**SCHEMES OF WORK**

**SCHOOL: ………………………………………………………………………………………………………………**

**GRADE: GRADE EIGHT**

**LEARNING AREA: HOME-SCIENCE**

**TERM 1 YEAR: 2025**

**TEACHER’S NAME: ……………………………………………….… TSC NO……………………………………**

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| Week | Lesson | Strand | Sub-strand | Specific-Learning outcomes | Learning Experience | Key Inquiry Question(S) | LearningResources  | Assessment Methods | Reflection |
|  |  **OPENING AND RECEIVING LEARNERS** |
| 2 | **1-3** | **Foods and Nutrition** | **Kitchen Garden** | By the end of the lesson, the learner should be able to:a)explain role of a kitchen garden in food and nutrition securityb)describe innovative technologies for kitchen gardeningc)classify food crops suitable for growing in a kitchen gardend)establish a kitchen garden for the provision of healthy and affordable foode)adopt innovative technologies in kitchen gardening for food and nutrition security | * The learner will be guided to:
* research on the meaning of food and nutrition security. present findings in class,
* brainstorm on the role of a kitchen garden in ensuring food and nutrition security,
* use digital and print resources to search for models of various kitchen gardens showing easy-to-implement gardening forms (tyre, wick, simple drip, container and multi-storey gardens).
* brainstorm on types of food crops(vegetables, herbs and spices, cereals, fruits, and legumes) in your locality, grown in kitchen gardens
* prepare, plant and maintain various food crops(vegetables and herbs) such as stem, flower, leafy, bulb, seed and pods, root, fruit vegetables in contemporary kitchen gardening for food security (organic gardening) include indigenous vegetables. Project Activities:
* create kitchen gardens at school using modern techniques.
* keep records for the kitchen garden such as weekly garden reports, garden notes, garden portfolio, and present or share during class plenary
* create and record step-by-step preparation, planting and maintenance of the modern kitchen garden, and display in a portfolio to share ideas
 | How does kitchen gardening contribute to food and nutrition security?Why are vegetables popular for kitchen gardening? | Video clipsPicturesChartsDigital and print materials and devicesImprovised modern gardening materials and equipmentGardening tools and equipmentSuitable garden soil Watering cansMentor Home Science, Grade 8 Learners Book Pg.1 | Observation schedulePractical workSelf-assessment CritiquesChecklistsRubricsPortfolio |  |
| 3 | **1-3** | **Foods and Nutrition** | **Kitchen Garden** | By the end of the lesson, the learner should be able to:a)explain role of a kitchen garden in food and nutrition securityb)describe innovative technologies for kitchen gardeningc)classify food crops suitable for growing in a kitchen gardend)establish a kitchen garden for the provision of healthy and affordable foode)adopt innovative technologies in kitchen gardening for food and nutrition security | * The learner will be guided to:
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| 4 | **1-3** | **Foods and Nutrition** | **Cooking Starchy Carbohydrate Foods** | By the end of the lesson the learner should be able to:a)describe methods of heat transfer when cooking foodsb)classify carbohydrate foods found in different localities c)explain the effect of heat on starchy carbohydrate foodsd)practice ways to conserve food nutrients when cooking carbohydrate foods e)Outline safety measures to observe in preparing and cooking carbohydrates f)appreciate the importance of heat in making carbohydrate foods palatable and nutritious | * Learners will be guided to:
* search and brainstorm on the meaning and methods of heat transfer when cooking foods(radiation, conduction and convection)
* use digital devices and print material, to search, brainstorm and classify different carbohydrate foods found in the localities(starchy foods, simple and double sugars).Present findings during class plenary,
* carry out experiments to investigate and record the effects of heat on starchy carbohydrate foods in relation to taste, aroma, texture, colour, and consistency for liquid foods
* brainstorm the effect of moist heat (gelatinisation)and dry heat (dextrinisation) on starchy carbohydrate foods
* share experiences on ways used to conserve nutrients during preparation and cooking of starchy carbohydrate foods (peel thinly or cook in their skins (jackets), aim at golden brown when using dry heat in moist heat, only use enough water to cover, cook them only for as long as they need, blend starchy flours with cold water before cooking, stir thoroughly, and continuously over low heat).
* research, brainstorm and make summaries on safety in preparing and cooking starchy carbohydrate foods such as don’t prepare nor cook root tubers when they have any green, damaged or sprouting bits, check for aflatoxins in cereals or grains before cooking. Present findings class
 | Why is it advisable to cook starchy carbohydrate foods before consumption?How is starchy carbohydrate foods cooked at home? | Video clipsPicturesChartsDigital and print materials and devicesRecipe booksResource personCooking tools, equipment and materials:cooking equipment (charcoal jiko, gas cooker, electric cooker, paraffin stove, traditional open fireplace/ improved firewood stoveother resources-fuels, detergents, foodstuff, kitchen cloths, cleaning materials, protective gear such as apron, headgear, gloves, and Firstaid kitsMentor Home Science, Grade 8 Learners Book Pg.3-4 | Observation schedulePractical work•Self-assessment •Critiques•Checklists•Rubrics |  |
| 5 | **1-3** | **Foods and Nutrition** | **Cooking Starchy Carbohydrate Foods** | By the end of the lesson the learner should be able to:a)describe methods of heat transfer when cooking foodsb)classify carbohydrate foods found in different localities c)explain the effect of heat on starchy carbohydrate foodsd)practice ways to conserve food nutrients when cooking carbohydrate foods e)Outline safety measures to observe in preparing and cooking carbohydrates f)appreciate the importance of heat in making carbohydrate foods palatable and nutritious | * Learners will be guided to:
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| 6 | **1-3** | **Foods and Nutrition** | **Meal Presentation** | By the end of the lesson, the learner should be able to:a)explain factors to consider during table setting in meal presentationb)describe requirements for table setting when serving mealsc)set a table for a meal presentationd)prepare and present simple lunch using the various styles of meal servicee)appreciate the importance of table setting in meal presentation | * Learners will be guided to:
* brainstorm on the meaning and importance of meal presentation.
* study, reflect and brainstorm on the factors considered during table setting using reference books, digital devices, share personal experiences, resources persons, present findings in class,
* identify the requirements such as table, table linen (table cloth, napkins, place mats) centre piece, dinner and side plates, cutlery (table fork, spoon, knife), water glass used in table setting,
* watch a demonstration or a video clip showing the placement of requirements during table setting and set a cover for the main meal (taking appropriate action in response to global public health concerns),
* in groups research using reference books, digital devices or resource person and simulate various styles of meal service and present findings in class,
* present a simple lunch meal using the various styles of meal service(family, blue plate and buffet service) Garnish and or decorate the food
 | Which factors determine how a table should be set? Why is it important to observe table etiquette during meals? | Video clipsPicturesChartsDigital and printmaterials and devicesRecipe booksResource personCooking tools, equipment and materials:cooking equipment (charcoal jiko, gas cooker, electric cooker, paraffin stove, traditional open fireplace/ improved firewood stoveother resources-fuels, detergents, foodstuff, kitchen cloths, cleaning materialsprotective gear such as an apron, headgear, gloves, first aid kitMentor Home Science, Grade 8 Learners Book Pg.7-9 | Observation schedulePractical workSelf-assessmenCritiquesChecklistsRubricsICT assessment |  |
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| 8 | **1-3** | **Foods and Nutrition** | **Meals for Special Group** | By the end of the lesson, the learner should be able to:a)outline guidelines to consider when planning meals for different special groupsb)analyze feeding habits and food taboos for the special groupsc)plan, prepare and present meals for special groups, , d)recognize the importance of planning meals for different special groups | * Learner will be guided to:
* research on special groups and their food requirements. Present findings in class,
* using digital materials, reference books and personal experiences, a resource person explores simple guidelines to consider when choosing meals for different special groups(, children, adolescents, older persons, the sick, vegetarians)
* engage a resource person to brainstorm on different feeding habits and taboos for special groups (expectant and lactating mothers, adolescents, small and older children, and older persons)
* in groups and using digital planners, recipe books, reference books, e-pubs, video clips, and resource persons, practice simple meal planning skills for different special groups
* plan, prepare, cook, and present meal for a special group of persons
 | Why do some people take special diets?How do food taboos and superstitions affect the choice of meals for special groups? | Video clipsPicturesChartsDigital and print materials and devicesRecipe booksResource personCooking tools, equipment and materials:cooking equipment (charcoal jiko, gas cooker, electric cooker, paraffin stove, traditional open fireplace/ improved firewood stoveother resources-fuels, 70detergents, foodstuff, kitchen cloths, cleaning materialsprotective gear such as an apron, headgear and gloves.First aid kitMentor Home Science, Grade 8 Learners Book Pg.13-14 | Observation schedulePractical workSelf-assessment Peer AssessmentCritiquesChecklistsRubrics |  |
| 9 | **1-3** | **Foods and Nutrition** | **Meals for Special Group** | By the end of the lesson, the learner should be able to:a)outline guidelines to consider when planning meals for different special groupsb)analyze feeding habits and food taboos for the special groupsc)plan, prepare and present meals for special groups, , d)recognize the importance of planning meals for different special groups | * Learner will be guided to:
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| 10 | **1-3** | **Foods and Nutrition** | **Meals for Special Occasions** | By the end of the lesson, the learner should be able to:a)explain factors to consider when planning meals for special occasions,b)describe guidelines to consider when planning meals for special occasionsc)Plan, prepare and present food items or dishes for a special occasion,d)appreciate the importance of planning meals for special occasions | * Learners will be guided to:
* examine, reflect and discuss as a class mistakes made while planning meals for special occasions,
* brainstorm on factors to consider when planning meals for special occasions (funeral, birthday, wedding, graduation, initiation,)
* in groups share experiences on successes and mistakes made while planning meals for special occasions,
* study and share findings on guidelines to bear in mind while planning meals for special occasion.,
* plan suitable meals for special occasions (funerals, birthdays, weddings, graduations, and initiations)using recipe books, reference books, digital devices, and resource persons
* plan, prepare, cook and present food items or dishes for a special occasion using realia, recipe books, reference books, and digital content
 | Why are some occasions considered special?Which food items or dishes do you consider special and why? | Video clipsPicturesChartsDigital and print materials and devicesRecipe booksResource personCooking tools, equipment and materials:cooking equipment (charcoal jiko, gas cooker, electric cooker, paraffin stove, traditional open fireplace/ improved71firewood stoveother resources-fuels, detergents, foodstuff, kitchen cloths, cleaning materialsprotective gear such as an apron, headgear, gloves.First aid kitMentor Home Science, Grade 8 Learners Book Pg.21-26 | Observation schedulePractical workSelf-assessment CritiquesChecklistsRubrics |  |
| 11 | **1-3** | **Foods and Nutrition** | **Meals for Special Occasions** | By the end of the lesson, the learner should be able to:a)explain factors to consider when planning meals for special occasions,b)describe guidelines to consider when planning meals for special occasionsc)Plan, prepare and present food items or dishes for a special occasion,d)appreciate the importance of planning meals for special occasions | * Learners will be guided to:
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* brainstorm on factors to consider when planning meals for special occasions (funeral, birthday, wedding, graduation, initiation,)
* in groups share experiences on successes and mistakes made while planning meals for special occasions,
* study and share findings on guidelines to bear in mind while planning meals for special occasion.,
* plan suitable meals for special occasions (funerals, birthdays, weddings, graduations, and initiations)using recipe books, reference books, digital devices, and resource persons
* plan, prepare, cook and present food items or dishes for a special occasion using realia, recipe books, reference books, and digital content
 | Why are some occasions considered special?Which food items or dishes do you consider special and why? | Video clipsPicturesChartsDigital and print materials and devicesRecipe booksResource personCooking tools, equipment and materials:cooking equipment (charcoal jiko, gas cooker, electric cooker, paraffin stove, traditional open fireplace/ improved71firewood stoveother resources-fuels, detergents, foodstuff, kitchen cloths, cleaning materialsprotective gear such as an apron, headgear, gloves.First aid kitMentor Home Science, Grade 8 Learners Book Pg.27-33 | Observation schedulePractical workSelf-assessment CritiquesChecklistsRubrics |  |
| 12 | **1-3** | **Consumer Education** | **Consumer Awareness** | By the end of the lesson, the learner should be able to:a)Explain role of consumer awareness in consumer educationb)examine consumer behaviour in satisfaction of household needs and wantsc)evaluate types of consumer buyers in the marketd)examine roles of a consumer in the acquisition of goods and services,e) Appreciate the concept of consumer awareness for wise choices. | * Learners will be guided to:
* explore and brainstorm on the meaning and importance of consumer awareness and present during class plenary,
* share experiences on consumer behaviour when selecting, buying, using, and disposing goods to satisfy needs and wants,
* organize a role-play or drama on the types of buyers and their characteristics(loyal customers, impulse shoppers, wandering consumers, need-based customers, discount customers),
* engage actively with a resource person to discuss the roles of a consumer in wise buying such as a decision maker, influencer, buyer, initiator, and user of goods and services
 | How does consumer awareness influence behaviour when buying goods and services?Why should consumers make wise choices when acquiring goods and services? | Video clipsPicturesCharts/ManilapapersFlip chartsFelt pens/chalk/ whiteboard markersDigital and print materialsPaper money/mock moneyAccounting records such as receipt book, Documentaries on buying transactionsMentor Home Science, Grade 8 Learners Book Pg.34-37 | Observation schedulePractical workSelf-assessment CritiquesChecklistsRubrics |  |
| 13 | **1-3** | **Consumer Education** | **Market Competition** | By the end of the lesson, the learner should be able to:a)examine concept of market competition in relation to the consumerb) Explain the role of competition in the marketplace.c) Assess factors that influence competition in the market.d) Illustrate fair and unfair market competition in the acquisition of necessities for household use.e) Describe benefits of unfair and fair competition in the consumer market.f)appreciate benefits of competition in the market in the acquisition of goods and services for household use | * Learners will be guided to:
* search using digital material, print materials or resource persons for the meaning of the terms: market, market competition and competitor in relation to consumerism. Share with during class plenary,
* brainstorm the reasons for the need for competition. In the market research and brainstorm the reasons for competition in the market. Make a presentation on (price, quality, variety, innovation, and promotion),
* design and display messages and posters drawing on fair and unfair competition of a product,
* discuss the pros and cons competition.
* share experiences on fair and unfair market competition in their locality
 | How does market competition ensure that the consumer gets value for their money?What happens when markets lack competition? | Video clipsPicturesChartsDigital and print materialsPaper money/mock moneyAccounting records such as receipt books Documentaries on buying transactionsMentor Home Science, Grade 8 Learners Book Pg.38-42 | E-assessmentQuestionnairesWritten testsObservation schedulesPeer assessmentCritiques |  |
| 14 | **EXAMINATION AND CLOSING OF SCHOOL**  |