

2024 GRADE 7 AGRICULTURE NUTRITION LESSON PLANS TERM 2

TEACHER'S NAME SCHOOL.....TERM YEAR

WEEK: 1

LESSON: 1

STRAND: Food Production Processes

SUB-STRAND: Cooking Methods.

SPECIFIC OUTCOME: By the end of the lesson, the learner should be able to:

- List the factors that determine the choice of a cooking method.
- Identify the methods of cooking different types of food.
- Describe the methods of cooking different types of foods.
- Search the internet for information on the cooking methods; Grilling, Roasting and Steaming.
- Acknowledge the different methods of cooking food.

KEY INQUIRY QUESTION(S): What types of cooking methods do you know?what factors should you consider when choosing a cooking method?

LEARNING RESOURCES: MTP Home Science

Digital devices.

Teacher's Notes.

ORGANIZATION OF LERANING: IN CLASSROOM AND GROUP WORK

TIME	CONTENT
35 Minutes	<u>CONCEPT DEVELOPMENT</u> Brainstorm on the factors that determine the choice of a cooking method. List the different cooking methods. Discuss the different methods of cooking food. Search the internet for more information on the cooking methods. Core competence: Critical Thinking, Problem Solving, communication and Collaboration.
5 Minutes	Conclusion Teacher to observe learners understanding on methods of cooking. Extended Activities Learners to be given assignment to do at home. Written tests graded observation of group work activities ,Self and peer assessment

Summary: In groups Learners to describe various cooking methods.

Reflection in the lesson/self-remarks:

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WEEK: 1

LESSON: 2

STRAND: Food Production Processes

SUB-STRAND: Cooking Methods: Grilling Method.

SPECIFIC OUTCOME: By the end of the lesson, the learner should be able to:

- a) State the guidelines for cooking food by Grilling method.
- b) Discuss the safety measures to observe during grilling of food.
- c) Prepare posters showing the guidelines for cooking food by grilling method.
- d) Appreciate the guidelines and safety measures to observe during grilling.

KEY INQUIRY QUESTION(S): What types of cooking methods do you know?what factors should you consider when choosing a cooking method?

LEARNING RESOURCES: MTP Home Science

Digital devices.

Teacher's Notes.

ORGANIZATION OF LERANING: IN CLASSROOM AND GROUP WORK

TIME	CONTENT
35 Minutes	<p><u>CONCEPT DEVELOPMENT</u></p> <p>List the foods suitable for grilling. Outline the guidelines for grilling method. Discuss the importance of adhering to each of the guideline. Prepare posters showing the guidelines for grilling. Core competence: Critical Thinking, Problem Solving, communication and Collaboration.</p>
5 Minutes	<p>Conclusion Teacher to observe learners understanding on methods of cooking. Extended Activities Learners to be given assignment to do at home. Written tests graded observation of group work activities ,Self and peer assessment</p>

Summary: In groups Learners to describe various cooking methods.

Reflection in the lesson/self-remarks:

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WEEK: 1

LESSON: 3

STRAND: Food Production Processes

SUB-STRAND: Cooking Methods: Grilling Method.

SPECIFIC OUTCOME: By the end of the lesson, the learner should be able to:

- Identify the requirements and ingredients of a selected food to be cooked using grilling method
- Prepare recipes of food to be grilled.
- Discuss the advantages and disadvantages of grilling method of cooking.
- Appreciate the use of grilling method in cooking

KEY INQUIRY QUESTION(S): What are the advantages and disadvantages of grilling food?Which equipment are used in grilling method?

LEARNING RESOURCES: MTP Home Science

Digital devices.

Teacher's Notes.

ORGANIZATION OF LERANING: IN CLASSROOM AND GROUP WORK

TIME	CONTENT

35 Minutes	<p><u>CONCEPT DEVELOPMENT</u></p> <p>List the foods suitable for grilling. Outline the guidelines for grilling method. Discuss the importance of adhering to each of the guideline. Prepare posters showing the guidelines for grilling. Core competence: Critical Thinking, Problem Solving, communication and Collaboration.</p>
5 Minutes	<p>Conclusion Teacher to observe learners understanding on methods of cooking.</p> <p>Extended Activities Learners to be given assignment to do at home. Written tests graded observation of group work activities ,Self and peer assessment</p>

Summary: In groups Learners to describe various cooking methods.

Reflection in the lesson/self-remarks:

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WEEK: 1

LESSON: 4

STRAND: Food Production Processes

SUB-STRAND: Cooking Methods: Grilling Method.

SPECIFIC OUTCOME: By the end of the lesson, the learner should be able to:

- Prepare and cook the selected food using the grilling method.
- Serve the food prepared using grilling method.
- Enjoy grilling food .

KEY INQUIRY QUESTION(S): What are the advantages and disadvantages of grilling food?Which equipment are used in grilling method?

LEARNING RESOURCES: MTP Home Science

Digital devices.

Teacher's Notes.

ORGANIZATION OF LERANING: IN CLASSROOM AND GROUP WORK

TIME	CONTENT
35 Minutes	<p><u>CONCEPT DEVELOPMENT</u></p> <p>Gather the tools, equipment and materials to be used for grilling. Follow the recipes prepared to prepare and cook the selected food using grilling method. Record using digital devices as they cook. Observe safety when cooking. Core competence: Critical Thinking, Problem Solving, communication and Collaboration.</p>
5 Minutes	<p>Conclusion Teacher to observe learners understanding on methods of cooking.</p> <p>Extended Activities</p>

	Learners to be given assignment to do at home. Written tests graded observation of group work activities ,Self and peer assessment
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Summary: In groups Learners to describe various cooking methods.

Reflection in the lesson/self-remarks:

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WEEK: 2

LESSON: 1

STRAND: Food Production Processes

SUB-STRAND: Cooking Methods: Roasting

SPECIFIC OUTCOME: By the end of the lesson, the learner should be able to:

- a) Identify the equipment and tools used in roasting.
- b) Outline the guidelines for cooking food by roasting.
- c) Prepare posters showing the guidelines for cooking food by roasting.

Acknowledge the safety measures to observe during roasting.

KEY INQUIRY QUESTION(S): What types of food are prepared using the roasting method?

LEARNING RESOURCES: MTP Home Science

Digital devices.

Teacher's Notes.

ORGANIZATION OF LERANING: IN CLASSROOM AND GROUP WORK

TIME	CONTENT
35 Minutes	<p><u>CONCEPT DEVELOPMENT</u></p> <p>Draw the equipment used in roasting. Discuss the guidelines for cooking food by roasting and their importance. Outline the safety measures to observe during roasting.</p> <p>Core competence: Critical Thinking, Problem Solving, communication and Collaboration.</p>
5 Minutes	<p>Conclusion Teacher to observe learners understanding on methods of cooking.</p> <p>Extended Activities Learners to be given assignment to do at home. Written tests graded observation of group work activities ,Self and peer assessment</p>

Summary: In groups Learners to describe various cooking methods.

Reflection in the lesson/self-remarks:

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WEEK: 2

LESSON: 2

STRAND: Food Production Processes

SUB-STRAND: Cooking Methods: Roasting

SPECIFIC OUTCOME: By the end of the lesson, the learner should be able to:

- a) List the requirements and ingredients for roasting a selected food.
- b) Prepare recipes of food to be roasted.
- c) Discuss the advantages and disadvantages of roasting food.

Appreciate the use of roasting in cooking food

KEY INQUIRY QUESTION(S): What types of food are prepared using the roasting method?

LEARNING RESOURCES: MTP Home Science

Digital devices.

Teacher's Notes.

ORGANIZATION OF LERANING: IN CLASSROOM AND GROUP WORK

TIME	CONTENT
35 Minutes	<p><u>CONCEPT DEVELOPMENT</u></p> <p>List the requirements and ingredients for roasting selected food. Compile and write down recipes of food to be roasted. Discuss some of the advantages and disadvantages of roasting. Search the internet for clips on roasting method.</p>
5 Minutes	<p>Core competence: Critical Thinking, Problem Solving, communication and Collaboration.</p> <p>Conclusion Teacher to observe learners understanding on methods of cooking.</p> <p>Extended Activities Learners to be given assignment to do at home. Written tests graded observation of group work activities ,Self and peer assessment</p>

Summary: In groups Learners to describe various cooking methods.

Reflection in the lesson/self-remarks:

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WEEK: 2

LESSON: 3

STRAND: Food Production Processes

SUB-STRAND: Cooking Methods: Roasting

SPECIFIC OUTCOME: By the end of the lesson, the learner should be able to:

- List the requirements and ingredients for roasting a selected food.
- Prepare recipes of food to be roasted.
- Discuss the advantages and disadvantages of roasting food.
- Appreciate the use of roasting in cooking food.

KEY INQUIRY QUESTION(S): How do you prepare food to be cooked by roasting method?

LEARNING RESOURCES: MTP Home Science

Digital devices.

Teacher's Notes.

ORGANIZATION OF LERANING: IN CLASSROOM AND GROUP WORK

TIME	CONTENT
35 Minutes	<u>CONCEPT DEVELOPMENT</u> List the requirements and ingredients for roasting selected food. Compile and write down recipes of food to be roasted. Discuss some of the advantages and disadvantages of roasting. Search the internet for clips on roasting method.
5 Minutes	Core competence: Critical Thinking, Problem Solving, communication and Collaboration. Conclusion Teacher to observe learners understanding on methods of cooking. Extended Activities Learners to be given assignment to do at home. Written tests graded observation of group work activities ,Self and peer assessment

Summary: In groups Learners to describe various cooking methods.

Reflection in the lesson/self-remarks:

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WEEK: 2

LESSON: 4

STRAND: Food Production Processes

SUB-STRAND: Cooking Methods: Steaming

SPECIFIC OUTCOME: By the end of the lesson, the learner should be able to:

- a) Outline the guidelines for steaming.
- b) Discuss the importance of the guidelines for steaming.
- c) Prepare posters showing the guidelines for steaming.

Adhere to the guidelines for steaming food.

KEY INQUIRY QUESTION(S): What types of food can be prepared by steaming?

Which equipment are used in steaming of food?

LEARNING RESOURCES: MTP Home Science

Digital devices.

Teacher's Notes.

ORGANIZATION OF LERANING: IN CLASSROOM AND GROUP WORK

TIME	CONTENT
	<u>CONCEPT DEVELOPMENT</u>

35 Minutes	<p>State the guidelines for steaming food. Discuss the importance of guidelines for steaming. Outline the safety precautions to observe when steaming.</p> <p>Core competence: Critical Thinking, Problem Solving, communication and Collaboration.</p>
5 Minutes	<p>Conclusion Teacher to observe learners understanding on methods of cooking.</p> <p>Extended Activities Learners to be given assignment to do at home. Written tests graded observation of group work activities ,Self and peer assessment</p>

Summary: In groups Learners to describe various cooking methods.

Reflection in the lesson/self-remarks:

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WEEK: 3

LESSON: 1

STRAND: Food Production Processes

SUB-STRAND: Cooking Methods: Steaming

SPECIFIC OUTCOME: By the end of the lesson, the learner should be able to:

- d) Outline the guidelines for steaming.
- e) Discuss the importance of the guidelines for steaming.
- f) Prepare posters showing the guidelines for steaming.

Adhere to the guidelines for steaming food.

KEY INQUIRY QUESTION(S): What types of food can be prepared by steaming?
 Which equipment are used in steaming of food?

LEARNING RESOURCES: MTP Home Science

Digital devices.

Teacher's Notes.

ORGANIZATION OF LERANING: IN CLASSROOM AND GROUP WORK

TIME	CONTENT
35 Minutes	<p><u>CONCEPT DEVELOPMENT</u></p> <p>State the guidelines for steaming food. Discuss the importance of guidelines for steaming. Outline the safety precautions to observe when steaming.</p> <p>Core competence: Critical Thinking, Problem Solving, communication and Collaboration.</p>
5 Minutes	<p>Conclusion Teacher to observe learners understanding on methods of cooking.</p> <p>Extended Activities Learners to be given assignment to do at home. Written tests graded observation of group work activities ,Self and peer assessment</p>

Summary: In groups Learners to describe various cooking methods.

Reflection in the lesson/self-remarks:

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WEEK: 3

LESSON: 2

STRAND: Food Production Processes

SUB-STRAND: Cooking Methods: Steaming

SPECIFIC OUTCOME: By the end of the lesson, the learner should be able to:

- Prepare and cook selected food using the steaming method.
- Serve the steamed food.
- Enjoy steaming and eating the steamed food.

KEY INQUIRY QUESTION(S): How do you prepare for steaming a food?

LEARNING RESOURCES: MTP Home Science

Digital devices.

Teacher's Notes.

ORGANIZATION OF LERANING: IN CLASSROOM AND GROUP WORK

TIME	CONTENT
35 Minutes	<p><u>CONCEPT DEVELOPMENT</u></p> <p>Gather the tools, equipment and materials required for preparing and cooking steamed cabbage. Follow the recipe to prepare and cook the cabbage by steaming method. Observe safety and hygiene when steaming. Record using digital devices as they cook.</p>
5 Minutes	<p>Core competence: Critical Thinking, Problem Solving, communication and Collaboration.</p> <p>Conclusion Teacher to observe learners understanding on methods of cooking.</p> <p>Extended Activities Learners to be given assignment to do at home. Written tests graded observation of group work activities ,Self and peer assessment</p>

Summary: In groups Learners to describe various cooking methods.

Reflection in the lesson/self-remarks:

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WEEK: 3

LESSON: 3

STRAND: Hygiene Practices.

SUB-STRAND: Hygiene in Rearing Animals

SPECIFIC OUTCOME: By the end of the lesson, the learner should be able to:

- Identify the hygiene practices in rearing of domestic animals at home/school.
- Discuss the hygiene practices in rearing of domestic animals at home/school.
- Prepare posters showing the hygiene practices in rearing of domestic animals.
- Acknowledge the need for practicing hygiene practices in rearing domestic animals.

KEY INQUIRY QUESTION(S): Which domestic animals do you keep at home?what is the importance of maintaining hygiene when rearing animals?

LEARNING RESOURCES: MTP Home Science

Digital devices.

Teacher's Notes.

ORGANIZATION OF LERANING: IN CLASSROOM AND GROUP WORK

TIME	CONTENT
35 Minutes	<p><u>CONCEPT DEVELOPMENT</u></p> <p>Brainstorm on the hygiene practices in rearing of domestic animals. Discuss the hygiene practices in rearing of domestic animals Search for additional information on the internet or relevant textbook on hygienic practices in rearing domestic animals.</p> <p>Prepare posters showing the hygienic practices in rearing domestic animals.</p>
5 Minutes	<p>Core competence: Critical Thinking, Problem Solving, communication and Collaboration.</p> <p>Conclusion Teacher to observe learners understanding on methods of cooking.</p> <p>Extended Activities Learners to be given assignment to do at home. Written tests graded observation of group work activities ,Self and peer assessment</p>

Summary: In groups Learners to describe various cooking methods.

Reflection in the lesson/self-remarks:

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WEEK: 3

LESSON: 4

STRAND: Hygiene Practices.

SUB-STRAND: Hygiene in Rearing Animals

SPECIFIC OUTCOME: By the end of the lesson, the learner should be able to:

- a) State the importance of hygiene practices in rearing domestic animals.
- b) Discuss the importance of hygiene practices in rearing domestic animals.
- c) Search the internet for information on the importance of hygiene practices in rearing domestic animals.

Appreciate importance of hygiene practices in rearing domestic animals.

KEY INQUIRY QUESTION(S): Which domestic animals do you keep at home?what is the importance of maintaining hygiene when rearing animals?

LEARNING RESOURCES: MTP Home Science

Digital devices.

Teacher's Notes.

ORGANIZATION OF LERANING: IN CLASSROOM AND GROUP WORK

TIME	CONTENT
35 Minutes	<p><u>CONCEPT DEVELOPMENT</u></p> <p>Brainstorm on the importance of hygiene practices in rearing of domestic animals. Discuss the importance of hygiene practices in rearing of domestic animals. Search the internet for more information on the importance of hygiene practices in rearing of domestic animals and note down. Make a class presentation on the importance of hygiene in rearing domestic animals.</p>
5 Minutes	<p>Core competence: Critical Thinking, Problem Solving, communication and Collaboration.</p> <p>Conclusion Teacher to observe learners understanding on methods of cooking.</p> <p>Extended Activities Learners to be given assignment to do at home. Written tests graded observation of group work activities ,Self and peer assessment</p>

Summary: In groups Learners to describe various cooking methods.

Reflection in the lesson/self-remarks:

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WEEK: 4

LESSON: 1

STRAND: Hygiene Practices.

SUB-STRAND: Hygiene in Rearing Animals

SPECIFIC OUTCOME: By the end of the lesson, the learner should be able to:

- a) Carry out hygiene practices in rearing domestic animals at home or school.
- b) Prepare a journal/report showing the hygiene practices carried out to domestic animals.

Enjoy practicing hygiene practices to the domestic animals.

KEY INQUIRY QUESTION(S): How can you maintain hygiene while rearing animals at home or school?

LEARNING RESOURCES: MTP Home Science

Digital devices.

Teacher's Notes.

ORGANIZATION OF LERANING: IN CLASSROOM AND GROUP WORK

TIME	CONTENT
	<p><u>CONCEPT DEVELOPMENT</u></p>

35 Minutes	Carry out appropriate hygiene practices in rearing domestic animals at school or home. Prepare a journal or report showing the hygiene practices carried out on the domestic animals at home or school. Core competence: Critical Thinking, Problem Solving, communication and Collaboration.
5 Minutes	Conclusion Teacher to observe learners understanding on methods of cooking. Extended Activities Learners to be given assignment to do at home. Written tests graded observation of group work activities ,Self and peer assessment

Summary: In groups Learners to describe various cooking methods.

Reflection in the lesson/self-remarks:

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WEEK: 4

LESSON: 2

STRAND: Hygiene Practices.

SUB-STRAND: Hygiene in Rearing Animals

SPECIFIC OUTCOME: By the end of the lesson, the learner should be able to:

- c) Carry out hygiene practices in rearing domestic animals at home or school.
- d) Prepare a journal/report showing the hygiene practices carried out to domestic animals.

Enjoy practicing hygiene practices to the domestic animals.

KEY INQUIRY QUESTION(S): How can you maintain hygiene while rearing animals at home or school?

LEARNING RESOURCES: MTP Home Science

Digital devices.

Teacher's Notes.

ORGANIZATION OF LERANING: IN CLASSROOM AND GROUP WORK

TIME	CONTENT
35 Minutes	<u>CONCEPT DEVELOPMENT</u> Carry out appropriate hygiene practices in rearing domestic animals at school or home. Prepare a journal or report showing the hygiene practices carried out on the domestic animals at home or school. Core competence: Critical Thinking, Problem Solving, communication and Collaboration.
5 Minutes	Conclusion Teacher to observe learners understanding on hygiene practices. Extended Activities Learners to be given assignment to do at home. Written tests graded observation of group work activities ,Self and peer assessment

Summary: In groups Learners to discuss hygiene practices in rearing of animals.

Reflection in the lesson/self-remarks:

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WEEK: 4

LESSON: 3

STRAND: Hygiene Practices.

SUB-STRAND: Laundry: Loose Coloured Items.

SPECIFIC OUTCOME: By the end of the lesson, the learner should be able to:

- State the measures to be observed when laundering coloured clothes.
- Discuss the measures to be observed when laundering coloured clothes.
- Prepare posters showing measures to adhere to when laundering coloured clothes.
- Acknowledge the measures to observe when laundering coloured clothes.

KEY INQUIRY QUESTION(S): What measures should we observe when laundering coloured clothes?

LEARNING RESOURCES: MTP Home Science

Digital devices.

Teacher's Notes.

ORGANIZATION OF LERANING: IN CLASSROOM AND GROUP WORK

TIME	CONTENT
35 Minutes	<p><u>CONCEPT DEVELOPMENT</u></p> <p>Brainstorm on the measures to observe when laundering coloured clothes. Discuss the measures to observe when laundering coloured clothes. Search the internet for information on measures to observe when laundering coloured clothes. Prepare posters showing the measures to observe when laundering coloured clothes.</p>
5 Minutes	<p>Core competence: Critical Thinking, Problem Solving, communication and Collaboration.</p> <p>Conclusion Teacher to observe learners understanding on hygiene practices.</p> <p>Extended Activities Learners to be given assignment to do at home. Written tests graded observation of group work activities ,Self and peer assessment</p>

Summary: In groups Learners to discuss hygiene practices in laundry clothes.

Reflection in the lesson/self-remarks:

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WEEK: 4

LESSON: 4

STRAND: Hygiene Practices.

SUB-STRAND: Laundry: Loose Coloured Items.

SPECIFIC OUTCOME: By the end of the lesson, the learner should be able to:

- Select a loose coloured article for laundering.
- Launder a loose coloured article for hygiene purposes.
- Embrace laundering of loose coloured article for hygienic purposes.

KEY INQUIRY QUESTION(S): How do you launder a loose coloured article for hygienic purposes?

LEARNING RESOURCES: MTP Home Science

Digital devices.

Teacher's Notes.

ORGANIZATION OF LERANING: IN CLASSROOM AND GROUP WORK

TIME	CONTENT
35 Minutes	<p><u>CONCEPT DEVELOPMENT</u></p> <p>Select a loose coloured article for laundering. Follow the procedure to launder a loose coloured article. Record using a digital device.</p> <p>Core competence: Critical Thinking, Problem Solving, communication and Collaboration.</p>
5 Minutes	<p>Conclusion Teacher to observe learners understanding on hygiene practices.</p> <p>Extended Activities Learners to be given assignment to do at home. Written tests graded observation of group work activities ,Self and peer assessment</p>

Summary: In groups Learners to discuss hygiene practices in laundry clothes.

Reflection in the lesson/self-remarks:

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WEEK: 5

LESSON: 1

STRAND: Production Techniques.

SUB-STRAND: Sewing Skills: Knitting.

SPECIFIC OUTCOME: By the end of the lesson, the learner should be able to:

- a) List items that can be knitted at home.
- b) State the safety precautions to observe when knitting.
- c) Discuss the ways of taking care and storing knitting tools and materials.
- d) Prepare posters showing ways of taking care of knitting tools and materials.
- e) Acknowledge the safety precautions to observe when knitting.

KEY INQUIRY QUESTION(S): What items can you knit at home?what are the safety precautions that one should adhere to when knitting?

LEARNING RESOURCES: MTP Home Science

Digital devices.

Teacher's Notes.

ORGANIZATION OF LERANING: IN CLASSROOM AND GROUP WORK

TIME	CONTENT
35 Minutes	<p><u>CONCEPT DEVELOPMENT</u></p> <p>List the items that can be knitted at home. Identify the safety precautions that one should observe when knitting a household article. Discuss the ways of taking care and storing knitting tools and materials. Prepare posters showing safety precautions to observe when knitting and display in class.</p> <p>Core competence: Critical Thinking, Problem Solving, communication and_Collaboration.</p>
5 Minutes	<p>Conclusion Teacher to observe learners understanding on sewing skills.</p> <p>Extended Activities Learners to be given assignment to do at home. Written tests graded observation of group work activities ,Self and peer assessment</p>

Summary: In groups Learners to discuss sewing techniques.

Reflection in the lesson/self-remarks:

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WEEK: 5

LESSON: 2

STRAND: Production Techniques.

SUB-STRAND: Sewing Skills: Knitting.

SPECIFIC OUTCOME: By the end of the lesson, the learner should be able to:

- f) List items that can be knitted at home.
- g) State the safety precautions to observe when knitting.
- h) Discuss the ways of taking care and storing knitting tools and materials.
- i) Prepare posters showing ways of taking care of knitting tools and materials.
- j) Acknowledge the safety precautions to observe when knitting.

KEY INQUIRY QUESTION(S): What items can you knit at home?what are the safety precautions that one should adhere to when knitting?

LEARNING RESOURCES: MTP Home Science

Digital devices.

Teacher's Notes.

ORGANIZATION OF LERANING: IN CLASSROOM AND GROUP WORK

TIME	CONTENT
35 Minutes	<p><u>CONCEPT DEVELOPMENT</u></p> <p>List the items that can be knitted at home. Identify the safety precautions that one should observe when knitting a household article. Discuss the ways of taking care and storing knitting tools and materials.</p>

5 Minutes	<p>Prepare posters showing safety precautions to observe when knitting and display in class.</p> <p>Core competence: Critical Thinking, Problem Solving, communication and Collaboration.</p> <p>Conclusion Teacher to observe learners understanding on sewing skills.</p> <p>Extended Activities Learners to be given assignment to do at home. Written tests graded observation of group work activities ,Self and peer assessment</p>
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Summary: In groups Learners to discuss sewing techniques.

Reflection in the lesson/self-remarks:

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WEEK: 5

LESSON: 3

STRAND: Production Techniques.

SUB-STRAND: Sewing Skills: Knitting.

SPECIFIC OUTCOME: By the end of the lesson, the learner should be able to:

- Outline the steps for knitting an article using the knit stitch.
- Knit a selected household article using the knit stitch.
- Enjoy knitting household articles using the knit stitch

KEY INQUIRY QUESTION(S): How do you knit an article using the knit stitch?

LEARNING RESOURCES: MTP Home Science

Digital devices.

Teacher's Notes.

ORGANIZATION OF LERANING: IN CLASSROOM AND GROUP WORK

TIME	CONTENT
35 Minutes	<p><u>CONCEPT DEVELOPMENT</u></p> <p>List the items that can be knitted at home. Identify the safety precautions that one should observe when knitting a household article. Discuss the ways of taking care and storing knitting tools and materials. Prepare posters showing safety precautions to observe when knitting and display in class.</p>
5 Minutes	<p>Core competence: Critical Thinking, Problem Solving, communication and Collaboration.</p> <p>Conclusion Teacher to observe learners understanding on sewing skills.</p> <p>Extended Activities Learners to be given assignment to do at home. Written tests graded observation of group work activities ,Self and peer assessment</p>

Summary: In groups Learners to discuss sewing techniques.

Reflection in the lesson/self-remarks:

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WEEK: 5

LESSON: 4

STRAND: Production Techniques.

SUB-STRAND: Sewing Skills: Knitting.

SPECIFIC OUTCOME: By the end of the lesson, the learner should be able to:

- Outline the steps for knitting an article using the knit stitch.
- Knit a selected household article using the knit stitch.
- Enjoy knitting household articles using the knit stitch

KEY INQUIRY QUESTION(S): How do you knit an article using the knit stitch?

LEARNING RESOURCES: MTP Home Science

Digital devices.

Teacher's Notes.

ORGANIZATION OF LERANING: IN CLASSROOM AND GROUP WORK

TIME	CONTENT
35 Minutes	<u>CONCEPT DEVELOPMENT</u> Watch a clip or observe a resource person knitting a household article using the purl stitch. Outline the steps and procedure to follow when knitting using purl stitch. Practice knitting household items using the purl stitch. Core competence: Critical Thinking, Problem Solving, communication and Collaboration.
5 Minutes	Conclusion Teacher to observe learners understanding on sewing skills. Extended Activities Learners to be given assignment to do at home. Written tests graded observation of group work activities ,Self and peer assessment

Summary: In groups Learners to discuss sewing techniques.

Reflection in the lesson/self-remarks:

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WEEK: 6

LESSON: 1

STRAND: Production Techniques.

SUB-STRAND: Constructing Framed Suspended Gardens

SPECIFIC OUTCOME: By the end of the lesson, the learner should be able to:

- a) Define the term Framed Suspended Gardens.
- b) Identify the off-season crops suitable for framed suspended gardens.

- c) Discuss the features of the off-season crops suitable for framed suspended gardens.
- d) Search the internet for information on the crops suitable for framed suspended gardens.

Appreciate the crops suitable for the framed suspended gardens.

KEY INQUIRY QUESTION(S): What is Framed Suspended Garden? What types of crops are suitable for framed suspended gardening?

LEARNING RESOURCES: MTP Home Science

Digital devices.

Teacher's Notes.

ORGANIZATION OF LERANING: IN CLASSROOM AND GROUP WORK

TIME	CONTENT
35 Minutes	<p><u>CONCEPT DEVELOPMENT</u></p> <p>Brainstorm on the meaning of framed suspended gardens. Observe pictures of the framed suspended gardens and identify materials used to construct the framed suspended gardens. Outline the factors considered when identifying off-season crops for suspended gardening. List some of the crops suitable for framed suspended gardening. Discuss the features of the off-season crops suitable for suspended gardening. Search the internet for more information on the framed suspended gardens.</p>
5 Minutes	<p>Core competence: Critical Thinking, Problem Solving, communication and Collaboration.</p> <p>Conclusion Teacher to observe learners understanding on sewing skills.</p> <p>Extended Activities Learners to be given assignment to do at home. Written tests graded observation of group work activities ,Self and peer assessment</p>

Summary: In groups Learners to discuss how to construct framed gardens.

Reflection in the lesson/self-remarks:

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WEEK: 6

LESSON: 2

STRAND: Production Techniques.

SUB-STRAND: Constructing Framed Suspended Gardens

SPECIFIC OUTCOME: By the end of the lesson, the learner should be able to:

- e) Define the term Framed Suspended Gardens.
- f) Identify the off-season crops suitable for framed suspended gardens.
- g) Discuss the features of the off-season crops suitable for framed suspended gardens.
- h) Search the internet for information on the crops suitable for framed suspended gardens.

Appreciate the crops suitable for the framed suspended gardens.

KEY INQUIRY QUESTION(S): What areas in your school compound can framed suspended gardens be prepared?

LEARNING RESOURCES: MTP Home Science

Digital devices.

Teacher's Notes.

ORGANIZATION OF LERANING: IN CLASSROOM AND GROUP WORK

TIME	CONTENT
35 Minutes	<p><u>CONCEPT DEVELOPMENT</u></p> <p>Walk around the school and identify sites that are suitable for framed suspended gardens. Identify the factors to consider when selecting the site for setting a framed suspended garden. Discuss the factors to consider when selecting the site for setting up a framed suspended garden. Take photos of the selected sites and do a presentation.</p> <p>Core competence: Critical Thinking, Problem Solving, communication and Collaboration.</p>
5 Minutes	<p>Conclusion Teacher to observe learners understanding on sewing skills.</p> <p>Extended Activities Learners to be given assignment to do at home. Written tests graded observation of group work activities ,Self and peer assessment</p>

Summary: In groups Learners to discuss how to construct framed gardens.

Reflection in the lesson/self-remarks:

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WEEK: 6

LESSON: 3

STRAND: Production Techniques.

SUB-STRAND: Constructing Framed Suspended Gardens

SPECIFIC OUTCOME: By the end of the lesson, the learner should be able to:

- Outline factors to consider when designing framed structures for suspended gardens.
- Describe framed suspended garden for growing crops.
- Search the internet for photos, videos and illustrations on framed suspended gardens.
- Embrace the use of framed suspended garden in growing crops.

KEY INQUIRY QUESTION(S): What types of framed suspended gardens do you know?

LEARNING RESOURCES: MTP Home Science

Digital devices.

Teacher's Notes.

ORGANIZATION OF LERANING: IN CLASSROOM AND GROUP WORK

TIME	CONTENT
35 Minutes	<p><u>CONCEPT DEVELOPMENT</u></p> <p>Identify the types of framed suspended gardens used in growing crops. Identify the factors to consider when designing framed structures for suspended gardens. Discuss the characteristics of materials for construction of the framed suspended gardens. Search the internet for videos, photos and illustrations on framed suspended gardens to describe how they are constructed.</p> <p>Core competence: Critical Thinking, Problem Solving, communication and Collaboration.</p> <p>Conclusion</p>

5 Minutes	Teacher to observe learners understanding on sewing skills. Extended Activities Learners to be given assignment to do at home. Written tests graded observation of group work activities ,Self and peer assessment
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Summary: In groups Learners to discuss how to construct framed gardens.

Reflection in the lesson/self-remarks:

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WEEK: 6

LESSON: 4

STRAND: Production Techniques.

SUB-STRAND: Constructing Framed Suspended Gardens

SPECIFIC OUTCOME: By the end of the lesson, the learner should be able to:

- a) Identify the type of framed suspended garden to construct.
- b) Outline the procedure for constructing framed suspended gardens.
- c) Discuss the procedure for constructing the selected framed suspended garden.
- d) Search the internet for video clips on the procedure of constructing the framed suspended gardens.

Embrace the use of framed suspended garden for growing crops.

KEY INQUIRY QUESTION(S): How are framed suspended gardens constructed?

LEARNING RESOURCES: MTP Home Science

Digital devices.

Teacher's Notes.

ORGANIZATION OF LERANING: IN CLASSROOM AND GROUP WORK

TIME	CONTENT
35 Minutes	<p><u>CONCEPT DEVELOPMENT</u></p> <p>Identify the type of framed suspended garden to construct. List the suitable materials to use in constructing the framed suspended garden. Discuss the procedure for constructing the selected framed suspended garden. Watch clips on the procedure for constructing framed suspended gardens.</p> <p>Core competence: Critical Thinking, Problem Solving, communication and Collaboration.</p>
5 Minutes	<p>Conclusion Teacher to observe learners understanding on sewing skills. Extended Activities Learners to be given assignment to do at home. Written tests graded observation of group work activities ,Self and peer assessment</p>

Summary: In groups Learners to discuss how to construct framed gardens.

Reflection in the lesson/self-remarks:

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WEEK: 7

LESSON: 1 & 2

STRAND: Production Techniques.

SUB-STRAND: Constructing Framed Suspended Gardens

SPECIFIC OUTCOME: By the end of the lesson, the learner should be able to:

Gather the appropriate materials for construction of selected framed suspended garden.
Construct a framed structure for suspended crops.

KEY INQUIRY QUESTION(S): How do you construct a framed suspended garden?

LEARNING RESOURCES: MTP Home Science

Digital devices.
Teacher's Notes.

ORGANIZATION OF LERANING: IN CLASSROOM AND GROUP WORK

TIME	CONTENT
35 Minutes	<p><u>CONCEPT DEVELOPMENT</u></p> <p>Gather their selected materials for constructing the selected framed suspended garden. Innovate and construct a framed suspended gardens using the locally available materials. Use digital devices to record videos as they construct.</p> <p>Core competence: Critical Thinking, Problem Solving, communication and Collaboration.</p> <p>Conclusion Teacher to observe learners understanding on sewing skills.</p>
5 Minutes	<p>Extended Activities Learners to be given assignment to do at home. Written tests graded observation of group work activities ,Self and peer assessment</p>

Summary: In groups Learners to discuss how to construct framed gardens.

Reflection in the lesson/self-remarks:

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WEEK: 7

LESSON: 3 & 4

STRAND: Production Techniques.

SUB-STRAND: Constructing Framed Suspended Gardens

SPECIFIC OUTCOME: By the end of the lesson, the learner should be able to:

- a) Outline the steps for establishing an off-season crop in the constructed framed suspended garden.
- b) Establish a crop on the constructed framed suspended garden.
- c) Embrace the use of framed suspended garden for growing crops.

KEY INQUIRY QUESTION(S): How do you establish a crop on the constructed framed suspended garden?

LEARNING RESOURCES: MTP Home Science

Digital devices.

Teacher's Notes.

ORGANIZATION OF LERANING: IN CLASSROOM AND GROUP WORK

TIME	CONTENT
35 Minutes	<p><u>CONCEPT DEVELOPMENT</u></p> <p>Outline the steps for establishing a selected crop on the constructed framed suspended garden. Establish the selected crop on the constructed framed suspended garden.</p> <p>Core competence: Critical Thinking, Problem Solving, communication and Collaboration.</p> <p>Conclusion Teacher to observe learners understanding on sewing skills.</p> <p>Extended Activities</p>
5 Minutes	<p>Learners to be given assignment to do at home. Written tests graded observation of group work activities ,Self and peer assessment</p>

Summary: In groups Learners to discuss how to construct framed gardens.

Reflection in the lesson/self-remarks:

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WEEK 8: MIDTERM BREAK

WEEK: 9

LESSON: 1

STRAND: Production Techniques.

SUB-STRAND: Constructing Framed Suspended Gardens

SPECIFIC OUTCOME: By the end of the lesson, the learner should be able to:

- Identify the management practices carried out on crops established on the constructed framed suspended crops.
- Discuss the management practices carried out on the established crops on the framed suspended garden.
- Carry out the management practices to the established crops in the framed suspenders garden.
- Acknowledge the need for managing the established crops.

KEY INQUIRY QUESTION(S): What management practices should be carried out to the established crops in framed suspended garden?

LEARNING RESOURCES: MTP Home Science

Digital devices.

Teacher's Notes.

ORGANIZATION OF LERANING: IN CLASSROOM AND GROUP WORK

TIME	CONTENT
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35 Minutes	<p><u>CONCEPT DEVELOPMENT</u></p> <p>Mention the management practices for the established crops in the framed suspended gardens. Discuss the management practices and their importance to the established crops. Collaborate in carrying out the management practices to the established crops.</p> <p>Core competence: Critical Thinking, Problem Solving, communication and Collaboration.</p> <p>Conclusion Teacher to observe learners understanding on sewing skills.</p>
5 Minutes	<p>Extended Activities Learners to be given assignment to do at home. Written tests graded observation of group work activities ,Self and peer assessment</p>

Summary: In groups Learners to discuss how to construct framed gardens.

Reflection in the lesson/self-remarks:

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WEEK: 9

LESSON: 2

STRAND: Production Techniques.

SUB-STRAND: Constructing Framed Suspended Gardens

SPECIFIC OUTCOME: By the end of the lesson, the learner should be able to:

- Identify the management practices carried out on crops established on the constructed framed suspended crops.
- Discuss the management practices carried out on the established crops on the framed suspended garden.
- Carry out the management practices to the established crops in the framed suspenders garden.
- Acknowledge the need for managing the established crops.

KEY INQUIRY QUESTION(S): What management practices should be carried out to the established crops in framed suspended garden?

LEARNING RESOURCES: MTP Home Science

Digital devices.

Teacher's Notes.

ORGANIZATION OF LERANING: IN CLASSROOM AND GROUP WORK

TIME	CONTENT
35 Minutes	<p><u>CONCEPT DEVELOPMENT</u></p> <p>Identify the various methods of passing out the educative messages on framed suspended gardens. Discuss and create educative messages that can be used to educate the community about framed suspended gardens. Compile messages and create posters using marker pens and manilla papers. Post the messages on the community notice boards or display during community events and gatherings.</p> <p>Core competence: Critical Thinking, Problem Solving, communication and Collaboration.</p>
5 Minutes	<p>Conclusion Teacher to observe learners understanding on sewing skills.</p>

	<p>Extended Activities Learners to be given assignment to do at home. Written tests graded observation of group work activities ,Self and peer assessment</p>
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Summary: In groups Learners to discuss how to construct framed gardens.

Reflection in the lesson/self-remarks:

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WEEK: 9

LESSON: 3

STRAND: Production Techniques.

SUB-STRAND: Constructing Framed Suspended Gardens

SPECIFIC OUTCOME: By the end of the lesson, the learner should be able to:

Attempt the assessment questions on the sub-strand; Construction of suspended gardens.

KEY INQUIRY QUESTION(S):

LEARNING RESOURCES: MTP Home Science

Digital devices.

Teacher's Notes.

ORGANIZATION OF LERANING: IN CLASSROOM AND GROUP WORK

TIME	CONTENT
35 Minutes	<p><u>CONCEPT DEVELOPMENT</u></p> <p>answer the questions on the sub-strand: Construction of Framed Suspended Gardens</p> <p>Core competence: Critical Thinking, Problem Solving, communication and Collaboration.</p> <p>Conclusion Teacher to observe learners understanding on sewing skills.</p>
5 Minutes	<p>Extended Activities Learners to be given assignment to do at home. Written tests graded observation of group work activities ,Self and peer assessment</p>

Summary: In groups Learners to discuss how to construct framed gardens.

Reflection in the lesson/self-remarks:

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WEEK: 9

LESSON: 4

STRAND: Production Techniques.

SUB-STRAND: Adding Value to Crop Produce.

SPECIFIC OUTCOME: By the end of the lesson, the learner should be able to:

- a) Define the term Value addition.
- b) Identify ways of adding value to crop produce.
- c) Discuss the various ways of adding value to crop produce.
- d) Search the internet for videos on value addition.

Appreciate the ways of adding value to crop produce.

KEY INQUIRY QUESTION(S): What is value addition?Why do we add value to crop produce?

LEARNING RESOURCES: MTP Home Science

Digital devices.

Teacher's Notes.

ORGANIZATION OF LERANING: IN CLASSROOM AND GROUP WORK

TIME	CONTENT
35 Minutes	<p><u>CONCEPT DEVELOPMENT</u></p> <p>Search the internet for meaning of value addition to crop produce and examples of value addition in crop produce and note their findings. Search the internet for videos on value addition and watch them. Discuss their findings and present in class.</p> <p>Core competence: Critical Thinking, Problem Solving, communication and_Collaboration.</p>
5 Minutes	<p>Conclusion Teacher to observe learners understanding on sewing skills.</p> <p>Extended Activities Learners to be given assignment to do at home. Written tests graded observation of group work activities ,Self and peer assessment</p>

Summary: In groups Learners to discuss ways of adding value to crop produce.

Reflection in the lesson/self-remarks:

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WEEK: 10

LESSON: 1

STRAND: Production Techniques.

SUB-STRAND: Adding Value to Crop Produce.

SPECIFIC OUTCOME: By the end of the lesson, the learner should be able to:

- Identify the methods of adding value to crop produce.
- Describe the methods of adding value to different crop produce.
- Prepare posters showing the methods of adding value to crop produce.
- Acknowledge the methods of processing crop produce to add value.

KEY INQUIRY QUESTION(S): Which methods can you use to add value to crop produce?Which crops can you process to add value?

LEARNING RESOURCES: MTP Home Science

Digital devices.

ORGANIZATION OF LERANING: IN CLASSROOM AND GROUP WORK

TIME	CONTENT
35 Minutes	<p><u>CONCEPT DEVELOPMENT</u></p> <p>Discuss the different methods of processing crop produce to add value. Examine the ways of adding value to the different crop produce. Prepare posters showing the different methods of adding value to crop produce.</p> <p>Core competence: Critical Thinking, Problem Solving, communication and_Collaboration.</p>
5 Minutes	<p>Conclusion Teacher to observe learners understanding on sewing skills.</p> <p>Extended Activities Learners to be given assignment to do at home. Written tests graded observation of group work activities ,Self and peer assessment</p>

Summary: In groups Learners to discuss ways of adding value to crop produce.

Reflection in the lesson/self-remarks:

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WEEK: 10

LESSON: 2

STRAND: Production Techniques.

SUB-STRAND: Adding Value to Crop Produce.

SPECIFIC OUTCOME: By the end of the lesson, the learner should be able to:

- Outline the procedure for adding value to tomatoes using the drying method.
- Add value to tomatoes following the procedure.
- Search the internet for clips on adding value to tomatoes by drying method.
- Enjoy adding value to the tomatoes.

KEY INQUIRY QUESTION(S): How can you add value to tomatoes?

LEARNING RESOURCES: MTP Home Science

Digital devices.

Teacher's Notes.

ORGANIZATION OF LERANING: IN CLASSROOM AND GROUP WORK

TIME	CONTENT
35 Minutes	<p><u>CONCEPT DEVELOPMENT</u></p> <p>watch clips on crop produce e.g tomatoes being added value. Outline the steps for adding value to tomatoes by drying method. Gather the required materials for adding value to tomatoes. Follow the outlined steps to add value to tomatoes and record themselves using digital devices</p> <p>Core competence: Critical Thinking, Problem Solving, communication and_Collaboration.</p>

5 Minutes	<p>Conclusion Teacher to observe learners understanding on sewing skills.</p> <p>Extended Activities Learners to be given assignment to do at home. Written tests graded observation of group work activities ,Self and peer assessment</p>
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Summary: In groups Learners to discuss ways of adding value to crop produce.

Reflection in the lesson/self-remarks:

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WEEK: 10

LESSON: 3 & 4

STRAND: Production Techniques.

SUB-STRAND: Adding Value to Crop Produce.

SPECIFIC OUTCOME: By the end of the lesson, the learner should be able to:

- Outline the steps for adding value to different crop produce.
- Describe the method of adding value to different crop produce.
- Search the internet for clips on the methods used in adding value to different crop produce.

KEY INQUIRY QUESTION(S): Why do we add value to crop produce?

LEARNING RESOURCES: MTP Home Science

Digital devices.

Teacher's Notes.

ORGANIZATION OF LERANING: IN CLASSROOM AND GROUP WORK

TIME	CONTENT
35 Minutes	<p><u>CONCEPT DEVELOPMENT</u></p> <p>Outline the steps for preparing potatoes crisps,dried mangoes, dried vegetables, cassava flour, roasted groundnuts, pumpkin flour and simsim balls. Describe the methods used to add value to the above crops. Search the internet for the methods of adding value to groundnuts, vegetables,simsim, pumpkin etc. Watch clips on the preparation and methods of adding value to the different crops.</p> <p>Core competence: Critical Thinking, Problem Solving, communication and_Collaboration.</p>
5 Minutes	<p>Conclusion Teacher to observe learners understanding on sewing skills.</p> <p>Extended Activities Learners to be given assignment to do at home. Written tests graded observation of group work activities ,Self and peer assessment</p>

Summary: In groups Learners to discuss ways of adding value to crop produce.

Reflection in the lesson/self-remarks:

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WEEK: 11

LESSON: 1

STRAND: Production Techniques.

SUB-STRAND: Adding Value to Crop Produce.

SPECIFIC OUTCOME: By the end of the lesson, the learner should be able to:

- Outline the steps for adding value to different crop produce.
- Describe the method of adding value to different crop produce.
- Search the internet for clips on the methods used in adding value to different crop produce.

KEY INQUIRY QUESTION(S): Why do we add value to crop produce?

LEARNING RESOURCES: MTP Home Science

Digital devices.

Teacher's Notes.

ORGANIZATION OF LERANING: IN CLASSROOM AND GROUP WORK

TIME	CONTENT
35 Minutes	<p><u>CONCEPT DEVELOPMENT</u></p> <p>Outline the steps for preparing potatoes crisps,dried mangoes, dried vegetables, cassava flour, roasted groundnuts, pumpkin flour and simsim balls. Describe the methods used to add value to the above crops. Search the internet for the methods of adding value to groundnuts, vegetables,simsim, pumpkin etc. Watch clips on the preparation and methods of adding value to the different crops.</p> <p>Core competence: Critical Thinking, Problem Solving, communication and Collaboration.</p>
5 Minutes	<p>Conclusion Teacher to observe learners understanding on sewing skills.</p> <p>Extended Activities Learners to be given assignment to do at home. Written tests graded observation of group work activities ,Self and peer assessment</p>

Summary: In groups Learners to discuss ways of adding value to crop produce.

Reflection in the lesson/self-remarks:

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WEEK: 11

LESSON: 2

STRAND: Production Techniques.

SUB-STRAND: Adding Value to Crop Produce.

SPECIFIC OUTCOME: By the end of the lesson, the learner should be able to:

- Compare the processed crop produce to raw crop produce.
- Prepare a PowerPoint presentation to showcase the comparison between raw crop produce and processed product.

KEY INQUIRY QUESTION(S): What is the comparison between the raw crop produce and the processed product?

LEARNING RESOURCES: MTP Home Science

Digital devices.
Teacher's Notes.

ORGANIZATION OF LERANING: IN CLASSROOM AND GROUP WORK

TIME	CONTENT
35 Minutes	<p><u>CONCEPT DEVELOPMENT</u></p> <p>Examine the comparison between the raw crop produce and the processed product in terms of monetary value and storage life. Prepare a PowerPoint presentation to show the comparison between the raw crop produce and the processed product.</p> <p>Core competence: Critical Thinking, Problem Solving, communication and_Collaboration.</p>
5 Minutes	<p>Conclusion Teacher to observe learners understanding on sewing skills.</p> <p>Extended Activities Learners to be given assignment to do at home. Written tests graded observation of group work activities ,Self and peer assessment</p>

Summary: In groups Learners to discuss ways of adding value to crop produce.

Reflection in the lesson/self-remarks:

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WEEK: 11

LESSON: 3 & 4

STRAND: Production Techniques.

SUB-STRAND: Adding Value to Crop Produce.

SPECIFIC OUTCOME: By the end of the lesson, the learner should be able to:

- State the importance of value addition in crop produce.
- Discuss the importance of value addition in crop produce.
- Appreciate the importance of value addition on crop produce.

KEY INQUIRY QUESTION(S): What is the importance of value addition to crop produce?

LEARNING RESOURCES: MTP Home Science

Digital devices.
Teacher's Notes.

ORGANIZATION OF LERANING: IN CLASSROOM AND GROUP WORK

TIME	CONTENT
35 Minutes	<p><u>CONCEPT DEVELOPMENT</u></p> <p>Examine the comparison between the raw crop produce and the processed product in terms of monetary value and storage life.</p>

5 Minutes	<p>Prepare a PowerPoint presentation to show the comparison between the raw crop produce and the processed product.</p> <p>Core competence: Critical Thinking, Problem Solving, communication and Collaboration.</p> <p>Conclusion Teacher to observe learners understanding on sewing skills.</p> <p>Extended Activities Learners to be given assignment to do at home. Written tests graded observation of group work activities ,Self and peer assessment</p>
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Summary: In groups Learners to discuss ways of adding value to crop produce.

Reflection in the lesson/self-remarks:

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WEEK 12: COMPLETION AND ASSESSMENT OF PROJECTS