MTP HOME SCIENCE ACTIVITIES

GRADE 5 SCHEMES OF WORK TERM 1

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Wk | Lsn | Strand/The me | Sub strand | Specific learning outcomes | Key inquiry Questions | Learning experiences | Learning Resources | Assessment methods | Ref |
| 1 | 1 | HEALTHY | Pre-teen/pre- | By the end of the sub strand, the learner should be able to;   1. Explain the meaning of pre- teen/pre-adolescence. 2. Watch a video clip on good grooming for pre-teen/pre- adolescence. 3. Mention changes that take place during pre-teen/pre- adolescence 4. Appreciate healthy habits in pre-teen/pre-adolescence | What are the | Learners brainstorm on | Video clips, pictures, charts, storybook, resource person *MTP Home science Grade 5 Learners Bk. Pg. 1-3*  *MTP Home science Grade 5*  *TG Pg. 3-4* | Demonstration |  |
|  |  | LIVING | adolescence | changes that take | who a pre-teen/pre- | , tests, |
|  |  |  | (9-12 years): | place during a pre- | adolescence is by using | observations, |
|  |  |  | *changes that*  *take place during pre- teen/pre-*  *adolescence.* | teen/pre-  adolescence stage? | video clips, pictures,  charts.  In groups learners share experiences on the changes | self-  assessment, checklist, portfolio |
|  |  |  |  |  | that take place during pre- |  |
|  |  |  |  |  | teen/pre-adolescence |  |
|  |  |  |  |  | through stories. |  |
|  | 2 |  | Pre-teen/pre- | By the end of the sub strand, the  learner should be able to;   1. Practice good grooming as a daily health habit 2. Discuss aspects of good grooming 3. Appreciate healthy habits in pre-teen/pre-adolescence | What are the | Learners to watch a video | Video clips,  pictures, charts, storybook, resource person *MTP Home science Grade 5 Learners Bk. Pg. 4-5*  *MTP Home science Grade 5*  *TG Pg. 4-5* | Demonstration |  |
|  | adolescence | changes that take | clip on good grooming for | , tests, |
|  | (9-12 years): | place during a pre- | pre-teen/pre-adolescence | observations, |
|  | Good grooming | teen/pre- |  | self- |
|  | as a daily habit | adolescence stage? | Learner’s peer teach, role | assessment, |
|  |  |  | play good grooming | checklist, |
|  |  |  |  | portfolio |
|  |  |  | Learners to watch a video |  |
|  |  |  | clip on good grooming for |  |
|  |  |  | pre-teen/pre-adolescence |  |
|  | 3 |  | Pre-teen/pre- | By the end of the sub strand, the learner should be able to;   1. Practice daily physical exercise as a daily health habit 2. Discuss aspects of good exercise 3. Appreciate healthy habits in pre-teen/pre-adolescence | What are the | In groups learners carry | Video clips, | Demonstration |  |
|  | adolescence | changes that take | out daily physical exercise | pictures, charts, | , tests, |
|  | (9-12 years): | place during a pre- | as a healthy habit | storybook, | observations, |
|  | *Daily physical*  *exercise as a healthy habit* | teen/pre-  Adolescence stage? |  | resource person *MTP Home science Grade 5 Learners Bk. Pg. 7* | self-  assessment, checklist, portfolio |

1 of 10

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |  | *MTP Home science Grade 5*  *TG Pg. 7* |  |  |
| 2 | 1 |  | Pre-teen/pre- | By the end of the sub strand, the learner should be able to;   1. State healthy eating habits for a pre-teen/pre- adolescence 2. Observe safety precautions as pre-teen/pre-adolescence within their environment 3. Appreciate healthy habits in pre-teen/pre-adolescence | What are the | In groups learners | Video clips, pictures, charts, storybook, resource person *MTP Home science Grade 5 Learners Bk. Pg. 8-9*  *MTP Home science Grade 5*  *TG Pg. 7* | Demonstration |  |
|  |  | adolescence | changes that take | brainstorm on healthy | , tests, |
|  |  | (9-12 years): | place during a pre- | habits during pre- | observations, |
|  |  | healthy habits | teen/pre- | teen/pre-adolescence | self- |
|  |  | for pre-teens | adolescence stage? | through experience, | assessment, |
|  |  |  |  | sharing stories, resource | checklist, |
|  |  |  |  | person, watching video clip | portfolio |
|  |  |  |  | Learners discuss safety |  |
|  |  |  |  | precautions to observe as |  |
|  |  |  |  | pre-teen/pre-adolescence |  |
|  |  |  |  | within their environment |  |
|  | 2 |  | Pre-teen/pre- | By the end of the sub strand, the learner should be able to;   1. Engage in daily physical exercise as a healthy habit 2. Observe safety precautions as pre-teen/pre-adolescence within their environment 3. Appreciate healthy habits in pre-teen/pre-adolescence | What are the |  | Video clips, | Demonstration |  |
|  | adolescence | changes that take |  | pictures, charts, | , tests, |
|  | (9-12 years): | place during a pre- | In groups learners | storybook, | observations, |
|  | *Appreciating*  *Healthy habits in pre- adolescence* | teen/pre-  adolescence stage? | brainstorm on healthy  habits during pre- teen/pre-adolescence through experience, sharing stories, resource person, watching video clip | resource person  *MTP Home science Grade 5 Learners Bk. Pg. 9-11*  *MTP Home science Grade 5*  *TG Pg. 8* | self-  assessment, checklist, portfolio |
|  | 3 |  | Dressing self: | By the end of the sub strand, the learner should be able to;   1. Mention factors to consider in the choice of clothes and shoes for pre-teens/pre- adolescence. 2. State the types of shoes for pre-teens/pre-adolescence. 3. Explain decent ways to dress Appreciate proper clothing for a pre-teens/pre-   adolescent | What are the | In groups learners share | Digital devices, pictures, charts, different types of shoes  *MTP Home science Grade 5 Learners Bk. Pg. 11-13*  *MTP Home science Grade 5*  *TG Pg. 13* | Demonstration |  |
|  | factors to | dressing needs of | experiences on the choice | , tests, |
|  | consider when | pre-teens/pre- | of clothes for pre- | observations, |
|  | choosing a | adolescents? | teens/pre-adolescence. | self- |
|  | cloth for pre- |  |  | assessment, |
|  | teens |  | Using digital devices, | checklist, |
|  |  |  | charts, pictures, learners | portfolio |
|  |  |  | brainstorm on the types of |  |
|  |  |  | shoes for pre-teen/pre- |  |
|  |  |  | adolescence |  |
| 3 | 1 |  | Dressing self: *Decent ways to dress during* | By the end of the sub strand, the learner should be able to; | What are the dressing needs of pre-teens/pre-  adolescents? | Learners brainstorm on different factors to be considered in the choice of  shoes and clothes for pre- | Digital devices, pictures, charts, different types  of shoes | Demonstration  , tests, observations,  self- |  |

Page 2 of 10

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  | *pre- adolescence* | 1. Identify appropriate clothes and shoes for pre-teens/pre- adolescents 2. State the factors to consider in the choice of shoes and clothes for pre-teens/ pre- adolescents 3. Fashion show different ways to dress for a pre-teen or pre- adolescent 4. Appreciate proper clothing for a pre-teens/pre- adolescent |  | teens/pre-adolescence through watching video | *MTP Home science Grade 5 Learners Bk. Pg. 13-15*  *MTP Home science Grade 5*  *TG Pg. 14-15* | assessment, checklist, |  |
|  | clips, pictures, (comfort, | portfolio |
|  | age, shape) |  |
|  | Learners identify |  |
|  | appropriate clothes and |  |
|  | shoes for pre-teens/pre- |  |
|  | adolescents |  |
|  | Learners fashion show |  |
|  | different ways of dressing |  |
|  | for pre-teens/ pre- |  |
|  | adolescents |  |
|  | 2 |  | Time | By the end of the sub strand, the | How do you spend | In groups learners identify | Pictures, storybooks, video clips *MTP Home science Grade 5*  *Learners Bk. Pg. 17-19*  *MTP Home science Grade 5*  *TG Pg. 21* | Demonstration |  |
|  | management: | learner should be able to; | time at home? | positive leisure activities | , tests, |
|  | *positive leisure*  *activities for healthy living* | 1. Identify positive leisure   activities for healthy living   1. Prepare a plan on how to |  | for healthy living  Learners prepare a plan on | observations,  self- assessment, |
|  |  | spend time in their daily life |  | how to spend time in their | checklist, |
|  |  | c. Appreciate the importance of |  | daily life | portfolio |
|  |  | time management for |  | NOTE: Teachers to |  |
|  |  | wellbeing of self and others. |  | emphasize on the positive |  |
|  |  |  |  | effects of media |  |
|  |  | a. |  |  |  |
|  | 3 |  | Time | By the end of the sub strand, the learner should be able to;   1. Identify the effects of wasting time in their daily life 2. Prepare a plan on how to spend time in their daily life 3. Appreciate the importance of time management for wellbeing of self and others. | How do you spend | In groups learners identify | Pictures, storybooks, video clips *MTP Home science Grade 5*  *Learners Bk. Pg. 20*  *MTP Home science Grade 5*  *TG Pg. 22* | Demonstration |  |
|  | management: | time at home? | effects of time wastage | , tests, |
|  | *effects of time*  *wastage* |  | Learners share experience | observations,  self- |
|  |  |  | on activities that can lead | assessment, |
|  |  |  | to time wastage( | checklist, |
|  |  |  | uncontrolled media | portfolio |
|  |  |  | influence, disorganization) |  |
|  |  |  | NOTE: Teachers to |  |
|  |  |  | emphasize on the positive |  |
|  |  |  | effects of media |  |
| 4 | 1 |  | Time management: *Appreciating*  *importance of* | By the end of the sub strand, the learner should be able to; | How do you spend time at home? | Learners prepare a plan on how to spend time in their daily life | Pictures, storybooks, video clips | Demonstration  , tests,  observations, self- |  |

Page 3 of 10

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  | *time management* | 1. Explain the importance of using time well in their daily life 2. Name the factors that may lead to time wastage in day- to-day life 3. Appreciate the importance of   time management for wellbeing of self and others. |  | In groups learners discuss the importance of using time well in daily life.  Learners to share experience on how to spend their time well | *MTP Home science Grade 5 Learners Bk. Pg. 20-21*  *MTP Home science Grade 5*  *TG Pg. 22* | assessment, checklist, portfolio |  |
|  | 2 |  | Surfaces found | By the end of the sub strand, the learner should be able to;   1. Identify surface made from different materials in the home 2. Outline the various procedures used to clean different surfaces in the home for healthy living 3. Appreciate a clean home to promote healthy living | How do you clean | In groups learners share | Glass windows | Demonstration |  |
|  | in the home –  *surface made from different materials in the home* | surfaces made  from different materials at home? | experiences on surfaces  made from different materials in the home  In groups learners discuss | or surfaces,  plain wood furniture, cemented floor, earthen floors, | , tests,  observations, self- assessment, checklist, |
|  |  |  | procedures for cleaning | video clips | portfolio |
|  |  |  | different surfaces | *MTP Home*  *science Grade 5 Learners Bk. Pg. 22*  *MTP Home science Grade 5*  *TG Pg. 27* |  |
|  | 3 |  | *Equipment and materials used for cleaning different surface at*  *home* | By the end of the sub strand, the learner should be able to;   1. Identify cleaning materials and tools used for cleaning different surfaces in the home for protection of the surfaces and keep away illnesses. 2. Outline the various procedures used to clean different surfaces in the home for healthy living 3. Appreciate a clean home to promote healthy living | How do you clean surfaces made from different materials at home? | In groups learners share experiences on surfaces made from different materials in the home  In groups learners discuss | Glass windows or surfaces, plain wood furniture, cemented floor, earthen floors, | Demonstration  , tests, observations, self- assessment, checklist, |  |
|  |  |  | procedures for cleaning | video clips | portfolio |
|  |  |  | different surfaces | *MTP Home*  *science Grade 5 Learners Bk. Pg. 23*  *MTP Home science Grade 5*  *TG Pg. 27* |  |
| 5 | 1 |  | *Improvising cleaning equipment and materials for*  *cleaning* | By the end of the sub strand, the learner should be able to;  a. Improvise cleaning materials and tools for cleaning  different surfaces at home for | How do you clean surfaces made from different materials at home? | In groups learners identify cleaning materials and tools used for cleaning different surfaces | Glass windows or surfaces, plain wood furniture,  cemented floor, | Demonstration  , tests, observations, self-  assessment, |  |



Page 4 of 10

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  | healthy living and a day-to- day healthy habit.   1. Name the equipment’s for cleaning various surfaces 2. Appreciate a clean home to promote healthy living |  | In groups learners make different cleaning materials and tools for cleaning different surfaces | earthen floors, video clips *MTP Home science Grade 5*  *Learners Bk. Pg. 23*  *MTP Home science Grade 5*  *TG Pg. 27* | checklist, portfolio |  |
|  | 2 |  | *Different surfaces at home* | By the end of the sub strand, the learner should be able to;   1. Identify different surfaces found at home 2. Mention materials used making the different surfaces at home 3. Appreciate a clean home to promote healthy living | How do you clean surfaces made from different | In groups learners identify cleaning materials and tools used for cleaning | Glass windows or surfaces, plain wood | Demonstration  , tests, observations, |  |
|  |  | materials at home? | different surfaces | furniture, | self- |
|  |  |  |  | cemented floor, | assessment, |
|  |  |  | In groups learners make | earthen floors, | checklist, |
|  |  |  | different cleaning | video clips | portfolio |
|  |  |  | materials and tools for  cleaning different surfaces | *MTP Home*  *science Grade 5 Learners Bk. Pg. 23-25*  *MTP Home science Grade 5*  *TG Pg. 28* |  |
|  | 3 |  | *Cleaning different surfaces in the home* | By the end of the sub strand, the learner should be able to;   1. Identify cleaning materials and tools used for cleaning different surfaces in the home for protection of the surfaces and keep away illnesses. 2. Clean the different surfaces found at home 3. Appreciate a clean home to promote healthy living | How do you clean surfaces made from different materials at home? | In groups learners identify cleaning materials and tools used for cleaning different surfaces | Glass windows or surfaces, plain wood furniture, | Demonstration  , tests, observations, self- |  |
|  |  |  |  | cemented floor, | assessment, |
|  |  |  | In groups learners make | earthen floors, | checklist, |
|  |  |  | different cleaning | video clips | portfolio |
|  |  |  | materials and tools for  cleaning different surfaces | *MTP Home*  *science Grade 5 Learners Bk. Pg. 25-30*  *MTP Home science Grade 5*  *TG Pg. 29-30* |  |
| 6 | 1 |  | *Practice cleaning*  *different surfaces* | By the end of the sub strand, the learner should be able to; | How do you clean surfaces made from different  materials at home? | In groups learners’ clean different surfaces available in the school and record in  a journal | Glass windows or surfaces, plain wood  furniture, | Demonstration  , tests, observations, self- |  |



Page 5 of 10

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  | 1. Practice cleaning different surfaces at home as a healthy day to day practice 2. Watch a video clip on cleaning of different surfaces at home 3. Appreciate a clean home to promote healthy living |  | In groups learners practice safety precautions while cleaning different surfaces | cemented floor, earthen floors, video clips *MTP Home science Grade 5*  *Learners Bk. Pg. 30-32*  *MTP Home science Grade 5*  *TG Pg. 31-32* | assessment, checklist, portfolio |  |
|  | 2 |  | *Safety measures when cleaning different surfaces at home* | By the end of the sub strand, the learner should be able to;   1. Practice cleaning different surfaces at home as a healthy day to day practice 2. Observe safety measure when cleaning different surfaces at home 3. Appreciate a clean home to promote healthy living | How do you clean surfaces made from different materials at home? | In groups learners’ clean different surfaces available in the school and record in a journal  In groups learners practice | Glass windows or surfaces, plain wood furniture, cemented floor, earthen floors, | Demonstration  , tests, observations, self- assessment, checklist, |  |
|  |  |  | safety precautions while  cleaning different surfaces | video clips  *MTP Home science Grade 5 Learners Bk. Pg. 32-33*  *MTP Home science Grade 5*  *TG Pg. 32* | portfolio |
|  | 3 |  | *Care of cleaning equipment and material* | By the end of the sub strand, the learner should be able to;   1. Care for cleaning materials and tools used for cleaning surfaces at home as a day-to- day maintenance 2. Observe safety measure when handling materials 3. Appreciate a clean home to promote healthy living | How do you clean surfaces made from different materials at home? | Learners demonstrate care for the cleaning materials and tools they used for cleaning different surfaces. | Glass windows or surfaces, plain wood furniture, | Demonstration  , tests, observations, self- |  |
|  |  |  |  | cemented floor, | assessment, |
|  |  |  | In groups learners practice | earthen floors, | checklist, |
|  |  |  | safety precautions while  cleaning different surfaces | video clips  *MTP Home science Grade 5 Learners Bk. Pg. 33-34*  *MTP Home science Grade 5*  *TG Pg. 33* | portfolio |
| 7 | 1 |  | *Appreciating a clean home to promote healthy living* | By the end of the sub strand, the learner should be able to;  a. Explain the importance of a  clean home in promoting healthy living | How do you clean surfaces made from different materials at home? | Learners demonstrate care for the cleaning materials and tools they used for cleaning different surfaces. | Glass windows or surfaces, plain wood furniture, | Demonstration  , tests, observations, self- |  |
|  |  |  |  |  | cemented floor, | assessment, |

Page 6 of 10

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  | 1. Name some diseases that may come if we do not clean surfaces at home 2. Develop curiosity towards healthy living by cleaning surfaces in the home |  | In groups learners practice safety precautions while cleaning different surfaces | earthen floors, video clips *MTP Home science Grade 5*  *Learners Bk. Pg. 34-35*  *MTP Home science Grade 5*  *TG Pg. 33-34* | checklist, portfolio |  |
|  | 2 |  | Common | By the end of the sub strand, the learner should be able to;   1. Explain the meaning of communicable diseases for healthy living. 2. Name the diseases in their locality 3. Develop curiosity in preventing common   communicable disease | What are the | Learners brain storm on | Pictures, charts, posters  *MTP Home science Grade 5 Learners Bk. Pg. 36*  *MTP Home science Grade 5*  *TG Pg. 38-39* | Demonstration |  |
|  | communicable | causes of | the meaning of | , tests, |
|  | diseases – | communicable | communicable diseases. | observations, |
|  | *meaning of*  *communicable diseases for healthy living* | diseases?  How can you prevent |  | self-  assessment, checklist, portfolio |
|  |  | communicable |  |  |
|  |  | diseases in your |  |  |
|  |  | environment? |  |  |
|  | 3 |  | *Common communicable diseases* | By the end of the sub strand, the learner should be able to;   1. Identify common communicable diseases in the locality for easy identification of diseases outbreaks 2. Watch a video clip on communicable diseases 3. Develop curiosity in   preventing common communicable disease | What are the causes of communicable | Learners identify common communicable diseases in the locality as follows: | Pictures, charts, posters  *MTP Home science Grade 5 Learners Bk. Pg. 37-38*  *MTP Home science Grade 5*  *TG Pg. 39* | Demonstration  , tests, observations, |  |
|  |  | diseases? | immunisable diseases, skin | self- |
|  |  |  | diseases, diseases | assessment, |
|  |  | How can you | transmitted through insect, | checklist, |
|  |  | prevent | respiratory diseases. | portfolio |
|  |  | communicable |  |  |
|  |  | diseases in your |  |  |
|  |  | environment? |  |  |
| 8 | 1 |  | *Causes of common communicable diseases* | By the end of the sub strand, the learner should be able to;   1. Identify common communicable diseases in the locality for easy identification of diseases outbreaks 2. Explain the causes of common communicable diseases as a way of   supporting disease eradication | What are the causes of communicable diseases? | Learners identify common communicable diseases in the locality as follows: immunisable diseases, skin | Pictures, charts, posters  *MTP Home science Grade 5 Learners Bk. Pg. 38-40*  *MTP Home science Grade 5*  *TG Pg. 39-40* | Demonstration  , tests, observations, self- |  |
|  |  |  |  | diseases, diseases | assessment, |
|  |  |  | How can you | transmitted through insect, | checklist, |
|  |  |  | prevent | respiratory diseases. | portfolio |
|  |  |  | communicable |  |  |
|  |  |  | diseases in your |  |  |
|  |  |  | environment? |  |  |



Page 7 of 10

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  | c. Develop curiosity in preventing common  communicable disease |  |  |  |  |  |
|  | 2 |  | *Causes of common communicable diseases* | By the end of the sub strand, the learner should be able to;   1. Identify the causes of common communicable diseases as a way of supporting disease eradication 2. Discuss the signs of communicable diseases 3. Develop curiosity in preventing common   communicable disease | What are the causes of communicable diseases? | Learners discuss factors that cause common communicable diseases. | Pictures, charts, posters  *MTP Home science Grade 5 Learners Bk. Pg. 38-40*  *MTP Home science Grade 5*  *TG Pg. 39-40* | Demonstration  , tests, observations, self- |  |
|  |  |  | Learners practice health | assessment, |
|  |  | How can you | measures that prevent | checklist, |
|  |  | prevent | common communicable | portfolio |
|  |  | communicable | diseases from pictures, |  |
|  |  | diseases in your | documentaries, health |  |
|  |  | environment? | posters |  |
|  | 3 |  | *Health measures that prevent common communicable diseases* | By the end of the sub strand, the learner should be able to;   1. Identify the causes of common communicable diseases as a way of supporting disease eradication 2. State health measures that prevent common communicable disease 3. Develop curiosity in   preventing common communicable disease | What are the causes of communicable diseases?  How can you | Learners discuss factors that cause common communicable diseases.  Learners practice health measures that prevent | Pictures, charts, posters  *MTP Home science Grade 5 Learners Bk. Pg. 40-41*  *MTP Home science Grade 5*  *TG Pg. 40-41* | Demonstration  , tests, observations, self- assessment, checklist, |  |
|  |  | prevent | common communicable | portfolio |
|  |  | communicable | diseases from pictures, |  |
|  |  | diseases in your | documentaries, health |  |
|  |  | environment? | posters |  |
| 9 | 1 |  | *Health measures that prevent common communicable diseases in the locality* | By the end of the sub strand, the learner should be able to;   1. State health measures that prevent common communicable disease 2. Practice health measures to prevent common communicable diseases in their locality 3. Develop curiosity in preventing common communicable disease | What are the causes of communicable diseases?  How can you prevent communicable diseases in your | Learners discuss factors that cause common communicable diseases.  Learners practice health measures that prevent common communicable diseases from pictures, documentaries, health | Pictures, charts, posters  *MTP Home science Grade 5 Learners Bk. Pg. 42-43*  *MTP Home science Grade 5*  *TG Pg. 41-42* | Demonstration  , tests, observations, self- assessment, checklist, portfolio |  |
|  |  |  | environment? | posters |  |  |
|  |  |  |  | In groups, learners use the |  |  |
|  |  |  |  | pictures, documentaries |  |  |
|  |  |  |  | and health posters to guide |  |  |
|  |  |  |  | discussion on healthy |  |  |

Page 8 of 10

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  | measures to prevent  communicable diseases |  |  |  |
|  | 2 |  | *Appreciating the importance of preventing communicable diseases in the locality* | By the end of the sub strand, the learner should be able to;   1. Explain ways of preventing common communicable diseases 2. Practice health measures to prevent common communicable diseases in their locality 3. Appreciate importance of preventing common communicable diseases in the locality. | What are the causes of communicable diseases?  How can you prevent communicable diseases in your | Learners discuss factors that cause common communicable diseases.  Learners practice health measures that prevent common communicable diseases from pictures, documentaries, health | Pictures, charts, posters  *MTP Home science Grade 5 Learners Bk. Pg. 43-45*  *MTP Home science Grade 5*  *TG Pg. 43* | Demonstration  , tests, observations, self- assessment, checklist, portfolio |  |
|  |  | environment? | posters |  |  |
|  |  |  | In groups, learners use the |  |  |
|  |  |  | pictures, documentaries |  |  |
|  |  |  | and health posters to guide |  |  |
|  |  |  | discussion on healthy |  |  |
|  |  |  | measures to prevent |  |  |
|  |  |  | communicable diseases |  |  |
|  | 3 |  | Consumer  Awareness: *the importance of* | By the end of the sub strand the learner should be able to   1. Define the term advertisement as used by consumers 2. Explain the importance of advertisement to a consumer   Appreciate role of advertisement in daily life. | Where does a consumer get  information? | - In groups, learners brainstorm and gather information on the meaning of advertisement using digital devices, print materials, media, video clips and present their findings in class.  In pairs or groups, learners discuss types of media used for advertisement *(TV, radio, newspapers, social media, poster, billboards, notice*  *boards, word of mouth)* | * Digital devices * Print materials * Video clips * Demonstration * *MTP Home science Grade 5 Learners Bk. Pg. 46-47*   *MTP Home science Grade 5*  *TG Pg. 48* | * Checklist test * Observations * Critiques * Demonstration Self-assessment |  |
|  | *advertisement to* |  |
|  | *consumer* | How do you use information from an advertisement? |
| 10 | 1 |  | *Types of media used in advertisement as way of instilling product awareness to the consumers* | By the end of the sub strand the learner should be able to   1. Define the term advertisement 2. Identify types of media used in advertisement as a way of instilling product awareness to the consumers.   Appreciate role of advertisement in daily life. | Where does a consumer get information?  How do you use information from an advertisement? | * In pairs or groups, learners discuss the importance of advertisement to a consumer in day to day life. * Learners brainstorm on information from an advert after watching a | * Digital devices * Print materials * Video clips * Demonstration * *MTP Home science Grade 5*   *Learners Bk. Pg. 47-49* | * Checklist test * Observations * Critiques * Demonstration Self-assessment |  |

Page 9 of 10

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  | video clip. Listening to radio, observing various advertisements from different sources.  In groups, learners discuss  the importance of advertisement. | *MTP Home science Grade 5*  *TG Pg. 49* |  |  |
|  | 2 |  | *Safety precautions to observe when using information from an advertisement* | By the end of the sub strand the learner should be able to   1. Highlight safety precautions to observe when using information from an advertisement as a responsibility for the consumer. 2. Create an advertisement for an item used in daily life 3. Appreciate role of advertisement in daily life. | Where does a consumer get information?  How do you use information from an advertisement? | * Learners discuss on safety precautions to observe when using information from an advert after watching a video clip, listening to radio, observing adverts from print media, charts and pictures *(good and bad advertisements)* * In groups, learners create an advertisement for an item used in daily life.   In groups, learners share experiences on use of information given on a given  advertisement through role playing, demonstration. Skit.  www.te | * Digital devices * Print materials * Video clips * Demonstration * *MTP Home science Grade 5 Learners Bk. Pg. 49-52*   *MTP Home science Grade 5*  *TG Pg. 49-51* | * Checklist test * Observations * Critiques * Demonstration Self-assessment |  |
|  | 3 | ASSESSMENT | | | | | | | |



Page 10 of 10