**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 resources  Charts  Realia  Play items  Computing 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 resources  Charts  Realia  Play items  Computing 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 practices  In groups, learners are guided to demonstrate how perform good grooming | Digital resources  Charts  Realia  Play items  Computing 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 eating  In groups, learners are guided to prepare a balanced diet meal | Digital resources  Charts  Realia  Play items  Computing 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 locality  In groups, learners are guided to role play a game of his/her choosing. | Digital resources  Charts  Realia  Play items  Computing 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 environment  In groups, learners are guided to demonstrate how Practice safety precautions to avoid danger. | Digital resources  Charts  Realia  Play items  Computing 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 cosmetics  In groups, learners are guided to use accessories correctly | Digital resources  Charts  Realia  Play items  Computing 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 misused  In groups, learners are guided to properly accessorize themselves | Digital resources  Charts  Realia  Play items  Computing 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 cosmetics  In groups, learners are guided to demonstrate how to properly use cosmetics | Digital resources  Charts  Realia  Play items  Computing 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 disorders  In groups, learners are guided to Share experience on non-communicable diseases and disorders | KLB Visionary Home Science Learner’s Book Grade 6 pg. 16-17  Digital resources  Charts  Realia  Play items  Computing 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 hypertension  In 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. 17-20  Digital resources  Charts  Realia  Play items  Computing 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 epilepsy  In groups, learners are guided to Role play performing first aid for an epileptic patient | KLB Visionary Home Science Learner’s Book Grade 6 pg. 20-23  Digital resources  Charts  Realia  Play items  Computing 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 diseases  In groups, learners are guided to Watch a video of patients with heart diseases | KLB Visionary Home Science Learner’s Book Grade 6 pg. 24  Digital resources  Charts  Realia  Play items  Computing 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 cancer  In groups, learners are guided to Create awareness of common preventable cancer | KLB Visionary Home Science Learner’s Book Grade 6 pg. 25-27  Digital resources  Charts  Realia  Play items  Computing 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. 28-30  Digital resources  Charts  Realia  Play items  Computing 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 budget  In groups, learners are guided to Make a simple budget for personal effects | KLB Visionary Home Science Learner’s Book Grade 6 pg. 30-32  Digital resources  Charts  Realia  Play items  Computing 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. 32  Digital resources  Charts  Realia  Play items  Computing 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 iron  In groups, learners are guided to Discuss importance of iron and iodine in our bodies | KLB Visionary Home Science Learner’s Book Grade 6 pg. 33-34  Digital resources  Charts  Realia  Play items  Computing 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 bodies  In groups, learners are guided to Prepare foods rich in iron | KLB Visionary Home Science Learner’s Book Grade 6 pg. 34-35  Digital resources  Charts  Realia  Play items  Computing 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 minerals  In groups, learners are guided to Prepare a daily log of foods rich in minerals | KLB Visionary Home Science Learner’s Book Grade 6 pg. 36-37  Digital resources  Charts  Realia  Play items  Computing 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. 38-39  Digital resources  Charts  Realia  Play items  Computing 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 meat  In groups, learners are guided to Demonstrate how to preserve meat by smoking | KLB Visionary Home Science Learner’s Book Grade 6 pg. 39-41  Digital resources  Charts  Realia  Play items  Computing 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 meat  In groups, learners are guided to watch a video showing different ways of preserving meat. | KLB Visionary Home Science Learner’s Book Grade 6 pg. 41  Digital resources  Charts  Realia  Play items  Computing 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 drying  In groups, learners are guided to Demonstrate how to preserve meat at home by drying | KLB Visionary Home Science Learner’s Book Grade 6 pg. 42  Digital resources  Charts  Realia  Play items  Computing 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 refrigeration  In groups, learners are guided to Demonstrate how to preserve meat at home by refrigeration | KLB Visionary Home Science Learner’s Book Grade 6 pg. 43  Digital resources  Charts  Realia  Play items  Computing 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. 44  Digital resources  Charts  Realia  Play items  Computing 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 salting  In 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 resources  Charts  Realia  Play items  Computing 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 meat  In groups, learners are guided to Showcase safety hygiene measures when storing meat | KLB Visionary Home Science Learner’s Book Grade 6 pg. 45-46  Digital resources  Charts  Realia  Play items  Computing 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 home  In groups, learners are guided to Demonstrate how to store food in a freezer | KLB Visionary Home Science Learner’s Book Grade 6 pg. 46-47  Digital resources  Charts  Realia  Play items  Computing 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 resources  Charts  Realia  Play items  Computing devices | Oral questions Oral Report Observation |  |