**SS1 SECOND TERM SCHEME OF WORK 2023/2024 SESSION**

|  |  |
| --- | --- |
| **WEEKS** | **CONTENTS** |
| **1.** | **Introduction to Foods and Nutrition** --Definition of term. --Importance of human nutrition. –Factors affecting Foods and Nutrition. |
|  | **Careers in Foods and Nutrition** --Careers of study in Foods and Nutrition. --Visitation to hotel and hospital. |
| **3.** | **Careers in Foods and Nutrition** --Setting up restaurant. –Restaurant personnel/safety and hygiene. – Equipment available. –A visit to to a standard restaurant. |
| **4.** | **Basic Food Nutrient** --Definitionof food. –Classes of food nutrients. –Foods in our locality { Local food stuff } --Sources of foo/functions of food. |
| **5.** | **Basic Food Nutrients: Various Food Nutrients ( Carbohydrate)** --Types and chemical structure. –Functions and sources. –Digestion and absorption. –Metabolism and dietary deficiency. |
| **6.** | **Fats and Oil ( Lipids )** --Types and sources. –Functions --Digestion and absorption. –Metabolism and dietary deficiency. |
| **7.** | **Protein --**Types and sources. –Functions --Digestion and absorption. –Metabolism and dietary deficiency. |
| **8.** | **Vitamins and Mineral** --Types and sources. –Functions --Digestion and absorption. –Metabolism and dietary deficiency. |
| **9.** | **Scientific Study of Food Nutrients** --Measurement --Practical on the use of measuring equipment. –Scientific study of food. –Action of heat on various food nutrients. |
| **10.** | **Scientific Study of Foods Nutrients** --Action of heat on various food nutrients. |
| **11.** | **Scientific Study of Food.** –Test for food nutrient. –protein --Carbohydrates --Fats and oil |
| **12** | **Revision** |
| **13** | **Examination** |
|  |  |

**REXCHRISTUS COLLEGE, KUBWA**

**LESSON PLAN FOR WEEK ONE LESSON ONE ENDING 13/9/24**

|  |  |
| --- | --- |
| **SUBJECT:** | **Foods and Nutrition** |
| **Theme** | Foods and Nutrition |
| **Unit Topic**  **Lesson Topic** | Introduction to Foods and Nutrition’  Definition of Nutrition |
| **Date** |  |
| **Time** |  |
| **Duration** | 40 minites |
| **Class** | SS1 |
| **Period** | One |
| **Behavioural Objectives**  **Instructional Resources** | At the end of the lesson students should be able to;  1, explain the term food. 2.define nutrition. 3.list the importance of food and human nutrition. Real food stuffs like rice, beans etc. |

|  |  |  |  |
| --- | --- | --- | --- |
| **STAGES/STEPS** | **TEACHER’S ACTIVITIES** | **STUDENTS ACTIVITIES** | **MODE** |
| **PRESENTATION** |  |  |  |
| **STEP 1 (PRESENTATION OF PRIOR IDEAS)** | The teacher identify learners prior idea on the lesson by asking the following:  1. What did you eat before going to bed last right. 2. Why do human beings eat food? | The learners attempt the teachers question. | The learners attempt the teachers questions. |
| **STEP 2 (EXPLORATION)** | Teacher facilitates learning exploration activities using the following question:   1. Explain the term food in your own words. 2. What do you think is the reason for eating food? 3. Define food nutrients. | The learners obey teacher’s instructions by answering the questions to the best of their knowledge. | Random sampling. |
| **STEP 3 (DISCUSSION)** | **Definition of Food**  Teacher displays the instructional materials and asks the learners to observe them after wards guides them to define food as any edible substance which when eaten, digested and absorbed by the body produces energy, promote growth and regulate all body processes.  **Explanation of Nutrition** Teacher goes ahead to explain nutrition as the science that deals with the study of food in relation with their effect on human body. She guides the learners to mention some examples of nutrients such as vitamin, fats and oil etc.  **Importance of Human Nutrition** Teacher guides the learners to state the importance of food nutrients to man in their own words. She writes the correct points out on the board and adds her own points like: it is for maintenance of good health, for increase in productivity. | They attempt the definition of food, listen to the teacher and ask questions.  The learners carefully listen to the teacher of nutrients and participate in the lesson discussion.  Learners participate in the discussion by making suggestions. They ask questions also. | Entire class.  Entire class.  Random sampling. |
| **STEP 4 (APPLICATION)** | The learners should make sure they eat food with sufficient nutrients in order to function very well, |  |  |
| **STEP 5 (EVALUATION)** | The teacher evaluates the learners’ ability by asking the following   1. Explain food 2. Define nutrition 3. List the importance of human nutrition. | Learners listen to the questions and give answer to them. |  |
| **CONCLUSION** | The teacher summerizes the lesson and writes notes on the board for the learners to copy. | They listen to the summary and copy the notes into their books. |  |
| **ASSIGNMENT** | Draw and label three examples of food. |  |  |
| **REFERENCE** | 1. Foods and Nutrition for Senior Secondary Schools Book 1-3 by J.O. Olusanya and co. 2. Fundamentals of Food and Nutrition for Schools and Colleges |  |  |

HOD’S COMMENT: ……………………………………………………………………………………….

# HOD NAME: ………………………………………………………………………………………………………….

DATE:...,....................................................................

**NAME OF TEACHER:**

**REXCHRISTUS COLLEGE, KUBWA**

**LESSON PLAN FOR WEEK…LESSON.... ENDING….**

**Subject:Foods and Nutrition**

|  |  |
| --- | --- |
|  |  |
| **Theme** | Foods and Nutrition |
| **Unit Topic**  **Lesson Topic** | Careers in Foods and Nutrition  Introduction to Careers in Foods and Nutrition |
| **Date** |  |
| **Time** |  |
| **Duration** | 40 minutes |
| **Class** | SS1 |
| **Period** | One |
| **Behavioural Objectives**  **Instructional Resources** | At the end of the lesson students should be able to:   1. define the term career 2. enumerate the careers of study in foods and nutrition 3. explain each of the careers in foods and nutrition.   A chart showing careers in Foods and Nutrition. |

|  |  |  |  |
| --- | --- | --- | --- |
| **STAGES/STEPS** | **TEACHER’S ACTIVITIES** | **STUDENTS ACTIVITIES** | **MODE** |
| **PRESENTATION** |  |  |  |
| **STEP 1 (PRESENTATION OF PRIOR IDEAS)** | Teacher identifies learners' prior idea on the following:  What are the jobs or work you have seen someone that studied Foods and Nutrition doing? |  |  |
| **STEP 2 (EXPLORATION)** | The teacher facilitates learners' exploration activities using the following questions:   1. In your own words define the term career. 2. Give examples of careers of study in Foods and Nutrition 3. Explain any named career in Foods and Nutrition. |  |  |
| **STEP 3 (DISCUSSION)** | 1. **Definition of Careers**   The teacher guides the learners to define career as one's precession after going through a course.   1. **Career of studies in Foods and Nutrition**   The teacher with the aid of the chart guides the learners to identify the careers of study in Foods and Nutrition. She adds the following to their points:   * Teaching * Community nutrition  1. **Explanation to the named careers in Foods and Nutrition.**   The teacher encourages the learners to name and explain the careers in Foods and Nutrition and afterwards name hers   * Teaching: Foods and Nutrition teacher impacts knowledge to people to reduce the rate of ignorance about science of nutrition, effects of malnutrition etc. |  |  |
| **STEP 4 (APPLICATION)** | The teacher guides students’ application of acquired knowledge by asking them to explain any named career in Foods and Nutrition. |  |  |
| **STEP 5 (EVALUATION)** | Teacher evaluates the learners' learning ability by asking the following:   1. Define career 2. Enumerate three careers of study in Foods and Nutrition. 3. Explain each of the careers in Foods and Nutrition |  |  |
| **CONCLUSION** | Teacher concludes the lesson by answering the learners' questions and writes notes for them to copy. | T |  |
| **ASSIGNMENT** | Write out four organizations where a Foods and Nutrition graduate can work |  |  |
| **REFERENCE** | 1. Fundamentals of Foods and Nutrition for Schools and Colleges by Gloria Okafor 2. Foods and Nutrition for Senior Secondary Schools book 1-3 by J.O. Olusanya and coi. |  |  |

HOD’S COMMENT: ……………………………………………………………………………………….

HOD NAME: ………………………………………………………………………………………………………….

DATE:.......................................................................

**NAME OF TEACHER………………………………………………………….**

**REXCHRISTUS COLLEGE, KUBWA**

**LESSON PLAN FOR WEEK…LESSON.... ENDING….**

|  |  |
| --- | --- |
| **SUBJECT: Foods and Nutrition** |  |
| **Theme** |  |
| **Unit Topic**  **Lesson Topic** | Careers in Foods and Nutrition  Relationship between Foods and Nutrition and other subjects. |
| **Date** |  |
| **Time** |  |
| **Duration** | 40 minutes |
| **Class** | SS 1 |
| **Period** |  |
| **Behavioural Objectives**  **Instructional Resources** | At the end of the lesson students should be able to:   1. enumerate the subject that Foods and Nutrition has with 2. explain the relationship between the subjects and Foods and you 3. draw a chart showing the a   A chart of subjects related to Foods and Nutrition. |

|  |  |  |  |
| --- | --- | --- | --- |
| **STAGES/STEPS** | **TEACHER’S ACTIVITIES** | **STUDENTS ACTIVITIES** | **MODE** |
| **PRESENTATION** |  |  |  |
| **STEP 1 (PRESENTATION OF PRIOR IDEAS)** | Teacher identifies learners' prior idea on the lesson by listing some subjects and asks the learners to state their similarities. | Learners attempt the questions |  |
| **STEP 2 (EXPLORATION)** | Teacher facilitates learners' further exploration of the topic by asking them to answer the following questions:   1. mention the subjects that Foods and Nutrition has relationship with 2. explain the relationship between the subjects and Foods and Nutrition 3. draw a chart showing the relationship between the subjects and Foods and Nutrition |  |  |
| **STEP 3 (DISCUSSION)** | 1. Relationship between Foods and Nutrition and other subjects   The teacher starts the discussion by telling the learners that Foods and Nutrition is a subject that is related to other areas of studies and also has a vital role to play in the existence of man. She guides the learners to list subjects that Foods and Nutrition is related to such as   1. Relationship between Foods and Nutrition and other subjects   The teacher encourages the learners to mention the subjects that are related to Foods and Nutrition and explain the relationship between them. Teacher afterwards gives a detailed explanation.  Food engineering and Home Economics has relationship with Foods and Nutrition in the sense that the knowledge of food processing and Home Economics deals with preparation and service of food which is essential to nutrition  Agriculture  Home Economics  Chemistry  Biology   1. Drawing of charts that show the relationship between Foods and Nutrition and other subjects.   The teacher guides the learners to draw the chart thus: | They listen to the teacher's explanation, list the subjects related with Foods and Nutrition  Learners attempt the explanation of given concept afterwards listen to teacher's in-depth explanation  They listen to the teacher's instructions and participate in the exercise. |  |
| **STEP 4 (APPLICATION)** | Teacher guides learners' application of the skills already acquired from the lesson using the following task:  Explain the relationship between the following subjects   1. Fishery 2. Biology 3. Agriculture and Foods and Nutrition |  |  |
| **STEP 5 (EVALUATION)** | Teacher asks the following questions to test the learners' level of understanding as follows:   1. List five subjects that have relationship with Foods and Nutrition 2. Explain any two named subjects that have relationship with Foods and Nutrition 3. Draw a chart that shows the relationship between Foods and Nutrition and other subject areas. | They listen to the teacher's questions and answer them. They ask questions also. |  |
| **CONCLUSION** | The teacher rounds off the lesson by summarizing the lesson, answering the learners' questions and finally writes the note for them to copy into their books | They listen to the summary and copy the note into their books. |  |
| **ASSIGNMENT** | 1. List four subject areas that are related to Foods and Nutrition. 2. Draw a chart to show the relationship. |  |  |
| **REFERENCE** | 1. Fundamentals of Foods and Nutrition for Schools and Colleges by Gloria Okafor 2. Foods and Nutrition for Senior Secondary Schools book 1-3 by J.O. Olusanya and co |  |  |

HOD’S COMMENT: ……………………………………………………………………………………….

HOD NAME: ………………………………………………………………………………………………………….

DATE:...,....................................................................

**NAME OF TEACHER:**

**REXCHRISTUS COLLEGE, KUBWA**

**LESSON PLAN FOR WEEK…LESSON.... ENDING….**

|  |  |
| --- | --- |
| **SUBJECT:** | **FOODS AND NUTRITION** |
| **Theme** |  |
| **Unit Topic**  **Lesson Topic** | Careers in Foods and Nutrition  Setting up Restaurant |
| **Date** |  |
| **Time** |  |
| **Duration** | 40 minutes |
| **Class** | SS1 |
| **Period** |  |
| **Behavioural Objectives**  **Instructional Resources** | At the end of the lesson students should be able to;   1. explain restaurant 2. identify things to put in place to start up a restaurant business 3. enumerate the types of restaurant   Some items for setting up a restaurant and a picture of a restaurant |

|  |  |  |  |
| --- | --- | --- | --- |
| **STAGES/STEPS** | **TEACHER’S ACTIVITIES** | **STUDENTS ACTIVITIES** | **MODE** |
| **PRESENTATION** |  |  |  |
| **STEP 1 (PRESENTATION OF PRIOR IDEAS)** | Teacher ascertains learners' entry behavior by displaying the chart and asks the learners to mention the place they can see such picture. |  |  |
| **STEP 2 (EXPLORATION)** | Teacher facilitates learners' exploration activities using the following questions:   1. Explain restaurant 2. State the things to put in place to start up a restaurant business 3. describe the types of you have seen | Learners attempt the questions. |  |
| **STEP 3 (DISCUSSION)** | 1. Definition of a Restaurant   The teacher initiates the class discussion on restaurant and guides them to define where one can buy and eat already cooked foods   1. Things to Put in Place to Set up a Restaurant   The teacher at this point displays the learning material and asks them to identify the things they can see in the restaurant. She adds the ones they did not mention such as:  - Good space  - Workers   1. Types of Restaurant   Teacher encourages the learners to describe the restaurants they have seen or been to. She mentions their names based on their description such as  - Fast food restaurant  - Fine dining restaurant | Learners participate in the class discussion.  They participate in the class discussion |  |
| **STEP 4 (APPLICATION)** | Teacher guides students' application of acquired knowledge by asking them to describe the types of restaurant |  |  |
| **STEP 5 (EVALUATION)** | Teacher asks the learners the following questions to evaluate their understanding:   1. Define restaurant 2. Identify five things to put in place to start up a restaurant business 3. Mention the four types of restaurant we have and explain them. | They listen to the questions and respond to them and ask questions too. |  |
| **CONCLUSION** | Teacher briefly goes through the lesson and gives answer to the learners' questions and finally copies note on the board for them to copy. | They listen and copy notes also |  |
| **ASSIGNMENT** | Mention ten standard restaurants in Abuja. |  |  |
| **REFERENCE** | 1. Home Management for Schools and Colleges by Elizabeth Anyakoha 2. Foods and Nutrition for Senior Secondary Schools book 1-3 by J.O. Olusanya and co |  |  |

HOD’S COMMENT: ……………………………………………………………………………………….

HOD NAME: ………………………………………………………………………………………………………….

DATE:...,....................................................................

**NAME OF TEACHER**

**REXCHRISTUS COLLEGE, KUBWA**

**LESSON PLAN FOR WEEK…LESSON.... ENDING….**

|  |  |
| --- | --- |
| **SUBJECT:** | **FOODS AND NUTRITION** |
| **Theme** |  |
| **Unit Topic**  **Lesson Topic** | Careers in Food and Nutrition  Setting up a Restaurant |
| **Date** |  |
| **Time** |  |
| **Duration** |  |
| **Class** | SS1 |
| **Period** | 1 |
| **Behavioural Objectives**  **Instructional Resources** | At the end of the lesson students should be able to:   1. state at least four safety and hygiene in a restaurant. 2. enumerate at least five restaurant equipment 3. write out at least restaurant personnel.   Sample of restaurant equipment |

|  |  |  |  |
| --- | --- | --- | --- |
| **STAGES/STEPS** | **TEACHER’S ACTIVITIES** | **STUDENTS ACTIVITIES** | **MODE** |
| **PRESENTATION** |  |  |  |
| **STEP 1 (PRESENTATION OF PRIOR IDEAS)** | Teacher identifies learners' prior idea on the lesson by asking the following:   1. Have you been to any restaurant? 2. Describe any one you have visited. | They respond to questions to the best of their ability. |  |
| **STEP 2 (EXPLORATION)** | Teacher facilitates learners' exploration activities using the following questions:   1. Mention the equipment you have seen in a restaurant 2. State safety and hygiene to be practiced in a restaurant. 3. Write out at least four restaurant personnel or workers. | They respond to the questions to the best of their knowledge |  |
| **STEP 3 (DISCUSSION)** | 1. Safety and Hygiene in a Restaurant.   The teacher guides the learners to list some of the safety and hygiene practices in restaurants such as:   * Ensuring that household pests are eliminated. * Restaurant personnel must look neat, those cooking should cover their hair.  1. Restaurant Equipment   The teacher presents the learning material to the class and asks them to identify the equipment in the material. Teacher adds to their points such as:   * Table * Chairs * Knife  1. Restaurant Personnel   The teacher goes ahead to mention some of the restaurant personnel such as:   * Manager * Bus Personnel   She asks the learners to mention the ones they know. | Learners participate in the discussion and ask questions  Learners view the learning material and identify the materials they know. |  |
| **STEP 4 (APPLICATION)** | Teacher facilitates learners' application of their already acquired knowledge using the following:  How can a restaurant ensure safety and hygiene? |  |  |
| **STEP 5 (EVALUATION)** | Teacher evaluates the learners' level of understanding by asking the following:   1. Enumerate four safety and hygiene practices in a restaurant 2. List five equipment that can be found in a restaurant 3. State three restaurant personnel you have learnt. | They listen to the questions and answer them appropriately |  |
| **CONCLUSION** | Teacher concludes by re-teaching the key points briefly. | They listen as she reteaches |  |
| **ASSIGNMENT** | Visit a restaurant near you and explain how they operate. |  |  |
| **REFERENCE** | 1. Home Management for Schools and Colleges by Elizabeth Anyakoha 2. Foods and Nutrition for Senior Secondary Schools book 1-3 by J.O. Olusanya and co |  |  |

HOD’S COMMENT: ……………………………………………………………………………………….

HOD NAME: ………………………………………………………………………………………………………….

DATE:...,....................................................................

**NAME OF TEACHER**

**REXCHRISTUS COLLEGE, KUBWA**

**LESSON PLAN FOR WEEK…LESSON.... ENDING….**

|  |  |
| --- | --- |
| **SUBJECT:** |  |
| **Theme** |  |
| **Unit Topic**  **Lesson Topic** |  |
| **Date** |  |
| **Time** |  |
| **Duration** |  |
| **Class** |  |
| **Period** |  |
| **Behavioural Objectives**  **Instructional Resources** | At the end of the lesson students should be able to; |

|  |  |  |  |
| --- | --- | --- | --- |
| **STAGES/STEPS** | **TEACHER’S ACTIVITIES** | **STUDENTS ACTIVITIES** | **MODE** |
| **PRESENTATION** |  |  |  |
| **STEP 1 (PRESENTATION OF PRIOR IDEAS)** |  |  |  |
| **STEP 2 (EXPLORATION)** |  |  |  |
| **STEP 3 (DISCUSSION)** |  |  |  |
| **STEP 4 (APPLICATION)** |  |  |  |
| **STEP 5 (EVALUATION)** |  |  |  |
| **CONCLUSION** |  |  |  |
| **ASSIGNMENT** |  |  |  |
| **REFERENCE** |  |  |  |

HOD’S COMMENT: ……………………………………………………………………………………….

HOD NAME: ………………………………………………………………………………………………………….

DATE:...,....................................................................

**NAME OF TEACHER**

**REXCHRISTUS COLLEGE, KUBWA**

**LESSON PLAN FOR WEEK…LESSON.... ENDING….**

|  |  |
| --- | --- |
| **SUBJECT:** |  |
| **Theme** |  |
| **Unit Topic**  **Lesson Topic** |  |
| **Date** |  |
| **Time** |  |
| **Duration** |  |
| **Class** |  |
| **Period** |  |
| **Behavioural Objectives**  **Instructional Resources** | At the end of the lesson students should be able to; |

|  |  |  |  |
| --- | --- | --- | --- |
| **STAGES/STEPS** | **TEACHER’S ACTIVITIES** | **STUDENTS ACTIVITIES** | **MODE** |
| **PRESENTATION** |  |  |  |
| **STEP 1 (PRESENTATION OF PRIOR IDEAS)** |  |  |  |
| **STEP 2 (EXPLORATION)** |  |  |  |
| **STEP 3 (DISCUSSION)** |  |  |  |
| **STEP 4 (APPLICATION)** |  |  |  |
| **STEP 5 (EVALUATION)** |  |  |  |
| **CONCLUSION** |  |  |  |
| **ASSIGNMENT** |  |  |  |
| **REFERENCE** |  |  |  |

HOD’S COMMENT: ……………………………………………………………………………………….

HOD NAME: ………………………………………………………………………………………………………….

DATE:...,....................................................................

**NAME OF TEACHER**