**GRADE 6 MTP HOME SCIENE ACTIVITIES**

**SCHEMES OF WORK TERM 1**

**School**……………………….. **Teacher’s Name**………………………….. **Term**………………… **Year** ………

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| **Week** | **Lsn** | **Strand/ Theme** | **Sub –strand** | **Specific learning outcomes** | **Key inquiry questions** | **Learning experiences** | **Learning resources** | **Assessment method** | **refl** |
| **1** | **1** | **Heathy living** | Adolescence (13-19) | By the end of the lesson, the leaners should be able to:   1. Explain the meaning of adolescence 2. Examine changes that take place during adolescence 3. Appreciate healthy habits in adolescence | Who is an adolescent?  What are the needs of an adolescent? | * Learners brainstorm on the meaning of adolescent * Learners discuss changes that takes place during adolescent through stories, experience sharing , resource persons, video clips * Leaners observe video clips, posters on good grooming during adolescence | * Digital devices * Manila paper * Marker pens   MTP Home science Act. TG Grade 6 1-4  MTP Home science Act. Learners book Grade 6 Pg. 1-4 | Observation schedule  Assessment rubric  Rating scale  Written questions |  |
| **2** |  | Good grooming as a daily healthy habits | By the end of the lesson learners should be able to   1. Practice good grooming as a daily healthy habit for adolescent 2. Identify good grooming habits for adolescent 3. Appreciate healthy habit in adolescent | Who is an adolescent?  What are the needs of an adolescent? | * In groups learners discuss aspects of good grooming during adolescence ( e.g. personal hygiene and body cleanliness, dressing, care of cloths * In groups learners role play on good grooming during adolescence * Learners use safe locally available materials to make items for good grooming * Learners discuss the safety precautions to observe when grooming items within the environment * Learners practise safety in their environment ( such as relating with others, internet use, use of digital devices | * Digital devices * Manila paper * Marker pens   MTP Home science Act. TG Grade 6 5-9  MTP Home science Act. Learners book Grade 6 Pg. 5-10 | Observation schedule  Assessment rubric  Rating scale  Written questions |  |
|  | **3** |  | Healthy habits for an adolescents | By the end of the lesson learners should be able to:   1. Identify healthy eating habit for adolescent 2. Engage in daily physical exercise as a healthy habits 3. Appreciate healthy habits in adolescent | What are the physical changes of an adolescent?  What are the emotional challenges of an adolescent? | * Learners brainstorm on healthy eating habit for adolescent through experience sharing, stories, watching a video clips on charts or pictures ( nutritional and dietary needs) * Learners practice healthy eating habits in day to day lives (balance diet, ) and observe table etiquette * Learners in groups or pairs carry out daily physical exercise as a healthy habit (improve cardiorespiratory fitness, weight control, reduce *symptoms to anxiety and depression, and reduce also risk of exposure to heart disease.* | * Digital devices * Manila paper * Marker pens   MTP Home science Act. TG Grade 6 Pg. 10-15  MTP Home science Act. Learners book Grade 6 Pg. 11-17 | Observation schedule  Assessment rubric  Rating scale  Written questions |  |
| **2** | **1** |  | Accessories and cosmetics: what are accessories and cosmetics? | By the end of the lesson learners should be able to:   1. Classify the accessories and cosmetics use by adolescence 2. Describe accessories and cosmetics 3. Evaluate misuse of accessories by adolescents 4. Justify the misuse and a dangers of cosmetics by adolescents 5. Appreciate decent dressing for adolescent | What are the use of accessories and cosmetics?  What are the dangers of misuse of cosmetics and accessories for adolescent s? | * Learners brainstorm the meaning of accessories and cosmetics * Using digital devices and print media, learners research chart, picture to classify and write a report on accessories and cosmetics use for enhancing appearance * In groups learners discuss and share their experiences on accessories and cosmetics used for enhancing appearance. | * Digital devices * Realia   MTP Home science Act. TG Grade 6 Pg.16-18  MTP Home science Act. Learners book Grade 6 Pg. 19-20 | Observation schedule  Assessment rubric  Rating scale  Written questions |  |
| **2** |  | Misuse of accessories by adolescents | By the end of the lesson learners should be able to:   1. Classify the accessories and cosmetics use by adolescence 2. Describe accessories and cosmetics 3. Evaluate misuse of accessories by adolescents 4. Justify the misuse and a dangers of cosmetics by adolescents 5. Appreciate decent dressing for adolescent | What are the use of accessories and cosmetics?  What are the dangers of misuse of cosmetics and accessories for adolescent s? | * In groups / pairs leaners brainstorm on the misuse of accessories (such as bangles, jewellery ,scarves, handbags * In groups or pairs learners discuss dangers and misuse of cosmetics for adolescent | * Digital devices * Realia   MTP Home science Act. TG Grade 6 Pg. 18-19  MTP Home science Act. Learners book Grade 6 Pg. 19-20 | Observation schedule  Assessment rubric  Rating scale  Written questions |  |
| **3** |  | Misuse of cosmetics by adolescence | By the end of the lesson learners should be able to:   1. Classify the accessories and cosmetics use by adolescence 2. Describe accessories and cosmetics 3. Evaluate misuse of accessories by adolescents 4. Justify the misuse and a dangers of cosmetics by adolescents 5. Appreciate decent dressing for adolescent | What are the use of accessories and cosmetics?  What are the dangers of misuse of cosmetics and accessories for adolescent s? | * In groups / pairs leaners brainstorm on the misuse of accessories (such as bangles, jewellery ,scarves, handbags * In groups or pairs learners discuss dangers and misuse of cosmetics for adolescent | * Digital devices * Realia   MTP Home science Act. TG Grade 6 Pg.19-21  MTP Home science Act. Learners book Grade 6 Pg. 21-25 | Observation schedule  Assessment rubric  Rating scale  Written questions |  |
| **3** | **1** |  | Non communicable diseases and disorders:  Identifying non- communicable diseases and disorders | By the end of the lesson learners should be able to:   1. Explain the meaning of non- communicable diseases and disorders 2. Identify common non –communicable diseases and disorders in the locality 3. Observe pictures of non- communicable diseases 4. Appreciate the importance of healthy living | How can we prevent common non- communicable diseases and disorders? | * In groups learners brainstorm on the meaning of non- communicable diseases and disorders * Learners watch video clips and documentaries , read stories/ biography, pictures and charts on Non communicable diseases and disorders to locate their causes (*obesity, diabetes, hypertension*, asthma cancer) | * Digital devices * Charts * Resource person   MTP Home science Act. TG Grade 6 Pg.23-24  MTP Home science Act. Learners book Grade 6 Pg. 26-27 | Observation schedule  Assessment rubric  Rating scale  Written questions |  |
| **2** |  | Obesity | By the end of the lesson learners should be able to:   1. Identify common non communicable diseases and disorders in the locality 2. Identify the causes of obesity 3. Describe prevention of obesity 4. Appreciate the importance of healthy living | How can we prevent common non- communicable diseases and disorders? | * Learners use ICT devices and print media such as (video clips, pictures, charts, stories to guide discussion on the cause of common non communicable diseases. And disorders (to include excess salt, fats and sugar intake, lack of regular exercise, diet, use of cosmetics containing harmful chemicals. | * Digital devices * Charts * Resource person   MTP Home science Act. TG Grade 6 Pg.23-24  MTP Home science Act. Learners book Grade 6 Pg. 26-27 | Observation schedule  Assessment rubric  Rating scale  Written questions |  |
| **3** |  | hypertension | By the end of the lesson learners should be able to:   1. Identify common non communicable diseases and disorders in the locality 2. Identify the causes of hypertension 3. Describe prevention of hypertension 4. Describe how to manage non communicable diseases and disorders 5. Appreciate the importance of healthy living | How can we prevent common non- communicable diseases and disorders? | * Learners listen to a talk from a health practitioner on healthy measures on prevention and management of common non- communicable diseases and disorders (to include: a healthy diet, regular exercise, moderate use of salt, fats and sugar, regular medical check-ups, proper use of medicine, avoid alcohol and substance abuse, using electronica and digital devices such as *pictures, TV radio and relevant books and magazines*. | * Digital devices * Charts * Resource person   MTP Home science Act. TG Grade 6 Pg.26  MTP Home science Act. Learners book Grade 6 Pg. 30-31 | Observation schedule  Assessment rubric  Rating scale  Written questions |  |
| **4** | **1** |  | Diabetes | By the end of the lesson learners should be able to:   1. Identify common non- communicable diseases and disorders in the locality 2. Identify the causes of diabetes 3. Describe how to manage common non- communicable diseases 4. Describe the prevention of diabetes 5. Appreciate the importance of healthy living | How can we prevent common non- communicable diseases and disorders? | * Learners listen to talks from the practitioner officer on healthy measures on prevention and management of non-communicable diseases and disorders (*to include: a healthy diet, regular exercise, moderate use of salt, fats and sugar, regular medical check-ups, proper use of medicines* avoid alcohol and substance abuse, using electronica and digital devices such as *pictures, TV radio and relevant books and magazines*. | * Digital devices * Charts * Resource person   MTP Home science Act. TG Grade 6 Pg.26  MTP Home science Act. Learners book Grade 6 Pg. 29-30 | Observation schedule  Assessment rubric  Rating scale  Written questions |  |
|  | **2** |  | Epilepsy | By the end of the lesson learners should be able to:   1. Identify common non- communicable diseases and disorders in the locality 2. Identify the causes of Epilepsy 3. Describe how to manage common non- communicable diseases 4. Describe first aid for epilepsy 5. Describe the prevention of Epilepsy 6. Appreciate the importance of healthy living | How can we prevent common non- communicable diseases and disorders? | * A resource person and sharing experiences learners discuss first aids epilepsy and asthma diseases. * Learners watch video clips on the documentaries in groups or pairs * Learners practice health living habits that prevent common Non communicable diseases through keeping journals and daily logs | * Digital devices * Charts * Resource person   MTP Home science Act. TG Grade 6 Pg.27-28  MTP Home science Act. Learners book Grade 6 Pg. 32-34 | Observation schedule  Assessment rubric  Rating scale  Written questions |  |
| **3** |  | Asthma | By the end of the lesson learners should be able to.   1. Identify common non- communicable diseases and disorders in the locality 2. Identify the causes of asthma 3. Describe how to manage common non- communicable diseases 4. Describe the prevention of Asthma 5. Appreciate the importance of healthy living | How can we prevent common non- communicable diseases and disorders? | * Learners listen to talks from the health practitioner on healthy measures on prevention and management of common non communicable diseases and disorders ( to include a healthy diet, regular exercise, moderate of salt, fats and sugar, regular medical check-ups and proper use of medicines) using electrical and digital devices such as TV,radio | * Digital devices * Charts * Resource person   MTP Home science Act. TG Grade 6 Pg.28-29  MTP Home science Act. Learners book Grade 6 Pg. 35-38 | Observation schedule  Assessment rubric  Rating scale  Written questions |  |
| **5** | **1** |  | Cancer | By the end of the lesson learners should be able to.   1. Identify common non- communicable diseases and disorders in the locality 2. Identify the causes of cancer 3. Describe how to manage common non- communicable diseases 4. Describe the prevention of cancer 5. Appreciate the importance of healthy living | How can we prevent common non- communicable diseases and disorders? | * Learners listen to talks from the health practitioner on healthy measures on prevention and management of common non communicable diseases and disorders ***( to include a healthy diet, regular exercise, moderate of salt, fats and sugar, regular medical check-ups and proper use of medicines)*** using electrical and digital devices such as TV,radio. | * Digital devices * Charts * Resource person   MTP Home science Act. TG Grade 6 Pg.30  MTP Home science Act. Learners book Grade 6 Pg. 39-40 | Observation schedule  Assessment rubric  Rating scale  Written questions |  |
| **2** |  | Heart diseases | By the end of the lesson learners should be able to;   1. Identify common non- communicable diseases and disorders in the locality 2. Identify the causes of heart diseases 3. Describe preventions of heart diseases 4. Describe how to manage heart diseases 5. Appreciate the importance of healthy living | How can we prevent common non- communicable diseases and disorders? | * Learners listen to talks from the health practitioner on healthy measures on prevention and management of common non communicable diseases and disorders ***( to include a healthy diet, regular exercise, moderate of salt, fats and sugar, regular medical check-ups and proper use of medicines)*** using electrical and digital devices such as TV,radio. | * Digital devices * Charts * Resource person   MTP Home science Act. TG Grade 6 Pg.31-33  MTP Home science Act. Learners book Grade 6 Pg.40-43 | Observation schedule  Assessment rubric  Rating scale  Written questions |  |
| **3** | **CONSUMER EDUCATION** | Budgeting : importance of budget | By the end of the lesson learners should be able to:   1. Explain budget as used in daily life 2. Examine the importance of budgeting as a daily practice 3. Observe photos of a budget 4. Appreciate the need for budgeting as a good consumer practice | How do we budget: | * In groups learners brainstorm on the meaning of budgeting * Learners use electronic and digital devices and other documentaries to search for the importance of making a budget, write a report and present findings to peers | * Digital devices * Manila paper * Marker pens   MTP Home science Act. TG Grade 6 Pg. 36-38  MTP Home science Act. Learners book Grade 6 Pg. 44-45 | Observation schedule  Assessment rubric  Rating scale  Written questions |  |
| **6** | **1** |  | Factor to consider when making a budget | 1. Examine the importance of budgeting as a daily practice. 2. Outline factors to consider when making budget as day to day life 3. Observe photos of a budget 4. Appreciate the need for budgeting as a good consumer practice | How do we budget: | * Learners use electronic and digital devices and other documentaries to search for the importance of making a budget, write a report and present findings to peers * In groups learners are provided with stories and experiences that guide in discussion on factors to consider when making a budget | * Digital devices * Manila paper * Marker pens   MTP Home science Act. TG Grade 6 Pg. 38-39  MTP Home science Act. Learners book Grade 6 Pg. 46-47 | Observation schedule  Assessment rubric  Rating scale  Written questions |  |
| **2** |  | Creating a portfolio of budgets | By the end of the lesson learners should be able to;   1. Outline factors to consider when making a budget as day to day practice. 2. Create a portfolio of budget made within a term 3. Appreciate the need of budgeting as a good consumer practice. | How do we budget: | * Learners use digital devices , relevant book and personal experiences to make a simple budget and share with their peers * Learners create portfolio of the budget they make within a term | * Digital devices * Manila paper * Marker pens   MTP Home science Act. TG Grade 6 Pg. 39-41  MTP Home science Act. Learners book Grade 6 Pg. 48-49 | Observation schedule  Assessment rubric  Rating scale  Written questions |  |
| **3** | **Food and Nutrition** | Food nutrients: minerals (iodine and iron) | By the end of the lesson learners should be able to;   1. Discuss different minerals found in foods 2. Identify sources of iodine in foods found in the locality 3. Observe pictures of sources of iron and iodine 4. Appreciate the habit of eating foods that are rich in essential minerals. | How do we create variety in diet? | * In groups , learners use digital devices to identify , discuss and share information of different minerals in food. * Using realia,pictures, electronic devices and ict devices learners identify, discuss and share information on foods that provide iodine and iron * In pairs, the learners group the different foods rich in iodine and iron | * Posters   MTP Home science Act. TG Grade 6 Pg. 42-46  MTP Home science Act. Learners book Grade 6 Pg. 50-54 | Observation schedule  Assessment rubric  Rating scale  Written questions |  |
| **7** | **1** |  | Planning a meal that include mineral in the diet | By the end of the lesson learners should be able to;   1. Identify source of iodine and iron in foods found in the locality 2. Describe the importance of different minerals in the body 3. Plan a meal that will include mineral in the diet using foods found in the locality 4. Appreciate the habit of eating foods that are rich in essential minerals | How do we create variety in diet? | * Using realia, electronic and digital devices (such as tv, radio, short video clips) learners pan a meal that will include mineral (iodine and iron) in the diet. (stress on the use of indigenous foods) * In groups learners research and discuss the importance of essential mineral in the body (iodine and iron) | * Posters   MTP Home science Act. TG Grade 6 Pg. 46-47  MTP Home science Act. Learners book Grade 6 Pg. 54-55 | Observation schedule  Assessment rubric  Rating scale  Written questions |  |
| **2** |  | Daily log of foods eaten in iron and iodine | By the end of the lesson learners should be able to;   1. Describe the importance of different minerals in the body 2. Create journals and daily log of foods rich in essential minerals 3. Appreciate the habit of eating foods that are rich in essential minerals | How do we create variety in diet? | * Learners create journals and daily log of food rich in essential minerals (iodine and iron) * In groups learners research and discuss the importance of essential minerals in the body | * Posters   MTP Home science Act. TG Grade 6 Pg. 47-48  MTP Home science Act. Learners book Grade 6 Pg. 56-57 | Observation schedule  Assessment rubric  Rating scale  Written questions |  |
|  | **3** |  | Preservation and storage of meat: sources of meat in the locality | By the end of the lesson ,learners should be able to:   1. Identify source of meat available in the locality 2. Observe pictures in the locality 3. Appreciate the importance of preserving and storing meat at home | How do you preserve and store meat at home? | * Learners brainstorm and share information on the sources of meat available in their locality using pictures, charts and video clips | Digital devices  MTP Home science Act. TG Grade 6 Pg. 50-51  MTP Home science Act. Learners book Grade 6 Pg.58 | Observation schedule  Assessment rubric  Rating scale  Written questions |  |
| **8** | **1** |  | Importance of preserving and storing meat | By the end of the lesson ,learners should be able to:   1. Explain the importance of preserving and storing meat at home 2. Observe pictures on sources of meat in the locality 3. Appreciate the importance of preserving and storing meat at home. | How do you preserve and store meat at home? | * Using print material, digital devices, documentaries , video clips and through experience share, learners search for information of the importance of preserving and storing fish at home, discuss and make presentation in plenary | Digital devices  MTP Home science Act. TG Grade 6 Pg. 51-52  MTP Home science Act. Learners book Grade 6 Pg.53-60 | Observation schedule  Assessment rubric  Rating scale  Written questions |  |
|  | **2** |  | Facilities use for preserving and storing fish | By the end of the lesson ,learners should be able to:   1. Identify facilities use for preserving and storing fish 2. Observe pictures on facilities use in storing meat 3. Appreciate the importance of preserving and storing meat at home. | How do you preserve and store meat at home? | * Use print materials, digital devices, documentaries, video clips and through experience share, learners search for information on facilities use for preserving and storing meat*.(refrigeration, salting, sun drying and smoking, advantages and disadvantages of each facility),* discuss and make presentation in plenary. | Digital devices  MTP Home science Act. TG Grade 6 Pg. 52-53  MTP Home science Act. Learners book Grade 6 Pg.60-62 | Observation schedule  Assessment rubric  Rating scale  Written questions |  |
| **3** |  | Methods procedures preserving and storing meat | By the end of the lesson ,learners should be able to:   1. Explain methods and procedures of preserving and storing meat in the locality 2. Observe pictures on facilities use in storing meat 3. Appreciate the importance of preserving and storing meat at home. | How do you preserve and store meat at home? | * Use print materials, digital devices, documentaries, video clips and through experience share, learners search for information on facilities use for preserving and storing meat*.(refrigeration, salting, sun drying and smoking, advantages and disadvantages of each facility),* discuss and make presentation in plenary. | Digital devices  MTP Home science Act. TG Grade 6 Pg. 53  MTP Home science Act. Learners book Grade 6 Pg. 62-69 | Observation schedule  Assessment rubric  Rating scale  Written questions |  |
| **9** | **1** |  | Using different methods and procedures to preserve meat at home | By the end of the lesson ,learners should be able to:   1. Use different methods and procedures to preserve and store meat at home 2. Identify different methods and procedures to preserve and store meat at home 3. Store preserved meat at home 4. Appreciate the importance of preserving and storing meat at home. | How do you preserve and store meat at home? | * Learners preserve and store meat at home using various methods and take photos and pictures using digital devices, share pictures with their parents, peers and community. | Digital devices  MTP Home science Act. TG Grade 6 Pg. 53-54  MTP Home science Act. Learners book Grade 6 Pg. 69-71 | Observation schedule  Assessment rubric  Rating scale  Written questions |  |
|  | **2** |  | Hygiene measures while preserving and storing meat at home | By the end of the lesson learners should be able to ;   1. Observe hygiene measures while preserving and storing meat at home 2. Identify different methods of preserving meat 3. Store preserved meat at home 4. Appreciate the importance of preserving and storing meat at home | How do you preserve and store meat at home? | * Learners watch a demonstration, video clip, documentary on preserving and storing meat | Digital devices  MTP Home science Act. TG Grade 6 Pg.54-56  MTP Home science Act. Learners book Grade 6 Pg. 72-73 | Observation schedule  Assessment rubric  Rating scale  Written questions |  |
| **3** |  | Fruits and vegetables available in the locality | By the end of the lesson learners should be able to ;   1. Explain the importance of preserving and storing fruits and vegetables at home 2. Observe pictures of fruits available in the locality 3. Identify types of fruits and vegetables available in the locality 4. Appreciate the importance of preserving and storing dried fruits and vegetables using drying method at home | Why do you observe and store fruits and vegetables at home?  How do you preserve and store fruits and vegetables using drying methods? | * Using pictures, stories, magazines and life experience, learners search and brainstorm on types of fruits and vegetables available in their locality. | Digital devices  MTP Home science Act. TG Grade 6 Pg.58-60  MTP Home science Act. Learners book Grade 6 Pg.74-76 | Observation schedule  Assessment rubric  Rating scale  Written questions |  |
| **10** | **1** |  | Facilities use for preserving and storing fruits and vegetables in the locality | By the end of the lesson learners should be able to :   1. Identify facilities use for preserving and storing fruits and vegetables in the locality 2. Watch video clips on facilities used in storing fruits and vegetables 3. Appreciate the importance of preserving and storing fruits and vegetables using drying method at home | Why do you observe and store fruits and vegetables at home?  How do you preserve and store fruits and vegetables using drying methods? | * In groups , learners identify and write a report on facilities use for preserving and storing fruits and vegetables using print media, digital devices, documentaries and video clips through experiences * In groups , learners brainstorm on facilities use for preserving and storing fruits and vegetables using print material, digital devices, documentaries and video clips through experiences (advantages and disadvantages of each facility) | Digital devices  Kales  Sacks, plastic containers, manila paper, mangoes  MTP Home science Act. TG Grade 6 Pg. 61  MTP Home science Act. Learners book Grade 6 Pg. 77-78 | Observation schedule  Assessment rubric  Rating scale  Written questions |  |
| **2** |  | Drying fruits and vegetables | By the end of the lesson learners should be able to :   1. Explain the drying method and procedures of preserving fruits and vegetables at home 2. Preserve fruits and vegetables using drying method at home 3. Appreciate the importance of preserving and storing fruits and vegetables using drying method at home | Why do you observe and store fruits and vegetables at home?  How do you preserve and store fruits and vegetables using drying methods? | * Leaners watch a demonstration, video clip, documentaries on preserving and storing fruits and vegetables using the drying method at home * In groups learners share experiences on the drying method use for preserving fruits and vegetables at home | Digital devices  Kales  Sacks, plastic containers, manila paper, mangoes  MTP Home science Act. TG Grade 6 Pg. 62-63  MTP Home science Act. Learners book Grade 6 Pg. 79-82 | Observation schedule  Assessment rubric  Rating scale  Written questions |  |
|  | **3** |  | Hygiene practice to observe while preserving and storing fruits and vegetables | By the end of the lesson learners should be able to :   1. Observe hygiene practice measures while preserving fruits and vegetables at home 2. Explain the importance of preserving and storing fruits and vegetables at home 3. Appreciate the importance of preserving and storing dried fruits and vegetables at home | Why do you observe and store fruits and vegetables at home?  How do you preserve and store fruits and vegetables using drying methods? | * In groups, learners discuss using video clips, pictures, chart, stories on the importance of preserving and storing fruits and vegetables at home and make presentations using print materials, digital devices , documentaries and video clips * Learners preserve and store fruits and vegetables at home using drying methods while observing hygienic practice | Digital devices  Kales  Sacks, plastic containers, manila paper, mangoes  MTP Home science Act. TG Grade 6 Pg. 64-65  MTP Home science Act. Learners book Grade 6 Pg. 82-83 | Observation schedule  Assessment rubric  Rating scale  Written questions |  |