

WEEK	LESSON	STRAND	SUB-STRAND	SPECIFIC LEARNING OUTCOME	LEARNING EXPERIENCES	KIQ	LEARNING RESOURCES	ASSESSMENT METHOD	REFLECTION
1	1	Food Production Processes.	Cooking Methods.	By the end of the lesson, the learner should be able to: a) List the factors that determine the choice of a cooking method. b) Identify the methods of cooking different types of food. c) Describe the methods of cooking different types of foods. d) Search the internet for information on the cooking methods; Grilling, Roasting and Steaming. e) Acknowledge the different methods of cooking food.	In groups or in pairs, learners are guided to: brainstorm on the factors that determine the choice of a cooking method. list the different cooking methods. discuss the different methods of cooking food. search the internet for more information on the cooking methods.	What types of cooking methods do you know? what factors should you consider when choosing a cooking method?	Teacher's Notes. Digital devices. MTP Home Science pg 46-47. Photos. Pictures.	Oral questions. Assessment rubric. Written tests.	
	2	Food Production Processes.	Cooking Methods: Grilling Method.	By the end of the lesson, the learner should be able to: a) State the guidelines for cooking food by Grilling method. b) Discuss the safety measures to observe during grilling of food. c) Prepare posters showing the guidelines for cooking food by grilling method. d) Appreciate the guidelines and safety measures to observe during grilling.	In groups, pairs, learners are guided to: list the foods suitable for grilling. outline the guidelines for grilling method. discuss the importance of adhering to each of the guideline. prepare posters showing the guidelines for grilling. discuss the safety measures to be observed during	What guidelines should one observe during grilling? What is the importance of adhering to the guidelines during grilling?	MTP Home Science pg 54. Posters Teacher's Notes.		

					grilling of food.				
	3	Food Production Processes.	Cooking Methods: Grilling.	<p>By the end of the lesson, the learner should be able to:</p> <ol style="list-style-type: none"> Identify the requirements and ingredients of a selected food to be cooked using grilling method Prepare recipes of food to be grilled. Discuss the advantages and disadvantages of grilling method of cooking. Appreciate the use of grilling method in cooking. 	<p>In groups, learners are guided to:</p> <p>select a suitable food to cook by grilling method.</p> <p>list the necessary requirements and ingredients to use in cooking by grilling method.</p> <p>prepare recipes of food to be grilled.</p> <p>discuss the advantages and disadvantages of grilling food.</p> <p>search the internet for recipes of grilled food.</p>	<p>What are the advantages and disadvantages of grilling food?</p> <p>Which equipment are used in grilling method?</p>	MTP Home Science pg 57. Digital devices. Teacher's Notes.	Assessment rubric. Written text Checklists. Oral questions.	
	4	Food Production Processes.	Cooking Methods: Grilling Method.	<p>By the end of the lesson, the learner should be able to:</p> <ol style="list-style-type: none"> Prepare and cook the selected food using the grilling method. Serve the food prepared using grilling method. Enjoy grilling food . 	<p>In groups, learners are guided to:</p> <p>gather the tools, equipment and materials to be used for grilling.</p> <p>follow the recipes prepared to prepare and cook the selected food using grilling method.</p> <p>record using digital devices as they cook.</p>	<p>How did you observe safety when grilling?</p> <p>Why should we turn food when grilling?</p>	Recipes. School Kitchen. Selected food for grilling. Grilling Equipment and Tools.	Observation schedule. Checklists. Assessment rubric.	

					observe safety when cooking.				
					serve the prepared food.				
2	1	Food Production Processes.	Cooking Methods: Roasting	<p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> a) Identify the equipment and tools used in roasting. b) Outline the guidelines for cooking food by roasting. c) Prepare posters showing the guidelines for cooking food by roasting. d) Acknowledge the safety measures to observe during roasting. 	<p>In groups,pairs,learners are guided to:</p> <p>identify the tools and equipment used in roasting.</p> <p>draw the equipment used in roasting.</p> <p>discuss the guidelines for cooking food by roasting and their importance.</p> <p>outline the safety measures to observe during roasting.</p>	What types of food are prepared using the roasting method?	Teacher's Note. MTP Home Science pg 54 & 49. Posters. Pictures.	Oral questions. Written tests. Assessment rubric.	
	2	Food Production Processes.	Cooking Methods.	<p>By the end of the lesson,the learner should be able to;</p> <ul style="list-style-type: none"> a) List the requirements and ingredients for roasting a selected food. b) Prepare recipes of food to be roasted. c) Discuss the advantages and disadvantages of roasting food. d) Appreciate the use of roasting in cooking food. 	<p>In groups,learners are guided to:</p> <p>list the requirements and ingredients for roasting selected food.</p> <p>compile and write down recipes of food to be roasted.</p> <p>discuss some of the advantages and disadvantages of roasting.</p> <p>search the internet for clips on roasting method.</p>	How do you prepare food to be cooked by roasting method?	Teacher's Method. MTP Home Science pg 60. Digital devices. Video clips.	Checklists. Observation schedule. Journal. Written test. Oral questions.	

	3	Food Production Processes.	Cooking Methods	<p>By the end of the lesson,the learner should be able to;</p> <ol style="list-style-type: none"> Prepare and cook the selected food using the roasting method. Serve the food prepared by roasting method. Enjoy roasting and eating the roasted food. 	<p>In groups,learners are guided to:</p> <p>gather the equipment required for preparing and roasting the selected food.</p> <p>follow the prepared recipe to prepare and cook the selected food by roasting method.</p> <p>record using digital devices as they cook.</p> <p>serve the roasted food.</p>	<p>How did you observe safety and hygiene when roasting?</p> <p>why should we wrap potatoes with aluminum foil or suitable traditional leaves?</p>	<p>School Kitchen.</p> <p>Selected food to cook.</p> <p>Equipment for roasting.</p> <p>MTP Home Science pg 60-61.</p> <p>Teacher's Notes.</p>	<p>Assessment rubric.</p> <p>Observation schedule.</p> <p>Checklists.</p>	
	4	Food Production Processes.	Cooking Methods: Steaming .	<p>By the end of the lesson,the learner should be able to:</p> <ol style="list-style-type: none"> Outline the guidelines for steaming. Discuss the importance of the guidelines for steaming. Prepare posters showing the guidelines for steaming. Adhere to the guidelines for steaming food. 	<p>In groups,learners are guided to:</p> <p>state the guidelines for steaming food.</p> <p>discuss the importance of guidelines for steaming.</p> <p>outline the safety precautions to observe when steaming.</p>	<p>What types of food can be prepared by steaming?</p> <p>Which equipment are used in steaming of food?</p>	<p>Teacher's Notes.</p> <p>MTP Home Science pg 54.</p> <p>Pictures.</p> <p>Photos of steaming equipment.</p>	<p>Oral questions.</p> <p>Written tests.</p> <p>Assessment rubric.</p> <p>checklists.</p>	
3	1	Food Production Processes .	Cooking Methods.	<p>By the end of the lesson,the learner should be able to:</p> <ol style="list-style-type: none"> List the requirements and ingredients to use in steaming of selected food. Prepare recipes for steaming the selected food. Search the internet for recipes 	<p>In groups,learners are guided to:</p> <p>select a suitable food to prepare and cook using the steaming method.</p> <p>list and note down the</p>	<p>How do you prepare food for steaming?</p>	<p>Teacher's Notes.</p> <p>Digital devices.</p> <p>MTP Home Science pg 55.</p> <p>Video clips.</p>	<p>Written tests.</p> <p>Oral questions.</p> <p>Assessment rubrics.</p> <p>Checklists.</p>	

				<p>and clips on steaming.</p> <p>d) Appreciate the use of steaming method.</p>	<p>requirements and ingredients to use in steaming the selected food.</p> <p>prepare recipes for steaming the selected food.</p> <p>search the internet for recipes and clips on steaming.</p>				
	2	Food Production Processes.	Cooking Method: Steaming .	<p>By the end of the lesson,the learner should be able to:</p> <p>a) Prepare and cook selected food using the steaming method.</p> <p>b) Serve the steamed food.</p> <p>c) Enjoy steaming and eating the steamed food.</p>	<p>In groups,learners are guided to:</p> <p>gather the tools, equipment and materials required for preparing and cooking steamed cabbage.</p> <p>follow the recipe to prepare and cook the cabbage by steaming method.</p> <p>observe safety and hygiene when steaming.</p> <p>record using digital devices as they cook.</p>	How do you prepare for steaming a food?	School kitchen. Cabbage. Steaming equipment. Recipes. Digital devices.	Assessment rubric. Checklists. Observation schedule. .	
	3	Hygiene Practices.	Hygiene in Rearing Animals.	<p>By the end of the lesson,the learner should be able to:</p> <p>a) Identify the hygiene practices in rearing of domestic animals at home/school.</p> <p>b) Discuss the hygiene practices in rearing of domestic animals at home/school.</p> <p>c) Prepare posters showing the hygiene practices in rearing of</p>	<p>In groups,pairs,learners are guided to:</p> <p>brainstorm on the hygiene practices in rearing of domestic animals.</p> <p>discuss the hygiene practices in rearing of domestic animals</p>	Which domestic animals do you keep at home? what is the importance of maintaining hygiene	Spark Agriculture pg 61-62. Pictures. Digital devices. Teacher's Notes. Pictures. Video clips.	Oral questions. Written tests. Assessment rubric.	

				<p>domestic animals.</p> <p>d) Acknowledge the need for practicing hygiene practices in rearing domestic animals.</p>	<p>search for additional information on the internet or relevant textbook on hygienic practices in rearing domestic animals.</p> <p>prepare posters showing the hygienic practices in rearing domestic animals.</p>	when rearing animals?			
	4	Hygiene Practices.	Hygiene in Rearing Animals.	<p>By the end of the lesson,the learner should be able to:</p> <p>a) State the importance of hygiene practices in rearing domestic animals.</p> <p>b) Discuss the importance of hygiene practices in rearing domestic animals.</p> <p>c) Search the internet for information on the importance of hygiene practices in rearing domestic animals.</p> <p>d) Appreciate importance of hygiene practices in rearing domestic animals.</p>	<p>In groups,pairs,learners are guided to:</p> <p>brainstorm on the importance of hygiene practices in rearing of domestic animals.</p> <p>discuss the importance of hygiene practices in rearing of domestic animals.</p> <p>search the internet for more information on the importance of hygiene practices in rearing of domestic animals and note down.</p> <p>make a class presentation on the importance of hygiene in rearing domestic animals.</p>	What is the importance of practicing hygiene when rearing domestic animals?	Internet. Digital devices. Teacher's Notes. Spark Agriculture pg 62.	Oral questions. Oral presentation. Written tests. Assessment rubric.	
4	1	Hygiene Practices.	Hygiene in Rearing Animals.	<p>By the end of the lesson,the learner should be able to:</p> <p>a) carry out hygiene practices in rearing domestic animals at</p>	Individually,in pairs, groups,learners are guided to:	How can you maintain hygiene	Reared domestic animals. Spark	Assessment rubric. Journals. Written	

				<p>home or school.</p> <p>b) Prepare a journal/report showing the hygiene practices carried out to domestic animals.</p> <p>c) Enjoy practicing hygiene practices to the domestic animals.</p>	<p>carry out appropriate hygiene practices in rearing domestic animals at school or home.</p> <p>prepare a journal or report showing the hygiene practices carried out on the domestic animals at home or school.</p>	while rearing animals at home or school?	Agriculture pg 61-62.	Reports. Observation schedule.	
	2	Hygiene Practices.	Laundry: Loose Coloured Items.	<p>By the end of the lesson,the learner should be able to:</p> <p>a) List the materials used for laundering loose coloured clothes.</p> <p>b) Describe how to launder a loose coloured article for hygiene purposes.</p> <p>c) Search the internet for a clip or demonstration on how to launder a loose coloured article.</p> <p>d) Embrace laundering of loose coloured articles for hygienic purposes.</p>	<p>In groups,pairs,learners are guided to:</p> <p>search and watch a video clip or demonstration on how to launder a loose coloured article.</p> <p>list the requirements for laundering a loose coloured article.</p> <p>outline the procedure for laundering a loose coloured article.</p> <p>discuss how to launder a loose coloured article and make a presentation.</p>	How do you launder a loose coloured article for hygiene purposes?	Teacher's Notes. Video Clips. Digital devices: Laptop, Projector, tablets. MTP Home Science 154.	Observation. Written tests. Assessment rubric. Oral questions.	
	3	Hygiene Practices.	Laundry: Loose Coloured Items.	<p>By the end of the lesson,the learner should be able to:</p> <p>a) State the measures to be observed when laundering coloured clothes.</p> <p>b) Discuss the measures to be</p>	<p>In groups,pairs,learners are guided to:</p> <p>brainstorm on the measures to observe when laundering coloured clothes.</p>	What measures should we observe when laundering	Teacher's Notes. Digital devices. Posters. Internet.	Oral questions. Oral presentations. Assessment	

				<p>observed when laundering coloured clothes.</p> <p>c) Prepare posters showing measures to adhere to when laundering coloured clothes.</p> <p>d) Acknowledge the measures to observe when laundering coloured clothes.</p>	<p>discuss the measures to observe when laundering coloured clothes.</p> <p>search the internet for information on measures to observe when laundering coloured clothes.</p> <p>prepare posters showing the measures to observe when laundering coloured clothes.</p>	coloured clothes?		rubric. Written tests.	
	4	Hygiene Practices.	Laundry: Loose Coloured Items.	<p>By the end of the lesson,the learner should be able to:</p> <p>a) Select a loose coloured article for laundering.</p> <p>b) Launder a loose coloured article for hygiene purposes.</p> <p>c) Embrace laundering of loose coloured article for hygienic purposes.</p>	<p>Individually,in pairs or groups,learners are guided to:</p> <p>select a loose coloured article for laundering.</p> <p>follow the procedure to launder a loose coloured article.</p> <p>record using a digital device.</p>	How do you launder a loose coloured article for hygienic purposes?	<p>Selected loose coloured article.</p> <p>Basins.</p> <p>Warm and cold water.</p> <p>Soap or mild detergent.</p> <p>Salt, Vinegar or lemon.</p> <p>pegs.</p>	<p>Assessment rubric.</p> <p>Checklists.</p> <p>Observation schedule.</p> <p>Oral questions.</p>	
5	1	Production Techniques.	Sewing Skills: Knitting.	<p>By the end of the lesson,the learner should be able to:</p> <p>a) Define the term knitting.</p> <p>b) List tools used in knitting.</p> <p>c) Describe the basic knitting stitches used in making household articles.</p> <p>d) Demonstrate the basic knitting stitches used in making household articles.</p>	<p>In groups,pairs,learners are guided to:</p> <p>search from the dictionary or textbook the meaning of knitting.</p> <p>list the tools used in knitting.</p>	<p>What is knitting?</p> <p>what tools are used in knitting?</p>	<p>Teacher's Notes.</p> <p>Pictures.</p> <p>Digital devices.</p> <p>Knitting tools.</p> <p>MTP Home Science pg 94.</p>	<p>Written tests.</p> <p>Observation.</p> <p>Oral questions.</p> <p>Assessment rubric.</p>	

				<p>e) Appreciate the basic knitting stitches used in making household articles.</p>	<p>identify the basic knitting stitches (Knit stitch and Purl stitch)</p> <p>describe the two basic knitting stitches used in making household articles.</p> <p>observe the teacher as he/she demonstrates the two basic knitting stitches.</p>					
	2	Production Techniques.	Sewing Skills: Knitting.	<p>By the end of the lesson,the learner should be able to:</p> <p>a) List items that can be knitted at home.</p> <p>b) State the safety precautions to observe when knitting.</p> <p>c) Discuss the ways of taking care and storing knitting tools and materials.</p> <p>d) Prepare posters showing ways of taking care of knitting tools and materials.</p> <p>e) Acknowledge the safety precautions to observe when knitting.</p>	<p>In groups,pairs,learners are guided to:</p> <p>list the items that can be knitted at home.</p> <p>identify the safety precautions that one should observe when knitting a household article.</p> <p>discuss the ways of taking care and storing knitting tools and materials.</p> <p>prepare posters showing safety precautions to observe when knitting and display in class.</p>	<p>What items can you knit at home?</p> <p>what are the safety precautions that one should adhere to when knitting?</p>	<p>Teacher's Notes.</p> <p>Posters</p> <p>Digital devices.</p> <p>MTP Home Science.</p>	<p>Oral questions.</p> <p>Oral discussions</p> <p>. Written tests.</p> <p>Assessment rubric.</p>		
	3	Production Techniques.	Sewing Skills: Knitting.	<p>By the end of the lesson,the learner should be able to:</p> <p>a) Outline the steps for knitting an article using the knit stitch.</p> <p>b) Knit a selected household article using the knit stitch.</p> <p>c) Enjoy knitting household</p>	<p>In pairs,individually,learners are guided to:</p> <p>outline the steps and procedure for knitting using the knit stitch.</p>	<p>How do you knit an article using the knit stitch?</p>	<p>Knitting tools and materials.</p> <p>Video clips.</p> <p>Resource person.</p> <p>Household articles knitted</p>	<p>Observation.</p> <p>Demonstrations.</p> <p>Portfolios.</p> <p>Oral questions.</p>		

				articles using the knit stitch.	<p>watch a clip or a resource person knitting a household using the knit stitch.</p> <p>practice knitting a household article using the knit stitch.</p>		by knit stitches.	Checklists. Assessment rubric.	
	4	Production Technique s.	Sewing Skills: Knitting.	<p>By the end of the lesson,the learner should be able to:</p> <ol style="list-style-type: none"> Outline the steps and procedure for knitting articles using the purl stitch. Knit a household article using the purl stitch. Enjoy knitting household articles using the purl stitch. 	<p>In pairs, individually or in groups,learners are guided to:</p> <p>watch a clip or observe a resource person knitting a household article using the purl stitch.</p> <p>outline the steps and procedure to follow when knitting using purl stitch.</p> <p>practice knitting household items using the purl stitch.</p>	How do you knit a household article using the purl stitch?	<p>Resource person.</p> <p>Video clips.</p> <p>Teacher's Notes.</p> <p>MTP Home Science.</p> <p>Household article knitted by purl stitch.</p> <p>Knitting tools.</p>	<p>Observation.</p> <p>Oral questions.</p> <p>Demonstration.</p> <p>Portfolios.</p> <p>Checklists.</p>	
6	1	Production Technique s.	Constructing Framed Suspended Gardens.	<p>By the end of the lesson,the learner should be able to:</p> <ol style="list-style-type: none"> Define the term Framed Suspended Gardens. Identify the off-season crops suitable for framed suspended gardens. Discuss the features of the off-season crops suitable for framed suspended gardens. Search the internet for information on the crops suitable for framed suspended 	<p>In groups,pairs,learners are guided to:</p> <p>brainstorm on the meaning of framed suspended gardens.</p> <p>observe pictures of the framed suspended gardens and identify materials used to construct the framed suspended gardens.</p>	<p>What is Framed Suspended Garden?</p> <p>What types of crops are suitable for framed suspended gardening?</p>	<p>Pictures.</p> <p>Spark Agriculture pg 80-81.</p> <p>Teacher's Notes.</p> <p>Internet.</p> <p>Digital devices.</p>	<p>Oral questions.</p> <p>Oral discussions .</p> <p>Written tests.</p> <p>Assessment rubric.</p>	

				<p>gardens.</p> <p>e) Appreciate the crops suitable for the framed suspended gardens.</p>	<p>outline the factors considered when identifying off-season crops for suspended gardening.</p> <p>List some of the crops suitable for framed suspended gardening.</p> <p>discuss the features of the off-season crops suitable for suspended gardening.</p> <p>search the internet for more information on the framed suspended gardens.</p>				
	2	Production Technique s.	Constructing Framed Suspended Gardens.	<p>By the end of the lesson,the learner should be able to:</p> <p>a) Identify the suitable sites to prepare Framed Structures for suspended gardens.</p> <p>b) Discuss the factors to consider when selecting a site for the Framed Suspended Gardens.</p> <p>c) Search the internet for information and clips on the suitable sites for Framed Suspended Gardens.</p> <p>d) Acknowledge the factors to consider when selecting a suitable site for suspended gardens.</p>	<p>In groups, pairs,learners are guided to:</p> <p>walk around the school and identify sites that are suitable for framed suspended gardens.</p> <p>identify the factors to consider when selecting the site for setting a framed suspended garden.</p> <p>discuss the factors to consider when selecting the site for setting up a framed suspended garden.</p> <p>take photos of the selected sites and do a presentation.</p>	What areas in your school compound can framed suspended gardens be prepared?	Spark Agriculture pg 81-82. Digital devices. Photos. Teacher's Notes	Observation. Assessment rubric. Checklists. Oral questions. Oral discussions Oral presentations.	
	3	Production	Construct	By the end of the lesson,the learner	In groups,pairs,learners are	What types	Digital	Assessment	

		n Technique s.	ing Framed Suspend d Gardens.	<p>should be able to:</p> <ol style="list-style-type: none"> Outline factors to consider when designing framed structures for suspended gardens. Describe framed suspended garden for growing crops. Search the internet for photos, videos and illustrations on framed suspended gardens. Embrace the use of framed suspended garden in growing crops. 	<p>guided to:</p> <p>Identify the types of framed suspended gardens used in growing crops.</p> <p>identify the factors to consider when designing framed structures for suspended gardens.</p> <p>discuss the characteristics of materials for construction of the framed suspended gardens.</p> <p>search the internet for videos, photos and illustrations on framed suspended gardens to describe how they are constructed.</p>	of framed suspended gardens do you know?	devices. Spark Agriculture pg 82-83. Pictures.	rubric. Written tests. Oral questions. Oral discussion.	
	4	Productio n Technique s.	Construct ing Framed Suspend d Gardens.	<p>By the end of the lesson,the learner should be able to:</p> <ol style="list-style-type: none"> Identify the type of framed suspended garden to construct. Outline the procedure for constructing framed suspended gardens. Discuss the procedure for constructing the selected framed suspended garden. Search the internet for video clips on the procedure of constructing the framed suspended gardens. Embrace the use of framed suspended garden for growing 	<p>In groups,learners are guided to:</p> <p>identify the type of framed suspended garden to construct.</p> <p>list the suitable materials to use in constructing the framed suspended garden.</p> <p>discuss the procedure for constructing the selected framed suspended garden.</p> <p>watch clips on the</p>	How are framed suspended gardens constructed ?	Spark Agriculture pg 82-83. Photos. Video clips. Digital devices. Teacher's Notes.	Assessment rubric. Written tests. Oral discussions . Oral questions.	

				crops.	procedure for constructing framed suspended gardens.				
7	1 & 2	Production Techniques.	Constructing Framed Suspended Gardens.	By the end of the lesson, the learner should be able to: Gather the appropriate materials for construction of selected framed suspended garden. Construct a framed structure for suspended crops.	In groups, learners are guided to: Gather their selected materials for constructing the selected framed suspended garden. Innovate and construct a framed suspended gardens using the locally available materials. Use digital devices to record videos as they construct.	How do you construct a framed suspended garden?	Locally available materials for construction. Spark Agriculture pg 84-85. Digital devices.	Assessment rubric. Checklists. Observation schedule. Project.	
	3 & 4	Production Techniques.	Constructing Framed Suspended Garden.	By the end of the lesson, the learner should be able to: a) Outline the steps for establishing an off-season crop in the constructed framed suspended garden. b) Establish a crop on the constructed framed suspended garden. c) Embrace the use of framed suspended garden for growing crops.	In groups, learners are guided to: outline the steps for establishing a selected crop on the constructed framed suspended garden. establish the selected crop on the constructed framed suspended garden.	How do you establish a crop on the constructed framed suspended garden?	Selected crop. Teacher's Notes. Spark Agriculture pg 85-86. Digital devices.	Assessment rubric. Observation schedule. Checklists. Journals. Project.	
8	MID-TERM								
9	1	Production Techniques.	Construction of Framed Suspended	By the end of the lesson, the learner should be able to: a) Identify the management practices carried out on crops established on the constructed	In groups, learners are guided to: mention the management practices for the established	What management practices should be carried out	Spark Agriculture pg 86. Teacher's Notes.	Checklists. Journal. Written report. Assessment	

			Garden.	<p>framed suspended crops.</p> <p>b) Discuss the management practices carried out on the established crops on the framed suspended garden.</p> <p>c) Carry out the management practices to the established crops in the framed suspenders garden.</p> <p>d) Acknowledge the need for managing the established crops.</p>	<p>crops in the framed suspended gardens.</p> <p>discuss the management practices and their importance to the established crops.</p> <p>collaborate in carrying out the management practices to the established crops.</p>	to the established crops in framed suspended garden?	Environment where the crops have been established.	rubric.	
	2	Production Technique s.	Construction of Framed Suspended Garden.	<p>By the end of the lesson, the learner should be able to:</p> <p>a) Identify the methods of disseminating educative messages on Framed Suspended Gardens.</p> <p>b) Create educative messages on the Framed Suspended Gardens.</p> <p>c) Desire to educate the community on the Framed Suspended Gardens through educative messages.</p>	<p>In groups, learners are guided to:</p> <p>identify the various methods of passing out the educative messages on framed suspended gardens.</p> <p>discuss and create educative messages that can be used to educate the community about framed suspended gardens.</p> <p>compile messages and create posters using marker pens and manilla papers.</p> <p>post the messages on the community notice boards or display during community events and gatherings.</p>	How can you educate the community on the Framed Suspended Gardens?	<p>Spark Agriculture pg 86-87.</p> <p>Marker Pens.</p> <p>Manilla papers.</p> <p>Posters.</p> <p>Digital devices.</p>	<p>Portfolios.</p> <p>Assessment rubric.</p> <p>Checklists.</p> <p>Written tests.</p> <p>Oral questions.</p>	
	3	Production Technique s.	Construction of Framed Suspended	<p>By the end of the lesson, the learner should be able to:</p> <p>a) Attempt the assessment questions on the sub-strand;</p>	<p>In pairs, individually, learners are guided to:</p>		<p>Assessment books.</p> <p>Spark Agriculture pg</p>	<p>Written tests.</p> <p>Assessment rubric.</p>	

			d Gardens: Assessm ent.	Construction of suspended gardens.	answer the questions on the sub-strand: Construction of Framed Suspended Gardens.		87.		
	4	Productio n Technique s.	Adding Value to Crop Produce.	By the end of the lesson, the learner should be able to: a) Define the term Value addition. b) Identify ways of adding value to crop produce. c) Discuss the various ways of adding value to crop produce. d) Search the internet for videos on value addition. e) Appreciate the ways of adding value to crop produce.	In groups,pairs,learners are guided to: search the internet for meaning of value addition to crop produce and examples of value addition in crop produce and note their findings. search the internet for videos on value addition and watch them. discuss their findings and present in class.	What is value addition? Why do we add value to crop produce?	Spark Agriculture pg 89. Digital devices. Internet. Teacher's Notes.	Assessment rubric. Oral questions. Written tests. Oral discussions .	
10	1	Productio n Technique s.	Adding Value to Crop Produce.	By the end of the lesson, the learner should be able to: a) Identify the methods of adding value to crop produce. b) Describe the methods of adding value to different crop produce. c) Prepare posters showing the methods of adding value to crop produce. d) Acknowledge the methods of processing crop produce to add value.	In groups,in pairs,learners are guided to: discuss the different methods of processing crop produce to add value. examine the ways of adding value to the different crop produce. prepare posters showing the different methods of adding value to crop produce.	Which methods can you use to add value to crop produce? Which crops can you process to add value?	Spark Agriculture pg 90-92. Pictures. Teacher's Notes.	Oral questions. Oral discussion. Written tests Assessment rubric.	
	2	Productio n Technique	Adding Value to Crop	By the end of the lesson, the learner should be able to: a) Outline the procedure for	In groups,learners are guided to:	How can you add value to	Spark Agriculture pg 93.	Assessment rubric. Project.	

		s.	Produce.	<p>adding value to tomatoes using the drying method.</p> <p>b) Add value to tomatoes following the procedure.</p> <p>c) Search the internet for clips on adding value to tomatoes by drying method.</p> <p>d) Enjoy adding value to the tomatoes.</p>	<p>watch clips on crop produce e.g tomatoes being added value.</p> <p>outline the steps for adding value to tomatoes by drying method.</p> <p>gather the required materials for adding value to tomatoes.</p> <p>follow the outlined steps to add value to tomatoes and record themselves using digital devices.</p>	tomatoes?	Ripe Tomatoes. Knives, Water, Basin, Tray and Tins. Digital devices	Portfolios. Checklists.	
	3 & 4	Production Technique s.	Adding Value to Crop Produce.	<p>By the end of the lesson, the learner should be able to:</p> <p>a) Outline the steps for adding value to different crop produce.</p> <p>b) Describe the method of adding value to different crop produce.</p> <p>c) Search the internet for clips on the methods used in adding value to different crop produce.</p>	<p>In groups, learners are guided to:</p> <p>outline the steps for preparing potatoes crisps, dried mangoes, dried vegetables, cassava flour, roasted groundnuts, pumpkin flour and simsim balls.</p> <p>describe the methods used to add value to the above crops.</p> <p>search the internet for the methods of adding value to groundnuts, vegetables, simsim, pumpkin etc.</p>	Why do we add value to crop produce?	Teacher's Notes. Digital devices. Video clips. Internet.	Assessment rubric. Oral discussion. Oral questions.	

					watch clips on the preparation and methods of adding value to the different crops.				
11	1	Production Technique .	Adding value to Crop Produce.	By the end of the lesson, the learner should be able to: <ul style="list-style-type: none"> a) Outline the steps to make a sugarcane squash. b) Discuss the steps used to add value to the sugarcane. c) Add value to the sugarcane following the steps. d) Desire to add value to the sugarcane. 	In groups,learners are guided to: <ul style="list-style-type: none"> outline the steps of making sugarcane squash. discuss the steps followed in making sugarcane squash. gather the resources to use in making of sugarcane squash. follow the steps to make a sugarcane squash. 	How can you add value to sugarcane?	Spark Agriculture pg 94. Fresh sugarcane. Ginger, Lemon juice. Blender. Clean light cloth for straining.	Assessment rubric. Checklists. Observation.	
	2	Production Technique .	Adding Value to Crop Produce.	By the end of the lesson, the learner should be able to: <ul style="list-style-type: none"> a) Compare the processed crop produce to raw crop produce. b) Prepare a PowerPoint presentation to showcase the comparison between raw crop produce and processed product. 	In groups,learners are guided to: <ul style="list-style-type: none"> examine the comparison between the raw crop produce and the processed product in terms of monetary value and storage life. prepare a PowerPoint presentation to show the comparison between the raw crop produce and the processed product. 	What is the comparison between the raw crop produce and the processed product?	Digital devices. Spark Agriculture pg 95.	Assessment rubric. Oral presentation. Oral discussion. Written tests.	
	3	Production	Adding Value to	By the end of the lesson, the learner should be able to:	In groups,learners are guided to:	What is the importance	Spark Agriculture pg	Oral discussion.	

		Techniques.	Crop Produce.	a) State the importance of value addition in crop produce. b) Discuss the importance of value addition in crop produce. c) Appreciate the importance of value addition on crop produce.	identify the importance of value addition on crop produce. discuss the importance of value addition on crop produce. make a presentation on the importance of value addition on crop produce. search the internet for information on the importance of value addition on crop produce.	of value addition to crop produce?	95. Teacher's Notes Digital devices Internet	Oral presentation. Assessment rubric. Written tests. Checklists.	
	4	Production Techniques.	Adding Value to Crop Produce: Assessment.	By the end of the lesson, the learner should be able to: a) Attempt questions on the sub-strand: Value addition on crop produce.	In pairs, or individually, learners are guided to: answer the questions on the sub-strand: Adding Value on crop produce.		Assessment books. Spark Agriculture pg 95-96.	Written tests Assessment rubric. Checklists.	
12	COMPLETION AND ASSESSMENT OF PROJECTS								
13	END OF TERM ASSESSMENT								
14	CLOSURE OF SCHOOL.								