

We ek	Les son	Strand	Sub-strand	Specific-Learning outcomes	Learning Experience	Key Inquiry Question(S)	Learning Resources	Assessment Methods	Reflection
1	1	Animal Productio n	Preservation of Animal Product	By the end of the lesson, the learner should be able to: a) Define the term, ‘shelf life’ b) Identify reasons for preparing animal products. c) Investigate animal products shelf life. d) Appreciate the importance of shelf life.	<ul style="list-style-type: none"> In groups or in pairs, learners are guided to define the term, ‘shelf life’ In groups or in pairs, learners are guided to identify reasons for preparing animal products In groups or in pairs, learners are guided to investigate animal products shelf life 	What is shelf life?	Pictures Charts Realia Computing devices <u>MTP; Agriculture Learner’s Book Grade 8 pg. 76</u>	Oral questions Oral Report Observation	
	2	Animal Productio n	Methods of preserving meat	By the end of the lesson, the learner should be able to: a) List the methods used to preserve meat in their locality. b) Use digital devices and other reference materials to search for information on methods of preserving meat. c) Appreciate the methods used to preserve meat in their locality.	<ul style="list-style-type: none"> In groups or in pairs, learners are guided to list the methods used to preserve meat in their locality In groups or in pairs, learners are guided to use digital devices and other reference materials to search for information on methods of preserving meat 	What are some of the methods of preserving meat?	Pictures Charts Realia Computing devices <u>MTP; Agriculture Learner’s Book Grade 8 pg. 76-77</u>	Oral questions Oral Report Observation	
	3	Animal Productio n	Methods of preserving meat	By the end of the lesson, the learner should be able to: a) Identify the method of preserving meat that is applicable to their home life and locality. b) Demonstrate the methods of preserving meat. c) Appreciate the methods used to preserve meat.	<p>In groups or in pairs, learners are guided to identify the method of preserving meat that is applicable to their home life and locality</p> <p>In groups or in pairs, learners are guided to demonstrate the methods of preserving meat</p>	Which method do you use at home to preserve meat?	Pictures Charts Realia Computing devices <u>MTP; Agriculture Learner’s Book Grade 8 pg. 77-78</u>	Oral questions Oral Report Observation	
	4	Animal Productio n	Methods of preserving milk	By the end of the lesson, the learner should be able to: a) List the methods used in their locality to preserve milk. b) Discuss the methods that Maria’s family can use to preserve the milk. c) Appreciate the methods used to preserve milk.	<p>In groups or in pairs, learners are guided to list the methods used in their locality to preserve milk</p> <p>In groups or in pairs, learners are guided to discuss the methods that Maria’s family can use to preserve the milk.</p>	How can Maria’s family preserve milk to ensure they use all of it without getting spoilt?	Pictures Charts Realia Computing devices MTP; Agriculture Learner’s Book Grade 8 pg. 78	Oral questions Oral Report Observation	
2	1	Animal Productio n	Methods of preserving milk	By the end of the lesson, the learner should be able to: a) Identify methods of preserving milk. b) Use digital devices and other reference materials to search for information on methods of preserving milk. c) Do Activity 5 in learner’s book 8 page 79 d) Have fun and enjoy the activity.	<p>In groups or in pairs, learners are guided to identify methods of preserving milk</p> <p>In groups or in pairs, learners are guided to use digital devices and other reference materials to search for information on methods of preserving milk.</p> <p>In groups or in pairs, learners are guided to do Activity 5 in learner’s book 8 page 79</p>	Which method do you use to preserve milk?	Pictures Charts Realia Computing devices <u>MTP; Agriculture Learner’s Book Grade 8 pg. 79</u>	Oral questions Oral Report Observation	
	2	Animal Productio n	Methods of preserving milk	By the end of the lesson, the learner should be able to: a) Identify the method of preserving milk that is applicable to their home life and locality. b) Demonstrate the methods of preserving milk. c) Appreciate the methods used to preserve	<p>In groups or in pairs, learners are guided to identify the method of preserving milk that is applicable to their home life and locality</p> <p>In groups or in pairs, learners are guided to demonstrate the methods of preserving milk</p>	Which method do you use to preserve milk at home?	Pictures Charts Realia Computing devices <u>MTP; Agriculture Learner’s Book Grade 8 pg. 79-80</u>	Oral questions Oral Report Observation	

				milk					
	3	Animal Production	Revision	By the end of the lesson, the learner should be able to: a) Answer topical Questions correctly	Learners are guided to Answer topical questions Correctly	What have You learnt About preserving meat and milk?	MTP; Agriculture Learner's Book Grade 8 pg. 80 Assessment Books Digital devices	Oral questions Oral Report Observation	
	4	Food and Nutrition	Cooking Carbohydrate Rich Foods; Methods of heat transfer when cooking foods	By the end of the lesson, the learner should be able to: a) Brainstorm on methods of heat transfer applied when cooking foods. b) Explain the meaning of conduction, convection and radiation. c) Draw a tree or flow chart showing the classification of carbohydrate rich foods. d) Appreciate the methods of heat transfer applied when cooking foods.	In groups, in pairs or individually, learners are guided to brainstorm on methods of heat transfer applied when cooking foods In groups, in pairs or individually, learners are guided to explain the meaning of conduction, convection and radiation In groups, in pairs or individually, learners are guided to draw a tree or flow chart showing the classification of carbohydrate rich foods	What are the methods of heat transfer when cooking food?	MTP; Home Science Learner's Book Grade 8 pg. 14-15 Pictures Charts Realia Computing devices	Oral questions Oral Report Observation	
3	1	Food and Nutrition	Classifying carbohydrate rich foods	By the end of the lesson, the learner should be able to: a) Explain the meaning of simple sugars, double sugars and starchy foods. b) Give examples of simple sugars, double sugars and starchy foods. c) Classify carbohydrates rich foods. d) Appreciate the importance of carbohydrates.	In groups, in pairs or individually, learners are guided to explain the meaning of simple sugars, double sugars and starchy foods. In groups, in pairs or individually, learners are guided to give examples of simple sugars, double sugars and starchy foods In groups, in pairs or individually, learners are guided to classify carbohydrates rich foods	What are carbohydrates?	MTP; Home Science Learner's Book Grade 8 pg.15-17 Pictures Charts Realia Computing devices	Oral questions Oral Report Observation	
	2	Food and Nutrition	Effects of heat on carbohydrate rich foods	By the end of the lesson, the learner should be able to: a) Explain the meaning of gelatinization and dextrinization. b) State the difference in consistency between the foods. c) Investigate the effects of dry and moist heat on carbohydrates rich foods. d) Appreciate the effects of heat on carbohydrate rich foods.	In groups, in pairs or individually, learners are guided to explain the meaning of gelatinization and dextrinization. In groups, in pairs or individually, learners are guided to state the difference in consistency between the foods. In groups, in pairs or individually, learners are guided to investigate the effects of dry and moist heat on carbohydrates rich foods	What is gelatinization? What is dextrinization?	MTP; Home Science Learner's Book Grade 8 pg. 17-18 Pictures Charts Realia Computing devices	Oral questions Oral Report Observation	
	3	Food and Nutrition	Effects of heat on carbohydrate rich foods	By the end of the lesson, the learner should be able to: a) List the requirements needed to boil carbohydrates. b) Outline the steps to follow when boiling carbohydrates. c) Investigate the effect of moist heat on carbohydrates rich foods such as rice. d) Have fun and enjoy doing the experiment.	In groups, in pairs or individually, learners are guided to list the requirements needed to boil carbohydrates. In groups, in pairs or individually, learners are guided to outline the steps to follow when boiling carbohydrates In groups, in pairs or individually, learners are guided to investigate the effect of moist heat on carbohydrates rich foods such as rice	How do you boil rice?	MTP; Home Science Learner's Book Grade 8 pg. 18-20 Pictures Charts Realia Computing devices	Oral questions Oral Report Observation	
	4	Food and Nutrition	Effects of heat on carbohydrate	By the end of the lesson, the learner should be able to: a) List the requirements needed to boil	In groups, in pairs or individually, learners are guided to list the requirements needed to boil carbohydrates, such as porridge.	How do you cook porridge?	MTP; Home Science Learner's Book Grade 8 pg. 20-21	Oral questions Oral Report Observation	

			rich foods	carbohydrates, such as porridge. b) Outline the steps to follow when cooking porridge. c) Investigate the effect of moist heat on carbohydrates rich foods such as porridge. d) Have fun and enjoy doing the experiment.	In groups, in pairs or individually, learners are guided to outline the steps to follow when cooking porridge. In groups, in pairs or individually, learners are guided to investigate the effect of moist heat on carbohydrates rich foods such as porridge.		Pictures Charts Realia Computing devices		
4	1	Food and Nutrition	Effects of heat on carbohydrate rich foods	By the end of the lesson, the learner should be able to: a) List the requirements needed to grill maize. b) Outline the steps to follow when grilling maize. c) Investigate the effect of dry heat on carbohydrates rich foods, by grilling maize. d) Have fun and enjoy doing the experiment.	In groups, in pairs or individually, learners are guided to list the requirements needed to grill maize. In groups, in pairs or individually, learners are guided to outline the steps to follow when grilling maize. In groups, in pairs or individually, learners are guided to investigate the effect of dry heat on carbohydrates rich foods, by grilling maize.	How do you grill maize?	MTP; Home Science Learner's Book Grade 8 pg. 21-22 Pictures Charts Realia Computing devices	Oral questions Oral Report Observation	
	2	Food and Nutrition	Ways of conserving food nutrients when preparing and cooking carbohydrate rich food	By the end of the lesson, the learner should be able to: a) State the importance of conserving food nutrients. b) Brainstorm ways one would conserve nutrients while preparing and cooking nutrients. c) Recognize ways of conserving food nutrients when preparing and cooking carbohydrate rich food. d) Appreciate the ways of conserving food nutrients when preparing and cooking carbohydrate rich food.	In groups, in pairs or individually, learners are guided to state the importance of conserving food nutrients. In groups, in pairs or individually, learners are guided to brainstorm ways one would conserve nutrients while preparing and cooking nutrients. In groups, in pairs or individually, learners are guided to recognize ways of conserving food nutrients when preparing and cooking carbohydrate rich food.	Why do you think it is important to conserve food nutrients?	MTP; Home Science Learner's Book Grade 8 pg. 22-24 Pictures Charts Realia Computing devices	Oral questions Oral Report Observation	
	3	Food and Nutrition	Safety measures to observe in preparing and cooking carbohydrate rich foods	By the end of the lesson, the learner should be able to: a) Identify the safety measures to observe in preparing and cooking carbohydrate rich foods. b) Give a reason why each safety measure is observed. c) Recognize the importance of each safety measure. d) Appreciate the importance of observing safety.	In groups, in pairs or individually, learners are guided to identify the safety measures to observe in preparing and cooking carbohydrate rich foods In groups, in pairs or individually, learners are guided to Give a reason why each safety measure is observed. In groups, in pairs or individually, learners are guided to recognize the importance of each safety measure.	What safety measures should one observe in preparing and cooking carbohydrate rich foods?	MTP; Home Science Learner's Book Grade 8 pg. 24-25 Pictures Charts Realia Computing devices	Oral questions Oral Report Observation	
	4	Food and Nutrition	Revision	By the end of the lesson, the learner should be able to: b) Answer topical Questions correctly	Learners are guided to Answer topical questions Correctly	What have You learnt About cooking carbohydrate rich foods?	MTP; Home Science Learner's Book Grade 8 pg. 25-26 Assessment Books Digital devices	Oral questions Oral Report Observation	

5	1	Food and Nutrition	Meal Presentation; Factors to consider during table setting in meal presentation	By the end of the lesson, the learner should be able to: a) Brainstorm on the meaning of the terms: Meal, Meal presentation, Dining and Dishes. b) Discuss the factors to consider during table setting in meal presentation. c) Recognize the importance of meal presentation. d) Appreciate the importance of meal presentation.	In groups or in pairs, learners are guided to brainstorm on the meaning of the terms: Meal, Meal presentation, Dining and Dishes. In groups or in pairs, learners are guided to discuss the factors to consider during table setting in meal presentation In groups or in pairs, learners are guided to recognize the importance of meal presentation	What factors do you consider during table setting in meal presentation?	MTP; Home Science Learner's Book Grade 8 pg. 27-28 Pictures Charts Realia Computing devices	Oral questions Oral Report Observation	
	2	Food and Nutrition	Requirements for table setting when serving meals	By the end of the lesson, the learner should be able to: a) Name the items shown on page 29. b) Identify the requirements for table setting when serving meals. c) Draw the pictures on page 29. d) Appreciate the requirements for table setting when serving meals.	In groups or in pairs, learners are guided to name the items shown on page 29. In groups or in pairs, learners are guided to identify the requirements for table setting when serving meals In groups or in pairs, learners are guided to draw the pictures on page 29	What are the requirements for table setting when serving meals?	MTP; Home Science Learner's Book Grade 8 pg. 29-30 Pictures Charts Realia Computing devices	Oral questions Oral Report Observation	
	3	Food and Nutrition	Setting a table for meal presentation	By the end of the lesson, the learner should be able to: a) Watch video clips showing how to set a table for meal presentation. b) Name the items in learner's book 8 page 31 c) Describe how the cover in the picture on page 31 has been set. d) Have a desire to learn more about setting a table for meal presentation.	In groups or in pairs, learners are guided to watch video clips showing how to set a table for meal presentation. In groups or in pairs, learners are guided to name the items in learner's book 8 page 31 In groups or in pairs, learners are guided to describe how the cover in the picture on page 31 has been set.	How do you set a table for meal presentation?	MTP; Home Science Learner's Book Grade 8 pg. 30-31 Pictures Charts Realia Computing devices	Oral questions Oral Report Observation	
	4	Food and Nutrition	Setting a table for meal presentation	By the end of the lesson, the learner should be able to: a) State the requirements needed to set a table for meal presentation. b) Outline the process needed to set a table for meal presentation. c) Set a table for meal presentation. d) Enjoy setting a table for meal presentation.	In groups or in pairs, learners are guided to state the requirements needed to set a table for meal presentation In groups or in pairs, learners are guided to outline the process needed to set a table for meal presentation In groups or in pairs, learners are guided to set a table for meal presentation	How do you set a table for meal presentation?	MTP; Home Science Learner's Book Grade 8 pg. 31-34 Pictures Charts Realia Computing devices	Oral questions Oral Report Observation	
6	1	Food and Nutrition	Presenting a simple lunch using the various styles of meal service	By the end of the lesson, the learner should be able to: a) Explain the meaning of chaffing dish. b) Discuss the difference between blue plate service and family service. c) Recognize styles of meal service. d) Appreciate the importance of presenting a simple lunch using the various styles of meal service.	In groups or in pairs, learners are guided to explain the meaning of chaffing dish. In groups or in pairs, learners are guided to discuss the difference between blue plate service and family service In groups or in pairs, learners are guided to recognize styles of meal service.	How does family service reflect cultural traditions and values?	MTP; Home Science Learner's Book Grade 8 pg. 34-37 Pictures Charts Realia Computing devices	Oral questions Oral Report Observation	
	2	Food and Nutrition	Presenting a simple lunch using the various	By the end of the lesson, the learner should be able to: a) State the requirements to cook ugali, stewed beef and steamed spinach.	In groups or in pairs, learners are guided to state the requirements to cook ugali, stewed beef and steamed spinach In groups or in pairs, learners are guided to outline the	Why is it important to observe table etiquette during meals?	MTP; Home Science Learner's Book Grade 8 pg. 37-40	Oral questions Oral Report Observation	

			styles of meal service	b) Outline the procedure of cooking ugali, stewed beef and steamed spinach. c) Cook ugali, stewed beef and steamed spinach. d) Have fun and enjoy cooking.	procedure of cooking ugali, stewed beef and steamed spinach. In groups or in pairs, learners are guided to cook ugali, stewed beef and steamed spinach		Pictures Charts Realia Computing devices		
	3	Food and Nutrition	Meals for Special Groups; Guidelines to consider when planning meals for special groups	By the end of the lesson, the learner should be able to: a) Identify the factors one should consider when planning meals for adolescent. b) Give reasons why adolescent girls take meals that contain additional supply of iron. c) Recognize the importance to cater for one's likes and preferences when planning meals. d) Appreciate the importance of nutritional needs.	In groups or in pairs, learners are guided to identify the factors one should consider when planning meals for adolescent. In groups or in pairs, learners are guided to give reasons why adolescent girls take meals that contain additional supply of iron. In groups or in pairs, learners are guided to recognize the importance to cater for one's likes and preferences when planning meals.	What are nutritional needs? Why should adolescent girls take meals that contain additional supply of iron?	MTP; Home Science Learner's Book Grade 8 pg. 41-42 Pictures Charts Realia Computing devices	Oral questions Oral Report Observation	
	4	Food and Nutrition	Guidelines to consider when planning meals for special groups	By the end of the lesson, the learner should be able to: a) Discuss the guidelines to observe when planning meals for children. b) State the importance for children to take plenty fluids, fruits and vegetables. c) Investigate how the texture of food is likely to change as a child transitions from infancy to toddlerhood. d) Appreciate the importance of following guidelines when planning meals for children.	In groups or in pairs, learners are guided to discuss the guidelines to observe when planning meals for children. In groups or in pairs, learners are guided to state the importance for children to take plenty fluids, fruits and vegetables. In groups or in pairs, learners are guided to investigate how the texture of food is likely to change as a child transitions from infancy to toddlerhood.	Why is it important for children to take plenty fluids, fruits and vegetable?	MTP; Home Science Learner's Book Grade 8 pg. 43-44 Pictures Charts Realia Computing devices	Oral questions Oral Report Observation	
7	1	Food and Nutrition	Guidelines to consider when planning meals for special groups	By the end of the lesson, the learner should be able to: a) List the guidelines to observe when planning meals for a sick person. b) Brainstorm on why sick people who are bedridden should be served with less energy giving foods. c) Recognize the importance to observe hygiene while preparing and serving food for a sick person. d) Appreciate the importance of following guidelines when planning meals for a sick person.	In groups or in pairs, learners are guided to list the guidelines to observe when planning meals for a sick person. In groups or in pairs, learners are guided to brainstorm on why sick people who are bedridden should be served with less energy giving foods. In groups or in pairs, learners are guided to recognize the importance to observe hygiene while preparing and serving food for a sick person.	Why do you think it is important to observe hygiene while preparing and serving food for a sick person?	MTP; Home Science Learner's Book Grade 8 pg. 45-46 Pictures Charts Realia Computing devices	Oral questions Oral Report Observation	
	2	Food and Nutrition	Guidelines to consider when planning meals for special groups	By the end of the lesson, the learner should be able to: a) List the guidelines to observe when planning meals for vegetarians. b) Suggest various sources of proteins that one can include in the vegetarian meals. c) State the importance of using a variety of cooking methods when preparing food for	In groups or in pairs, learners are guided to list the guidelines to observe when planning meals for vegetarians. In groups or in pairs, learners are guided to suggest various sources of proteins that one can include in the vegetarian meals. In groups or in pairs, learners are guided to state the importance of using a variety of cooking methods	Why is it important to use a variety of cooking methods when preparing food for vegetarian?	MTP; Home Science Learner's Book Grade 8 pg. 46-48 Pictures Charts Realia Computing devices	Oral questions Oral Report Observation	

				vegetarians. d) Appreciate the importance of following guidelines when planning vegetarian's meals.	when preparing food for vegetarians.				
	3	Food and Nutrition	Feeding habits and food taboos for special groups	By the end of the lesson, the learner should be able to: a) State feeding habits of a special group. b) List the food taboos in their community. c) Investigate on how food taboos affect the choice of meals for special groups. d) Appreciate feeding habits and food taboos for special groups.	In groups or in pairs, learners are guided to state feeding habits of a special group. In groups or in pairs, learners are guided to list the food taboos in their community. In groups or in pairs, learners are guided to investigate on how food taboos affect the choice of meals for special groups.	Which food taboos are there in your community?	MTP; Home Science Learner's Book Grade 8 pg. 48-50 Pictures Charts Realia Computing devices	Oral questions Oral Report Observation	
	4	Food and Nutrition	Planning, preparing and presenting meals for different special groups	By the end of the lesson, the learner should be able to: a) State the requirements needed to prepare a meal for a child. b) Outline the steps to follow when preparing mashed potatoes and beef stew. c) Prepare mashed potatoes and beef stew. d) Have fun and enjoy preparing mashed potatoes and beef stew.	In groups or in pairs, learners are guided to state the requirements needed to prepare a meal for a child. In groups or in pairs, learners are guided to outline the steps to follow when preparing mashed potatoes and beef stew. In groups or in pairs, learners are guided to prepare mashed potatoes and beef stew.	How do you prepare beef stew and mashed potatoes?	MTP; Home Science Learner's Book Grade 8 pg. 51-52 Pictures Charts Realia Computing devices	Oral questions Oral Report Observation	
8				HALF TERM BREAK					
9	1	Food and Nutrition	Planning, preparing and presenting meals for different special groups	By the end of the lesson, the learner should be able to: a) State the requirements needed to prepare a meal for an elderly person. b) Outline the steps to follow when preparing rice, liver stew and steamed cabbage. c) Prepare rice, liver stew and steamed cabbage. d) Have fun and enjoy preparing rice, liver stew and steamed cabbage.	In groups or in pairs, learners are guided to state the requirements needed to prepare a meal for an elderly person. In groups or in pairs, learners are guided to outline the steps to follow when preparing rice, liver stew and steamed cabbage. In groups or in pairs, learners are guided to prepare rice, liver stew and steamed cabbage.	How do you prepare rice, liver stew and steamed cabbage?	MTP; Home Science Learner's Book Grade 8 pg. 52-54 Pictures Charts Realia Computing devices	Oral questions Oral Report Observation	
	2	Food and Nutrition	Planning, preparing and presenting meals for different special groups	By the end of the lesson, the learner should be able to: a) State the requirements needed to prepare a meal for an adolescent. b) Outline the steps to follow when preparing chapati, green gram stew and fried kales. c) Prepare chapati, green gram stew and fried kales. d) Have fun and enjoy preparing chapati, green gram stew and fried kales.	In groups or in pairs, learners are guided to state the requirements needed to prepare a meal for an adolescent. In groups or in pairs, learners are guided to outline the steps to follow when preparing chapati, green gram stew and fried kales. In groups or in pairs, learners are guided to prepare chapati, green gram stew and fried kales.	How do you prepare chapati, green gram stew and fried kales?	MTP; Home Science Learner's Book Grade 8 pg. 55-57 Pictures Charts Realia Computing devices	Oral questions Oral Report Observation	
	3	Food and Nutrition	Planning, preparing and presenting meals for	By the end of the lesson, the learner should be able to: a) State the requirements needed to prepare a meal for a sick person. b) Outline the steps to follow when preparing	In groups or in pairs, learners are guided to state the requirements needed to prepare a meal for a sick person. In groups or in pairs, learners are guided to outline the	How do you prepare boiled sweet potatoes, a boiled egg and orange juice?	MTP; Home Science Learner's Book Grade 8 pg. 58-60 Pictures	Oral questions Oral Report Observation	

			different special groups	<p>boiled sweet potatoes, a boiled egg and orange juice.</p> <p>c) Prepare boiled sweet potatoes, a boiled egg and orange juice.</p> <p>d) Have fun and enjoy preparing boiled sweet potatoes, a boiled egg and orange juice.</p>	<p>steps to follow when preparing boiled sweet potatoes, a boiled egg and orange juice.</p> <p>In groups or in pairs, learners are guided to prepare boiled sweet potatoes, a boiled egg and orange juice.</p>		<p>Charts</p> <p>Realia</p> <p>Computing devices</p>		
	4	Food and Nutrition	Meals for Special Occasions; Factors to consider when planning meals for special occasions	<p>By the end of the lesson, the learner should be able to:</p> <p>a) Explain the meaning of special occasion.</p> <p>b) Brainstorm on some special occasions that are celebrated in society.</p> <p>c) Recognize the factors one would consider when planning meals for a special occasion.</p> <p>d) Appreciate meals for a special occasion.</p>	<p>In groups or in pairs, learners are guided to explain the meaning of special occasion.</p> <p>In groups or in pairs, learners are guided to brainstorm on some special occasions that are celebrated in society.</p> <p>In groups or in pairs, learners are guided to recognize the factors one would consider when planning meals for a special occasion.</p>	Which factors do you consider when planning meals for special occasion?	<p>MTP; Home Science Learner's Book Grade 8 pg. 61-63</p> <p>Pictures</p> <p>Charts</p> <p>Realia</p> <p>Computing devices</p>	Oral questions Oral Report Observation	
10	1	Food and Nutrition	Guidelines to consider when planning meals for special occasions	<p>By the end of the lesson, the learner should be able to:</p> <p>a) Identify the guidelines to consider when planning meals for special occasions.</p> <p>b) State the importance in finding out whether any guest has dietary restrictions.</p> <p>c) Suggest a style of meal service one would use for one hundred guests.</p> <p>d) Appreciate the importance of following guidelines when planning meals for special occasions.</p>	<p>In groups or in pairs, learners are guided to identify the guidelines to consider when planning meals for special occasions.</p> <p>In groups or in pairs, learners are guided to state the importance in finding out whether any guest has dietary restrictions.</p> <p>In groups or in pairs, learners are guided to suggest a style of meal service one would use for one hundred guests.</p>	Why is it important to find out whether any guest has dietary restrictions?	<p>MTP; Home Science Learner's Book Grade 8 pg. 63-64</p> <p>Pictures</p> <p>Charts</p> <p>Realia</p> <p>Computing devices</p>	Oral questions Oral Report Observation	
	2	Food and Nutrition	Planning, preparing, cooking and presenting a meal for a special occasion	<p>By the end of the lesson, the learner should be able to:</p> <p>a) Identify the dishes and food items shown in learner's book 8 page 65</p> <p>b) Suggest the special occasions each dish is likely to be prepared.</p> <p>c) List other food items or dishes served during special occasions.</p> <p>d) Appreciate the dishes and food items found in your locality.</p>	<p>In groups or in pairs, learners are guided to identify the dishes and food items shown in learner's book 8 page 65</p> <p>In groups or in pairs, learners are guided to suggest the special occasions each dish is likely to be prepared.</p> <p>In groups or in pairs, learners are guided to list other food items or dishes served during special occasions.</p>	Which food items are found in your locality?	<p>MTP; Home Science Learner's Book Grade 8 pg. 65</p> <p>Pictures</p> <p>Charts</p> <p>Realia</p> <p>Computing devices</p>	Oral questions Oral Report Observation	
	3	Food and Nutrition	Planning, preparing, cooking and presenting a meal for a special occasion	<p>By the end of the lesson, the learner should be able to:</p> <p>a) State the requirements needed to prepare beef pilau.</p> <p>b) Outline the steps to follow when preparing beef pilau.</p> <p>c) Prepare beef pilau.</p> <p>d) Have fun and enjoy preparing beef pilau.</p>	<p>In groups or in pairs, learners are guided to state the requirements needed to prepare beef pilau.</p> <p>In groups or in pairs, learners are guided to outline the steps to follow when preparing beef pilau.</p> <p>In groups or in pairs, learners are guided to prepare beef pilau.</p>	How do you prepare beef pilau?	<p>MTP; Home Science Learner's Book Grade 8 pg. 66-68</p> <p>Pictures</p> <p>Charts</p> <p>Realia</p> <p>Computing devices</p>	Oral questions Oral Report Observation	
	4	Food and Nutrition	Planning, preparing, cooking and	<p>By the end of the lesson, the learner should be able to:</p> <p>a) Design cards containing special occasions.</p>	<p>In groups or in pairs, learners are guided to design cards containing special occasions.</p> <p>In groups or in pairs, learners are guided to create a</p>	Which menu have you created?	<p>MTP; Home Science Learner's Book Grade 8 pg. 69-70</p>	Oral questions Oral Report Observation	

			presenting a meal for a special occasion	b) Create a menu for the special occasions. c) Use recipe books or digital devices to come up with recipes. d) Have fun and enjoy designing cards for special occasions.	menu for the special occasions. In groups or in pairs, learners are guided to use recipe books or digital devices to come up with recipes.		Pictures Charts Realia Computing devices		
11	1	Food and Nutrition	Planning, preparing, cooking and presenting a meal for a special occasion	By the end of the lesson, the learner should be able to: a) Read the story in learner's book 8 page 70 b) State the importance for guests to confirm whether they will attend an event. c) Recognize the importance to plan meals for special occasions. d) Appreciate the importance to plan meals for special occasions.	In groups or in pairs, learners are guided to read the story in learner's book 8 page 70 In groups or in pairs, learners are guided to state the importance for guests to confirm whether they will attend an event. In groups or in pairs, learners are guided to recognize the importance to plan meals for special occasions.	Why is it important for guests to confirm whether they will attend an event?	MTP; Home Science Learner's Book Grade 8 pg. 70-71 Pictures Charts Realia Computing devices	Oral questions Oral Report Observation	
	2	Caring For the Family	Cleaning the Kitchen; Reasons for cleaning a kitchen	By the end of the lesson, the learner should be able to: a) Study the picture in learner's book 8 page 159 b) Give reasons for cleaning the kitchen. c) Draw the picture in learner's book 8 page 159 d) Appreciate the reasons for cleaning a kitchen.	In groups or in pairs, learners are guided to study the picture in learner's book 8 page 159 In groups or in pairs, learners are guided to give reasons for cleaning the kitchen. In groups or in pairs, learners are guided to draw the picture in learner's book 8 page 159	Why should we clean the kitchen?	MTP; Home Science Learner's Book Grade 8 pg. 159 Pictures Charts Realia Computing devices	Oral questions Oral Report Observation	
	3	Caring For the Family	Methods of removing dirt from kitchen surfaces	By the end of the lesson, the learner should be able to: a) Identify the methods of removing dirt from kitchen surfaces. b) Study the pictures in learner's book 8 page 160 c) Discuss other methods used to clean the kitchen. d) Appreciate methods of removing dirt from kitchen surfaces.	In groups or in pairs, learners are guided to identify the methods of removing dirt from kitchen surfaces. In groups or in pairs, learners are guided to study the pictures in learner's book 8 page 160 In groups or in pairs, learners are guided to discuss other methods used to clean the kitchen.	Which method do you use to remove dirt from kitchen surfaces?	MTP; Home Science Learner's Book Grade 8 pg. 160-161 Pictures Charts Realia Computing devices	Oral questions Oral Report Observation	
	4	Caring For the Family	Methods of removing dirt from kitchen surfaces	By the end of the lesson, the learner should be able to: a) Explain the meaning of sweeping, dusting and wiping. b) Outline the process of sweeping, dusting and wiping. c) Practice sweeping, dusting and wiping. d) Have fun and enjoy sweeping, dusting and wiping.	In groups or in pairs, learners are guided to explain the meaning of sweeping, dusting and wiping. In groups or in pairs, learners are guided to outline the process of sweeping, dusting and wiping. In groups or in pairs, learners are guided to practice sweeping, dusting and wiping.	What is dusting? How do you sweep at home?	MTP; Home Science Learner's Book Grade 8 pg. 161-162 Pictures Charts Realia Computing devices	Oral questions Oral Report Observation	
12	1	Caring For the Family	Methods of removing dirt from	By the end of the lesson, the learner should be able to:	In groups or in pairs, learners are guided to explain the meaning of mopping and vacuum cleaning.	What is the process of vacuum cleaning?	MTP; Home Science Learner's Book Grade 8 pg. 163		

			kitchen surfaces	a) Explain the meaning of mopping and vacuum cleaning. b) Outline the process of mopping and vacuum cleaning. c) Practice mopping and vacuum cleaning. d) Have fun and enjoy mopping and vacuum cleaning.	In groups or in pairs, learners are guided to outline the process of mopping and vacuum cleaning. In groups or in pairs, learners are guided to practice mopping and vacuum cleaning.		Pictures Charts Realia Computing devices		
	2	Caring For the Family	Daily cleaning	By the end of the lesson, the learner should be able to: a) State the requirements needed to carry out daily cleaning of a kitchen. b) Outline the steps to follow when carrying out daily cleaning of a kitchen. c) Practice carrying out daily cleaning of a kitchen. d) Have fun and enjoy carrying out daily cleaning of a kitchen.	In groups or in pairs, learners are guided to state the requirements needed to carry out daily cleaning of a kitchen. In groups or in pairs, learners are guided to outline the steps to follow when carrying out daily cleaning of a kitchen. In groups or in pairs, learners are guided to practice carrying out daily cleaning of a kitchen.	How do you carry out daily cleaning of a kitchen?	MTP; Home Science Learner's Book Grade 8 pg. 164 Pictures Charts Realia Computing devices		
	3	Caring For the Family	Weekly cleaning	By the end of the lesson, the learner should be able to: a) State the requirements needed to carry out weekly cleaning of a kitchen. b) Outline the steps to follow when carrying out weekly cleaning of a kitchen. c) Practice carrying out weekly cleaning of a kitchen. d) Have fun and enjoy carrying out weekly cleaning of a kitchen.	In groups or in pairs, learners are guided to state the requirements needed to carry out weekly cleaning of a kitchen. In groups or in pairs, learners are guided to outline the steps to follow when carrying out weekly cleaning of a kitchen. In groups or in pairs, learners are guided to practice carrying out weekly cleaning of a kitchen.	How do you carry out weekly cleaning of a kitchen?	MTP; Home Science Learner's Book Grade 8 pg. 165 Pictures Charts Realia Computing devices		
	4	Caring For the Family	Special cleaning	By the end of the lesson, the learner should be able to: a) State the requirements needed to carry out special cleaning of a kitchen. b) Outline the steps to follow when carrying out special cleaning of a kitchen. c) Practice carrying out special cleaning of a kitchen. d) Have fun and enjoy carrying out special cleaning of a kitchen.	In groups or in pairs, learners are guided to state the requirements needed to carry out special cleaning of a kitchen. In groups or in pairs, learners are guided to outline the steps to follow when carrying out special cleaning of a kitchen. In groups or in pairs, learners are guided to practice carrying out special cleaning of a kitchen.	How do you carry out special cleaning of a kitchen?	MTP; Home Science Learner's Book Grade 8 pg. 166-167 Pictures Charts Realia Computing devices		
13-14	REVISION AND ASSESSMENT								