Home Economics for Junior Secondary School by Eugenia M.B. Rogers

			linen.	Cooking for Schools Melita Neal
unit 4 Principles which underline • •	After completing this lesson pupils should be able to <ul style="list-style-type: none"> -state basic methods of cooking food preservation and storage e.g. salting, smoking, drying, in the sun (traditional). basic methods of cooking Food preparation and meal planning 	Introduce lesson with question, about <ul style="list-style-type: none"> -methods of cooking food. -Allow pupils tell how food is preserved. - Why meals should be planned. 	Observe pupils responses and statements <ul style="list-style-type: none"> - Oral presentation. -Group presentation on steps in meal preparation and planning. 	Home Economics for Junior Secondary School by Eugenia M.B. Rogers Cooking for Schools Melita Neal
Unit 5 Sewing machines •	After completing this lesson pupils should be able to <ul style="list-style-type: none"> - list types of sewing machines -state advantages - identify common faults and remedies. group according to uses (e.g. cutting) Study of Textile Natural and artificial fibers. Simple process on garment construction Measurement	Introduce lesson with questions about the sewing machine. <ul style="list-style-type: none"> -Allow pupils to list the part of a sewing machine. -Show pictures of different -types of sewing machines. -Allow pupils explain how to take measurement. -Let pupils construct a simple garment e.g. handkerchief. 	Observe pupils response and statement. <ul style="list-style-type: none"> -Oral presentation group discussion and demonstration. 	
TERM TWO Unit 6 Management of the home and the family. •	After completing lesson pupils <ul style="list-style-type: none"> -should be able to -define home and house. - State care and maintenance of the home Housing. Setting up the home care maintenance of the home 	Introduce lesson by <ul style="list-style-type: none"> -showing picture of different parts of a house e.g. kitchen palour etc. -allow pupils to name one part of a house and tell it uses. -Pupils tell how to maintenance and care for the home 	Observe pupils response and statement <ul style="list-style-type: none"> -oral presentation group -discussion and demonstration. 	Home Economics for Junior Secondary School by Eugenia M.B. Rogers.

Unit 7 Emerging issues. <ul style="list-style-type: none"> . 	After completing these lesson pupils should be able to <ul style="list-style-type: none"> -state what rape, corruption and covid is. -List affects causes and preventions of them. Rape corruption, covid, Effects causes and preventions 	Introduce lesson with question. <ul style="list-style-type: none"> -Allow pupils to tell effect causes of them. -Let them discuss how they can be prevented. 	Observation of pupils responses and statements. <ul style="list-style-type: none"> -Group discussion on rape corruption and covid. -Oral presentation by individual pupils. 	Home Economics for Junior Secondary School by Eugenia M.B. Rogers Cooking for Schools Melita Neal
<ul style="list-style-type: none"> Changing pattern of gender roles in generating income. Male involvement in cleaning household items. 	After completing this lesson pupils should be able to <ul style="list-style-type: none"> - describe changing patterns of gender roles in generation income -state the need for male involvement in cleaning household items. -Their self stern and make decision. 	Introduce lesson by <ul style="list-style-type: none"> -discussing gender roles in various field of study e.g. engineering construction and balancing. 	Observation of pupils responses and statement. <ul style="list-style-type: none"> -Group discussion on changing patterns of gender role in generating income. -Discuss changing patterns of gender roles in generating income. -Discuss need for male involvement in cleaning household items. 	
UNIT 8 Management of the home and family sub unit; I housing	After completing the unit, the pupils should be able to: <ul style="list-style-type: none"> . define family and community . List the type of families stating their composition . Highlight the reason why a family need to live in or adequate and comfort able house . State the effect of the family size increase on housing 	<ol style="list-style-type: none"> Tr. introduces the lesson by asking pupils to define family and community. Tr. Ask pupils to list the types of families found in their community Chr. State the members found in each type of family. Tr. Explains why people need to live in an adequate and comfortable housing Tr. and Chr. State the effort of family size increase on housing 	<ul style="list-style-type: none"> - Observe pupils give answers - Listen to pupils discussions - Give tests and exams - Give assignment 	Home Economics for Junior Secondary Schools pupils BK 2 by Eugenia Rogers
Unit 9: Influences	After completing this unit, pupils should be able to: <ul style="list-style-type: none"> . State the factors that influences selecting houses . Explain where to look when finding a house 	<ol style="list-style-type: none"> Tr. introduces the lesson by asking pupils state the factors that influences selection of houses Tr. and Chr. Discuss where to look when finding a house 	<ul style="list-style-type: none"> - Ask questions and listen to answers given - Give assignment for Chm. To research - Give tests 	home Economics for JSS pupils BK 2 By Eugenia Rogers

	. Describe how to acquire property or a house	c) Tr. and children explains how to acquire a property or house		
Unit 10 Management of the Home and Family sub unit: II Setting up the Home	After completing this topic pupils should be able to:- . State the points to consider when planning the sitting room bedroom, Kitchen and bathroom . Discuss how to choose, care and clean the furniture in their rooms	a) Tr. introduces the lesson by asking pupils to list the different rooms in their homes b) Chr. explain how their homes are furnished c) Tr. adds other points chrn. did not give d) Tr. and Chrn. explain how to choose and care furniture	- Questioning - Observation - Oral tests	Home Economics for JSS BK II
Unit II Home Art and Craft: Interior Decoration	After completing this unit the pupils should be able to:- . Define interior decoration . list the type of colour and colour schemes . Highlight the factors to considers when selecting colours for the home . Discuss the choice, use, care and storage of furnishings, floor coverings and a accessories . Discuss flower arrangement . Arrange flowers beautifully.	a) Tr. introduces the lesson by asking pupils to define interior decoration b) Pupils name the primary, secondary and tertiary colours. c) Tr. explain how these colours match or tone d) Tr. explain factors to consider when selecting colours for the home e) Tr. and pupils talk about choosing, using, caring and storing furnishings, floor coverings and accenories f) Tr. and chrn. talk about flower arrangement g) Tr. demonstrate arranging flowers h) Chrn. practice flower arrangement	- Questioning demonstration - Observation practical	Home Economics for Junior Secondary Schools Eugenia Rogers

Unit 12: care and maintenance of the Home	After completing this unit, pupils should be able to: - State how and when to clean different rooms in the home - Explains the procedure for shutting up and opening a house - Discuss the choice, care and cleaning of metals	<ul style="list-style-type: none"> - Tr. introduces the lesson by asking children to state how different rooms in the home are cleaned - Tr. and Chrn. discuss the procedures for shutting up and opening a house - Tr. and Chrn. discuss how to choose, care and clean metal - Chrn. practice cleaning different room and metals 	<ul style="list-style-type: none"> - Ask questions - Listen as Chrn. discuss - Give practical alignments - Observe Chrn as they clean 	Home Economics for Junior Secondary School BKs. II and III Eugenia Rogers
UNIT 13: Money Management	after completing this unit, pupils should be able to: - State ways of getting money - Define budgeting and highlights its benefits - Draw a simple budget for your family - Discuss types and benefits of savings - Define and discuss the following terms (i) Consumer education (ii) Hire purchase (iii) Advertising	<ul style="list-style-type: none"> - Tr. introduces the lesson by asking questions to arouse their interest - Ask questions about ways of getting and serving money - Demonstrable the planning of a budget - Group Chm and assign task to each group viz to discuss types of savings, benefits of savings, consumer education, hire purchase and adverting - Chm. Designs advertisement jingles to advertise different items. 	<ul style="list-style-type: none"> - Observe pupils response - Observe pupils drawing a simple budget plan - Group discussion - Oral presentation - Individual presentation on their advertisement jingles. 	<ul style="list-style-type: none"> - Charts - Home economics for JSS pupils BK. 2 Eugenia Rogers

<p>TERM THREE</p> <p>Unit 14:- food and nutrition management and preparation</p>	<p>after completing this unit, pupils should be able to; -</p> <ul style="list-style-type: none"> - Define food and state the reasons for eating food - State the reasons, for cooking food and planning meals. - Plan meals for different special occasion - Define and classify beverages - Define and classify raising agents. - Define snacks stating the types - Design a simple recipe for any dish that could be served on a special occasion a beverage or a snack or a sick person. 	<ul style="list-style-type: none"> - Tr. introduces the lesson by asking chm. To define food and say why they eat and cook foods - Tr and chm. Discuss meal planning for different groups or people - Tr. and chm. Discuss raising agents, beverages and snacks - Tr. and chm design meals, writing a recipe for a special occasion, or a beverage or a snack. 	<ul style="list-style-type: none"> - - observe pupils response - Observe them write a simple recipe - Assignments on writing more recipes. 	<ul style="list-style-type: none"> - Home economics for JSS BK II Eugenia Rogers
<p>unit 15: study of textiles</p>	<p>after completing this unit pupils should be able to: -</p> <ul style="list-style-type: none"> - Highlight the characteristic of so fibers – cotton, line, wool, rayon - Identify the warp or selvedge and the weft threads - State the general rules for working seams - Work some simple seems like French seam, flat/dress meters seam, double stitched seam. 	<ul style="list-style-type: none"> - Tr. introduces the lesson by asking chm. To name some types of materials they know - Tr. and chm discuss the properties the advantages and disadvantages of cotton, line, wool and rayon fibers - Tr. discusses identification warp and weft threads on fabrics - Tr. demonstrate the working of some seams - Chm practice working some seams 	<ul style="list-style-type: none"> - Observe pupils give their answers some type of material they know - Tr. observe as pupils identify warp and weft threads on a piece of fabric - Observe and make corrections on the seams as chm work them 	<p>Home Economics for Junior Secondary School by Eugenia M.B. Rogers</p> <p>Cooking for Schools - Melita Neal</p>
<p>Unit 16: Washing and finishing of household Articles</p>	<p>after completing this unit, pupils should be able to: -</p> <p>discuss the different types of cleaning agents</p> <p>state the different types of stains and explain how they should be removed</p> <p>discuss the steps in the January work process</p> <p>wash articles</p>	<ul style="list-style-type: none"> - Tr. introduces the lesson by asking pupils to define cleaning and to list the deferent cleaning agent - Tr. and chm name the different types of stain and say how they are removed - Chm in group discuss the laundry work process. - Chm wash different articles. 	<ul style="list-style-type: none"> - Observe pupils response - Observe group discussion and reporting - Observe pupils do practical's on laundry work - 	<ul style="list-style-type: none"> - Home economics for Junior secondary schools pupils BK 2

<p>Unit 17: Population and health</p> <ul style="list-style-type: none"> - Reproduction - Preventive health and measures 	<p>After completing this unit, pupils should be able to:-</p> <ul style="list-style-type: none"> - Define reproduction - Identify and discuss the male and female reproductive organs and its care - Explain the stages and development of the human embryo - Explain the following terms: hygiene, preventive medicine, curative medicine - Discuss other health service provided by the government - Explain ovulation menstruation and conception 	<p>Tr. introduces the lesson by defining reproduction</p> <ul style="list-style-type: none"> - Tr. and Chrn. discuss the chart of human (male and female) reproductive organs and its care - Tr. explains the stages in the development of the human embryo - In group chrn explain hygiene, preventive medicine, curative medicine - Tr. and Chrn discuss other health service 	<ul style="list-style-type: none"> - Observe pupils response - Observe as Chrn. discuss the chat - Observe as chrn. slake how to keep male and female reproductive organ clean - Observe pupils group make work and reporting - Listen to pupils discussion 	<p>Home Economics for Junior Secondary Schools by Eugenia M.B Rogers Chart of male and female reproductive organs</p>
<p>Unit 18: Personal and family Relationships</p>	<p>After completing this unit, pupils should be able to:-</p> <ul style="list-style-type: none"> - State the criteria for choosing friends - Discuss teenage relationships, choosing your partner and preparations for marriage - Explain the forms of marriage 	<ul style="list-style-type: none"> - Tr. introduces the lesson by asking Chrn. to list the friends and the criteria they used to select their friends - Tr. and Chrn. discuss teenage relationships, choosing partners and the preparations to be made for marriage - Tr. and Chrn. explain in the forms of marriage 	<ul style="list-style-type: none"> - Observe pupils as they give response - Listen to Chnr's 	

HOME ECONOMICS SYLLABUS J.S.S III

TEACHING SYLLABUS

TERM ONE

Suggested Topics/ Themes/Units	Specific Learning Outcomes	Recommended Teaching Style or Pedagogical Approaches	Assessment Methods	
Unit I: Clothing and Textiles 1. Taking your measurements 2. patterns 3. the sewing machine	After completing this unit, the pupils should be able to:- <ul style="list-style-type: none"> - take body measurements - define patterns - draft patterns - explain commercial patterns - list the type of sewing machine - highlight the parts of the sewing machine - discuss the used and care of the parts of the sewing machine 	a) introduce the lesson by asking to name pupils the parts the tailors take their measurements b) ask pupils to pair up and practice taking each other's measurements <ul style="list-style-type: none"> - pupils define patterns - Tr. makes brief statements about drafting patterns and commercial patterns - Introduce the lesson by asking pupils to name the type of sewing machines they have seen - Tr. and chrn. list the part of the sewing machine - Tr. explains the use of these parts and say how to care for the sewing machine 	<ul style="list-style-type: none"> - Observe pupils response - Observe pupils as they demonstrate taking body's measurements - Listen to pupils response - Observe pupils respond by naming the types of sewing machines - Observe pupils as the make their contributions 	Home Economics for Junior Secondary School by Eugenia M.B. Rogers Cooking for Schools Melita Neal -
Unit 2: Basic Sewing Processes <ul style="list-style-type: none"> - Disposal of fullness - Openings and fastening 	<ul style="list-style-type: none"> - Describe these operations – tucks, gathers, dusts - Work luck, gathers and daits smocking and pleats - Explain how to work buttons, button hides and fastenings, zip. 	<ul style="list-style-type: none"> - Introduce to lesson by asking students to describe the style of their uniforms - By their description to leads ehrn to link their style to either one of the despoil methods - Tr. demonstrate the working of darts, tucks and gathers - Pupils and smocking peats work them Out - Tr explain what - Opening and fastenings are 	<ul style="list-style-type: none"> - Observe pupils response - Observe as chrn realize their style is actually getting rid of excess material - Observe as Pupils work out there processes - Observe pupils contributions - Observe as pupils work these processes 	Home Economics for Junior Secondary School by Eugenia M.B. Rogers Cooking for Schools Melita Neal -

		<ul style="list-style-type: none"> - Tr. demonstrate the working of button and hobe hook and eye and zip - Chm. Work button and button holes, hook and eye and zip. 		
Unit 3: Neckline finishes and collars.	<ul style="list-style-type: none"> - define interfacing - Explain how to work interfacing to finish a neckline - Demonstrate how to fix a collar. 	<ul style="list-style-type: none"> - Introduces the lesson by defining interfacing - Describe how to work interfacing to finish a neckline - Work specimen of finishing a neckline - Chm. Fix a collar 	<ul style="list-style-type: none"> - Observe pupils explanation - Listen to pupils discussion - Suspense chm as they work on specimen of finishing a neckline and fixing a collar. 	
Unit 4: Waistline seams and waistband	<ul style="list-style-type: none"> - Explain how to work waistline and waist band - Work specimen of 	<ul style="list-style-type: none"> - Introduces the lesson by asking chm. to name the top pact of the garment and the bottom pact. - 	observe pupils response	Home Economics for Junior Secondary School by Eugenia M.B. Rogers
		<ul style="list-style-type: none"> - Tr. demonstrate how to join the bodice to the skirt. - Chm do specimen of joining bodice to skirt. 	<ul style="list-style-type: none"> - Observe pupils as they work out their specimen 	
Unit 5: Sleeves styles and finishes	<ul style="list-style-type: none"> - List the different types of sleeves in fashion. - Discuss with chm the guidelines for constructing sleeves - Demonstrate one type of sleeve - Work sample of a type of sleeve 	<ul style="list-style-type: none"> - Introduce the lesson by asking pupils to name different types of sleeves. - Tr. explains the guidelines for constructing sleeves. - Tr. demonstrate the construction of one type of sleeve - Pupils do specimen of joining bodice to skirt. 	<ul style="list-style-type: none"> - Listen ot pupils answers - Observe pupils as they contribute to the discussion - Observe pupils as they do specimen 	Cooking for Schools
Unit 6: Hems and hem finishes	<ul style="list-style-type: none"> - Explain how to check the fit of the dress. - Explain how to prepare the hem. 	<ul style="list-style-type: none"> - Introduces the lesson by asking chm how they check if a dress sown for them fits them - Tr. explains how to 	<ul style="list-style-type: none"> - Listen to pupils as they answer 	Home Economics for Junior Secondary School by Eugenia M.B. Rogers
	<ul style="list-style-type: none"> - Discuss the steps in constructing and finishing 	<ul style="list-style-type: none"> - Prepare the hem - Tr. discuss the steps in finishing 	<ul style="list-style-type: none"> - Listen and observe as chm. Work 	Home Economics for Junior

	<ul style="list-style-type: none"> hems - Demonstrates the finishing of hems. 	<ul style="list-style-type: none"> hems - Tr. and pupils work and finish a hem. - 		Secondary School by Eugenia M.B. Rogers
Unit7: Cording or piping cutting bias strips	<ul style="list-style-type: none"> - Define true bias - Discuss the use to which bias strips could be put – cording and piping etc. - Demonstrate how to cut bias strips - Demonstrate how to join crossway strips. 	<ul style="list-style-type: none"> - Introduces the topic by defining true bias - Tr. explain the use to which bias trips could be put - Tr. and chm cut bias strips - Tr. joins bias strips - Chm join bias trips - Tr. joins bias strips - Chm join bias trips 	<ul style="list-style-type: none"> - Tr. listen ot pupils contribution - Observe as pupils cut and join bias strips 	
Unit 8: Cre of clothes	<ul style="list-style-type: none"> - Explain the care that should be given to clothes - Discuss ways by which clothes could be mended 	<ul style="list-style-type: none"> - Introduces the lesson by asking chm to explain how they care for their clothes - Tr. and chm discuss the ways by which clothes could be mended - Discuss pictures showing mending clothes 	<ul style="list-style-type: none"> observe chm response listen to pupils discussion 	Home Economics for Junior Secondary School by Eugenia M.B. Rogers
<p>TERM TWO</p> <p>UNIT 9: food and Nutrition</p> <p>1. The effects of heat on food</p>	<p>after completing this unit, the pupils should be able to:-</p> <ul style="list-style-type: none"> - List the different types of nutrient - State the effect of heat on food nutrients like vitamins, fats, proteins, mineral salt, carbohydrdes 	<ul style="list-style-type: none"> a) b) c) d) Tr. introduces the lesson by asking chm. To list the different types of nutrients - Tr. explains the effect of heat on food. 	<ul style="list-style-type: none"> - - - - Observe pupils answers - Observe pupils participation 	Home Economics for Junior Secondary School by Eugenia M.B. Rogers
Unit 10: food test to identify the presence of nutrients	<ul style="list-style-type: none"> - Define these terms:- radiation, conduction and convection - Tr. discuss with chm the test to carry out to identify the presence of nutrients in food 	<ul style="list-style-type: none"> - Tr. introduces the lesson by asking chm to brainstorm - Tr. defines the terms - Tr. and chm discuss the test for the presence of nutrients. 	<ul style="list-style-type: none"> - Observe pupils discussion - Listen to their repenting 	Home Economics for Junior Secondary School by Eugenia M.B. Rogers

Unit 11: effect of under nutrition and map nutrition	<ul style="list-style-type: none"> - Define under nutrition and malnutrition - Discuss the causes of mal and under nutrition - Explain the treatment and prevention of under and mal nutrition. 	<ul style="list-style-type: none"> - Tr. introduces the lesson by asking pupils to define under and mal nutrition - Tr. and chm discuss the cause, treatment and prevention of mal and under nutrition 	<ul style="list-style-type: none"> - Listen to chm answers - Observe chm as they discuss 	Home Economics for Junior Secondary School by Eugenia M.B. Rogers
Unit 12: water and fuel	<ul style="list-style-type: none"> - Discuss the importance of water and fuel in the home - Highlight the care to be taken in using water and fuel in the home. 	<ul style="list-style-type: none"> - Tr. introduces the lesson by asking chm to state the importance of water and fuel in the home, - Put chm into group, each group to discuss the use of water and fuel. - Group leader to report points to the class 	<ul style="list-style-type: none"> - Listen to pupils answers - Observe pupils group interaction - Observe group reporting 	Home Economics for Junior Secondary School by Eugenia M.B. Rogers
Unit 13: food preservation storage and presentation	<ul style="list-style-type: none"> - Define preservation state reasons for preserving foods highlight the causes of food spoilage - Discuss commonly used preservative methods - Explain the method of storing perishable and non-perishable foods - Discuss ways of presenting food for guests and the family - 	<ul style="list-style-type: none"> - Tr. introduces the lesson by asking pupils to define presentation - Tr. and chm discuss different preservative methods - Chm explain how to store foods - Chm do sample of preserving foods (practical) - Tr. and chm discuss allying/setting table and how to present food for guests - Tr. do sample of table setting Chm practice table setting. 	<ul style="list-style-type: none"> - Observe chm as they respond - Observe chm as they carry out examples of preservation - Observe as chm set table 	Home Economics for Junior Secondary School by Eugenia M.B. Rogers
TERM THREE UNIT 14: washing and finishing of different fabrics	<ul style="list-style-type: none"> - Discuss the methods of laundering cotton, linen, silk, nylon, rayon and wool - Discuss the care given to babies clothes - State the process of applying blue, stiffening agents and fabric uses. - Practice folding different articles. 	<ul style="list-style-type: none"> - Tr. introduces the topic by asking chm to say how they launder their clothes - Tr. and brings in point as chm give their own points - Tr. and chm discuss how to apply blue, starch and fabric rinses, - Ask pupils to demonstrate folding of different articles, 	<ul style="list-style-type: none"> - Observe chm as they discuss - Observe pupils as they practice. 	Home Economics for Junior Secondary School by Eugenia M.B. Rogers

<p>UNIT 15: child development and care</p>	<ul style="list-style-type: none"> - Discuss who determine baby see - Discuss the importance of anti and postnatal care - Explain the stages in lesson - Explain the preparation the family makes for the new baby. - Discuss baby: needs in terms of bathing, feeding baby routings baby clothes, baby bed and weaning - Discuss the developmental stages of a normal child up to school age. - Explain how preschool children learn - State the childhood diseases saying when vaccines are administered. 	<ul style="list-style-type: none"> - Introduces the lesson by asking chm by if they hare sildings at home - Discuss the determinant of a child sex with the class - Explain anti and past nation care and labour to class - Chm explain the preparations the family makes for a new baby - Tr. and chm discuss baby's needs - Tr. explains the development stages of a normal child up to school age and how school chm. Learn - Tr. explains the childhood disease and the immunization schedule 	<ul style="list-style-type: none"> - Listen to pupils answers - Observe pupils contribution - Observe pupils response 	<p>Home Economics for Junior Secondary School by Eugenia M.B. Rogers</p>
<p>Unit 15: Fertility</p>	<ul style="list-style-type: none"> - Discuss family planning - Highlight common sexually transmitted - Discuss population growth rate and doubling time. 	<ul style="list-style-type: none"> - Ask chm the age at which one should many - Tr. and chm draw a comparison of the adolescent years and the age of marriage - Makes a conclusion that adolescent should not engage in sexual activities - Ask chm to Explain the contravener methods commonly used in Sierr Leone - Tr. makes contribution - Ask pupils to list common sexual diseases. - Tr. and chm diseases these diseases - Tr. explains the factors that determines the change in population size. 	<ul style="list-style-type: none"> - Listen to pupils response - Listen to pupils response - Observe pupils response. 	<p>Home Economics for Junior Secondary School by Eugenia M.B. Rogers</p>