HOME ECONOMICS

**TERM: SECOND TERM**

**CLASS: J S THREE**

**SCHEME OF WORK**

**WEEK 1: REPRODUCTION**

**WEEK 2: CHILD DEVELOPMENT**

**WEEK 3: FACTORS THAT NFLUENCES CHILD DEVELOPMENT**

**WEEK 4: STAGES N CHILD DEVELOPMENT**

**WEEK 5: IMMUNIZATION**

**WEEK 6: CONSUMER RIGHTS**

**WEEK 7: LAUNDRY**

**WEEK 8: SEWNG MACHINE**

**WEEK 1 REPRODUCTON**

Reproduction is the process by which plants and animals give rise to offspring. For reproduction to occur in human beings; there must be a union of two cells- one, the egg derived from the female while the other the sperm from the male. This function takes place in the reproduction system.

MALE REPRODUCTIVE SYSTEM PARTS

The male reproductive system is made up of the following:

1. TWO TESTES: This is enclosed by the scrotum and attached to the public region.
2. SPERM CELL (SPERMATOZOA) which is the male sex cell. Sperms are produced in the testes.
3. THE SPERM DUCTS (VAS DEFERENS) are tubes which carry sperms from the testes to the seminal vesicles, where sperms are stored until they are ejaculated.
4. THE PROSTRATE GLANDS: This secrets a liquid in which the sperm cells are suspended.
5. THE URETHRA: This is the duct through which sperms pass or flow outside. It is embedded in the penis.

FEMALE REPRODUCTIVE SYSTEM PARTS

1. It is made up of two ovaries: Each of the ovaries is at each side of the waist on the dorsal surface of the abdominal cavity. Each of the ovaries produces one egg every month. This female sex organ called ovaries produces hormones called estrogen and progesterone. These hormones work to cause different types of developmental changes in girls.

The ovaries are small, oval-shaped glands and are located on either side of the uterus.

1. Fallopian tubes: These are narrow tubes that are attached to the upper part of the uterus and serve as tunnels for the ova (egg cells) to travel from the ovaries to the uterus. “Conception” which is the fertilization of an egg by a sperm normally occurs in the fallopian tubes. The fertilized egg now moves to the uterus.
2. Uterus (Womb): The uterus is a hollow, pear-shaped organ that is, the home to a developing fetus. The uterus is divided into two parts; the cervix, which is the lower part that open into the vagina and the main body of the uterus called the “Corpus”.
3. Vagina: The vagina is the canal that joins the cervix (the lower part of uterus) to the outside of the body. It is also known as the birth canal.

**WEEK2 CHLD DEVELOPMENT**

Meaning of growth and development

**Growth** is an increase in the physical size of the whole body or any of its part. A child grows in size, height and weight and kilograms.

**Development:** Is an increase in skill and complexity of function. A child develops when he/she is making progress in what he/she does with his/her mind and body, such as holding up the head, holding a toy, gaining understanding, etc.

**The principles of development**

1. Development in children is predictable.
2. Follows a definite pattern.
3. It should be steady
4. Stages in child development should include the
5. Prenatal period, which is before birth,
6. Infancy
7. Early and late childhood, puberty and adolescence.
8. Development starts from the head and spreads all over the body. Therefore, a child first gains control of the eyes, then the head, followed by the arms, truck and legs.
9. Developmental changes are orderly and progressive in a normal child.
10. Children differ from each other
11. Children develop at different rates. Some may be fast and others slow.

**WEEK3 FACTORS THAT INFLUENCE DEVELOPMENT**

There are two major factors that influence development-heredity and environment

**Heredity**: This tendency for a parent to transfer his/her characteristics to his/her child, e.g. colour of skin, eyes, nose, etc. The units which bear heredity or the hereditary factors in our body calls are called genes.

**Environment**: This includes everything that is outside the child, e.g. love, and care he/she receives, the family, feeding, toys, home surrounding, clothing, and shelter.

**Areas of development**

Children develop in these areas - physical, mental, emotional, social and moral. They need adult attention all along the way in other to make the best of their development.

**Physical development**: This is development of the physical structures and functions, e.g. the brain, muscles, nerves, bones and their functions. Physical development is basic to all other aspects of development. For instance, a child’s brain has to develop first, physically, before he can develop mentally.

**Mental development**: This is the development of intellectual abilities. It involves ability to think, solve problems, etc. Children come into the world helpless and without knowledge and skills. They learn from parents, they also learn through experiences and play.

**Social development**: This includes:

1. The development of behaviors approved by society or social groups.
2. Playing socially approved roles.
3. Development of social attitudes.

**Social development** enables individuals to participate in and enjoy social activities and take interest in people. Social development actually begins at birth. Infants are calmed by soothing like and by being picked and held. It is important to give them attention early in life.

**Emotional development**: Emotions involve feedings and how a person expresses such feelings, for instance, by smiling, crying and frowning, etc. Emotions are the first language with which parents and infant communicate before the infant acquires speech. A child develops in the way he/she feels. Emotional well-being is deeply rooted in how well parents provide for the emotional needs of children. Providing love, attention, support, and encouragement is especially important for good emotional development.

**Moral development**: This development shows in behavior and in how children treat others. Moral development starts in early life. Children learn to base their behavior on what they believe is right or wrong from the family, most often parents. This starts as children begin to learn the rule that parents and other caregivers set. Between the ages of five and seven, children begin to develop a conscience. By doing this, doing something wrong triggers guilt because they know what they should be doing.

**WEEK 4 STAGES IN CHLD DEVELOPMENT**

The stages in child development are shown in table 1.

|  |  |
| --- | --- |
| **Ages** | **Development** |
| 1st month | 1. Head sags and needs support. 2. Hands tightly fisted or curled. 3. Sleeps most of the time, feeds and cries. 4. Stares indefinitely at surroundings, as eyes do not focus. He can hear sounds. |
| 2nd month | 1. Waves arms about when lying on his back. 2. Can turn head towards direction of sounds. 3. May have a regular routine, such as sleeping all night. |
| 3rd month | 1. Looks at people and frown their movements. Hearing is fairly developed. 2. Smiles and enjoys colours and light. 3. Can hold head up lightly. 4. Can hold an object placed in his hand e.g. a rattle. |
| 4th month | 1. Hold head erect. 2. Can smile and show excitement. 3. Eyes can follow moving objects slowly. 4. Can reach for his toes. |
| 5th month | 1. Can reach for an object. 2. Puts everything within reach into the mouth. 3. Can pull dress over the face. 4. Sits with slight support. 5. Birth-weight **may** be doubled. 6. Can become selective in taste. |
| 6th month | 1. Birth-weight doubled. 2. Recognizes constant members of the family. 3. Sits without support. 4. Makes distinguishable sounds. 5. Hands and eyes work more together. 6. May start teething (milk teeth). |
| 7th-8th month | 1. Sits confidently and can crawl. 2. Uses toys freely. 3. Can transfer objects from one hand to the other. 4. May begin to associate words with people, ideas or objects. |
| 9th-12th month | 1. Crawls very well, stands holding on to objects. 2. Gradually stands unaided. 3. Takes first steps. 4. Cuts more teeth. 5. Birth-weight triples. 6. Understand some words and can say very few. |

**Conditions necessary for child development**

The following environmental conditions are necessary for normal development of child:

1. Love and care from family.
2. **Good nutrition**: children are growing at a rapid rate and need plenty of nutritious foods to help them grow and develop strong, healthy bodies. Their meals must always be balanced. Breast feeding is very important and should be continued for up to two years if possible. When semi-solid food is added, it must be balanced.
3. **Clothing**: children need clothing that is suitable for different weather conditions.
4. **Exercise**: child needs plenty of opportunities for exercises. These help them to develop strong bones, muscles and motor skills.
5. **Rest**: children are very active, and they grow rapidly. Therefore, their bodies need plenty of rest. Good sleep habits promote health and well-being.

**WEEK5 IMMUNIZATION**

**Immunization** prevents children against diseases. Children can be immunized against the following diseases: diphtheria, small pox, measles, polio, tetanus, whooping cough and tuberculosis. Immunization is given to children in infant and welfare clinics, immunization centers and hospitals.

1. **Triple vaccine (D.T.P)** This is a mixture of three vaccines- the tetanus, whooping cough and diphtheria vaccines. It is given by injection for protection against the three diseases.
2. **Polio vaccine**
3. **Quadruple vaccine:** this contains four vaccines- diphtheria, tetanus, whooping cough, and polio vaccines. It protects the child from the four diseases.
4. **Measles vaccine**
5. **B.C.G vaccine:** this is given against tuberculosis

**Immunization schedule**: this means the different times when the baby should be given the different types of immunization. It is shown in table 1.

|  |  |
| --- | --- |
| **Time** | **Immunization** |
| 1. **At birth** | B.C.G |
| 1. At 2 months | 1. First dose of D.T.P 2. First dose of polio vaccine |
| 1. At 3 months | 1. Second dose of D.T.P 2. Second dose of polio vaccine |
| 1. at 4 months | 1. Third does of D.T.P 2. Third does of polio vaccine |
| 1. At 9 months | Measles vaccine |

**The expanded programmed on immunization**

1. **P.I)** is health programmed designed to protect children of 0-2 years of age from six deadly diseases. These diseases are tetanus, whooping cough, diphtheria, polio, measles and tuberculosis.

**Common ailments in children**

**Colic**: is caused by cramps in the intestines of the baby. These cause the baby real discomfort or pain. A baby who has colic cries hard. It is common during the first 3-4 months, but much less usual after that.

**Constipation**

**Diarrhea**

**Nappy rash**

**Toys for children**

Uses of toys:

1. Keep children busy.
2. Help them to learn.
3. Help them to exercise themselves in different ways.

IV. Make children happy.

**WEEK6 CONSUMER RIGHTS**

**Who is a consumer?**

A consumer is a person who purchases and uses goods and services. Goods are objects such as bread, food, clothes, etc. Services are work performed by one person for another, examples are haircut or dressing, medical services, sewing a dress for someone, dental care and so on.

**Rights of the consumer**

The consumer has the following rights:

1. The right to safety.
2. The right to be informed about the good and service being paid for.
3. The right to choose what he/she wants.
4. The right to be heard.
5. The right to redress.
6. Right to consumer education.
7. Right to a healthy environment.

**Challenges of the consumer**

Challenges or problems of the consumer include:

1. Lack of information about some of the goods and services available for consumption.
2. Hazard of wholesome, unsafe and poor quality products.
3. Activities of unscrupulous businessmen or traders who sell unsafe, fake or substandard goods and services.
4. Dealers associations who practice monopoly and intimidate consumers.
5. Influence of massive advertisement of goods and services.
6. The laws that are supposed to protect the consumers are often not effectively enforced.

**Responsibilities of the consumer**

1. Honest
2. Responsible
3. Keep warranty cards
4. Use warranty cards when necessary
5. Courteous, polite and respectful to trader.
6. Considerate.

**WEEK7 LAUNDRY AGENTS**

Laundry agents are substances which aid the removal of dirt from fabrics. They include water, soaps, detergents, bleach, stiffening agent and spot removers.

TYPES OF LAUNDRY AGENTS

1. WATER: This is an important cleaning agent in laundry.

USES OF WATER IN LAUNDRY

1. It is used for soaking clothes and household articles before washing.
2. Water is an effective cleansing agent for clothes with non-greasy dirt.
3. Hot water will melt and soften grease stains on clothes
4. It is used for rinsing washed clothes.
5. It is used to dampen fabrics before ironing.
6. DETERGENT: It is any substance that cleanses or aids the removal of dirt.

SOAP is made by the reaction between fats or oils of animals or vegetable origin and alkalis (the commonly used alkali is caustic soda).

USES OF SOAP AND DETERGENTS IN LAUNDRY

1. They are used to lower the surface tension of water.
2. Water is used to soak dirty fabrics to allow for easy washing.
3. They break up grease-held dirt in fabrics into tiny particles.
4. BLEACH

USES OF BLEACH IN LAUNDRY

1. It is used to make white cotton and linen fabrics.
2. It is used to remove certain tough stains.
3. It is used to kill germs, in fabrics.
4. STIFFENING AGENT: These include different types of laundry starch as hot-water starch, cold-water starch, spray or aerosol starches, gum Arabic etc.

USES OF STIFFENING AGENT

1. Stiffening agent is used to stiffen cotton and linen fabrics.
2. It is used to give fabrics smooth surfaces.
3. It is used to give fabrics fresh look
4. STAIN REMOVERS: A stain is a spot, or a mark made on a fabric, which gives a colour that is different from the rest of the surface of the fabric.

The table below shows stains removers and the specific stains they remove

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| --- | --- | --- |
|  | STAIN REMOVERS | STAINS |
| i. | Methylated spirit | Grease stains, lipstick |
| ii | Lemon | Iron (rust), mould, ink |
| iii | Bleach | Mildew |
| iv | Kerosene | Palm oil, tar |
| v | Turpentine | Shoe polish |
| vi | Ammonia | Perspiration |
| vii | Celyarine | Chocolate, coffee, tea |
| viii | Enzyme detergent | blood |

GENERAL GUIDELINES AND STEPS TO CONSIDER WHEN LAUNDERING FABRICS

1. SORTING: Dirty clothes are sorted out by separating them into:
2. White and coloured
3. Fabric types e.g. Cotton, wool, synthetic etc.
4. Colour fasts and non-colour fasts
5. Heavily-soiled materials and lightly soiled materials.
6. MINDING: Before washing, all tears in the fabrics should be mended.
7. STAIN REMOVAL: Look for any special stains on the clothes and remove them before washing.
8. SOAKING OR STEEPING: Heavily soiled articles that are colour fast such as bedspreads, pillow cases and white cotton blouses can be soaked in soapy water for one hour or longer before washing.
9. WASHING: use the type of soap or synthetic detergent suitable for the different types of fabrics e.g. Omo for heavily-soiled colour fear fabrics such as school uniform.
10. RINSING: It is the process by which dirty soapy water is washed off the clothes. Continue rinsing and changing water until the water is clear, clean and soap less.
11. BOILING: Boiling helps to white fabrics can be boiled.
12. BLUNG AND STIFFENING: Cotton and linen can be stiffened and dried in the shade to prevent them from the bleaching effect of the sun and prevent fading of colours.
13. FINISHING AND IRONING: It is best to iron laundered fabrics when they are slightly damp.
14. AIRING: After ironing, there is always a little steam left between the threads or fibers of the fabrics
15. FOLDING AND STORAGE: After airing, clothes can be stored by either folding and putting into boxes or hanging in a wardrobe.

**WEEK8 SEWING MACHINE**

Sewing Machine is a machine that is used for sewing. It is very expensive but make sewing easier, neater and faster.

TYPES OF SEWING MACHINE

1. Hand Sewing Machine: - This is operated manually using the right hand to turn it. For the left handed people, there is a left hand-turn. The machine is placed on a convenient table for the operator to operator it. It is also cheaper than others.
2. Treadle Sewing Machine: This is a kind of machine that is operated with the feet. It has a special stand with a paddle under a strong string used to connect the balance wheel. The operator has two hands free for guiding the work.
3. Electric Sewing Machine: This is operated with the aid of an electric motor. Some hand and treadle machines can easily be converted the electric sewing machine by attaching electronic motors to them. It is the most expensive of the types of sewing machine.

PARTS OF SEWING MACHINE AND THEIR FUNCTIONS

|  |  |  |
| --- | --- | --- |
|  | PARTS | FUNCTIONS |
| 1. | Spool pin | It is at the top of a sewing machine and is used for holding the spool of the thread |
| 2. | Balanced wheel | It raises and lowers the needle.  It turns either forward or backward to make the machine sew. |
| 3. | Presser foot | It holds the fabric firmly in place for stitching. |
| 4. | Presser foot lifter | It is located at the back of the machine.  It is located at the back of the machine which raises and lower the presser foot.  It holds the fabric against the presser foot.  It pulls the fabric along for stitching as it moves up and down. |
| 5. | Feed dog | It is a tooth-like piece of metal just under the presser foot.  It works up and down through the slots in the throat plate. |
| 6. | Throat plate | It provides slots or opening through which the needle projects downward and the feed dog upward. |
| 7. | Thread guide | It prevents the thread from twisting.  It supports the thread from one part of the machine to another. |
| 8. | Needle clamp | It is an attachment for the needle |
| 9. | Stitch regulator | It is used to shorten or lengthen the stitches of the machine. |
| 10. | Bobbin | It is used for winding the thread which goes in the lower part of the machine. |
| 11. | Bobbin case | This is the case that holds the bobbin. |
| 12. | Stop motion screw | It is located at the balance wheel  It loosens to disconnect the needle and stops it from moving when the machine is operated. |
| 13. | Tension disc | This regulates the tightness of the thread as it forms the stitch. |
| 14. | Thread cutter | It is fastened to the side of the presser foot bar. |
| 15. | The pit man rod | It is only found in treadle machine  It connects the treadle and drive wheel so that the thread is operated as the drive wheel revolves. |
| 16. | The drive wheel | It is a large wheel located under the machine which is connected to the balance wheel. (found in treadle machine). |
| 17. | The treadle | It is the foot rest at the base of the machine. (found in treadle machine). |