**2023 GRADE 7 HOME SCIENCE SCHEME OF WORK TERM 1**

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| **Week** | **Lesson** | **Strand** | **Sub-strand** | **Specific-Learning outcomes** | **Learning Experience** | **Key Inquiry Question(S)** | **Learning**  **Resources** | **Assessment Methods** | **Reflection** |
| **1** | **1** | Food and Nutrition | Role of Home Science Education | By the end of the lesson, the learner should be able to:   1. Identify the role of Home Science Education. 2. Describe the importance of Home Science in contemporary life for self, family and nation. 3. Discuss the benefits of studying Home Science self, family and nation. 4. Appreciate the role of Home Science Education. | Individually, in groups or in pairs, learners are guided to:  -Identify the role of Home Science Education.  -Describe the importance of Home Science in contemporary life for self, family and nation.  -Discuss the benefits of studying Home Science self, family and nation. | What is the importance of Home Science in daily life? | Digital resources  Charts  Realia  Computing devices ***KLB; Top Scholar; Home Science Learner’s Book Grade 7 pg. 1-3*** | Oral questions Oral Report Observation |  |
|  | **2** | Food and Nutrition | Careers and income generating activities in Home Science | By the end of the lesson, the learner should be able to:   1. Identify career opportunities found in Home Science. 2. Discuss the income generating activities in Home Science. 3. Design a career wheel showing the careers related to Home Science. 4. Appreciate the careers and income generating activities in Home Science. | Individually, in groups or in pairs, learners are guided to:  -Identify career opportunities found in Home Science.  -Discuss the income generating activities in Home Science.  Design a career wheel showing the careers related to Home Science. | Which career opportunities are found in Home Science? | Digital resources  Charts  Realia  Computing devices  ***KLB; Top Scholar; Home Science Learner’s Book Grade 7 pg. 3*** | Oral questions Oral Report Observation |  |
|  | **3** | Food and Nutrition | Guidelines for nutrients conservation during food preparation and cooking | By the end of the lesson, the learner should be able to:   1. Identify the nutrients that are lost during food handling processes. 2. Outline the guidelines for nutrients conservation during food preparation and cooking. 3. Give reasons for each of the guidelines for nutrients conservation during food preparation and cooking. 4. Appreciate the importance of following guidelines during nutrients conservation during food preparation and cooking. | Individually, in groups or in pairs, learners are guided to:  - Identify the nutrients that are lost during food handling processes.  -Outline the guidelines for nutrients conservation during food preparation and cooking.  -Give reasons for each of the guidelines for nutrients conservation during food preparation and cooking. | What are the guidelines for nutrients conservation during food preparation and cooking? | Digital resources  Charts  Realia  Computing devices  ***KLB; Top Scholar; Home Science Learner’s Book Grade 7 pg. 3-6*** | Oral questions Oral Report Observation |  |
| **2** | **1** | Food and Nutrition | The role of food enrichment, food fortification and supplementation of nutrients in nutrition | By the end of the lesson, the learner should be able to:   1. Explain the meaning of food enrichment, food fortification and supplementation of nutrients. 2. Discuss the role of food enrichment, food fortification and supplementation of nutrients in nutrition. 3. Make a presentation on food enrichment, food fortification and supplementation of nutrients in nutrition. 4. Appreciation the role of food enrichment, food fortification and supplementation of nutrients in nutrition. | Individually, in groups or in pairs, learners are guided to:  -Explain the meaning of food enrichment, food fortification and supplementation of nutrients.  -Discuss the role of food enrichment, food fortification and supplementation of nutrients in nutrition.  -Make a presentation on food enrichment, food fortification and supplementation of nutrients in nutrition. | What is the role of food enrichment, food fortification and supplementation of nutrients in nutrition? | Digital resources  Charts  Realia  Computing devices  ***KLB; Top Scholar; Home Science Learner’s Book Grade 7 pg. 6-8*** | Oral questions Oral Report Observation |  |
|  | **2** | Food and Nutrition | Effect of heat on various vegetables | By the end of the lesson, the learner should be able to:   1. Mention categories and examples of vegetables. 2. Identify the effect of heat on various vegetables. 3. Draw some of the vegetables found in their locality. 4. Appreciate vegetables as an important source of nutrients. | Individually, in groups or in pairs, learners are guided to:  - Mention categories and examples of vegetables.  -Identify the effect of heat on various vegetables.  -Draw some of the vegetables found in their locality. | What are the effects of heat on various vegetables? | Charts  Realia  Computing devices ***KLB; Top Scholar; Home Science Learner’s Book Grade 7 pg. 8-9*** | Oral questions Oral Report Observation |  |
|  | **3** | Food and Nutrition | Investigating the effect of heat on vegetables during frying | By the end of the lesson, the learner should be able to:   1. Identify the ingredients of cooking fried kales. 2. Outline the procedure of cooking fried kales. 3. Fry the vegetables. 4. Have fun cooking kales. 5. Enjoy eating fried kales. | Individually, in groups or in pairs, learners are guided to:  -Identify the ingredients of cooking fried kales.  -Outline the procedure of cooking fried kales.  -Fry the vegetables. | Which method did you use to fry kales? | Digital resources  Charts  Realia  ***KLB; Top Scholar; Home Science Learner’s Book Grade 7 pg. 9-10*** | Oral questions Oral Report Observation |  |
| **3** | **1** | Food and Nutrition | Investigating the effect of heat on vegetables during steaming | By the end of the lesson, the learner should be able to:   1. Identify the ingredients of steaming cabbage. 2. Outline the procedure of steaming cabbage. 3. Steam the cabbage. 4. Have fun steaming cabbages. 5. Enjoy eating steam cabbage. | Individually, in groups or in pairs, learners are guided to:  -Identify the ingredients of steaming cabbage.  -Outline the procedure of steaming cabbage.  -Steam the cabbage. | Which procedure did you use of steam cabbage? | Digital resources  Charts  Realia  ***KLB; Top Scholar; Home Science Learner’s Book Grade 7 pg. 10-12*** | Oral questions Oral Report Observation |  |
|  | **2** | Food and Nutrition | Investigating the effect of heat on vegetables during stewing | By the end of the lesson, the learner should be able to:   1. Identify the ingredients of stewing garden peas. 2. Outline the procedure of stewing garden peas. 3. Stew garden peas. 4. Have fun stewing garden peas. 5. Enjoy eating stewed garden peas. | Individually, in groups or in pairs, learners are guided to:  - Identify the ingredients of stewing garden peas.  -Outline the procedure of stewing garden peas.  -Stew garden peas. | Which procedure do you use to stew garden peas? | Digital resources  Charts  Realia  ***KLB; Top Scholar; Home Science Learner’s Book Grade 7 pg. 12-14*** | Oral questions Oral Report Observation |  |
|  | **3** | Food and Nutrition | Investigating the effect of heat on vegetables during boiling | By the end of the lesson, the learner should be able to:   1. Identify the ingredients for boiling French beans. 2. Outline the procedure of boiling french beans. 3. Boil French beans. 4. Have fun boiling french beans. 5. Enjoy eating boiling french beans. | Individually, in groups or in pairs, learners are guided to:  -Identify the ingredients for boiling French beans.  -Outline the procedure of boiling French beans.  -Boil French beans. | Which procedure do you use to boil french beans? | Digital resources  Charts  Realia  Computing devices  ***KLB; Top Scholar; Home Science Learner’s Book Grade 7 pg. 14-15*** | Oral questions Oral Report Observation |  |
| **4** | **1** | Food and Nutrition | Conservation of food nutrients in various vegetables found in the locality | By the end of the lesson, the learner should be able to:   1. Identify ways of conserving food nutrients in various vegetables found in the locality. 2. Practise and show-case how to conserve food nutrients in various vegetables found in the locality. 3. Appreciate the importance of preserving food nutrients in various vegetables. | Individually, in groups or in pairs, learners are guided to:  - Identify ways of conserving food nutrients in various vegetables found in the locality.  -Practise and show-case how to conserve food nutrients in various vegetables found in the locality. | Which safety precautions do you observe when cooking? | Digital resources  Charts  Realia  Computing devices  ***KLB; Top Scholar; Home Science Learner’s Book Grade 7 pg. 16*** | Oral questions Oral Report Observation |  |
|  | **2** | Food and Nutrition | Revision | By the end of the lesson, the learner should be able to:   1. Attempt all questions related to the sub-strand; Food Nutrients | Individually, in groups or in pairs, learners are guided to:  -Attempt all questions related to the sub-strand; Food Nutrients |  | Assessment books.  ***KLB; Top Scholar; Home Science Learner’s Book Grade 7 pg. 16-18*** | Oral questions Oral Report Observation |  |
|  | **3** | Food and Nutrition | Small Kitchen Tools and Equipment | By the end of the lesson, the learner should be able to:   1. Identify the kitchen tools and equipments shown in the learner’s books. 2. Draw the kitchen tools and equipments shown in the learner’s books. 3. Appreciate the uses of the kitchen tools and equipments. | Individually, in groups or in pairs, learners are guided to:  - Identify the kitchen tools and equipments shown in the learner’s books.  -Draw the kitchen tools and equipments shown in the learner’s books. | Which kitchen equipment do you use mostly? | Digital resources  Charts  Realia  Computing devices  ***KLB; Top Scholar; Home Science Learner’s Book Grade 7 pg. 19-20*** | Oral questions Oral Report Observation |  |
| **5** | **1** | Food and Nutrition | Describing the uses of various small kitchen tools and equipment | By the end of the lesson, the learner should be able to:   1. Identify the materials used to make pans and pots. 2. Give examples of baking utensils, pans and pots. 3. Describe the uses of baking utensils, pans and pots. 4. Draw the baking utensils, pans and pots. 5. Appreciate the uses of baking utensils, pans and pots. | Individually, in groups or in pairs, learners are guided to:  - Identify the materials used to make pans and pots.  -Give examples of baking utensils, pans and pots.  -Describe the uses of baking utensils, pans and pots.  -Draw the baking utensils, pans and pots. | What are the uses of baking utensils, pans and pots? | Digital resources  Charts  Realia  Play items  Computing devices  ***KLB; Top Scholar; Home Science Learner’s Book Grade 7 pg. 21*** | Oral questions Oral Report Observation |  |
|  | **2** | Food and Nutrition | Describing the uses of various small kitchen tools and equipments | By the end of the lesson, the learner should be able to:   1. Identify the materials used to make cutting tools, measuring and weighing tools and shaping and molding tools. 2. Give examples of cutting tools, measuring and weighing tools and shaping and molding tools 3. Describe the uses of cutting tools, measuring and weighing tools and shaping and molding tools. 4. Draw the cutting tools, measuring and weighing tools and shaping and molding tools. 5. Appreciate the uses of cutting tools, measuring and weighing tools and shaping and molding tools. | Individually, in groups or in pairs, learners are guided to:  - Identify the materials used to make cutting tools, measuring and weighing tools and shaping and molding tools.  -Give examples of cutting tools, measuring and weighing tools and shaping and molding tools  -Describe the uses of cutting tools, measuring and weighing tools and shaping and molding tools.  -Draw the cutting tools, measuring and weighing tools and shaping and molding tools. | What are the uses of cutting tools, measuring and weighing tools and shaping and molding tools? | Digital resources  Charts  Realia  Computing devices  ***KLB; Top Scholar; Home Science Learner’s Book Grade 7 pg. 21-22*** | Oral questions Oral Report Observation |  |
|  | **3** | Food and Nutrition | Describing the uses of various small kitchen tools and equipments | By the end of the lesson, the learner should be able to:   1. Identify the materials used to make separating tools, lifting tools and mixing tools. 2. Give examples of separating tools, lifting tools and mixing tools. 3. Describe the uses of separating tools, lifting tools and mixing tools. 4. Draw the separating tools, lifting tools and mixing tools. 5. Appreciate the uses of separating tools, lifting tools and mixing tools. | Individually, in groups or in pairs, learners are guided to:  - Identify the materials used to make separating tools, lifting tools and mixing tools.  -Give examples of separating tools, lifting tools and mixing tools.  -Describe the uses of separating tools, lifting tools and mixing tools.  -Draw the separating tools, lifting tools and mixing tools. | What are the uses of separating tools, lifting tools and mixing tools? | KLB; Top Scholar; Home Science Learner’s Book Grade 7 pg. 19-20  Digital resources  Charts  Realia  Computing devices | Oral questions Oral Report Observation |  |
| **6** | **1** | Food and Nutrition | Describing the uses of various small kitchen tools and equipments | By the end of the lesson, the learner should be able to:   1. Identify the materials used to make turning tools, scooping tools and traditional utensils. 2. Give examples of turning tools, scooping tools and traditional utensils. 3. Describe the uses of turning tools, scooping tools and traditional utensils. 4. Draw the turning tools, scooping tools and traditional utensils 5. Appreciate the uses of turning tools, scooping tools and traditional utensils. | Individually, in groups or in pairs, learners are guided to:  - Identify the materials used to make turning tools, scooping tools and traditional utensils.  -Give examples of turning tools, scooping tools and traditional utensils.  -Describe the uses of turning tools, scooping tools and traditional utensils.  -Draw the turning tools, scooping tools and traditional utensils | What are the uses of turning tools, scooping tools and traditional utensils | KLB; Top Scholar; Home Science Learner’s Book Grade 7 pg. 24  Digital resources  Charts  Realia  Computing devices | Oral questions Oral Report Observation |  |
|  | **2** | Food and Nutrition | Factors to consider when choosing small kitchen tools and equipment | By the end of the lesson, the learner should be able to:   1. Identify the factors to consider when choosing small kitchen tools and equipment. 2. Read the story on learner’s book. 3. Discuss the factors to consider when buying small kitchen tools and equipments. 4. Have a desire to buy kitchen tools and equipments. | Individually, in groups or in pairs, learners are guided to:  - Identify the factors to consider when choosing small kitchen tools and equipment.  -Read the story on learner’s book.  -Discuss the factors to consider when buying small kitchen tools and equipments. | Which factors do you consider when buying small kitchen tools and equipments? | KLB; Top Scholar; Home Science Learner’s Book Grade 7 pg. 25-26  Digital resources  Charts  Realia  Play items  Computing devices | Oral questions Oral Report Observation |  |
|  | **3** | Food and Nutrition | Car for small kitchen tools and equipments used at home | By the end of the lesson, the learner should be able to:   1. Identify the ways to clean and store small kitchen tools and equipments. 2. Practise how to clean and store small kitchen tools and equipments. 3. Appreciate the importance of storing small kitchen tools and equipments safely. | Individually, in groups or in pairs, learners are guided to:  - Identify the ways to clean and store small kitchen tools and equipments.  -Practise how to clean and store small kitchen tools and equipments. | How many ways are there to clean and store small kitchen tools and equipments. | KLB; Top Scholar; Home Science Learner’s Book Grade 7 pg. 26-27  Digital resources  Charts  Realia  Computing devices | Oral questions Oral Report Observation |  |
| **8** | **1** | Food and Nutrition | Improvisation of small kitchen tools and equipments | By the end of the lesson, the learner should be able to:   1. List kitchen tools and equipments that can be improvised using available materials. 2. Improvise small kitchen tools and equipments using available materials. 3. Have fun and enjoy improvising kitchen tools and equipments. | Individually, in groups or in pairs, learners are guided to:  - List kitchen tools and equipments that can be improvised using available materials.  -Improvise small kitchen tools and equipments using available materials. | Which kitchen tools and equipments can be improvised? | KLB; Top Scholar; Home Science Learner’s Book Grade 7 pg. 27-28  Digital resources  Charts  Realia  Computing devices | Oral questions Oral Report Observation |  |
|  | **2** | Food and Nutrition | Project; Making a flour dredger | By the end of the lesson, the learner should be able to:   1. List the ingredients used to make a flour dredger. 2. Outline the procedure of making a flour dredger. 3. Make a flour dredger. 4. Have fun making a flour dredger. | Individually, in groups or in pairs, learners are guided to:  - List the ingredients used to make a flour dredger.  -Outline the procedure of making a flour dredger.  -Make a flour dredger. | How do you make a flour dredger? | KLB; Top Scholar; Home Science Learner’s Book Grade 7 pg. 2r  Digital resources  Charts  Realia | Oral questions Oral Report Observation |  |
|  | **3** | Food and Nutrition | Cooking Food; Methods of cooking different types of foods | By the end of the lesson, the learner should be able to:   1. Define the term grilling. 2. Identify the foods that can be grilled. 3. Discuss grilling as a method of cooking food. 4. Appreciate grilling as a method of cooking | Individually, in groups or in pairs, learners are guided to:  - Define the term grilling.  -Identify the foods that can be grilled.  -Discuss grilling as a method of cooking food. | What is grilling? | KLB; Top Scholar; Home Science Learner’s Book Grade 7 pg. 29-30  Digital resources  Charts  Realia | Oral questions Oral Report Observation |  |
| **9** |  |  |  | **HALF TERM BREAK** |  |  |  |  |  |
| **10** | **1** | Food and Nutrition | Equipments used for grilling food | By the end of the lesson, the learner should be able to:   1. Identify grilling equipments used for grilling. 2. Draw the equipments used for grilling. 3. Appreciate the equipments used for grilling. | Individually, in groups or in pairs, learners are guided to:  - Identify grilling equipments used for grilling.  -Draw the equipments used for grilling. | What tools and equipments do you use to grill food in your locality? | KLB; Top Scholar; Home Science Learner’s Book Grade 7 pg. 30-32  Digital resources  Charts | Oral questions Oral Report Observation |  |
|  | **2** | Food and Nutrition | Improvising grilling equipment | By the end of the lesson, the learner should be able to:   1. Identify the equipment in learner’s book. 2. Discuss how tools and equipments can be improvised when grilling food. 3. Appreciate the importance of improvising equipment and tools for grilling. | Individually, in groups or in pairs, learners are guided to:  - Identify the equipment in learner’s book.  -Discuss how tools and equipments can be improvised when grilling food. | How else is grilling equipment improvised in your locality? | Digital resources  Charts  Realia  Computing devices ***KLB; Top Scholar; Home Science Learner’s Book Grade 7 pg. 32*** | Oral questions Oral Report Observation |  |
|  | **3** | Food and Nutrition | Guidelines for cooking food by grilling | By the end of the lesson, the learner should be able to:   1. Outline the guidelines for grilling food. 2. Discuss the safety precautions taken when grilling. 3. Appreciate the safety precautions to observe when grilling. 4. Observe safety when grilling. | Individually, in groups or in pairs, learners are guided to:  - Outline the guidelines for grilling food.  -Discuss the safety precautions taken when grilling. | What else should you ensure when grilling food? | Digital resources  Charts  Realia  Computing devices  ***KLB; Top Scholar; Home Science Learner’s Book Grade 7 pg. 33-34*** | Oral questions Oral Report Observation |  |
| **10** | **1** | Food and Nutrition | Planning, preparing, cooking and presenting grilled food | By the end of the lesson, the learner should be able to:   1. Outline a recipe of a grilled food item. 2. Prepare to make a grilled food item. 3. Grill a food item. 4. Have fun grilling food. 5. Enjoy eating the grilled food. | Individually, in groups or in pairs, learners are guided to:  - Outline a recipe of a grilled food item.  -Prepare to make a grilled food item.  -Grill a food item. | Why should the meat be cut and spread? | KLB; Top Scholar; Home Science Learner’s Book Grade 7 pg. 34-35  Digital resources  Charts  Realia  Computing devices | Oral questions Oral Report Observation |  |
|  | **2** | Food and Nutrition | Describing roasting as a method of cooking food | By the end of the lesson, the learner should be able to:   1. Define roasting. 2. Identify equipments used for roasting food. 3. Draw the equipments used for grilling. 4. Appreciate the equipments used for roasting. | Individually, in groups or in pairs, learners are guided to:  - Define roasting.  -Identify equipments used for roasting food.  -Draw the equipments used for grilling. | What other equipment can you use to roast food? | Digital resources  Charts  ***KLB; Top Scholar; Home Science Learner’s Book Grade 7 pg. 34-35*** | Oral questions Oral Report Observation |  |
|  | **3** | Food and Nutrition | Improvised roasting equipment | By the end of the lesson, the learner should be able to:   1. Discuss how tools and equipment can be improvised when roasting food. 2. Outline the guidelines for roasting food. 3. Discuss the safety precautions taken when roasting. 4. Appreciate the importance of improvising equipment and tools for roasting. 5. Observe safety when roasting. | Individually, in groups or in pairs, learners are guided to:  - Discuss how tools and equipments can be improvised when roasting food.  -Outline the guidelines for roasting food.  -Discuss the safety precautions taken when roasting. | How else can roasting equipment be improvised in their locality?  What else should you ensure when roasting food? | Digital resources  Charts  Realia  Computing devices  ***KLB; Top Scholar; Home Science Learner’s Book Grade 7 pg. 39-40*** | Oral questions Oral Report Observation |  |
| **11** | **1** | Food and Nutrition | Planning, Preparing, and Presenting roasted food | By the end of the lesson, the learner should be able to:   1. Outline a recipe of a roasted food item. 2. Prepare to make a roasted food item. 3. Roast potatoes. 4. Have fun roasting food. 5. Enjoy eating the roasted potatoes. | Individually, in groups or in pairs, learners are guided to:  - Outline a recipe of a roasted food item.  -Prepare to make a roasted food item.  -Roast potatoes. | Why do we parboil potatoes before roasting? | Digital resources  Charts  Realia  Computing devices ***KLB; Top Scholar; Home Science Learner’s Book Grade 7 pg. 40-41*** | Oral questions Oral Report Observation |  |
|  | **2** | Food and Nutrition | Describing steaming as a method of cooking food | By the end of the lesson, the learner should be able to:   1. Define steaming. 2. Identify equipments used for steaming food. 3. Draw the equipments used for steaming food. 4. Appreciate the equipments used for steaming. | Individually, in groups or in pairs, learners are guided to:  - Define steaming.  -Identify equipments used for steaming food.  -Draw the equipments used for steaming food. | What else can you use to steam food? | Digital resources  Charts  ***KLB; Top Scholar; Home Science Learner’s Book Grade 7 pg. 43-44*** | Oral questions Oral Report Observation |  |
|  | **3** | Food and Nutrition | Improvising tools and equipments for steaming | By the end of the lesson, the learner should be able to:   1. Discuss how tools and equipments can be improvised when steaming food. 2. Outline the guidelines for steaming food. 3. Discuss the safety precautions taken when steaming food 4. Appreciate the importance of improvising equipment and tools for steaming food. 5. Observe safety when steaming. | Individually, in groups or in pairs, learners are guided to:  - Discuss how tools and equipments can be improvised when steaming food.  -Outline the guidelines for steaming food.  -Discuss the safety precautions taken when steaming food | How else is a steamer improvised in their locality?  What else should you ensure when steaming food? | Digital resources  Charts  Realia  Computing devices  ***KLB; Top Scholar; Home Science Learner’s Book Grade 7 pg. 44-46*** | Oral questions Oral Report Observation |  |
| **12** | **1** | Food and Nutrition | Planning, preparing, cooking and presenting steamed food | By the end of the lesson, the learner should be able to:   1. Outline a recipe of a roasted food item. 2. Prepare to make a roasted food item. 3. Roast potatoes. 4. Have fun roasting food. 5. Enjoy eating the roasted potatoes. | Individually, in groups or in pairs, learners are guided to:  - Outline a recipe of a roasted food item.  -Prepare to make a roasted food item.  -Roast potatoes. | Why should you ensure that the water is maintained at boiling point? | KLB; Top Scholar; Home Science Learner’s Book Grade 7 pg. 46-49  Digital resources  Charts  Realia | Oral questions Oral Report Observation |  |
|  | **2-3** | **REVISION** | | | | | | | |
| **13** | **ASSESSMENT** | | | | | | | | |