

| WEEKS | TOPICS | LEARNING OBJECTIVES | LEARNING ACTIVITIES | EMBEDDED CORE SKILLS | LEARNING RESOURCES |
|-------|--|---|---|---|--|
| | primary, secondary and tertiary packaging | <p>of packaging;</p> <ol style="list-style-type: none"> give examples of each type of packaging; produce their own packaged product. | <ol style="list-style-type: none"> Pupils, in pairs, list five examples of primary, secondary and tertiary packaging and share with the class. Pupils, in small groups, create their own product from produce harvested from the school farm. | <p>Problem solving</p> <p>Leadership and personal development</p> <p>Creativity and imagination</p> | <p>Web link:</p> <p>http://www.dotlugo.com/blog/92-packaging/283-different-types-of-packaging-materials.html</p> <p>https://unitedpkq.com/blog/primary-secondary-tertiary-packaging/</p> <p>https://www.google.com/url?sa=t&source=web&rct=j&url=https://www.economicdiscussion.net/market-ing-management/what-is-packaging/31951&ved=2ahUKEwitgvJu7IAhYz5OAKHYPEDNwQFjABegQIBRAE&usq=AOyVaw06E1K4TL8cGk2itTomPMRC</p> <p>http://www.dotlugo.com/blog/92-packaging/283-different-types-of-packaging-materials.html</p> |
| | <p>PVS (HOME ECONOMICS)</p> <p>Clothing Construction continued.</p> <p>(Production of seam Album)</p> | <p>By the end of the lesson, pupils should be able to:</p> <p>Mention different types of seam;</p> <p>Mention uses of seam;</p> <p>Describe the steps for making seams;</p> <p>Produce an album showing stages of making seams;</p> <p>Produce an album of seams.</p> | <p>Whole class discussion on types of seam e.g.</p> <p>Plain seam</p> <p>Run and fell seam</p> <p>French seam</p> <p>Demonstrate how to make seams;</p> <p>Small group activities on making seams;</p> <p>Pupils as individual produce a seam album with labels.</p> | <p>Communication and collaboration.</p> <p>Leadership and personal development</p> <p>Creativity and imagination</p> | <p>Real Objects:</p> <p>Different garments showing different seams</p> <p>Charts showing stages of seam making</p> <p>Album showing samples of stages of stages of seam making</p> <p>Brown paper coloured threads</p> <p>scissors, needles and pins</p> <p>Google search:</p> <p>occs.nmsu.edu>pubs</p> <p>en.m.wikipedia.org>wiki>seam</p> |
| 4. | <p>PVS (Agriculture)</p> <p>Materials used for packaging; nylon, carton, paper, sack, boxes etc.</p> | <p>By the end of the lesson, pupils should be able to:</p> <ol style="list-style-type: none"> identify packaging materials; justify the importance of packaging goods; assemble the materials used for packaging processed goods. | <ol style="list-style-type: none"> Pupils, as a class, mention different types of packaging materials they know. Whole class discussion on the reason for packaging goods. Pupils, in small groups, put cartons together to package produce from the school farm. Whole class in two groups, debate the use of nylon for packaging. | <p>Communication and Collaboration</p> <p>Critical thinking and Problem solving</p> <p>Leadership and personal development</p> <p>Creativity and Imagination</p> <p>Citizenship</p> | <p>Packaging materials, charts, etc.</p> <p>Web link:</p> <p>https://www.packagingstrategies.com/blogs/14-packaging-strategies-blog/post/89440-packaging-types-to-consider</p> <p>https://www.google.com/url?sa=t&source=web&rct=j&url=https://www.packagingstrategies.com/blogs/14-packaging-strategies-blog/post/89440-packaging-types-to-consider&ved=2ahUKEwvgu-mtd7IAhX1pHEKHfVmxAsQIAFegQIAhAE&usq=AOyVawZtoMa?Oy6CXWGC_6fkPw</p> <p>https://www.google.com/url?sa=t&source=web&rct=j&url=https://www.emballagecartier.com/en/article/primary-secondary-and-tertiary-packaging-whats-the-difference/&ved=2ahUKEwiguu-mtd7IAhX1pHEKHfVmxAsQIAFegQIAhAE&usq=AOyVaw033NknZQLM3CBbKzrumiN</p> |
| | <p>PVS (HOME ECONOMICS)</p> <p>Home Hygiene (Ways of cleaning the home e.g. dusting, sweeping, washing scrubbing,</p> | <p>By the end of the lesson, pupils should be able to:</p> <p>Mention items or materials used in cleaning the home and its surroundings;</p> <p>Differentiate between</p> | <p>Whole class discussion</p> <p>Pupils individually mention materials for cleaning the home</p> <p>Class differentiates materials for cleaning the home and its surroundings</p> <p>Small group activities in cleaning.</p> | <p>Communication and Collaboration</p> <p>Leadership and Personal development</p> <p>Creativity and Imagination</p> | <p>Brown, scrubbing brush, towel, mop stick, mopping pail, detergents, waste bin, bowls, buckets etc.</p> |

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| | mopping etc.) | materials for cleaning different parts of the home and the surroundings. Describe the ways of cleaning the home and the surroundings. | | | |
| 5 | PVS (Agriculture) Reasons for packaging farm produce | By the end of the lesson, pupils should be able to: 1) justify the importance of packaging goods, 2) Create a list of processed crops and materials used in packaging them. | 1. Whole class discussion on the reason for packaging goods. 2. Pupils, in small groups, create charts of processed crops and their packaging materials. | Communication and Collaboration Critical thinking and Problem solving Leadership and personal development | Charts, video clips, packaging materials etc. Web link: https://www.fmblog.com/what-is-the-importance-of-agricultural-packaging/#:~:text=Agribusiness%20and%20processors%20and%20storage%20and%20transportation https://www.google.com/url?sa=t&source=web&rct=j&url=https://www.economicdiscussion.net/marketing-management/what-is-packaging/31951&ved=2ahUKEwrtvYJtd7AhVz5QAKHYPEdNwQFjABegQIBRAE&usq=AOvVaw06E1K4TL8cGk2itTomPMPC https://www.google.com/url?sa=t&source=web&rct=j&url=https://meatiafast.com/5-reasons-why-product-packaging-converts-to-sales/&ved=2ahUKEwRyNGKt7AhV95-AKHZJPD4wQFjABegQIAhAE&usq=AOvVaw0Sq2AOY0J7D132_QG_Yi-3V https://www.google.com/url?sa=t&source=web&rct=j&url=https://www.standuppouches.net/blog/what-is-the-purpose-of-packaging%3Fns_amp%3Dtrue&ved=2ahUKEwRyNGKt7AhV95-AKHZJPD4wQFjAEqQIERAB&usq=AOvVaw24-FnB_cxArCyKKQsvP.Jr2&amp;f=1 https://packagingrevolution.net/5-reasons-why-right-packaging-is-important-for-food-safety/ |
| | PVS (HOME ECONOMICS) Types of home cleaning | By the end of the lesson, pupils should be able to: Mention the different types of cleaning that can be done in the home; Distinguish materials for cleaning different areas in the home; List different areas of the home; Arrange different areas in the home the home appropriately; Describe how to clean different areas of the home; Clean different areas of the home. | Whole class discussion on different types of home cleaning such as 'daily, weekly and seasonal such as renovation, painting and change of decoration materials – flowers, curtains etc.; Pupils as individuals mention different areas of the home; Small group activities in cleaning the: Sitting/living room Bedroom Kitchen Toilet Bathroom Surroundings | Communication and collaboration. Leadership and personal development. Creativity and imagination. | Charts showing different areas of a home Cleaning materials broom, detergent, mop, mopping pad, towel, ceiling, brush, scrubbing brush etc. |

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| 6 | PVS (Agriculture) Crops that can be packaged. | By the end of the lesson, pupils should be able to: 1) identify crops that can be packaged; 2) outline factors that may affect packaging of crops. | 1. Pupils, as a class differentiate between packaged and unpackaged crops. 2. Whole class discussion on factors affecting packaging of crops. | Communication and Collaboration Critical thinking and Problem solving Leadership and personal development Creativity and Imagination Citizenship | Charts, video clips, harvested crops. Web link: http://www.fao.org/2005/2e/39913EG3.htm |
| | PVS (HOME ECONOMICS) Types of home cleaning | By the end of the lesson, pupils should be able to: Mention the different types of cleaning that can be done in the home; Distinguish materials for cleaning different areas in the home; List different areas of the home; Arrange different areas in the home the home appropriately; Describe how to clean different areas of the home; Clean different areas of the home. | Whole class discussion on different types of home cleaning such as 'daily, weekly and seasonal such as renovation, painting and change of decoration materials - flowers, curtains etc.; Pupils as individuals mention different areas of the home; Small group activities in cleaning the: Sitting/living room Bedroom Kitchen Toilet Bathroom Surroundings | Communication and collaboration. Leadership and personal development. Creativity and imagination. | Charts showing different areas of a home Cleaning materials broom, detergent, mop, mopping pail, towel, ceiling, brush, scrubbing brush etc. |
| Mid Term Test/Break | | | | | |
| 7 | PVS (Agriculture) Market and marketing of agricultural produce | By the end of the lesson, pupils should be able to: 1) describe market and marketing; 2) give reasons for marketing agricultural produce; 3) carryout marketing of produce from the school farm. | 1. Whole class brainstorm on the meaning of market and marketing. 2. Pupils, in small groups, discuss the reason for marketing agricultural produce. 3. Pupils, as a class, sell harvested produce from the school farm for income purpose. | Communication and Collaboration Critical thinking and Problem solving Leadership and personal development Creativity and Imagination | Charts, video clips, harvest materials. Web link: https://en.wikipedia.org/wiki/Agricultural_marketing https://www.google.com/url?sa=t&source=web&rd=1&url=https://www.businessmanagementideas.com/agricultural-business/agricultural-marketing-definition-characteristics-types-functions-and-measures/19934&ved=2ahUKEwjaP_Zit7VhXpAGMBHdm5AwAQFjAXegQINRAE&usq=AOwaw1bxJD-MVW_UBI29K7WbLjW https://www.farmrepublic.com/importance-of-agriculture/ https://m.jagraniosh.com/government-knowledge/government-steps-for-agricultural-marketing-1446187571-1 |
| | PVS (HOME ECONOMICS) Kitchen: Definition and types | By the end of the lesson, pupils should be able to: Describe a kitchen; Discuss what is done in a kitchen; Mention types of kitchen; Describe different types of kitchen arrangement; Draw a type of kitchen arrangement | Whole class discussion on meaning of kitchen Pupils as individual discuss the use of kitchen Small group discussion on types of kitchen; Small group activities on kitchen arrangement. | Communication and collaboration. Leadership and personal development. Creativity and imagination | Charts showing different types of kitchen Google search: blog">www.grundig.com.>blog |
| 9 | PVS (Agriculture) | By the end of the lesson, | 1. Pupils, as a class, discuss | Communication and | Charts, video clips. |

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| | Agricultural Marketing activities | pupils should be able to: 1) explain the relationship between agriculture and marketing; 2) demonstrate various marketing activities. | the relationship between agriculture and marketing. 2. Pupils, in small groups, carryout marketing activities in the classroom. 3. Pupils, as a class, create a mini market in the school for the sales of harvested produce from the school farm. | Collaboration Critical thinking and Problem solving Leadership and personal development Creativity and Imagination | Web link: https://en.wikipedia.org/wiki/Agricultural_marketing https://extquest.home.blog/2019/06/02/agricultural-marketing-activities-and-problems-in-nigeria/ VIDEO LINK https://youtu.be/ShoD-FOIMJY https://youtu.be/EAF5GY_F3M https://youtu.be/aLXPeTipJTw https://youtu.be/nI7R6UOXZuA |
| | PVS (HOME ECONOMICS) Kitchen Hygiene | By the end of the lesson, pupils should be able to: Mention different areas in the kitchen; Explain the reasons for maintaining kitchen hygiene; Describe ways of taking care of the kitchen; Discuss common accidents in the kitchen; Identify how to prevent accident in the kitchen; Demonstrate how to care for the kitchen. | Whole class discussions on different areas in a kitchen Pupils as individuals explain the reasons for maintaining kitchen hygiene; Pupils as a class describe ways of taking care of the kitchen; Pupils as a group mention different areas in a kitchen; Small group discussion on common accidents in the kitchen and their prevention; Small group activities demonstrating how to care for the kitchen. | Communication/collaboration. Leadership and personal development Critical thinking and problem solving. Creativity and imagination. | Charts showing different types of kitchen (Traditional and modern kitchen) Real objects; materials for cleaning e.g. broom, mop, mopping pail, brush, towel detergent etc. |
| 10 | PVS (Agriculture) | By the end of the lesson, | 1. Whole class discussion on | Communication and | Charts, video clips. |
| | Types of agricultural market; domestic, farm gate, local market, supermarket etc. | pupils should be able to: 1) outline types of agricultural market; 2) identify items sold in each market; 3) create a small market in the school. | different types of agricultural market. 2. Pupils, in pairs match items sold with their corresponding market. 3. Pupils, as a class, create a mini market in the school for the sales of harvested produce from the school farm. | Collaboration Critical thinking and Problemsolving Leadership and personal development Creativity and Imagination | Web link: https://www.businessmanagementideas.com/agricultural-business/agricultural-marketing-definition-characteristics-types-functions-and-measures/19934#:~:text=Agricultural%20Marketing%20E2%80%93%20Classification%20on%20the,produce%20and%20semi%20processed%20products. https://www.businessmanagementideas.com/agricultural-business/agricultural-marketing-definition-characteristics-types-functions-and-measures/19934#:~:text=Agricultural%20Marketing%20E2%80%93%20Top%207%20Types,Operative%20Markets%20and%20State%20Trading VIDEO LINK https://youtu.be/EAF5GY_F3M |
| | PVS (HOME ECONOMICS) First Aid Box | By the end of the lesson, pupils should be able to: Explain what first Aid Box is; Mention the materials in a first Aid box; Describe what each item is used for; | Whole class discussion on first Aid Box; Pupils as individuals mention the content in a first Aid Box; Pupils as a class explain what each item is used for; Pupils as a small group discuss how to care for the box; | Communication and collaboration. Critical thinking and problem solving. Creativity and imagination. | Charts of a First Aid Box Content of a First Aid Box e.g. Cotton wool, bandage, Methylated spirit, iodine, scissors, blade, plaster, Vaseline etc. |
| 11. | Revision | | | | |
| 12. | Examination | | | | |