

Week	Lesson	Strand	Sub-strand	Specific-Learning outcomes	Learning Experience	Key Inquiry Question(S)	Learning Resources	Assessment Methods	Reflection
OPENING AND RECEIVING LEARNERS									
2	1-3	Foods and Nutrition	Kitchen Garden	<p>By the end of the lesson, the learner should be able to:</p> <p>a)explain role of a kitchen garden in food and nutrition security</p> <p>b)describe innovative technologies for kitchen gardening</p> <p>c)classify food crops suitable for growing in a kitchen garden</p> <p>d)establish a kitchen garden for the provision of healthy and affordable food</p> <p>e)adopt innovative technologies in kitchen gardening for food and nutrition security</p>	<p>✓ The learner will be guided to:</p> <p>✓ <input type="checkbox"/> research on the meaning of food and nutrition security. present findings in class,</p> <p>✓ <input type="checkbox"/> brainstorm on the role of a kitchen garden in ensuring food and nutrition security,</p> <p>✓ <input type="checkbox"/> use digital and print resources to search for models of various kitchen gardens showing easy-to-implement gardening forms (tyre, wick, simple drip, container and multi-storey gardens).</p> <p>✓ <input type="checkbox"/> brainstorm on types of food crops(vegetables, herbs and spices, cereals, fruits, and legumes) in your locality, grown in kitchen gardens</p> <p>✓ <input type="checkbox"/> prepare, plant and maintain various food crops(vegetables and herbs) such as stem, flower, leafy, bulb, seed and pods, root, fruit vegetables in contemporary kitchen gardening for food security (organic gardening) include indigenous vegetables. Project Activities:</p> <p>✓ <input type="checkbox"/> create kitchen gardens at school using modern techniques.</p> <p>✓ <input type="checkbox"/> keep records for the kitchen garden such as weekly garden reports, garden notes, garden portfolio, and present or share during class plenary</p> <p>✓ <input type="checkbox"/> create and record step-by-step preparation, planting and maintenance of the modern kitchen garden, and display in a portfolio to</p>	<p>How does kitchen gardening contribute to food and nutrition security?</p> <p>Why are vegetables popular for kitchen gardening?</p>	<input type="checkbox"/> Video clips <input type="checkbox"/> Pictures <input type="checkbox"/> Charts <input type="checkbox"/> Digital and print materials and devices <input type="checkbox"/> Improvised modern gardening materials and equipment <input type="checkbox"/> Gardening tools and equipment <input type="checkbox"/> Suitable garden soil <input type="checkbox"/> Watering cans Mentor Home Science, Grade 8 Learners Book Pg.1	<input type="checkbox"/> Observation schedule <input type="checkbox"/> Practical work <input type="checkbox"/> Self-assessment <input type="checkbox"/> Critiques <input type="checkbox"/> Checklists <input type="checkbox"/> Rubrics <input type="checkbox"/> Portfolio	

3	1-3	Foods and Nutrition	Kitchen Garden	<p>By the end of the lesson, the learner should be able to:</p> <p>a) explain role of a kitchen garden in food and nutrition security</p> <p>b) describe innovative technologies for kitchen gardening</p> <p>c) classify food crops suitable for growing in a kitchen garden</p> <p>d) establish a kitchen garden for the provision of healthy and affordable food</p> <p>e) adopt innovative technologies in kitchen gardening for food and nutrition security</p>	<p>share ideas</p> <p>✓ The learner will be guided to:</p> <p>✓ <input type="checkbox"/> research on the meaning of food and nutrition security. present findings in class,</p> <p>✓ <input type="checkbox"/> brainstorm on the role of a kitchen garden in ensuring food and nutrition security,</p> <p>✓ <input type="checkbox"/> use digital and print resources to search for models of various kitchen gardens showing easy-to-implement gardening forms (tyre, wick, simple drip, container and multi-storey gardens).</p> <p>✓ <input type="checkbox"/> brainstorm on types of food crops (vegetables, herbs and spices, cereals, fruits, and legumes) in your locality, grown in kitchen gardens</p> <p>✓ <input type="checkbox"/> prepare, plant and maintain various food crops (vegetables and herbs) such as stem, flower, leafy, bulb, seed and pods, root, fruit vegetables in contemporary kitchen gardening for food security (organic gardening) include indigenous vegetables. Project Activities:</p> <p>✓ <input type="checkbox"/> create kitchen gardens at school using modern techniques.</p> <p>✓ <input type="checkbox"/> keep records for the kitchen garden such as weekly garden reports, garden notes, garden portfolio, and present or share during class plenary</p> <p>✓ <input type="checkbox"/> create and record step-by-step preparation, planting and maintenance of the modern kitchen garden, and display in a portfolio to share ideas</p>	<p>How does kitchen gardening contribute to food and nutrition security?</p> <p>Why are vegetables popular for kitchen gardening?</p>	<p><input type="checkbox"/> Video clips</p> <p><input type="checkbox"/> Pictures</p> <p><input type="checkbox"/> Charts</p> <p><input type="checkbox"/> Digital and print materials and devices</p> <p><input type="checkbox"/> Improvised modern gardening materials and equipment</p> <p><input type="checkbox"/> Gardening tools and equipment</p> <p><input type="checkbox"/> Suitable garden soil</p> <p><input type="checkbox"/> Watering cans</p> <p>Mentor Home Science, Grade 8 Learners Book Pg.2</p>	<p><input type="checkbox"/> Observation schedule</p> <p><input type="checkbox"/> Practical work</p> <p><input type="checkbox"/> Self-assessment</p> <p><input type="checkbox"/> Critiques</p> <p><input type="checkbox"/> Checklists</p> <p><input type="checkbox"/> Rubrics</p> <p><input type="checkbox"/> Portfolio</p>	
4	1-3	Foods and Nutrition	Cooking Starchy Carbohy	<p>By the end of the lesson the learner should be able to:</p>	<p>✓ Learners will be guided to:</p> <p>✓ <input type="checkbox"/> search and brainstorm on the</p>	<p>Why is it advisable to cook starchy</p>	<p>Video clips</p> <p>Pictures</p> <p>Charts</p>	<p><input type="checkbox"/> Observation schedule</p>	

			<b>drate Foods</b>	<p>a)describe methods of heat transfer when cooking foods</p> <p>b)classify carbohydrate foods found in different localities</p> <p>c)explain the effect of heat on starchy carbohydrate foods</p> <p>d)practice ways to conserve food nutrients when cooking carbohydrate foods</p> <p>e)Outline safety measures to observe in preparing and cooking carbohydrates</p> <p>f)appreciate the importance of heat in making carbohydrate foods palatable and nutritious</p>	<p>meaning and methods of heat transfer when cooking foods(radiation, conduction and convection)</p> <p>✓ <input type="checkbox"/> use digital devices and print material, to search, brainstorm and classify different carbohydrate foods found in the localities(starchy foods, simple and double sugars).Present findings during class plenary,</p> <p>✓ <input type="checkbox"/> carry out experiments to investigate and record the effects of heat on starchy carbohydrate foods in relation to taste, aroma, texture, colour, and consistency for liquid foods</p> <p>✓ <input type="checkbox"/> brainstorm the effect of moist heat (gelatinisation)and dry heat (dextrinisation) on starchy carbohydrate foods</p> <p>✓ <input type="checkbox"/> share experiences on ways used to conserve nutrients during preparation and cooking of starchy carbohydrate foods (peel thinly or cook in their skins (jackets), aim at golden brown when using dry heat in moist heat, only use enough water to cover, cook them only for as long as they need, blend starchy flours with cold water before cooking, stir thoroughly, and continuously over low heat).</p> <p>✓ <input type="checkbox"/> research, brainstorm and make summaries on safety in preparing and cooking starchy carbohydrate foods such as don't prepare nor cook root tubers when they have any green, damaged or sprouting bits, check for aflatoxins in cereals or grains before cooking. Present findings class</p>	<p>carbohydrate foods before consumption?</p> <p>How is starchy carbohydrate foods cooked at home?</p>	<p>Digital and print materials and devices</p> <p>Recipe books</p> <p>Resource person</p> <p>Cooking tools, equipment and materials:</p> <p>cooking equipment (charcoal jiko, gas cooker, electric cooker, paraffin stove, traditional open fireplace/ improved firewood stove</p> <p>Other resources-fuels, detergents, foodstuff, kitchen cloths, cleaning materials, protective gear such as apron, headgear, gloves, and</p> <p>Firstaid kits</p>	<p><input type="checkbox"/> Practical work</p> <p>•Self-assessment</p> <p>•Critiques</p> <p>•Checklists</p> <p>•Rubrics</p>	
--	--	--	--------------------	--	--	--	---	---	--

							Mentor Home Science, Grade 8 Learners Book Pg.3-4		
5	1-3	<b>Foods and Nutrition</b>	<b>Cooking Starchy Carbohydrate Foods</b>	<p>By the end of the lesson the learner should be able to:</p> <p>a)describe methods of heat transfer when cooking foods</p> <p>b)classify carbohydrate foods found in different localities</p> <p>c)explain the effect of heat on starchy carbohydrate foods</p> <p>d)practice ways to conserve food nutrients when cooking carbohydrate foods</p> <p>e)Outline safety measures to observe in preparing and cooking carbohydrates</p> <p>f)appreciate the importance of heat in making carbohydrate foods palatable and nutritious</p>	<p>✓ Learners will be guided to:</p> <p>✓ <input type="checkbox"/> search and brainstorm on the meaning and methods of heat transfer when cooking foods(radiation, conduction and convection)</p> <p>✓ <input type="checkbox"/> use digital devices and print material, to search, brainstorm and classify different carbohydrate foods found in the localities(starchy foods, simple and double sugars).Present findings during class plenary,</p> <p>✓ <input type="checkbox"/> carry out experiments to investigate and record the effects of heat on starchy carbohydrate foods in relation to taste, aroma, texture, colour, and consistency for liquid foods</p> <p>✓ <input type="checkbox"/> brainstorm the effect of moist heat(gelatinisation)and dry heat (dextrinisation) on starchy carbohydrate foods</p> <p>✓ <input type="checkbox"/> share experiences on ways used to conserve nutrients during preparation and cooking of starchy carbohydrate foods (peel thinly or cook in their skins (jackets), aim at golden brown when using dry heat in moist heat, only use enough water to cover, cook them only for as long as they need, blend starchy flours with cold water before cooking, stir thoroughly, and continuously over low heat).</p>	<p>Why is it advisable to cook starchy carbohydrate foods before consumption?</p> <p>How is starchy carbohydrate foods cooked at home?</p>	<p>Video clips Pictures Charts Digital and print materials and devices Recipe books Resource person Cooking tools, equipment and materials: cooking equipment (charcoal jiko, gas cooker, electric cooker, paraffin stove, traditional open fireplace/ improved firewood stove)other resources- fuels, detergents, foodstuff, kitchen cloths,</p>	<p><input type="checkbox"/> Observation schedule <input type="checkbox"/> Practical work •Self-assessment •Critiques •Checklists •Rubrics</p>	

					<ul style="list-style-type: none"> <li>✓ <input type="checkbox"/> research, brainstorm and make summaries on safety in preparing and cooking starchy carbohydrate foods such as don't prepare nor cook root tubers when they have any green, damaged or sprouting bits, check for aflatoxins in cereals or grains before cooking. Present findings class</li> </ul>		cleaning materials, protective gear such as apron, headgear, gloves, and <input type="checkbox"/> Firstaid kits Mentor Home Science, Grade 8 Learners Book Pg.5-6		
6	1-3	Foods and Nutrition	Meal Presentation	<p>By the end of the lesson, the learner should be able to:</p> <p>a) explain factors to consider during table setting in meal presentation</p> <p>b) describe requirements for table setting when serving meals</p> <p>c) set a table for a meal presentation</p> <p>d) prepare and present simple lunch using the various styles of meal service</p> <p>e) appreciate the importance of table setting in meal presentation</p>	<ul style="list-style-type: none"> <li>✓ Learners will be guided to:</li> <li>✓ <input type="checkbox"/> brainstorm on the meaning and importance of meal presentation.</li> <li>✓ <input type="checkbox"/> study, reflect and brainstorm on the factors considered during table setting using reference books, digital devices, share personal experiences, resources persons, present findings in class,</li> <li>✓ <input type="checkbox"/> identify the requirements such as table, table linen (table cloth, napkins, place mats) centre piece, dinner and side plates, cutlery (table fork, spoon, knife), water glass used in table setting,</li> <li>✓ <input type="checkbox"/> watch a demonstration or a video clip showing the placement of requirements during table setting and set a cover for the main meal (taking appropriate action in response to global public health concerns),</li> <li>✓ <input type="checkbox"/> in groups research using reference books, digital devices or resource person and simulate various styles of meal service and present findings in class,</li> </ul>	<p>Which factors determine how a table should be set?</p> <p>Why is it important to observe table etiquette during meals?</p>	<input type="checkbox"/> Video clips <input type="checkbox"/> Pictures <input type="checkbox"/> Charts <input type="checkbox"/> Digital and print materials and devices <input type="checkbox"/> Recipe books <input type="checkbox"/> Resource person <input type="checkbox"/> Cooking tools, equipment and materials: <input type="checkbox"/> cooking equipment (charcoal jiko, gas cooker, electric cooker, paraffin stove, traditional open fireplace/ improved firewood stove <input type="checkbox"/> other resources-fuels, detergents, <input type="checkbox"/> foodstuff, kitchen cloths,	<input type="checkbox"/> Observation schedule <input type="checkbox"/> Practical work <input type="checkbox"/> Self-assessment <input type="checkbox"/> Critiques <input type="checkbox"/> Checklists <input type="checkbox"/> Rubrics <input type="checkbox"/> ICT assessment	

					<input checked="" type="checkbox"/> <input type="checkbox"/> present a simple lunch meal using the various styles of meal service(family, blue plate and buffet service) Garnish and or decorate the food		cleaning materials <input type="checkbox"/> protective gear such as an apron, headgear, gloves, first aid kit Mentor Home Science, Grade 8 Learners Book Pg.7-9		
7	1-3	<b>Foods and Nutrition</b>	<b>Meal Presentation</b>	By the end of the lesson, the learner should be able to:  a)explain factors to consider during table setting in meal presentation  b)describe requirements for table setting when serving meals  c)set a table for a meal presentation  d)prepare and present simple lunch using the various styles of meal service  e)appreciate the importance of table setting in meal presentation	<input checked="" type="checkbox"/> Learners will be guided to:  <input checked="" type="checkbox"/> <input type="checkbox"/> brainstorm on the meaning and importance of meal presentation. <input checked="" type="checkbox"/> <input type="checkbox"/> study, reflect and brainstorm on the factors considered during table setting using reference books, digital devices, share personal experiences, resources persons, present findings in class, <input checked="" type="checkbox"/> <input type="checkbox"/> identify the requirements such as table, table linen (table cloth, napkins, place mats) centre piece, dinner and side plates, cutlery (table fork, spoon, knife), water glass used in table setting, <input checked="" type="checkbox"/> <input type="checkbox"/> watch a demonstration or a video clip showing the placement of requirements during table setting and set a cover for the main meal (taking appropriate action in response to global public health concerns), <input checked="" type="checkbox"/> <input type="checkbox"/> in groups research using reference books, digital devices or resource person and simulate various styles of meal service and present findings in class, <input checked="" type="checkbox"/> <input type="checkbox"/> present a simple lunch meal using the various styles of meal service(family, blue plate and buffet	Which factors determine how a table should be set?   Why is it important to observe table etiquette during meals?	<input type="checkbox"/> Video clips <input type="checkbox"/> Pictures <input type="checkbox"/> Charts <input type="checkbox"/> Digital and print materials and devices <input type="checkbox"/> Recipe books <input type="checkbox"/> Resource person <input type="checkbox"/> Cooking tools, equipment and materials: <input type="checkbox"/> cooking equipment (charcoal jiko, gas cooker, electric cooker, paraffin stove, traditional open fireplace/ improved firewood stove <input type="checkbox"/> other resources-fuels, detergents, <input type="checkbox"/> foodstuff, kitchen cloths, cleaning materials <input type="checkbox"/> protective	<input type="checkbox"/> Observation schedule <input type="checkbox"/> Practical work <input type="checkbox"/> Self-assessment <input type="checkbox"/> Critiques <input type="checkbox"/> Checklists <input type="checkbox"/> Rubrics <input type="checkbox"/> ICT assessment	

					service) Garnish and or decorate the food		gear such as an apron, headgear, gloves, first aid kit Mentor Home Science, Grade 8 Learners Book Pg.10-12		
8	1-3	<b>Foods and Nutrition</b>	<b>Meals for Special Group</b>	<p>By the end of the lesson, the learner should be able to:</p> <p>a)outline guidelines to consider when planning meals for different special groups</p> <p>b)analyze feeding habits and food taboos for the special groups</p> <p>c)plan, prepare and present meals for special groups, ,</p> <p>d)recognize the importance of planning meals for different special groups</p>	<p>✓ Learner will be guided to:</p> <p>✓ <input type="checkbox"/> research on special groups and their food requirements. Present findings in class,</p> <p>✓ <input type="checkbox"/> using digital materials, reference books and personal experiences, a resource person explores simple guidelines to consider when choosing meals for different special groups(, children, adolescents, older persons, the sick, vegetarians)</p> <p>✓ <input type="checkbox"/> engage a resource person to brainstorm on different feeding habits and taboos for special groups (expectant and lactating mothers, adolescents, small and older children, and older persons)</p> <p>✓ <input type="checkbox"/> in groups and using digital planners, recipe books, reference books, e-pubs, video clips, and resource persons, practice simple meal planning skills for different special groups</p> <p>✓ <input type="checkbox"/> plan, prepare, cook, and present meal for a special group of persons</p>	<p>Why do some people take special diets?</p> <p>How do food taboos and superstitions affect the choice of meals for special groups?</p>	<p><input type="checkbox"/> Video clips</p> <p><input type="checkbox"/> Pictures</p> <p><input type="checkbox"/> Charts</p> <p><input type="checkbox"/> Digital and print materials and devices</p> <p><input type="checkbox"/> Recipe books</p> <p><input type="checkbox"/> Resource person</p> <p><input type="checkbox"/> Cooking tools, equipment and materials:</p> <p><input type="checkbox"/> cooking equipment (charcoal jiko, gas cooker, electric cooker, paraffin stove, traditional open fireplace/ improved firewood stove</p> <p><input type="checkbox"/> other resources-fuels, 70detergents,</p> <p><input type="checkbox"/> foodstuff, kitchen cloths, cleaning materials</p> <p><input type="checkbox"/> protective gear such as an apron, headgear and gloves.</p>	<p><input type="checkbox"/> Observation schedule</p> <p><input type="checkbox"/> Practical work</p> <p><input type="checkbox"/> Self-assessment</p> <p><input type="checkbox"/> Peer Assessment</p> <p><input type="checkbox"/> Critiques</p> <p><input type="checkbox"/> Checklists</p> <p><input type="checkbox"/> Rubrics</p>	

							<input type="checkbox"/> First aid kit Mentor Home Science, Grade 8 Learners Book Pg.13-14		
9	1-3	<b>Foods and Nutrition</b>	<b>Meals for Special Group</b>	<p>By the end of the lesson, the learner should be able to:</p> <p>a)outline guidelines to consider when planning meals for different special groups</p> <p>b)analyze feeding habits and food taboos for the special groups</p> <p>c)plan, prepare and present meals for special groups, ,</p> <p>d)recognize the importance of planning meals for different special groups</p>	<p>✓ Learner will be guided to:</p> <p>✓ <input type="checkbox"/> research on special groups and their food requirements. Present findings in class,</p> <p>✓ <input type="checkbox"/> using digital materials, reference books and personal experiences, a resource person explores simple guidelines to consider when choosing meals for different special groups(, children, adolescents, older persons, the sick, vegetarians)</p> <p>✓ <input type="checkbox"/> engage a resource person to brainstorm on different feeding habits and taboos for special groups (expectant and lactating mothers, adolescents, small and older children, and older persons)</p> <p>✓ <input type="checkbox"/> in groups and using digital planners, recipe books, reference books, e-pubs, video clips, and resource persons, practice simple meal planning skills for different special groups</p> <p>✓ <input type="checkbox"/> plan, prepare, cook, and present meal for a special group of persons</p>	<p>Why do some people take special diets?</p> <p>How do food taboos and superstitions affect the choice of meals for special groups?</p>	<input type="checkbox"/> Video clips <input type="checkbox"/> Pictures <input type="checkbox"/> Charts <input type="checkbox"/> Digital and print materials and devices <input type="checkbox"/> Recipe books <input type="checkbox"/> Resource person <input type="checkbox"/> Cooking tools, equipment and materials: <input type="checkbox"/> cooking equipment (charcoal jiko, gas cooker, electric cooker, paraffin stove, traditional open fireplace/ improved firewood stove <input type="checkbox"/> other resources-fuels, 70detergents, <input type="checkbox"/> foodstuff, kitchen cloths, cleaning materials <input type="checkbox"/> protective gearsuch as an apron, headgear and gloves. <input type="checkbox"/> First aid kit Mentor Home Science, Grade 8 Learners	<input type="checkbox"/> Observat ion schedule <input type="checkbox"/> Practical work <input type="checkbox"/> Self-assessment <input type="checkbox"/> Peer Assessment <input type="checkbox"/> Critiques <input type="checkbox"/> Checklis ts <input type="checkbox"/> Rubrics	



							Book Pg.15-20		
10	1-3	Foods and Nutrition	Meals for Special Occasions	<p>By the end of the lesson, the learner should be able to:</p> <p>a)explain factors to consider when planning meals for special occasions,</p> <p>b)describe guidelines to consider when planning meals for special occasions</p> <p>c)Plan, prepare and present food items or dishes for a special occasion,</p> <p>d)appreciate the importance of planning meals for special occasions</p>	<p>✓ Learners will be guided to:</p> <p>✓ <input type="checkbox"/> examine, reflect and discuss as a class mistakes made while planning meals for special occasions,</p> <p>✓ <input type="checkbox"/> brainstorm on factors to consider when planning meals for special occasions (funeral, birthday, wedding, graduation, initiation,)</p> <p>✓ <input type="checkbox"/> in groups share experiences on successes and mistakes made while planning meals for special occasions,</p> <p>✓ <input type="checkbox"/> study and share findings on guidelines to bear in mind while planning meals for special occasion.,</p> <p>✓ <input type="checkbox"/> plan suitable meals for special occasions (funerals, birthdays, weddings, graduations, and initiations)using recipe books, reference books, digital devices, and resource persons</p> <p>✓ <input type="checkbox"/> plan, prepare, cook and present food items or dishes for a special occasion using realia, recipe books, reference books, and digital content</p>	<p>Why are some occasions considered special?</p> <p>Which food items or dishes do you consider special and why?</p>	<p><input type="checkbox"/> Video clips</p> <p><input type="checkbox"/> Pictures</p> <p><input type="checkbox"/> Charts</p> <p><input type="checkbox"/> Digital and print materials and devices</p> <p><input type="checkbox"/> Recipe books</p> <p><input type="checkbox"/> Resource person</p> <p><input type="checkbox"/> Cooking tools, equipment and materials:</p> <p><input type="checkbox"/> cooking equipment (charcoal jiko, gas cooker, electric cooker, paraffin stove, traditional open fireplace/ improved71fire wood stove</p> <p><input type="checkbox"/> other resources-fuels, detergents,</p> <p><input type="checkbox"/> foodstuff, kitchen cloths, cleaning materials</p> <p><input type="checkbox"/> protective gear such as an apron, headgear, gloves.</p> <p><input type="checkbox"/> First aid kit</p> <p>Mentor Home Science, Grade 8 Learners</p> <p>Book Pg.21-26</p>	<p><input type="checkbox"/> Observation schedule</p> <p><input type="checkbox"/> Practical work</p> <p><input type="checkbox"/> Self-assessment</p> <p><input type="checkbox"/> Critiques</p> <p><input type="checkbox"/> Checklists</p> <p><input type="checkbox"/> Rubrics</p>	

11	1-3	Foods and Nutrition	Meals for Special Occasions	<p>By the end of the lesson, the learner should be able to:</p> <p>a)explain factors to consider when planning meals for special occasions,</p> <p>b)describe guidelines to consider when planning meals for special occasions</p> <p>c)Plan, prepare and present food items or dishes for a special occasion,</p> <p>d)appreciate the importance of planning meals for special occasions</p>	<p>✓ Learners will be guided to:</p> <p>✓ <input type="checkbox"/> examine, reflect and discuss as a class mistakes made while planning meals for special occasions,</p> <p>✓ <input type="checkbox"/> brainstorm on factors to consider when planning meals for special occasions (funeral, birthday, wedding, graduation, initiation,)</p> <p>✓ <input type="checkbox"/> in groups share experiences on successes and mistakes made while planning meals for special occasions,</p> <p>✓ <input type="checkbox"/> study and share findings on guidelines to bear in mind while planning meals for special occasion.,</p> <p>✓ <input type="checkbox"/> plan suitable meals for special occasions (funerals, birthdays, weddings, graduations, and initiations)using recipe books, reference books, digital devices, and resource persons</p> <p>✓ <input type="checkbox"/> plan, prepare, cook and present food items or dishes for a special occasion using realia, recipe books, reference books, and digital content</p>	<p>Why are some occasions considered special?</p> <p>Which food items or dishes do you consider special and why?</p>	<p><input type="checkbox"/> Video clips</p> <p><input type="checkbox"/> Pictures</p> <p><input type="checkbox"/> Charts</p> <p><input type="checkbox"/> Digital and print materials and devices</p> <p><input type="checkbox"/> Recipe books</p> <p><input type="checkbox"/> Resource person</p> <p><input type="checkbox"/> Cooking tools, equipment and materials:</p> <p><input type="checkbox"/> cooking equipment (charcoal jiko, gas cooker, electric cooker, paraffin stove, traditional open fireplace/ improved71fire wood stove</p> <p><input type="checkbox"/> other resources-fuels, detergents,</p> <p><input type="checkbox"/> foodstuff, kitchen cloths, cleaning materials</p> <p><input type="checkbox"/> protective gear such as an apron, headgear, gloves.</p> <p><input type="checkbox"/> First aid kit</p> <p>Mentor Home Science, Grade 8 Learners Book Pg.27-33</p>	<p><input type="checkbox"/> Observation schedule</p> <p><input type="checkbox"/> Practical work</p> <p><input type="checkbox"/> Self-assessment</p> <p><input type="checkbox"/> Critiques</p> <p><input type="checkbox"/> Checklists</p> <p><input type="checkbox"/> Rubrics</p>	
----	-----	---------------------	-----------------------------	---	---	--	---	--	--

12	1-3	Consumer Education	Consumer Awareness	<p>By the end of the lesson, the learner should be able to:</p> <p>a) Explain role of consumer awareness in consumer education</p> <p>b) examine consumer behaviour in satisfaction of household needs and wants</p> <p>c) evaluate types of consumer buyers in the market</p> <p>d) examine roles of a consumer in the acquisition of goods and services,</p> <p>e) Appreciate the concept of consumer awareness for wise choices.</p>	<p>✓ Learners will be guided to:</p> <p>✓ <input type="checkbox"/> explore and brainstorm on the meaning and importance of consumer awareness and present during class plenary,</p> <p>✓ <input type="checkbox"/> share experiences on consumer behaviour when selecting, buying, using, and disposing goods to satisfy needs and wants,</p> <p>✓ <input type="checkbox"/> organize a role-play or drama on the types of buyers and their characteristics (loyal customers, impulse shoppers, wandering consumers, need-based customers, discount customers),</p> <p>✓ <input type="checkbox"/> engage actively with a resource person to discuss the roles of a consumer in wise buying such as a decision maker, influencer, buyer, initiator, and user of goods and services</p>	<p>How does consumer awareness influence behaviour when buying goods and services?</p> <p>Why should consumers make wise choices when acquiring goods and services?</p>	<p><input type="checkbox"/> Video clips</p> <p><input type="checkbox"/> Pictures</p> <p><input type="checkbox"/> Charts/Manila papers</p> <p><input type="checkbox"/> Flip charts</p> <p><input type="checkbox"/> Felt pens/chalk/whiteboard markers</p> <p><input type="checkbox"/> Digital and print materials</p> <p><input type="checkbox"/> Paper money/mock money</p> <p><input type="checkbox"/> Accounting records such as receipt book,</p> <p><input type="checkbox"/> Documentaries on buying transactions</p> <p>Mentor Home Science, Grade 8 Learners Book Pg.34-37</p>	<p><input type="checkbox"/> Observation schedule</p> <p><input type="checkbox"/> Practical work</p> <p><input type="checkbox"/> Self-assessment</p> <p><input type="checkbox"/> Critiques</p> <p><input type="checkbox"/> Checklists</p> <p><input type="checkbox"/> Rubrics</p>	
13	1-3	Consumer Education	Market Competition	<p>By the end of the lesson, the learner should be able to:</p> <p>a) examine concept of market competition in relation to the consumer</p> <p>b) Explain the role of competition in the marketplace.</p> <p>c) Assess factors that influence competition in the market.</p> <p>d) Illustrate fair and unfair market competition in the acquisition of necessities for household use.</p>	<p>✓ Learners will be guided to:</p> <p>✓ <input type="checkbox"/> search using digital material, print materials or resource persons for the meaning of the terms: market, market competition and competitor in relation to consumerism. Share with during class plenary,</p> <p>✓ <input type="checkbox"/> brainstorm the reasons for the need for competition. In the market research and brainstorm the reasons for competition in the market. Make a presentation on (price, quality, variety, innovation, and promotion),</p> <p>✓ <input type="checkbox"/> design and display messages and posters drawing on fair and unfair</p>	<p>How does market competition ensure that the consumer gets value for their money?</p> <p>What happens when markets lack competition?</p>	<p><input type="checkbox"/> Video clips</p> <p><input type="checkbox"/> Pictures</p> <p><input type="checkbox"/> Charts</p> <p><input type="checkbox"/> Digital and print materials</p> <p><input type="checkbox"/> Paper money/mock money</p> <p><input type="checkbox"/> Accounting records such as receipt books</p> <p><input type="checkbox"/> Documentaries on buying transactions</p> <p>Mentor Home Science, Grade 8 Learners Book Pg.38-42</p>	<p><input type="checkbox"/> E-assessment</p> <p><input type="checkbox"/> Questionnaires</p> <p><input type="checkbox"/> Written tests</p> <p><input type="checkbox"/> Observation schedules</p> <p><input type="checkbox"/> Peer assessment</p> <p><input type="checkbox"/> Critiques</p>	

				<p>e) Describe benefits of unfair and fair competition in the consumer market.</p> <p>f) appreciate benefits of competition in the market in the acquisition of goods and services for household use</p>	<p>✓ competition of a product,</p> <p>✓ <input type="checkbox"/> discuss the pros and cons competition.</p> <p>✓ <input type="checkbox"/> share experiences on fair and unfair market competition in their locality</p>				
14	EXAMINATION AND CLOSING OF SCHOOL								