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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
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**WEEK 1: LESSON 1**

**Strand:** Food Production Processes

**Sub Strand:** Preserving Crop Products: Fruits and Vegetables  
  
**Specific Learning Outcomes:  
- By the end of the lesson, the learner should be able to:**

1. Name fruits and vegetables that they know.  
2. Describe how to preserve and store fruits and vegetables at home.  
3. Appreciate the preservation of fruits and vegetables to reduce wastage.  
  
**Key Inquiry Question(s):**- How does preservation of fruits and vegetables enhance food security?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn** * **Critical thinking& Problem solving** * **Self-efficacy** | * **Integrity** * **Responsibility** | * **Animal welfare** * **Food& Nutrition security** * **Safety** |

**Learning Resources:**- Grade 6 Curriculum Design Agriculture and Nutrition  
- Video clips  
- Realia  
- Pictures  
- Charts  
- Digital devices  
  
**Organisation of Learning:**  
**Introduction (5 minutes):**- Review the previous lesson.  
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.  
  
**Lesson Development (25 minutes):**- Split into 4 distinct steps:  
  
**Step 1:** Introduction to Fruits and Vegetables  
- Show pictures and realia of various fruits and vegetables.  
- Ask learners to name and categorize them.  
  
**Step 2:** Preservation Methods  
- Explain different methods of preserving fruits and vegetables (e.g., canning, freezing, drying).  
- Discuss the benefits of each method.  
  
**Step 3:** Home Preservation Techniques  
- Demonstrate how to store fruits and vegetables at home, emphasizing proper storage conditions.  
- Engage learners in a discussion on the importance of storing fruits and vegetables correctly to prolong their shelf life.  
  
**Step 4:** Importance of Food Preservation  
- Discuss how preserving fruits and vegetables contributes to reducing food wastage and enhancing food security.  
- Pose the key inquiry question and encourage class discussion.  
  
**Conclusion (5 minutes):**

- Summarize key points and learning objectives achieved during the lesson.  
- Conduct a brief interactive activity where students identify and match preservation methods with specific fruits and vegetables.  
- Provide a preview of upcoming topics or questions for the next session.  
  
**Extended Activities:**

- For extended activities, students could research and create a mini-guide on preserving a specific fruit or vegetable at home. They could also engage in a cooking activity using preserved fruits or vegetables.  
  
**Teacher Self-Evaluation:**

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**WEEK 1: LESSON 2**

**Strand:** Food Production Processes

**Sub Strand:** Preserving Crop Products: Fruits and Vegetables   
 **Specific Learning Outcomes:  
- By the end of the lesson, the learner should be able to:**

1. Explain how to preserve and store fruits and vegetables at home.  
2. Watch video clips and share experiences on how to preserve fruits and vegetables using sun-drying methods.  
3. Have fun sharing their experiences in preserving fruits and vegetables through sun-drying methods.  
  
**Key Inquiry Question:**- How does preservation of fruits and vegetables enhance food security?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn** * **Critical thinking& Problem solving** * **Self-efficacy** | * **Integrity** * **Responsibility** | * **Animal welfare** * **Food& Nutrition security** * **Safety** |

**Learning Resources:**- Grade 6 Curriculum Design Agriculture and Nutrition  
- Video clips  
- Realia  
- Pictures  
- Charts  
- Digital devices  
  
**Organisation of Learning:**  
**Introduction (5 minutes):**- Review the previous lesson.  
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.  
  
**Lesson Development (25 minutes):**

**Step 1:** Introduce the concept of preserving fruits and vegetables at home.

**Step 2:** Watch video clips demonstrating sun-drying methods for preserving fruits and vegetables.

**Step 3:** Engage students in sharing their own experiences with preserving fruits and vegetables using sun-drying methods.

**Step 4:** Discuss the importance of preserving food for food security.  
  
**Conclusion (5 minutes):**

- Summarize key points and learning objectives achieved during the lesson.  
- Conduct a brief interactive activity to reinforce the main topics.  
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.  
  
**Extended Activities:**

- Encourage students to try sun-drying fruits or vegetables at home and share their experiences in the next session.  
- Ask students to research and present on other methods of preserving fruits and vegetables.  
  
**Teacher Self-Evaluation:**

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**WEEK 1: LESSON 3**

**Strand:** Food Production Processes

**Sub Strand:** Preserving Crop Products: Fruits and Vegetables  
 **Specific Learning Outcomes:**

**-By the end of the lesson, learners should be able to:**

1. Listen to a resource person and share experiences on how to preserve fruits and vegetables using sun-drying methods.  
2. Preserve fruits and vegetables using drying method.  
3. Appreciate the problem-solving skills developed as they preserve fruits and vegetables.  
  
**Key Inquiry Question(s):**- How does preservation of fruits and vegetables enhance food security?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn** * **Critical thinking& Problem solving** * **Self-efficacy** | * **Integrity** * **Responsibility** | * **Animal welfare** * **Food& Nutrition security** * **Safety** |

**Learning Resources:**- Grade 6 Curriculum Design Agriculture and Nutrition Video clips  
- Realia  
- Pictures  
- Charts  
- Digital devices  
  
**Organisation of Learning:**  
**Introduction (5 minutes):**- Review the previous lesson.  
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.  
  
**Lesson Development (25 minutes):  
Step 1:** Introduction to Preservation Methods  
- Discuss the importance of preserving fruits and vegetables for food security.

**Step 2:** Sun-Drying Method  
- Listen to a demonstration on how to sun-dry fruits and vegetables.

**Step 3:** Application of Sun-Drying Method  
- Students practice preserving fruits and vegetables using the sun-drying method.

**Step 4:** Problem-Solving Skills  
- Reflect on the problem-solving skills developed during the preservation process.  
  
**Conclusion (5 minutes):**

- Summarize key points and learning objectives achieved during the lesson.  
- Conduct a brief interactive activity to reinforce the main topics.  
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.  
  
**Extended Activities:**

- Encourage students to research other methods of fruit and vegetable preservation and present their findings to the class.  
  
**Teacher Self-Evaluation:**

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**WEEK 1: LESSON 4**

**Strand:** Food Production Processes  
  
**Sub Strand:** Preserving Crop Products: Fruits and Vegetables

**Specific Learning Outcomes:**

**-By the end of the lesson, learners should be able to:**

1. Explain how to preserve and store fruits at home.  
2. Preserve various fruits using the drying method.  
3.Have fun preserving fruits using drying methods.  
  
**Key Inquiry Question:**- How does preservation of fruits and vegetables enhance food security?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn** * **Critical thinking& Problem solving** * **Self-efficacy** | * **Integrity** * **Responsibility** | * **Animal welfare** * **Food& Nutrition security** * **Safety** |

**Learning Resources:**- Grade 6 Curriculum Design Agriculture and Nutrition  
- Video clips  
- Realia  
- Pictures  
- Charts  
- Digital devices  
  
**Organisation of Learning:**  
**Introduction (5 minutes):**- Review the previous lesson.  
- Guide learners to read and discuss relevant content from the learning resources, emphasizing understanding of key concepts.  
  
**Lesson Development (25 minutes):**

**Step 1:** Introduce the concept of fruit preservation and storage at home.  
**Step 2:** Demonstrate the drying method of preserving fruits.  
**Step 3:** Engage learners in hands-on activity of preserving various fruits using the drying method.  
**Step 4:** Discuss the importance of food security in relation to fruit preservation.  
  
**Conclusion (5 minutes):**

- Summarize key points and learning objectives achieved during the lesson.  
- Conduct a brief interactive activity to reinforce the main topics.  
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.  
  
**Extended Activities:**

- Encourage learners to research and create a list of different fruits that can be preserved using the drying method.  
- Have students prepare a presentation showcasing the steps involved in fruit preservation at home.  
  
**Teacher Self-Evaluation:**

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**WEEK 2: LESSON 1**

**Strand:** Food Production Processes

**Sub Strand:** Preserving Crop Products: Fruits and Vegetables  
  
**Specific Learning Outcomes:**

**-By the end of the lesson, learners should be able to:**

1. Explain how to preserve and store fruits at home.  
2. Preserve various fruits using drying methods.  
3. Enjoy preserving various fruits using drying methods.  
  
**Key Inquiry Question(s):**- How does preservation of fruits and vegetables enhance food security?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn** * **Critical thinking& Problem solving** * **Self-efficacy** | * **Integrity** * **Responsibility** | * **Animal welfare** * **Food& Nutrition security** * **Safety** |

**Learning Resources:**- Grade 6 Curriculum Design Agriculture and Nutrition  
- Video clips  
- Realia  
- Pictures  
- Charts  
- Digital devices  
  
**Organisation of Learning:**  
**Introduction (5 minutes):**- Review the previous lesson on food preservation.  
- Encourage learners to read and discuss relevant content from the learning resources, focusing on key concepts.  
  
**Lesson Development (25 minutes):**

**Step 1:** Discuss the importance of fruit preservation in enhancing food security.

**Step 2:** Explain and demonstrate how to preserve and store fruits at home using various methods, with a focus on drying.

**Step 3:** Guide learners in preserving various fruits using the drying method. Provide hands-on opportunities for them to practice.

**Step 4:** Engage learners in a discussion on the benefits and challenges of fruit preservation at home.  
  
**Conclusion (5 minutes):**

- Summarize key points about fruit preservation and storing techniques.  
- Conduct a brief interactive activity, such as a quiz or group discussion, to reinforce learning.  
- Preview upcoming topics and questions for the next session.  
  
**Extended Activities:**

- Suggest learners try preserving fruits at home and share their experiences in the next class.  
- Encourage them to research and report on different traditional fruit preservation methods used in various cultures.  
  
**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
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**WEEK 2: LESSON 2**

**Strand:** Food Production Processes

**Sub Strand:** Preserving Crop Products: Fruits and Vegetables   
  
**Specific Learning Outcomes:  
- By the end of the lesson, the learner should be able to:**

1. Explain how to preserve and store fruits at home.  
2. Preserve various fruits using the drying method.  
3. Adopt preservation and storage of fruits and vegetables to reduce food wastage.  
  
**Key Inquiry Question(s):**- How does the preservation of fruits and vegetables enhance food security?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn** * **Critical thinking& Problem solving** * **Self-efficacy** | * **Integrity** * **Responsibility** | * **Animal welfare** * **Food& Nutrition security** * **Safety** |

**Learning Resources:**- Grade 6 Curriculum Design Agriculture and Nutrition  
- Video clips  
- Realia  
- Pictures  
- Charts  
- Digital devices  
  
**Organisation of Learning:**  
**Introduction (5 minutes):**- Review the previous lesson.  
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.  
  
**Lesson Development (25 minutes):  
Step 1:**  
- Discuss the importance of preserving fruits and vegetables for food security.  
**Step 2:**- Demonstrate how to properly store and preserve fruits at home.  
**Step 3:**- Explain and show the drying method for preserving various fruits.  
**Step 4:**- Engage students in a hands-on activity to practice preserving fruits using the drying method.  
  
**Conclusion (5 minutes):**

- Summarize key points and learning objectives achieved during the lesson.  
- Conduct a brief interactive activity to reinforce the main topics.  
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.  
  
**Extended Activities:**

- Have students research and present different traditional methods of preserving fruits and vegetables.  
- Conduct a field trip to a local farm or orchard to observe preservation methods in practice.  
  
**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
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**WEEK 2: LESSON 3**

**Strand:** Food Production Processes

**Sub Strand:** Preserving Crop Products: Fruits and Vegetables  
  
**Specific Learning Outcomes:**

**-By the end of the lesson, learners should be able to:**

1.Outline the process of preserving vegetables by drying.  
2. Preserve vegetables using the drying method.  
3. Observe hygienic and safe methods of preservation.  
  
**Key Inquiry Question:**- How does the preservation of fruits and vegetables enhance food security?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn** * **Critical thinking& Problem solving** * **Self-efficacy** | * **Integrity** * **Responsibility** | * **Animal welfare** * **Food& Nutrition security** * **Safety** |

**Learning Resources:**- Grade 6 Curriculum Design Agriculture and Nutrition  
- Video clips  
- Realia (actual dried vegetables)  
- Pictures  
- Charts  
- Digital devices  
  
**Organisation of learning:**

**Introduction (5 minutes):**- Review the previous lesson on food preservation methods.  
- Engage learners by discussing the importance of preserving fruits and vegetables for food security.  
  
**Lesson Development (25 minutes):**

**Step 1:** Introduction to Vegetable Drying  
- Explain the concept of vegetable drying and its benefits.  
- Show pictures and realia of dried vegetables for visual aid.  
  
**Step 2:** Process of Preserving Vegetables by Drying  
- Demonstrate the steps involved in drying vegetables.  
- Discuss the factors that affect the success of vegetable drying.  
  
**Step 3:** Preserving Vegetables Using Drying Method  
- Provide guidance and materials for learners to preserve vegetables using the drying method.  
- Ensure that learners practice safe and hygienic preservation techniques.  
  
**Step 4:** Observing Hygienic and Safe Preservation Methods  
- Review the importance of following safe and hygienic practices in food preservation.  
- Discuss the significance of proper storage and handling of dried vegetables.  
  
**Conclusion (5 minutes):**

- Summarize the key points learned about preserving vegetables by drying.  
- Engage learners in a hands-on activity to reinforce the concepts learned, such as taste-testing different types of dried vegetables.  
- Preview upcoming topics on other food preservation methods.  
  
**Extended Activities:**

- Encourage learners to research and collect recipes that use dried vegetables for cooking.  
- Have students create a poster or presentation showcasing the benefits of vegetable drying for food security.  
  
**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
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**WEEK 2: LESSON 4**

**Strand:** Food Production Processes

**Sub Strand:** Preserving Crop Products: Fruits and Vegetables   
  
**Specific Learning Outcomes:  
- By the end of the lesson, the learner should be able to:**

1.Outline the process of preserving vegetables by drying.  
2.Preserve vegetables using the drying method.  
3.Appreciate integrity developed by observing safe methods of preservation.  
  
**Key Inquiry Question:**- How does preservation of fruits and vegetables enhance food security?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn** * **Critical thinking& Problem solving** * **Self-efficacy** | * **Integrity** * **Responsibility** | * **Animal welfare** * **Food& Nutrition security** * **Safety** |

**Learning Resources:**- Grade 6 Curriculum Design Agriculture and Nutrition  
- Video clips  
- Realia  
- Pictures  
- Charts  
- Digital devices  
  
**Organisation of Learning:**  
**Introduction (5 minutes):**- Review the previous lesson.  
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.  
  
**Lesson Development (25 minutes):**  
**Step 1:**- Introduce the concept of preserving vegetables by drying.  
- Explain the importance of this preservation method.  
  
**Step 2:**- Demonstrate the process of preserving vegetables by drying using realia and pictures.  
- Discuss the key steps involved.  
  
**Step 3:**- Engage learners in a hands-on activity to preserve vegetables using the drying method in groups or pairs.  
- Monitor and provide guidance as needed.  
  
**Step 4:**- Discuss the importance of following safe methods of preservation.  
- Highlight the integrity developed through observing safe practices.  
  
**Conclusion (5 minutes):**

- Summarize key points and learning objectives achieved during the lesson.  
- Conduct a brief interactive activity to reinforce the main topics.  
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.  
  
**Extended Activities:**

- Conduct a follow-up session where learners evaluate the effectiveness of different preservation methods on fruits and vegetables.  
- Plan a visit to a local farm or food processing facility to witness preservation processes firsthand.  
  
**Teacher Self-Evaluation:**

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**WEEK 3: LESSON 1**

**Strand:** Food Production Processes

**Sub Strand:** Preserving Crop Products: Fruits and Vegetables  
  
**Specific Learning Outcomes:  
- By the end of the lesson, the learner should be able to:**

1. Outline the process of preserving vegetables by drying.  
2. Preserve vegetables using the drying method.  
3. Have fun observing safe methods of preservation.  
  
**Key Inquiry Question:**- How does the preservation of fruits and vegetables enhance food security?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn** * **Critical thinking& Problem solving** * **Self-efficacy** | * **Integrity** * **Responsibility** | * **Animal welfare** * **Food& Nutrition security** * **Safety** |

**Learning Resources:**- Grade 6 Curriculum Design Agriculture and Nutrition  
- Video clips  
- Realia  
- Pictures  
- Charts  
- Digital devices  
  
**Organisation of Learning:**  
**Introduction (5 minutes):**- Review the previous lesson.  
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.  
  
**Lesson Development (25 minutes):**  
**Step 1:**- Introduce the concept of preserving vegetables by drying.  
- Discuss the benefits of drying as a method of preservation.  
  
**Step 2:**- Demonstrate the process of drying vegetables using realia and pictures.  
- Have students note down the key steps involved.  
  
**Step 3:**- Allow students to engage in hands-on preservation activities by preserving vegetables using the drying method.  
- Monitor and provide guidance as needed.  
  
**Step 4:**- Discuss the importance of safe preservation methods and ensure students follow recommended guidelines.  
  
**Conclusion (5 minutes):**

- Summarize key points and learning objectives achieved during the lesson.  
- Conduct a brief interactive activity to reinforce the main topics.  
- Preview upcoming topics or questions to consider for the next session.  
  
**Extended Activities:**

- Have students research different preservation methods and compare them to drying.  
- Conduct a taste test of preserved vegetables to explore the impact of preservation methods on food quality.  
  
**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
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**WEEK 3: LESSON 2**

**Strand:** Food Production Processes

**Sub Strand:** Preserving Crop Products: Fruits and Vegetables  
  
**Specific Learning Outcomes:**

**-By the end of the lesson, learners should be able to:**

1. Discuss hygienic and safe methods to practice during preservation of fruits.  
2.Adopt preservation and storage of fruits at home to reduce food wastage.  
3.Appreciate preservation and storage of fruits for food security.  
  
**Key Inquiry Question:**- How does preservation of fruits and vegetables enhance food security?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn** * **Critical thinking& Problem solving** * **Self-efficacy** | * **Integrity** * **Responsibility** | * **Animal welfare** * **Food& Nutrition security** * **Safety** |

**Learning Resources:**- Grade 6 Curriculum Design Agriculture and Nutrition  
- Video clips  
- Realia  
- Pictures  
- Charts  
- Digital devices  
  
**Organisation of Learning:**  
**Introduction (5 minutes):**- Review the previous lesson on food production processes.  
- Guide learners to read and discuss relevant content from the learning resources, focusing on the key concepts related to preserving crop products, specifically fruits and vegetables.  
  
**Lesson Development (25 minutes):  
Step 1:** Discussing Hygienic and Safe Preservation Methods  
- Introduce the concept of hygienic and safe methods for preserving fruits.  
- Engage students in a discussion on why it is important to practice safe methods during preservation.  
- Show realia or pictures demonstrating proper hygiene practices in fruit preservation.  
  
**Step 2:** Adopting Preservation and Storage Practices at Home  
- Discuss the benefits of adopting preservation and storage of fruits at home to reduce food wastage.  
- Encourage students to share personal experiences or insights on how they can implement these practices at home.  
- Show charts or diagrams illustrating different ways to store fruits for longer shelf life.  
  
**Step 3:** Appreciating Preservation for Food Security  
- Explain the significance of preservation and storage of fruits for food security.  
- Facilitate a group activity where students can brainstorm ideas on how preservation contributes to food security.  
- Use digital devices to show video clips showcasing the impact of food preservation on communities.  
  
**Conclusion (5 minutes):**

- Summarize the key points discussed during the lesson.  
- Conduct a brief interactive activity, such as a quiz or role-play, to reinforce the main topics.  
- Provide a preview of upcoming topics or questions to consider for the next session on food production processes.  
  
**Extended Activities:**

- Students can conduct a hands-on preservation activity at home and document their process with pictures or videos.  
- Research and create a poster showcasing different preservation techniques for fruits and vegetables.  
- Conduct a taste test activity comparing fresh fruits with preserved fruits to observe changes in flavor and texture.  
  
**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
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**WEEK 3: LESSON 3**

**Strand:** Food Production Processes

**Sub Strand:** Preserving Crop Products: Fruits and Vegetables

**Specific Learning Outcomes:**

**-By the end of the lesson, learners should be able to:**

1.Discuss hygienic and safe methods for preserving vegetables.  
2.Adopt preservation and storage of vegetables at home to reduce food wastage.  
3.Appreciate the importance of preserving vegetables for food security.  
  
**Key Inquiry Question:**- How does preservation of fruits and vegetables enhance food security?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn** * **Critical thinking& Problem solving** * **Self-efficacy** | * **Integrity** * **Responsibility** | * **Animal welfare** * **Food& Nutrition security** * **Safety** |

**Learning Resources:**- Grade 6 Curriculum Design Agriculture and Nutrition Video clips  
- Realia (real-life preservation examples)  
- Pictures  
- Charts  
- Digital devices (for additional research or videos)  
  
**Organization of Learning:**  
**Introduction (5 minutes):**- Review the previous lesson on Food Production Processes.  
- Guide learners to read and discuss relevant content from the learning resources regarding vegetable preservation and its importance for food security.  
  
**Lesson Development (25 minutes):**

**Step 1:** Hygienic Preservation Methods  
- Discuss the importance of hygiene in preserving vegetables.  
- Show examples of proper hygiene practices during preservation.

**Step 2:** Home Preservation Techniques  
- Explore various methods for preserving and storing fruits and vegetables at home.  
- Discuss how home preservation can help reduce food wastage.

**Step 3:** Food Security Awareness  
- Engage students in a discussion on how preserving vegetables contributes to food security.  
- Highlight the significance of preserving crops for future consumption.

**Step 4:** Practical Applications  
- Have students demonstrate one preservation method they learned in class.  
- Encourage them to try preserving a vegetable at home with proper guidance.  
  
**Conclusion (5 minutes):**

- Summarize the key points about vegetable preservation and its benefits.  
- Conduct a brief interactive activity, such as a quiz or group discussion, to reinforce learning.  
- Preview upcoming topics or questions to spark curiosity for the next session.  
  
**Extended Activities:**

- Students can create a step-by-step guide on vegetable preservation techniques.  
- Conduct a role-playing activity where students act out scenarios related to food preservation and security.  
- Encourage students to research and present on traditional preservation methods from different cultures.  
  
**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
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**WEEK 3: LESSON 4**

**Strand:** Food Production Processes  
 **Sub-Strand:** Stewing and Baking Food  
  
**Specific Learning Outcomes:  
- By the end of the lesson, the learner should be able to:**

1. Explain the meaning of stewing food.  
2. Discuss and identify the foods that can be stewed.  
3.Appreciate stewing and baking of food.  
  
**Key Inquiry Question(s):**- How can we cook foods using baking methods?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn** * **Critical thinking& Problem solving** * **Self-efficacy** | * **Integrity** * **Responsibility** | * **Animal welfare** * **Food& Nutrition security** * **Safety** |

**Learning Resources:**- Grade 6 Curriculum Design Agriculture and Nutrition  
- Video clips  
- Realia  
- Pictures  
- Charts  
- Digital devices  
  
**Organization of Learning:**  
**Introduction (5 minutes):**- Review the previous lesson.  
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.  
  
**Lesson Development (25 minutes):**- Based on learning experience:  
  
**Step 1:** Explain the meaning of stewing food:  
- Define stewing as a cooking method that involves simmering food in liquid at a low heat.  
- Discuss the benefits of stewing food, such as tenderizing tough cuts of meat and developing rich flavors.  
  
**Step 2:** Discuss and identify the foods that can be stewed:  
- Introduce different types of foods that are commonly stewed, such as meats, vegetables, and fruits.  
- Show examples through pictures or realia to help students visualize the process.  
  
**Step 3:** Appreciate stewing and baking of food:  
- Discuss the cultural significance of stewing and baking in different cuisines around the world.  
- Encourage students to share their own experiences or preferences related to stewed and baked foods.  
  
**Conclusion (5 minutes):**

- Summarize key points and learning objectives achieved during the lesson.  
- Conduct a brief interactive activity where students can match foods to their respective cooking methods (stewing or baking).  
- Provide a preview of upcoming topics or questions to consider for the next session.  
  
**Extended Activities:**

- Grade-relevant extended activities could include:  
- Asking students to research and prepare a traditional stew recipe from a specific culture.  
- Organizing a cooking demonstration showcasing stewing and baking techniques.  
- Creating a poster or infographic comparing the nutritional benefits of stewed and baked foods.

**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **GRADE 6** | **AGRICULTURE &NUTRITION** |  |  |  |

**WEEK 4: LESSON 1**

**Strand:** Food Production Processes

**Sub Strand:** Stewing and Baking Food   
 **Specific Learning Outcomes:  
- By the end of the lesson, the learner should be able to:**

1. Explain the meaning of baking food.  
2. Discuss and identify the foods that can be baked.  
3. Appreciate stewing and baking of food.  
  
**Key Inquiry Question(s):**- How can we cook foods using baking methods?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn** * **Critical thinking& Problem solving** * **Self-efficacy** | * **Integrity** * **Responsibility** | * **Animal welfare** * **Food& Nutrition security** * **Safety** |

**Learning Resources:**- Grade 6 Curriculum Design Agriculture and Nutrition  
- Video clips  
- Realia  
- Pictures  
- Digital devices  
  
**Organization of Learning:**  
  
**Introduction (5 minutes):**- Review the previous lesson.  
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.  
  
**Lesson Development (25 minutes):**- Based on learning experience:  
  
**Step 1:** Discuss the concept of baking food and its importance in food preparation.  
  
**Step 2:** Identify examples of foods that can be baked and discuss the reasons behind using baking methods for these foods.  
  
**Step 3:** Differentiate between stewing and baking of food, highlighting the differences in cooking techniques and outcomes.  
  
**Step 4:** Engage learners in a group activity where they brainstorm and share their favorite baked recipes, discussing the ingredients and cooking methods involved.  
  
**Conclusion (5 minutes):**

Summarize key points and learning objectives achieved during the lesson.  
- Conduct a brief interactive activity to reinforce the main topics, such as a quick quiz or a role-play scenario where learners act out baking food preparation.  
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.  
  
**Extended Activities:**

- Students can research and prepare a simple baked dish at home with the help of their parents or guardians and share their experiences in the next class.  
- Create a chart comparing the nutritional benefits of stewed and baked foods, highlighting the differences in cooking methods.  
  
**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
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**WEEK 4: LESSON 2**

**Strand:** Food Production Processes

**Sub Strand:** Stewing and Baking Food  
  
**Specific Learning Outcomes:  
- By the end of the lesson, the learner should be able to:**

1. Describe stewing as a method of cooking.  
2. Watch video clips on stewing method of cooking.  
3.Embrace stewing in food production.  
  
**Key Inquiry Question(s):**- How can we cook foods using stewing methods?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn** * **Critical thinking& Problem solving** * **Self-efficacy** | * **Integrity** * **Responsibility** | * **Animal welfare** * **Food& Nutrition security** * **Safety** |

**Learning Resources:**- Grade 6 Curriculum Design Agriculture and Nutrition  
- Video clips  
- Realia  
- Pictures  
- Charts  
- Digital devices  
  
**Organisation of Learning:**  
**Introduction (5 minutes):**- Review the previous lesson on food production processes.  
- Guide learners to read and discuss relevant content from the learning resources, focusing on understanding the key concepts related to stewing as a cooking method.  
  
**Lesson Development (25 minutes):**  
**Step 1:** Introduce Stewing as a Cooking Method   
- Define stewing as a method of cooking where food is cooked slowly in liquid over low heat.  
- Discuss the benefits of stewing for retaining nutrients and flavors in food.  
  
**Step 2:** Watch Video Clips on Stewing   
- Show video clips demonstrating how to stew different types of foods.  
- Encourage students to take notes on the techniques and ingredients used in stewing.  
  
**Step 3:** Group Activity - Embracing Stewing   
- Divide students into groups and have them discuss the importance of stewing in food production.  
- Each group can come up with a list of dishes that can be prepared using the stewing method.  
  
**Step 4:** Class Discussion and Wrap-Up   
- Have a class discussion on the benefits and challenges of stewing as a cooking method.  
- Summarize key points learned during the lesson and clarify any questions.  
  
**Conclusion (5 minutes):**

- Summarize the key points covered in the lesson.  
- Conduct a brief interactive activity related to stewing to reinforce learning.  
- Provide a preview of upcoming topics or questions to consider for the next session.  
  
**Extended Activities:**

- For extended activities, students can be tasked with researching traditional stewing recipes from different cultures and presenting their findings to the class. This will help deepen their understanding of stewing methods and cultural food practices.

**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
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**WEEK 4: LESSON 3**

**Strand:** Food Production Processes

**Sub Strand:** Stewing and Baking Food

**Specific Learning Outcomes:  
- By the end of the lesson, the learner should be able to:**

1. Explain the process of stewing method of cooking.  
2. Cook food using the stewing method.  
3. Have fun cooking food using the stewing method.  
  
**Key Inquiry Question:**- How can we cook foods using baking methods?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn** * **Critical thinking& Problem solving** * **Self-efficacy** | * **Integrity** * **Responsibility** | * **Animal welfare** * **Food& Nutrition security** * **Safety** |

**Learning Resources:**- Grade 6 Curriculum Design Agriculture and Nutrition  
- Video clips  
- Realia  
- Pictures  
- Digital devices  
  
**Organization of Learning:**  
**Introduction (5 minutes):**- Review the previous lesson.  
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.  
  
**Lesson Development (25 minutes):**

**Step 1:** Introduction to stewing method of cooking  
- Define stewing and discuss its benefits.  
- Explain the process of stewing using visuals or real-life examples.  
  
**Step 2:** Preparing for stewing  
- Discuss the ingredients commonly used for stewing.  
- Demonstrate how to prepare ingredients for stewing.  
  
**Step 3:** Cooking with the stewing method  
- Walk through the steps of cooking a simple stew recipe.  
- Allow students to actively participate in the cooking process.  
  
**Step 4:** Enjoying the stew and reflecting on the experience  
- Taste the stew prepared in class.  
- Reflect on the cooking process and share feedback on the taste.  
  
**Conclusion (5 minutes):**

- Summarize key points about the stewing method.  
- Conduct a brief interactive activity related to stewing.  
- Provide a preview of upcoming topics or questions to consider for the next lesson.  
  
**Extended Activities:**

- Develop a simple recipe card for stewing at home.  
- Research and present on the cultural significance of stewing in different cuisines.  
  
**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
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**WEEK 4: LESSON 4**

**Strand:** Food Production Processes

**Sub Strand:** Stewing and Baking Food   
  
**Specific Learning Outcomes:**

**-By the end of the lesson, learners should be able to:**

1.Mention foods prepared by stewing method of cooking.  
2. Cook food using stewing method.  
3.Have fun cooking food using stewing method.  
  
**Key Inquiry Question:**- How can we cook foods using stewing and baking methods?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn** * **Critical thinking& Problem solving** * **Self-efficacy** | * **Integrity** * **Responsibility** | * **Animal welfare** * **Food& Nutrition security** * **Safety** |

**Learning Resources:**- Grade 6 Curriculum Design Agriculture and Nutrition  
- Video clips  
- Realia  
- Pictures  
- Charts  
- Digital devices  
  
**Organization of Learning:**  
**Introduction (5 minutes):**- Review the previous lesson.  
- Encourage learners to read and discuss relevant content from the learning resources.  
  
**Lesson Development (25 minutes):**

**Step 1:** Introduce the concept of stewing and baking. Discuss the differences between the two methods.

**Step 2:** Identify foods that are commonly prepared using the stewing method. Provide examples and discuss the benefits of stewing.

**Step 3:** Demonstrate the process of stewing food using a simple recipe. Allow students to participate in the cooking process.

**Step 4:** Reflect on the cooking experience and encourage students to share their thoughts and feedback.  
  
**Conclusion (5 minutes):**

- Summarize key points learned about stewing and baking.  
- Engage in an interactive activity to reinforce the main topics.  
- Preview upcoming topics or questions for the next session.  
  
**Extended Activities:**

- Encourage students to research and prepare a stew or baked dish at home with the help of their families.  
- Have students create a mini-cookbook with recipes using stewing and baking methods.  
  
**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
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**WEEK 5: LESSON 1**

**Strand:** Food Production Processes

**Sub Strand:** Stewing and Baking Food

**Specific Learning Outcomes:  
- By the end of the lesson, the learner should be able to:**

1. Mention foods prepared by stewing method of cooking.  
2.Cook food using stewing method.  
3.Have fun cooking food using stewing method.  
  
**Key Inquiry Question(s):**- How can we cook foods using stewing methods?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn** * **Critical thinking& Problem solving** * **Self-efficacy** | * **Integrity** * **Responsibility** | * **Animal welfare** * **Food& Nutrition security** * **Safety** |

**Learning Resources:**- Grade 6 Curriculum Design Agriculture and Nutrition  
- Video clips  
- Realia (actual cooking ingredients and utensils)  
- Pictures  
- Digital devices  
  
**Organisation of Learning:**  
**Introduction (5 minutes):**- Review the previous lesson.  
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.  
  
**Lesson Development (25 minutes):  
Step 1:** Introduce the concept of stewing and provide examples of foods prepared using this method.  
**Step 2:** Demonstrate the stewing cooking method using a simple recipe (e.g., stewed vegetables).

**Step 3:** Allow learners to practice stewing method in pairs or groups, with teacher supervision.

**Step 4:** Discuss the outcomes of the cooking activity and encourage students to reflect on their experiences.  
  
**Conclusion (5 minutes):**

- Summarize key points and learning objectives achieved during the lesson.  
- Conduct a brief interactive activity to reinforce the main topics.  
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.  
  
**Extended Activities:**

- Invite students to create their stewing recipe using ingredients of their choice and present it to the class.  
- Organize a cooking competition where students can showcase their stewing skills and creativity.  
 **Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **GRADE 6** | **AGRICULTURE &NUTRITION** |  |  |  |

**WEEK 5: LESSON 2**

**Strand:** Food Production Processes

**Sub Strand:** Stewing and Baking Food

**Specific Learning Outcomes:  
- By the end of the lesson, the learner should be able to:**

1. Describe baking as a method of cooking.  
2. Watch video clips on baking method of cooking.  
3. Embrace baking in food production.  
  
**Key Inquiry Question(s):**- How can we cook foods using baking methods?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn** * **Critical thinking& Problem solving** * **Self-efficacy** | * **Integrity** * **Responsibility** | * **Animal welfare** * **Food& Nutrition security** * **Safety** |

**Learning Resources:**- Grade 6 Curriculum Design Agriculture and Nutrition.  
- Video clips.  
- Realia.  
- Pictures.  
- Digital devices.  
  
**Organisation of Learning:**  
**Introduction (5 minutes):**- Review the previous lesson on food production processes.  
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.  
  
**Lesson Development (25 minutes):**  
**Step 1:** Introduce Baking as a Cooking Method   
- Define baking as a method of cooking where food is prepared using dry heat in an oven.  
- Discuss the benefits of baking such as retaining nutrients and flavors.  
  
**Step 2:** Video Clips on Baking   
- Show video clips demonstrating the baking method of cooking.  
- Encourage learners to observe the techniques used and different types of foods that can be baked.  
  
**Step 3:** Group Discussion and Description  
- Divide learners into groups and ask them to describe baking as a cooking method.  
- Encourage discussions on their observations from the video clips.  
  
**Step 4:** Embracing Baking  
- Discuss the importance of embracing baking in food production, especially in creating healthy and delicious meals.  
  
**Conclusion (5 minutes):**

- Summarize key points about baking as a cooking method.  
- Conduct a brief interactive activity where learners can share one new thing they learned about baking.  
- Preview the upcoming topics on different cooking methods.  
  
**Extended Activities:**

- Grade relevant extended activities could include:  
1. Planning a simple baking project at home and sharing the results with the class.  
2. Researching and presenting on the history of baking and its cultural significance in different regions.  
  
**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
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**WEEK 5: LESSON 3**

**Strand:** Food Production Processes

**Sub Strand:** Stewing and Baking Food

**Specific Learning Outcomes:**

**-By the end of the lesson, learners should be able to:**

1.Identify foods prepared by baking method of cooking.  
2.Demonstrate cooking food using the baking method.  
3. Enjoy the experience of cooking food using the baking method.  
  
**Key Inquiry Question:**- How can we cook foods using stewing methods?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn** * **Critical thinking& Problem solving** * **Self-efficacy** | * **Integrity** * **Responsibility** | * **Animal welfare** * **Food& Nutrition security** * **Safety** |

**Learning Resources:**- Grade 6 Curriculum Design Agriculture and Nutrition.  
- Video clips.  
- Realia.  
- Pictures.  
- Charts.  
- Digital devices.  
  
**Organisation of Learning:**  
**Introduction (5 minutes):**- Review the previous lesson.  
- Engage learners in reading and discussing relevant content from the learning resources to grasp key concepts.  
  
**Lesson Development (25 minutes):**  
**Step 1:** Introduction to Baking  
- Introduce the concept of baking as a method of cooking.  
- Discuss popular foods prepared using the baking method.  
  
**Step 2:** Baking Demonstration  
- Demonstrate how to bake a simple dish or treat.  
- Guide learners to actively participate in the baking process.  
  
**Step 3:** Cooking Activity  
- Organize a hands-on activity where learners cook food using the baking method.  
- Provide guidance and supervision as needed.  
  
**Step 4:** Reflection and Discussion  
- Facilitate a discussion on the cooking experience.  
- Encourage learners to share their thoughts and feelings about baking food.  
  
**Conclusion (5 minutes):**

- Recap the key points covered during the lesson.  
- Engage learners in an interactive activity related to baking.  
- Provide a preview of future topics and questions to think about for the next session.  
  
**Extended Activities:**

- Encourage learners to try baking different recipes at home and share their experiences in the next class.  
- Have a class baking competition where students can showcase their baking skills.  
  
**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **GRADE 6** | **AGRICULTURE &NUTRITION** |  |  |  |

**WEEK 5: LESSON 4**

**Strand:** Food Production Processes

**Sub Strand:** Stewing and Baking Food   
  
**Specific Learning Outcomes:  
- By the end of the lesson, the learner should be able to:**

1. Describe baking as a method of cooking.  
2. Watch video clips on baking method of cooking.  
3. Embrace baking in food production.  
  
**Key Inquiry Question(s):**- How can we cook foods using stewing methods?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn** * **Critical thinking& Problem solving** * **Self-efficacy** | * **Integrity** * **Responsibility** | * **Animal welfare** * **Food& Nutrition security** * **Safety** |

**Learning Resources:**- Grade 6 Curriculum Design Agriculture and Nutrition  
- Video clips  
- Realia  
- Pictures  
- Digital devices  
  
**Organisation of Learning:**  
**Introduction (5 minutes):**- Review the previous lesson.  
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.  
  
**Lesson Development (25 minutes):**

**Step 1:** Introduce the concept of baking as a method of cooking and discuss its importance.  
**Step 2:** Engage learners in watching video clips demonstrating the baking method of cooking.  
**Step 3:** Encourage learners to describe the process of baking based on what they observed in the video clips.  
**Step 4:** Discuss the benefits and applications of baking in food production.  
  
**Conclusion (5 minutes):**

- Summarize key points and learning objectives achieved during the lesson.  
- Conduct a brief interactive activity where learners can share their understanding of baking as a cooking method.  
- Preview upcoming topics or questions to consider for the next session.  
  
**Extended Activities:**

- Encourage students to try baking a simple recipe at home with the help of their parents.  
- Ask students to research different types of baked goods from around the world and present their findings to the class.  
  
**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **GRADE 6** | **AGRICULTURE &NUTRITION** |  |  |  |

**WEEK 6: LESSON 1**

**Strand:** Food Production Processes

**Sub Strand:** Stewing and Baking Food

**Specific Learning Outcomes:  
- By the end of the lesson, the learner should be able to:**

1. Cook foods prepared through stewing (rubbing-in method).  
2. Serve foods prepared through stewing (rubbing-in method).  
3. Appreciate developing learning to learn while working cautiously with stewing processes.  
  
**Key Inquiry Question(s):**- How can we cook foods using stewing methods?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn** * **Critical thinking& Problem solving** * **Self-efficacy** | * **Integrity** * **Responsibility** | * **Animal welfare** * **Food& Nutrition security** * **Safety** |

**Learning Resources:**- Grade 6 Curriculum Design Agriculture and Nutrition Video clips  
- Realia  
- Pictures  
- Charts  
- Digital devices  
  
**Organisation of Learning:**  
**Introduction (5 minutes):**- Review the previous lesson.  
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of key concepts.  
  
**Lesson Development (25 minutes):  
Step 1:** Introduce the concept of stewing and the rubbing-in method.  
**Step 2:** Demonstrate how to cook foods using the stewing (rubbing-in method).  
**Step 3:** Allow learners to practice cooking foods through stewing in groups or pairs.  
**Step 4:** Guide learners in serving and presenting the foods they have prepared.  
  
**Conclusion (5 minutes):**

- Summarize key points and learning objectives achieved.  
- Conduct a brief interactive activity to reinforce the main topics.  
- Preview upcoming topics or questions to consider for the next session.  
  
**Extended Activities:**

- For extended activities, students can research and present traditional stewing recipes from different cultures. They can also explore the nutritional benefits of stewing compared to other cooking methods.  
  
**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **GRADE 6** | **AGRICULTURE &NUTRITION** |  |  |  |

**WEEK 6: LESSON 2**

**Strand:** Food Production Processes

**Sub Strand:** Stewing and Baking Food   
  
**Specific Learning Outcomes:  
- By the end of the lesson, the learner should be able to:**

1.Cook foods prepared through stewing (rubbing-in method).  
2.Serve foods prepared through stewing (rubbing-in method).  
3.Appreciate developing learning to learn while working cautiously with stewing processes.  
  
**Key Inquiry Question:**- How can we cook foods using stewing methods?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn** * **Critical thinking& Problem solving** * **Self-efficacy** | * **Integrity** * **Responsibility** | * **Animal welfare** * **Food& Nutrition security** * **Safety** |

**Learning Resources:**- Grade 6 Curriculum Design Agriculture and Nutrition Video clips  
- Realia  
- Pictures  
- Charts  
- Digital devices  
  
**Organization of Learning:**  
**Introduction (5 minutes):**- Review the previous lesson.  
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.  
  
**Lesson Development (25 minutes):**

**Step 1:** Introduce the concept of stewing and explain the rubbing-in method.  
**Step 2:** Demonstrate how to prepare and cook foods using the rubbing-in method.  
**Step 3:** Allow learners to practice cooking foods through stewing in pairs or small groups.  
**Step 4:** Have learners serve and taste the foods they have prepared while discussing the process.  
  
**Conclusion (5 minutes):**

- Summarize key points and learning objectives achieved during the lesson.  
- Conduct a brief interactive activity to reinforce the main topics.  
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.  
  
**Extended Activities:**

- Students can research and prepare a traditional stew recipe from a specific culture to explore variations in stewing methods.  
- Encourage students to create a step-by-step tutorial or video demonstrating the stewing process for a different food item.  
  
**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **GRADE 6** | **AGRICULTURE &NUTRITION** |  |  |  |

**WEEK 6: LESSON 3**

**Strand:** Food Production Processes

**Sub Strand:** Stewing and Baking Food  
  
**Specific Learning Outcomes:**

**-By the end of the lesson, learners should be able to:**

1.Discuss safety measures while working with fire and steam.  
2. Promote safety measures while working with fire and steam.  
3. Embrace stewing and baking in food production.  
  
**Key Inquiry Question:**- How can we cook foods using stewing methods?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn** * **Critical thinking& Problem solving** * **Self-efficacy** | * **Integrity** * **Responsibility** | * **Animal welfare** * **Food& Nutrition security** * **Safety** |

**Learning Resources:**- Grade 6 Curriculum Design Agriculture and Nutrition  
- Video clips  
- Realia  
- Pictures  
- Charts  
- Digital devices  
  
**Organisation of Learning:**  
**Introduction (5 minutes):**- Review the previous lesson.  
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.  
  
**Lesson Development (25 minutes):  
Step 1:**- Discuss safety measures when working with fire and steam.  
**Step 2:**- Promote safety measures while working with fire and steam.  
**Step 3:**- Explore stewing and baking in food production.  
**Step 4:**- Engage students in a hands-on activity demonstrating stewing methods.  
  
**Conclusion (5 minutes):**

- Summarize key points and learning objectives achieved during the lesson.  
- Conduct a brief interactive activity to reinforce the main topics.  
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.  
  
**Extended Activities:**

- Grade 6 students can practice stewing a simple dish at home with adult supervision to deepen their understanding of the cooking process and safety measures.  
  
**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **GRADE 6** | **AGRICULTURE &NUTRITION** |  |  |  |

**WEEK 6: LESSON 4**

**Strand:** Food Production Processes

**Sub Strand:** Stewing and Baking Food   
  
**Specific Learning Outcomes:  
- By the end of the lesson, the learner should be able to:**

1. Explain safety measures while working with fire and steam.  
2. Work resiliently while following cooking steps.  
3. Embrace stewing and baking in food production.  
  
**Key Inquiry Question(s):**- How can we cook foods using stewing methods?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn** * **Critical thinking& Problem solving** * **Self-efficacy** | * **Integrity** * **Responsibility** | * **Animal welfare** * **Food& Nutrition security** * **Safety** |

**Learning Resources:**- Grade 6 Curriculum Design Agriculture and Nutrition  
- Video clips  
- Realia  
- Pictures  
- Charts  
- Digital devices  
  
**Organisation of Learning:**  
**Introduction (5 minutes):**- Review the previous lesson.  
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.  
  
**Lesson Development (25 minutes):**  
**Step 1:** Understanding Safety Measures   
- Discuss and demonstrate safety measures when working with fire and steam.  
- Have learners identify potential risks and suggest appropriate precautions.  
  
**Step 2:** Resilient Cooking Steps   
- Introduce the importance of working resiliently while following cooking steps.  
- Provide examples of challenges during the cooking process and discuss strategies to overcome them.  
  
**Step 3:** Embracing Stewing and Baking   
- Explore the concept of stewing and baking in food production.  
- Discuss the benefits and differences between these cooking methods.  
  
**Conclusion (5 minutes):**

- Summarize key points and learning objectives achieved during the lesson.  
- Conduct a brief interactive activity to reinforce the main topics, such as a quiz or mini cooking demonstration.  
- Preview upcoming topics or questions to consider in the next session.  
  
**Extended Activities:**

- Grade relevant extended activities could include:  
1. Hands-on cooking session to practice stewing or baking a simple recipe at home.  
2. Research and present on traditional stewing methods from different cultures.  
  
**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
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**WEEK 7: LESSON 1**

**Strand:** Hygiene Practices

**Sub Strand:** Body Cleanliness  
  
**Specific Learning Outcomes:**

**-By the end of the lesson, learners should be able to:**

1. Discuss practices that enhance body cleanliness as habits.  
2. Describe practices that enhance body cleanliness as habits.  
3.Recognize the importance of body cleanliness as a healthy habit.  
  
**Key Inquiry Question:**- How does body cleanliness enhance personal hygiene?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn** * **Self-efficacy** | * **Peace** * **Responsibility** | * **Personal hygiene** * **Safety** |

**Learning Resources:**- Grade 6 Curriculum Design Agriculture and Nutrition.  
- Video clips.  
- Realia (real-life objects).  
- Pictures.  
- Charts.  
- Digital devices.  
  
**Organisation of Learning:**  
**Introduction (5 minutes):**- Review the previous lesson.  
- Guide learners to read and discuss relevant content from the learning resources, focusing on understanding key concepts.  
  
**Lesson Development (25 minutes):**

**Step 1:** Introduce the concept of body cleanliness and its importance for personal hygiene.

**Step 2:** Discuss specific practices that enhance body cleanliness, such as daily bathing, handwashing, and wearing clean clothes.

**Step 3:** Explore how body cleanliness contributes to overall health and well-being.

**Step 4:** Engage learners in a group activity to brainstorm and share their personal habits that promote body cleanliness.  
  
**Conclusion (5 minutes):**

- Summarize key points and learning objectives.  
- Conduct a brief interactive activity to reinforce the main topics, such as a quiz or group discussion.  
- Preview upcoming topics or questions for the next session.  
  
**Extended Activities:**

- Encourage students to create a poster showcasing the importance of body cleanliness.  
- Have students research and present on hygiene practices in different cultures around the world.  
  
**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
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**WEEK 7: LESSON 2**

**Subject:** Hygiene Practices

**Sub Strand:** Body Cleanliness

**Specific Learning Outcomes:**

**-By the end of the lesson, Learners should be able to:**

1. Discuss and share experiences on body cleanliness practices such as managing sweat that enhance personal hygiene.  
2. Adopt body cleanliness as a health routine.  
3. Embrace applicable good routines that suit their body cleanliness.  
  
**Key Inquiry Question:**- How does body cleanliness enhance personal hygiene?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn** * **Self-efficacy** | * **Peace** * **Responsibility** | * **Personal hygiene** * **Safety** |

**Learning Resources:**- Grade 6 Curriculum Design Agriculture and Nutrition  
- Video clips  
- Realia  
- Pictures  
- Charts  
- Digital devices  
  
**Organisation of Learning:**  
**Introduction (5 minutes):**- Review the previous lesson.  
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.  
  
**Lesson Development (25 minutes):**

**Step 1:** Discuss with the class the importance of body cleanliness for personal hygiene. Use examples from real-life situations to emphasize key points.

**Step 2:** Break the learners into small groups or pairs and ask them to share their experiences and knowledge about managing sweat for better personal hygiene.

**Step 3:** Guide the students to adopt body cleanliness as a health routine by discussing and demonstrating practical tips and habits they can incorporate into their daily lives.

**Step 4:** Encourage students to embrace good routines that suit their body cleanliness by reflecting on their own habits and identifying areas for improvement.  
  
**Conclusion (5 minutes):**

- Summarize key points and learning objectives achieved during the lesson.  
- Conduct a brief interactive activity to reinforce the main topics.  
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.  
  
**Extended Activities:**

- Ask students to create a poster or infographic showcasing the importance of body cleanliness for personal hygiene.  
- Have students conduct a small experiment to demonstrate the effectiveness of different body cleanliness practices.  
- Encourage students to keep a journal for a week documenting their body cleanliness routines and how it impacts their daily lives.  
  
**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
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**WEEK 7: LESSON 3**

**Strand:** Hygiene Practices

**Sub Strand:** Body Cleanliness

**Specific Learning Outcomes:**

**-By the end of the lesson, learners should be able to:**

1. Discuss and share experiences on body cleanliness practices such as acnes and pimples that enhance personal hygiene.  
2. Adopt body cleanliness as a health routine.  
3. Embrace applicable good routines that suit their body cleanliness.  
  
**Key Inquiry Question(s):**- How does body cleanliness enhance personal hygiene?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn** * **Self-efficacy** | * **Peace** * **Responsibility** | * **Personal hygiene** * **Safety** |

**Learning Resources:**- Grade 6 Curriculum Design Agriculture and Nutrition  
- Video clips  
- Realia  
- Pictures  
- Charts  
- Digital devices  
  
**Organisation of Learning:**  
**Introduction (5 minutes):**1. Review the previous lesson.  
2. Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.  
  
**Lesson Development (25 minutes):  
Step 1:** Understanding Body Cleanliness  
- Discuss the importance of body cleanliness in personal hygiene.  
- Share experiences on practices that enhance body cleanliness.  
  
**Step 2:** Adopting a Health Routine  
- Examine various routines that contribute to maintaining body cleanliness.  
- Encourage students to adopt these routines as a part of their daily health regimen.  
  
**Step 3:** Good Practices for Body Cleanliness  
- Explore applicable good practices such as proper face washing, maintaining clean clothes, and healthy diet choices.  
- Discuss how these practices contribute to overall personal hygiene.  
  
**Conclusion (5 minutes):**

1. Summarize key points and learning objectives achieved during the lesson.  
2. Conduct a brief interactive activity to reinforce the main topics.  
3. Prepare learners for the next session with a preview of upcoming topics or questions to consider.  
  
**Extended Activities:**

- Assign students to create a poster illustrating key body cleanliness practices.  
- Conduct a role-playing activity where students act out scenarios demonstrating good body cleanliness habits.  
  
**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
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**WEEK 7: LESSON 4**

**Strand:** Hygiene Practices  
  
**Sub Strand:** Body Cleanliness  
  
**Specific Learning Outcomes:**

**-By the end of the lesson, learners should be able to:**

1.Discuss and share experiences on body cleanliness practices such as menstrual hygiene that enhance personal hygiene.  
2.Adopt body cleanliness as a health routine.  
3.Embrace applicable good routines that suit their body cleanliness.  
  
**Key Inquiry Question:**- How does body cleanliness enhance personal hygiene?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn** * **Self-efficacy** | * **Peace** * **Responsibility** | * **Personal hygiene** * **Safety** |

**Learning Resources:**- Grade 6 Curriculum Design Agriculture and Nutrition  
- Video clips  
- Realia  
- Pictures  
- Charts  
- Digital devices  
  
**Organisation of Learning:**  
**Introduction (5 minutes):**- Review the previous lesson.  
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.  
  
**Lesson Development (25 minutes):**  
**Step 1:** Introduction to Body Cleanliness  
- Discuss the importance of body cleanliness in maintaining personal hygiene.  
- Show pictures or video clips demonstrating good body cleanliness practices.  
  
**Step 2:** Focus on Menstrual Hygiene  
- Discuss the specific body cleanliness practices related to menstrual hygiene.  
- Encourage students to share their experiences and thoughts on this topic.  
 **Step 3:** Adopting Body Cleanliness Routines  
- Share examples of daily routines that promote body cleanliness.  
- Guide students to adopt these routines as a part of their health regimen.  
  
**Conclusion (5 minutes):**

- Summarize key points about body cleanliness and personal hygiene.  
- Conduct a brief interactive activity to reinforce the main topics, such as a quiz or group discussion.  
- Provide a preview of the next lesson's topics or questions for students to consider.  
  
**Extended Activities:**

- Students can create posters or pamphlets promoting body cleanliness practices.  
- Conduct a role-playing activity where students demonstrate proper body cleanliness routines.  
  
**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
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**WEEK 9: LESSON 1**

**Strand:** Hygiene Practices

**Sub Strand:** Body Cleanliness   
  
**Specific Learning Outcomes:  
- By the end of the lesson, the learner should be able to:**

1.Discuss and share experiences on body cleanliness practices such as care of pubic parts that enhance personal hygiene.  
2.Adopt body cleanliness as a health routine.  
3.Embrace applicable good routines that suit their body cleanliness.  
  
**Key Inquiry Question(s):**- How does body cleanliness enhance personal hygiene?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn** * **Self-efficacy** | * **Peace** * **Responsibility** | * **Personal hygiene** * **Safety** |

**Learning Resources:**- Grade 6 Curriculum Design Agriculture and Nutrition Video clips  
- Realia  
- Pictures  
- Charts  
- Digital devices  
  
**Organisation of Learning:**  
**Introduction (5 minutes):**- Review the previous lesson.  
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.  
  
**Lesson Development (25 minutes):**- Based on learning experience, learners are guided individually, in groups, or pairs to:

**Step 1:** Discuss and share experiences on body cleanliness practices such as care of pubic parts that enhance personal hygiene.

**Step 2:** Adopt body cleanliness as a health routine.

**Step 3:** Embrace applicable good routines that suit their body cleanliness.  
  
**Conclusion (5 minutes):**

- Summarize key points and learning objectives achieved during the lesson.  
- Conduct a brief interactive activity to reinforce the main topics.  
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.  
  
**Extended Activities:**- Grade-relevant extended activities could include creating a poster on body cleanliness practices, conducting a role-playing exercise on personal hygiene scenarios, or designing a skit showcasing the importance of body cleanliness. These activities aim to deepen understanding and practical application of the concepts discussed.

**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
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**WEEK 9: LESSON 2**

**Strand:** Hygiene Practices

**Sub Strand:** Body Cleanliness  
  
**Specific Learning Outcomes:**

**-By the end of the lesson, learners should be able to:**

1.Discuss the importance of body cleanliness as a healthy habit.  
2.Adopt body cleanliness as a health routine.  
3.Develop self-confidence while maintaining personal cleanliness.  
  
**Key Inquiry Question:**- How does body cleanliness enhance personal hygiene?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn** * **Self-efficacy** | * **Peace** * **Responsibility** | * **Personal hygiene** * **Safety** |

**Learning Resources:**- Grade 6 Curriculum Design Agriculture and Nutrition  
- Video clips  
- Realia  
- Pictures  
- Charts  
- Digital devices  
  
**Organisation of Learning:**  
**Introduction (5 minutes):**- Review the previous lesson on hygiene practices.  
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the importance of body cleanliness.  
  
**Lesson Development (25 minutes):  
Step 1:**- Discuss the importance of body cleanliness as a healthy habit.  
- Explain how maintaining a clean body contributes to overall health and well-being.  
**Step 2:**- Guide learners to adopt body cleanliness as a health routine.  
- Discuss practical steps and habits that promote personal hygiene.  
**Step 3:**- Encourage students to develop self-confidence through maintaining personal cleanliness.  
- Discuss how feeling clean and fresh can boost confidence and self-esteem.  
**Step 4:**- Engage in group activities or discussions to reinforce the concepts learned.  
  
**Conclusion (5 minutes):**

- Summarize key points about body cleanliness and its relationship to personal hygiene.  
- Conduct a brief interactive activity to reinforce the main topics, such as a quiz or group discussion.  
- Preview upcoming topics or questions to consider for the next session.  
  
**Extended Activities:**

- Grade-relevant extended activities could include creating personal hygiene routines, researching natural body care products, or conducting a hygiene audit at home to assess cleanliness habits.  
  
**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **GRADE 6** | **AGRICULTURE &NUTRITION** |  |  |  |

**WEEK 9: LESSON 3**

**Strand:** Hygiene Practices

**Sub Strand:** Body Cleanliness

**Specific Learning Outcomes:  
- By the end of the lesson, the learner should be able to:**

1. Discuss the importance of body cleanliness as a healthy habit.  
2. Adopt body cleanliness as a health routine.  
3. Develop tolerance for others while appreciating their differences and promotion of preventive health.  
  
**Key Inquiry Question(s):**- How does body cleanliness enhance personal hygiene?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn** * **Self-efficacy** | * **Peace** * **Responsibility** | * **Personal hygiene** * **Safety** |

**Learning Resources:**- Grade 6 Curriculum Design  
- Agriculture and Nutrition Video clips  
- Realia  
- Pictures  
- Charts  
- Digital devices  
  
**Organisation of Learning:**  
**Introduction (5 minutes):**- Review the previous lesson.  
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.  
  
**Lesson Development (25 minutes):  
Step 1:** Introduce the concept of body cleanliness and discuss why it is important for personal hygiene.

**Step 2:** Explore different ways to adopt body cleanliness as a health routine, including washing hands, bathing regularly, etc.

**Step 3:** Discuss the importance of tolerance for others' differences and how it relates to promoting preventive health.

**Step 4:** Engage learners in a group activity where they create posters or charts showcasing the benefits of body cleanliness.  
  
**Conclusion (5 minutes):**

- Summarize key points and learning objectives achieved during the lesson.  
- Conduct a brief interactive activity to reinforce the main topics, such as a quiz or discussion.  
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.  
  
**Extended Activities:**

- Have students conduct a survey in their community about body cleanliness practices and report back with their findings.  
- Ask students to create a skit or role play demonstrating the importance of body cleanliness in preventing diseases.  
  
**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
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**WEEK 9: LESSON 4**

**Strand:** Hygiene Practices

**Sub-Strand:** Laundry: Stain Removal

**Specific Learning Outcomes:  
- By the end of the lesson, the learner should be able to:**

1.Identify common stains on clothing and household articles.  
2. Discuss common stains on clothing and household articles.  
3. Develop learning to learn as they adopt different ways of removing stains.  
  
**Key Inquiry Question(s):**- How does stain removal enhance personal hygiene?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn** * **Self-efficacy** | * **Peace** * **Responsibility** | * **Personal hygiene** * **Safety** |

**Learning Resources:**- Grade 6 Curriculum Design Agriculture and Nutrition  
- Video clips  
- Realia  
- Pictures  
- Charts  
- Digital devices  
  
**Organization of Learning:**  
**Introduction (5 minutes):**- Review the previous lesson.  
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of key concepts.  
  
**Lesson Development (25 minutes):**- Based on learning experience, learners are guided individually, in groups, or pairs to:

**Step 1:** Identify common stains on clothing and household articles.  
**Step 2:** Discuss common stains on clothing and household articles.  
**Step 3:** Experiment with different ways of removing stains.  
**Step 4:** Reflect on the effectiveness of various stain removal methods.  
  
**Conclusion (5 minutes):**

- Summarize key points and learning objectives achieved during the lesson.  
- Conduct a brief interactive activity to reinforce the main topics.  
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.  
  
**Extended Activities:**

- Grade-relevant extended activities may include:  
- Conducting a stain removal experiment at home and documenting the process and results.  
- Creating a poster or presentation showcasing different stain removal techniques.  
- Role-playing scenarios where learners practice stain removal skills.  
  
**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
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**WEEK 10: LESSON 1**

**Strand:** Hygiene Practices  
  
**Sub Strand:** Laundry: Stain Removal   
  
**Specific Learning Outcomes:  
- By the end of the lesson, the learner should be able to:**

1. Discuss common stains such as blood on clothing and household articles.  
2. Use digital resources and sample articles to identify common stains such as blood on clothing and household articles.  
3. Adopt stain removal methods for personal hygiene.  
  
**Key Inquiry Question(s):**- How does stain removal enhance personal hygiene?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn** * **Self-efficacy** | * **Peace** * **Responsibility** | * **Personal hygiene** * **Safety** |

**Learning Resources:**- Grade 6 Curriculum Design Agriculture and Nutrition Video clips  
- Realia  
- Pictures  
- Charts  
- Digital devices  
  
**Organisation of Learning:**  
**Introduction (5 minutes):**- Review the previous lesson on hygiene practices.  
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.  
  
**Lesson Development (25 minutes):**

**Step 1:** Introduce common stains such as blood on clothing and household articles.  
**Step 2:** Utilize digital resources and sample articles to identify common stains.  
**Step 3:** Discuss and demonstrate stain removal methods for personal hygiene.  
**Step 4:** Engage learners in group or pair discussions on the importance of stain removal for personal hygiene.  
  
**Conclusion (5 minutes):**

- Summarize key points and learning objectives achieved during the lesson.  
- Conduct a brief interactive activity to reinforce the main topics.  
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.  
  
**Extended Activities:**

- Have students research and create a visual chart displaying different stain removal methods for various types of stains.  
- Conduct a hands-on demonstration where students practice stain removal on different fabrics to deepen their understanding.

**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **GRADE 6** | **AGRICULTURE &NUTRITION** |  |  |  |

**WEEK 10: LESSON 2**

**Strand:** Hygiene Practices

**Sub Strand:** Laundry: Stain Removal   
  
**Specific Learning Outcomes:**

**-By the end of the lesson, learners should be able to:**

1.Discuss ways to remove common stains such as blood from clothing and household articles.  
2. Carry out removal of common stains such as blood on clothing and household articles.  
3. Adopt stain removal for personal hygiene.  
  
**Key Inquiry Question(s):**- How does stain removal enhance personal hygiene?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn** * **Self-efficacy** | * **Peace** * **Responsibility** | * **Personal hygiene** * **Safety** |

**Learning Resources:**- Grade 6 Curriculum Design Agriculture and Nutrition Video clips  
- Realia  
- Pictures  
- Charts  
- Digital devices  
  
**Organisation of Learning:  
  
Introduction (5 minutes):**- Review the previous lesson.  
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.  
  
**Lesson Development (25 minutes):**- Based on learning experience, learners are guided individually, in groups, or pairs to:  
**Step 1:** Discuss ways to remove common stains such as blood from clothing and household articles.

**Step 2:** Demonstrate the process of carrying out removal of common stains like blood on clothing and household articles.

**Step 3:** Practice stain removal techniques on sample fabrics.

**Step 4:** Reflect on the importance of adopting stain removal for personal hygiene.  
  
**Conclusion (5 minutes):**

- Summarize key points and learning objectives achieved during the lesson.  
- Conduct a brief interactive activity to reinforce the main topics.  
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.  
  
**Extended Activities:**- Provide learners with a list of common stains and have them research and present additional stain removal methods for each type of stain. This will encourage independent learning and critical thinking skills.  
  
**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **GRADE 6** | **AGRICULTURE &NUTRITION** |  |  |  |

**WEEK 10: LESSON 3**

**Strand:** Hygiene Practices

**Sub Strand:** Laundry: Stain Removal

**Specific Learning Outcomes:**

**-By the end of the lesson, learners should be able to:**

1.Discuss ways to remove common stains such as blood from clothing and household articles.  
2. Carry out removal of common stains such as blood on clothing and household articles.  
3. Adopt stain removal for personal hygiene.  
  
**Key Inquiry Question(s):**- How does stain removal enhance personal hygiene?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn** * **Self-efficacy** | * **Peace** * **Responsibility** | * **Personal hygiene** * **Safety** |

**Learning Resources:**- Grade 6 Curriculum Design Agriculture and Nutrition  
- Video clips  
- Realia  
- Pictures  
- Charts  
- Digital devices  
  
**Organization of Learning:**  
**Introduction (5 minutes):**- Review the previous lesson.  
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of key concepts.  
  
**Lesson Development (25 minutes):  
Step 1:** Discussing Stain Removal Methods  
- Introduce common stains such as blood and discuss methods to remove them.

**Step 2:** Practicing Stain Removal  
- Provide examples of stained clothing or household articles for learners to practice stain removal techniques.

**Step 3:** Application of Stain Removal  
- Have learners apply stain removal methods on provided materials.

**Step 4:** Reflecting on Personal Hygiene  
- Discuss the importance of stain removal in maintaining personal hygiene.  
  
**Conclusion (5 minutes):**

- Summarize key points and learning objectives achieved during the lesson.  
- Conduct a brief interactive activity to reinforce the main topics.  
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.  
  
**Extended Activities:**

- Create a stain removal guide booklet with step-by-step instructions and illustrations.  
- Conduct a stain removal experiment where learners test different methods on various stains to see which is most effective.  
  
**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
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**WEEK 10: LESSON 4**

**Strand:** Hygiene Practices

**Sub-Strand:** Laundry: Stain Removal  
  
**Specific Learning Outcomes:**

**-By the end of the lesson, learners should be able to:**

1.Discuss ways to remove common stains such as blood from clothing and household articles.  
2. Carry out removal of common stains such as blood on clothing and household articles.  
3.Adopt stain removal for personal hygiene.  
  
**Key Inquiry Question:**- How does stain removal enhance personal hygiene?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn** * **Self-efficacy** | * **Peace** * **Responsibility** | * **Personal hygiene** * **Safety** |

**Learning Resources:**- Grade 6 Curriculum Design Agriculture and Nutrition  
- Video clips  
- Realia  
- Pictures  
- Charts  
- Digital devices  
  
**Organisation of Learning:**  
**Introduction (5 minutes):**- Review the previous lesson.  
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.  
  
**Lesson Development (25 minutes):  
Step 1:** Introduction to Stain Removal  
- Discuss the importance of stain removal for personal hygiene.  
- Introduce common stains like blood and their removal methods.  
  
**Step 2:** Strategies for Stain Removal  
- Guide learners to brainstorm and share different strategies for removing common stains.  
- Use realia and pictures to demonstrate stain removal techniques.  
  
**Step 3:** Hands-On Activity  
- Divide learners into groups or pairs.  
- Provide them with stained clothing or household articles to practice stain removal techniques.  
  
**Step 4:** Reflection and Application  
- Have learners reflect on their experience with stain removal.  
- Discuss how adopting stain removal practices contributes to personal hygiene.  
  
**Conclusion (5 minutes):**

- Summarize key points and learning objectives achieved during the lesson.  
- Conduct a brief interactive activity to reinforce the main topics.  
- Provide a preview of upcoming topics or questions for the next session.  
  
**Extended Activities:**

- Encourage learners to research and create a poster on different types of stainsand their removal methods.  
- Assign a homework task where learners practice stain removal on different types of fabrics at home and report their findings in the next class.  
  
**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **GRADE 6** | **AGRICULTURE &NUTRITION** |  |  |  |

**WEEK 11: LESSON 1**

**Strand:** Hygiene Practices

**Sub Strand:** Laundry: Stain Removal   
  
**Specific Learning Outcomes:  
- By the end of the lesson, the learner should be able to:**

1. Discuss ways to remove common stains such as blood from clothing and household articles.  
2. Carry out the removal of common stains such as blood on clothing and household articles.  
3. Adopt stain removal for personal hygiene.  
  
**Key Inquiry Question(s):**- How does stain removal enhance personal hygiene?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn** * **Self-efficacy** | * **Peace** * **Responsibility** | * **Personal hygiene** * **Safety** |

**Learning Resources:**- Grade 6 Curriculum Design Agriculture and Nutrition Video clips  
- Realia  
- Pictures  
- Charts  
- Digital devices  
  
**Organization of Learning:**  
**Introduction (5 minutes):**- Review the previous lesson.  
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.  
 **Lesson Development (25 minutes):**

**Step 1:** Introduce common stains and their removal methods.  
**Step 2:** Demonstrate step-by-step how to remove blood stains from clothing.  
**Step 3:** Engage learners in hands-on practice of stain removal techniques.  
  
**Conclusion (5 minutes):**

- Summarize key points and learning objectives achieved during the lesson.  
- Conduct a brief interactive activity to reinforce the main topics.  
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.  
  
**Extended Activities:**

- Ask students to research and create a mini-guide on stain removal for different types of stains.  
- Conduct a stain removal competition where students practice removing stains within a time limit.  
 **Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **GRADE 6** | **AGRICULTURE &NUTRITION** |  |  |  |

**WEEK 11: LESSON 2**

**Strand:** Hygiene Practices

**Sub Strand:** Laundry: Stain Removal

**Specific Learning Outcomes:  
- By the end of the lesson, the learner should be able to:**

1. Discuss common stains such as grass on clothing and household articles.  
2. Use digital resources and sample articles to identify common stains such as grass on clothing and household articles.  
3. Develop responsibility as they take care of their clothes and personal hygiene as they maintain cleanliness.  
  
**Key Inquiry Question(s):**- How does stain removal enhance personal hygiene?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn** * **Self-efficacy** | * **Peace** * **Responsibility** | * **Personal hygiene** * **Safety** |

**Learning Resources:**- Grade 6 Curriculum Design Agriculture and Nutrition Video clips  
- Realia  
- Pictures  
- Charts  
- Digital devices  
  
Organisation of Learning:  
  
**Introduction (5 minutes):**- Review the previous lesson.  
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.  
  
**Lesson Development (25 minutes):**

**Step 1:** Discuss common stains such as grass on clothing and household articles.

**Step 2:** Use digital resources and sample articles to identify common stains such as grass on clothing and household articles.

**Step 3:** Discuss the importance of maintaining cleanliness for personal hygiene.

**Step 4:** Engage learners in a group activity to practice identifying and discussing stain removal methods.  
  
**Conclusion (5 minutes):**

- Summarize key points and learning objectives achieved during the lesson.  
- Conduct a brief interactive activity to reinforce the main topics.  
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.  
  
**Extended Activities:**

- Have students conduct a research project on different types of stains and their removal methods.  
- Encourage students to create a visual presentation showcasing effective stain removal techniques.  
  
**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
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**WEEK 11: LESSON 3**

**Strand:** Hygiene Practices

**Sub Strand:** Laundry: Stain Removal   
  
**Specific Learning Outcomes:**

**-By the end of the lesson, learners should be able to:**

1.Discuss ways to remove common stains such as grass from clothing and household articles.  
2.Carry out removal of common stains such as grass on clothing and household articles.  
3. Develop responsibility as they take care of their clothes and personal hygiene as they maintain cleanliness.  
  
**Key Inquiry Question(s):**- How does stain removal enhance personal hygiene?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn** * **Self-efficacy** | * **Peace** * **Responsibility** | * **Personal hygiene** * **Safety** |

**Learning Resources:**- Grade 6 Curriculum Design Agriculture and Nutrition Video clips  
- Realia  
- Pictures  
- Charts  
- Digital devices  
  
**Organisation of Learning:**  
  
**Introduction (5 minutes):**- Review the previous lesson.  
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.  
  
**Lesson Development (25 minutes):**

**Step 1:** Introduce the concept of stain removal and discuss why it is important for personal hygiene.  
**Step 2:** Demonstrate and discuss different methods to remove common stains such as grass from clothing and household articles.

**Step 3:** Engage learners in a hands-on activity where they practice stain removal techniques on sample fabric with grass stains.

**Step 4:** Encourage learners to reflect on the importance of taking care of their clothes and maintaining cleanliness for personal hygiene.  
  
**Conclusion (5 minutes):**

- Summarize key points and learning objectives achieved during the lesson.  
- Conduct a brief interactive activity to reinforce the main topics.  
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.  
  
**Extended Activities:**

- Have students research and create a poster showcasing different stain removal techniques.  
- Encourage students to conduct a survey at home on common stains encountered and how they are removed, then share their findings with the class.  
  
**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **GRADE 6** | **AGRICULTURE &NUTRITION** |  |  |  |

**WEEK 11: LESSON 4**

**Strand:** Hygiene Practices

**Sub Strand:** Laundry: Stain Removal  
 **Specific Learning Outcomes:  
- By the end of the lesson, the learners should be able to:**

1. Discuss ways to remove common stains such as grass from clothing and household articles.  
2. Carry out removal of common stains such as grass on clothing and household articles.  
3. Develop responsibility as they take care of their clothes and personal hygiene as they maintain cleanliness.  
  
**Key Inquiry Question(s):**- How does stain removal enhance personal hygiene?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn** * **Self-efficacy** | * **Peace** * **Responsibility** | * **Personal hygiene** * **Safety** |

**Learning Resources:**- Grade 6 Curriculum Design Agriculture and Nutrition  
- Video clips  
- Realia  
- Pictures  
- Charts  
- Digital devices  
  
**Organisation of Learning:**  
**Introduction (5 minutes):**- Review the previous lesson.  
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.  
  
**Lesson Development (25 minutes):**

**Step 1:** Introduce common stains and discuss why stain removal is important for personal hygiene.

**Step 2:** Demonstrate different methods to remove grass stains from clothing and household articles.

**Step 3:** Allow learners to practice stain removal techniques in groups or pairs under supervision.

**Step 4:** Reflect on the process and discuss the importance of responsibility in maintaining cleanliness.  
  
**Conclusion (5 minutes):**

- Summarize key points and learning objectives achieved during the lesson.  
- Conduct a brief interactive activity to reinforce the main topics.  
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.  
  
**Extended Activities:**

- Role-play scenarios where learners encounter various stains and have to decide on the appropriate removal method.  
- Conduct a stain removal experiment using different cleaning agents to observe their effectiveness.  
- Have learners create a visual guide or poster on stain removal techniques for personal hygiene.  
  
**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **GRADE 6** | **AGRICULTURE &NUTRITION** |  |  |  |

**WEEK 12: LESSON 1**

**Strand:** Hygiene Practices

**Sub Strand:** Laundry: Stain Removal

**Specific Learning Outcomes:**

**-By the end of the lesson, learners should be able to:**

1. Discuss ways to remove common stains such as grass from clothing and household articles.  
2.Carry out removal of common stains such as grass on clothing and household articles.  
3.Develop responsibility as they take care of their clothes and personal hygiene by maintaining cleanliness.  
  
**Key Inquiry Question:**- How does stain removal enhance personal hygiene?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn** * **Self-efficacy** | * **Peace** * **Responsibility** | * **Personal hygiene** * **Safety** |

**Learning Resources:**- Grade 6 Curriculum Design Agriculture and Nutrition Video clips  
- Realia  
- Pictures  
- Charts  
- Digital devices  
  
**Organisation of Learning:**  
**Introduction (5 minutes):**- Review the previous lesson.  
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.  
  
**Lesson Development (25 minutes):**  
**Step 1:** Introduction to Stain Removal  
- Discuss with learners the importance of stain removal for personal hygiene.  
- Show pictures of common stains like grass on clothing.  
- Explain the key steps in effective stain removal.  
  
**Step 2:** Methods of Stain Removal  
- Present different methods to remove stains like grass, such as using natural remedies or commercial products.  
- Demonstrate and practice techniques with realia or samples.  
  
**Step 3:** Application and Practice  
- Provide learners with clothing articles containing grass stains to practice stain removal techniques.  
- Encourage them to work individually or in pairs to apply the methods learned.  
  
**Step 4:** Discussion and Reflection  
- Facilitate a group discussion on the effectiveness of the different stain removal techniques.  
- Encourage learners to reflect on the process and share their experiences.  
  
**Conclusion (5 minutes):**

- Summarize key points and learning objectives achieved during the lesson.  
- Conduct a brief interactive activity to reinforce the main topics, such as a quiz or role-play scenario.  
- Preview upcoming topics or questions to consider in the next session.  
  
**Extended Activities:**

- Assign learners to research and present on different types of stains and effective removal methods.  
- Develop a stain removal guidebook for common household stains, including grass, to share with classmates.  
  
**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **GRADE 6** | **AGRICULTURE &NUTRITION** |  |  |  |

**WEEK 12: LESSON 2**

**Strand:** Hygiene Practices

**Sub Strand:** Laundry: Stain Removal

**Specific Learning Outcomes:**

**-By the end of the lesson, learners should be able to:**

1.Discuss ways to remove common stains such as grass from clothing and household articles  
2.Carry out removal of common stains such as grass on clothing and household articles  
3.Develop responsibility as they take care of their clothes and personal hygiene while maintaining cleanliness  
  
**Key Inquiry Question(s):**- How does stain removal enhance personal hygiene?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn** * **Self-efficacy** | * **Peace** * **Responsibility** | * **Personal hygiene** * **Safety** |

**Learning Resources:**- Grade 6 Curriculum Design Agriculture and Nutrition  
- Video clips  
- Realia  
- Pictures  
- Charts  
- Digital devices  
  
**Organisation of Learning:**  
**Introduction (5 minutes):**- Review the previous lesson.  
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.  
  
**Lesson Development (25 minutes):**Based on learning experience, split into 3 or 4 distinct steps.  
  
**Step 1:** Introduction to common stains such as grass and their impact on personal hygiene.

**Step 2:** Discuss and demonstrate methods for removing grass stains from clothing and household articles.

**Step 3:** Students practice stain removal techniques on provided samples or personal items under supervision.

**Step 4:** Reflect on the importance of cleanliness and personal responsibility in maintaining hygiene.  
  
**Conclusion (5 minutes):**

- Summarize key points and learning objectives achieved during the lesson.  
- Conduct a brief interactive activity to reinforce the main topics.  
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.  
  
**Extended Activities:**

- Have students research and create a poster showcasing different stain removal methods for various types of stains.  
- Conduct a stain removal challenge where students have to identify and remove different types of stains on fabrics.  
  
**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **GRADE 6** | **AGRICULTURE &NUTRITION** |  |  |  |

**WEEK 12: LESSON 3**

**Strand:** Hygiene Practices

**Sub Strand:** Laundry: Stain Removal   
  
**Specific Learning Outcomes:**

**-By the end of the lesson, learners should be able to:**

1. Discuss how stain removal enhances personal hygiene.  
2.Practice and adopt stain removal for personal hygiene.  
3.Develop learning skills as they adopt different ways of removing stains.  
  
**Key Inquiry Question(s):**- How does stain removal enhance personal hygiene?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn** * **Self-efficacy** | * **Peace** * **Responsibility** | * **Personal hygiene** * **Safety** |

**Learning Resources:**- Grade 6 Curriculum Design Agriculture and Nutrition  
- Video clips  
- Realia  
- Pictures  
- Charts  
- Digital devices  
  
**Organisation of Learning:**  
**Introduction (5 minutes):**- Review the previous lesson.  
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.  
  
**Lesson Development (25 minutes):**

**Step 1:** Discuss how stain removal enhances personal hygiene.  
**Step 2:** Practice stain removal techniques for personal hygiene.  
**Step 3:** Adopt different ways of removing stains.  
**Step 4:** Reflect on the importance of hygiene practices in daily life.  
  
**Conclusion (5 minutes):**

- Summarize key points and learning objectives achieved during the lesson.  
- Conduct a brief interactive activity to reinforce the main topics.  
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.  
  
**Extended Activities:**

- Grade relevant extended activities could include creating a stain removal guide for common household stains, conducting experiments to test different stain removal methods, or researching natural alternatives to commercial stain removers.

**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **GRADE 6** | **AGRICULTURE &NUTRITION** |  |  |  |

**WEEK 12: LESSON 4**

**Strand:** Hygiene Practices

**Sub Strand:** Laundry: Stain Removal

**Specific Learning Outcomes:**

**-By the end of the lesson, learners should be able to:**

1. Discuss how stain removal enhances personal hygiene  
2. Practise and adopt stain removal for personal hygiene  
3. Develop learning skills as they adopt different ways of removing stains  
  
**Key Inquiry Question:**- How does stain removal enhance personal hygiene?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn** * **Self-efficacy** | * **Peace** * **Responsibility** | * **Personal hygiene** * **Safety** |

**Learning Resources:**- Grade 6 Curriculum Design Agriculture and Nutrition  
- Video clips  
- Realia  
- Pictures  
- Charts  
- Digital devices  
  
**Organisation of Learning:**  
**Introduction (5 minutes):**- Review the previous lesson.  
- Guide learners to read and discuss relevant content from the learning resources, emphasizing key concepts.  
  
**Lesson Development (25 minutes):**

**Step 1:** Discuss how stain removal enhances personal hygiene.  
**Step 2:** Practise and adopt stain removal for personal hygiene.  
**Step 3:** Guided practice on different ways of removing stains.  
**Step 4:** Application of stain removal techniques learned.  
  
**Conclusion (5 minutes):**

- Summarize key points and learning objectives.  
- Conduct a brief interactive activity to reinforce main topics.  
- Preview upcoming topics or questions for the next session.  
  
**Extended Activities:**

- Grade-relevant activities could include:  
- Creating a visual guide for stain removal techniques  
- Conducting a stain removal experiment using different methods  
- Researching historical practices of stain removal  
  
**Teacher Self-Evaluation:**