

**AGRICULTURE AND NUTRITION**

**SCHEMES OF WORK GRADE 8**

**NAME OF THE TEACHER:**

**SCHOOL:**

**TERM:**

**YEAR:**

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| **Week** | **LSN** | **strand** | **Sub-strand** | **Specific Learning Outcomes** | **Key Inquiry Question(s)** | **Learning Experiences** | **Learning Resources** | **Assessment Methods** | **Refl** |
| 1 | 1 | **Food production processes** | **Crop pest and disease control**:  Controlling pest on vegetables by applying natural pesticides | By the end of the lesson, the learner should be able to:   1. identify vegetable crops attacked by pests and diseases, 2. control pests and diseases on vegetable crops by applying natural pesticides 3. acknowledge importance of controlling pests and diseases in vegetable production. | How can we control pests and diseases affecting crops? | Learners are guided to:  control pests on vegetables using methods such as applying natural pesticides such as ash. | Digital devices, immediate environment, tools and equipment’s MTP Agric. Grd 8 T.G.  Pg.67-77  MTP Agric. Grd 8 P.B.  Pg.21-32 | Q & A,  Written Tests  Observation  Oral question |  |
|  | 2 | **Food production processes** | Controlling pest on vegetables by applying natural pesticides | By the end of the lesson, the learner should be able to:   1. identify vegetable crops attacked by pests and diseases, 2. control pests and diseases on vegetable crops by applying natural pesticides 3. acknowledge importance of controlling pests and diseases in vegetable production. | How can we control pests and diseases affecting crops? | Learners are guided to:  control pests on vegetables using methods such as applying natural pesticides such as ash. | Digital devices, immediate environment, tools and equipment’s MTP Agric. Grd 8 T.G.  Pg.67-77  MTP Agric. Grd 8 P.B.  Pg.21-32 | Q & A,  Written Tests  Observation  Oral question |  |
|  | 3 | **Food production processes** | **Controlling pest on vegetables by applying natural pesticides** | By the end of the lesson, the learner should be able to:   1. identify vegetable crops attacked by pests and diseases, 2. control pests and diseases on vegetable crops by applying natural pesticides 3. acknowledge importance of controlling pests and diseases in vegetable production. | How can we control pests and diseases affecting crops? | Learners are guided to:  control pests on vegetables using methods such as applying natural pesticides such as ash. | Digital devices, immediate environment, tools and equipment’s MTP Agric. Grd 8 T.G.  Pg.67-77  MTP Agric. Grd 8 P.B.  Pg.21-32 | Q & A,  Written Tests  Observation  Oral question |  |

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|  | 4 | **Food production processes** | | Preparation of Animal Products – Fish (scaling and gutting) | By the end of the lesson, the learner should be able to:   1. explain the procedure for processing fish. 2. process fresh fish for various purposes, (scaling and gutting) 3. appreciate the importance of scaling and gutting fish. | 1. How can we process fresh fish? 2. How can we dress poultry carcass? | Learners are guided to:  process fresh fish through scaling,  gutting, cleaning, salting, and frying.  learning to learn as learners  collaboratively exercises self-discipline to dress poultry and process fish, integrity as learners apply ethical methods of dressing poultry and ensures respect for animal welfare by humane killing of poultry. | Cooking and cleaning equipment and  Materials, fish, poultry MTP Agric. Grd 8 T.G.  Pg.108-109  MTP Agric. Grd 8 P.B.  Pg.68-70 | Practical activity Observation schedules, checklist, oral questions |  |
| 2 | 1 | **Food production processes** | | Preparation of Animal Products – Fish (scaling and gutting) | By the end of the lesson, the learner should be able to:   1. explain the procedure for processing fish. 2. process fresh fish for various purposes, (scaling and gutting) 3. appreciate the importance of scaling and gutting fish. | 1. How can we process fresh fish? 2. How can we dress poultry carcass? | Learners are guided to:  process fresh fish through scaling,  gutting, cleaning, salting, and frying.  learning to learn as learners  collaboratively exercises self-discipline to dress poultry and process fish, integrity as learners apply ethical methods of dressing poultry and ensures respect for animal welfare by humane killing of poultry. | Cooking and cleaning equipment and  Materials, fish, poultry MTP Agric. Grd 8 T.G.  Pg.108-109  MTP Agric. Grd 8 P.B.  Pg.68-70 | Practical activity Observation schedules, checklist, oral questions |  |
|  | 2 | **Food production processes** | | Cleaning fish, salting and frying | By the end of the lesson, the learner should be able to:   1. state the procedure for processing fish. 2. process fresh fish for various purposes, (cleaning, salting and frying) 3. appreciate the importance of scaling and gutting fish. | 1. How can we process fresh fish? 2. How can we dress poultry carcass? | Learners are guided to:  process fresh fish through scaling,  gutting, cleaning, salting, and frying.  learning to learn as learners  collaboratively exercises self-discipline to dress poultry and process fish, integrity as learners apply ethical methods of dressing poultry and ensures respect for animal welfare by humane killing of poultry. | Cooking and cleaning equipment and  Materials, fish, poultry MTP Agric. Grd 8 T.G.  Pg.108-109  MTP Agric. Grd 8 P.B.  Pg.68-70 | Practical activity Observation schedules, checklist, oral questions |  |
|  | 3 | **Food production processes** | | Cleaning fish, salting and frying | By the end of the lesson, the learner should be able to:   1. state the procedure for processing fish. 2. process fresh fish for various purposes, (cleaning, salting and frying) 3. appreciate the importance of scaling and gutting fish. | 1. How can we process fresh fish? 2. How can we dress poultry carcass? | Learners are guided to:  process fresh fish through scaling,  gutting, cleaning, salting, and frying.  learning to learn as learners  collaboratively exercises self-discipline to dress poultry and process fish, integrity as learners apply ethical methods of dressing poultry and ensures respect for animal welfare by humane killing of poultry. | Cooking and cleaning equipment and  Materials, fish, poultry MTP Agric. Grd 8 T.G.  Pg.108-109  MTP Agric. Grd 8 P.B.  Pg.68-70 | Practical activity Observation schedules, checklist, oral questions |  |
|  | 4 | **Food production processes** | Dressing poultry for various purposes- slaughtering & defeathering | | By the end of the lesson, the learner should be able to:   1. explain the procedure of dressing poultry carcass 2. dress poultry carcass for various purposes. (slaughtering and defeathering) 3. appreciate the importance of dressing poultry. | 1. How can we process fresh fish? 2. How can we dress poultry carcass? | Learners are guided to:  discuss how to dress poultry carcass (beheading, defeathering, removal of offal, cleaning) for various uses. | Cooking and cleaning equipment and  Materials, fish, poultry MTP Agric. Grd 8 T.G.  Pg.109-110  MTP Agric. Grd 8 P.B.  Pg.71-74 | Practical activity Observation schedules, checklist, oral questions |  |
| 3 | 1 | **Food production processes** | Dressing poultry for various purposes- slaughtering & defeathering | | By the end of the lesson, the learner should be able to:   1. explain the procedure of dressing poultry carcass 2. dress poultry carcass for various purposes. (slaughtering and defeathering) 3. appreciate the importance of dressing poultry. | 1. How can we process fresh fish? 2. How can we dress poultry carcass? | Learners are guided to:  discuss how to dress poultry carcass (beheading, defeathering, removal of offal, cleaning) for various uses. | Cooking and cleaning equipment and  Materials, fish, poultry MTP Agric. Grd 8 T.G.  Pg.109-110  MTP Agric. Grd 8 P.B.  Pg.71-74 | Practical activity Observation schedules, checklist, oral questions |  |
|  | 2 | **Food production processes** | Gutting, cleaning and draining the chicken | | By the end of the lesson, the learner should be able to:   1. explain the procedure of dressing poultry carcass 2. dress poultry carcass for various purposes. (gutting, cleaning and draining the chicken) 3. appreciate the importance of dressing poultry. | 1. How can we process fresh fish? 2. How can we dress poultry carcass? | Learners are guided to:  discuss how to dress poultry carcass (beheading, defeathering, removal of offal, cleaning) for various uses. | Cooking and cleaning equipment and  Materials, fish, poultry MTP Agric. Grd 8 T.G.  Pg.109-110  MTP Agric. Grd 8 P.B.  Pg.71-74 | Practical activity Observation schedules, checklist, oral questions |  |
|  | 3 | **Food production processes** | Gutting, cleaning and draining the chicken | | By the end of the lesson, the learner should be able to:   1. explain the procedure of dressing poultry carcass 2. dress poultry carcass for various purposes. (gutting, cleaning and draining the chicken) 3. appreciate the importance of dressing poultry. | 1. How can we process fresh fish? 2. How can we dress poultry carcass? | Learners are guided to:  discuss how to dress poultry carcass (beheading, defeathering, removal of offal, cleaning) for various uses. | Cooking and cleaning equipment and  Materials, fish, poultry MTP Agric. Grd 8 T.G.  Pg.109-110  MTP Agric. Grd 8 P.B.  Pg.71-74 | Practical activity Observation schedules, checklist, oral questions |  |

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|  | 4 | **Food production processes** | Importance of processing fish and dressing poultry | By the end of the lesson, the learner should be able to:   1. explain the importance of processing fish and dressing poultry carcass. 2. Observe pictures of processed fish and dressed poultry. 3. Appreciate the importance of processing fish and dressing poultry. | 1. How can we process fresh fish? 2. How can we dress poultry carcass? | Learners are guided to: discuss to share experiences on the  importance of processing fish and dressing poultry. | Cooking and cleaning equipment and  Materials, fish, poultry MTP Agric. Grd 8 T.G.  Pg.110-111  MTP Agric. Grd 8 P.B.  Pg.74-75 | Practical activity Observation schedules, checklist, oral questions |  |
| 4 | 1 | **Food production processes** | **Preserving Milk and Meat:**  Methods of preserving meat- salting | By the end of the lesson, the learner should be able to:   1. List the methods of preserving meat 2. preserve meat to prolong shelf life at household level though salting 3. appreciate preserving meat through salting | How can we preserve milk and meat at household level? | Learner is guided to:  preserve meat through methods such as  salting  digital literacy as learners search for  information, integrity as learners display honesty in preserving meat and milk in ethically acceptable procedures and hygiene as learners ensure use of clean equipment. | Cooking and cleaning equipment, milk and meat  MTP Agric. Grd 8 T.G.  Pg.112-113  MTP Agric. Grd 8 P.B.  Pg.76-78 | Practical activity Observation schedules, checklist, oral questions |  |
|  | 2 | **Food production processes** | Methods of preserving meat- boiling | By the end of the lesson, the learner should be able to:   1. List the methods of preserving meat 2. preserve meat to prolong shelf life at household level though boiling. 3. appreciate preserving meat through salting | How can we preserve milk and meat at household level? | Learner is guided to:  preserve meat through methods such as  boiling  digital literacy as learners search for  information, integrity as learners display honesty in preserving meat and milk in ethically acceptable procedures and hygiene as learners ensure use of clean equipment. | Cooking and cleaning equipment, milk and meat  MTP Agric. Grd 8 T.G.  Pg.112-113  MTP Agric. Grd 8 P.B.  Pg.76-78 | Practical activity Observation schedules, checklist, oral questions |  |
|  | 3 | **Food production processes** | Methods of preserving meat- drying | By the end of the lesson, the learner should be able to:   1. state the methods of preserving meat 2. preserve meat to prolong shelf life at household level though drying   d. appreciate preserving meat through salting | How can we preserve milk and meat at household level? | Learner is guided to:  preserve meat through methods such as Drying.  digital literacy as learners search for  information, integrity as learners display honesty in preserving meat and milk in ethically acceptable procedures and hygiene as learners ensure use of clean equipment. | Cooking and cleaning equipment, milk and meat  MTP Agric. Grd 8 T.G.  Pg.112-113  MTP Agric. Grd 8 P.B.  Pg.76-78 | Practical activity Observation schedules, checklist, oral questions |  |
|  | 4 | **Food production processes** | Methods of preserving meat- smoking | By the end of the lesson, the learner should be able to:   1. state the methods of preserving meat 2. preserve meat to prolong shelf life at household level though smoking 3. appreciate preserving meat through salting | How can we preserve milk and meat at household level? | Learner is guided to:  preserve meat through methods such as  smoking.  digital literacy as learners search for  information, integrity as learners display honesty in preserving meat and milk in ethically acceptable procedures and hygiene as learners ensure use of clean equipment. | Cooking and cleaning equipment, milk and meat  MTP Agric. Grd 8 T.G.  Pg.112-113  MTP Agric. Grd 8 P.B.  Pg.76-78 | Practical activity Observation schedules, checklist, oral questions |  |
| 5 | 1 | **Food production processes** | Methods of preserving milk-boiling | By the end of the lesson, the learner should be able to:   1. list the methods used in preserving milk. 2. preserve milk to prolong shelf life at household level through boiling. 3. Value preserving milk for longer shelf   life. | How can we preserve milk and meat at household level? | Learner is guided to: preserve milk through methods such as boiling.  digital literacy as learners search for  information, integrity as learners display honesty in preserving meat and milk in ethically acceptable procedures and hygiene as learners ensure use of clean equipment. | Cooking and cleaning equipment, milk and meat  MTP Agric. Grd 8 T.G.  Pg.114-116  MTP Agric. Grd 8 P.B.  Pg.78-80 | Practical activity Observation schedules, checklist, oral questions |  |
|  | 2 | **Food production processes** | Methods of preserving milk-boiling | By the end of the lesson, the learner should be able to:   1. list the methods used in preserving milk. 2. preserve milk to prolong shelf life at household level through boiling. 3. Value preserving milk for longer shelf   life. | How can we preserve milk and meat at household level? | Learner is guided to: preserve milk through methods such as boiling. | Cooking and cleaning equipment, milk and meat  MTP Agric. Grd 8 T.G.  Pg.114-116  MTP Agric. Grd 8 P.B.  Pg.78-80 | Practical activity Observation schedules, checklist, oral questions |  |
|  | 3 | **Food production processes** | Methods of preserving milk-other methods | By the end of the lesson, the learner should be able to:   1. list the methods used in preserving milk. 2. preserve milk to prolong shelf life at household level through other methods. 3. Value preserving milk for longer shelf   life. | How can we preserve milk and meat at household level? | Learner is guided to: preserve milk through methods such as  fermenting and home cooling.  digital literacy as learners search for  information, integrity as learners display honesty in preserving meat and milk in ethically acceptable procedures and hygiene as learners ensure use of clean equipment. | Cooking and cleaning equipment, milk and meat  MTP Agric. Grd 8 T.G.  Pg.114-116  MTP Agric. Grd 8 P.B.  Pg.78-80 | Practical activity Observation schedules, checklist, oral questions |  |
|  | 4 | **Food production processes** | Methods of preserving milk-other methods | By the end of the lesson, the learner should be able to:   1. list the methods used in preserving milk. 2. preserve milk to prolong shelf life at household level through other methods. 3. Value preserving milk for longer shelf   life. | How can we preserve milk and meat at household level? | Learner is guided to: preserve milk through methods such as  fermenting and home cooling.  Learner is guided to: search for information from digital and  print resources, discuss and share experiences on the importance of preserving milk and meat at household level. | Cooking and cleaning equipment, milk and meat  MTP Agric. Grd 8 T.G.  Pg.114-116  MTP Agric. Grd 8 P.B.  Pg.78-80 | Practical activity Observation schedules, checklist, oral questions |  |
| 6 | 1 | **Food production processes** | Importance of preserving milk and meat | By the end of the lesson, the learner should be able to:   1. explain the importance of preserving milk and meat at household level, 2. use IT devices to know more on the importance of preserving milk and meat. 3. Appreciate the importance of preserving milk and meat. | How can we preserve milk and meat at household level? |  | Cooking and cleaning equipment, milk and meat  MTP Agric. Grd 8 T.G.  Pg.114-116  MTP Agric. Grd 8 P.B.  Pg.78-80 | Practical activity Observation schedules, checklist, oral questions |  |
|  | 2 | **Food production processes** | **Cooking:**  **Preparing a**  **Balanced**  **Meal**  Factors considered when preparing a balanced meal | By the end of the lesson, the learner should be able to:   1. explain factors to consider in preparing a balanced meal 2. observe pictures of different balanced meals 3. adopt the use of a balanced meal in day to day life. | How can we prepare a balanced meal for healthy living? | Learner is guided to: discuss and share experiences on  factors to consider in preparing a balanced meal such as age, health status, occasion and gender. | Cooking and cleaning equipment, meals to be cooked  MTP Home Scie. Grd 8  T.G. Pg.35-39  MTP Home Scie. Grd 8  P.B. Pg.41-48 | Practical activity Observation schedules, checklist, oral questions |  |
|  | 3 | **Food production processes** | Cooking balanced meals and serving- special groups (Guidelines to consider) | By the end of the lesson, the learner should be able to:   1. identify the different special groups 2. outline guidelines to consider when choosing meals for different special groups 3. embrace the guidelines when planning meals for different special groups. | How can we prepare a balanced meal for healthy living? | Learner is guided to: discuss and share experiences on  factors to consider in preparing a balanced meal such as age, health status, occasion and gender. | Cooking and cleaning equipment, meals to be cooked  MTP Home Scie. Grd 8  T.G. Pg.35-39  MTP Home Scie. Grd 8  P.B. Pg.41-48 | Practical activity Observation schedules, checklist, oral questions |  |

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|  | 4 | **Food production processes** | Cooking balanced meals and serving- special groups (Guidelines to consider) | By the end of the lesson, the learner should be able to:   1. identify the different special groups 2. outline guidelines to consider when choosing meals for different special groups 3. embrace the guidelines when planning meals for different special groups. | How can we prepare a balanced meal for healthy living? | Learner is guided to: discuss and share experiences on  factors to consider in preparing a balanced meal such as age, health status, occasion and gender. | Cooking and cleaning equipment, meals to be cooked  MTP Home Scie. Grd 8  T.G. Pg.35-39  MTP Home Scie. Grd 8  P.B. Pg.41-48 | Practical activity Observation schedules, checklist, oral questions |  |
| 7 | 1 | **Food production processes** | Cooking balanced meals and serving- special groups – feeding habits and food taboos  for special groups | By the end of the lesson, the learner should be able to:   1. List feeding habits and food taboos for the special groups. 2. Analyze feeding habits and food taboos for special groups. 3. Recognize feeding habits and food taboos for special groups. | How can we prepare a balanced meal for healthy living? | Learner is guided to: discuss and share experiences on  factors to consider in preparing a balanced meal such as age, health status, occasion and gender. | Cooking and cleaning equipment, meals to be cooked  MTP Home Scie. Grd 8  T.G. Pg.39-40  MTP Home Scie. Grd 8  P.B. Pg.49-50 | Practical activity Observation schedules, checklist, oral questions |  |
|  | 2 | **Food production processes** | Cooking balanced meals and serving- special groups | By the end of the lesson, the learner should be able to:   1. Describe the procedure used to plan, prepare and present meals for special groups. 2. Plan, prepare and present a balanced meal for healthy living (special groups) 3. adopt the use of a balanced meal in day to day life. | How can we prepare a balanced meal for healthy living? | Learner is guided to:  plan, and cook a balanced meal with  protein, carbohydrate and vegetables.  serve the balanced meal using a serving  style such as family or blue plate to present the meal. | Cooking and cleaning equipment, meals to be cooked  MTP Home Scie. Grd 8  T.G. Pg.40-46  MTP Home Scie. Grd 8  P.B. Pg.51-60 | Practical activity Observation schedules, checklist, oral questions |  |
|  | 3 | **Food production processes** | Cooking balanced meals and serving- special groups | By the end of the lesson, the learner should be able to:   1. Describe the procedure used to plan, prepare and present meals for special groups. 2. Plan, prepare and present a balanced meal for healthy living (special groups) 3. adopt the use of a balanced meal in day to day life. | How can we prepare a balanced meal for healthy living? | Learner is guided to:  plan, and cook a balanced meal with  protein, carbohydrate and vegetables.  serve the balanced meal using a serving  style such as family or blue plate to present the meal. | Cooking and cleaning equipment, meals to be cooked  MTP Home Scie. Grd 8  T.G. Pg.40-46  MTP Home Scie. Grd 8  P.B. Pg.51-60 | Practical activity Observation schedules, checklist, oral questions |  |

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|  | 4 | **Food production processes** | Cooking balanced meals and serving- special occasions (factors considered) | By the end of the lesson, the learner should be able to:   1. identify various special occasions. 2. explain factors to consider in preparing a balanced meal 3. embrace factors to consider when planning meals for special occasion. | How can we prepare a balanced meal for healthy living? | Learner is guided to: discuss and share experiences on  factors to consider in preparing a balanced meal such as age, health status, occasion and gender. | Cooking and cleaning equipment, meals to be cooked  MTP Home Scie. Grd 8  T.G. Pg.47-50  MTP Home Scie. Grd 8  P.B. Pg.61-64 | Practical activity Observation schedules, checklist, oral questions |  |
| 8 | 1 | **Food production processes** | Cooking balanced meals and serving- special occasions (factors considered) | By the end of the lesson, the learner should be able to:   1. identify various special occasions. 2. explain factors to consider in preparing a balanced meal 3. embrace factors to consider when planning meals for special occasion. | Why are some occasions considered special? | Learner is guided to: discuss and share experiences on  factors to consider in preparing a balanced meal such as age, health status, occasion and gender. | Cooking and cleaning equipment, meals to be cooked  MTP Home Scie. Grd 8  T.G. Pg.47-50  MTP Home Scie. Grd 8  P.B. Pg.61-64 | Practical activity Observation schedules, checklist, oral questions |  |
|  | 2 | **Food production processes** | Cooking balanced meals and serving- special occasions | By the end of the lesson, the learner should be able to:   1. describe the procedure used to prepare, cook and present food items or dishes for a special occasion. 2. Plan, prepare and present food items or dishes for a special occasion. 3. adopt the use of a balanced meal in day to day life. | Why are some occasions considered special? | Learner is guided to:  plan, and cook a balanced meal with  protein, carbohydrate and vegetables.  serve the balanced meal using a serving  style such as family or blue plate to present the meal. make various menu on balanced diet and  present in class. | Cooking and cleaning equipment, meals to be cooked  MTP Home Scie. Grd 8  T.G. Pg.50-54  MTP Home Scie. Grd 8  P.B. Pg.65-71 | Practical activity Observation schedules, checklist, oral questions |  |
|  | 3-4 | **HALF TERM** | | | | | | | |
| 9 | 1 | **Food production processes** | Cooking balanced meals and serving- special occasions | By the end of the lesson, the learner should be able to:   1. describe the procedure used to prepare, cook and present food items or dishes for a special occasion. 2. Plan, prepare and present food items or dishes for a special occasion. 3. adopt the use of a balanced meal in day to day life. | Why are some occasions considered special?    Which food items or dishes do you consider special and why? | Learner is guided to:  plan, and cook a balanced meal with  protein, carbohydrate and vegetables.  serve the balanced meal using a serving  style such as family or blue plate to present the meal. make various menu on balanced diet and  present in class. | Cooking and cleaning equipment, meals to be cooked  MTP Home Scie. Grd 8  T.G. Pg.50-54  MTP Home Scie. Grd 8  P.B. Pg.65-71 | Practical activity Observation schedules, checklist, oral questions |  |

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|  | 2 | **Food production processes** | Cooking balanced meals and serving- special occasions | By the end of the lesson, the learner should be able to:   1. describe the procedure used to prepare, cook and present food items or dishes for a special occasion. 2. Plan, prepare and present food items or dishes for a special occasion. 3. adopt the use of a balanced meal in day to day life. | Why are some occasions considered special?    Which food items or dishes do you consider special and why? | Learner is guided to:  plan, and cook a balanced meal with  protein, carbohydrate and vegetables.  serve the balanced meal using a serving  style such as family or blue plate to present the meal. make various menu on balanced diet and  present in class. | Cooking and cleaning equipment, meals to be cooked  MTP Home Scie. Grd 8  T.G. Pg.50-54  MTP Home Scie. Grd 8  P.B. Pg.65-71 | Practical activity Observation schedules, checklist, oral questions |  |
|  | 3 | **HYGIENE PRACTICES** | Cleaning the kitchen – Reasons for cleaning the kitchen | By the end of the lesson, the learner should be able to:   1. explain reasons for cleaning a kitchen. 2. Observe pictures of different types of kitchen. 3. appreciate a clean kitchen for healthy living. | How can daily, weekly and special cleaning enhance hygiene in the kitchen? | learners share experiences on the reasons for cleaning the kitchen. | Cleaning equipment,  MTP Home Scie. Grd 8  T.G. Pg.134-135  MTP Home Scie. Grd 8  P.B. Pg.159 | Practical activity Observation schedules, checklist, oral questions |  |
|  | 4 | **HYGIENE PRACTICES** | Reasons for cleaning the kitchen | By the end of the lesson, the learner should be able to:   1. explain reasons for cleaning a kitchen. 2. Observe pictures of different types of kitchen. 3. appreciate a clean kitchen for healthy living. | How can daily, weekly and special cleaning enhance hygiene in the kitchen? | learners share experiences on the reasons for cleaning the kitchen. | Cleaning equipment,  MTP Home Scie. Grd 8  T.G. Pg.134-135  MTP Home Scie. Grd 8  P.B. Pg.159 | Practical activity Observation schedules, checklist, oral questions |  |
| 10 | 1 | **HYGIENE PRACTICES** | Methods of removing dirt from kitchen surfaces | By the end of the lesson, the learner should be able to:   1. explain the meaning of the terms loose dirt and fixed dirt found in the kitchen 2. describe methods of removing dirt from the kitchen surfaces. 3. Adopt methods of removing dirt from the kitchen surfaces. | How can daily, weekly and special cleaning enhance hygiene in the kitchen? | learners share experiences on the  methods of removing dirt from kitchen surfaces. | Cleaning equipment,  MTP Home Scie. Grd 8  T.G. Pg.135-136  MTP Home Scie. Grd 8  P.B. Pg.160-163 | Practical activity Observation schedules, checklist, oral questions |  |

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|  | 2 | **HYGIENE PRACTICES** | Methods of removing dirt from kitchen surfaces | By the end of the lesson, the learner should be able to:   1. explain the meaning of the terms loose dirt and fixed dirt found in the kitchen 2. describe methods of removing dirt from the kitchen surfaces. 3. Adopt methods of removing dirt from the kitchen surfaces. | How can daily, weekly and special cleaning enhance hygiene in the kitchen? | learners share experiences on the  methods of removing dirt from kitchen surfaces. | Cleaning equipment,  MTP Home Scie. Grd 8  T.G. Pg.135-136  MTP Home Scie. Grd 8  P.B. Pg.160-163 | Practical activity Observation schedules, checklist, oral questions |  |
|  | 3 | **HYGIENE PRACTICES** | Daily cleaning | By the end of the lesson, the learner should be able to:   1. explain procedures used in daily, weekly and special cleaning carried out in the kitchen. 2. Observe as the teacher demonstrates how to carry out daily, weekly and special cleaning of the kitchen. 3. Embrace carrying out daily, weekly and special cleaning of the kitchen. | How can daily, weekly and special cleaning enhance hygiene in the kitchen? | learners share experiences on routine  cleaning of the kitchen (daily, weekly, special cleaning). | Cleaning equipment,  MTP Home Scie. Grd 8  T.G. Pg.136-137  MTP Home Scie. Grd 8  P.B. Pg.164-167 | Practical activity Observation schedules, checklist, oral questions |  |
|  | 4 | **HYGIENE PRACTICES** | Carrying out cleaning of the kitchen | By the end of the lesson, the learner should be able to:   1. Apply safety precautions while cleaning the kitchen. 2. carry out cleaning of a kitchen to maintain hygiene 3. appreciate a clean kitchen for healthy living. | How can daily, weekly and special cleaning enhance hygiene in the kitchen? | clean the kitchen to maintain hygiene  applying (daily, weekly and special cleaning).  learning to learn while applying  appropriate procedures to clean the kitchen, responsibility while undertaking routine roles and promoting health and hygiene at household level. | Cleaning equipment,  MTP Home Scie. Grd 8  T.G. Pg.137-140  MTP Home Scie. Grd 8  P.B. Pg.167-168 | Practical activity Observation schedules, checklist, oral questions |  |
| 11 | 1 | **HYGIENE PRACTICES** | Carrying out cleaning of the kitchen | By the end of the lesson, the learner should be able to:   1. Apply safety precautions while cleaning the kitchen. 2. carry out cleaning of a kitchen to maintain hygiene 3. appreciate a clean kitchen for healthy living. | How can daily, weekly and special cleaning enhance hygiene in the kitchen? | clean the kitchen to maintain hygiene  applying (daily, weekly and special cleaning).  learning to learn while applying  appropriate procedures to clean the kitchen, responsibility while undertaking routine roles and promoting health and hygiene at household level. | Cleaning equipment,  MTP Home Scie. Grd 8  T.G. Pg.137-140  MTP Home Scie. Grd 8  P.B. Pg.167-168 | Practical activity Observation schedules, checklist, oral questions |  |

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|  | 2 | **HYGIENE PRACTICES** | Carrying out cleaning of the kitchen | By the end of the lesson, the learner should be able to:   1. Apply safety precautions while cleaning the kitchen. 2. carry out cleaning of a kitchen to maintain hygiene 3. appreciate a clean kitchen for healthy living. | How can daily, weekly and special cleaning enhance hygiene in the kitchen? | clean the kitchen to maintain hygiene  applying (daily, weekly and special cleaning).  learning to learn while applying  appropriate procedures to clean the kitchen, responsibility while undertaking routine roles and promoting health and hygiene at household level. | Cleaning equipment,  MTP Home Scie. Grd 8  T.G. Pg.137-140  MTP Home Scie. Grd 8  P.B. Pg.167-168 | Practical activity Observation schedules, checklist, oral questions |  |
|  | 3 | **HYGIENE PRACTICES** | Carrying out cleaning of the kitchen | By the end of the lesson, the learner should be able to:   1. Apply safety precautions while cleaning the kitchen. 2. carry out cleaning of a kitchen to maintain hygiene 3. appreciate a clean kitchen for healthy living. | How can daily, weekly and special cleaning enhance hygiene in the kitchen? | clean the kitchen to maintain hygiene  applying (daily, weekly and special cleaning).  learning to learn while applying  appropriate procedures to clean the kitchen, responsibility while undertaking routine roles and promoting health and hygiene at household level. | Cleaning equipment,  MTP Home Scie. Grd 8  T.G. Pg.137-140  MTP Home Scie. Grd 8  P.B. Pg.167-168 | Practical activity Observation schedules, checklist, oral questions |  |
|  | 4 | **PRODUCTION**  **TECHNIQUES** | Sewing  Skills:  Constructing Household Items- Types of seams | By the end of the lesson, the learner should be able to:   1. identify the types of seams used making clothes 2. describe different seams used clothing construction. 3. Recognize types of seams used in clothing construction. | How can a household item be made using seams? | Learners are guided to:  search for information on different types  of seams used in making household items (open and plain seams). | Sewing machines, fabric, machine needles, scissors, hand needles and thread.  MTP Home Scie. Grd 7  T.G. Pg.95  MTP Home Scie. Grd 7  P.B. Pg.115-116 | Group discussion Practical  activities, oral questions and answers. |  |
| 12 | 1 | **PRODUCTION**  **TECHNIQUES** | Types of seams | By the end of the lesson, the learner should be able to:   1. identify the types of seams used making clothes 2. describe different seams used clothing construction. 3. Recognize types of seams used in clothing construction. | How can a household item be made using seams? | Learners are guided to:  search for information on different types  of seams used in making household items (open and plain seams). | Sewing machines, fabric, machine needles, scissors, hand needles and thread.  MTP Home Scie. Grd 7  T.G. Pg.95  MTP Home Scie. Grd 7  P.B. Pg.115-116 | Group discussion Practical  activities, oral questions and answers. |  |

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|  | 2 | **PRODUCTION**  **TECHNIQUES** | Qualities of a well-made seam | By the end of the lesson, the learner should be able to:   1. Describe factors to consider when choosing seams for clothing construction 2. Demonstrate the qualities of wellmade seams in clothing construction. 3. Appreciate the qualities of a wellmade seams in clothing construction. | How can a household item be made using seams? | Learners are guided to: describing factors considered when  choosing seams.    List the qualities of well-made seams in clothing construction. | Sewing machines, fabric, machine needles, scissors, hand needles and thread.  MTP Home Scie. Grd 7  T.G. Pg.95-97  MTP Home Scie. Grd 7  P.B. Pg.116-118 | Group discussion Practical  activities, oral questions and answers. |  |
|  | 3 | **PRODUCTION**  **TECHNIQUES** | Making samples of seams used in clothing construction – plain seam | By the end of the lesson, the learner should be able to:   1. Describe the procedure used to make plain seams used in clothing construction. 2. make samples of seams on a piece of cloth 3. value plain seams used for constructing clothes and household articles. | How can a household item be made using seams? | Learners are guided to: make samples of open and plain seams  on a piece of cloth using hand sewing.  creative skills as learner use ideas to  construct a household item, responsibility as learners undertake task to completion and safety as learners take precaution against accident cause by sharp sewing tools. | Sewing machines, fabric, machine needles, scissors, hand needles and thread.  MTP Home Scie. Grd 7  T.G. Pg.97-100  MTP Home Scie. Grd 7  P.B. Pg.119-124 | Group discussion Practical  activities, oral questions and answers. |  |
|  | 4 | **PRODUCTION**  **TECHNIQUES** | Making samples of seams used in clothing construction – plain seam | By the end of the lesson, the learner should be able to:   1. Describe the procedure used to make plain seams used in clothing construction. 2. make samples of seams on a piece of cloth 3. value plain seams used for constructing clothes and household articles. | How can a household item be made using seams? | Learners are guided to: make samples of open and plain seams  on a piece of cloth using hand sewing.  creative skills as learner use ideas to  construct a household item, responsibility as learners undertake task to completion and safety as learners take precaution against accident cause by sharp sewing tools. | Sewing machines, fabric, machine needles, scissors, hand needles and thread.  MTP Home Scie. Grd 7  T.G. Pg.97-100  MTP Home Scie. Grd 7  P.B. Pg.119-124 | Group discussion Practical  activities, oral questions and answers. |  |
| 13 | 1 | **PRODUCTION**  **TECHNIQUES** | Making samples of seams used in clothing construction – plain seam | By the end of the lesson, the learner should be able to:   1. Describe the procedure used to make plain seams used in clothing construction. 2. make samples of seams on a piece of cloth 3. Value plain seams used for constructing clothes and household articles. | How can a household item be made using seams? | Learners are guided to: make samples of open and plain seams  on a piece of cloth using hand sewing.  creative skills as learner use ideas to  construct a household item, responsibility as learners undertake task to completion and safety as learners take precaution against accident cause by sharp sewing tools. | Sewing machines, fabric, machine needles, scissors, hand needles and thread.  MTP Home Scie. Grd 7  T.G. Pg.97-100  MTP Home Scie. Grd 7  P.B. Pg.119-124 | Group discussion Practical  activities, oral questions and answers. |  |
|  | 2 | **PRODUCTION**  **TECHNIQUES** | Making samples of seams used in clothing construction – open seam | By the end of the lesson, the learner should be able to:   1. Describe the procedure used to make open seams used in clothing construction. 2. make samples of seams on a piece of cloth 3. Value open seams used for constructing clothes and household articles. | How can a household item be made using seams? | Learners are guided to: make samples of open and plain seams  on a piece of cloth using hand sewing.  creative skills as learner use ideas to  construct a household item, responsibility as learners undertake task to completion and safety as learners take precaution against accident cause by sharp sewing tools. | Sewing machines, fabric, machine needles, scissors, hand needles and thread.  MTP Home Scie. Grd 7  T.G. Pg.97-100  MTP Home Scie. Grd 7  P.B. Pg.119-124 | Group discussion Practical  activities, oral questions and answers. |  |
|  | 3 | **PRODUCTION**  **TECHNIQUES** | Making samples of seams used in clothing construction – open seam | By the end of the lesson, the learner should be able to:   1. Describe the procedure used to make open seams used in clothing construction. 2. make samples of seams on a piece of cloth 3. Value open seams used for constructing clothes and household articles. | How can a household item be made using seams? | Learners are guided to: make samples of open and plain seams  on a piece of cloth using hand sewing.  creative skills as learner use ideas to  construct a household item, responsibility as learners undertake task to completion and safety as learners take precaution against accident cause by sharp sewing tools. | Sewing machines, fabric, machine needles, scissors, hand needles and thread.  MTP Home Scie. Grd 7  T.G. Pg.97-100  MTP Home Scie. Grd 7  P.B. Pg.119-124 | Group discussion Practical  activities, oral questions and answers. |  |
|  | 4 | **PRODUCTION**  **TECHNIQUES** | Making samples of seams used in clothing construction – open seam | By the end of the lesson, the learner should be able to:   1. Describe the procedure used to make open seams used in clothing construction. 2. make samples of seams on a piece of cloth 3. Value open seams used for constructing clothes and household articles. | How can a household item be made using seams? | Learners are guided to: make samples of open and plain seams  on a piece of cloth using hand sewing.  creative skills as learner use ideas to  construct a household item, responsibility as learners undertake task to completion and safety as learners take precaution against accident cause by sharp sewing tools. | Sewing machines, fabric, machine needles, scissors, hand needles and thread.  MTP Home Scie. Grd 7  T.G. Pg.97-100  MTP Home Scie. Grd 7  P.B. Pg.119-124 | Group discussion Practical  activities, oral questions and answers. |  |
| 14 | 1-4 | **END TERM ASSESSMENT/CLOSING** | | | | | | | |