

WEEKS	TOPICS	Learning Objectives: By the end of the lessons, students should be able to:
1.	Revision of second term's work	Resumption test, laundry agents tools and equipment revision
2	Basic sewing processes	Meaning of stitches, classification and uses of each stitches , procedure , rules to follow when making stitches
3	Basic sewing processing	Meaning seam, types of seam, process of making different type of seam, guidelines for choosing seam
4	Simple sewing tools and equipment	Meaning , types , uses, guidelines for choosing equipment and tools
5	Production of clothing and house hold articles and crafts	Specify tools and materials for making needle work e.g. bag, apron, caps, tray-cover, paper craft etc.
6	Production of clothing house hold articles and craft	Explain the procedures involved in making simple articles like purse, curtain, bibs etc, produce simple articles for sales , outline precaution involved when making simple articles
7	Mid- Term break / Mid-term Test	Mid-term test / Continuous assessment / Open day
8	Puberty and adolescence	Meaning , signs , meaning of menstruation, meaning of menstrual hygiene
9	Sexually Transmitted Infections STI's and HIV/AIDS	Meaning, types, causes, prevention, signs / symptoms, self medication
10	Fundamental human right	Meaning , right of a child and women, violation of right, remedy for breach of fundamental rights
11	Revisions	Revisions and Examinations
12-13	EXAMINATION	EXAMINATIONS

**REFERENCES**

1. NERDC
2. UNIFIED SCHEME OF WORK
3. ONLINE SOURCES ETC.

**WEEK: 2 – 3**

**DAY:**

**SUBJECT:**

**DATE:**

**TOPIC:**

**SUBTOPIC:**

**PERIODS:**

**DURATIONS:**

**LEARNING OBJECTIVES:** At the end of the lesson, students should be able to

1. Meaning of Stitches
2. State Classification
3. State Uses
4. Rules to follow when making stitches

**KEY VOCABULARY WORDS:**

**INSTRUCTIONAL MATERIALS:** Wall charts, Pictures, Related Online Video, Flash Cards

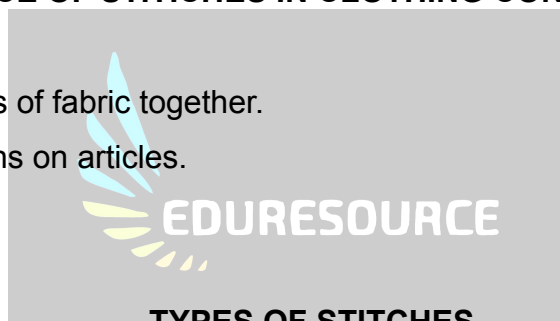
**CONTENT: BASIC SEWING PROCESSES**

Stitching is the process of passing threaded needle and thread in and out of a material to make a specific design. The design produced is made up of STITCHES.

### **IMPORTANCE OF STITCHES IN CLOTHING CONSTRUCTION**

Stitches are used to:

- i. Join two or more pieces of fabric together.
- ii. Make decorative designs on articles.
- iii. Mend tears in clothes.



### **TYPES OF STITCHES**

There are broadly three types of stitches: the temporary, the permanent and the decorative stitches.

#### **1. TEMPORARY STITCHES:**

These hold pieces of fabric together temporarily. They are removed as soon as they have served their purposes. Examples of temporary stitches are:

- i. **EVEN BASTING OR TACKING:** The stitches and spaces between them are equal. Work from right to left. Begin with the thread knotted or make a back stitch.
- ii. **UNEVEN BASTING OR TACKING:** This is made up of short and long stitches.
- iii. **DIAGONAL BASTING:** This is useful for holding together two or more layers of materials to prevent them from slipping out of position until finally stitching is completed. Start with a knotted thread. Push the needle vertically through all layers.
- iv. **TAILOR'S TACKS:** These are used for transferring pattern marking to two pieces of fabric at the same time. They are only suitable for thick strong cloth.

## 2. PERMANENT STITCHES:

These are used for joining two or more separate pieces of material together permanently. The thread used should match the fabric in terms of texture and colour. Permanent stitches include:

- i. **RUNNING STITCHES:** This is used in making a line or in joining two pieces of material. To make, start with two backstitches. Then push the needle tip in and out of the material, making small regular stitches. Work one stitch at a time.
- ii. **BACK STITCH:** This is a strong hand stitch that can be used in place of straight machine stitching. **To make:**
  - a. Fasten on the thread.
  - b. Take one long running stitch.
  - c. Take a stitch back, and then bring the needle out again a little way along the seam line.
  - d. Repeat to desired length.
- iii. **OVER SEWING STITCH:** This is a strong, fine, light stitch used to join finished edges together. **To make:**
  - a. Bring folded edges together and insert needle through front edge.
  - b. Slip needle through edges, at right angles to them, picking up little material.
  - c. To end, sew back three or four stitches and slip needle between edges and cut thread.
- iv. **HEMMING STITCH:** This is a slanting stitch used to hold down garment hems. It is worked from the wrong side of the garment. **To make:**
  - a. Baste hem in position and press.
  - b. Sew from right to left securing the thread.
  - c. Slant the needle and pick about two threads from the fabric below the folded edge of the hem.
  - d. Continue and end with two backward stitches. Cut off the thread.

## EVALUATION:

1. Define stitching and stitches
2. Enumerates the importance of stitches
3. Classify stitches into temporary and permanent give their examples

## ASSIGNMENT:

1. **What is embroidery stitches?**
2. **State five examples of embroidery stitches.**



**WEEK:** 4      **DAY:**      **SUBJECT:**

**DATE:**      **TOPIC:**

**SUBTOPIC:**      **PERIODS:**      **DURATIONS:**

**LEARNING OBJECTIVES:** At the end of the lesson, students should be able to

1. Meaning of Embroidery or decorative stitches with examples
2. Meaning of seam and types

**KEY VOCABULARY WORDS:**

**INSTRUCTIONAL MATERIALS:** Wall charts, Pictures, Related Online Video, Flash Cards

**CONTENT: BASIC SEWING PROCESSES**

### **EMBROIDERY OR DECORATIVE STITCHES**

These are used for decorating the garments. Some can also be used for finishing raw edges. Examples include:

1. **STEM STITCH:** This is useful for outlining designs. **To make:**
  - i. Make the necessary design on fabric.
  - ii. Insert the needle at the tip of the line to be stitched.
  - iii. Bring the needle out half- way down the space made before.
  - iv. The thread must be kept below the needle and the needle brought out exactly where the previous stitch finished.
2. **CHAIN STITCH:** This gives an appearance of even back-stitch on the wrong side. **To make**
  - i. Make necessary design.
  - ii. Fasten thread using backstitch.
  - iii. Bring out needle and the thread a short distance away.
  - iv. Repeat and continue until the end.
  - v. Fasten thread and cut off.
3. **SATIN STITCH:** This is used for filling design, in making appliqué, etc. **To make:**
  - i. Draw the design or motif.
  - ii. Insert the needle at one edge of the design.
  - iii. Fasten with a few running stitches.
  - iv. Then insert needle again at the opposite edge.
  - v. Return to the starting edge by passing the needle underneath the material.
  - vi. Repeat following the outline of the design.

- vii. Make stitches close together and parallel.
4. **FRENCH KNOTS:** This can give a seeded effect of a motif or design. There are different variations of the French knots.
  5. **HERRING- BONE STITCH:** This is worked at two levels. It appears the same on both the right and wrong sides of the article.

## SEAMS

A seam is the line of stitching that joins two or more pieces of cloth. There are different types of seams. It is important to choose the correct seam for any given article or part of garment.

### POINTS TO CONSIDER WHEN CHOOSING A SEAM

1. Kind of material or fabric being sewn. For instance, flat seams (e.g. run- and fell) are suitable for bulky materials like wool. French seam is suitable for thin material like silk.
2. Purpose or use of the garment. For instance, flat seams are suitable for night gowns.
3. The person to wear the clothes. For instance, flat seams such as run- and- fell seam are suitable for children's clothes that require constant washing.
4. Position of the seam. For instance, lapped seam is suitable for curved seams.

### TYPES OF SEAMS

1. **OPEN OR PLAIN SEAM:** This is the simplest and most commonly used seam. It has little bulk. It leaves raw edges that need to be finished or neaten. **To make:**
  - i. Place the right side of material together.
  - ii. Mark seam line.
  - iii. Pin, tack and sew from wrong side of fabric with proper seam allowance.
  - iv. Remove tacking thread and press open the seam.
  - v. Finish or neaten the raw edges.
- i. **FRENCH SEAM:** This is a flat seam. It does not show from the right side. All raw edges are completely enclosed. It is suitable for children's clothes. **To make:**
  - ii. Place wrong sides of fabric pieces together.
  - iii. Pin and tack along fitting line (seam line).
  - iv. Remove pins and sew 3- 6mm nearer the edge than seam line, using back- stitch or machine.

- v. Trim the seam allowance carefully.
  - vi. Remove tacking and fold the fabric right sides together.
  - vii. Roll the seam between fingers and thumbs until stitching is along the edge.
  - viii. Tack and press into place.
  - ix. Sew along seam line.
  - x. Remove tacking and press.
2. **RUN- AND- FELL SEAM:** This lies flat with two rows of stitching on the right side of the garment. All raw edges are enclosed. Thus no extra neaten is required. It is strong and durable. **To make:**
- i. Place wrong side fabric together and make a plain seam.
  - ii. Press the seam to one side.
  - iii. Trim the underneath seam allowance to about 3mm.
  - iv. Trim the upper seam allowance to about 10mm.
  - v. Fold and press the upper seam allowance over the lower one.
  - vi. Sew through all layers close to the folded edge. Press.
3. **LAPPED OR OVERLAID SEAM:** This is visible on the right side. It is very strong. It is commonly used on curved or pointed seams where stitching from the inside is difficult. It is also used to give decorative effect. **To make:**
- i. Mark the lapping lines on each pieces of fabric.
  - ii. Turn under the seam allowance on the overlay to the wrong side.
  - iii. Press and tack into place.
  - iv. Prepare the underlay.
  - v. Place the overlay right side up on the underlay. Match fitting lines, as well as patterns.
  - vi. Pin and tack the folded edge of the overlay onto the seam line of the underlay.
  - vii. Sew 3- 6mm from the fold through all layers
  - viii. Trim and neaten the seam allowances on the wrong side.

## EVALUATION:

- i. What is embroidery stitches?
- ii. State five examples of embroidery stitches.
- iii. Define seams and give the examples

**ASSIGNMENT:**

**Make a chart showing different types of decorative stitches.**





**WEEK: 5 – 6**

**DAY:**

**SUBJECT:**

**DATE:**

**TOPIC:**

**SUBTOPIC:**

**PERIODS:**

**DURATIONS:**

**LEARNING OBJECTIVES:** At the end of the lesson, students should be able to

1. Specify tools and materials for making needle work e.g. bag , apron , cap, tray-cover, paper craft etc.
2. Explain the procedures involve in making simple articles like purse, curtain, bibs etc.
3. Outline precaution involved when making simple articles

**KEY VOCABULARY WORDS:**

**INSTRUCTIONAL MATERIALS:** Wall charts, Pictures, Related Online Video, Flash Cards

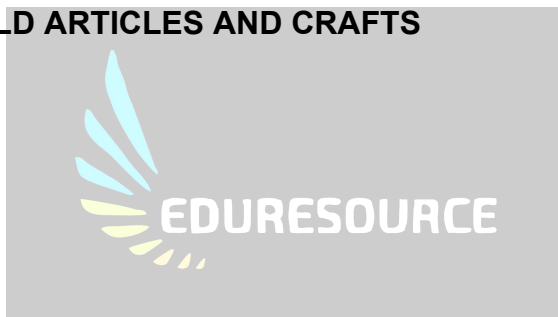
**CONTENT: PRODUCTION OF CLOTHING AND HOUSE HOLD ARTICLES AND CRAFTS**

### **HOUSEHOLD ARTICLES/CRAFTS**

Home economics teaches people to produce different types of articles or crafts for personal use or for the home. Students can produce some of these household crafts and sell them to make little pocket money.

#### **SIMPLE RELEVANT HOUSEHOLD ARTICLES AND CRAFTS**

1. Apron
2. Cap/head-tie
3. Needle-Work bag
4. Tray cloth
5. Handkerchief
6. Head-rest
7. Table mat
8. Purse curtain holder
9. Bibs
10. Arm-rest
11. Shopping bag
12. napkins
13. Table cover
14. Oven Gloves.



#### **MATERIALS, TOOLS AND EQUIPMENT NEEDED FOR PRODUCING**

##### **HOUSEHOLD ARTICLES/CRAFTS**

1. Plain or patterned cotton fabric
2. Matching thread

3. Needle
4. Scissors
5. Pieces of calico/baft cloth
6. Sewing kit.

**EVALUATION & ASSIGNMENT:** students should produce different types of permanent, temporary and decorative stitches and also make simple household articles with the guidance of the teacher.

**WEEK: 7      MID-TERM BREAK      MID-TERM TEST      OPEN DAY**

**WEEK: 8      DAY:      SUBJECT:**  
**DATE:      TOPIC:**  
**SUBTOPIC:      PERIODS:      DURATIONS:**  
**LEARNING OBJECTIVES:** At the end of the lesson, students should be able to

1. Meaning of Puberty
2. Signs in boys and girls
3. Meaning of adolescence
4. Meaning of menstruation and menstrual hygiene

**KEY VOCABULARY WORDS:**

**INSTRUCTIONAL MATERIALS:** Wall charts, Pictures, Related Online Video, Flash Cards

**CONTENT: PUBERTY AND ADOLESCENCE**

**MEANING OF PUBERTY;**

Puberty is the short span of time which marks the beginning of sexual maturation. This period differs between boys and girls. Boys generally reach puberty at about the age of 14 years. Girls reach it at about 12 years of age. There are individual differences Therefore, these periods cannot be the same for everyone and for everybody.

**SIGNS OF PUBERTY IN BOYS**

1. Hair begin to grow on different parts of the body such as the armpit, pubic region,
2. Beard around the jaw and a moustache above the upper lip.
3. Voice breaks and becomes deeper.
4. There is change in general body appearance as muscles develop. The boy may need Larger and new clothes.

5. Sex organs develop. Sex glands called testicles produce spermatozoa or sperm.

## **SIGNS OF PUBERTY IN GIRLS**

1. The breasts develop.
2. The body changes.
3. Hair grows on her armpits and pubic region.
4. Menstruation begins.
5. There could be skin changes and problem such as pimples.

## **MEANING OF ADOLESCENCE**

Adolescence is the period in every person's life that lies between the end of childhood and the beginning of adulthood. It is a period of time a person matures and moves from childhood to adulthood. This is a period of life when you prepare to be an adult

## **ADOLESCENT**

An adolescent boy or girl is someone that is passing through the adolescent period.

## **MENSTRUATION**

The term menstruation **originated from the Latin word mensis, which means month, and the Greek word mene, which refers to the moon.** In ancient times, the menstrual cycle was thought to be related to the moon's cycle because both cycles last around 29 days.

## **MENSTRUAL HYGIENE**

Menstrual hygiene is vital to the empowerment and well-being of women and girls worldwide. It is about more than just access to sanitary pads.

Menstrual Hygiene Management (MHM) is defined as 'Women and adolescent girls using a clean menstrual management material to absorb or collect blood that can be changed in privacy as often as necessary for the duration of the menstruation period, using soap and water for washing the body as required, and having access .

## **SPECIAL NEEDS AND CHALLENGES OF ADOLESCENT**

These challenges are the problems which the adolescent often face. The adolescent are neither children nor adults. They often have problems as they relate with people. Their challenges include;

1. **ADJUSTMENT:** They have problem adjusting to their physical changes for instance, the girls have to cope with enlarged breast and menstruation, the boy copes with changed voice and bigger penis. They are often uncomfortable, clumsy and anxious.

2. **STATUS:** They want to behave like adults, yet they are not fully adults. Boys may try to smoke and girls may try putting on make- ups
3. **INDEPENDENCE:** Adolescents often want to do things their own way. They do not like to be directed or guided by parents or other adults. This is often a source of problem
4. **NEED FOR ACHIEVEMENT:** Adolescents want to excel, when they fail, they become unhappy
5. **PEER PRESSURE:** They often want to go along with their peers. There could be negative influences from peer group, for instance, in dressing, feeling and expression of sexuality
6. **PHYSICAL NEEDS:** These arises as a result of the physical changes going on in adolescent. These needs include:

Balanced food needed for proper development

New clothes to replace outgrown old ones

Girls will need brassiere as their breasts develop

7. **NEEDS FOR PARENTAL UNDERSTANDING AND SUPPORT:**

**Parents should:**

- Understand what their adolescent children are passing through
- Be more tolerant
- Communicate freely, advice and encourage adolescents.

**Evaluation:**

- i. **What is puberty and adolescence?**
- ii. **State five signs of puberty in boys and girls**
- iii. **Mention the needs and challenges of adolescence.**

**Assignment:**

**Make a chart showing different types of decorative stitches.**

**WEEK:** 9

**DAY:**

**SUBJECT:**

**DATE:**

**TOPIC:**

**SUBTOPIC:**

**PERIODS:**

**DURATIONS:**

**LEARNING OBJECTIVES:** At the end of the lesson, students should be able to

1. Meaning
2. Types
3. Causes / prevention
4. Signs and symptoms
5. Self-medication

## KEY VOCABULARY WORDS:

**INSTRUCTIONAL MATERIALS:** Wall charts, Pictures, Related Online Video, Flash Cards

**CONTENT: SEXUALITY TRANSMITTED INFECTIONS ( STI;s and HIV/AIDS**

## MEANING OF SEXUALLY TRANSMITTED DISEASES (STDs)

Sexual activity comes with risks of sexually transmitted diseases/infections (STDs/STIs), including HIV/AIDS. While some can be treated, others cannot. They can cause very serious damage to the body and even death. STD is an illness spread from one person to another through sexual contact.

### TYPES OF STDs

1. **GONORRHEA:** This is caused by the bacterium “**Neisseria gonorrhoea**”. It is spread through sexual contact between infected persons.

#### SYMPTOMS

- i. Itching and discharge from penis and vagina
- ii. Painful urination
- iii. Can cause infertility
- iv. If a pregnant woman has the disease, her child’s eyes will be affected at birth.

**Treatment is with antibiotics**

2. **SYPHILIS:** It is caused by the bacterium “**Treponema pallactium**”. It is spread through sexual contact between infected persons.

#### SYMPTOMS

- i. Sores on the sex organs
- ii. Fever, aches, rashes and hair loss.
- iii. At later stages, it affects the heart, eyes and brain.
- iv. It can leads to insanity and death.

**Treatment is with antibiotics.**

3. **ACQUIRED IMMUNE DEFICIENCY SYNDROME (AIDS):** one of the most frightening of all STDs is AIDS. It is caused by:
  - a. A virus called Human Immunodeficiency Virus (HIV)
  - b. HIV enters the body of a person and kills the cells of the immune system.
  - c. HIV makes the body weak and less able to fight sickness.

- d. People with HIV in their body go on to become sick with AIDS. AIDS results in death.

## **HOW HIV CAN BE SPREAD**

- a. Having sex with someone who already has HIV
- b. Transfusion of infected blood
- c. Use of a needle or blade that has been used on a person with HIV and not sterilized afterwards.
- d. Women with HIV can pass it to their babies. The baby becomes infected in any of these three ways;
  - i. While in the mother's womb
  - ii. At birth
  - iii. Through the breast milk (breast feeding).

## **SIGNS OF HIV/AIDS**

- i. People with HIV/AIDS suffer sickness like fever, rashes and diarrhoea.
- ii. They also lose weight
- iii. Death is the final result.

## **TREATMENT OF HIV/AIDS**

- i. At the moment, there is no known cure for HIV/AIDS.
- ii. There are however, medicines that can help infected persons to fight off the sickness that come with HIV/AIDS
- iii. Antibiotics and other medicines can help people with HIV/AIDS to feel much better and help to live longer.

## **WAYS STIs AND HIV CAN BE PREVENTED**

1. Do not have sex until you get married, when you are married; stay faithful to your partner.
2. An infected and already sexually active person must have sex only with a mutually faithful partner who is also known to be unfaithful.
3. In all other situations, individuals are advised to use condom during sex.
4. Women with HIV should seek advice before getting pregnant.
5. Avoid blood transfusion as much as possible
6. When you cannot avoid a blood transfusion, insist on having blood which has been tested for HIV.

## **Evaluation:**

1. **Mention the different types of STIs**
2. **State causes and ways of preventing STIs, HIV/AIDS**

## **Assignment:**

**What are the effects of HIV/AIDs to the victims, the victims' families and the nation?**

**WEEK:** 10      **DAY:**      **SUBJECT:**  
**DATE:**      **TOPIC:**  
**SUBTOPIC:**      **PERIODS:**      **DURATIONS:**  
**LEARNING OBJECTIVES:** At the end of the lesson, students should be able to

1. Meaning
2. Right of a child and women
3. Violation of right
4. Remedy or solution of breaching or against the fundamental rights

**KEY VOCABULARY WORDS:**

**INSTRUCTIONAL MATERIALS:** Wall charts, Pictures, Related Online Video, Flash Cards

**CONTENT: FUNDAMENTAL HUMAN RIGHT**

**SUB-TOPIC:      RIGHTS OF THE CHILD**

**CONTENT**

### **MEANING OF RIGHT**

A right is a statement showing the following

- i. A natural due
- ii. A moral claim
- iii. A legal entitlement.

Right can also be called freedoms and benefits that are guaranteed to people by law.

### **DEFINITION OF FUNDAMENTAL RIGHTS**

Fundamental rights of every Nigerian person are the legal entitlements of each one of us. They are the rights that are written in the constitution of the **Federal Republic of Nigeria Chapter IV Sections 33-43, pages 18-26. These include:**

1. **Right to life:** no one shall be deprived intentionally of his life.
2. **Right to dignity of human person:** No one shall for instances be subjected to inhuman treatment.
3. **Right to fair hearing:** Every human person is entitled to a fair hearing within a reasonable time by a court or other tribunal established by law without partiality.



4. **Right to private and family life:** The privacy of citizens, their homes, correspondence, and telephone conversation is guaranteed and protected.
5. Right to freedom of thought, conscience and religion
6. Right to freedom of expression and the press.
7. Right to peaceful assembly and association.
8. Right to freedom of movement.
9. Right to freedom from discrimination: no citizen of Nigeria is expected to be discriminated against sex, religion or political opinion.
10. Right to acquire and own immovable property anywhere in Nigeria.

### **BASIC PRINCIPLES OF CHILD'S RIGHT**

The United Nations (UN) convention on the rights of the child was adopted by the UN General Assembly on **20<sup>th</sup> of November, 1989.**

**The following are the basic principles of child's right.**

1. Every child has the right to life and be allowed to survive and develop.
2. Every child is entitled to a name, family and nationality.
3. Every child has the right to express opinions and freely communicate them on any issues subject to restriction under the law.
4. Every child is entitled to adequate rest, recreation (leisure and play) according to his/her age and culture.
5. Every child is entitled to receive compulsory basic education.
6. Every child is entitled to good health, protection from illness and proper medical attention.
7. Every child must be protected from indecent and inhuman treatment through sexual exploitation, drug abuse, child labour, torture, maltreatment and neglect.



**Evaluation:**

1. What is human right?
2. State the fundamental rights of every Nigerian person
3. Mention five rights of a Nigerian child

**Assignment:**

Explain ways in which someone's rights can be violated.

**WEEK: 11 REVISIONS**

**WEEK: 12 EXAMINATIONS**

**WEEK: 13 EXAMINATIONS**

