Grade 8 Agriculture and Nutrition

Term 3 - 42 complete lesson plans

Ready to teach, in the KICD lesson-plan format | 40-minute lessons | PDF and editable Word

ABOUT THIS PACK

42 complete, ready-to-teach Grade 8 Agriculture and Nutrition lesson plans for Term 3, covering cleaning the kitchen, sewing skills: constructing household items, constructing innovative animal waterer and ICT support services.

TOPICS IN THIS PACK

Topic	Name	Lessons
3.1	Cleaning the Kitchen	9
4.1	Sewing Skills: Constructing Household Items	14
4.2	Constructing Innovative Animal Waterer	10
4.3	ICT Support Services	9

INSIDE EVERY LESSON PLAN

- The specific learning outcomes, key inquiry question, core competencies, values and PCIs, and the resources needed.
- A timed lesson flow: what the teacher does and what the learners do, from introduction to summary.
- The key content (a worked example, notes or a practical with its expected results), then four practice questions with the answers for the teacher.
- The common mistake to watch for, and ideas for learners who need support and for those ready for more.
- A four-level CBC assessment rubric (EE, ME, AE, BE), homework, and a blank reflection space to fill in after teaching.

A TASTE OF LESSON 1

Why keep the kitchen clean?

By the end of the lesson, the learner should be able to: a) explain the importance of a clean kitchen; b) identify dangers in a dirty kitchen

> **Clean kitchen, healthy family**
> A dirty kitchen attracts flies, cockroaches and rats, which spread germs to food, causing diseases such as typhoid, cholera and diarrhoea.
> Dirt and grease also cause accidents (slipping, fires) and bad smells, and shorten the life of utensils.

You also receive this pack as an editable Word file, so you can change any lesson to suit your class before you print it. Lessons follow the order of the KICD curriculum design.

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Why keep the kitchen clean?

Strand 3.0 Hygiene Practices > Sub-strand 3.1 Cleaning the Kitchen | Lesson 1 of 9 | 40 minutes

SCHOOL	TEACHER	DATE
CLASS / STREAM	TIME	ROLL (B / G)

SPECIFIC LEARNING OUTCOME(S)

By the end of the lesson, the learner should be able to: a) explain the importance of a clean kitchen; b) identify dangers in a dirty kitchen

KEY INQUIRY QUESTION(S)

- How can daily, weekly and special cleaning enhance hygiene in the kitchen?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

COMPETENCY	**Learning to learn**	Learners say what they found easy or hard and decide their next step.
COMPETENCY	**Communication and collaboration**	Learners explain their thinking to a partner and report their findings to the group.
VALUE	**Responsibility**	Learners look after shared materials and finish every task.
VALUE	**Unity**	Learners share materials fairly and work as one team.
PCI	**Health promotion**	Examples link to healthy habits at home and at school.

LEARNING RESOURCES

Chart of kitchen cleaning schedules | Learners' exercise books

ORGANISATION OF LEARNING

Whole class for the introduction and the summary; pairs or groups of four to five for guided practice; individual work for the independent tasks.

KEY WORDS

hygiene | daily cleaning | weekly cleaning | special cleaning | detergent | disinfectant | contamination | pest

THE LESSON AT A GLANCE

Introduction	Teacher models	Guided practice	On their own	Wrap-up
6 min	9 min	10 min	9 min	6 min

Inside this plan: the step-by-step lesson flow with what the teacher and learners do, the key content, practice questions with answers, a common mistake to watch for, an assessment rubric on the four CBC levels, support and extension ideas, homework and a reflection page.

LESSON FLOW

Stage	Minutes	The teacher	The learners
Introduction	6	Greet the class and ask: "Key question: how can daily, weekly and special cleaning enhance hygiene in the kitchen?" Take two or three answers, link them to earlier work, then state today's outcome.	Answer the starter question, recall what they already know and read the outcome aloud.
Step 1: Teacher models	9	Take learners through "Clean kitchen, healthy family" (key ideas on the next page), explaining as you go. Use chart of kitchen cleaning schedules, learners' exercise books. Ask learners to predict what comes next before you show it.	Watch, predict the next step, ask questions and note the key steps in their exercise books.
Step 2: Guided practice	10	Give questions 1 and 2. Move round the groups, ask "How do you know?" and correct errors kindly on the spot.	Work in pairs or small groups, explain each step to a partner and check one another's answers.
Step 3: Independent practice	9	Set questions 3 and 4 for individual work. Mark as you walk round and note who needs help in the next lesson.	Work on their own, then swap books with a partner to check.
Summary and conclusion	6	Ask two or three learners to state the key idea in their own words. Give this exit question and check the answers: "Give three reasons for keeping a kitchen clean."	Say the key idea in their own words and answer the exit question in the exercise book.

KEY IDEAS

Clean kitchen, healthy family

A dirty kitchen attracts flies, cockroaches and rats, which spread germs to food, causing diseases such as typhoid, cholera and diarrhoea.

Dirt and grease also cause accidents (slipping, fires) and bad smells, and shorten the life of utensils.

Importance of a clean kitchen: safe food, healthy family, fewer pests, fewer accidents, a pleasant place to work.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	Name two pests attracted by a dirty kitchen.	**Cockroaches and rats.**
2	Name two diseases spread through contaminated food.	**Typhoid and cholera.**
3	How can grease cause accidents?	**Slipping or catching fire.**
4	Give three reasons for keeping a kitchen clean.	**Safe food, fewer pests and fewer accidents.**

WATCH OUT FOR

Families have different kitchens; respect all.

ASSESSMENT RUBRIC - THE FOUR CBC LEVELS

Level	What the learner can do
Exceeds expectations (EE)	Can explain the importance of a clean kitchen confidently and accurately, explain the method used, and apply the idea to new or unfamiliar problems.
Meets expectations (ME)	Can explain the importance of a clean kitchen accurately in familiar situations; notices and corrects slips without help.
Approaches expectations (AE)	Can partly explain the importance of a clean kitchen, or does so with prompts from the teacher or a partner; makes some errors.
Below expectations (BE)	Cannot yet explain the importance of a clean kitchen without direct help; needs the idea taught again with concrete objects.

SUPPORT AND EXTENSION

Learners who need support	Use pictures of clean and dirty kitchens.
Learners ready for more	How does a dirty dish cloth spread germs? (Answer: It wipes germs onto clean surfaces)
Inclusion	Seat learners with low vision near the board and read aloud whatever you write; use large, clear, tactile materials; allow extra time; pair with a patient partner; use gestures or Kenyan Sign Language for the key words.

HOMEWORK AND FOLLOW-UP

Redo questions 3 and 4 neatly in the exercise book. Then tell someone at home what you learned about "why keep the kitchen clean?" and bring one question of your own to ask next lesson.

TEACHER SELF-CHECK

- Did every learner get a turn to handle materials or explain their thinking?
- Did most learners meet the outcome? Write down the names of those who did not.
- Was the pace right — did any step take too long or too short a time?
- Which competency and value did I see learners showing?
- What will I change the next time I teach this lesson?

REFLECTION ON THE LESSON / SELF-REMARKS

Write this after teaching - what worked, what to change, which learners need follow-up.

Routine cleaning: daily, weekly and special

Strand 3.0 Hygiene Practices > Sub-strand 3.1 Cleaning the Kitchen | Lesson 2 of 9 | 40 minutes

SCHOOL	TEACHER	DATE
CLASS / STREAM	TIME	ROLL (B / G)

SPECIFIC LEARNING OUTCOME(S)

By the end of the lesson, the learner should be able to: a) distinguish daily, weekly and special cleaning; b) list tasks for each

KEY INQUIRY QUESTION(S)

- How can daily, weekly and special cleaning enhance hygiene in the kitchen?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

COMPETENCY	**Learning to learn**	Learners say what they found easy or hard and decide their next step.
COMPETENCY	**Communication and collaboration**	Learners explain their thinking to a partner and report their findings to the group.
VALUE	**Responsibility**	Learners look after shared materials and finish every task.
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LESSON FLOW

Stage	Minutes	The teacher	The learners
Introduction	6	Greet the class and ask: "Which kitchen tasks must be done every day?" Take two or three answers, link them to earlier work, then state today's outcome.	Answer the starter question, recall what they already know and read the outcome aloud.
Step 1: Teacher models	9	Take learners through "Three levels of cleaning" (key ideas on the next page), explaining as you go. Use chart of kitchen cleaning schedules, learners' exercise books. Ask learners to predict what comes next before you show it.	Watch, predict the next step, ask questions and note the key steps in their exercise books.
Step 2: Guided practice	10	Give questions 1 and 2. Move round the groups, ask "How do you know?" and correct errors kindly on the spot.	Work in pairs or small groups, explain each step to a partner and check one another's answers.
Step 3: Independent practice	9	Set questions 3 and 4 for individual work. Mark as you walk round and note who needs help in the next lesson.	Work on their own, then swap books with a partner to check.
Summary and conclusion	6	Ask two or three learners to state the key idea in their own words. Give this exit question and check the answers: "Why clean the jiko only when cold?"	Say the key idea in their own words and answer the exit question in the exercise book.

KEY IDEAS

Three levels of cleaning

Daily: wash dishes and utensils after each meal; wipe surfaces; sweep and mop the floor; empty and wash rubbish bins; clean the jiko or stove top when cold; wash dish cloths.

Weekly: scrub shelves and cupboards; clean windows; scour sufurias; wash walls near the cooking area; clean the store.

Special (occasional, thorough): remove everything and clean every surface; remove soot and cobwebs; repaint or smear walls; deal with pests; after illness, celebrations or before festive seasons.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	Give three daily cleaning tasks.	**Washing dishes, wiping surfaces and sweeping.**
2	Give two weekly tasks.	**Scrubbing shelves and cleaning windows.**
3	When is special cleaning done?	**Occasionally, for example after illness or before festive seasons.**
4	Why clean the jiko only when cold?	**To avoid burns.**