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

						share ideas				
3	1-3	Foods and Nutrition	Kitchen Garden	By the end of the lesson, the learner should be able to: a) explain role of a kitchen garden in food and nutrition security b) describe innovative technologies for kitchen gardening c) classify food crops suitable for growing in a kitchen garden d) establish a kitchen garden for the provision of healthy and affordable food e) adopt innovative technologies in kitchen gardening for food and nutrition security	✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓	The learner will be guided to: research on the meaning of food and nutrition security. present findings in class, brainstorm on the role of a kitchen garden in ensuring food and nutrition security, use digital and print resources to search for models of various kitchen gardens showing easy-to-implement gardening forms (tyre, wick, simple drip, container and multi-storey gardens). brainstorm on types of food crops(vegetables, herbs and spices, cereals, fruits, and legumes) in your locality, grown in kitchen gardens prepare, plant and maintain various food crops(vegetables and herbs) such as stem, flower, leafy, bulb, seed and pods, root, fruit vegetables in contemporary kitchen gardening for food security (organic gardening) include indigenous vegetables. Project Activities: create kitchen gardens at school using modern techniques. keep records for the kitchen garden such as weekly garden reports, garden notes, garden portfolio, and present or share during class plenary create and record step-by-step preparation, planting and maintenance of the modern kitchen garden, and display in a portfolio to share ideas	How does kitchen gardening contribute to food and nutrition security? Why are vegetables popular for kitchen gardening?	□Video clips □Pictures □Charts □Digital and print materials and devices □Improvised modern gardening materials and equipment □Gardening tools and equipment □Suitable garden soil □Watering cans Mentor Home Science, Grade 8 Learners Book Pg.2	□ Observation schedule □ Practical work □ Self-assessment □ Critiques □ Checklis ts □ Rubrics □ Portfolio	
4	1- 3	Foods and Nutrition	Cooking Starchy	By the end of the lesson the learner should be able to:	~	Learners will be guided to:	Why is it advisable to	Video clips Pictures	☐ Observat	
	,	14uti itivii	1	Should be able to:	✓	search and brainstorm on the		Charts	schedule	
			Carbohy		٧	search and brainstorm on the	cook starchy	Charts	schedule	

	I	ı				-		T T
		drate	a)describe methods of heat transfer		meaning and methods of heat	carbohydrate	Digital and	□Practical
		Foods	when cooking foods		transfer when cooking	foods before	print	work
					foods(radiation, conduction and	consumption?	materials and	•Self-
			b)classify carbohydrate foods found		convection)		devices	assessment
			in different localities	\checkmark	☐ use digital devices and print	How is starchy	Recipe books	•Critiques
					material, to search, brainstorm and	carbohydrate	Resource	•Checklist
			c)explain the effect of heat on		classify different carbohydrate	foods cooked at	person	S
			starchy carbohydrate foods		foods found in the localities(starchy	home?	Cooking tools,	•Rubrics
					foods, simple and double		equipment	
			d)practice ways to conserve food		sugars).Present findings during class		and	
			nutrients when cooking		plenary,		materials:	
			carbohydrate foods	√	carry out experiments to		cooking	
					investigate and record the effects of		equipment	
			e)Outline safety measures to observe		heat on starchy carbohydrate foods in relation to taste, aroma, texture,		(charcoal jiko,	
			in preparing and cooking		colour, and consistency for liquid		gas cooker,	
			carbohydrates		foods		electric	
			carbonyarates	✓	brainstorm the effect of moist heat		cooker,	
			f)appreciate the importance of heat	-	(gelatinisation) and dry heat		paraffin	
			in making carbohydrate foods		(dextrinisation) on starchy		stove,	
			palatable and nutritious		carbohydrate foods		traditional	
			palatable and nutritious	✓	share experiences on ways used to		open	
					conserve nutrients during		fireplace/	
					preparation and cooking of starchy		improved	
					carbohydrate foods (peel thinly or		firewood	
					cook in their skins (jackets), aim at			
					golden brown when using dry heat		stove	
					in moist heat, only use enough		②other	
					water to cover, cook them only for		resources-	
					as long as they need, blend starchy		fuels,	
					flours with cold water before		detergents,	
					cooking, stir thoroughly, and		foodstuff,	
					continuously over low heat).		kitchen	
							cloths,	
				√	□research, brainstorm and make		cleaning	
					summaries on safety in preparing		materials,	
					and cooking starchy carbohydrate		protective	
					foods such as don't prepare nor		gear such as	
					cook root tubers when they have any green, damaged or sprouting		apron,	
					bits, check for aflatoxins in cereals		headgear,	
					or grains before cooking. Present		gloves, and	
					findings class		②Firstaid kits	
		1			imumgs class			

5	1-3	Foods and Nutrition	Cooking Starchy Carbohy drate Foods	By the end of the lesson the learner should be able to: a)describe methods of heat transfer when cooking foods b)classify carbohydrate foods found in different localities c)explain the effect of heat on starchy carbohydrate foods d)practice ways to conserve food nutrients when cooking carbohydrate foods e)Outline safety measures to observe in preparing and cooking carbohydrates f)appreciate the importance of heat in making carbohydrate foods palatable and nutritious	✓	search and brainstorm on the meaning and methods of heat transfer when cooking foods(radiation, conduction and convection) use digital devices and print material, to search, brainstorm and classify different carbohydrate foods found in the localities(starchy foods, simple and double sugars). Present findings during class plenary, carry out experiments to investigate and record the effects of heat on starchy carbohydrate foods in relation to taste, aroma, texture, colour, and consistency for liquid foods brainstorm the effect of moist heat(gelatinisation) and dry heat (dextrinisation) on starchy carbohydrate foods share experiences on ways used to	Why is it advisable to cook starchy carbohydrate foods before consumption? How is starchy carbohydrate foods cooked at home?	Mentor Home Science, Grade 8 Learners Book Pg.3-4 Video clips Pictures Charts Digital and print materials and devices Recipe books Resource person Cooking tools, equipment and materials: cooking equipment (charcoal jiko, gas cooker, electric cooker, paraffin stove, traditional open	□Observation schedule □Practical work •Self- assessment •Critiques •Checklist s •Rubrics	
				in making carbohydrate foods		heat(gelatinisation)and dry heat (dextrinisation) on starchy carbohydrate foods		paraffin stove, traditional		

					✓	□research, brainstorm and make summaries on safety in preparing and cooking starchy carbohydrate foods such as don't prepare nor cook root tubers when they have any green, damaged or sprouting bits, check for aflatoxins in cereals or grains before cooking. Present findings class	cleaning materials, protective gear such as apron, headgear, gloves, and ②Firstaid kits Mentor Home Science, Grade 8 Learners Book Pg.5-6		
6	1-3	Foods and Nutrition	Meal Presenta tion	By the end of the lesson, the learner should be able to: a) explain factors to consider during table setting in meal presentation b) describe requirements for table setting when serving meals c) set a table for a meal presentation d) prepare and present simple lunch using the various styles of meal service e) appreciate the importance of table setting in meal presentation	✓ ✓ ✓	Learners will be guided to: □brainstorm on the meaning and importance of meal presentation. □study, reflect and brainstorm on the factors considered during table setting using reference books, digital devices, share personal experiences, resources persons, present findings in class, □identify the requirements such as table, table linen (table cloth, napkins, place mats) centre piece, dinner and side plates, cutlery (table fork, spoon, knife), water glass used in table setting, □watch a demonstration or a video clip showing the placement of requirements during table setting and set a cover for the main meal (taking appropriate action in response to global public health concerns), □in groups research using reference books, digital devices or resource person and simulate various styles of meal service and present findings in class,	□Video clips □Pictures □Charts □Digital and printmaterials and devices □Recipe books □Resource person □Cooking tools, equipment and materials: □cooking equipment (charcoal jiko, gas cooker, electric cooker, paraffin stove, traditional open fireplace/ improved firewood stove □other resources-fuels, detergents, □foodstuff, kitchen cloths,	Observation schedule Practical work Self-assessmen Critiques Checklis ts Rubrics ICT assessment	

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

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

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

								D1 D. 15 20		
10	1	Essala s - J	Magl: f-	Death a and afabra 1	./	Tananana will be a 13, 3 to	NA/Inc	Book Pg.15-20		
10	1- 3	Foods and Nutrition	Meals for	By the end of the lesson, the learner	√	Learners will be guided to:	Why are some	□ Video clips	□Observat	
	3	Nutrition	Special	should be able to:			occasions	☐Pictures ☐Charts	ion schedule	
			Occasions		V	□examine, reflect and discuss as a	considered			
				a)explain factors to consider when		class mistakes made while planning	special?	□ Digital and	☐ Practical	
				planning meals for special occasions,		meals for special occasions,		print materials	work	
								and devices	□Self-	
				b)describe guidelines to consider	V	□ brainstorm on factors to consider		☐ Recipe books	assessment	
				when planning meals for special		when planning meals for special		Resource	☐ Critiques ☐ Checklis	
				occasions		occasions (funeral, birthday,	Which food	person □Cooking		
						wedding, graduation, initiation,)	items or dishes	tools,	ts ☐Rubrics	
				c)Plan, prepare and present food			do you consider	equipment and	Kublics	
				items or dishes for a special	√	□ in groups share experiences on	special and	materials:		
				occasion,		successes and mistakes made while	why?	cooking		
				,		planning meals for special	,	equipment		
				d)appreciate the importance of		occasions,		(charcoal jiko,		
				planning meals for special occasions	✓			gas cooker,		
				planning means for special occasions	•	study and share findings on		electric cooker,		
						guidelines to bear in mind while planning meals for special		paraffin stove,		
						occasion.,		traditional open		
						occasion.,		fireplace/		
					✓	□plan suitable meals for special		improved71fire		
					•	occasions (funerals, birthdays,		wood stove		
						weddings, graduations, and		other		
						initiations) using recipe books,		resources-fuels,		
						reference books, digital devices, and		detergents,		
						resource persons		□foodstuff,		
						resource persons		kitchen cloths,		
					1	□plan, prepare, cook and present		cleaning		
						food items or dishes for a special		materials		
						occasion using realia, recipe books,		□protective		
						reference books, and digital content		gear such as an		
								apron,		
								headgear,		
1								gloves.		
								☐First aid kit		
								Mentor Home		
								Science, Grade		
1								8 Learners		
								Book Pg.21-26		

4.4			35 36		- /	· · · · · · · · · · · · · · · · · · ·			= 01	
11	1-	Foods and	Meals for	By the end of the lesson, the learner	~	Learners will be guided to:	Why are some	□ Video clips	□ Observat	
	3	Nutrition	Special	should be able to:			occasions	Pictures	ion	
			Occasions		V	□examine, reflect and discuss as a	considered	Charts	schedule	
				a)explain factors to consider when		class mistakes made while planning	special?	☐Digital and	Practical	
				planning meals for special occasions,		meals for special occasions,		print materials	work	
								and devices	□Self-	
				b)describe guidelines to consider	√	□brainstorm on factors to consider		☐ Recipe books		
				when planning meals for special		when planning meals for special		Resource	□Critiques	
				occasions		occasions (funeral, birthday,	Which food	person	□Checklis	
				0000310113		wedding, graduation, initiation,)	items or dishes	□Cooking	ts	
				c)Plan, prepare and present food			do you consider	tools,	□Rubrics	
					\checkmark	□ in groups share experiences on		equipment and		
				items or dishes for a special		successes and mistakes made while	special and	materials:		
				occasion,		planning meals for special	why?	□cooking		
						occasions,		equipment		
				d)appreciate the importance of				(charcoal jiko,		
				planning meals for special occasions	\checkmark	☐ study and share findings on		gas cooker,		
						guidelines to bear in mind while		electric cooker,		
						planning meals for special		paraffin stove,		
						occasion.,		traditional open		
						·		fireplace/		
					✓	□plan suitable meals for special		improved71fire		
						occasions (funerals, birthdays,		wood stove		
						weddings, graduations, and		□other		
						initiations)using recipe books,		resources-fuels,		
						reference books, digital devices, and		detergents,		
						resource persons		\Box foodstuff,		
						•		kitchen cloths,		
					✓	□plan, prepare, cook and present		cleaning		
						food items or dishes for a special		materials		
						occasion using realia, recipe books,		□protective		
						reference books, and digital content		gear such as an		
								apron,		
								headgear,		
								gloves.		
								☐First aid kit		
								Mentor Home		
								Science, Grade		
								8 Learners		
								Book Pg.27-33		

12	1	Consumer	Congress	Duthe and of the leasen the leasures	./	Learners will be guided to:	Have dans	□Vidoo olina	□Observat
12	1- 3	Education Education	Consume	By the end of the lesson, the learner	√	Learners will be guided to:	How does	☐ Video clips	
	3	Education	r Awarenes	should be able to:	/		consumer	☐ Pictures ☐ Charts/Manil	ion schedule
					√	explore and brainstorm on the	awareness		□ Practical
			S	a)Explain role of consumer		meaning and importance of	influence	apapers ☐Flip charts	work
				awareness in consumer education		consumer awareness and present	behaviour when	☐Filp charts	Self-
					√	during class plenary,	buying goods	pens/chalk/	
				b)examine consumer behaviour in	•	share experiences on consumer	and services?	whiteboard	assessment ☐ Critiques
				satisfaction of household needs and		behaviour when selecting, buying,		markers	☐ Checklis
				wants		using, and disposing goods to satisfy needs and wants,		☐ Digital and	ts
					√	organize a role-play or drama on		print materials	Rubrics
				c)evaluate types of consumer buyers	•	the types of buyers and their	Why should	□ Paper	Kubiics
				in the market		characteristics(loyal customers,	consumers	money/mock	
						impulse shoppers, wandering	make wise	money	
				d)examine roles of a consumer in the		consumers, need-based customers,	choices when	☐ Accounting	
				acquisition of goods and services,		discount customers),	acquiring goods	records such as	
				grand and grand	✓	engage actively with a resource	and services?	receipt book,	
				e) Appreciate the concept of		person to discuss the roles of a		□ Documentari	
				consumer awareness for wise		consumer in wise buying such as a		es on buying	
				choices.		decision maker, influencer, buyer,		transactions	
				choices.		initiator, and user of goods and		Mentor Home	
						services		Science, Grade	
								8 Learners	
								Book Pg.34-37	
13	1-	Consumer	Market	By the end of the lesson, the learner	√	Learners will be guided to:	How does	☐ Video clips	□E-
	3	Education	Competiti	should be able to:			market	□Pictures	assessment
			on		\checkmark	search using digital material, print	competition	□Charts	Question
				a)examine concept of market		materials or resource persons for the	ensure that the	□Digital and	naires
				competition in relation to the		meaning of the terms: market,	consumer gets	print materials	□Written
				consumer		market competition and competitor	value for their	□Paper	tests
						in relation to consumerism. Share	money?	money/mock	□ Observat
				b) Explain the role of competition in		with during class plenary,		money	ion
				the marketplace.				□Accounting	schedules
				·	✓	□ brainstorm the reasons for the		records such as	□Peer
				c) Assess factors that influence		need for competition. In the market	What hammer	receipt books	assessment
				competition in the market.		research and brainstorm the reasons	What happens when markets	☐Documentari es on buying	□Critiques
				•		for competition in the market. Make	lack	transactions	
				d) Illustrate fair and unfair market		a presentation on (price, quality, variety, innovation, and promotion),	competition?	Mentor Home	
				competition in the acquisition of		variety, innovation, and promotion),	compension:	Science, Grade	
				necessities for household use.	√	☐design and display messages and		8 Learners	
					•	posters drawing on fair and unfair		Book Pg.38-42	
						posters drawing on rair and unfair		DOOK 1 5.30-42	

		e) Describe benefits of unfai competition in the consume f)appreciate benefits of com in the market in the acquisit goods and services for house	ket. ✓ □discuss the pros and cons competition.	
14	EXAMINATION AN	D CLOSING OF SCHOOL		