



**LAGOS STATE GOVERNMENT**  
**MINISTRY OF EDUCATION**  
**UNIFIED SCHEMES OF WORK FOR SENIOR SECONDARY SCHOOL**  
**CLOTHING AND TEXTILES, S.S.S.1**  
**SECOND TERM**

WEEKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
1	Welcome Test/ Revision Of First Terms work	By the end of the lesson, students should be able to; 1. Resume and participate in the welcome test. 2. Recall all the topics taught in first term	i. Welcoming and preparation of students for second term. ii. Participation in the welcome test and revisions	i. Critical thinking, ii. Citizenship	i. First term examination question paper. ii. Students note book.
2	- Sewing Tools And Equipment -Scissor - Needles - Thread	By the end of the lesson, students should be able to; 1. Identify and use different sewing tools and equipment e.g scissor for cutting. 2. Discuss the factors that influence the choice of tools and equipment e.g money. 3. Describe the care of tools and equipment e.g oiling, dusting etc.	- whole class discussion on different sewing tools and equipments  demonstration of care and handling of sewing tools. - Students in pairs care ii. Make short notes on findings for sewing tools and submit -student as an individual care sewing equipment in the department	i. Citizenship, ii. Collaboration and communication	i. Real Objects; pins, needle, powder, machine oil, etc ii. Video clips and web resources- <a href="https://sewguide.com">https://sewguide.com</a> > Sewing tools and equipment
3	General Safety Precautions In Clothing And Textiles	By the end of the lesson, students should be able to; 1. Recognise safety precautions. 2. Observe and itemise safety precautions while using: a. each sewing tools and equipment. b. the laboratory	i. Grouping of students to discuss, practice and utilize safety precautions in the laboratory. ii. make notes from observations	1. Citizenship. ii. Critical thinking iii. Team work	I. Chart showing proper use/handling of various tools and equipment. ii. Samples of tools and equipment. iii. Web resources <a href="https://www.ecofashionsewing.com">https://www.ecofashionsewing.com</a> >c lothing safety precaution
4	The Sewing Machine	By the end of the lesson, students should be able to; 1. Justify sewing machine 2. Itemize sewing machine types, advantage and disadvantage, and brands. e.g singer. 3. Identify the factors affecting the selection of sewing machine	-whole class discussion I. Class grouping (of 10) deep on types of sewing thinking and observation of the sewing machine. - student in pairs identify factors affecting selection of sewing machine.	i. Citizenship. ii. Deep thinking iii. Leadership and personal development	i. Real Sewing Machines. ii. Sewing Machine Chart. web resources# <a href="https://en.m.wikipedia.org">https://en.m.wikipedia.org</a> >sewingmachine

WEEKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
5	The Sewing Machine Continues	By the end of the lesson, students should be able to; 1. Recognise the parts of sewing machine and their functions. 2. Demonstrate the setting and threading of the sewing machine. 3. Discuss the cares, common faults. -Prevention of common faults in sewing machine. 4. Operate/use the sewing machine.	-Whole class discussion i. Class grouping (of 10), -Brainstorming, on how to set in the thread and operate/use the sewing machine. ii. Project; Tailor shop visitation, give report on your observations and practice.	i. Citizenship. ii. Problem solving (creativity and imagination) iii. Leadership and personal development	i. The sewing machine. ii. Sewing machine chart. iii. Video clips on how to thread and use the sewing machine. YouTube >Butterfly sewing machine Web resources - <a href="http://craftsy.me/r/su4p/">http://craftsy.me/r/su4p/</a> >sewing machine
6	Sewing Process: -seam, stitch etc	By the end of the lesson, students should be able to; 1. Differentiate between stitch and seam. 2. Identify types, uses and rules for working stitches and seam. 3. Describe arrangements of fullness. 4. Discuss the types and factors to consider when arranging fullness.	i. Class grouping, discussion and demonstration of the differences in stitch, seam and fullness. ii. Practice and create an album with different types of stitches, seam or fullness. iii. Summit for marking.	i. Collaboration and Communication ii. Critical thinking	i. Charts/ album showing stitches, seams, and arrangement of fullness. ii. Fabrics and Sewing kit. Web resources - <a href="http://en.m.wikipedia.org">http://en.m.wikipedia.org</a> , <a href="http://study.com&gt;academysewing">http://study.com&gt;academysewing</a> , <a href="http://www.education.gov.ng&gt;sewing process">http://www.education.gov.ng&gt;sewing process</a>
7	MID TERM BREAK				
8	Sewing Process Continues	By the end of the lesson, students should be able to; 1. Describe edge finishing. 2. Recognise types, reasons and point to consider when choosing edge finishing. 3. Identify the types and functions of pocket.	- Students as a group discuss, how to use edge finishing - Students in pairs use edge finishing to produce pocket	i. Collaboration and communication ii. Citizenship	i. Samples of sewn garment with edge finishing and pocket. ii. Sewing Kit. iii. Web/video Resources- YouTube Link edge finishing-pocket(1) <a href="http://www.professorpincushion.com">http://www.professorpincushion.com</a> <a href="http://myblueprint.com">http://myblueprint.com</a> >article>Google
9	Advance Technology And Fashion Features - Lining. -Interfacing	By the end of the lesson, students should be able to: 1. Explain advance in technology in fashion features. 2. Select fabric for lining/interfacing e.g satin, fine polyester etc Describe ways of fixing lining and interfacing.	-Whole class discussion on advance in fashion -Student in pairs select fabrics for lining/interfacing	i. Communication ii. Collaboration iii. Creativity and imagination	i. Fabrics for lining and interfacing e.g satin. ii. Web resources- <a href="http://lovefunart.ca">http://lovefunart.ca</a> >blogs>insight> Advance technology/Fashion

WEEKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
10	Garment Construction: Free Hand Cutting	By the end of the lesson, students should be able to: 1. Describe free hand cutting. 2. Itemise tool and equipment needed for free hand cutting.	i. Class grouping of 10 ii. Critical thinking, interaction and demonstration of free hand cutting iii. Fashion house visitation -students as a class demonstrate free hand cutting -student in small groups itemise tools and equipment needed for free hand cutting	I. Collaboration and Communication ii. Citizenship iii. Leadership and personal development	i. Tools and equipment for free hand cutting e.g Table, tape rule, tailor chalk, scissors etc ii. Website/ Video Clips YouTube
11	Project - Skirt or Knickers	By the end of the project, students should be able to; use free hand cutting to produce skirt/ knickers for themselves	Class interaction and participation on the steps involved in free hand cutting to produce Skirt or Knickers for themselves	i. Critical thinking, and problem solving ii. Leadership and personal development -Collaboration and communication	i. Sewing Kit ii. Catalogue iii. Video clips- You tube - charts - Pictures
12	REVISION				
13	EXAMINATION				



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**THIRD TERM**

WEEKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
1	-Welcome Test/ Revision of last terms work/ Body measurement -Shoulder -Wrist etc.	By the end of the lesson, students should be able to: 1, Participate in the welcome test 2, Recall all the topics taught in second term 3, State the part of the body to be measured and take body measurement	Students participate actively in welcome test and revision -Class engagement and grouping of Students in pairs to take their measurement	-Collaboration. Communication. -Leadership and personal development -Digital Literacy	i. First term examination question paper. ii. Students note book. <a href="https://www.marthastewart.com">https://www.marthastewart.com</a> >Body measurement
2	Principle Of Design - Balance, harmony, repetition etc.	By the end of the lesson, students should be able to: 1, Explain principle of design 2, Identify the types of principles of design eg balance etc 3, Recognise the factors that influence principles of design.	-Students are shared into groups to identify principles of design. -Students as a class explain principle of design. -student in pairs recognise factors that influence principles of design.	-Citizenship -Communication and collaboration -Digital literacy	Fabrics, Charts and Video Resources showing principal of design. <a href="https://www.getty.edu/chart.txa.com">https://www.getty.edu/chart.txa.com</a> <a href="https://99design.com">https://99design.com</a> . >principle of design <a href="http://www.invisio.napp.com">http://www.invisio.napp.com</a>
3	Element Of Design - line, form, coloretc.	By the end of the lesson, students should be able to: 1, Justify basic design 2, Recognise and state the element of designs 3, Discuss the fundamental principles of elements of fashion design.	Class discussion on how to relate the elements of design to fashion designs -Students makes a short note based on your observation .	-Communication and collaboration -Citizenship -Critical thinking and problem solve	i. Chart showing proper use/handling of various tools and equipment. li. Samples of tools and
					equipment. lii. websites (Google) <a href="http://study.com">http://study.com</a> >academy>less on
4	House Hold Laundry	By the end of the lesson, students should be able to: 1, Prepare clothes for laundering e.g. sorting, mending etc. 2, Identify different cleaning methods suitable for washing different types of clothes e.g. hand washing - rubbing, kneading Machine washing	- Class are shared into groups each groups practice and demonstrate steps involved in laundry. -Students in pairs identify different cleaning methods suitable for washing.	-Citizenship. -Collaboration and Communication - Digital Literacy.	Real Object -Tools and equipment for laundering e.g. soap, bucket, washing machine Website <a href="https://.bhg.com">https://.bhg.com</a> <a href="https://www.thespruce.com">https://www.thespruce.com</a> video clips: You tube > how to wash with hands

WEEKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
5	House Hold Laundry Continues	By the end of the lesson, students should be able to: 1, Identify different methods of finishing given to garment e.g. ironing, pressing etc. 2, Describe other laundry process e.g. bleaching, bluing, stiffening	Class group practice and practical on laundry finishes -Students are grouped to practice different methods of finishing given to garment -Students in pairs describe other laundry process.	-Communication and collaboration Citizenship - relate the laundry processes - Digital Literacy - Flash Cards	Same as week 4 <a href="https://www.quoz.com">https://www.quoz.com</a> - Charts - Pictures - Flash Cards
6	House Hold Laundry.	By the end of the lesson, students should be able to: 1, Distinguish between ironing and pressing 2, State the general rules to observe when ironing 3, Describe different equipment use for storing clothes	-Students are grouped to demonstrate laundry finishes. Visitation to laundry workshops (dry cleaner).	Digital Literacy - Citizenship - Collaboration and communication	Website, video resources, Chart or real objects on household laundry. <a href="https://simplymaid.com.com">https://simplymaid.com.com</a>
7	<b>MID TERM BREAK</b>				
8	Stain Remover e.g. Bleach, Kerosene, Milk etc.	By the end of the lesson, students should be able to: 1, Discuss the different types of stain and their origin e.g. animal, vegetable or plant etc. 2, Recognise different Stain removing agents e.g. bleach, methylated spirit etc.	-Students as a class discuss the different types of stain and their origin. -Students in pairs are given a fabric with stains to figure out how to wash off stains.	Critical thinking and problem solving Collaboration Communication.	Samples of stain removing agent Website/ video clips <a href="https://www.heirlo.comcreations.net">https://www.heirlo.comcreations.net</a>
9	Stain Removers Continues	By the end of the lesson, students should be able to: 1, Enumerate the general guidelines needed for stain remover 2, Select the different treatment needed for removing specific stains	-Class discussion and practical on how stains are removed. -Field trip to dry cleaners Write short notes	-Critical thinking and problem solving -Collaboration and communication -Digital Literacy.	Chart with different Stain Removal Real stain removals Website, video resources <a href="https://simplymaid.com">https://simplymaid.com</a> <a href="https://www.sewguide.com">https://www.sewguide.com</a> >stain remover
10	Dress For different Occasions	By the end of the lesson, students should be able to: 1, Itemise and recognise clothes for different Occasions 2, Choose the right clothes for any occasion	Brainstorming and class discussion of the suitable fashion/dress for each occasion. Fashion drama class -Students in small groups choose the right clothes for any occasion	-Citizenship -Digital Literacy -Communication and collaboration	Catalogue Fashion album and Magazine Web resources <a href="http://www.legitdressforoccasions.com">http://www.legitdressforoccasions.com</a>
11	Project - Display of items produced by Students	By the end of the lesson, students should be able to: 1, examine, observe and pick out the best items 2, discuss how each items are produced	Class interaction and participation and display of items produced by students.	-Collaboration and Communication -Digital Literacy -Citizenship	Website Video clips You tube
12	<b>REVISION</b>				
13	<b>EXAMINATION</b>				

## ACHIEVEMENT STANDARDS

At the end of the session, Students are able to:

- 9 Classify fibre into different categories
- 9 Differentiate between fibre and fabric
- 9 Handle different types of fabrics e.g. sorting and stain removal
- 9 Demonstrate how to take measurement and pattern drafting
- 9 Predict fashion for coming year
- 9 Make baby dress using free hand cutting
- 9 Decorate dresses with different decorative stitches
- 9 Work with beads designing of a dress



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**FIRST TERM**

WEEKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDED CORE SKILLS	LEARNING RESOURCES
1	Welcome test / Essential of garment construction	By the end of the lesson student should be able to: 1. recall their last term examination questions and topics. 2. analyse different figure types 3. discuss the influence of figure types on the selection styles	1. Student participate in the revision of last term work 2. Class discussion on different types of figure	-Critical thinking and problem solving -communication and collaboration -personal development -creativity	Examination question from last term session examination note book text book Collection of pictures and figure types
2	Pattern adaptation and alteration	By the end of the lesson student should be able to define the following term: 1. Explain the following term pattern, adaptation 2. Demonstrate how pattern body measurement are taking. 3. Draft some basic bock pattern	Student brainstorm to explain pattern, adaptation and alteration  Demonstrate how to take body measurement	Critical thinking and problem solving personal develop Creativity	Chart on pattern drafting and pattern markings Real material Broom, brown, paper, pencil Tailor chalk, tracing. Web resources <a href="https://www.pinterst.com">https://www.pinterst.com</a> <a href="https://fashion">https://fashion</a> <a href="2apperel.blogspot.com">2apperel.blogspot.com</a>
3	Pattern adaptation (Block Pattern)	By the end of the lesson student should be able to define the following term: 4. Explain in block pattern 5. Identify their block pattern 6. Discuss the advantages of closing pattern in the construction of garment	Assist the students to brainstorm and discuss the block pattern  Students, as a class are guide to make a sketch of block pattern, using	Critical thinking and problem solving Communication and collaboration personal develop Digital literacy <a href="https://en.m.wiki">https://en.m.wiki</a> <a href="pedia.org">pedia.org</a>	Audio resources Chart on pattern adaptation paper Block pattern Brown paper, ruler, tape, machine, pencils, textbook <a href="web://end.m.wikipedia.org">web://end.m.wikipedia.org</a> You Tube. Km. Dave
4	Pattern marking	By the end of the lesson student should be able to: 1. Explain and identify the pattern marking 2. Adjust pattern marking to a given measurement and styles.	whole class discuss on how to draft pattern for blouse, skirt and shirt encourage the students to alter the standard measurement to their own measurement of the same size to compare their pattern.	communication and collaboration. practical works on pattern making Role playing	Real objects: i.e brown paper, tools for pattern marking, pencil, tracing wheel, textbook. Digital literacy Web resources <a href="https://www.fashion.Com">https://www.fashion.Com</a> <a href="https://www.universityoffashion.com">https://www.universityoffashion.com</a>
5	Pattern Adaptation and alteration	By the end of the lesson student should be able to: 1. Differentiate between Adaptation and Alteration 2. Marking simple alteration with the use of brown paper 3. Laying and cutting out fitting garment	think pair and share Teaching strategies Collaboration and communication.	Student leadership, communication and role playing	Flash card showing adaptation and alteration of styles. Real materials e.g brown and cardboard paper. tools for pattern drafting e.g pencil, French curve, tracing wheel. Web resources You Tube.BDancewear

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6	Pattern alteration on fittings and style	By the end of the lesson student should be able to: 1. Explain freehand cutting 2. Compare the advantages	Guide the students to discuss their observation of free hand cutting in local	Communication and Collaboration Excursion	Digital literacy Chart on pattern alteration Textbook
7		MID TERM BREAK			
8	Pattern Drafting Free Hand Cutting Bodies front bodies and back bodies Sleeve, front sleeve and back sleeve	By the end of the lesson student should be able to: 1. State the body measurement for making garments 2. Discuss the advantages and disadvantages of free hand cutting 3. Cut a pattern freely without a commercial pattern	students pair up to share examples of pattern drafting  Role playing  Communication and Collaboration	Student leadership, collaboration and communication	Specimen samples of a finished garment construction Brown paper Scissors Needle Thread sewing machine Materials (pieces of fabrics) Sewing 101.patter drafting.Youtube.em. <a href="https://100tikano.blogspot.com">https://100tikano.blogspot.com</a>
9	Costume and fashion designing trend	By the end of the lesson student should be able to: 1. Trace the historical development of fashion designing from the local stones to present time	Group class project work on the trend of fashion designing over the years and till date student leadership digital literacy	Group work Collaboration and communication think pair and share	Flip chat of a display photograph: parent, grand parents Old magazines New papers Web resources <a href="https://www.researgafe.net">https://www.researgafe.net</a>
10	Costume and fashion designing continues	By the end of the lesson student should be able to: 1. Predicts the fashion for the coming year 2. Distinguish between a fashion and a fad 3. Identify the mode of dress of Africa, Europe, America and Asia to their culture	Same as week 9	Critical thinking and problem solving Communication and collaboration	Same as week 9
11	Project	Make a baby dress using free hand cutting method	Critical thinking and problem solving	Citizenship Student leadership	Sample of a baby dress Video clip You Tube. AmazingWomens... You Tube. Melly Sews
12	Revision				





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**SECOND TERM**

WEEKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
1	Welcome test.	By the end of the lesson, students should be able to: 1. recall their last term examination questions and topics. 2. review last term topics.	Students participate in the revision of last term work	Critical thinking and problem solving  Communication and Collaboration	1 <sup>st</sup> term examination question paper. Student note Text book
2	Costume and fashion designing	By the end of the lesson, students should be able to: 1. explain fashion designing and style development of several values into costume design 2. sketch a style for which pattern is to be made 3. adapt block to make pattern for different style features	Whole class discuss on fashion designing and development on costume design - Individual students, Demonstrate on how to sketch a style for pattern Teaching strategies	Critical thinking and problem solving Creativity Personal development	Audio resources Catalogs, magazines, block patterns, material, scissors, tape, sewing machine, needles, pins e t c . Web resources <a href="https://www.fibre2fashion.com">https://www.fibre2fashion.com</a> <a href="https://www.pinterest.co.ke">https://www.pinterest.co.ke</a>
3	Adaptation of basic block for costume designing	By the end of the lesson, student should be able; Make a self-garment, draft pattern for the different style features	practical for each individual students.	Critical thinking and problem solving personal development communication and collaboration	Same as week 2
4	Adaptation of basic blocks for costume designing	By the end of the lesson, students should be able: 1: discuss the construction of different features. 2: Use the different style feature to flatter the figure during garment construction.	student brainstorm and discuss the construction of different features in garment Students in groups discuss on different style of figure in garment construction.	Communication and collaboration Critical thinking and problem solving Excursion to commercial garment construction Digital literacy Computer aided designed software (CAD) Fashion publication	Same as week 2 and 3 web resources You Tube. elewa You Tube. km.dove

WEEKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
5	Decorative designs: embroidery work Satin Stem Chain e t c	By the end of the lesson, student should be able: 1. explain different decorative stiches used in embroidery 2. outline the parts to consider when planning embroidery works 3. examine the types of design used for embroidery	Students brainstorm on the general use of decorative stitches guide the student to discuss part to consider when planning embroidery work Students to make specimen of the decorative stitches	Critical thinking and problem solving student leadership demonstration on different types of stitches gallery walk	Audio resources album showing decorative stiches Samples of different embroidery threads student to mount specimens in a folder and label them Web resources <a href="https://modelliste">https://modelliste</a> <a href="https://creative.com">https://creative.com</a>
6	Decorative design Embroidery works continue	By the end of the lesson, student should be able to: 1. describe different types of embroidery work 2. Transfer embroidery design unto fabrics	Students in groups (i) Display sample of the listed decorative design for observation and discuss (ii) students In pairs, demonstrate how to transfer embroidery work on fabrics.	Critical thinking and problem solving Communication and collaboration Personal develop	Audio resources Thread e.g. Raffene Lurex Needle Tracing paper Carbon Embroidery
			students to make specimen of decorative design		machine web resources <a href="https://www.fibre2fashion.com">https://www.fibre2fashion.com</a>
Mid Term Break					
8	Decoration design Traditional design	By the end of the lesson, student should be able to: 1. Discuss the traditional background of beads and sequin embroidering 2. List the different methods of designing beads and sequin	Whole class discuss the traditional background of beads and sequin embroidering (ii) students in groups enumerate the different methods of designing beads and sequin (iii) students in pairs practicalise seading & sequining.	Critical thinking Communication and collaboration	Sample of beads, sequins.
9	Decoration design Needle craft	By the end of the lesson, student should be able to: 1. List different types of needle craft 2. Make decorative articles using different types needle craft	(ii) students in groups outline different types of needle craft. (ii) make decorative articles using the different types of needle craft (iii) Each groups, present their work for remark.	Communication and collaboration, critical thinking and problems solving creativity and innovations	Flash card showing different types of beads work Real materials e.g. Beads, Tatting tools kits, a pair of scissors, knitting needle pins, tape measure, hooks, chart showing pictures of different needle craft Video clip

WEEK	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
10	Decorative designs Traditional design	By the end of the lesson, student should be able to: Work with beads in designing personal clothes	Each Students Demonstrates on Practical works on beads designing on the personal clothes	Communication and collaboration Students leadership, Creativity and innovation, critical thinking and problems.	Flash card showing different beads design on clothes  Digital literacy Video clip
11	Decorative design, needle craft	By the end of the lesson, students should be able to: apply the knowledge obtain in the study of decorative design in making soft toys	Individual work Demonstration on practical on embroidery design by students in groups.	Communication and collaboration, leadership and personal development, critical thinking and problems solving, creativity and innovations.	Projects



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**THIRD TERM**

WEEKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
1	Welcome test/ beading craft	Student actively involved in the revision of last term's work		Critical thinking Problem solving Communication and collaboration	Past Question and their note books
2	Garment features: style features e.g. collar, sleeves, yoke, belt, frills, cuff and pocket	By the end of the lesson, student should be able to: Draft patterns for different style features	students in groups, draft pattern for different styles	Critical thinking Collaboration and communication creativity and innovations.	Garment with different style features Brown paper Pencil Eraser And tape measure
3	Garment features	By the end of the lesson, student should be able to: 1. Use the different style feature to flatter the features during garment construction 2. Discuss the function of different styles features	Students In Groups Use the different style feature to flatter the features during garment construction. -whole class discuss the function of different styles features.	Collaboration and communication Group discussion Problem solving Student leadership	Flash card showing different features in garment construction Video clip
4	Household laundry Dry cleaning	By the end of the lesson, student should be able to: 1. List different dry-cleaning agents used for cleaning clothes 2. Observe the general rules for removing stains during dry cleaning 3. State the advantages of dry cleaning clothes	1) students in pairs list dry-cleaning agents (ii) whole class observe and identify the general rules for removing stains during dry cleaning (iii) students in small groups, outline the advantages and disadvantages of dry cleaning clothes.	Critical thinking Communication and collaboration	Website and Video resources
5	Household laundry dry cleaning	By the end of the lesson, students should be able to: 1. State the types of dry cleaning 2. Demonstrate the use of some dry-cleaning agents to remove stains during laundry	Practical work on laundry and stain removal	Communication and Collaboration Group discussion Problem solving	Sample of soiled George wrapper textbook

WEEKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
6	Care of clothing repair	By the end of the lesson, students should be able to: 1. Explain the meaning of repair in clothing and textiles 2. List the types of repairs given to clothes	Students as a class discuss the meaning of repairs in clothing and textiles. -students in groups enumerates the types of repairs given to clothes	Communication and Collaboration Students leadership and personal development, critical thinking and problems solving	Sample of torn garment Piece of plain fabric Needle Thread Sewing machine and textbook
7		Mid Term Break			
8	Care of clothing repair Patching Daring Other sample of the clothes Eg: loose button, broken zipper, slack elastic	By the end of the lesson, student should be able to: 1. State the effect on simple repair on cloth 2. Discuss the factors that determines the type of repair to effect on cloth	Students in groups enumerate the effects of simple repairs on clothes and discuss the factors that determines the types of repairs.	Critical thinking Communication and collaboration	Sample of torn garment, piece of plain fabrics: needle, thread, sewing machine and textbooks
9	Care of clothes Renovation processor	By the end of the lesson, student should be able to: 1. Explain the meaning of reconstruction, remodeling and renovation 2. Discuss the techniques of renovation	(1) Whole class brainstorm on the meaning of reconstruction, remodelling and renovation and (ii) discuss the techniques of renovation	Communication and collaboration critical thinking and problem solving, leadership and personal development.	Household article faded garment, scissors, needle and thread, plastic, hand gloves
10	<b>Care of cloth renovation process</b>	By the end of the lesson, student should be able to: 1. Renovate some household articles and old garment 2. Renovate an old garment by dying	Class group practical on renovation of garments and dying of garments	Communication and collaboration Citizenship, Creativity and Innovation.	Sample of torn household article Faded garment Scissors Needle and thread Plastic basing Hand glove Sticks Water Thread Textbooks
11		<b>Revision</b>			
12		<b>Examination</b>			
13		<b>Examination</b>			

## **ACHIEVEMENT STANDARDS**

**At the end of the session, Students are able to:**

- 9 Classify fibre into different categories**
- 9 Differentiate between fibre and fabric**
- 9 Handle different types of fabrics e.g. sorting and stain removal**
- 9 Demonstrate how to take measurement and pattern drafting**
- 9 Predict fashion for coming year**
  - 9 Make baby dress using free hand cutting**
  - 9 Decorate dresses with different decorative stitches**
  - 9 Work with beads designing of a dress**



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**FIRST TERM**

WEEKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
1	Welcome test/ Revision of last session work	By the end of the lesson, students should be able to 1, Revise and participate in the welcome test 2, Recall all the topics taught in the last session (SSS2)	1, Welcoming and preparation of students for first term 2, Participation in the welcome test and revision	- Team work - Critical thinking - Citizenship	- SSS2 Examination question paper - Students note books
2	Dress Sense - Good grooming a, balance diet b, personal hygiene c, exercise etc	By the end of the lesson, students should be able to: 1, justify dress sense and good grooming 2, discuss the General principles of good grooming	1, Deep thinking, and discussion on the difference between dress sense and good grooming 2, Groups of students practice and dramatise good grooming 3, Make short notes	- Communication and collaborations - Citizenship	Magazines / Charts showing pictures of well groomed individuals Web Resources; 1, <a href="https://www.collinsdictionary.com">https://www.collinsdictionary.com</a> > dress sense 2, <a href="https://www.style.youyourself.confidence.com">https://www.style.youyourself.confidence.com</a> > good grooming 3, <a href="https://www.everydayyhealth.com">https://www.everydayyhealth.com</a> > good grooming principles
3	Dress sense - Harmonization of colour	By the end of the lesson, students should be able to: 1, distinguish between proper and improper way of dressing 2, make a chart showing combine colours	Selected Students, 1. role play and demonstrate proper and improper way of dressing. Students in groups, 2, Draw out the colour wheel.	Critical thinking Communication Digital literacy; <a href="https://www.realmenrealstyle.com">https://www.realmenrealstyle.com</a> > colour harmonization	- Chart showing the colour wheel Website: <a href="https://www.realmenrealstyle.com">https://www.realmenrealstyle.com</a>
4	Dress Sense - Wardrobe Planning	By the end of the lesson, students should be able to: 1, justify wardrobe 2, discuss point to consider when planning a wardrobe	Whole class, - Brain storming and discuss on point to consider while planning a wardrobe. Make a list of items found in the wardrobe	Critical thinking Leadership and personal development	Real Objects - Samples of different dresses, Wardrobe / Cupboard, hangers
		3, choose clothes to suit different occasions			Web Resources; <a href="http://www.brainkart.com">www.brainkart.com</a> > article > wardrobe planning Video Clip; <a href="http://YouTube.com">YouTube.com</a> > wardrobe planning
5	Dress Sense Wardrobe Planning cont.	By the end of the lesson, students should be able to: 1, state the advantages and disadvantages of ready made clothes 2, discuss the factors that influence the decision to buy or make clothes 3, select and purchase good ready made clothes	Whole class grouping and discuss the advantages and disadvantage of ready made clothes. And how to get (Google) them online. - Make a fashion albums.	Critical thinking Problem solving (creativity and imagination) Collaboration	Real Objects; same as week 4 Web Resources; <a href="https://end.m.Wikipedia.org">https://end.m.Wikipedia.org</a> > Ready made garment

WEEKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
6	Dress Sense - Dress Accessories	By the end of the lesson, students should be able to: 1, define dress accessories 2, recognise the types of accessories to be worn with different clothes and at different times 3, itemise the factors to be considered when choosing accessories	Whole class discussion and personal views on how to develop a taste for suitable accessories, and choose them sensibly -Students in groups make simple dress accessories eg beadings, wireworks, etc presents remarks.	Critical thinking, Communication Team work Leadership and personal development	Real Objects Chart showing different accessories Web Resources <a href="https://simple.m.Wikipedia.org">https://simple.m.Wikipedia.org</a> > dress accessories means 2, <a href="https://brightside.me">https://brightside.me</a> > Essential rules for choosing accessories
7	MID-TERM BREAK.				
8	Information Communication Technology(ICT) In Clothing and Textiles	By the end of the lesson, students should be able to: 1, justify the role of computer in clothing and Textiles 2, state the use of computer to obtain current information from internet about clothing and Textiles	- Groups of students, to work on or explore computer via Google or YouTube, to discover the significance of the internet to clothing and Textiles	Team work Critical thinking Leadership and personal development Digital literacy; <a href="https://end.m.Wikipedia.org">https://end.m.Wikipedia.org</a> >	- Computer with internet facilities - Computer based designs and patterns - Web Resources; 1, <a href="https://phelombudel.WordPress.com">https://phelombudel.WordPress.com</a> > what ICT have to do with fashion 2, <a href="http://penytheol.com">penytheol.com</a> > 2014/06 > computer in Textiles industry 3, <a href="https://career.trend.com">https://career.trend.com</a> > about-646 > importance of computer in fashion designing
			- Form notes from findings - Presentation of students findings to the class	Information Technology	
9&10	Information Communication Technology(ICT) In Clothing and Textiles (Cont.)	By the end of the lesson, students should be able to: demonstrate the use of computer to create designs in the following pattern drafting; a, textile designs b, monogramming c, embroidery d, other computer aided designs	Students in groups of 5-10 brainstorm and discover via internet; Textile design, monogramming, embroidery and other computer aids and shared with the class, of their findings.	Critical thinking Team work Problem solving (creativity and imagination) Leadership and personal development	- Computer with internet facilities - Computer based designs and patterns Web Resources 1, <a href="https://www.fibre2fashion.com">https://www.fibre2fashion.com</a> importance of computer in fashion design 2, <a href="https://end.m.Wikipedia.org">https://end.m.Wikipedia.org</a> computer aid design 3, <a href="https://inmyownstyle.com">https://inmyownstyle.com</a> Microsoft word monogram
11	REVISION				
12 & 13	EXAMINATION				





**LAGOS STATE GOVERNMENT**  
**MINISTRY OF EDUCATION**  
**UNIFIED SCHEMES OF WORK FOR SENIOR SECONDARY SCHOOL**  
**CLOTHING AND TEXTILES, S.S.S3**  
**SECOND TERM**

WEEKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
1	Welcome Test/Revision Of First Terms Work	By the end of the lesson, students should be able to: 1, participate in the welcome test 2, recall all the topics taught in first term	1, Resumption / welcoming students to second 2, Test preparation and participation 3, Revision of first terms work	Critical thinking Citizenship Problem solving --creativity and imagination	1, First term examination question papers 2, Students note book
2	Consumer Education	By the end of the lesson, students should be able to: 1, describe community programs e.g. cooperative societies etc. 2, state the various principles of consumer education 3, discuss the disadvantages of impulsive buying	Whole class discuss the difference between community programs and principles of consumer education Groups of students dramatises impulse buying Prepare a short note	Collaboration and Collaboration Citizenship	Pictures/magazine of communities programs/ market scene WEBSITES; <a href="https://fsws.gov.mtse/ddaqa">https://fsws.gov.mtse/ddaqa</a> page-communitybasedprograms <a href="https://www.topps.com">https://www.topps.com</a> >guide>cooperativesociety:introductionfeatures... <a href="https://m.bizocommunity.com">https://m.bizocommunity.com</a> >articles-sixprinciplesofeffectiveconsumereducation
3	consumer Education (Cont)	By the end of the lesson, students should be able to: 1, identify consumer agents and justify how they operate 2, highlights the regulations governing textiles industries in Nigeria 3, list the various clothing and textiles manufacturers both locally and internationally	1, Class discuss on consumer agents and textiles industries 2, Group visitation of textile manufacturing industries 3, Form notes from observation while in the factory/ industries	Citizenship, Collaboration Creativity and imagination Digital literacy - <a href="https://www.fibre2fashion.com">https://www.fibre2fashion.com</a> >textilesindustries	Pictures/magazine of consumer agents and textiles industries, market scene Web Resources <a href="https://www.ftc.gov.bureau.offices-bureauofconsumerprotection">https://www.ftc.gov.bureau.offices-bureauofconsumerprotection</a> <a href="https://Nigeriainfopedia.com">https://Nigeriainfopedia.com</a> >agenciesofconsumer <a href="https://standard.lawnigeria.com">https://standard.lawnigeria.com</a> <a href="http://www.finelib.com">http://www.finelib.com</a> >business-listoftextilemanufacturingindustriesinnigeria

WEEKS	TOPIC	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
4	Modelling Education	By the end of the lesson, students should be able to: 1, justify modelling 2, describe the role of different figure types in the art of modelling	1. Whole Class brainstorm on how to use different cultural costumes to demonstrate and dramatise modelling -- emphasis on figure types and good grooming 2, Make notes on observations	Communication Creativity and Imagination Digital literacy -	1, Person 2, Samples of costumes from different culture 3, Magazine Web Resources <a href="https://www.dictionary.com/browse-modelling/definition">https://www.dictionary.com/browse-modelling/definition</a> <a href="https://dictionary.cambridge.org/grooming/definition">https://dictionary.cambridge.org/grooming/definition</a>
5	Modelling Education	By the end of the lesson, students should be able to:	1. class discussion on the importance of mass media in fashion business 2. Group Visitation to radio or television stations 3, Write short notes on findings and present in the findings and present in the class.	Citizenship, Team work, Leadership and personal development	Same as week 4 Web Resources <a href="https://www.apparelsresearch.com/contemporaryfashionline">https://www.apparelsresearch.com/contemporaryfashionline</a> - <a href="https://www.serenbangor.ac.uk/opinion">https://www.serenbangor.ac.uk/opinion</a> Do you think fashion is important in the society
6	Entrepreneurship in clothing and textiles	By the end of the lesson, students should be able to: 1, justify entrepreneurship 2, identify the different entrepreneur skills for successful business ventures in clothing and textiles 3, enumerate small scale business available in clothing and textiles 4, make a list of renowned fashion designer in Nigeria	1, Class discussion and brainstorming on the meaning of entrepreneurship, 2, field trip to a renowned fashion designer outfits	communication Collaboration Citizenship Digital literacy - <a href="https://Africa.com">https://Africa.com</a> top10NigeriafashionDesigner-Africa.com	1, Chart and pictures showing different small scale clothing and textiles industries 2, Magazine/newspaper 3, textbooks Website <a href="https://ied.eu">https://ied.eu</a> >what does it mean to be an entrepreneur-IED

### ACHIEVEMENT STANDARDS

At the end of the session, Students are able to:

- ✓ Classify fibre into different categories
- ✓ Differentiate between fibre and fabric
- ✓ Handle different types of fabrics e.g. sorting and stain removal
- ✓ Demonstrate how to take measurement and pattern drafting
- ✓ Predict fashion for coming year
- ✓ Make baby dress using free hand cutting
- ✓ Decorate dresses with different decorative stitches
- ✓ Work with beads designing of a dress



**LAGOS STATE GOVERNMENT  
MINISTRY OF EDUCATION**

**UNIFIED SCHEMES OF WORK  
SENIOR SECONDARY SCHOOLS**

**BASIC ELECTRONICS**

**SSI FIRST TERM**

**BASIC ELECTRONICS  
GENERAL OBJECTIVES**

- ✓ *acquire knowledge and understanding of the basic concepts and principles of electronics*
- ✓ *use electronic tools and equipment efficiently for practical work*
- ✓ *acquire problem solving skills through the use of the design process*
- ✓ *observe safe and effective working procedures and precautions*
- ✓ *apply moral principles in work situations in the field of electronics*

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	TEACHING RESOURCES
1	<b>INTRODUCTION TO ELECTRONICS AND CIRCUITS</b> <i>Meaning of electronics</i> <i>Identification of various types of electronic circuits and devices</i> <i>Sources of power for electronic circuits system and application</i>	The students should be able to: Define electronics Identify types of electronic circuits and devices Give examples of electronic circuits and devices Outline sources of power for electronic circuit system	The students participated by defining electronics, identifying electronic devices and circuits	Problem solving Critical thinking Personal development Communication Collaboration	Radio set, Television set, mobile phone
2.	<b>ATOMIC STRUCTURE/ ELECTRIC CURRENT</b> <i>Meaning and structure of atom</i> <i>Valence electrons, free electrons and electric current</i>	The students should be able to: Analyse the content of the structure of an atom Explain free electrons, then infer valence electron and define electric current	The students draw atomic structure of a given element	Problem solving Critical thinking Personal development Communication Collaboration	Charts showing atomic structure of element(s)
3	<b>CONDUCTORS AND INSULATORS</b> <i>Meaning and identification of various types of conductors and insulators.</i>	The students should be able to: Define conductors and insulators Identifies different types of conductors Identifies different types of conductors Identifies different types of insulators	The students enumerate and identify conductors and insulators	Problem solving Critical thinking Personal development Communication Collaboration	Copper wire, steel wire, Aluminium wire, pieces of wood, rubber and plastic materials.
4	<b>SOURCES OF ENERGY</b> <i>Meaning and sources of direct current and alternating current, energy sources e.g. cell (battery, solar), generator windmill</i>	The students should be able to: Explain the meaning of sources of energy Highlights various sources of direct current and alternating current Describe the sources of energy available	The students identify the sources of energy available in their environment and describe them.	Problem solving Critical thinking Personal development Communication Collaboration	Solar cell, Dry and wet battery cell, generator
5	<b>BATTERY</b> <i>Types and description of various types of batteries</i>	The students should be able to: Define a battery. Outline the composition of	The students identify the types of batteries.	Problem solving Critical thinking Personal development Communication Collaboration	Battery (phone battery), rechargeable lamp battery, car battery, Torch Battery.

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	TEACHING RESOURCES
	<i>Connection of cells (battery), series, parallel and series parallel</i>	batteries Enumerate various types of batteries Explain the connections of cells (batteries). Carry out simple calculations on them			
6	<b>HAND TOOLS AND MEASURING INSTRUMENTS.</b> <i>Definition and types of hand tools such as pliers, screw driver etc.. Meaning of measuring instruments Principles of operation, applications and protection</i>	The students should be able to: Define Hand Tools Outline types of hand tools Explain what measuring instruments are List various measuring instruments Explain the operations of the instruments, applications and protections	The students identify the tools and instruments and discuss their applications.	Problem solving Critical thinking Personal development Communication Collaboration	Soldering Iron Pliers Screw Driver Tester Ammeter Voltmeter Ohmmeter Digital Multimeter Oscilloscope Signal generator
7	MID	TERM	BREAK		
8	<b>CIRCUIT ANALYSIS</b> <i>Passive components (meaning and examples) Active components (meaning and examples) Significance of each circuit component categories</i>	The students should be able to: Explain the meaning of circuit and its analytical view Define passive component List the passive circuit components Define active components List active circuit components Outline the significance of the circuit components.	The teacher explains the concept of circuit analysis and inquire the students to analyse it The students identify the electronic components and differentiate between them	Problem solving Critical thinking Personal development Communication Collaboration	Resistors, capacitors, inductors, diodes, thermionic valve, semiconductors
9	<b>PASSIVE COMPONENTS</b> <i>Meaning of resistors and their symbols Various types of resistors Colour code and uses</i>	The students should be able to: Define a resistor and give its symbols List various types of resistors Explain colour code of resistors Highlight uses of resistors	The students make use of the colour code table and apply it to find resistance value.	Problem solving Critical thinking Personal development Communication Collaboration	Resistors of different resistance value/power rating, charts of resistor colour code.
10	<b>PASSIVE COMPONENTS</b> <i>Meaning of inductors and their symbols Various types of inductors Uses of inductors</i>	The students should be able to: Define an inductor and give its symbol Enumerate types of inductors State the uses of inductors	The students identify resistors and inductors in a circuit board.	Problem solving Critical thinking Personal development Communication Collaboration	Inductors of different values and types
11	<b>PASSIVE COMPONENTS</b> <i>Meaning of</i>	The students should be able to: Define a capacitor and	The students draw the circuit symbol and outline the	Problem solving Critical thinking Personal development	The students create magnet

BASIC ELECTRONICS

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	TEACHING RESOURCES
	<i>capacitors and their symbols</i> <i>Various types of Capacitors</i> <i>Operating characteristics of capacitors and uses</i>	give its symbol Explain various types of capacitors Explains the operating characteristics of a capacitor State uses of capacitors	types.	Communication Collaboration	
12	<b>REVISION/PROJECT</b> Project work: Construction of a battery	The students should be able to construct a simple cell as a source of energy.	The students construct a locally made battery cell using chemical (inorganic materials) or organic materials (acidic fruits)	Problem solving Critical thinking Personal development Communication Collaboration	Sulphuric acid, copper rod, Zinc rod, thermoset container Lime, lemon, copper rod, Steel rod, Voltmeter
13	EXAMINATION	EXAMINATION	EXAMINATION		EXAMINATION