

RATIONALISED CBE LESSON PLANS

GRADE : 8

TERM : THREE

YEAR : 2025

LEARNING AREA: AGRINUTRITION

TEACHERS NAME:

SCHOOL :

WEEK 1: LESSON 1

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 8	AGRICULTURE AND NUTRITION			

Strand: Hygiene Practices

Sub Strand: Cleaning practices

Specific Learning Outcomes:

- By the end of the lesson, the learner should be able to:

1. Identify appropriate procedures to clean the kitchen.
2. Explain the routine cleaning practices of a kitchen.
3. Appreciate a clean kitchen for healthy living.

Key Inquiry Question(s):

The learner is guided to:

- Discuss appropriate procedures to clean the kitchen.
- Discuss the routine cleaning practices of a kitchen.

Core competencies	Val- ues	PCIs
<ul style="list-style-type: none"> • Learning to learn • Digital literacy 	<ul style="list-style-type: none"> • Integrity • Responsibility 	<ul style="list-style-type: none"> • Health promo- tion • Safety

Learning Resources:

- Agriculture and Nutrition grade 8 curriculum design
- MTP Agriculture grade 8
- MTP Home science grade 8

Organization of Learning:

Introduction (5 minutes):

- Review the previous lesson.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of key concepts.

Lesson Development (30 minutes):**Step 1: Daily Cleaning Practices**

- Discuss the importance of daily cleaning routines in maintaining a clean kitchen.
- Explore specific tasks that should be completed on a daily basis to ensure kitchen hygiene.

Step 2: Weekly Cleaning Practices

- Explain the significance of weekly cleaning practices for deep cleaning and disinfection.
- Identify key areas within the kitchen that require weekly attention.

Step 3: Introduce special cleaning procedures for equipment, utensils, and surfaces in the kitchen that need extra care.

- Discuss the use of appropriate cleaning agents and tools for specific cleaning tasks.

Conclusion (5 minutes):

- Summarize Special Cleaning Procedures
- key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity to reinforce the main topics.
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.

Extended Activities:

- Grade-relevant extended activities could include:
- Conducting a kitchen cleaning demonstration at home and documenting the process.
- Creating a poster highlighting the importance of kitchen hygiene practices.
- Role-playing scenarios where learners practice implementing proper cleaning routines in a kitchen setting.

Teacher Self-Evaluation:

WEEK 1: LESSON 2

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 8	AGRICULTURE AND NUTRITION			

Strand: Hygiene Practices

Sub Strand: Cleaning practices

Specific Learning Outcomes:

-By the end of the lesson, learners should be able to:

1. Identify appropriate procedures to clean the kitchen.
 2. Explain the routine cleaning practices of a kitchen.
- Appreciate a clean kitchen for healthy living.

Key Inquiry Question(s):

- Discuss appropriate procedures to clean the kitchen.
- Discuss the routine cleaning practices of a kitchen.

Core competencies	Values	PCIs
<ul style="list-style-type: none"> • Learning to learn • Digital literacy 	<ul style="list-style-type: none"> • Integrity • Responsibility 	<ul style="list-style-type: none"> • Health promotion • Safety

Learning Resources:

- Agriculture and Nutrition grade 8 curriculum design
- MTP Agriculture grade 8
- MTP Home science grade 8

Organisation of Learning:

Introduction (5 minutes):

- Review the previous lesson.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.

Lesson Development (30 minutes):**Step 1: Importance of Daily Cleaning**

Explain the importance of daily cleaning in the kitchen to prevent the accumulation of dirt and bacteria. Discuss simple daily cleaning tasks that should be done regularly.

Step 2: Weekly Cleaning Routines

Explore the concept of weekly cleaning routines in the kitchen. Identify specific areas or items that need weekly cleaning and discuss the procedures involved in maintaining cleanliness.

Step 3: Special Cleaning Practices

Discuss the importance of special cleaning practices, such as deep cleaning and disinfection, in ensuring a hygienic kitchen environment. Provide examples of when special cleaning is necessary and how to carry out these tasks effectively.

Conclusion (5 minutes):

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity to reinforce the main topics.
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.

Extended Activities:

- Encourage students to create a weekly cleaning schedule for their own kitchens at home.
- Conduct a hands-on activity where students demonstrate proper cleaning techniques using props or visuals.

Teacher Self-Evaluation:

WEEK 1: LESSON 3

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 8	AGRICULTURE AND NUTRITION			

Strand: Hygiene Practices

Sub Strand: Cleaning practices

Specific Learning Outcomes:

-By the end of the lesson, learners should be able to:

1. Identify appropriate procedures to clean the kitchen.
2. Explain the routine cleaning practices of a kitchen.
3. Appreciate a clean kitchen for healthy living.

Key Inquiry Question(s):

- What are the appropriate procedures to clean the kitchen?
- What are the routine cleaning practices of a kitchen?

Core competencies	Val- ues	PCIs
<ul style="list-style-type: none"> • Learning to learn • Digital literacy 	<ul style="list-style-type: none"> • Integrity • Responsibility 	<ul style="list-style-type: none"> • Health promotion • Safety

Learning Resources:

- Agriculture and Nutrition grade 8 curriculum design
- MTP Agriculture grade 8
- MTP Home science grade 8

Organization of Learning:

Introduction (5 minutes):

- Review the importance of maintaining a clean kitchen.
- Guide learners to read and discuss relevant content from the learning resources.

Lesson Development (30 minutes):

Step 1: Discuss the importance of daily cleaning practices in the kitchen.

- Explain how daily cleaning can prevent the spread of germs and maintain hygiene.

Step 2: Explore the significance of weekly cleaning practices in the kitchen.

- Discuss deeper cleaning activities that should be done on a weekly basis.

Step 3: Identify special cleaning tasks that enhance kitchen hygiene.

- Highlight the importance of periodic deep cleaning tasks for a clean and healthy kitchen.

Step 4: Engage students in a discussion on the overall impact of regular cleaning practices on kitchen hygiene.

Conclusion (5 minutes):

- Summarize the key points learned about kitchen cleaning procedures.
- Conduct a brief interactive activity, such as a cleaning checklist game, to reinforce learning.
- Provide a preview of upcoming topics and encourage students to consider how they can apply their knowledge in everyday life.

Extended Activities:

- Have students create their own kitchen cleaning schedules based on the daily, weekly, and special cleaning tasks discussed in the lesson.
- Ask students to research and present on innovative cleaning products or methods that can improve kitchen hygiene.

Teacher Self-Evaluation:

WEEK 1: LESSON 4

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 8	AGRICULTURE AND NUTRITION			

Strand: Hygiene Practices

Sub Strand: Cleaning practices

Specific Learning Outcomes:

-By the end of the lesson, learners should be able to:

1. Carry out cleaning of a kitchen to maintain hygiene.
2. Observe safety while cleaning the kitchen.
3. Appreciate a clean kitchen for healthy living.

Key Inquiry Question:

- How do we clean the kitchen to maintain hygiene by applying daily, weekly, and special cleaning practices?

Core competencies	Values	PCIs
<ul style="list-style-type: none"> • Learning to learn • Digital literacy 	<ul style="list-style-type: none"> • Integrity • Responsibility 	<ul style="list-style-type: none"> • Health promotion • Safety

Learning Resources:

- Agriculture and Nutrition grade 8 curriculum design
- MTP Agriculture grade 8
- MTP Home science grade 8

Organisation of Learning:

Introduction (5 minutes):

- Review the previous lesson on hygiene practices.
- Guide learners to read and discuss relevant content from the learning resources to understand

the key concepts.

Lesson Development (30 minutes):

Step 1: Identify potential hazards in the kitchen (e.g., sharp objects, slippery floors).

Step 2: Wear appropriate personal protective equipment (e.g., gloves, apron).

Step 3: Use cleaning products according to instructions and store them safely.

Step 4: Clean up spills immediately to prevent accidents.

Conclusion (5 minutes):

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity (e.g., quiz, role-playing) to reinforce the main topics.
- Preview upcoming topics or questions for the next session.

Extended Activities:

- Grade-relevant extended activities may include:
- Creating a cleaning schedule for different areas of the kitchen.
- Conducting a kitchen safety inspection at home and making recommendations for improvement.
- Exploring the environmental impact of different cleaning products.

Teacher Self-Evaluation:

WEEK 2: LESSON 1

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 8	AGRICULTURE AND NUTRITION			

Strand: Hygiene Practices

Sub Strand: Cleaning Practices

Specific Learning Outcomes:

-By the end of the lesson, learners should be able to:

1. Carry out cleaning of a kitchen to maintain hygiene.
2. Observe safety while cleaning the kitchen.
3. Appreciate a clean kitchen for healthy living.

Key Inquiry Question:

- How do we clean the kitchen to maintain hygiene by applying daily, weekly, and special cleaning?

Core competencies	Values	PCIs
<ul style="list-style-type: none"> • Learning to learn • Digital literacy 	<ul style="list-style-type: none"> • Integrity • Responsibility 	<ul style="list-style-type: none"> • Health promotion • Safety

Learning Resources:

- Agriculture and Nutrition grade 8 curriculum design
- MTP Agriculture grade 8
- MTP Home science grade 8

Organisation of Learning:

Introduction (5 minutes):

- Review the previous lesson on hygiene practices.
- Ask students to read and discuss relevant content from the learning resources, focusing on key

concepts.

Lesson Development (30 minutes):

Step 1: Identify potential hazards in the kitchen (e.g., sharp objects, chemicals).

Step 2: Demonstrate proper use of cleaning equipment and products.

Step 3: Discuss the importance of proper ventilation and protective gear.

Step 4: Emphasize the need for proper storage of cleaning supplies.

Conclusion (5 minutes):

- Summarize key points learned about kitchen hygiene and safety.
- Conduct a brief interactive activity (e.g., a quiz or role-play scenario) to reinforce concepts.
- Preview upcoming topics or questions for the next session.

Extended Activities:

- Have students create a checklist for daily, weekly, and special kitchen cleaning routines.
- Conduct a hands-on kitchen cleaning activity to practice safety measures learned in class.

Teacher Self-Evaluation:

WEEK 2: LESSON 2

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 8	AGRICULTURE AND NUTRITION			

Strand: Production Techniques

Sub Strand: Sewing Skills - Constructing Household Items

Specific Learning Outcomes:

-By the end of the lesson, learners should be able to:

1. Identify the types of seams used in making clothes.
2. Make samples of seams on a piece of cloth.
3. Appreciate the importance of seams as a sewing skill.

Key Inquiry Question:

- How can different types of seams be used in making various household articles?
- How can we create samples of open and plain seams on a piece of cloth using hand sewing?

Strand: Production Techniques

Sub Strand: ICT Support Devices

Core competencies	Values	PCIs
<ul style="list-style-type: none"> • Creativity and Imagination • Critical thinking and problem solving • Digital literacy 	<ul style="list-style-type: none"> • Integrity • Responsibility • Social justice 	<ul style="list-style-type: none"> • Environmental awareness • Cyber security • Safety

Learning Resources:

- Agriculture and Nutrition Grade 8 Curriculum
- MTP Agriculture Grade 8
- MTP Home Science Grade 8

Organization of Learning:

Introduction (5 minutes):

- Review the previous lesson.
- Guide learners to read and discuss relevant content from the learning resources.

Lesson Development (30 minutes):**Step 1:** Introduce the concept of seams and their importance in sewing.

- Discuss the definition of seams.
- Explain the purpose of seams in garment construction.

Step 2: Types of seams used in making clothes.

- Present different types of seams used in garment making.
- Show examples of each type of seam and explain their characteristics.

Step 3: Making samples of seams.

- Demonstrate how to create open and plain seams on a piece of cloth using hand sewing.
- Allow students to practice sewing these seams on their own cloth samples.

Step 4: Appreciating the importance of seams.

- Discuss why having knowledge of different types of seams is important in sewing and garment construction.
- Encourage students to reflect on the significance of mastering sewing skills.

Conclusion (5 minutes):

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity to reinforce the main topics.
- Preview upcoming topics or questions for the next session.

Extended Activities:

- Encourage students to research and create a mini presentation on advanced sewing techniques beyond basic seams.
- Have students design and create a small household item using the sewing skills learned in class.

Teacher Self-Evaluation:

WEEK 2: LESSON 3

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 8	AGRICULTURE AND NUTRITION			

Strand: Production Techniques

Sub Strand: Sewing skills - Constructing household items

Specific Learning Outcomes:

-By the end of the lesson, learners should be able to:

1. Identify the types of seams used in making clothes.
2. Make samples of seams on a piece of cloth.
3. Appreciate the importance of seams as a sewing skill.

Key Inquiry Question(s):

- Use digital devices to search for information on different types of seams used in making different types of household articles.
- Make samples of open and plain seams on a piece of cloth using hand sewing.

Core competencies	Val- ues	PCIs
<ul style="list-style-type: none"> • Creativity and Imagination • Critical thinking and problem solving • Digital literacy 	<ul style="list-style-type: none"> • Integrity • Responsibility • Social justice 	<ul style="list-style-type: none"> • Environmental awareness • Cyber security • Safety

Learning Resources:

- Agriculture and Nutrition grade 8 curriculum design
- MTP Agriculture grade 8
- MTP Home science grade 8

Organisation of Learning:

Introduction (5 minutes):

- Review the previous lesson.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.

Lesson Development (30 minutes):

Step 1: What is a seam?: Introduce the concept of seams, explaining their purpose and importance in sewing.

Step 2: Types of Seams: Explore different types of seams used in making clothes and household items.

Step 3: Making Samples: Demonstrate how to create open and plain seams on a piece of cloth using hand sewing techniques.

Step 4: Importance of Seams: Discuss the significance of strong and neat seams in sewing projects.

Conclusion (5 minutes):

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity to reinforce the main topics.
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.

Extended Activities:

- Encourage students to practice making different types of seams on fabric scraps at home.
- Task students with identifying various types of seams in their own clothes or household items and reporting back on their findings in the next class.

Teacher- self Evaluation:

WEEK 2: LESSON 4

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 8	AGRICULTURE AND NUTRITION			

Strand: Production Techniques

Sub Strand: Sewing skills - Constructing household items

Specific Learning Outcomes:

-By the end of the lesson, learners should be able to:

1. Identify the types of seams used in making clothes.
2. Make samples of seams on a piece of cloth.
3. Appreciate the importance of seams as a sewing skill.

Key Inquiry Question(s):

- How can we use digital devices to search for information on different types of seams used in making different types of household articles?
- How do we make samples of open and plain seams on a piece of cloth using hand sewing?

Core competencies	Val- ues	PCIs
<ul style="list-style-type: none"> • Creativity and Imagination • Critical thinking and problem solving • Digital literacy 	<ul style="list-style-type: none"> • Integrity • Responsibility • Social justice 	<ul style="list-style-type: none"> • Environmental awareness • Cyber security • Safety

Learning Resources:

- Agriculture and Nutrition Grade 8 curriculum design
- MTP Agriculture Grade 8
- MTP Home Science Grade 8

Organisation of Learning:

Introduction (5 minutes):

- Review the previous lesson.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.

Lesson Development (30 minutes):

Step 1: Introduce the concept of seams in sewing.

Step 2: Discuss the importance of seams and their role in garment construction.

Step 3: Demonstrate different types of seams commonly used in making clothes.

Step 4: Engage students in identifying and creating samples of open and plain seams on a piece of cloth through hand sewing.

Conclusion (5 minutes):

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity to reinforce the main topics, such as a quiz or group discussion.
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.

Extended Activities:

- Encourage students to practice creating various seams at home using different fabrics and threads.
- Invite students to research and present on advanced sewing techniques beyond basic seams, such as French seams or flat-felled seams.

Teacher Self-Evaluation:

WEEK 3: LESSON 1

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 8	AGRICULTURE AND NUTRITION			

Strand: Production Techniques

Sub Strand: Sewing Skills - Constructing Household Items

Specific Learning Outcomes:

-By the end of the lesson, learners should be able to:

1. Identify the types of seams used in making clothes.
2. Make samples of seams on a piece of cloth.
3. Appreciate the importance of seams as a sewing skill.

Key Inquiry Question(s):

- Use digital devices to search for information on different types of seams used in making different types of household articles.
- Make samples of open and plain seams on a piece of cloth using hand sewing.

Core competencies	Val- ues	PCIs
<ul style="list-style-type: none"> • Creativity and Imagination • Critical thinking and problem solving • Digital literacy 	<ul style="list-style-type: none"> • Integrity • Responsibility • Social justice 	<ul style="list-style-type: none"> • Environmental awareness • Cyber security • Safety

Learning Resources:

- Agriculture and Nutrition Grade 8 curriculum design
- MTP Agriculture Grade 8
- MTP Home Science Grade 8

Organization of Learning:

Introduction (5 minutes):

- Review the previous lesson.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of key concepts.

Lesson Development (30 minutes):

Step 1: Introduce the concept of seams and their importance in sewing.

Step 2: Discuss the types of seams used in making clothes and household items.

Step 3: Demonstrate how to make samples of open and plain seams on a piece of cloth using hand sewing.

Step 4: Allow students to practice creating these seams on their own.

Conclusion (5 minutes):

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity to reinforce the main topics.
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.

Extended Activities:

- Encourage students to research and bring examples of different types of seams used in household items.
- Assign a homework project where students have to create a simple household item using the sewing skills learned in class.

Teacher Self-Evaluation:

WEEK 3: LESSON 2

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 8	AGRICULTURE AND NUTRITION			

Strand: Production Techniques

Sub Strand: Sewing Skills - Constructing Household Items

Specific Learning Outcomes:

-By the end of the lesson, learners should be able to:

1. Make a household item using seams
2. Observe safety when using sharp sewing tools
3. Appreciate the importance of seams as a sewing skill

Key Inquiry Question:

- How can we make household items using plain or open seams?
- Why is it important to observe safety when interacting with sharp sewing tools?

Core competencies	Val- ues	PCIs
<ul style="list-style-type: none"> • Creativity and Imagination • Critical thinking and problem solving • Digital literacy 	<ul style="list-style-type: none"> • Integrity • Responsibility • Social justice 	<ul style="list-style-type: none"> • Environmental awareness • Cyber security • Safety

Learning Resources:

- Agriculture and Nutrition grade 8 curriculum design
- MTP Agriculture grade 8
- MTP Home Science grade 8

Organisation of Learning:

Introduction (5 minutes):

- Review the previous lesson.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing

the understanding of the key concepts.

Lesson Development (30 minutes):

Step 1: Discuss the importance of observing safety when sewing.

- Explain the potential risks of using sharp sewing tools.
- Demonstrate safe handling techniques to avoid accidents.

Step 2: Practice making a household item using seams.

- Provide step-by-step instructions on how to create a basic household item like a cushion cover or pillowcase.
- Encourage students to apply the sewing skills they have learned.

Step 3: Reflect on the process of sewing and the importance of seams.

- Discuss the role of seams in strengthening and finishing sewing projects.
- Have students share their observations and experiences.

Conclusion (5 minutes):

- Summarize key points about safety and sewing skills.
- Conduct a brief interactive activity such as a quiz or discussion to reinforce learning.
- Provide a preview of upcoming topics or questions to consider in the next session.

Extended Activities:

- Assign students to create a different household item using various types of seams.
- Encourage students to research the history of sewing techniques and their cultural significance.

Teacher Self-Evaluation:

WEEK 3: LESSON 3

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 8	AGRICULTURE AND NUTRITION			

Strand: Production Techniques

Sub Strand: Sewing skills - Constructing household items

Specific Learning Outcomes:

-By the end of the lesson, learners should be able to:

1. Make a household item using seams
2. Observe safety when interacting with sharp sewing tools
3. Appreciate the importance of seams as a sewing skill

Key Inquiry Questions:

- How can you create a household item using plain or open seams?
- Why is it important to observe safety when using sharp sewing tools?

Core competencies	Val- ues	PCIs
<ul style="list-style-type: none"> • Creativity and Imagination • Critical thinking and problem solving • Digital literacy 	<ul style="list-style-type: none"> • Integrity • Responsibility • Social justice 	<ul style="list-style-type: none"> • Environmental awareness • Cyber security • Safety

Learning Resources:

- Agriculture and Nutrition Grade 8 curriculum design
- MTP Agriculture Grade 8
- MTP Home Science Grade 8

Organization of Learning:

Introduction (5 minutes):

- Review the previous lesson.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing key concepts.

Lesson Development (30 minutes):

Step 1: Introduce safety measures when using sharp sewing tools.

Step 2: Demonstrate proper handling and storage of sewing tools.

Step 3: Practice basic sewing techniques with an emphasis on safety.

Step 4: Guide students to create a simple household item using seams.

Conclusion (5 minutes):

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity to reinforce main topics.
- Preview upcoming topics or questions for the next session.

Extended Activities:

- Encourage students to create more household items using different sewing techniques.
- Assign a project where students design and sew a personalized item for themselves or a family member.

Teacher Self-Evaluation:

WEEK 3: LESSON 4

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 8	AGRICULTURE AND NUTRITION			

Strand: Production Techniques

Sub Strand: Sewing Skills - Constructing Household Items

Specific Learning Outcomes:

-By the end of the lesson, learners should be able to:

1. Make a household item using seams
2. Observe safety when interacting with sharp sewing tools
3. Appreciate the importance of seams as a sewing skill

Key Inquiry Question(s):

- How to make a household item using plain or open seams (e.g., cushion cover, pillowcase)?
- Why is it important to observe safety when interacting with sharp sewing tools?

Core competencies	Val- ues	PCIs
<ul style="list-style-type: none"> • Creativity and Imagination • Critical thinking and problem solving • Digital literacy 	<ul style="list-style-type: none"> • Integrity • Responsibility • Social justice 	<ul style="list-style-type: none"> • Environmental awareness • Cyber security • Safety

Learning Resources:

- Agriculture and Nutrition grade 8 curriculum design
- MTP Agriculture grade 8
- MTP Home Science grade 8

Organisation of Learning:

Introduction (5 minutes):

- Review the previous lesson.
- Guide learners to read and discuss relevant content from the learning resources, focusing on

key concepts.

Lesson Development (30 minutes):**Step 1: Understanding Safety Precautions**

- Discuss the potential risks involved in sewing.
- Demonstrate safe handling of sewing tools.
- Emphasize the importance of proper posture and workspace organization.

Step 2: Practicing Safe Sewing Techniques

- Show learners how to use sewing tools correctly.
- Guide students in practicing basic stitches on scrap fabric.
- Encourage learners to ask questions about safe sewing practices.

Step 3: Constructing a Household Item

- Instruct students on how to create a simple household item (e.g., a decorative cloth coaster) using basic seams.
- Supervise students as they apply their sewing skills.
- Monitor safety precautions during the sewing activity.

Step 4: Reflecting on Learning

- Engage students in a discussion about their experiences with sewing.
- Reinforce the importance of safety when working with sewing tools.
- Encourage students to appreciate the value of mastering sewing skills.

Conclusion (5 minutes):

- Summarize key points and learning objectives.
- Conduct a brief interactive activity to reinforce safety guidelines.
- Provide a preview of the next session's topic and questions to consider.

Extended Activities:

- Encourage students to practice sewing simple items at home.
- Explore different types of seams and their applications in sewing projects.
- Research and share examples of household items that can be made using advanced sewing techniques.

Teacher Self-Evaluation:

WEEK 4: LESSON 1

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 8	AGRICULTURE AND NUTRITION			

Strand: Production Techniques

Sub Strand: Constructing innovative animal waterer

Specific Learning Outcomes:

-By the end of the lesson, learners should be able to:

1. Identify challenges with animal waterers used in the community
2. Design and construct an innovative waterer for water conservation
3. Appreciate the use of innovative waterers in animal rearing

Key Inquiry Question(s):

- Discuss challenges with animal waterers used in the community
- Use locally available materials to construct a waterer for small domestic animals

Core competencies	Values	PCIs
<ul style="list-style-type: none"> • Creativity and Imagination • Critical thinking and problem solving • Digital literacy 	<ul style="list-style-type: none"> • Integrity • Responsibility • Social justice 	<ul style="list-style-type: none"> • Environmental awareness • Cyber security • Safety

Learning Resources:

- Agriculture and Nutrition grade 8 curriculum design
- MTP Agriculture grade 8
- MTP Home science grade 8

Organisation of Learning:

Introduction (5 minutes):

- Review the previous lesson.

- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.

Lesson Development (30 minutes):**Step 1: Identifying Challenges**

- Discuss common challenges faced with current animal waterers in the community.
- Brainstorm as a class and list the key issues.

Step 2: Designing the Waterer

- Introduce the concept of designing an innovative waterer.
- Encourage students to sketch their design ideas, considering water conservation and practicality.

Step 3: Constructing the Waterer

- Guide students on utilizing locally available materials to physically construct the waterer.
- Demonstrate the construction process step by step.

Conclusion (5 minutes):

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity to reinforce the main topics.
- Preview upcoming topics or questions for the next session.

Extended Activities:

- Task students with researching different water conservation techniques in agriculture and present their findings.
- Have students conduct a mini-project where they document the impact of using innovative waterers on a small animal farm.

Teacher Self-Evaluation:

WEEK 4: LESSON 2

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 8	AGRICULTURE AND NUTRITION			

Strand: Production Techniques

Sub Strand: Constructing innovative animal waterer

Specific Learning Outcomes:

-By the end of the lesson, learners should be able to:

1. Identify challenges with animal waterers used in the community.
2. Design and construct an innovative waterer for water conservation.
3. Appreciate the use of innovative waterers in animal rearing.

Key Inquiry Question(s):

- What are the challenges with animal waterers used in the community?
- How can we use locally available materials to construct a waterer for small domestic animals?

Core competencies	Val- ues	PCIs
<ul style="list-style-type: none"> • Creativity and Imagination • Critical thinking and problem solving • Digital literacy 	<ul style="list-style-type: none"> • Integrity • Responsibility • Social justice 	<ul style="list-style-type: none"> • Environmental awareness • Cyber security • Safety

Learning Resources:

- Agriculture and Nutrition grade 8 curriculum design
- MTP Agriculture grade 8
- MTP Home science grade 8

Organisation of Learning:

Introduction (5 minutes):

- Review the previous lesson.

- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.

Lesson Development (30 minutes):**Step 1:** Understanding challenges with existing animal waterers

- Discuss common challenges faced with current animal waterers in the community.
- Brainstorm ideas on how these challenges can be addressed.

Step 2: Designing the innovative waterer

- Introduce the concept of an innovative waterer for water conservation.
- Collaborate with students to design a waterer using locally available materials.

Step 3: Constructing the waterer

- Guide students in constructing the innovative waterer following the design discussed.

Step 4: Appreciating the use of innovative waterers

- Discuss the importance of using innovative waterers in animal rearing for water conservation.

Conclusion (5 minutes):

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity to reinforce the main topics.
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.

Extended Activities:

- Ask students to research and present different types of animal waterers used in different communities.
- Have students create a mini-exhibition showcasing their innovative waterer designs.

Teacher Self-Evaluation:

WEEK 4: LESSON 3

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 8	AGRICULTURE AND NUTRITION			

Strand: Production Techniques

Sub Strand: Constructing innovative animal waterer

Specific Learning Outcomes:

-By the end of the lesson, learners should be able to:

1. Identify challenges with animal waterers used in the community.
2. Design and construct an innovative waterer for water conservation.
3. Appreciate the use of innovative waterers in animal rearing.

Key Inquiry Question(s):

- Discuss challenges with animal waterers used in the community.
- Use locally available materials to construct a waterer for small domestic animals.

Core competencies	Val- ues	PCIs
<ul style="list-style-type: none"> • Creativity and Imagination • Critical thinking and problem solving • Digital literacy 	<ul style="list-style-type: none"> • Integrity • Responsibility • Social justice 	<ul style="list-style-type: none"> • Environmental awareness • Cyber security • Safety

Learning Resources:

- Agriculture and Nutrition grade 8 curriculum design
- MTP Agriculture grade 8
- MTP Home science grade 8

Organisation of Learning:

Introduction (5 minutes):

- Review the previous lesson.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.

Lesson Development (30 minutes):

Step 1: Discuss the challenges with current animal waterers in the community.

Step 2: Brainstorm ideas for designing an innovative waterer.

Step 3: Select materials and plan the construction of the waterer.

Step 4: Work in groups to construct the innovative waterer using the selected materials.

Conclusion (5 minutes):

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity to reinforce the main topics.
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.

Extended Activities:

- Challenge students to research and present examples of innovative animal waterers from other regions.
- Organize a field trip to a local farm to observe different types of animal waterers in use and analyze their effectiveness.

Teacher Self-Evaluation:

WEEK 4: LESSON 4

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 8	AGRICULTURE AND NUTRITION			

Strand: Production Techniques

Sub Strand: Constructing Innovative Animal Waterer

Specific Learning Outcomes:

-By the end of the lesson, learners should be able to:

1. Identify challenges with animal waterers used in the community.
2. Design and construct an innovative waterer for water conservation.
3. Appreciate the use of innovative waterers in animal rearing.

Key Inquiry Question(s):

- What are the challenges with animal waterers used in our community?
- How can we use locally available materials to construct a waterer for small domestic animals?

Core competencies	Val- ues	PCIs
<ul style="list-style-type: none"> • Creativity and Imagination • Critical thinking and problem solving • Digital literacy 	<ul style="list-style-type: none"> • Integrity • Responsibility • Social justice 	<ul style="list-style-type: none"> • Environmen- tal awareness • Cyber security • Safety

Learning Resources:

- Agriculture and Nutrition grade 8 curriculum
- DesignMTP Agriculture grade 8
- MTP Home science grade 8

Organization of Learning:

Introduction (5 minutes):

- Review the previous lesson on animal husbandry.
- Guide students to read and discuss relevant content from the learning resources, emphasizing key concepts related to animal waterers.

Lesson Development (30 minutes):**Step 1: Identifying Challenges**

- Discuss common challenges faced with traditional animal waterers.
- Brainstorm potential issues and solutions.

Step 2: Designing the Waterer

- Introduce the concept of water conservation.
- Engage students in designing an innovative waterer using locally available materials.

Step 3: Constructing the Waterer

- Provide guidance on the construction process.
- Encourage hands-on activities to build the waterer.

Step 4: Appreciating Innovation

- Reflect on the significance of using innovative waterers in animal rearing.
- Discuss the benefits of water conservation in agriculture.

Conclusion (5 minutes):

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity, such as a quiz or demonstration, to reinforce understanding.
- Preview upcoming topics and questions for the next session.

Extended Activities:

- Encourage students to build their own animal waterer at home and report back on its effectiveness.
- Research and present on different types of innovative animal waterers used globally.

Teacher Self-Evaluation:

WEEK 5: LESSON 1

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 8	AGRICULTURE AND NUTRITION			

Strand: Production Techniques

Sub Strand: Constructing innovative animal waterer

Specific Learning Outcomes:

-By the end of the lesson, learners should be able to:

1. Identify the importance of animal waterers
2. Use the constructed innovative waterer to provide water to animals
3. Observe safety while using tools and equipment to construct animal waterer

Key Inquiry Question(s):

- Discuss the importance of animal waterers
- Use the constructed innovative waterer to provide water to animals
- Observe safety while using tools and equipment to construct animal waterer

Core competencies	Val- ues	PCIs
<ul style="list-style-type: none"> • Creativity and Imagination • Critical thinking and problem solving • Digital literacy 	<ul style="list-style-type: none"> • Integrity • Responsibility • Social justice 	<ul style="list-style-type: none"> • Environmental awareness • Cyber security • Safety

Learning Resources:

- Agriculture and Nutrition grade 8 curriculum
- DesignMTP Agriculture grade 8
- MTP Home science grade 8

Organization of Learning:

Introduction (5 minutes):

- Review the previous lesson.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.

Lesson Development (30 minutes):**Step 1: Introduction to Animal Waterers**

- Discuss the significance of providing animals with access to clean water.
- Explain how animal waterers help in maintaining animal health and productivity.

Step 2: Constructing the Innovative Waterer

- Demonstrate the process of constructing the innovative animal waterer.
- Highlight the key components and functions of the waterer.

Step 3: Using the Waterer to Provide Water

- Engage students in using the constructed waterer to provide water to animals.
- Emphasize the proper techniques and safety measures while operating the waterer.

Step 4: Observing Safety Measures

- Discuss the importance of safety precautions when using tools and equipment to construct animal waterers.
- Encourage students to adhere to safety guidelines to prevent accidents.

Conclusion (5 minutes):

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity to reinforce the main topics.
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.

Extended Activities:

- Ask students to research different types of animal waterers and their benefits.
- Organize a hands-on activity where students create their own animal waterer using recyclable materials.
- Plan a visit to a local farm or animal shelter to see different waterer setups in practice.

Teacher Self-Evaluation

WEEK 5: LESSON 2

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 8	AGRICULTURE AND NUTRITION			

Strand: Production Techniques

Sub Strand: Constructing innovative animal waterer

Specific Learning Outcomes:

-By the end of the lesson, learners should be able to:

1. Identify the importance of animal waterers
2. Use the constructed innovative waterer to provide water to animals
3. Observe safety while using tools and equipment to construct animal waterer

Key Inquiry Question(s):

- Discuss the importance of animal waterers
- Use the constructed innovative waterer to provide water to animals
- Observe safety while using tools and equipment to construct animal waterer

Core competencies	Val- ues	PCIs
<ul style="list-style-type: none"> • Creativity and Imagination • Critical thinking and problem solving • Digital literacy 	<ul style="list-style-type: none"> • Integrity • Responsibility • Social justice 	<ul style="list-style-type: none"> • Environmental awareness • Cyber security • Safety

Learning Resources:

- Agriculture and Nutrition grade 8 curriculum
- MTP Agriculture grade 8
- MTP Home Science grade 8

Organisation of Learning:

Introduction (5 minutes):

- Review the importance of animal waterers from the previous lesson.
- Guide learners to read and discuss relevant content from the provided learning resources, emphasizing key concepts.

Lesson Development (30 minutes):**Step 1:** Importance of Animal Waterers

- Discuss why providing clean water is essential for animal health.

Step 2: Constructing the Innovative Waterer

- Demonstrate how to construct the innovative waterer and explain its benefits.

Step 3: Using the Waterer Safely

- Emphasize safety precautions when using tools and equipment to construct and operate the waterer.

Step 4: Hands-on Activity

- Allow students to practice using the waterer safely.

Conclusion (5 minutes):

- Summarize the importance of animal waterers and safety precautions learned during the lesson.
- Conduct a brief interactive activity to reinforce key points.
- Provide a preview of upcoming topics or questions for the next session.

Extended Activities:

- Students can research different types of animal waterers and compare their effectiveness.
- Design their own innovative animal waterer using recycled materials.

Teacher Self-Evaluation:

WEEK 5: LESSON 3

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 8	AGRICULTURE AND NUTRITION			

Strand: Production Techniques

Sub Strand: Constructing Innovative Animal Waterer

Specific Learning Outcomes:

-By the end of the lesson, learners should be able to:

1. Identify the importance of animal waterers.
2. Use the constructed innovative waterer to provide water to animals.
3. Observe safety while using tools and equipment to construct animal waterer.

Key Inquiry Question(s):

- Discuss the importance of animal waterers.
- Use the constructed innovative waterer to provide water to animals.
- Observe safety while using tools and equipment to construct animal waterer.

Core competencies	Values	PCIs
<ul style="list-style-type: none"> • Creativity and Imagination • Critical thinking and problem solving • Digital literacy 	<ul style="list-style-type: none"> • Integrity • Responsibility • Social justice 	<ul style="list-style-type: none"> • Environmental awareness • Cyber security • Safety

Learning Resources:

- Agriculture and Nutrition grade 8 curriculum design
- MTP Agriculture grade 8
- MTP Home Science grade 8

Organisation of Learning:

Introduction (5 minutes):

- Review the importance of animal waterers from the previous lesson.
- Guide learners to read and discuss relevant content from the learning resources to understand key concepts.

Lesson Development (30 minutes):**Step 1: Importance of Animal Waterers**

- Discuss why animal waterers are important for the health and well-being of livestock.

Step 2: Using the Innovative Waterer

- Demonstrate how to use the constructed innovative waterer to provide water to animals.

Step 3: Safety in Constructing the Waterer

- Emphasize the importance of observing safety measures while using tools and equipment to construct the animal waterer.

Step 4: Practical Application

- Allow students to work in groups to construct a small-scale animal waterer following safety guidelines.

Conclusion (5 minutes):

- Summarize the key points about animal waterers and safety measures.
- Conduct a brief interactive activity where students demonstrate how to use the waterer.
- Provide a preview of upcoming topics and questions for the next session.

Extended Activities:

- Instruct students to design their own innovative animal waterers using recycled materials.
- Have students create a poster or presentation showcasing the importance of properly hydrated animals.

Teacher Self-Evaluation:

WEEK 5: LESSON 4

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 8	AGRICULTURE AND NUTRITION			

Strand: Production Techniques

Sub Strand: Constructing innovative animal waterer

Specific Learning Outcomes:

-By the end of the lesson, learners should be able to:

1. Identify the importance of animal waterers.
2. Use the constructed innovative waterer to provide water to animals.
3. Observe safety while using tools and equipment to construct animal waterer.

Key Inquiry Question(s):

- Discuss the importance of animal waterers.
- Use the constructed innovative waterer to provide water to animals.
- Observe safety while using tools and equipment to construct animal waterer.

Core competencies	Val- ues	PCIs
<ul style="list-style-type: none"> • Creativity and Imagination • Critical thinking and problem solving • Digital literacy 	<ul style="list-style-type: none"> • Integrity • Responsibility • Social justice 	<ul style="list-style-type: none"> • Environmen- tal awareness • Cyber security • Safety

Learning Resources:

- Agriculture and Nutrition grade 8 curriculum design
- MTP Agriculture grade 8
- MTP Home science grade 8

Organisation of Learning:

Introduction (5 minutes):

- Review the previous lesson.
- Guide learners to read and discuss relevant content from the learning resources to grasp key concepts.

Lesson Development (30 minutes):

Step 1: Discuss the importance of animal waterers and why they are essential for animal health.

Step 2: Introduce the process of constructing the innovative animal waterer and its features

Step 3: Demonstrate how to use the constructed waterer to provide water to animals safely.

Step 4: Emphasize the importance of observing safety measures while using tools and equipment during the construction process.

Conclusion (5 minutes):

- Summarize key points learned during the lesson.
- Conduct a brief interactive activity to reinforce understanding of the main topics.
- Provide a preview of upcoming topics or questions to consider for the next session.

Extended Activities:

- Encourage students to research different types of animal waterers and compare their advantages and disadvantages.
- Task students with designing their own animal waterer prototype using recyclable materials found at home.

Teacher Self-Evaluation:

WEEK 6: LESSON 1

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 8	AGRICULTURE AND NUTRITION			

Strand: Production Techniques

Sub Strand: ICT Support Devices

Specific Learning Outcomes:

-By the end of the lesson, learners should be able to:

1. Identify support services that can be accessed through the use of ICT.
2. Access support services using ICT.
3. Show responsibility in the use of ICT in accessing support services.

Key Inquiry Question(s):

- Discuss how ICT can be used to access supplies and information for appropriate decision making.
- Access online platforms for ICT support services such as weather forecast, banking services.

Core competencies	Values	PCIs
<ul style="list-style-type: none"> • Creativity and Imagination • Critical thinking and problem solving • Digital literacy 	<ul style="list-style-type: none"> • Integrity • Responsibility • Social justice 	<ul style="list-style-type: none"> • Environmental awareness • Cyber security • Safety

Learning Resources:

- Agriculture and Nutrition grade 8 curriculum design
- MTP Agriculture grade 8
- MTP Home Science grade 8

Organization of Learning:

Introduction (5 minutes):

- Review the previous lesson.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of key concepts.

Lesson Development (30 minutes):

Step 1: Introduce the concept of ICT support services

Step 2: Discuss examples of support services available through ICT

Step 3: Demonstrate how to access support services using ICT devices

Step 4: Discuss the importance of responsibility in using ICT to access support services

Conclusion (5 minutes):

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity to reinforce the main topics.
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.

Extended Activities:

- Research and create a presentation on a specific agriculture support service accessed through ICT.
- Collaborate in groups to identify and evaluate different online platforms for agricultural support services.
- Design a poster illustrating the benefits of using ICT in agriculture.

Teacher Self-Evaluation:

WEEK 6: LESSON 2

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 8	AGRICULTURE AND NUTRITION			

Strand: Production Techniques

Sub Strand: ICT Support Devices

Specific Learning Outcomes:

-By the end of the lesson, learners should be able to:

1. Identify support services that can be accessed through the use of ICT.
2. Access support services using ICT.
3. Show responsibility in the use of ICT in accessing support services.

Key Inquiry Question(s):

- How can ICT be used to access supplies and information for appropriate decision making?
- How can online platforms be utilized for ICT support services such as weather forecast and banking services?

Core competencies	Val- ues	PCIs
<ul style="list-style-type: none"> • Creativity and Imagination • Critical thinking and problem solving • Digital literacy 	<ul style="list-style-type: none"> • Integrity • Responsibility • Social justice 	<ul style="list-style-type: none"> • Environmental awareness • Cyber security • Safety

Learning Resources:

- Agriculture and Nutrition Grade 8 curriculum design
- MTP Agriculture Grade 8
- MTP Home Science Grade 8

Organisation of Learning:

Introduction (5 minutes):

- Review the previous lesson.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of key concepts.

Lesson Development (30 minutes):

Step 1: Discuss the different services that can be accessed through ICT.

Step 2: Explore how ICT can be used to access support services such as weather forecasts and banking services.

Step 3: Demonstrate responsible use of ICT when accessing support services.

Step 4: Engage in a practical activity where learners access an online platform to gather information for decision-making.

Conclusion (5 minutes):

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity to reinforce the main topics.
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.

Extended Activities:

- Have students research and create a presentation on a specific ICT support service related to agriculture.
- Conduct a group discussion on the ethical considerations of using ICT in agriculture.

Teacher Self-Evaluation:

WEEK 6: LESSON 3

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 8	AGRICULTURE AND NUTRITION			

Strand: Production Techniques

Sub Strand: ICT Support Devices

Specific Learning Outcomes:

-By the end of the lesson, learners should be able to:

1. Identify support services that can be accessed through the use of ICT.
2. Access support services using ICT.
3. Show responsibility in the use of ICT in accessing support services.

Key Inquiry Question(s):

- Discuss how ICT can be used to access supplies and information for appropriate decision-making.
- Access online platforms for ICT support services such as weather forecasts and banking services.

Core competencies	Values	PCIs
<ul style="list-style-type: none"> • Creativity and Imagination • Critical thinking and problem solving • Digital literacy 	<ul style="list-style-type: none"> • Integrity • Responsibility • Social justice 	<ul style="list-style-type: none"> • Environmental awareness • Cyber security • Safety

Learning Resources:

- Agriculture and Nutrition Grade 8 curriculum design
- MTP Agriculture Grade 8
- MTP Home Science Grade 8

Organisation of Learning:

Introduction (5 minutes):

- Review the previous lesson.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.

Lesson Development (30 minutes):**Step 1:** Introduction to ICT Support Services

Discuss the different types of support services that can be accessed through ICT, such as weather forecasts and banking services.

Step 2: Accessing Support Services Using ICT

Demonstrate how students can access these support services through ICT platforms, emphasizing responsible use.

Step 3: Understanding Responsibility in ICT Usage

Engage students in a discussion about the importance of responsibly using ICT when accessing support services.

Step 4: Interactive Application Activity

Provide a scenario where students have to use ICT to access support services for making a decision, reinforcing the concepts learned.

Conclusion (5 minutes):

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity to reinforce the main topics.
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.

Extended Activities:

- Ask students to research and present a case study on how ICT has revolutionized a specific agricultural practice.
- Have students create a poster showcasing different ICT support services available to farmers and the responsible ways to utilize them.

Teacher Self-Evaluation:

WEEK 6: LESSON 4

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 8	AGRICULTURE AND NUTRITION			

Strand: Production Techniques

Sub Strand: ICT Support Devices

Specific Learning Outcomes:

-By the end of the lesson, learners should be able to:

1. Identify support services that can be accessed through the use of ICT.
2. Access support services using ICT.
3. Show responsibility in the use of ICT in accessing support services.

Key Inquiry Question(s):

- How can ICT be used to access supplies and information for appropriate decision-making?
- How can students access online platforms for ICT support services such as weather forecasts and banking services?

Core competencies	Val- ues	PCIs
<ul style="list-style-type: none"> • Creativity and Imagination • Critical thinking and problem solving • Digital literacy 	<ul style="list-style-type: none"> • Integrity • Responsibility • Social justice 	<ul style="list-style-type: none"> • Environmen- tal awareness • Cyber security • Safety

Learning Resources:

- Agriculture and Nutrition Grade 8 curriculum design
- MTP Agriculture Grade 8
- MTP Home Science Grade 8

Organisation of Learning:

Introduction (5 minutes):

- Review the previous lesson.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.

Lesson Development (30 minutes):**Step 1:** Introduction to ICT support services

- Define ICT support services and discuss their importance in agriculture.
- Provide examples of support services that can be accessed through ICT.

Step 2: Accessing support services using ICT

- Demonstrate how students can access weather forecasts, market information, and other relevant services online.
- Discuss the benefits of using ICT for accessing support services.

Step 3: Responsibility in ICT use

- Emphasize the importance of responsible use of ICT in accessing support services.
- Discuss ethical considerations and online safety when using ICT for agricultural purposes.

Conclusion (5 minutes):

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity to reinforce the main topics, such as a quiz or group discussion.
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.

Extended Activities:

- Encourage students to research and present a case study on a farm that utilizes ICT support services effectively.
- Have students create a digital poster or presentation showcasing different ICT tools and platforms available for agricultural support services.

Teacher Self-Evaluation:

WEEK 7: LESSON 1

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 8	AGRICULTURE AND NUTRITION			

Strand: Production Techniques

Sub Strand: ICT Support Devices

Specific Learning Outcomes:

-By the end of the lesson, learners should be able to:

1. Outline the importance of ICT in learning
2. Observe online security guidelines to prevent cyber attacks
3. Appreciate the use of ICT in learning

Key Inquiry Question(s):

- Discuss the importance of ICT in learning
- Observe online security guidelines to prevent cyber attacks

Core competencies	Val- ues	PCIs
<ul style="list-style-type: none"> • Creativity and Imagination • Critical thinking and problem solving • Digital literacy 	<ul style="list-style-type: none"> • Integrity • Responsibility • Social justice 	<ul style="list-style-type: none"> • Environmen- tal awareness • Cyber security • Safety

Learning Resources:

- Agriculture and Nutrition grade 8 curriculum design
- MTP Agriculture grade 8
- MTP Home science grade 8

Organization of Learning:

Introduction (5 minutes):

- Review the previous lesson on agriculture production techniques.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing understanding key concepts related to ICT.

Lesson Development (30 minutes):**Step 1: Importance of ICT in Learning**

- Discuss with learners the role of ICT in education and agriculture.
- Identify ways in which ICT can enhance learning experiences in agriculture.

Step 2: Online Security Guidelines

- Teach learners about online security threats and how to prevent cyber attacks.
- Discuss the importance of safeguarding personal information online.

Step 3: Appreciating ICT in Learning

- Explore specific examples of how ICT is used in agricultural practices.
- Encourage learners to share their experiences with using ICT for educational purposes.

Conclusion (5 minutes):

- Summarize the key points about the importance of ICT, online security, and its use in learning.
- Conduct a brief interactive activity to reinforce the main topics discussed, such as a quiz or group discussion.
- Provide a preview of upcoming topics or questions to consider for the next session.

Extended Activities:

- Have students research and present on innovative ICT tools used in agriculture.
- Task students to create a poster or infographic highlighting online security tips for agricultural activities.

Teacher Self-Evaluation:

WEEK 7: LESSON 2

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 8	AGRICULTURE AND NUTRITION			

Strand: Production Techniques

Sub Strand: ICT Support Devices

Specific Learning Outcomes:

-By the end of the lesson, learners should be able to:

1. Outline the importance of ICT in learning.
2. Observe online security guidelines to prevent cyber attacks.
3. Appreciate the use of ICT in learning.

Key Inquiry Question(s):

- What is the importance of ICT in learning?
- How can we observe online security guidelines to prevent cyber attacks?

Core competencies	Val- ues	PCIs
<ul style="list-style-type: none"> • Creativity and Imagination • Critical thinking and problem solving • Digital literacy 	<ul style="list-style-type: none"> • Integrity • Responsibility • Social justice 	<ul style="list-style-type: none"> • Environmen- tal awareness • Cyber security • Safety

Learning Resources:

- Agriculture and Nutrition grade 8 curriculum design
- MTP Agriculture grade 8
- MTP Home science grade 8

Organization of Learning:

Introduction (5 minutes):

- Review the previous lesson.

- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.

Lesson Development (30 minutes):

Step 1: Discuss the role of ICT in education and its benefits.

Step 2: Explore examples of ICT tools used in the agriculture industry.

Step 3: Examine how ICT can improve agricultural practices and productivity.

Step 4: Discuss the importance of following online security guidelines to prevent cyber attacks.

Conclusion (5 minutes):

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity to reinforce the main topics.
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.

Extended Activities:

- Have students research and present on a specific ICT tool used in agriculture.
- Create a poster or infographic showcasing the importance of ICT in agricultural production.
- Conduct a virtual field trip to explore how ICT is utilized on a modern agricultural farm.

Teacher Self-Evaluation:

WEEK 7: LESSON 3

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 8	AGRICULTURE AND NUTRITION			

Strand: Production Techniques

Sub Strand: ICT Support Devices

Specific Learning Outcomes:

-By the end of the lesson, learners should be able to:

1. Outline the importance of ICT in learning
2. Observe online security guidelines to prevent cyber attacks
3. Appreciate the use of ICT in learning

Key Inquiry Question(s):

- Why is ICT important in learning?
- How can learners observe online security guidelines to prevent cyber attacks?

Core competencies	Val- ues	PCIs
<ul style="list-style-type: none"> • Creativity and Imagination • Critical thinking and problem solving • Digital literacy 	<ul style="list-style-type: none"> • Integrity • Responsibility • Social justice 	<ul style="list-style-type: none"> • Environmental awareness • Cyber security • Safety

Learning Resources:

- Agriculture and Nutrition Grade 8 curriculum design
- MTP Agriculture Grade 8
- MTP Home Science Grade 8

Organization of Learning:

Introduction (5 minutes):

- Review the importance of technology in agriculture.
- Guide learners to read and discuss relevant content from the learning resources, focusing on key concepts related to ICT in agriculture.

Lesson Development (30 minutes):

Step 1: Discuss the role of ICT in modern agriculture.

Step 2: Identify online security guidelines to prevent cyber attacks.

Step 3: Explore how ICT enhances learning experiences.

Step 4: Analyze case studies of ICT applications in agriculture.

Conclusion (5 minutes):

- Summarize key points on ICT importance and online security guidelines.
- Conduct a brief interactive activity to reinforce understanding of the main topics.
- Preview upcoming topics or questions to consider in the next session.

Extended Activities:

- Students can create a digital presentation on the impact of ICT in agriculture.
- Research and present on a specific ICT tool used in agricultural practices.
- Conduct an online safety quiz or discussion on cyber threats in agriculture.

Teacher Self-Evaluation:

WEEK 7: LESSON 4

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 8	AGRICULTURE AND NUTRITION			

Strand: Production Techniques

Sub Strand: ICT Support Devices

Specific Learning Outcomes:

-By the end of the lesson, learners should be able to:

1. Outline the importance of ICT in learning.
2. Observe online security guidelines to prevent cyber attacks.
3. Appreciate the use of ICT in learning.

Key Inquiry Question(s):

- Why is ICT important in the field of agriculture?
- How can we ensure online security to prevent cyber attacks in agriculture?

Core competencies	Values	PCIs
<ul style="list-style-type: none"> • Creativity and Imagination • Critical thinking and problem solving • Digital literacy 	<ul style="list-style-type: none"> • Integrity • Responsibility • Social justice 	<ul style="list-style-type: none"> • Environmental awareness • Cyber security • Safety

Learning Resources:

- Agriculture and Nutrition grade 8 curriculum
- MTP Agriculture grade 8
- MTP Home science grade 8

Organisation of Learning:

Introduction (5 minutes):

- Review the previous lesson on production techniques in agriculture.
- Guide learners to read and discuss relevant content from the learning resources, focusing on the importance of ICT in agriculture.

Lesson Development (30 minutes):

Step 1: Discuss with students the role of ICT in agriculture, highlighting benefits such as data collection, analysis, and communication.

Step 2: Introduce online security guidelines for protecting agricultural data and systems.

Step 3: Explore different ICT tools and devices used in agriculture and how they enhance productivity.

Step 4: Engage students in a group discussion on how ICT can be integrated into learning activities for agriculture.

Conclusion (5 minutes):

- Summarize the key points discussed, emphasizing the significance of ICT in agriculture.
- Conduct a brief interactive activity where students share their thoughts on implementing ICT in agricultural practices.
- Preview upcoming topics in the agriculture curriculum to prepare students for the next session.

Extended Activities:

- Assign students a research project to investigate innovative ICT applications in agriculture and present their findings to the class.
- Organize a field trip to a local farm or agribusiness that utilizes ICT technologies, allowing students to observe them in action and interact with professionals in the field.

Teacher Self-Evaluation: