**2023 GRADE 7 HOME SCIENCE LESSON PLAN TERM 3**

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|  SCHOOL | **LEARNING AREA** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | **HOME SCIENCE** | 7 |  |  |  |

**STRAND**: **TEXTILES AND CLOTHING**

**SUB STRAND**: **SEAMS –** factors to consider when choosing seams in clothing constructions

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

* Describe factors to consider when choosing seams in clothing construction
* Relate factors to consider when choosing seams in clothing construction
* Adopt factors to consider when choosing seams in clothing construction

**KEY INQUIRY QUESTION (S)**

Which of the seams have you seen on your clothes?

**LEARNING RESOURCES**

Digital resources, Charts, Realia, Computing devices,

**MTP Home Science Learner’s Book Grade 7 pg.116**

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Review the previous lesson

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**LESSON DEVELOPMENT**

**STEP 1**

Guide the learners to use digital devices, print resources to find out the factors to consider when choosing seams

Ask learners to discuss and write down their findings

Learners to present their findings in class

**STEP 2**

I n pairs, allow learners time to read the notes on factors to consider when choosing seams provided in the learner’s book page 117

Guide the learners to relate factors to consider in choice seams to various clothing and household articles

**STEP 3**

Guide the learners to discuss other factors they should consider when clothing seams

* Communication and collaboration and unity will be encouraged

Learners to share ideas in class

**STEP 4**

Guide the learners through the notes provided n the learner’s book page 117

Copy summary notes

**CONCLUSION:**

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

Teacher to conclude the lesson by asking oral question

**EXTENDED ACTIVITIES:**

Learners to observe seam line, seam allowance and seam turning from clothes they have at home

**REFLECTION ON THE LESSON:**

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|  SCHOOL | **LEARNING AREA** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | **HOME SCIENCE** | 7 |  |  |  |

**STRAND**: **TEXTILES AND CLOTHING**

**SUB STRAND**: **SEAMS –** qualities of a well made seam in clothing construction

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

* Discuss the qualities of well made seams in clothing construction
* Identify the qualities of well made seams in clothing construction
* Appreciate the qualities of well made seams in clothing construction

**KEY INQUIRY QUESTION (S)**

Which of the seams have you seen on your clothes?

**LEARNING RESOURCES**

Digital resources, Charts, Realia, Computing devices,

**MTP Home Science Learner’s Book Grade 7 pg.118**

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Review the previous lesson

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**LESSON DEVELOPMENT**

**STEP 1**

In pairs, allow learners time to read the points on qualities of a well made seams provided in the learner’s book page 118

**STEP 2**

Let the learners discuss what they have understood

* This will encourage unity, communication and collaboration

**STEP 3**

Teacher to display samples of clothes/household articles

Let the learners observe and examine qualities of well made seams

**STEP 4**

Guide the learners to examine and list the qualities of well made seams that clothes have

* This will enhance their observation skills and prompt them to think critically

Learners to share their ideas in class

**CONCLUSION:**

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

Teacher to conclude the lesson by asking oral question

**EXTENDED ACTIVITIES:**

Learners to observe and examine and list the qualities of well made seams that clothes have at home during their free time

**REFLECTION ON THE LESSON:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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|  | **HOME SCIENCE** | 7 |  |  |  |

**STRAND**: **TEXTILES AND CLOTHING**

**SUB STRAND**: **SEAMS –** making samples of seam used in clothing construction – plain seam

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

* Describe the procedure to make plain seams used in clothing construction
* Apply sewing skills to neaten the plain seams
* Value plain seams used for constructing clothes and household articles

**KEY INQUIRY QUESTION (S)**

Which of the seams have you seen on your clothes?

**LEARNING RESOURCES**

Digital resources, Charts, Realia, Computing devices,

**MTP Home Science Learner’s Book Grade 7 pg.119**

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Review the previous lesson

Guide the learners to watch a video clip of making samples of seams used in clothing construction

**LESSON DEVELOPMENT**

**STEP 1**

Learners to assemble all the materials required for this activity

**STEP 2**

Guide the learners by demonstrating to them how to make a plain seam

Learners to observe keenly while the teacher demonstrates

**STEP 3**

Learners to make plain seam

Guide the learners in following the procedure provided in the learner’s book page 119

Offer assistance to learners who faced difficulties in making a plain seam

**STEP 4**

Teacher can demonstrate to each group the procedure again while guiding them

Ensure that each learner observe safety

**CONCLUSION:**

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

Teacher to conclude the lesson by asking oral question

**EXTENDED ACTIVITIES:**

Learners to mount the complete neatened seams in their portfolios and display them in class

* This will boost their confidence

**REFLECTION ON THE LESSON:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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|  | **HOME SCIENCE** | 7 |  |  |  |

**STRAND**: **TEXTILES AND CLOTHING**

**SUB STRAND**: **SEAMS –** making samples of seam used in clothing construction – plain seam

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

* Describe the procedure to make plain seams used in clothing construction
* Apply sewing skills to neaten the plain seams
* Value plain seams used for constructing clothes and household articles

**KEY INQUIRY QUESTION (S)**

Which of the seams have you seen on your clothes?

**LEARNING RESOURCES**

Digital resources, Charts, Realia, Computing devices, sewing machines

**MTP Home Science Learner’s Book Grade 7 pg.119**

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Review the previous lesson

Guide the learners to watch a video clip of making samples of seams used in clothing construction

**LESSON DEVELOPMENT**

**STEP 1**

Learners to assemble all the materials required for this activity

**STEP 2**

Guide the learners by demonstrating to them how to make a plain seam

Learners to observe keenly while the teacher demonstrates

**STEP 3**

Learners to make plain seam

Guide the learners in following the procedure provided in the learner’s book page 119

Offer assistance to learners who faced difficulties in making a plain seam

**STEP 4**

Teacher can demonstrate to each group the procedure again while guiding them

Ensure that each learner observe safety

**CONCLUSION:**

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

Teacher to conclude the lesson by asking oral question

**EXTENDED ACTIVITIES:**

Learners to mount the complete neatened seams in their portfolios and display them in class

* This will boost their confidence

Learners to watch a video clip of making of a plain seam used in clothing construction

**REFLECTION ON THE LESSON:**

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|  | **HOME SCIENCE** | 7 |  |  |  |

**STRAND**: **TEXTILES AND CLOTHING**

**SUB STRAND**: **SEAMS –** making samples of seam used in clothing construction – open seam

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

* Describe the procedure to make open seams used in clothing construction
* Apply sewing skills to neaten the open seams
* Appreciate the use of open seams for making clothing and household articles

**KEY INQUIRY QUESTION (S)**

Which of the seams have you seen on your clothes?

**LEARNING RESOURCES**

Digital resources, Charts, Realia, Computing devices,

**MTP Home Science Learner’s Book Grade 7 pg.120**

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Review the previous lesson

Guide the learners to watch a video clip of making samples of seams used in clothing construction

**LESSON DEVELOPMENT**

**STEP 1**

Learners to assemble all the materials required for this activity

**STEP 2**

Guide the learners by demonstrating to them how to make an open seam

Learners to observe keenly while the teacher demonstrates

**STEP 3**

Learners to make open seam

Guide the learners in following the procedure provided in the learner’s book page 120

Offer assistance to learners who faced difficulties in making an open seam

**STEP 4**

Teacher can demonstrate to each group the procedure again while guiding them

Ensure that each learner observe safety

**CONCLUSION:**

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

Teacher to conclude the lesson by asking oral question

**EXTENDED ACTIVITIES:**

Learners to mount the complete neatened seams in their portfolios and display them in class

* This will boost their confidence

**REFLECTION ON THE LESSON:**

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|  | **HOME SCIENCE** | 7 |  |  |  |

**STRAND**: **TEXTILES AND CLOTHING**

**SUB STRAND**: **SEAMS –** making samples of seam used in clothing construction – open seam

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

* Describe the procedure to make open seams used in clothing construction
* Apply sewing skills to neaten the open seams
* Appreciate the use of open seams for making clothing and household articles

**KEY INQUIRY QUESTION (S)**

Which of the seams have you seen on your clothes?

**LEARNING RESOURCES**

Digital resources, Charts, Realia, Computing devices,

**MTP Home Science Learner’s Book Grade 7 pg.120**

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Review the previous lesson

Guide the learners to watch a video clip of making samples of seams used in clothing construction

**LESSON DEVELOPMENT**

**STEP 1**

Learners to assemble all the materials required for this activity

**STEP 2**

Guide the learners by demonstrating to them how to make an open seam

Learners to observe keenly while the teacher demonstrates

**STEP 3**

Learners to make open seam

Guide the learners in following the procedure provided in the learner’s book page 120

Offer assistance to learners who faced difficulties in making an open seam

**STEP 4**

Teacher can demonstrate to each group the procedure again while guiding them

Ensure that each learner observe safety

**CONCLUSION:**

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

Teacher to conclude the lesson by asking oral question

**EXTENDED ACTIVITIES:**

Learners to mount the complete neatened seams in their portfolios and display them in class

* This will boost their confidence

Learners to watch a video clip of making an open seam

**REFLECTION ON THE LESSON:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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|  | **HOME SCIENCE** | 7 |  |  |  |

**STRAND**: **TEXTILES AND CLOTHING**

**SUB STRAND**: **SEAMS –** methods of neatening seams – neatening using pinking

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

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**KEY INQUIRY QUESTION (S)**

Which of the seams have you seen on your clothes?

Why are clothing and household articles joined with seams?

**LEARNING RESOURCES**

Digital resources, Charts, Realia, Computing devices,

**MTP Home Science Learner’s Book Grade 7 pg.121**

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Review the previous lesson

Guide the learners to watch a video clip showing how to neaten edges by pinking

**LESSON DEVELOPMENT**

**STEP 1**

Learners to assemble all the materials required for this activity

**STEP 2**

Guide the learners by demonstrating to them how to neaten raw edges using pinking shears

Learners to observe keenly while the teacher demonstrates

**STEP 3**

Learners to neaten raw edges using pinking shears

Guide the learners in following the procedure provided in the learner’s book page 121

Offer assistance to learners who faced difficulties in neatening raw edges using pinking shears

**STEP 4**

Teacher can demonstrate to each group the procedure again while guiding them

Ensure that each learner observe safety

**CONCLUSION:**

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

Teacher to conclude the lesson by asking oral question

**EXTENDED ACTIVITIES:**

Learners to mount the complete neatened seams in their portfolios and display them in class

* This will boost their confidence

Learners to watch a video clip of neatening raw edges using pinking shears from the link provided in the learner’s book page 121

**REFLECTION ON THE LESSON:**

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|  | **HOME SCIENCE** | 7 |  |  |  |

**STRAND**: **TEXTILES AND CLOTHING**

**SUB STRAND**: **SEAMS –** methods of neatening seams – neatening using edge stitching

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

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**KEY INQUIRY QUESTION (S)**

Which of the seams have you seen on your clothes?

Why are clothing and household articles joined with seams?

**LEARNING RESOURCES**

Digital resources, Charts, Realia, Computing devices,

**MTP Home Science Learner’s Book Grade 7 pg.122**

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Review the previous lesson

Guide the learners to watch a video clip showing how to neaten edges by stitching

**LESSON DEVELOPMENT**

**STEP 1**

Learners to assemble all the materials required for this activity

**STEP 2**

Guide the learners by demonstrating to them how to neaten raw edges of an open seam using edge stitching

Learners to observe keenly while the teacher demonstrates

**STEP 3**

Learners to neaten raw edges of an open seam using edge stitching

Guide the learners in following the procedure provided in the learner’s book page 122

Offer assistance to learners who faced difficulties in neatening raw edges of an open seam using edge stitching

**STEP 4**

Teacher can demonstrate to each group the procedure again while guiding them

Ensure that each learner observe safety

**CONCLUSION:**

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

Teacher to conclude the lesson by asking oral question

**EXTENDED ACTIVITIES:**

Learners to mount the complete neatened seams in their portfolios and display them in class

* This will boost their confidence

Learners to watch a video clip of neatening raw edges of an open seam using edge stitching

**REFLECTION ON THE LESSON:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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|  | **HOME SCIENCE** | 7 |  |  |  |

**STRAND**: **TEXTILES AND CLOTHING**

**SUB STRAND**: **SEAMS –** methods of neatening seams – neatening using loop stitches

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

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**KEY INQUIRY QUESTION (S)**

Which of the seams have you seen on your clothes?

Why are clothing and household articles joined with seams?

**LEARNING RESOURCES**

Digital resources, Charts, Realia, Computing devices,

**MTP Home Science Learner’s Book Grade 7 pg.123**

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Review the previous lesson

Guide the learners to watch a video clip showing how to neaten edges by using loop stitches

**LESSON DEVELOPMENT**

**STEP 1**

Learners to assemble all the materials required for this activity

**STEP 2**

Guide the learners by demonstrating to them how to neaten raw edges of an open seam using loop stitches

Learners to observe keenly while the teacher demonstrates

**STEP 3**

Learners to neaten raw edges of an open seam using loop stitches

Guide the learners in following the procedure provided in the learner’s book page 123

Offer assistance to learners who faced difficulties in neatening raw edges of an open seam using loop stitches

**STEP 4**

Teacher can demonstrate to each group the procedure again while guiding them

Ensure that each learner observe safety

**CONCLUSION:**

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

Teacher to conclude the lesson by asking oral question

**EXTENDED ACTIVITIES:**

Learners to mount the complete neatened seams in their portfolios and display them in class

* This will boost their confidence

Learners to watch a video clip of neatening raw edges of an open seam using loop stitches

**REFLECTION ON THE LESSON:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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|  | **HOME SCIENCE** | 7 |  |  |  |

**STRAND**: **TEXTILES AND CLOTHING**

**SUB STRAND**: **SEAMS –** methods of neatening seams – neatening using overcasting stitches

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

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**KEY INQUIRY QUESTION (S)**

Which of the seams have you seen on your clothes?

Why are clothing and household articles joined with seams?

**LEARNING RESOURCES**

Digital resources, Charts, Realia, Computing devices,

**MTP Home Science Learner’s Book Grade 7 pg.124**

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Review the previous lesson

Guide the learners to watch a video clip showing how to neaten edges by using overcasting stitches

**LESSON DEVELOPMENT**

**STEP 1**

Learners to assemble all the materials required for this activity

**STEP 2**

Guide the learners by demonstrating to them how to neaten raw edges of an open seam using overcasting stitches

Learners to observe keenly while the teacher demonstrates

**STEP 3**

Learners to neaten raw edges of an open seam using overcasting stitches

Guide the learners in following the procedure provided in the learner’s book page 124

Offer assistance to learners who faced difficulties in neatening raw edges of an open seam using overcasting stitches

**STEP 4**

Teacher can demonstrate to each group the procedure again while guiding them

Ensure that each learner observe safety

**CONCLUSION:**

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

Teacher to conclude the lesson by asking oral question

**EXTENDED ACTIVITIES:**

Learners to mount the complete neatened seams in their portfolios and display them in class

* This will boost their confidence

Learners to watch a video clip of neatening raw edges of an open seam using overcasting stitches

**REFLECTION ON THE LESSON:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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|  | **HOME SCIENCE** | 7 |  |  |  |

**STRAND**: **TEXTILES AND CLOTHING**

**SUB STRAND**: **SEAMS –** constructing simple clothing or household using open and plain seam - pillowcase

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

* Describe the procedure of constructing a simple clothing or household articles using open and plain seams
* Construct a clothing or household article using open and plain seam
* Embrace construction of simple clothing or household articles using seams

**KEY INQUIRY QUESTION (S)**

Which of the seams have you seen on your clothes?

Why are clothing and household articles joined with seams?

**LEARNING RESOURCES**

Digital resources, Charts, Realia, Computing devices,

**MTP Home Science Learner’s Book Grade 7 pg.125-126**

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Review the previous lesson

**LESSON DEVELOPMENT**

**STEP 1**

Learners to assemble all the materials required for this activity

**STEP 2**

Guide the learners by demonstrating to them how to make a pillowcase

Learners to observe keenly while the teacher demonstrates

**STEP 3**

Learners to make/ construct a pillowcase

Guide the learners in following the procedure provided in the learner’s book page 125-126

Offer assistance to learners who faced difficulties in making a pillowcase

**STEP 4**

Teacher can demonstrate to each group the procedure again while guiding them

The pillowcase opening to be fastened using a loop and button

Ensure that each learner observe safety

**CONCLUSION:**

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

Teacher to conclude the lesson by asking oral question

**EXTENDED ACTIVITIES:**

Learners to display their completed work to their parents

* This will boost their confidence

Learners to watch a video clip of making a pillowcase

**REFLECTION ON THE LESSON:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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|  | **HOME SCIENCE** | 7 |  |  |  |

**STRAND**: **TEXTILES AND CLOTHING**

**SUB STRAND**: **SEAMS –** constructing simple clothing or household using open and plain seam – lap bag

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

* Describe the procedure of constructing a simple clothing or household articles using open and plain seams
* Construct a clothing or household article using open and plain seam
* Embrace construction of simple clothing or household articles using seams

**KEY INQUIRY QUESTION (S)**

Which of the seams have you seen on your clothes?

Why are clothing and household articles joined with seams?

**LEARNING RESOURCES**

Digital resources, Charts, Realia, Computing devices,

**MTP Home Science Learner’s Book Grade 7 pg.127-129**

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Review the previous lesson

**LESSON DEVELOPMENT**

**STEP 1**

Learners to assemble all the materials required for this activity

**STEP 2**

Guide the learners by demonstrating to them how to make a lapbag

Learners to observe keenly while the teacher demonstrates

**STEP 3**

Learners to make/construct a lapbag

Guide the learners in following the procedure provided in the learner’s book page 127-129

Offer assistance to learners who faced difficulties in making a lapbag

**STEP 4**

Teacher can demonstrate to each group the procedure again while guiding them

Ensure that each learner observe safety

**CONCLUSION:**

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

Teacher to conclude the lesson by asking oral question

**EXTENDED ACTIVITIES:**

Learners to display their completed work to their parents

* This will boost their confidence

Learners to watch a video clip of making a lapbag

**REFLECTION ON THE LESSON:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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|  SCHOOL | **LEARNING AREA** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | **HOME SCIENCE** | 7 |  |  |  |

**STRAND**: **TEXTILES AND CLOTHING**

**SUB STRAND**: **SEAMS –** constructing simple clothing or household using open and plain seam – skirt

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

* Describe the procedure of constructing a simple clothing or household articles using open and plain seams
* Construct a clothing or household article using open and plain seam
* Embrace construction of simple clothing or household articles using seams

**KEY INQUIRY QUESTION (S)**

Which of the seams have you seen on your clothes?

Why are clothing and household articles joined with seams?

**LEARNING RESOURCES**

Digital resources, Charts, Realia, Computing devices,

**MTP Home Science Learner’s Book Grade 7 pg.130-131**

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Review the previous lesson

**LESSON DEVELOPMENT**

**STEP 1**

Learners to assemble all the materials required for this activity

**STEP 2**

Guide the learners by demonstrating to them how to make a skirt

Use a pattern or a sample skirt to prepare the front and back piece of the skirt

Learners to observe keenly while the teacher demonstrates

**STEP 3**

Learners to make/construct a skirt

Guide the learners in following the procedure provided in the learner’s book page 130-131

Offer assistance to learners who faced difficulties in making a skirt

**STEP 4**

Teacher can demonstrate to each group the procedure again while guiding them

Guide the learners on how to make the waist casting

Ensure that each learner observe safety

**CONCLUSION:**

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

Teacher to conclude the lesson by asking oral question

**EXTENDED ACTIVITIES:**

Learners to display their completed work to their parents

* This will boost their confidence

Learners to watch a video clip of making a skirt

**REFLECTION ON THE LESSON:**

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|  SCHOOL | **LEARNING AREA** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | **HOME SCIENCE** | 7 |  |  |  |

**STRAND**: **TEXTILES AND CLOTHING**

**SUB STRAND**: **SEAMS –** constructing simple clothing or household using open and plain seam – short

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

* Describe the procedure of constructing a simple clothing or household articles using open and plain seams
* Construct a clothing or household article using open and plain seam
* Embrace construction of simple clothing or household articles using seams

**KEY INQUIRY QUESTION (S)**

Which of the seams have you seen on your clothes?

Why are clothing and household articles joined with seams?

**LEARNING RESOURCES**

Digital resources, Charts, Realia, Computing devices,

**MTP Home Science Learner’s Book Grade 7 pg.131-133**

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Review the previous lesson

**LESSON DEVELOPMENT**

**STEP 1**

Learners to assemble all the materials required for this activity

**STEP 2**

Guide the learners by demonstrating to them how to make a short

Use a pattern or a sample short to trace

Learners to observe keenly while the teacher demonstrates to them how to lay, cut and make a short

**STEP 3**

Learners to make/construct a short

Guide the learners in following the procedure provided in the learner’s book page 131-133

Offer assistance to learners who faced difficulties in making a short

**STEP 4**

Teacher can demonstrate to each group the procedure again while guiding them

Ensure that each learner observe safety

**CONCLUSION:**

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

Teacher to conclude the lesson by asking oral question

**EXTENDED ACTIVITIES:**

Learners to display their completed work to their parents

* This will boost their confidence

Learners to watch a video clip of making a short using the link provide in the learner’s book page 133

**REFLECTION ON THE LESSON:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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|  SCHOOL | **LEARNING AREA** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | **HOME SCIENCE** | 7 |  |  |  |

**STRAND**: **CARING FOR THE FAMILY**

**SUB STRAND**: **Household Cleaning Agents – cleaning agent used for household purpose**

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

* Identify various agents used for household cleaning
* Describe agents used for household cleaning
* Recognise various agents used for household cleaning

**KEY INQUIRY QUESTION (S)**

Which are the agents used for household cleaning

**LEARNING RESOURCES**

Digital resources, Charts, Realia, Computing devices,

**MTP Home Science Learner’s Book Grade 7 pg.134**

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Review the previous lesson

in pairs, allow learners to study picctures provided in the learner’s book page 134

let the learners identify what is happening in the pictures

**LESSON DEVELOPMENT**

**STEP 1**

Learners to suggest household cleaning agents used to perform the tasks shown in pictures

Guide the learners to identify some of the cleaning agents

Guide the learners in discussing other cleaning agents used at home

Learners to share their ideas in class

**STEP 2**

In groups, allow learners time to read the conversation provided in the learner’s book page 108, activity 2

Learners to answer the questions that follow

Learners to share their points in class

**STEP 3**

Take the learners through the points provide in the learners page 135-136

Copy summary notes

**STEP 4**

**CONCLUSION:**

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

Teacher to conclude the lesson by asking oral question

**EXTENDED ACTIVITIES:**

Learners to find the importance of water in cleaning the household

Learner to share their finding in class during the next lesson

**REFLECTION ON THE LESSON:**

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|  SCHOOL | **LEARNING AREA** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | **HOME SCIENCE** | 7 |  |  |  |

**STRAND**: **CARING FOR THE FAMILY**

**SUB STRAND**: **Household Cleaning Agents – cleaning agent used for household purpose**

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

* Identify forms of soap and soapless detergents for household use
* Describe the forms of soap and soapless detergents for household detergents
* Appreciate different forms of soap and soapless detergents

**KEY INQUIRY QUESTION (S)**

Why are the safe, locally sustainable raw materials for soap making better than artificial?

How should homemade soap be improved?

**LEARNING RESOURCES**

Digital resources, Charts, Realia, Computing devices,

**MTP Home Science Learner’s Book Grade 7 pg.136**

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Review the previous lesson

Learners to mention some of the soaps they use at home

**LESSON DEVELOPMENT**

**STEP 1**

In pairs, allow learners to study picctures provided in the learner’s book page 136-137

let the learners identify the foarms of soap shown in the pictures

Encourage learners to share their ideas in class

**STEP 2**

In groups, guide learner’s to use digital devices or print resources to search for various forms of soap and soapless detergents used for household purpose

Learners to share their findings in class

**STEP 3**

Guide the learners to match the form of soap to their description in activity 5, learner’s book page 137

* This will encourage critical thinking

**STEP 4**

Take the learners through the points provide in the learners page 138

Copy summary notes

**CONCLUSION:**

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

Teacher to conclude the lesson by asking oral question

**EXTENDED ACTIVITIES:**

Learners to use the link provided in learner’s book page 137 to search for various forms of soapless detergents used for household purpose

**REFLECTION ON THE LESSON:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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|  SCHOOL | **LEARNING AREA** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | **HOME SCIENCE** | 7 |  |  |  |

**STRAND**: **CARING FOR THE FAMILY**

**SUB STRAND**: **Household Cleaning Agents – basic ingredients and substance used in the soap making process**

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

* Identify basic ingredients and substances added during the soap making process
* Describe basic ingredients and substances added during the soap making process
* Recognise basic ingredients and substances added during the soap making process
* Embrace the use of safe and locally sustainable resources in preparing homemade soap

**KEY INQUIRY QUESTION (S)**

Why are the safe, locally sustainable raw materials for soap making better than artificial?

How should homemade soap be improved?

**LEARNING RESOURCES**

Digital resources, Charts, Realia, Computing devices,

**MTP Home Science Learner’s Book Grade 7 pg.138**

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Review the previous lesson

**LESSON DEVELOPMENT**

**STEP 1**

In pairs, allow learners time to read the conversation provided in the learner’s book page 138-139

Ask the learners to describe the basic ingredients used to make the soap

**STEP 2**

In groups, guide the learners to describe how to make lye

* This will prompt them to think critically

Encourage the learner to share their ideas in class

**STEP 3**

Guide the learners to use digital devices to search for the uses of the substances added during the making of soap that have been listed in the learner’s book

* This will encourage learning to learn

Learners to write down their findings

Learners to present their findings in class

**STEP 4**

In groups, learners to read the information on substances added during the making of soap

Ask the learners to describe the substances added during the making of soap and how they make soap more effective

* This will encourage critical thinking

Teacher to offer clear explanation where they did not understood

**CONCLUSION:**

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

Teacher to conclude the lesson by asking oral question

**EXTENDED ACTIVITIES:**

Learners to find and circle basic ingredients and substances used in the making of soap from the puzzle in the fun spot, learner’s book page 142

**REFLECTION ON THE LESSON:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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|  SCHOOL | **LEARNING AREA** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | **HOME SCIENCE** | 7 |  |  |  |

**STRAND**: **CARING FOR THE FAMILY**

**SUB STRAND**: **Household Cleaning Agents – qualities of effective cleaning agent**

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

* Identify the qualities of an effective cleaning agent for household use
* Explain the qualities of an effective cleaning agent for household use
* Value the qualities of an effective cleaning agent for household use

**KEY INQUIRY QUESTION (S)**

Why are the safe, locally sustainable raw materials for soap making better than artificial?

How should homemade soap be improved?

**LEARNING RESOURCES**

Digital resources, Charts, Realia, Computing devices,

**MTP Home Science Learner’s Book Grade 7 pg.142**

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Review the previous lesson

Learners to mention some of the effective soaps they use at home

**LESSON DEVELOPMENT**

**STEP 1**

In pairs, allow learners time to read the story provided in the learner’s book page 142

Ask the learner’s to explain why the cleaning detergents used by Vivian was not effective

**STEP 2**

In groups, guide learners in outlining the qualities of an effective cleaning agent

* This will prompt them to think critically

Learners to share their ideas in class

**STEP 3**

Ask learners to read the qualities of an effective cleaning agent provide in the learner’s book page 142

Guide the learners to discuss each of the points and explain its importance

* This will encourage communication and collaboration

**STEP 4**

Guide the learners in brainstorming on other qualities of an effective cleaning agent

* **This will prompt critical thinking**

**CONCLUSION:**

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

Teacher to conclude the lesson by asking oral question

**EXTENDED ACTIVITIES:**

Learners to identify some of the soaps their use at home which are more effective

Let them compare their findings

**REFLECTION ON THE LESSON:**

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|  SCHOOL | **LEARNING AREA** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | **HOME SCIENCE** | 7 |  |  |  |

**STRAND**: **CARING FOR THE FAMILY**

**SUB STRAND**: **Household Cleaning Agents – preparing homemade soap using natural, safe and locally sustainable ingredients**

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

* Describe the procedure of preparing homemade soap using handmade method
* Prepare homemade soap using handmade method
* Embrace the use of safe and locally sustainable resources in preparing homemade soap

**KEY INQUIRY QUESTION (S)**

Why are the safe, locally sustainable raw materials for soap making better than artificial?

How should homemade soap be improved?

**LEARNING RESOURCES**

Digital resources, Charts, Realia, Computing devices,

**MTP Home Science Learner’s Book Grade 7 pg.143**

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Review the previous lesson

**LESSON DEVELOPMENT**

**STEP 1**

Learners to assemble all the equipments and materials require for this activity

**STEP 2**

In groups, guide learners in following the procedure provided in the learner’s book to make homemade soap

Learners to observe safety while making the soap

**STEP 3**

Guide the learners to pour soap moulds and keep them in a safe airy place

Allow the soap to set into a cake

**STEP 4**

When the soap hardens guide the learners to remove it from the moulds and cut them into pieces

Let the learners put the bars of soap in a box and leave them for cure for 4 to 6 weeks

Reiterate that the soap is not ready for cure until it cures

**CONCLUSION:**

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

Teacher to conclude the lesson by asking oral question

**EXTENDED ACTIVITIES:**

Guide the learners to use digital devices to search for video clips showing how to make homemade soap using homemade method

**REFLECTION ON THE LESSON:**

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|  SCHOOL | **LEARNING AREA** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | **HOME SCIENCE** | 7 |  |  |  |

**STRAND**: **CARING FOR THE FAMILY**

**SUB STRAND**: **Household Cleaning Agents – preparing homemade soap using natural, safe and locally sustainable ingredients**

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

* Describe the procedure of preparing homemade soap using handmade method
* Prepare homemade soap using handmade method
* Embrace the use of safe and locally sustainable resources in preparing homemade soap

**KEY INQUIRY QUESTION (S)**

Why are the safe, locally sustainable raw materials for soap making better than artificial?

How should homemade soap be improved?

**LEARNING RESOURCES**

Digital resources, Charts, Realia, Computing devices,

**MTP Home Science Learner’s Book Grade 7 pg.143**

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Review the previous lesson

**LESSON DEVELOPMENT**

**STEP 1**

Learners to assemble all the equipments and materials require for this activity

**STEP 2**

In groups, guide learners in following the procedure provided in the learner’s book to make homemade soap

Learners to observe safety while making the soap

**STEP 3**

Guide the learners to pour soap moulds and keep them in a safe airy place

Allow the soap to set into a cake

**STEP 4**

When the soap hardens guide the learners to remove it from the moulds and cut them into pieces

Let the learners put the bars of soap in a box and leave them for cure for 4 to 6 weeks

Reiterate that the soap is not ready for cure until it cures

**CONCLUSION:**

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

Teacher to conclude the lesson by asking oral question

**EXTENDED ACTIVITIES:**

Guide the learners to use digital devices to search for video clips showing how to make homemade soap using homemade method

**REFLECTION ON THE LESSON:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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|  SCHOOL | **LEARNING AREA** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | **HOME SCIENCE** | 7 |  |  |  |

**STRAND**: **CARING FOR THE FAMILY**

**SUB STRAND**: **Household Cleaning Agents – preparing homemade soap using natural, safe and locally sustainable ingredients**

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

* Describe the procedure of preparing homemade soap using handmade method
* Prepare homemade soap using handmade method
* Embrace the use of safe and locally sustainable resources in preparing homemade soap

**KEY INQUIRY QUESTION (S)**

Why are the safe, locally sustainable raw materials for soap making better than artificial?

How should homemade soap be improved?

**LEARNING RESOURCES**

Digital resources, Charts, Realia, Computing devices,

**MTP Home Science Learner’s Book Grade 7 pg.143**

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Review the previous lesson

**LESSON DEVELOPMENT**

**STEP 1**

In groups, allow learners time to read the conversation provide in the learner’s book page 145-146

**STEP 2**

In groups, guide learners to identify substances added to soap and describe their benefits as presented in the conversation

**STEP 3**

Guide the learners in discussing ingredients that can be added to improve homemade soap

* This will prompt them to think critically

**STEP 4**

Guide the learners to suggest other ways of improving homemade soap using safe sustainable and locally available resources

Learners to share their points in class

**CONCLUSION:**

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

Teacher to conclude the lesson by asking oral question

**EXTENDED ACTIVITIES:**

Guide the learners to use digital devices to search for video clips showing how to make homemade soap using homemade method

**REFLECTION ON THE LESSON:**

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|  SCHOOL | **LEARNING AREA** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | **HOME SCIENCE** | 7 |  |  |  |

**STRAND**: **CARING FOR THE FAMILY**

**SUB STRAND**: **Household Cleaning Agents – preparing homemade soap using natural, safe and locally sustainable ingredients**

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

* Describe the procedure of preparing homemade soap using handmade method
* Prepare homemade soap using handmade method
* Embrace the use of safe and locally sustainable resources in preparing homemade soap

**KEY INQUIRY QUESTION (S)**

Why are the safe, locally sustainable raw materials for soap making better than artificial?

How should homemade soap be improved?

**LEARNING RESOURCES**

Digital resources, Charts, Realia, Computing devices,

**MTP Home Science Learner’s Book Grade 7 pg.143**

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Review the previous lesson

**LESSON DEVELOPMENT**

**STEP 1**

In pairs allow learners to study the table provided in the learner’s book page 147

Ask learners to discuss what is presented in the table

Reiterate the importance of improving homemade soap using natural ingredients

**STEP 2**

In groups, guide learners in discussing on why they should use homemade soap instead of buying commercial made soap such as, it is gentle on the skin and less costly

**STEP 3**

Learners to share their experience in class on how their made homemade soap

**STEP 4**

Guide the learners to suggest other ways of improving homemade soap using safe sustainable and locally available resources

Learners to share their points in class

**CONCLUSION:**

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

Teacher to conclude the lesson by asking oral question

**EXTENDED ACTIVITIES:**

Ask the learners to make homemade soap with the help of their parents

They should use natural and locally available ingredients

**REFLECTION ON THE LESSON:**

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|  SCHOOL | **LEARNING AREA** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | **HOME SCIENCE** | 7 |  |  |  |

**STRAND**: **CARING FOR THE FAMILY**

**SUB STRAND**: **Special treatment in laundry work – various special treatment in household work**

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

* Explain various special treatment in laundry work
* Identify various special treatment used in laundry work
* Appreciate the role of various special treatments used in laundry work

**KEY INQUIRY QUESTION (S)**

* How are clothes and household articles given special treatment differently from those without?
* Why should one take precautions while carrying out special treatment in laundry work for self and garments?

**LEARNING RESOURCES**

Digital resources, Charts, Realia, Computing devices,

**MTP Home Science Learner’s Book Grade 7 pg.149**

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Review the previous lesson

Guide learners to recall what they learnt about special treatment in laundry work in grade 6

**LESSON DEVELOPMENT**

**STEP 1**

In pairs allow learners to read the story provided in the learner’s book page 149

Ask the learners to answer the questions that follow

Encourage the learners to brainstorm their ideas in class

Guide the learners to explain the spotting

**STEP 2**

In groups, allow learners to read what ids presented on the classroom chalk board in activity 2 learner’s book page 150

Guide the learners to explain sponging, home dry cleaning and starching as used in household laundry work

Ask learners to suggest examples of clothing and household articles on which sponging, home drying cleaning and starching can be carried out

**STEP 3**

In groups, guide the learners in discussing reasons for carrying out special treatment in laundry work

* This will prompt them to thick critically

Learners to present their points in class

**STEP 4**

Guide the learners to match each special treatment to its importance in activity 4, learners book page 151

Give explanations to enhance the learner’s understanding

**CONCLUSION:**

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

Teacher to conclude the lesson by asking oral question

**EXTENDED ACTIVITIES:**

Guide the learners to use digital devices to search for video clips showing sponging, spotting, dry cleaning and starching

**REFLECTION ON THE LESSON:**

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|  SCHOOL | **LEARNING AREA** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | **HOME SCIENCE** | 7 |  |  |  |

**STRAND**: **CARING FOR THE FAMILY**

**SUB STRAND**: **Special treatment in laundry work –requirments for special treatment in laundry work**

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

1. Describe requirements for special treatment in laundry work
2. Examine requirements for special treatment in laundry work
3. Recognise requirements for special treatment in laundry work

**KEY INQUIRY QUESTION (S)**

* How are clothes and household articles given special treatment differently from those without?
* Why should one take precautions while carrying out special treatment in laundry work for self and garments?

**LEARNING RESOURCES**

Digital resources, Charts, Realia, Computing devices,

**MTP Home Science Learner’s Book Grade 7 pg.151**

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Review the previous lesson

Guide learners to recall what they learnt about special treatment in laundry work in grade 6

**LESSON DEVELOPMENT**

**STEP 1**

In pairs, allow learners to study the pictures A, B, C and D provided in the learner’s book page 151

**STEP 2**

Guide the learner’s to examine the requirements for each special treatment

1. Sponging
2. Spotting
3. Starching
4. Dry cleaning

**STEP 3**

Learners to list other materials used in carrying out specials treatment

Learners to present their ideas in class

**STEP 4**

**CONCLUSION:**

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

Teacher to conclude the lesson by asking oral question

**EXTENDED ACTIVITIES:**

Guide the learners to use digital devices to search for video clips showing sponging, spotting, dry cleaning and starching

**REFLECTION ON THE LESSON:**

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|  SCHOOL | **LEARNING AREA** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | **HOME SCIENCE** | 7 |  |  |  |

**STRAND**: **CARING FOR THE FAMILY**

**SUB STRAND**: **Special treatment in laundry work – preparing starch for special treatment in household laundry work**

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

* Describe the steps used to prepare homemade starch for special treatment
* Prepare homemade starch for special treatment
* Appreciate making of homemade starch for use in special treatment in household laundry work

**KEY INQUIRY QUESTION (S)**

* How are clothes and household articles given special treatment differently from those without?
* Why should one take precautions while carrying out special treatment in laundry work for self and garments?

**LEARNING RESOURCES**

Digital resources, Charts, Realia, Computing devices,

**MTP Home Science Learner’s Book Grade 7 pg.152**

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Review the previous lesson

**LESSON DEVELOPMENT**

**STEP 1**

Learners to assemble all the materials required in this activity

Starchy foods such as green maize and cassava

**STEP 2**

Guide the learners in following the procedure provided in the learner’s book page 152 -153 to prepare homemade starch

**STEP 3**

Learners to homemade starch for special treatment in groups

Ensure they observe safety as they prepare the starch

**STEP 4**

Guide the learners to store the starch they have prepared properly for future use

**CONCLUSION:**

Teacher to highlight the main points of the lesson

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

Teacher to conclude the lesson by asking oral question

**EXTENDED ACTIVITIES:**

Guide the learners to use digital devices to search for video clips showing preparation of homemade starch for special treatment in household work

**REFLECTION ON THE LESSON:**

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|  SCHOOL | **LEARNING AREA** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | **HOME SCIENCE** | 7 |  |  |  |

**STRAND**: **CARING FOR THE FAMILY**

**SUB STRAND**: **Special treatment in laundry work – preparing starch for special treatment in household laundry work**

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

* Describe the steps used to prepare homemade starch for special treatment
* Prepare homemade starch for special treatment
* Appreciate making of homemade starch for use in special treatment in household laundry work

**KEY INQUIRY QUESTION (S)**

* How are clothes and household articles given special treatment differently from those without?
* Why should one take precautions while carrying out special treatment in laundry work for self and garments?

**LEARNING RESOURCES**

Digital resources, Charts, Realia, Computing devices,

**MTP Home Science Learner’s Book Grade 7 pg.152**

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Review the previous lesson

**LESSON DEVELOPMENT**

**STEP 1**

Learners to assemble all the materials required in this activity

Starchy foods such as green maize and cassava

**STEP 2**

Guide the learners in following the procedure provided in the learner’s book page 152 -153 to prepare homemade starch

**STEP 3**

Learners to homemade starch for special treatment in groups

Ensure they observe safety as they prepare the starch

**STEP 4**

Guide the learners to store the starch they have prepared properly for future use

**CONCLUSION:**

Teacher to highlight the main points of the lesson

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

Teacher to conclude the lesson by asking oral question

**EXTENDED ACTIVITIES:**

Guide the learners to use digital devices to search for video clips showing preparation of homemade starch for special treatment in household work

**REFLECTION ON THE LESSON:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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|  SCHOOL | **LEARNING AREA** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | **HOME SCIENCE** | 7 |  |  |  |

**STRAND**: **CARING FOR THE FAMILY**

**SUB STRAND**: **Special treatment in laundry work – procedure of carrying out special treatment in household laundry work**

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

* Describe the procedure of carrying out various special treatment - starching
* Watch as the teacher demonstrates various special treatment - starching
* Embrace carrying out starching in laundry work

**KEY INQUIRY QUESTION (S)**

* How are clothes and household articles given special treatment differently from those without?
* Why should one take precautions while carrying out special treatment in laundry work for self and garments?

**LEARNING RESOURCES**

Digital resources, Charts, Realia, Computing devices,

**MTP Home Science Learner’s Book Grade 7 pg.154**

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Review the previous lesson

**LESSON DEVELOPMENT**

**STEP 1**

Learners to assemble all the materials required in this activity

(Learners to use the starch that had been prepared in the previous lesson)

**STEP 2**

Guide the learners in following the procedure provided in the learner’s book page 154 to carry out starching using homemade starch

Learners to observe keenly

**STEP 3**

Let the learners feel the clothing before starching

Learners to carry out starching using homemade starch on a garment

**STEP 4**

Display the starched items in class

Let the learners feel the clothing after starching so that they can identify any difference

Guide the learners to compare the starched article with one that has not been starched

Learners to share their points in class

**CONCLUSION:**

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

Teacher to conclude the lesson by asking oral question

**EXTENDED ACTIVITIES:**

Guide the learners to use digital devices to search for video clips showing starching is carry out on clothing or household articles

**REFLECTION ON THE LESSON:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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|  SCHOOL | **LEARNING AREA** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | **HOME SCIENCE** | 7 |  |  |  |

**STRAND**: **CARING FOR THE FAMILY**

**SUB STRAND**: **Special treatment in laundry work – procedure of carrying out special treatment in household laundry work**

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

* Describe the procedure of carrying out various special treatment - spotting
* Watch as the teacher demonstrates various special treatment - spotting
* Embrace carrying out spotting in laundry work

**KEY INQUIRY QUESTION (S)**

* How are clothes and household articles given special treatment differently from those without?
* Why should one take precautions while carrying out special treatment in laundry work for self and garments?

**LEARNING RESOURCES**

Digital resources, Charts, Realia, Computing devices,

**MTP Home Science Learner’s Book Grade 7 pg.155**

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Review the previous lesson

**LESSON DEVELOPMENT**

**STEP 1**

Learners to assemble all the materials required in this activity

**STEP 2**

Guide the learners in following the procedure provided in the learner’s book page 155 to carry out spotting

Learners to observe keenly

**STEP 3**

Let the learners observe the clothing before spotting

Learners to carry out spotting on the garment

**STEP 4**

Display the cleaned clothing to the class

Let the learners observe the clothing after spotting so that they can identify any difference

Guide the learners to compare the spotted article with one that has not been spotted

Learners to share their points in class

**CONCLUSION:**

Teacher to highlight the main points of the lesson

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

Teacher to conclude the lesson by asking oral question

**EXTENDED ACTIVITIES:**

Guide the learners to use digital devices to search for video clips showing spotting is carry out on clothing or household articles

**REFLECTION ON THE LESSON:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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|  SCHOOL | **LEARNING AREA** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | **HOME SCIENCE** | 7 |  |  |  |

**STRAND**: **CARING FOR THE FAMILY**

**SUB STRAND**: **Special treatment in laundry work – procedure of carrying out special treatment in household laundry work**

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

* Discuss the steps used while carrying out sponging
* Watch as the teacher demonstrates various special treatment - sponging
* Adopt carrying out sponging in laundry work

**KEY INQUIRY QUESTION (S)**

* How are clothes and household articles given special treatment differently from those without?
* Why should one take precautions while carrying out special treatment in laundry work for self and garments?

**LEARNING RESOURCES**

Digital resources, Charts, Realia, Computing devices,

**MTP Home Science Learner’s Book Grade 7 pg.156**

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Review the previous lesson

**LESSON DEVELOPMENT**

**STEP 1**

Learners to assemble all the materials required in this activity

**STEP 2**

Guide the learners in following the procedure provided in the learner’s book page 156 to carry out sponging

Learners to observe keenly

**STEP 3**

Let the learners observe the clothing before sponging

Learners to carry out sponging on the woollen sweater

Learners to observe safety when using household ammonia

**STEP 4**

Display the cleaned clothing to the class

Let the learners observe the clothing after sponging so that they can identify any difference

Guide the learners to compare the sponging article with one that has not been sponged

Learners to share their points in class

**CONCLUSION:**

Teacher to highlight the main points of the lesson

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

Teacher to conclude the lesson by asking oral question

**EXTENDED ACTIVITIES:**

Guide the learners to use digital devices to search for video clips showing sponging is carry out on clothing or household articles

**REFLECTION ON THE LESSON:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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|  SCHOOL | **LEARNING AREA** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | **HOME SCIENCE** | 7 |  |  |  |

**STRAND**: **CARING FOR THE FAMILY**

**SUB STRAND**: **Special treatment in laundry work – procedure of carrying out special treatment in household laundry work**

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

* Discuss the steps used while carrying out home dry cleaning
* Watch as the teacher demonstrates various special treatment – home dry cleaning
* Adopt carrying out home dry cleaning in laundry work

**KEY INQUIRY QUESTION (S)**

* How are clothes and household articles given special treatment differently from those without?
* Why should one take precautions while carrying out special treatment in laundry work for self and garments?

**LEARNING RESOURCES**

Digital resources, Charts, Realia, Computing devices,

**MTP Home Science Learner’s Book Grade 7 pg.157**

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Review the previous lesson

**LESSON DEVELOPMENT**

**STEP 1**

Learners to assemble all the materials required in this activity

**STEP 2**

Guide the learners in following the procedure provided in the learner’s book page 157 to carry out sponging

Learners to observe keenly

**STEP 3**

Learners to carry out sponging on the woollen sweater

Learners to observe safety

**STEP 4**

In pairs, allow learners to answer the questions in activity 14, learners’ book page 157

Learners to share their points

**CONCLUSION:**

Teacher to highlight the main points of the lesson

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

Teacher to conclude the lesson by asking oral question

**EXTENDED ACTIVITIES:**

Guide the learners to discuss the importance of observing safety of self and the garments when carrying out special treatment

**REFLECTION ON THE LESSON:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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|  SCHOOL | **LEARNING AREA** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | **HOME SCIENCE** | 7 |  |  |  |

**STRAND**: **CARING FOR THE FAMILY**

**SUB STRAND**: **Special treatment in laundry work – safety measures to be observed when carrying out various special treatment in laundry work**

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

1. Explain the safety measures to be observed when carrying out various specials treatments in laundry work
2. Apply safety measures to be observed when carrying out various specials treatments in laundry work
3. Appreciate safety measures to be observed when carrying out various specials treatments in laundry work

**KEY INQUIRY QUESTION (S)**

* How are clothes and household articles given special treatment differently from those without?
* Why should one take precautions while carrying out special treatment in laundry work for self and garments?

**LEARNING RESOURCES**

Digital resources, Charts, Realia, Computing devices,

**MTP Home Science Learner’s Book Grade 7 pg.157**

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Review the previous lesson

**LESSON DEVELOPMENT**

**STEP 1**

In pairs’ allow learners to read the safety precautions they should observe when carrying out various special treatments in laundry work

**STEP 2**

Ask learners to give reasons for observing each safety measure

**STEP 3**

Learners to discuss other safety measures they should observe when carrying out special treatment in laundry work

* This will encourage critical thinking

Learners to present their points in class

**STEP 4**

**CONCLUSION:**

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

Teacher to conclude the lesson by asking oral question

**EXTENDED ACTIVITIES:**

Ask them to role paly measures that should be observed when carrying out spotting, sponging, starching and home dry cleaning

**REFLECTION ON THE LESSON:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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|  SCHOOL | **LEARNING AREA** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | **HOME SCIENCE** | 7 |  |  |  |

**STRAND**: **CARING FOR THE FAMILY**

**SUB STRAND**: **Special treatment in laundry work – carrying out various special treatment in laundry work**

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

1. Discuss the procedures used to carry out various specials treatments in laundry work
2. Carry out various specials treatments in laundry work
3. Embrace use of various specials treatments in laundry work

**KEY INQUIRY QUESTION (S)**

* How are clothes and household articles given special treatment differently from those without?
* Why should one take precautions while carrying out special treatment in laundry work for self and garments?

**LEARNING RESOURCES**

Digital resources, Charts, Realia, Computing devices,

**MTP Home Science Learner’s Book Grade 7 pg.157**

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Review the previous lesson

Learners to select the requirements for carrying out special treatments

**LESSON DEVELOPMENT**

**STEP 1**

Learners write down the procedures provided in the learner’s book on manila page

Learners to share role equitably

* This will develop love as they resolve conflicts that may arise during the practical

**STEP 2**

Guide the learners to follow the procedures they have written down to carry out special treatment

Safety to be observed

**STEP 3**

Learners to present their well-treated items using starching, spotting sponging and home dry cleaning

**STEP 4**

Allow learners to discuss each other’s cleaned items (starched, spotted, sponged and home dryed cleaned articles

**CONCLUSION:**

Teacher to highlight the main points of the lesson

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

Teacher to conclude the lesson by asking oral question

**EXTENDED ACTIVITIES:**

Learners to recite the poem in fun spot, learner’s book page 159

Guide the learners to discuss what they learnt from the poem

**REFLECTION ON THE LESSON:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_