



DOYEN PUBLISHERS

SCHEMES OF WORK TERM II 2025

GRADE 8 AGRICULTURE

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: a. identify vegetable crops attacked by pests and diseases, b. control pests and diseases on vegetable crops by applying natural pesticides c. 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: a. identify vegetable crops attacked by pests and diseases, b. control pests and diseases on vegetable crops by applying natural pesticides c. 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: a. identify vegetable crops attacked by pests and diseases, b. control pests and diseases on vegetable crops by applying natural pesticides c. 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	

	4	Food production processes	Preparation of Animal Products – Fish (scaling and gutting)	By the end of the lesson, the learner should be able to: a. explain the procedure for processing fish. b. process fresh fish for various purposes, (scaling and gutting) c. 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	
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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: a. explain the procedure for processing fish. b. process fresh fish for various purposes, (scaling and gutting) c. 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: a. state the procedure for processing fish. b. process fresh fish for various purposes, (cleaning, salting and frying) c. 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: a. state the procedure for processing fish. b. process fresh fish for various purposes, (cleaning, salting and frying) c. 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	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	



						of dressing poultry and ensures respect for animal welfare by humane killing of poultry.			
	4	Food production processes	Dressing poultry for various purposes-slaughtering & defeathering	By the end of the lesson, the learner should be able to: a. explain the procedure of dressing poultry carcass b. dress poultry carcass for various purposes. (slaughtering and defeathering) c. 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: a. explain the procedure of dressing poultry carcass b. dress poultry carcass for various purposes. (slaughtering and defeathering) c. 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: a. explain the procedure of dressing poultry carcass b. dress poultry carcass for various purposes. (gutting, cleaning and draining the chicken) c. 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: a. explain the procedure of dressing poultry carcass b. dress poultry carcass for various purposes. (gutting, cleaning and draining the chicken) c. 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	
4	Food production processes	Importance of processing fish and dressing poultry	By the end of the lesson, the learner should be able to: a. explain the importance of processing fish and dressing poultry carcass. b. Observe pictures of processed fish and dressed poultry. c. 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: a. List the methods of preserving meat b. preserve meat to prolong shelf life at household level though salting c. 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: a. List the methods of preserving meat b. preserve meat to prolong shelf life at household level though boiling. c. appreciate preserving meat through salting	How can we preserve milk and meat at household level?	Learner is guided to: □ preserve meat through 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: a. state the methods of preserving meat b. 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	Cooking and cleaning equipment, milk and meat MTP Agric. Grd 8 T.G. Pg.112-113 MTP Agric. Grd 8 P.B.	Practical activity Observation schedules, checklist, oral questions	



						procedures and hygiene as learners ensure use of clean equipment.	Pg.76-78		
	4	Food production processes	Methods of preserving meat-smoking	By the end of the lesson, the learner should be able to: a. state the methods of preserving meat b. preserve meat to prolong shelf life at household level though smoking c. 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: a. list the methods used in preserving milk. b. preserve milk to prolong shelf life at household level through boiling. c. 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: a. list the methods used in preserving milk. b. preserve milk to prolong shelf life at household level through boiling. c. 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: a. list the methods used in preserving milk. b. preserve milk to prolong shelf life at household level through other methods. c. 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: a. list the methods used in preserving milk. b. preserve milk to prolong shelf life at household level through other methods. c. 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: a. explain the importance of preserving milk and meat at household level, b. use IT devices to know more on the importance of preserving milk and meat. c. 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: a. explain factors to consider in preparing a balanced meal b. observe pictures of different balanced meals c. 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: a. identify the different special groups b. outline guidelines to consider when choosing meals for different special groups c. 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	



	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: a. identify the different special groups b. outline guidelines to consider when choosing meals for different special groups c. 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: a. List feeding habits and food taboos for the special groups. b. Analyze feeding habits and food taboos for special groups. c. 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: a. Describe the procedure used to plan, prepare and present meals for special groups. b. Plan, prepare and present a balanced meal for healthy living (special groups) c. 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: a. Describe the procedure used to plan, prepare and present meals for special groups. b. Plan, prepare and present a balanced meal for healthy living (special groups) c. 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: a. identify various special occasions. b. explain factors to consider in preparing a balanced meal c. 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: a. identify various special occasions. b. explain factors to consider in preparing a balanced meal c. 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: a. describe the procedure used to prepare, cook and present food items or dishes for a special occasion. b. Plan, prepare and present food items or dishes for a special occasion. c. 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: a. describe the procedure used to prepare, cook and present food items or dishes for a special occasion. b. Plan, prepare and present food items or dishes for a special occasion. c. 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	



2	Food production processes	Cooking balanced meals and serving-special occasions	By the end of the lesson, the learner should be able to: a. describe the procedure used to prepare, cook and present food items or dishes for a special occasion. b. Plan, prepare and present food items or dishes for a special occasion. c. 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: a. explain reasons for cleaning a kitchen. b. Observe pictures of different types of kitchen. c. 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: a. explain reasons for cleaning a kitchen. b. Observe pictures of different types of kitchen. c. 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: a. explain the meaning of the terms loose dirt and fixed dirt found in the kitchen b. describe methods of removing dirt from the kitchen surfaces. c. 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	
	2	HYGIENE PRACTICES	Methods of removing dirt from kitchen surfaces	By the end of the lesson, the learner should be able to: a. explain the meaning of the terms loose dirt and fixed dirt found in the kitchen b. describe methods of removing dirt from the kitchen surfaces. c. 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: a. explain procedures used in daily, weekly and special cleaning carried out in the kitchen. b. Observe as the teacher demonstrates how to carry out daily, weekly and special cleaning of the kitchen. c. 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: a. Apply safety precautions while cleaning the kitchen. b. carry out cleaning of a kitchen to maintain hygiene c. 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: a. Apply safety precautions while cleaning the kitchen. b. carry out cleaning of a kitchen to maintain hygiene c. 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	
	2	HYGIENE PRACTICES	Carrying out cleaning of the kitchen	By the end of the lesson, the learner should be able to: a. Apply safety precautions while cleaning the kitchen. b. carry out cleaning of a kitchen to maintain hygiene c. 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: a. Apply safety precautions while cleaning the kitchen. b. carry out cleaning of a kitchen to maintain hygiene c. 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: a. identify the types of seams used making clothes b. describe different seams used clothing construction. c. 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: a. identify the types of seams used making clothes b. describe different seams used 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	Group discussion Practical activities, oral questions and answers.	



				c. Recognize types of seams used in clothing construction.			MTP Home Scie. Grd 7 P.B. Pg.115-116		
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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: a. Describe factors to consider when choosing seams for clothing construction b. Demonstrate the qualities of wellmade seams in clothing construction. c. 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: a. Describe the procedure used to make plain seams used in clothing construction. b. make samples of seams on a piece of cloth c. 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: a. Describe the procedure used to make plain seams used in clothing construction. b. make samples of seams on a piece of cloth c. 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: a. Describe the procedure used to make plain seams used in clothing construction. b. make samples of seams on a piece of cloth c. 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: a. Describe the procedure used to make open seams used in clothing construction. b. make samples of seams on a piece of cloth	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	Sewing machines, fabric, machine needles, scissors, hand needles and thread. MTP Home Scie. Grd 7 T.G. Pg.97-100	Group discussion Practical activities, oral questions and answers.	



				c. Value open seams used for constructing clothes and household articles.		and safety as learners take precaution against accident cause by sharp sewing tools.	MTP Home Scie. Grd 7 P.B. Pg.119-124		
	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: a. Describe the procedure used to make open seams used in clothing construction. b. make samples of seams on a piece of cloth c. 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: a. Describe the procedure used to make open seams used in clothing construction. b. make samples of seams on a piece of cloth c. 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							