

**THE UNITED REPUBLIC OF TANZANIA
MINISTRY OF EDUCATION AND VOCATIONAL TRAINING**



**Field Support Programme For Diploma in
Secondary Education**

SELF STUDY MODULE HOME ECONOMICS

MoEVT - NOV: 2007

Acknowledgments:

The Ministry of Education and Vocational Training (MoEVT) wishes to thank the following experts who participated in designing and developing this self-study module.

Writers:

1. Valeria B. Mwihumbo - Mandaka Teachers College
2. Flora D. Msacky - Kisutu Secondary School
3. Esther K. Mtemi - Zanaki Secondary School

Coordinators

1. Samuel J. Makundi - Teacher Education Department
2. Naomi V. Swai - Teacher Education Department

Secretary

- Jema M. Ilomo - Chief Education Office

.....

Chief Education Officer.

TABLE OF CONTENTS:

CONTENT	PAGE
1. Acknowledgements:.....	i
2. Table contents:.....	ii
3. Introduction:.....	iv
4. How to use the Module	v
5. Preparation for teaching:.....	01
6. Lesson assessment Evaluation and testing:.....	02
7. Analysis of Curriculum materials:.....	03
8. Home Management:.....	04
9. Food and Nutrition:.....	05
10. Clothing and Textile:.....	07

INTRODUCTION

This module consists of six main topics namely; Curriculum material for home Economics, Test and measurement for Home Economics, Preparation for Teaching, Home management, Food and Nutrition, clothing and Textile.

The purpose of this self-study module is to ensure adequate preparation of diploma student teachers capable to teach and manage secondary school education and specifically to provide student teachers with enough tasks and activities necessary for transforming classroom learning into field practice.

Therefore you should be able to apply interactive and participatory teaching methods and strategies in the teaching of different topics of Home Economics. You should be able to plan lessons of and ensure that while teaching your learners are actively involved through out process.

Finally, you have to ensure that you do all activities shown in this module along with revision to what you have learned in the college based phase. By so doing you will be able to do your final examination in the Home Economics subject successfully.

1.0 HOW TO USE THE MODULE

The module has been organized in a simple format including brief explanations, competences, activities and self evaluation. You are required to do all the Activities outlined after each topic and subtopic and keep them in a portfolio as they will be marked by your tutors/college.

Apart from the content selected we expect you to read more books, reference books, journals, surfing in the Internet and also from other relevant sources to complement the prepared content.

You will be assessed and evaluated through actual classroom teaching and some selected activities. Finally you have to write a report which will be marked and recorded as part of your course work.

**TOPIC ONE:
PREPARATION FOR TEACHING**

Brief explanation:

This topic is designed to enable the you to plan lesson and scheme of work of Home Economics where the learners are actively involved throughout the teaching and learning process, thus to acquire and develop positive attitudes towards the teaching of Home Economics.

Competences:

1. Ability to prepare lesson plan and schemes of work.
2. Ability to involve learners in lesson preparation.
3. Ability in preparation of different teaching aids for teaching Home Economics.
4. Ability to teach Home Economics lessons.

Activities

1. Prepare scheme of work and lesson plan and use it in teaching Home Economics.
2. State learning objectives, collect and produce teaching learning materials for classroom use.
3. Test the teaching materials before they are used.
4. Identify the problems of teaching without enough preparation e.g. failure to meet lesson objectives.
5. Incorporate learning and teaching strategies in the lesson plan.
6. To improvise teaching learning and using materials from the immediate environment.

Self Assessment:

1. Have I managed to prepare a lesson plan?
2. Have I managed to state intended learning objectives effectively.
3. Did I apply all activities in the lesson plan?
4. Are the teaching materials I used relevant to my learners?
5. Did I manage to teach according to the time allocated in lesson plan?
6. Have I managed to evaluate the lesson effectively?
7. Did I apply different skills in controlling students during teaching and learning process?

TOPIC TWO:
LESSON ASSESSMENT EVALUATION AND TESTING

Brief explanation:

This topic is designed to enable you to identify the various strategies and techniques in assessing, evaluating and testing student in Home Economics subjects.

Competences:

1. Ability in using various strategies and techniques in assessing, evaluating and testing student in Home Economics subjects.

Activities:

1. Prepare a test for form III students for the topic covered.
2. Compute the different scores of students for each test.
3. Prepare a practical assignment for form IV students on the topic of bread making and make relevant marking scheme.
4. Make a table of specification for each test/examinations.
5. What are the procedures to be followed when preparing a practical lesson?
6. Have I managed to assess and evaluate student's performance using various strategies?

Self Assessment:

1. List down seven steps in preparing a good test.
2. Did I manage to prepare a table of specification?

TOPIC THREE:
ANALYSIS OF CURRICULUM MATERIALS

Brief explanation

This topic focuses on the categorization of the curriculum materials and use of different curricular materials based on Home Economics Subjects.

Competences;

1. To demonstrate ability to categorize Home economics curriculum materials e.g. Textbooks, syllabus and Teacher's guide.
2. To develop the ability to analyse the quality of the features of Home Economics curriculum materials.

Activities;

1. Student teacher to analyse the main features of Home Economics syllabus basing on the following criteria:-
 - Presentation criteria e.g. cover design, colours of the cover.
 - Knowledge and skills criteria e.g. content selected, skill e.t.c
 - Evaluation criteria e.g. methods of summative evaluation.
2. Analyse main features of one of the suggested or recommended Home Economics Textbooks by considering important criteria.

Self assessment

1. Did I manage to analyse, and identify the main features of Home Economics curriculum materials?
2. Comment on the criteria used to analyse the main features of Home Economic curriculum materials.

**TOPIC FOUR:
HOME MANAGEMENT:**

Brief explanation

This subject is designed to respond to Tanzania For greater participation by the people in public life. Therefore it is intended to promote better Understanding in matters concerning family relation and child Development, consumption and other economic aspects of personal and family living.

Competences;

1. Ability to analyse, judge and solve problem related to family health and family size in Home management.
2. To apply skills and knowledge on teaching techniques in facilitating teaching and learning process.
3. Ability in using various methods of purifying water for domestic use.

Activities:

1. Explain how you can make an ideal home and how to prevent accident in the home.
2. Prepare a lesson plan showing active learning strategies in home management topics
3. Organize your student to demonstrate responsible behaviour.
4. Describe a process for water purification to prevent water born diseases.

Self assessment:

1. Have I managed to apply different teaching strategies in teaching Home management?
2. Have I noticed any changes or improvement of student behaviours and attitude in the school community?
3. How easy is it to purify water for domestic use?

TOPIC FIVE: FOOD AND NUTRITION

Brief explanation;

This topic has been designed to respond to Tanzania demands for greater participation by the people in public life. It is needed to improve nutritional needs in the terms of selection, Presentation, preparation and uses of food so as to improve health standard of an individual, family and community as a whole.

Competences:

1. Ability in using nutritional factors in selecting, planning, preparing, cooking and serving food.
2. Ability to prepare active lesson plans according to the levels of students.
3. Ability to apply various teaching techniques in teaching meal planning.

Activities:

1. Demonstrate to the form III students how to prepare, cook and serve balanced meals for categories of people.
2. Guide your students to analyse different methods of cooking.
3. Organize your students to prepare food in hygienic conditions.
4. Demonstrate how to prepare a suitable accompaniment for the different meals.
5. Explain how to present food attractively/accordingly.
6. Prepare recipes and menu card for the meals prepared.

Self assessment:

1. Have managed to apply various methods/strategies of teaching in my lesson?
2. What points should be considered when planning meals for different categories of people.
3. Have I managed to make various recipe/menu cards for the meals prepared?
4. Did I manage to prepare suitable accompaniments for different meals?

**TOPIC SIX:
CLOTHING AND TEXTILE;**

Brief notes;

This topic is designed to develop skills in Using needlework equipment, basic stitches in sewing garment and the repair clothes.

Competences:

1. Ability to choose, use, and care for needle work equipment/
2. Ability to repair clothes, using sewing machine and basic stitches.

Activities:

1. Guide students to operate the sewing machine.
2. Demonstrate to the students on how to make the basic needlework stitches
3. Prepare a sample file for basic needlework stitches.
4. Organize a practical lesson on the use of needlework equipment/tools.
5. Demonstrate on how to repair worn out and torn clothes.
6. Organise a practical lesson for form I students on how to make an apron.

Self assessment:

1. State the procedures in repairing clothes.
2. Did I manage to conduct the classroom practical activities effectively?