

GRADE 6 SCIENCE AND TECHNOLOGY SCHEME OF WORK TERM 1

SCHOOL	GRADE	LEARNING AREA	TERM	YEAR
	GRADE 6	SCIENCE AND TECHNOLOGY	1	

W eek	Lesso n	Strand /Theme	Sub-strand	Specific-Learning outcomes	Key Inquiry Question(S)	Learning/ Teaching Experience	Learning Resources	Assessment Methods	Reflection
1	1	Living things	Plants-Parts of a plant: Identifying different plants found in the locality	By the end of the sub-strand, the learner should be able to: <ul style="list-style-type: none"> a) Identify different plants found in the local area. b) Recognize different plants found around the school through excursion. c) Appreciate herbaceous plants. 	What type of plants are found in your local area?	<p>Learner are guided to identify different plants found in the local area.</p> <p>Learners are guided in an excursion to identify different plants found in the local area.</p> <p>In groups, learners are guided to use digital devices such as camera, smartphones and tablets to take photos of different plants found in the local area.</p> <p>Learners are guided to collect herbaceous plants by uprooting them.</p>	Realia Charts Photographs Pictures Digital devices Computing devices <i>Know More: Science and Technology Learner’s Book Grade 6 pg. 1-4</i>	Oral questions Oral Report Observation	
	2	Living things	Identifying different plants of plants in the environment	By the end of the sub-strand, the learner should be able to: <ul style="list-style-type: none"> a) Identify different parts of plants in the environment. b) Recognize different parts of plants in the environment. c) Appreciate different types parts of plants in the environment. 	Which parts of plants do you know?	<p>Learners are guided to identify different parts of plants in the environment (flower, roots, fruits, leaf and steam)</p> <p>Learners are guided in an excursion to identify different parts of plants in the environment.</p>	Realia Charts Photographs Pictures Digital devices Computing devices <i>Know More: Science and Technology Learner’s Book Grade 6 pg. 4-6</i>	Oral questions Oral Report Observation	
	3	Living things	Drawing and labelling different parts of a plants	By the end of the sub-strand, the learner should be able to: <ul style="list-style-type: none"> a) Mention different parts of plants. b) Draw and label the different parts of a plant. c) Have fun and enjoy drawing 	How to draw and label the different parts of a plant?	<p>Learners are guided to mention different parts of plants.</p> <p>Learners are guided to draw and label the different parts of a plant.</p>	StoryMoja; Know More: Science and Technology Learner’s Book Grade 6 pg. 6 Realia Charts Photographs Pictures	Oral questions Oral Report Observation	

				different parts of plants.			Digital devices Computing devices		
	4	Living things	Functions of different parts of a plant	By the end of the sub-strand, the learner should be able to: a) Define photosynthesis. b) Investigate the functions of different parts of a plant. c) Appreciate the functions of different parts of a plant.	What are the functions of different parts of a plant?	Learners are guided to define photosynthesis. Learners are guided to investigate the functions of different parts of a plant. In groups, learners are guided to use a digital device connected to the internet to find out about functions of different parts of a plant	Know More: Science and Technology Learner's Book Grade 6 pg. 6-7 Realia Charts Photographs Pictures Digital devices Computing devices	Oral questions Oral Report Observation	
2	1	Living things	Using visual aids to identify the functions of different parts of a plant	By the end of the sub-strand, the learner should be able to: a) Use visual aids to identify the functions of the different parts of plants. b) Draw some plants which store food in their roots such as carrots, arrowroots, cassava and sweet potatoes. c) Appreciate the use of visual aids to identify the functions of the different parts of plants.	What are functions of roots?	In groups, learners are guided to use visual aids to identify the functions of the different parts of plants. Learners are guided to draw some plants which store food in their roots such as carrots, arrowroots, cassava and sweet potatoes	Know More: Science and Technology Learner's Book Grade 6 pg. 7-8 Realia Charts Photographs Pictures Digital devices Computing devices	Oral questions Oral Report Observation	
	2	Living things	Appreciating different plants in the community	By the end of the sub-strand, the learner should be able to: a) Mention ways of taking care of plants. b) Compose a song on different plants found in his/her community. c) Appreciate different plants in the community.	How do you take care of plants?	In groups, learners are guided to mention ways of taking care of plants. In groups, learners are guided to compose a song on different plants found in his/her community.	Know More: Science and Technology Learner's Book Grade 6 pg. 8-9 Realia Charts Photographs Pictures Digital devices Computing devices	Oral questions Oral Report Observation	
	3	Living things	Making mountings of different parts of a plant	By the end of the sub-strand, the learner should be able to: a) List the materials needed to make mountings of different parts of a plant. b) Make mountings of different parts of a plant.	How to make mountings of different parts of a plant?	Learners are guided to list the materials needed to make mountings of different parts of a plant. In groups, learners are guided to	Know More: Science and Technology Learner's Book Grade 6 pg. 9-10 Manilla papers Glue Scissors	Oral questions Oral Report Observation	

				c) Have fun and enjoy making mountings of different parts of a plant.		make mountings of different parts of a plant. In groups, learners are guided to display the mounted parts of the plants in the Science corner.	Realia Charts Photographs Pictures Digital devices Computing devices		
	4	Living things	Plants-Types of roots	By the end of the sub-strand, the learner should be able to: a) Identify different types of roots. b) Observe the different types of roots while recording. c) Appreciate different types of roots.	Which are the different types of roots?	Learners are guided to identify different types of roots. Learners are guided to observe the different types of roots while recording.	Realia Charts Photographs Pictures Digital devices Computing devices StoryMoja; Know More: Science and Technology Learner's Book Grade 6 pg. 11	Oral questions Oral Report Observation	
3	1	Living things	Using visual aids to find out about the different types of roots	By the end of the sub-strand, the learner should be able to: a) Name the different types of roots of the plants in the wall charts and pictures. b) Recognize different types of roots using visual aids and digital devices. c) Appreciate the use of visual aids and digital devices to find out about the different types of roots.	Which plants have the same type of roots?	Learners are guided to name the different types of roots of the plants in the wall charts and pictures. In groups, learners are guided to recognize different types of roots using visual aids and digital devices.	Realia Charts Photographs Pictures Digital devices Computing devices StoryMoja; Know More: Science and Technology Learner's Book Grade 6 pg. 11-12	Oral questions Oral Report Observation	
	2	Living things	Field excursion to collect different types of plants	By the end of the sub-strand, the learner should be able to: a) Mentions ways to observe safety when collecting plants. b) Recognize different types of plants in an excursion. c) Appreciate the importance of observing safety when collecting plants.	How to observe safety when collecting different types of plants?	In groups, learners are guided to mentions ways to observe safety when collecting plants. In groups, learners are guided in an excursion to identify types of plants.	Realia Charts Photographs Pictures Digital devices Computing devices StoryMoja; Know More: Science and Technology Learner's Book Grade 6 pg. 13	Oral questions Oral Report Observation	
	3	Living things	Observing the different types of roots of the	By the end of the sub-strand, the learner should be able to: a) Give examples of plants	How to draw and label different types of roots?	In groups, learners are guided to discuss different types of roots of the collected plants.	Realia Charts Photographs	Oral questions Oral Report Observation	

			collected plants	<p>which have taproot and fibrous roots.</p> <p>b) Draw and label different types of roots.</p> <p>c) Have fun and enjoy drawing and labelling different types of roots.</p>		Learners are guided to draw and label different types of roots.	<p>Pictures</p> <p>Digital devices</p> <p>Computing devices</p> <p><i>StoryMoja; Know More: Science and Technology Learner's Book Grade 6 pg. 13</i></p>		
	4	Living things	Grouping plants in the locality based on the types of roots	<p>By the end of the sub-strand, the learner should be able to:</p> <p>a) State the differences between taproot and fibrous roots.</p> <p>b) Group plants according to the type of roots.</p> <p>c) Appreciate the characteristics of taproots and fibrous roots.</p>	What are the differences of taproot and fibrous root?	<p>Learners are guided to state the differences between taproot and fibrous roots.</p> <p>In groups, learners are guided to group plants according to the type of roots.</p>	<p>StoryMoja; Know More: Science and Technology Learner's Book Grade 6 pg. 14</p> <p>Realia</p> <p>Charts</p> <p>Photographs</p> <p>Pictures</p> <p>Digital devices</p> <p>Computing devices</p>	Oral questions Oral Report Observation	
4	1	Living things	Appreciating that plants have different types of roots for different functions	<p>By the end of the sub-strand, the learner should be able to:</p> <p>a) Identify the type of roots in each plant.</p> <p>b) Sing a song about plants having different types of roots for different functions.</p> <p>c) Appreciate that plants have different types of roots for different functions.</p>	What are the functions of roots mentioned in the song?	<p>Learners are guided to identify the type of roots in each plant.</p> <p>In groups, learners are guided to sing a song about plants having different types of roots for different functions.</p> <p>Learners are guided to participate in taking care of plants.</p>	<p>Realia</p> <p>Charts</p> <p>Photographs</p> <p>Pictures</p> <p>Digital devices</p> <p>Computing devices</p> <p><i>StoryMoja; Know More: Science and Technology Learner's Book Grade 6 pg. 15-16</i></p>	Oral questions Oral Report Observation	
	2	Living things	Making mountings of different types of roots	<p>By the end of the sub-strand, the learner should be able to:</p> <p>a) List the materials needed to make mountings of different types of roots.</p> <p>b) Make mountings of different types of roots.</p> <p>c) Have fun and enjoy making mountings of different types of roots.</p>	How to make mountings of different types of roots?	<p>Learners are guided to list the materials needed to make mountings of different types of roots.</p> <p>In groups, learners are guided to make mountings of different types of roots.</p> <p>In groups, learners are guided to display the mounted types of roots in the Science corner.</p>	<p>Manila paper</p> <p>Glue</p> <p>Scissors</p> <p>Realia</p> <p>Charts</p> <p>Photographs</p> <p>Pictures</p> <p>Digital devices</p> <p>Computing devices</p> <p><i>StoryMoja; Know More: Science and Technology Learner's Book Grade 6 pg. 16-18</i></p>	Oral questions Oral Report Observation	
	3	Living things	Animals-Invertebrates;	By the end of the sub-strand, the learner should be able to:	What are invertebrates?	Learners are guided to state the meaning of invertebrates.	<p>Realia</p> <p>Charts</p>	Oral questions Oral Report Observation	

			Identifying invertebrates	a) State the meaning of invertebrates. b) Draw some invertebrates found in his/her local area. c) Have fun and enjoy drawing invertebrates.		Learners are guided to draw some invertebrates found in his/her local area. Learners are guided to identify invertebrates.	Photographs Pictures Digital devices Computing devices StoryMoja; Know More: Science and Technology Learner's Book Grade 6 pg. 19-20		
	4	Living things	Discussing safety precautions when handling invertebrates	By the end of the sub-strand, the learner should be able to: a) Mention safety precautions when handling invertebrates. b) Demonstrate precautions when handling invertebrates. c) Appreciate the importance of observing safety when handling invertebrates.	How to observe safety when handling invertebrates?	Learners are guided to mention safety precautions when handling invertebrates. In groups, learners are guided to discuss safety precautions when handling invertebrates. Learners are guided to demonstrate precautions when handling invertebrates.	Realia Charts Photographs Pictures Digital devices Computing devices StoryMoja; Know More: Science and Technology Learner's Book Grade 6 pg. 20	Oral questions Oral Report Observation	
5	1	Living things	Exploring the school and the neighbourhood to observe and identify different invertebrates	By the end of the sub-strand, the learner should be able to: a) State the importance of invertebrates. b) Explore the school compound to observe different types of invertebrates. c) Appreciate the importance of invertebrate to the community.	What are the importance of invertebrates to the environment?	Learners are guided to state the importance of invertebrates. In groups, learners are guided to explore the school compound to observe different types of invertebrates. In groups, learners are guided to use a camera or smartphone to take photographs of the invertebrates.	Protective clothing Gloves Goggles Gumboots Realia Charts Photographs Pictures Digital devices Computing devices StoryMoja; Know More: Science and Technology Learner's Book Grade 6 pg. 21	Oral questions Oral Report Observation	
	2	Living things	Using digital devices to access, observe and identify different invertebrates	By the end of the sub-strand, the learner should be able to: a) State the difference between vertebrates and invertebrates. b) Use digital devices to access, observe and identify different invertebrates.	How to identify different invertebrates?	Learners are guided to state the difference between vertebrates and invertebrates. In groups, learners are guided to use digital devices to access, observe and identify different	StoryMoja; Know More: Science and Technology Learner's Book Grade 6 pg. 21-22 Realia Charts Photographs	Oral questions Oral Report Observation	

				c) Appreciate the differences between vertebrates and invertebrates.		invertebrates	Pictures Digital devices Computing devices		
	3	Living things	Characteristics of each group of invertebrates	By the end of the sub-strand, the learner should be able to: a) Identify the four groups of invertebrates. b) Discuss and record the characteristics of insects, spiders, ticks, millipedes, centipedes, snails and slugs. c) Appreciate the characteristics of each group of invertebrates.	What are the four groups of invertebrates?	Learners are guided to identify the four groups of invertebrates. In groups, learners are guided to discuss and record the characteristics of insects, spiders, ticks, millipedes, centipedes, snails and slugs Learners are guided to name the invertebrate in the pictures and photographs.	StoryMoja; Know More: Science and Technology Learner’s Book Grade 6 pg. 22-23 Realia Charts Photographs Pictures Digital devices Computing devices	Oral questions Oral Report Observation	
	4	Living things	Characteristics of insects	By the end of the sub-strand, the learner should be able to: a) Name insects found in his/her local area. b) Observe and record the similarities on the bodies of the insects. c) Appreciate the characteristics of insects.	What are the characteristics of insects?	In pairs, learners are guided to name insects found in his/her local area. In groups, learners are guided to observe and record the similarities on the bodies of the insects. In groups, learners are guided to use digital devices to watch a video on characteristics of insects.	StoryMoja; Know More: Science and Technology Learner’s Book Grade 6 pg. 23-25 Realia Charts Photographs Pictures Digital devices Computing devices	Oral questions Oral Report Observation	
6	1	Living things	Characteristics of spiders and ticks	By the end of the sub-strand, the learner should be able to: a) Identify the characteristics of spiders and ticks. b) Recognize the similarities between spiders and ticks. c) Appreciate the characteristics of ticks and spiders	What are the characteristics of ticks and spiders?	Learners are guided to identify the characteristics of spiders and ticks. In groups, learners are guided to observe and record the similiraties on the bodies of spiders and insects. In groups, learners are guided to use digital devices to watch videos on characteristics of spiders and ticks.	StoryMoja; Know More: Science and Technology Learner’s Book Grade 6 pg. 25-27 Realia Charts Photographs Pictures Digital devices Computing devices	Oral questions Oral Report Observation	

	2	Living things	Characteristics of millipedes and centipedes	By the end of the sub-strand, the learner should be able to: <ul style="list-style-type: none"> a) Identify the characteristics of millipedes and centipedes. b) Draw and label parts of a millipede and centipede. c) Appreciate the characteristics of millipedes and centipedes. 	What are the characteristics of millipedes and centipedes?	<p>Learners are guided to identify the characteristics of millipedes and centipedes.</p> <p>In groups, learners are guided to compare the difference between centipedes and millipedes</p> <p>In groups, learners are guided to observe and record the similarities on the bodies of millipedes and centipedes.</p> <p>In groups, learners are guided to use digital devices to watch videos on characteristics of millipedes and centipedes.</p>	<p>StoryMoja; Know More: Science and Technology Learner's Book Grade 6 pg. 27-28</p> <p>Realia Charts Photographs Pictures Digital devices Computing devices</p>	Oral questions Oral Report Observation	
	3	Living things	Characteristics of snails and slugs	By the end of the sub-strand, the learner should be able to: <ul style="list-style-type: none"> a) Identify the characteristics of snails and slugs. b) Recognize the similarities between snails and slugs. c) Appreciate the characteristics of snails and slugs. 	What are the characteristics of snails and slugs?	<p>Learners are guided to identify the characteristics of snails and slugs.</p> <p>In groups, learners are guided to observe and record the similarities on the bodies of snails and slugs.</p> <p>In groups, learners are guided to use digital devices to watch videos on characteristics of snails and slugs.</p>	<p>StoryMoja; Know More: Science and Technology Learner's Book Grade 6 pg. 29-30</p> <p>Realia Charts Photographs Pictures Digital devices Computing devices</p>	Oral questions Oral Report Observation	
	4	Living things	Categories of invertebrates	By the end of the sub-strand, the learner should be able to: <ul style="list-style-type: none"> a) Name the groups of invertebrates and list the names of the invertebrates that belong to each group. b) Categorize invertebrates into different groups. c) Appreciate the importance of categorizing invertebrates. 	What do we consider when categorizing invertebrates?	<p>In groups, learners are guided to name the groups of invertebrates and list the names of the invertebrates that belong to each group.</p> <p>In groups, learners are guided to categorize invertebrates into different groups.</p>	<p>StoryMoja; Know More: Science and Technology Learner's Book Grade 6 pg. 30-32</p> <p>Realia Charts Photographs Pictures Digital devices Computing devices</p>	Oral questions Oral Report Observation	

7	1	Living things	Appreciating invertebrates and their importance to human beings	By the end of the sub-strand, the learner should be able to: <ul style="list-style-type: none"> a) State the importance of invertebrates to human beings. b) Recite a poem about invertebrates. c) Appreciate invertebrates and their importance to human beings. 	What are the importance of invertebrates to human beings?	<p>In groups, learners are guided to state the importance of invertebrates to human beings.</p> <p>In groups, learners are guided to compose and recite a poem about invertebrates.</p>	<p>StoryMoja; Know More: Science and Technology Learner’s Book Grade 6 pg. 32-34</p> <p>Realia Charts Photographs Pictures Digital devices Computing devices</p>	Oral questions Oral Report Observation	
	2	Living things	Making a photo album of invertebrates found in the local area	By the end of the sub-strand, the learner should be able to: <ul style="list-style-type: none"> a) List the materials needed to make a photo album of invertebrates found in the local area. b) Make a photo album of invertebrates found in the local area. c) Appreciate invertebrates found in the local area. 	How to make a photo album of invertebrates?	<p>Learners are guided to list the materials needed to make a photo album of invertebrates found in the local area.</p> <p>In groups, learners are guided to make a photo album of invertebrates found in the local area.</p>	<p>StoryMoja; Know More: Science and Technology Learner’s Book Grade 6 pg. 34-36</p> <p>Realia Charts Photographs Pictures Digital devices Computing devices</p>	Oral questions Oral Report Observation	
	3	Living things	Human circulatory system; Parts of the human circulatory system	By the end of the sub-strand, the learner should be able to: <ul style="list-style-type: none"> a) Identify the main parts of the human circulatory system. b) Draw a well labelled diagram of the human circulatory system. c) Appreciate the parts of the human circulatory system. 	What are the main parts of the human circulatory system?	<p>Learners are guided to define the meaning of circulatory system.</p> <p>Learners are guided to identify the main parts of the human circulatory system.</p> <p>Learners are guided to draw a well labelled diagram of the human circulatory system.</p>	<p>StoryMoja; Know More: Science and Technology Learner’s Book Grade 6 pg. 37-39</p> <p>Realia Charts Photographs Pictures Digital devices Computing devices</p>	Oral questions Oral Report Observation	
	4	Living things	Observing and discussing parts of the heart	By the end of the sub-strand, the learner should be able to: <ul style="list-style-type: none"> a) Identify different parts of the heart and blood vessels. b) Draw and label the internal parts of the heart. c) Appreciate the parts of the heart. 	How many chambers does the heart have?	<p>Learners are guided to identify different parts of the heart and blood vessels.</p> <p>Learners are guided to draw and label the internal parts of the heart.</p>	<p>StoryMoja; Know More: Science and Technology Learner’s Book Grade 6 pg. 39-40</p> <p>Realia Charts Photographs Pictures Digital devices Computing devices</p>	Oral questions Oral Report Observation	

8	1	Living things	Discussing the functions of different parts of the heart	By the end of the sub-strand, the learner should be able to: a) Identify the functions of different parts of the heart. b) Observe a video on parts of the heart and pumping of the heart. c) Appreciate the functions of different parts of the heart.	What are the functions of different parts of the heart.	Learners are guided to identify the functions of different parts of the heart. In groups, learners are guided to observe a video on parts of the heart and pumping of the heart. Learners are guided to practice feeling the heartbeat.	StoryMoja; Know More: Science and Technology Learner's Book Grade 6 pg. 40-43 Realia Charts Photographs Pictures Digital devices Computing devices	Oral questions Oral Report Observation	
	2	Living things	Types of blood vessels and their functions in the circulatory system	By the end of the sub-strand, the learner should be able to: a) Identify the three types of blood vessels. b) Discuss the functions of the blood vessels. c) Appreciate the functions of blood vessels.	What are the functions of blood vessels in the circulatory system?	Learners are guided to identify the three types of blood vessels. In groups, learners are guided to discuss the functions of the blood vessels.	StoryMoja; Know More: Science and Technology Learner's Book Grade 6 pg. 43-45 Realia Charts Photographs Pictures Digital devices Computing devices	Oral questions Oral Report Observation	
	3	Living things	Observing veins at the wrist and back of the hand	By the end of the sub-strand, the learner should be able to: a) State the differences between arteries and veins. b) Observe veins at the wrist and back of the hand. c) Appreciate the importance of veins.	Why do arteries have thicker walls than veins?	Learners are guided to state the differences between arteries and veins. Learners are guided to observe veins at the wrist and back of the hand.	StoryMoja; Know More: Science and Technology Learner's Book Grade 6 pg. 45-46 Realia Charts Photographs Pictures Digital devices Computing devices	Oral questions Oral Report Observation	
	4	Living things	Components of blood and their functions in the circulatory system	By the end of the sub-strand, the learner should be able to: a) Brainstorm on the functions of the components of blood. b) Download and observe a video on the component of blood and their functions. c) Appreciate the functions of the components of blood.	What are the four components of blood? What are the functions of components of blood?	In groups, learners are guided to brainstorm on the functions of the components of blood. In groups, learners are guided to download and observe a video on the component of blood and their functions. Learners are guided to identify the	StoryMoja; Know More: Science and Technology Learner's Book Grade 6 pg. 46-48 Realia Charts Photographs Pictures Digital devices Computing devices	Oral questions Oral Report Observation	

						four components of blood.			
9	1	Living things	Making a model of components of blood	By the end of the sub-strand, the learner should be able to: <ul style="list-style-type: none"> a) List the items and materials needed to make a model of components of blood. b) Make a model of components of blood. c) Have fun and enjoy making a model of components of blood. 	How to make a model of components of blood?	Learners are guided to list the items and materials needed to make a model of components of blood. In groups, learners are guided to make a model of components of blood.	StoryMoja; Know More: Science and Technology Learner's Book Grade 6 pg. 48-49 Plastic bottle Water Jug/cup Liquid yellow dye Salt/glucose Red/white/purple/black seeds Realia Charts Photographs Pictures Digital devices Computing devices	Oral questions Oral Report Observation	
	2	Living things	Blood groups in the ABO system	By the end of the sub-strand, the learner should be able to: <ul style="list-style-type: none"> a) Brainstorm on the ABO human blood groups. b) Discuss the importance of blood groups c) Appreciate the importance of ABO human blood groups. 	What is the ABO blood group system? How many blood groups are there in the ABO system?	In groups, learners are guided to brainstorm on the ABO human blood groups. In groups, learners are guided to discuss the importance of blood groups.	StoryMoja; Know More: Science and Technology Learner's Book Grade 6 pg. 49-50 Realia Charts Photographs Pictures Digital devices Computing devices	Oral questions Oral Report Observation	
	3	Living things	Role of blood groups in blood transfusion	By the end of the sub-strand, the learner should be able to: <ul style="list-style-type: none"> a) State the difference between universal donor and universal recipient. b) Discuss the importance of blood transfusion. c) Appreciate the importance of blood transfusion. 	What is blood transfusion? What would happen if there was no blood transfusion in the world?	Learners are guided to define the meaning of blood transfusion. Learners are guided to state the difference between universal donor and universal recipient. In groups, learners are guided to discuss the importance of blood transfusion.	StoryMoja; Know More: Science and Technology Learner's Book Grade 6 pg. 50-52 Realia Charts Photographs Pictures Digital devices Computing devices	Oral questions Oral Report Observation	
	4	Living things	Discussing the role of blood groups in blood transfusion	By the end of the sub-strand, the learner should be able to: <ul style="list-style-type: none"> a) Explain the role of blood 	What is the role of blood groups in blood	In groups, learners are guided to explain the role of blood groups in blood transfusion.	StoryMoja; Know More: Science and Technology Learner's Book Grade 6 pg. 52-	Oral questions Oral Report Observation	

				<p>groups in blood transfusion.</p> <p>b) Make posters to sensitise members of his/her community on blood transfusion and the role blood groups play in blood transfusion.</p> <p>c) Appreciate the role of blood groups in blood transfusion.</p>	transfusion?	<p>In groups, learners are guided to make posters to sensitise members of his/her community on blood transfusion and the role blood groups play in blood transfusion.</p>	<p>54</p> <p>Realia</p> <p>Charts</p> <p>Photographs</p> <p>Pictures</p> <p>Digital devices</p> <p>Computing devices</p>		
10	END OF TERM ASSESSMENT								