**GRADE 6 KLB VISIONARY HOME SCIENCE**

**SCHEME OF WORK TERM 1**

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| **SCHOOL** | **GRADE** | **LEARNING AREA** | **TERM** | **YEAR** |
|  | **GRADE 6** | **HOME SCIENCE** | **1** | **2022** |

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| **Week** | **Lesson** | ***Strand******/Theme*** | **Sub-strand** | **Specific-Learning outcomes** | **Key Inquiry Question(S)** | **Learning/ Teaching Experience** | **Learning****Resources**  | **Assessment Methods** | **Reflection** |
| **1** | **1** | ***Healthy living***  | Meaning of adolescents | By the end of the sub-strand, the learner should be able to:* Define adolescents
* Explain at what age does adolescents begin and end
* Watch a video clip of adolescents interacting with their family members
* Appreciate the changes that kids under go when they get to adolescent age.
 | Who is an adolescent? | In pairs, learners are guided to identify adolescents in the environment. | Digital resourcesChartsRealiaPlay itemsComputing devices***KLB Visionary Home Science Learner’s Book Grade 6 pg. 1-2*** | Oral questions Oral Report Observation |  |
|  | **2** |  |  | By the end of the sub-strand, the learner should be able to:* Identify changes that take place during adolescence
* Represent changes that occur in boys and girls during adolescence in a table
* Appreciate the role of nature to own self and bodies.
 | What changes to adolescents? | Learners are guided to identify changes that occur to adolescents at this stage. | Digital resourcesChartsRealiaPlay itemsComputing devices***KLB Visionary Home Science Learner’s Book Grade 6 pg. 2-4*** | Oral questions Oral Report Observation |  |
|  | **3** |  | Good grooming  | By the end of the sub-strand, the learner should be able to:* Define grooming
* Identify some of the daily routine grooming practices for an adolescent
* Discuss importance of grooming for an adolescent
* Appreciate practicing good grooming for healthy habit
 | What are some of the grooming routines you do on a daily basis? | In groups, learners are guided to identify some of the routine grooming practicesIn groups, learners are guided to demonstrate how perform good grooming | Digital resourcesChartsRealiaPlay itemsComputing devices***KLB Visionary Home Science Learner’s Book Grade 6 pg. 4-5*** | Oral questions Oral Report Observation |  |
| **2** | **1** |  | Healthy eating habits for adolescents | By the end of the sub-strand, the learner should be able to:* Discuss importance of adopting a healthy eating habit for adolescents
* Portion a healthy diet for an adolescent
* Appreciate healthy eating habit
 | What is a balanced diet? | In pairs, learners are guided to discuss importance of healthy eatingIn groups, learners are guided to prepare a balanced diet meal | Digital resourcesChartsRealiaPlay itemsComputing devices***KLB Visionary Home Science Learner’s Book Grade 6 pg. 5-7*** | Oral questions Oral Report Observation |  |
|  | **2** |  | Daily physical exercise as a healthy habit | By the end of the sub-strand, the learner should be able to:* Identify physical exercise that are suitable for adolescents .
* Discuss importance of physical exercise to our bodies
* Perform simple exercises
* Have fun exercising as a healthy habit.
 | What is physical exercise? | Learners are guided to identify different games played in his/her localityIn groups, learners are guided to role play a game of his/her choosing. | Digital resourcesChartsRealiaPlay itemsComputing devices***KLB Visionary Home Science Learner’s Book Grade 6 pg. 7-8*** | Oral questions Oral Report Observation |  |
|  | **3** |  | Safety in the environment  | By the end of the sub-strand, the learner should be able to:* Identify dangers that might happen to adolescents in the environment
* Discuss precautions that can be taken to avoid the dangers
* Educate peers on dangers that adolescents face in the locality
* Practice safety precautions to avoid danger.
 | What are some of the safety measures in the environment? | In groups, learners are guided to dangers that might happen to adolescents in the environmentIn groups, learners are guided to demonstrate how Practice safety precautions to avoid danger. | Digital resourcesChartsRealiaPlay itemsComputing devices***KLB Visionary Home Science Learner’s Book Grade 6 pg. 8-10*** | Oral questions Oral Report Observation |  |
| **3** | **1** |  | Accessories and cosmetics | By the end of the sub-strand, the learner should be able to:* Define accessory and cosmetic
* Name some common accessories used by adolescents
* Draw and color accessories
* Have fun accessorizing own self
 | What is an accessory? | In pairs, learners are guided to define cosmeticsIn groups, learners are guided to use accessories correctly | Digital resourcesChartsRealiaPlay itemsComputing devices***KLB Visionary Home Science Learner’s Book Grade 6 pg. 11-12*** | Oral questions Oral Report Observation |  |
|  | **2** |  | Misuse of accessories by adolescents | By the end of the sub-strand, the learner should be able to:* Discuss ways in which adolescents misuse accessories
* Watch video showing proper ways of using accessories
* Appreciate proper accessorizing of accessories
 | Why is it important to accessorize correctly? | Learners are guided to identify ways in which accessories can be misusedIn groups, learners are guided to properly accessorize themselves | Digital resourcesChartsRealiaPlay itemsComputing devices***KLB Visionary Home Science Learner’s Book Grade 6 pg. 13-14*** | Oral questions Oral Report Observation |  |
|  | **3** |  | Misuse and dangers of cosmetics | By the end of the sub-strand, the learner should be able to:* Identify factors to consider when using cosmetics
* discuss ways in which adolescents can misuse cosmetics
* create a photo album of decently dressed ,accessorized and properly used cosmetics.
* appreciate decent dressing for adolescents
 | How should one use cosmetics? | In groups, learners are guided to identify factors to consider when using cosmeticsIn groups, learners are guided to demonstrate how to properly use cosmetics | Digital resourcesChartsRealiaPlay itemsComputing devices***KLB Visionary Home Science Learner’s Book Grade 6 pg. 14-15*** | Oral questions Oral Report Observation |  |
| **4** | **1** |  | Non -communicable diseases and disorders | By the end of the sub-strand, the learner should be able to:* Explain the meaning of non-communicable disease and disorder
* Identify non-communicable diseases and disorders
* Use the internet to get information about non-communicable diseases
* Share experience on non-communicable diseases and disorders
 | What are non-communicable diseases/disorder? | In pairs, learners are guided Identify non-communicable diseases and disordersIn groups, learners are guided to Share experience on non-communicable diseases and disorders | KLB Visionary Home Science Learner’s Book Grade 6 pg. 16-17Digital resourcesChartsRealiaPlay itemsComputing devices | Oral questions Oral Report Observation |  |
|  | **2** |  | Causes, prevention and management of common non-communicable diseases-diabetes, obesity and hypertension  | By the end of the sub-strand, the learner should be able to:* Identify causes of diabetes, obesity and hypertension
* Share stories on diabetic patients if they have interacted with
* Discuss how diabetes , obesity and hypertension can be prevented and managed
* Appreciate prevention of obesity, diabetes and hypertension
 | How can we prevent getting obese? | Learners are guided to identify causes of diabetes, obesity and hypertensionIn groups, learners are guided to Discuss how diabetes , obesity and hypertension can be prevented and managed | KLB Visionary Home Science Learner’s Book Grade 6 pg. 17-20Digital resourcesChartsRealiaPlay itemsComputing devices | Oral questions Oral Report Observation |  |
|  | **3** |  | Epilepsy and asthma  | By the end of the sub-strand, the learner should be able to:* Identify causes, signs and symptoms of epilepsy and asthma
* Discuss first aid procedure of epileptic and asthmatic patient
* Role play performing first aid for epileptic and asthmatic patient
* Appreciate prevention and management of epilepsy and asthma
 | What is epilepsy | In groups, learners are guided to identify causes, signs and symptoms of epilepsyIn groups, learners are guided to Role play performing first aid for an epileptic patient | KLB Visionary Home Science Learner’s Book Grade 6 pg. 20-23Digital resourcesChartsRealiaPlay itemsComputing devices | Oral questions Oral Report Observation |  |
| **5** | **1** |  | Heart diseases | By the end of the sub-strand, the learner should be able to:* Name heart diseases
* Discuss causes, signs and symptoms of heart diseases
* Watch a video of patients with heart diseases
* Appreciate proper management and prevention of heart diseases
 | How do we prevent heart diseases? | In pairs, learners are guided to Discuss causes, signs and symptoms of heart diseasesIn groups, learners are guided to Watch a video of patients with heart diseases | KLB Visionary Home Science Learner’s Book Grade 6 pg. 24Digital resourcesChartsRealiaPlay itemsComputing devices | Oral questions Oral Report Observation |  |
|  | **2** |  | Cancer  | By the end of the sub-strand, the learner should be able to:* Explain the meaning of cancer
* Watch a video showing care of cancer patients
* Create awareness of common preventable cancer
* Discuss causes and prevention of cancer
* Appreciate healthy living as a daily habit
 | What is cancer? | Learners are guided to Discuss causes and prevention of cancerIn groups, learners are guided to Create awareness of common preventable cancer | KLB Visionary Home Science Learner’s Book Grade 6 pg. 25-27Digital resourcesChartsRealiaPlay itemsComputing devices | Oral questions Oral Report Observation |  |
|  | **3** | ***Consumer education***  | Budgeting  | By the end of the sub-strand, the learner should be able to:* Define budget
* Prepare a shopping list
* Discuss importance of preparing a budget
* Appreciate proper panning to avoid running out of funds
 | What is budget? | In groups, learners are guided to Prepare a shopping list | KLB Visionary Home Science Learner’s Book Grade 6 pg. 28-30Digital resourcesChartsRealiaPlay itemsComputing devices | Oral questions Oral Report Observation |  |
| **6** | **1** |  | Importance of budgeting | By the end of the sub-strand, the learner should be able to:* List factors to consider when making a budget
* Make a simple budget for personal effects
* Appreciate the need for budgeting
 | Why do we prepare a budget? | In pairs, learners are guided to List factors to consider when making a budgetIn groups, learners are guided to Make a simple budget for personal effects | KLB Visionary Home Science Learner’s Book Grade 6 pg. 30-32Digital resourcesChartsRealiaPlay itemsComputing devices | Oral questions Oral Report Observation |  |
|  | **2** |  | Revision | By the end of the sub-strand, the learner should be able to:* Answer topical questions correctly
 |  | Learners are guided to Answer topical questions correctly | KLB Visionary Home Science Learner’s Book Grade 6 pg. 32Digital resourcesChartsRealiaPlay itemsComputing devices | Oral questions Oral Report Observation |  |
|  | **3** | ***Food and nutrition***  | Food nutrients-minerals (iodine and iron) | By the end of the sub-strand, the learner should be able to:Define nutrients* Identify nutrients found in different food groups
* Identify foods rich in iodine and iron
* Discuss importance of iron and iodine in our bodies
* Appreciate importance of iron and iodine in our bodies
 | What is a mineral? | In groups, learners are guided to Identify foods rich in iodine and ironIn groups, learners are guided to Discuss importance of iron and iodine in our bodies | KLB Visionary Home Science Learner’s Book Grade 6 pg. 33-34Digital resourcesChartsRealiaPlay itemsComputing devices | Oral questions Oral Report Observation |  |
| **7** | **1** |  | Importance of different minerals in the body | By the end of the sub-strand, the learner should be able to:* Explain importance of different minerals in our bodies
* Prepare foods rich in iron
* Have fun classifying food according to their mineral content
* Prepare a meal plan contain foods with different minerals
 | What mineral can one get from meat? | In pairs, learners are guided to explain importance of different minerals in our bodiesIn groups, learners are guided to Prepare foods rich in iron  | KLB Visionary Home Science Learner’s Book Grade 6 pg. 34-35Digital resourcesChartsRealiaPlay itemsComputing devices | Oral questions Oral Report Observation |  |
|  | **2** |  | Keeping a daily log of foods rich in minerals | By the end of the sub-strand, the learner should be able to:* Discuss importance eating foods rich in essential minerals
* Prepare a daily log of foods rich in minerals
* Appreciate eating foods rich in essential minerals
* Answer question on the sub topic
 | What are the essential minerals required by our bodies? | Learners are guided to Discuss importance eating foods rich in essential mineralsIn groups, learners are guided to Prepare a daily log of foods rich in minerals | KLB Visionary Home Science Learner’s Book Grade 6 pg. 36-37Digital resourcesChartsRealiaPlay itemsComputing devices | Oral questions Oral Report Observation |  |
|  | **3** |  | Preservation and storage of meat | By the end of the sub-strand, the learner should be able to:* identify sources of meat that we eat.
* Search in the internet to find different sources of meat
* Draw simple sources of meat
* Appreciate sources of meat by taking care of these animals to ensure safe meat and health of the animals
 | Where do we get meat from? | In groups, learners are guided to identify sources of meat that we eat.In groups, learners are guided to demonstrate how to take care of common sources of meat at home | KLB Visionary Home Science Learner’s Book Grade 6 pg. 38-39Digital resourcesChartsRealiaPlay itemsComputing devices | Oral questions Oral Report Observation |  |
| **8** | **1** |  | Importance of preserving and storing meat | By the end of the sub-strand, the learner should be able to:* Explain reasons for preserving meat
* List reasons for preserving meat
* Name facilities used to preserve and store meat
* Demonstrate how to preserve meat by smoking
 | How do you preserve meat at home? | In pairs, learners are guided to Explain reasons for preserving meatIn groups, learners are guided to Demonstrate how to preserve meat by smoking | KLB Visionary Home Science Learner’s Book Grade 6 pg. 39-41Digital resourcesChartsRealiaPlay itemsComputing devices | Oral questions Oral Report Observation |  |
|  | **2** |  | Safety storage of meat | By the end of the sub-strand, the learner should be able to:* Discuss safety measures to observe when storing meat
* List factors to consider when choosing a method of preserving meat
* Appreciate proper preservation of meat
* Watch a video showing different ways of preserving meat
 | What factors do you consider when choosing a method of preserving meat? | Learners are guided to list factors to consider when choosing a method of preserving meatIn groups, learners are guided to watch a video showing different ways of preserving meat. | KLB Visionary Home Science Learner’s Book Grade 6 pg. 41Digital resourcesChartsRealiaPlay itemsComputing devices | Oral questions Oral Report Observation |  |
|  | **3** |  | Ways of preserving meat at home-sun drying  | By the end of the sub-strand, the learner should be able to:* Demonstrate how to preserve meat at home by drying
* Discus advantages and disadvantages of preserving meat by sun drying
* Appreciate preserving meat by sun drying
 | What are disadvantages of preserving meat by sun drying? | In groups, learners are guided to Discus advantages and disadvantages of preserving meat by sun dryingIn groups, learners are guided to Demonstrate how to preserve meat at home by drying | KLB Visionary Home Science Learner’s Book Grade 6 pg. 42Digital resourcesChartsRealiaPlay itemsComputing devices | Oral questions Oral Report Observation |  |
| **9** | **1** |  | Ways of preserving meat at home-refrigeration | By the end of the sub-strand, the learner should be able to:* Demonstrate how to preserve meat at home by refrigeration
* Discus advantages and disadvantages of preserving and storing meat by refrigeration
* Appreciate preserving meat by refrigeration
 | What are advantages of preserving meat by refrigeration? | In pairs, learners are guided to Discus advantages and disadvantages of preserving and storing meat by refrigerationIn groups, learners are guided to Demonstrate how to preserve meat at home by refrigeration  | KLB Visionary Home Science Learner’s Book Grade 6 pg. 43Digital resourcesChartsRealiaPlay itemsComputing devices | Oral questions Oral Report Observation |  |
|  | **2** |  | Ways of preserving meat at home-smoking | By the end of the sub-strand, the learner should be able to:* Demonstrate how to preserve meat at home by smoking
* Discus advantages and disadvantages of preserving meat by smoking
* Have fun by preserving meat by smoking
 | What are advantages of preserving meat by smoking? | Learners are guided to Discus advantages and disadvantages of preserving meat by smoking In groups, learners are guided to Demonstrate how to preserve meat at home by smoking  | KLB Visionary Home Science Learner’s Book Grade 6 pg. 44Digital resourcesChartsRealiaPlay itemsComputing devices | Oral questions Oral Report Observation |  |
|  | **3** |  | Ways of preserving meat at home-salting | By the end of the sub-strand, the learner should be able to:* Demonstrate how to preserve meat at home by salting
* Discus advantages and disadvantages of preserving meat by salting
* Appreciate preserving meat by salting
 | Have you ever preserved meat by salting? | In groups, learners are guided to Discus advantages and disadvantages of preserving meat by saltingIn groups, learners are guided to Demonstrate how to preserve meat at home by salting  | KLB Visionary Home Science Learner’s Book Grade 6 pg.44-45 Digital resourcesChartsRealiaPlay itemsComputing devices | Oral questions Oral Report Observation |  |
| **10** | **1** |  | Hygiene measure while preserving meat | By the end of the sub-strand, the learner should be able to:* Identify hygiene measures to observe when storing meat
* Demonstrate/Showcase safety hygiene measures when storing meat
* Appreciate safety measures when storing meat
 | What are the safety measure to consider when storing meat? | In pairs, learners are guided to Identify hygiene measures to observe when storing meatIn groups, learners are guided to Showcase safety hygiene measures when storing meat | KLB Visionary Home Science Learner’s Book Grade 6 pg. 45-46Digital resourcesChartsRealiaPlay itemsComputing devices | Oral questions Oral Report Observation |  |
|  | **2** |  | How to store preserved meat at home | By the end of the sub-strand, the learner should be able to:* Name storage equipment’s used to store food at home
* Watch a video showing how to store food
* Demonstrate how to store food in a freezer
* Have fun storing preserved meat
* Discuss importance of preserving meat
 | What is the use of a freezer? | Learners are guided to Name storage equipment’s used to store food at homeIn groups, learners are guided to Demonstrate how to store food in a freezer | KLB Visionary Home Science Learner’s Book Grade 6 pg. 46-47Digital resourcesChartsRealiaPlay itemsComputing devices | Oral questions Oral Report Observation |  |
|  | **3** |  | Revision  | By the end of the sub-strand, the learner should be able to:* Answer questions at the end of the sub-strand
 |  | In groups, learners are guided to answer all questions correctly | KLB Visionary Home Science Learner’s Book Grade 6 pg.48 Digital resourcesChartsRealiaPlay itemsComputing devices | Oral questions Oral Report Observation |  |