



# DOYEN PUBLISHERS

## SCHEMES OF WORK TERM II 2025

### GRADE 4 AGRICULTURE

Week	Lesson	Strand	Sub-Strand	Specific Learning Outcomes	Teaching Experience	Key Inquiry Questions	Learning Resources	Assessment Methods	Reflection
1	1	Food Production Processes	Uses of Domestic Animals	By the end of the lesson, the learner should be able to: a) Identify types of domestic animals in the community. b) Share experiences on the types of domestic animals found in their community and their uses. c) Appreciate the importance of domestic animals for food production	In groups, learners are guided to: Identify types of domestic animals in the community. Share experiences on the types of domestic animals found in their community and their uses.	How does domestic animal contribute to food production?	Video clips Pictures Charts Digital devices Realia <i>Agriculture and Nutrition Curriculum Design Grade 4</i>	Oral questions Oral reports ObservationC hecklists Written tests Group discussion	
	2	Food Production Processes	Uses of Domestic Animals	By the end of the lesson, the learner should be able to: a) Share experiences on the types of domestic animals such as cattle found in their community and their uses.	In groups, learners are guided to: Share experiences on the types of domestic animals such as cattle found in their community and their uses.	How does domestic animal contribute to food production?	Video clips Pictures Charts Digital devices Realia <i>Agriculture and Nutrition Curriculum Design Grade 4</i>	Oral questions Oral reports ObservationC hecklists Written tests Group discussion	



				b) Match the domestic animals such as cattle to their uses. c) Develop self – efficacy as they confidently make class presentations	Match the domestic animals such as cattle to their uses.				
	3	Food Production Processes	Uses of Domestic Animals	By the end of the lesson, the learner should be able to: a) Share experiences on the types of domestic animals such as sheep and goats found in their community and their uses. b) Match the domestic animals such as sheep and goat to their uses. c) Develop respect others while listening to the presentations and appreciate the uses of domestic animals	In groups, learners are guided to: Share experiences on the types of domestic animals such as sheep and goats found in their community and their uses. Match the domestic animals such as sheep and goat to their uses.	How does domestic animal contribute to food production?	Video clips Pictures Charts Digital devices Realia <i>Agriculture and Nutrition Curriculum Design Grade 4</i>	Oral questions Oral reports ObservationC hecklists Written tests Group discussion	



	4	Food Production Processes	Uses of Domestic Animals	By the end of the lesson, the learner should be able to: a) Share experiences on the types of domestic animals such as poultry found in their community and their uses. b) Match the domestic animals such as poultry to their uses. c) Develop self – efficacy as they confidently make class presentations	In groups, learners are guided to: Share experiences on the types of domestic animals such as poultry found in their community and their uses. Match the domestic animals such as poultry to their uses.	How does domestic animal contribute to food production?	Video clips Pictures Charts Digital devices Realia <i>Agriculture and Nutrition Curriculum Design Grade 4</i>	Oral questions Oral reports ObservationC hecklists Written tests Group discussion	
2	1	Food Production Processes	Uses of Domestic Animals	By the end of the lesson, the learner should be able to: a) Explain how domestic animal contribute to food production b) Make class presentations using photos or other visuals importance of domestic animal. c) Develop respect for others while listening to the presentations and appreciate the uses	In groups, learners are guided to: Explain how domestic animal contribute to food production Make class presentations using photos or other visuals importance of domestic animal.	How does domestic animal contribute to food production?	Video clips Pictures Charts Digital devices Realia <i>Agriculture and Nutrition Curriculum Design Grade 4</i>	Oral questions Oral reports ObservationC hecklists Written tests Group discussion	



				of domestic animals.					
	2	Food Production Processes	Balanced Diet	By the end of the lesson, the learner should be able to: a) Explain importance of eating a balanced diet. b) Use digital devices to search for importance of eating a balanced diet (variety). c) Appreciate the importance of eating a balanced diet.	In groups, learners are guided to: Explain importance of eating a balanced diet. Use digital devices to search for importance of eating a balanced diet (variety).	How does variety in diet impact on health?	Video clips Pictures Charts Digital devices Realia <i>Agriculture and Nutrition Curriculum Design Grade 4</i>	Oral questions Oral reports ObservationC hecklists Written tests Group discussion	
	3	Food Production Processes	Balanced Diet	By the end of the lesson, the learner should be able to: a) Discuss importance of eating a balanced diet. b) Use digital devices to search for importance of eating a balanced diet (proportion). c) Appreciate the importance of eating a balanced diet.	In groups, learners are guided to: Discuss importance of eating a balanced diet. Use digital devices to search for importance of eating a balanced diet (proportion).	How does variety in diet impact on health?	Video clips Pictures Charts Digital devices Realia <i>Agriculture and Nutrition Curriculum Design Grade 4</i>	Oral questions Oral reports ObservationC hecklists Written tests Group discussion	



	4	Food Production Processes	Balanced Diet	By the end of the lesson, the learner should be able to: a) Mention foods that comprise a balanced diet. b) Select foods from locally available foods that comprise a balanced diet. c) Appreciate the importance of eating a balanced diet	In groups, learners are guided to: Mention foods that comprise a balanced diet. Select foods from locally available foods that comprise a balanced diet.	How does variety in diet impact on health?	Video clips Pictures Charts Digital devices Realia <i>Agriculture and Nutrition Curriculum Design Grade 4</i>	Oral questions Oral reports ObservationC hecklistsWritt en tests Group discussion	
3	1	Food Production Processes	Balanced Diet	By the end of the lesson, the learner should be able to: a) Mention foods that comprise a balanced diet. b) Select foods from locally available foods that comprise a balanced diet. c) Appreciate the importance of eating a balanced diet	In groups, learners are guided to: Mention foods that comprise a balanced diet. Select foods from locally available foods that comprise a balanced diet. Appreciate the importance of eating	How does variety in diet impact on health?	Video clips Pictures Charts Digital devices Realia <i>Agriculture and Nutrition Curriculum Design Grade 4</i>	Oral questions Oral reports ObservationC hecklists Written tests Group discussion	
	2	Food Production Processes	Balanced Diet	By the end of the lesson, the learner should be able to: a) Discuss foods that comprise a balanced diet.	In groups, learners are guided to: Discuss foods that comprise a balanced diet.	How does variety in diet impact on health?	Video clips Pictures Charts Digital devices Realia	Oral questions Oral reports ObservationC hecklists Written tests	



				b) Unite in making collaborative presentations of a meals with a balanced diet. c) Promote health awareness through the class presentations.	Unite in making collaborative presentations of a meals with a balanced diet.		<i>Agriculture and Nutrition Curriculum Design Grade 4</i>	Group discussion	
	<b>3</b>	Food Production Processes	Balanced Diet	By the end of the lesson, the learner should be able to: a) Discuss foods that comprise a balanced diet. b) Unite in making collaborative presentations of a meals with a balanced diet. c) Promote health awareness through the class	In groups, learners are guided to: Discuss foods that comprise a balanced diet. Unite in making collaborative presentations of a meals with a balanced diet.	How does variety in diet impact on health?	Video clips Pictures Charts Digital devices Realia <i>Agriculture and Nutrition Curriculum Design Grade 4</i>	Oral questions Oral reports ObservationC hecklists Written tests Group discussion	
	<b>4</b>	Food Production Processes	Balanced Diet	By the end of the lesson, the learner should be able to: a) Discuss foods that comprise a balanced diet. b) Unite in making collaborative presentations of a meals with a balanced diet.	In groups, learners are guided to: Discuss foods that comprise a balanced diet. Unite in making collaborative presentations of a meals with a balanced diet.	How does variety in diet impact on health?	Video clips Pictures Charts Digital devices Realia <i>Agriculture and Nutrition Curriculum Design Grade 4</i>	Oral questions Oral reports ObservationC hecklists Written tests Group discussion	



				c) Promote health awareness through the class					
4	1	Food Production Processes	Balanced Diet	By the end of the lesson, the learner should be able to: a) Discuss foods that comprise a balanced diet. b) Unite in making collaborative presentations of a meals with a balanced diet. c) Promote health awareness through the class	In groups, learners are guided to: Discuss foods that comprise a balanced diet. Unite in making collaborative presentations of a meals with a balanced diet.	How does variety in diet impact on health?	Video clips Pictures Charts Digital devices Realia <i>Agriculture and Nutrition Curriculum Design Grade 4</i>	Oral questions Oral reports ObservationC hecklists Written tests Group discussion	
	2	Food Production Processes	Balanced Diet	By the end of the lesson, the learner should be able to: a) Discuss foods that comprise a balanced diet. b) Unite in making collaborative presentations of a meals with a balanced diet. c) Promote health awareness through the class	In groups, learners are guided to: Discuss foods that comprise a balanced diet. Unite in making collaborative presentations of a meals with a balanced diet.	How does variety in diet impact on health?	Video clips Pictures Charts Digital devices Realia <i>Agriculture and Nutrition Curriculum Design Grade 4</i>	Oral questions Oral reports ObservationC hecklists Written tests Group discussion	
	3	Food Production Processes	Boiling and Shallow Frying Food	By the end of the lesson, the learner should be able to:	In groups, learners are guided to: Describe boiling as a method of cooking.	How can we cook foods using boiling	Video clips Pictures Charts Digital devices Realia	Oral questions Oral reports ObservationC hecklists Written tests	



				a) Describe boiling as a method of cooking. b) Watch video clips on boiling method of cooking. c) Embrace boiling in food production	Watch video clips on boiling method of cooking.	and frying methods?	<i>Agriculture and Nutrition Curriculum Design Grade 4</i>	Group discussion	
	<b>4</b>	Food Production Processes	Boiling and Shallow Frying Food	By the end of the lesson, the learner should be able to: a) Describe boiling as a method of cooking. b) Watch a demonstration on boiling method of cooking. c) Embrace boiling in food production	In groups, learners are guided to: Describe boiling as a method of cooking. Watch a demonstration on boiling method of cooking.	How can we cook foods using boiling and frying methods?	Video clips Pictures Charts Digital devices Realia <i>Agriculture and Nutrition Curriculum Design Grade 4</i>	Oral questions Oral reports ObservationC hecklists Written tests Group discussion	
<b>5</b>	<b>1</b>	Food Production Processes	Boiling and Shallow Frying Food	By the end of the lesson, the learner should be able to: a) Cook food using boiling method. b) Carefully present and serve boiled foods. c) Develop learning to learn by working cautiously while carrying out the boiling process.	In groups, learners are guided to: Cook food using boiling method. Carefully present and serve boiled foods.	How can we cook foods using boiling and frying methods?	Video clips Pictures Charts Digital devices Realia <i>Agriculture and Nutrition Curriculum Design Grade 4</i>	Oral questions Oral reports ObservationC hecklists Written tests Group discussion	





2	Food Production Processes	Boiling and Shallow Frying Food	By the end of the lesson, the learner should be able to: a) Cook food using boiling method. b) Carefully present and serve boiled foods. c) Develop learning to learn by working cautiously while carrying out the boiling process.	In groups, learners are guided to: Cook food using boiling method. Carefully present and serve boiled foods.	How can we cook foods using boiling and frying methods?	Video clips Pictures Charts Digital devices Realia <i>Agriculture and Nutrition Curriculum Design Grade 4</i>	Oral questions Oral reports ObservationC hecklists Written tests Group discussion	
3	Food Production Processes	Boiling and Shallow Frying Food	By the end of the lesson, the learner should be able to: a) Cook food using boiling method. b) Carefully present and serve boiled foods. c) Develop learning to learn by working cautiously while carrying out the boiling process.	In groups, learners are guided to: Cook food using boiling method. Carefully present and serve boiled foods.	How can we cook foods using boiling and frying methods?	Video clips Pictures Charts Digital devices Realia <i>Agriculture and Nutrition Curriculum Design Grade 4</i>	Oral questions Oral reports ObservationC hecklists Written tests Group discussion	
4	Food Production Processes	Boiling and Shallow Frying Food	By the end of the lesson, the learner should be able to: a) Describe shallow frying as a method of cooking.	In groups, learners are guided to: Describe shallow frying as a method of cooking. Watch video clips on shallow frying	How can we cook foods using boiling and frying methods?	Video clips Pictures Charts Digital devices Realia <i>Agriculture and Nutrition</i>	Oral questions Oral reports ObservationC hecklistsWritt en tests Group discussion	



				b) Watch video clips on shallow frying method of cooking. c) Embrace shallow frying in food production	method of cooking.		<i>Curriculum Design Grade 4</i>		
<b>6</b>	<b>1</b>	Food Production Processes	Boiling and Shallow Frying Food	By the end of the lesson, the learner should be able to: a) Describe shallow frying as a method of cooking. b) Watch a demonstration on shallow frying method of cooking. c) Embrace shallow frying in food production.	In groups, learners are guided to: Describe shallow frying as a method of cooking. Watch a demonstration on shallow frying method of cooking.	How can we cook foods using boiling and frying methods?	Video clips Pictures Charts Digital devices Realia <i>Agriculture and Nutrition Curriculum Design Grade 4</i>	Oral questions Oral reports ObservationC hecklists Written tests Group discussion	
	<b>2</b>	Food Production Processes	Boiling and Shallow Frying Food	By the end of the lesson, the learner should be able to: a) Cook food using shallow frying method. b) Carefully present and serve shallow fried foods. c) Embrace safety of self and others to avoid accidents as they fry foods.	In groups, learners are guided to: Cook food using shallow frying method. Carefully present and serve shallow fried foods.	How can we cook foods using boiling and frying methods?	Video clips Pictures Charts Digital devices Realia <i>Agriculture and Nutrition Curriculum Design Grade 4</i>	Oral questions Oral reports ObservationC hecklists Written tests Group discussion	



3	Food Production Processes	Boiling and Shallow Frying Food	By the end of the lesson, the learner should be able to: a) Cook food using shallow frying method. b) Carefully present and serve shallow fried foods. c) Embrace safety of self and others to avoid accidents as they fry foods.	In groups, learners are guided to: Cook food using shallow frying method. Carefully present and serve shallow fried foods.	How can we cook foods using boiling and frying methods?	Video clips Pictures Charts Digital devices Realia <i>Agriculture and Nutrition Curriculum Design Grade 4</i>	Oral questions Oral reports ObservationC hecklists Written tests Group discussion	
4	Food Production Processes	Boiling and Shallow Frying Food	By the end of the lesson, the learner should be able to: a) Cook food using shallow frying method. b) Carefully present and serve shallow fried foods. c) Embrace safety of self and others to avoid accidents as they fry foods.	In groups, learners are guided to: Cook food using shallow frying method. Carefully present and serve shallow fried foods.	How can we cook foods using boiling and frying methods?	Video clips Pictures Charts Digital devices Realia <i>Agriculture and Nutrition Curriculum Design Grade 4</i>	Oral questions Oral reports ObservationC hecklists Written tests Group discussion	



7	1	Food Production Processes	Boiling and Shallow Frying Food	By the end of the lesson, the learner should be able to: a) Discuss safety measures while working with fire and fats. b) Work resiliently while following cooking steps. c) Embrace boiling and shallow frying in food production.	In groups, learners are guided to: Discuss safety measures while working with fire and fats. Work resiliently while following cooking steps.	How can we cook foods using boiling and frying methods?	Agriculture and Nutrition Curriculum Design Grade 4  Video clips Pictures Charts Digital devices Realia	Oral questions Oral reports ObservationC hecklists Written tests Group discussion	
	2	Hygiene Practices	Personal Hygiene	By the end of the lesson, the learner should be able to: a) Discuss how personal hygiene promote good health. b) Identify health practices that promote personal hygiene c) Embrace health practices to promote personal hygiene in daily life.	In groups, learners are guided to: Discuss how personal hygiene promote good health. Identify health practices that promote personal hygiene	How does personal hygiene promote good health?	Video clips Pictures Charts Digital devices Realia <i>Agriculture and Nutrition Curriculum Design Grade 4</i>	Oral questions Oral reports ObservationC hecklists Written tests Group discussion	
	3	Hygiene Practices	Personal Hygiene	By the end of the lesson, the learner should be able to: a) Brainstorm and enumerate practices that promote personal	In groups, learners are guided to: Brainstorm and enumerate practices that promote personal	How does personal hygiene promote good health?	Video clips Pictures Charts Digital devices Realia <i>Agriculture and Nutrition</i>	Oral questions Oral reports ObservationC hecklists Written tests Group discussion	



				<p>hygiene such as hand washing.</p> <p>b) Demonstrate appropriate practices that promote personal hygiene such as hand washing.</p> <p>c) Have fun applying health practices that promote personal hygiene</p>	<p>hygiene such as hand washing.</p> <p>Demonstrate appropriate practices that promote personal hygiene such as hand washing.</p>		<i>Curriculum Design Grade 4</i>		
	4	Hygiene Practices	Personal Hygiene	<p>By the end of the lesson, the learner should be able to:</p> <p>a) Brainstorm and enumerate practices that promote personal hygiene such as hand washing.</p> <p>b) Demonstrate appropriate practices that promote personal hygiene such as hand washing.</p> <p>c) Have fun applying health practices that promote personal hygiene</p>	<p>In groups, learners are guided to:</p> <p>Brainstorm and enumerate practices that promote personal hygiene such as hand washing.</p> <p>Demonstrate appropriate practices that promote personal hygiene such as hand washing.</p>	How does personal hygiene promote good health?	<p>Video clips</p> <p>Pictures</p> <p>Charts</p> <p>Digital devices</p> <p>Realia</p> <p><i>Agriculture and Nutrition Curriculum Design Grade 4</i></p>	<p>Oral questions</p> <p>Oral reports</p> <p>ObservationC</p> <p>hecklists</p> <p>Written tests</p> <p>Group discussion</p>	
8				<b>MIDTERM BREAK</b>					
9	1	Hygiene Practices	Personal Hygiene	<p>By the end of the lesson, the learner should be able to:</p>	<p>In groups, learners are guided to:</p> <p>Brainstorm and enumerate</p>	How does personal hygiene	<p>Video clips</p> <p>Pictures</p> <p>Charts</p> <p>Digital devices</p>	<p>Oral questions</p> <p>Oral reports</p> <p>ObservationC</p> <p>hecklists</p>	



				<p>a) Brainstorm and enumerate practices that promote personal hygiene such as use of personal protective equipment.</p> <p>b) Demonstrate appropriate practices that promote personal hygiene such as use of personal protective equipment.</p> <p>c) Enjoy applying health practices that promote personal hygiene</p>	practices that promote personal hygiene such as use of personal protective equipment. Demonstrate appropriate practices that promote personal hygiene such as use of personal protective equipment.	promote good health?	Realia <i>Agriculture and Nutrition Curriculum Design Grade 4</i>	Written tests Group discussion	
	2	Hygiene Practices	Personal Hygiene	<p>By the end of the lesson, the learner should be able to:</p> <p>a) Brainstorm and enumerate practices that promote personal hygiene such as use of personal protective equipment.</p> <p>b) Demonstrate appropriate practices that promote personal hygiene such as</p>	<p>In groups, learners are guided to:</p> <p>Brainstorm and enumerate practices that promote personal hygiene such as use of personal protective equipment. Demonstrate appropriate practices that promote personal hygiene such as use of personal</p>	How does personal hygiene promote good health?	<p>Video clips</p> <p>Pictures</p> <p>Charts</p> <p>Digital devices</p> <p>Realia</p> <p><i>Agriculture and Nutrition Curriculum Design Grade 4</i></p>	<p>Oral questions</p> <p>Oral reports</p> <p>ObservationC</p> <p>hecklists</p> <p>Written tests</p> <p>Group discussion</p>	



				use of personal protective equipment. c) Enjoy applying health practices that promote personal hygiene.	protective equipment.				
	3	Hygiene Practices	Personal Hygiene	By the end of the lesson, the learner should be able to: a) Brainstorm and enumerate practices that promote personal hygiene such as use of clean water. b) Demonstrate appropriate practices that promote personal hygiene such as use of clean water. c) Have fun applying health practices that promote personal hygiene	In groups, learners are guided to: Brainstorm and enumerate practices that promote personal hygiene such as use of clean water. Demonstrate appropriate practices that promote personal hygiene such as use of clean water.	How does personal hygiene promote good health?	Video clips Pictures Charts Digital devices Realia <i>Agriculture and Nutrition Curriculum Design Grade 4</i>	Oral questions Oral reports ObservationC hecklists Written tests Group discussion	
	4	Hygiene Practices	Personal Hygiene	By the end of the lesson, the learner should be able to: a) Brainstorm and enumerate practices that promote personal hygiene such as use of clean water.	In groups, learners are guided to: Brainstorm and enumerate practices that promote personal hygiene such as use of clean water. Demonstrate appropriate	How does personal hygiene promote good health?	Video clips Pictures Charts Digital devices Realia <i>Agriculture and Nutrition Curriculum Design Grade 4</i>	Oral questions Oral reports ObservationC hecklists Written tests Group discussion	



				b) Demonstrate appropriate practices that promote personal hygiene such as use of clean water. c) Have fun applying health practices that promote personal hygiene	practices that promote personal hygiene such as use of clean water.				
10	1	Hygiene Practices	Personal Hygiene	By the end of the lesson, the learner should be able to: a) Brainstorm and enumerate practices that promote personal hygiene such as cleaning foods. b) Demonstrate appropriate practices that promote personal hygiene such as cleaning foods. c) Enjoy applying health practices that promote personal hygiene	In groups, learners are guided to: Brainstorm and enumerate practices that promote personal hygiene such as cleaning foods. Demonstrate appropriate practices that promote personal hygiene such as cleaning foods.	How does personal hygiene promote good health?	Video clips Pictures Charts Digital devices Realia <i>Agriculture and Nutrition Curriculum Design Grade 4</i>	Oral questions Oral reports ObservationC hecklists Written tests Group discussion	
	2	Hygiene Practices	Personal Hygiene	By the end of the lesson, the learner should be able to: a) Brainstorm and enumerate practices that promote personal	In groups, learners are guided to: Brainstorm and enumerate practices that promote personal	How does personal hygiene promote good health?	Agriculture and Nutrition Curriculum Design Grade 4  Video clips Pictures	Oral questions Oral reports ObservationC hecklists Written tests Group discussion	





				<p>hygiene such as cleaning foods.</p> <p>b) Demonstrate appropriate practices that promote personal hygiene such as cleaning foods.</p> <p>c) Enjoy applying health practices that promote personal hygiene</p>	<p>hygiene such as cleaning foods.</p> <p>Demonstrate appropriate practices that promote personal hygiene such as cleaning foods.</p>		<p>Charts</p> <p>Digital devices</p> <p>Realia</p>		
	3	Hygiene Practices	Personal Hygiene	<p>By the end of the lesson, the learner should be able to:</p> <p>a) Identify health practices that promote personal hygiene</p> <p>b) Demonstrate good grooming while they take up responsibility as they carry out health practices.</p> <p>c) Embrace health practices to promote personal hygiene in daily life.</p>	<p>In groups, learners are guided to:</p> <p>Identify health practices that promote personal hygiene</p> <p>Demonstrate good grooming while they take up responsibility as they carry out health practices.</p>	<p>How does personal hygiene promote good health?</p>	<p>Agriculture and Nutrition</p> <p>Curriculum Design Grade 4</p> <p>Video clips</p> <p>Pictures</p> <p>Charts</p> <p>Digital devices</p> <p>Realia</p>	<p>Oral questions</p> <p>Oral reports</p> <p>ObservationC</p> <p>hecklistsWritt</p> <p>en tests</p> <p>Group discussion</p>	
	4	Hygiene Practices	Domestic Hygiene	<p>By the end of the lesson, the learner should be able to:</p> <p>a) Explain how we can maintain</p>	<p>In groups, learners are guided to:</p> <p>Explain how we can maintain hygienic environment.</p>	<p>How can we maintain hygienic environment?</p>	<p>Agriculture and Nutrition</p> <p>Curriculum Design Grade 4</p> <p>Video clips</p>	<p>Oral questions</p> <p>Oral reports</p> <p>ObservationC</p> <p>hecklistsWritt</p> <p>en tests</p>	



				<p>hygienic environment.</p> <p>b) Describe the various methods used for cleaning home environment.</p> <p>c) Appreciate a clean environment in promoting domestic hygiene</p>	Describe the various methods used for cleaning home environment.		<p>Pictures</p> <p>Charts</p> <p>Digital devices</p> <p>Realia</p>	Group discussion	
<b>11</b>	<b>1</b>	Hygiene Practices	Domestic Hygiene	<p>By the end of the lesson, the learner should be able to:</p> <p>a) Discuss the methods of cleaning home environment such as mopping.</p> <p>b) Use appropriate methods such as mopping to maintain hygiene in the environment.</p> <p>c) Develop creativity in the use of improvised resources while cleaning.</p>	<p>In groups, learners are guided to:</p> <p>Discuss the methods of cleaning home environment such as mopping.</p> <p>Use appropriate methods such as mopping to maintain hygiene in the environment.</p>	How can we maintain hygienic environment?	<p>Agriculture and Nutrition Curriculum Design Grade 4</p> <p>Video clips</p> <p>Pictures</p> <p>Charts</p> <p>Digital devices</p> <p>Realia</p>	<p>Oral questions</p> <p>Oral reports</p> <p>ObservationC</p> <p>hecklistsWritt</p> <p>en tests</p> <p>Group discussion</p>	
	<b>2</b>	Hygiene Practices	Domestic Hygiene	<p>By the end of the lesson, the learner should be able to:</p> <p>a) Discuss the methods of cleaning home</p>	<p>In groups, learners are guided to:</p> <p>Discuss the methods of cleaning home</p>	How can we maintain hygienic environment?	<p>Agriculture and Nutrition Curriculum Design Grade 4</p> <p>Video clips</p>	<p>Oral questions</p> <p>Oral reports</p> <p>ObservationC</p> <p>hecklistsWritt</p> <p>en tests</p>	



				<p>environment such as mopping.</p> <p>b) Use appropriate methods such as mopping to maintain hygiene in the environment.</p> <p>c) Appreciate a clean environment in promoting domestic hygiene.</p>	<p>environment such as mopping.</p> <p>Use appropriate methods such as mopping to maintain hygiene in the environment.</p>		<p>Pictures</p> <p>Charts</p> <p>Digital devices</p> <p>Realia</p>	<p>Group discussion</p>	
	3	Hygiene Practices	Domestic Hygiene	<p>By the end of the lesson, the learner should be able to:</p> <p>a) Discuss the methods of cleaning home environment such as dusting.</p> <p>b) Use appropriate methods such as dusting to maintain hygiene in the environment.</p> <p>c) Develop creativity in the use of improvised resources while cleaning.</p>	<p>In groups, learners are guided to:</p> <p>Discuss the methods of cleaning home environment such as dusting.</p> <p>Use appropriate methods such as dusting to maintain hygiene in the environment.</p>	<p>How can we maintain hygienic environment?</p>	<p>Agriculture and Nutrition</p> <p>Curriculum Design Grade 4</p> <p>Video clips</p> <p>Pictures</p> <p>Charts</p> <p>Digital devices</p> <p>Realia</p>	<p>Oral questions</p> <p>Oral reports</p> <p>ObservationC</p> <p>hecklistsWritt</p> <p>en tests</p> <p>Group discussion</p>	
	4	Hygiene Practices	Domestic Hygiene	<p>By the end of the lesson, the learner should be able to:</p> <p>a) Discuss the methods of</p>	<p>In groups, learners are guided to:</p> <p>Discuss the methods of cleaning home</p>	<p>How can we maintain hygienic</p>	<p>Agriculture and Nutrition</p> <p>Curriculum Design Grade 4</p>	<p>Oral questions</p> <p>Oral reports</p> <p>ObservationC</p> <p>hecklistsWritt</p> <p>en tests</p>	



				<p>cleaning home environment such as dusting.</p> <p>b) Use appropriate methods such as dusting to maintain hygiene in the environment.</p> <p>c) Develop accountability in taking care of living places and environmental awareness in maintaining clean environment..</p>	<p>environment such as dusting.</p> <p>Use appropriate methods such as dusting to maintain hygiene in the environment.</p>	<p>environm ent?</p>	<p>Video clips</p> <p>Pictures</p> <p>Charts</p> <p>Digital devices</p> <p>Realia</p>	<p>Group discussion</p>	
<b>12</b>	<b>1</b>	Hygiene Practices	Domestic Hygiene	<p>By the end of the lesson, the learner should be able to:</p> <p>a) Discuss the methods of cleaning home environment such as sweeping.</p> <p>b) Use appropriate methods such as sweeping to maintain hygiene in the environment.</p> <p>c) Develop creativity in the use of improvised resources while cleaning.</p>	<p>In groups, learners are guided to:</p> <p>Discuss the methods of cleaning home environment such as sweeping.</p> <p>Use appropriate methods such as sweeping to maintain hygiene in the environment.</p>	<p>How can we maintain hygienic environm ent?</p>	<p>Agriculture and Nutrition Curriculum Design Grade 4</p> <p>Video clips</p> <p>Pictures</p> <p>Charts</p> <p>Digital devices</p> <p>Realia</p>	<p>Oral questions</p> <p>Oral reports</p> <p>ObservationC hecklistsWritt en tests</p> <p>Group discussion</p>	



2	Hygiene Practices	Domestic Hygiene	<p>By the end of the lesson, the learner should be able to:</p> <ol style="list-style-type: none"> <li>Discuss the methods of cleaning home environment such as sweeping.</li> <li>Use appropriate methods such as sweeping to maintain hygiene in the environment.</li> <li>Develop accountability in taking care of living places and environmental awareness in maintaining clean environment.</li> </ol>	<p>In groups, learners are guided to:</p> <p>Discuss the methods of cleaning home environment such as sweeping.</p> <p>Use appropriate methods such as sweeping to maintain hygiene in the environment.</p>	<p>How can we maintain hygienic environment?</p>	<p>Agriculture and Nutrition Curriculum Design Grade 4</p> <p>Video clips Pictures Charts Digital devices Realia</p>	<p>Oral questions Oral reports Observation Checklists Written tests Group discussion</p>	
3	Hygiene Practices	Domestic Hygiene	<p>By the end of the lesson, the learner should be able to:</p> <ol style="list-style-type: none"> <li>Discuss the methods of cleaning home environment such as disposal of refuse.</li> <li>Use appropriate methods such as disposal of refuse to maintain</li> </ol>	<p>In groups, learners are guided to:</p> <p>Discuss the methods of cleaning home environment such as disposal of refuse.</p> <p>Use appropriate methods such as disposal of refuse to maintain hygiene in the environment.</p>	<p>How can we maintain hygienic environment?</p>	<p>Agriculture and Nutrition Curriculum Design Grade 4</p> <p>Video clips Pictures Charts Digital devices Realia</p>	<p>Oral questions Oral reports Observation Checklists Written tests Group discussion</p>	



				<p>hygiene in the environment.</p> <p>c) Develop creativity in the use of improvised resources while cleaning.</p>					
	4	Hygiene Practices	Domestic Hygiene	<p>By the end of the lesson, the learner should be able to:</p> <p>a) Discuss the methods of cleaning home environment such as disposal of refuse.</p> <p>b) Use appropriate methods such as disposal of refuse to maintain hygiene in the environment.</p> <p>c) Develop accountability in taking care of living places and environmental awareness in maintaining clean environment.</p>	<p>In groups, learners are guided to:</p> <p>Discuss the methods of cleaning home environment such as disposal of refuse.</p> <p>Use appropriate methods such as disposal of refuse to maintain hygiene in the environment.</p>	<p>How can we maintain hygienic environment?</p>	<p>Agriculture and Nutrition Curriculum Design Grade 4</p> <p>Video clips</p> <p>Pictures</p> <p>Charts</p> <p>Digital devices</p> <p>Realia</p>	<p>Oral questions</p> <p>Oral reports</p> <p>ObservationC hecklistsWritt en tests</p> <p>Group discussion</p>	
13 - 14				<b>END TERM TWO ASSESSMENT</b>					