

RATIONALISED CBE LESSON PLANS

GRADE : 5

TERM : THREE

YEAR : 2025

LEARNING AREA: AGRICULTURE

TEACHERS NAME:

SCHOOL:.....

WEEK 1: LESSON 1

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 5	AGRICULTURE AND NUTRITION			

Strand: Hygiene Practices

Sub Strand: Home hygiene

Specific Learning Outcomes:

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

1. Identify different materials used to make different surfaces in the home environment.
2. Collect different materials used for making surfaces at home.
3. Appreciate living in a clean home environment to promote healthy living.

Key Inquiry Question(s):

- Discuss and share experiences on surfaces made from different materials such as glass, wooden, earthen floors, cemented, and tiled.
- Collect different materials used for making surfaces at home.

Core competencies	Values	PCIs
• Learning to learn • Communication and collaboration • Self- efficacy	• Unity • Respect • Responsibility	• Health promotion • Safety • Personal hygiene

Learning Resources:

- Agriculture and Nutrition Grade 5 curriculum design
- MTP Home Science Grade 5 learner's book
- MTP Agriculture Grade 5 learner's book

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 (25 minutes):

Step 1: Discuss and list different materials used for making home surfaces such as glass, wood, earthen floors, cement, and tiles.

Step 2: Have students collect samples of these materials from their own homes or school.

Step 3: Discuss the importance of keeping these surfaces clean for a healthy living environment.

Step 4: Encourage students to present their collected materials and explain their significance in maintaining hygiene at home.

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 create a poster showcasing the different materials used for home surfaces and the importance of cleanliness.
- Conduct a hands-on activity where students clean and maintain a specific surface in the classroom or their homes.

Teacher Self-Evaluation:

WEEK 1: LESSON 2

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 5	AGRICULTURE AND NUTRITION			

Strand: Hygiene Practices

Sub Strand: Home hygiene

Specific Learning Outcomes:

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

1. Identify different materials used to make different surfaces in the home environment.
2. Collect different materials used for making surfaces at home.
3. Appreciate living in a clean home environment to promote healthy living.

Key Inquiry Questions:

- Discuss and share experiences on surfaces made from different materials such as glass, wooden, earthen floors, cemented, and tiled.
- Collect different materials used for making surfaces at home.

Core competencies	Value s	PCIs
• Learning to learn • Communication and collaboration • Self- efficacy	• Unity • Respect • Responsibility	• Health promotion • Safety • Personal hygiene

Learning Resources:

- Agriculture and Nutrition Grade 5 curriculum design
- MTP Home Science Grade 5 learner's book
- MTP Agriculture Grade 5 learner's book

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 (25 minutes):

Step 1: Discuss different materials used for making surfaces at home such as glass, wood, earthen floors, cement, and tiles.

Step 2: Collect samples of different materials used for making surfaces at home.

Step 3: Explore the importance of maintaining a clean home environment for promoting healthy living.

Step 4: Reflect on the significance of using appropriate materials for different home surfaces.

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:

- Students can create a collage or poster showcasing different materials used for home surfaces.
- Students can conduct a simple experiment to test the cleaning efficacy of different materials commonly used at home.

Teacher Self-Evaluation:

WEEK 1: LESSON 3

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 5	AGRICULTURE AND NUTRITION			

Strand: Hygiene Practices

Sub Strand: Home hygiene

Specific Learning Outcomes:

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

1. Identify different materials used to make surfaces in the home environment.
2. Collect different materials used for making surfaces at home.
3. Appreciate living in a clean home environment to promote healthy living.

Key Inquiry Question(s):

- Discuss and share experiences on surfaces made from different materials such as glass, wooden, earthen floors, cemented, and tiled.
- Collect different materials used for making surfaces at home.

Core competencies	Value s	PCIs
• Learning to learn • Communication and collaboration • Self- efficacy	• Unity • Respect • Responsibility	• Health promotion • Safety • Personal hygiene

Learning Resources:

- Agriculture and Nutrition Grade 5 curriculum design MTP
- Home Science Grade 5 learner's book
- Agriculture Grade 5 learner's book

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 (25 minutes):

Step 1: Discuss different materials used for making surfaces at home.

- Examples include glass, wooden, earthen floors, cemented, and tiled surfaces.

Step 2: Collect different materials used for making surfaces at home.

- Encourage students to bring in examples of materials used in their own homes.

Step 3: Analyze the importance of living in a clean home environment to promote healthy living.

- Discuss how different surfaces impact hygiene practices and overall health.

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:

- Create a poster showcasing different materials used for home surfaces.
- Conduct a scavenger hunt at school or home to identify different surfaces and their materials.

Teacher Self-Evaluation:

WEEK 1: LESSON 4

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 5	AGRICULTURE AND NUTRITION			

Strand: Hygiene practices

Sub Strand: Home hygiene

Specific Learning Outcomes:

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

1. Identify different materials used to make different surfaces in the home environment.
2. Collect different materials used for making surfaces at home.
3. Appreciate living in a clean home environment to promote healthy living.

Key Inquiry Question(s):

- Discuss and share experiences on surfaces made from different materials such as glass, wooden, earthen floors, cemented, and tiled.
- Collect different materials used for making surfaces at home.

Core competencies	Values	PCIs
• Learning to learn • Communication and collaboration • Self- efficacy	• Unity • Respect • Responsibility	• Health promotion • Safety • Personal hygiene

Learning Resources:

- Agriculture and Nutrition Grade 5 curriculum design
- MTP Home Science Grade 5 learner's book
- MTP Agriculture Grade 5 learner's book

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 (25 minutes):**Step 1: Discussing Different Materials for Home Surfaces**

- Introduce the concept of different materials used to make surfaces at home.
- Discuss the properties and advantages of materials like glass, wood, earthen floors, cemented, and tiled surfaces.

Step 2: Collecting Materials Used for Making Home Surfaces

- Engage students in a hands-on activity where they identify and collect samples of materials used for home surfaces.
- Encourage discussion on the practical application of different materials in maintaining a clean home environment.

Step 3: Appreciating Clean Home Environment

- Facilitate a group discussion on the importance of living in a clean home environment for promoting healthy living.
- Encourage students to share their perspectives and experiences on keeping their surroundings clean and hygienic.

Conclusion (5 minutes):

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity (e.g., quiz, discussion) 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 can include:
- Conducting a home survey to identify different materials used in various rooms.
- Creating a poster or presentation showcasing the benefits of different materials for home surfaces.

- Organizing a cleanliness drive within the school or community to apply the concepts discussed in class.

Teacher Self-Evaluation:

WEEK 2: LESSON 1

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 5	AGRICULTURE AND NUTRITION			

Strand: Hygiene Practices

Sub Strand: Home hygiene

Specific Learning Outcomes:

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

1. Identify equipment and materials used for cleaning different surfaces at home.
2. Clean different types of surfaces in the home environment.
3. Observe safety precautions in the cleaning activity.
4. Appreciate living in a clean home environment to promote healthy living.

Key Inquiry Question(s):

- What equipment and materials are used for cleaning different surfaces at home?
- How do we clean different types of surfaces in the home environment?
- Why is it important to observe safety precautions during cleaning activities?

Core competencies	Value s	PCIs
• Learning to learn • Communication and collaboration • Self- efficacy	• Unity • Respect • Responsibility	• Health promotion • Safety • Personal hygiene

Learning Resources:

- Agriculture and Nutrition Grade 5 curriculum design
- MTP Home Science Grade 5 learner's book
- MTP Agriculture Grade 5 learner's book

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 (25 minutes):**Step 1:** Equipment and Materials for Cleaning

- Discuss different surfaces at home and the equipment and materials needed to clean them effectively.

Step 2: Cleaning Different Surfaces

- Demonstrate how to clean surfaces made of different materials such as wood, glass, and plastic.

Step 3: Safety Precautions

- Explain the importance of observing safety precautions while cleaning, such as wearing gloves and using appropriate cleaning products.

Step 4: Promoting Healthy Living

- Discuss the benefits of living in a clean home environment for overall health and well-being.

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 create a cleaning checklist for their own homes and share with the class.
- Conduct a hands-on activity where students practice cleaning different surfaces using the knowledge gained in the lesson.

Teacher Self-Evaluation:

WEEK 2: LESSON 2

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 5	AGRICULTURE AND NUTRITION			

Strand: Hygiene Practices

Sub Strand: Home hygiene

Specific Learning Outcomes:

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

1. Identify equipment and materials used for cleaning different surfaces at home.
2. Clean different types of surfaces in the home environment.
3. Observe safety precautions in the cleaning activity.
4. Appreciate living in a clean home environment to promote healthy living.

Key Inquiry Question(s):

- What equipment and materials are used to clean different surfaces at home?
- How can we clean different types of surfaces effectively in the home environment?
- Why is it important to observe safety precautions during cleaning activities?

Core competencies	Value s	PCIs
• Learning to learn • Communication and collaboration • Self- efficacy	• Unity • Respect • Responsibility	• Health promotion • Safety • Personal hygiene

Learning Resources:

- Agriculture and Nutrition Grade 5 curriculum design MTP
- Home Science Grade 5 learner's book
- Agriculture Grade 5 learner's book

Organization of Learning:

Introduction (5 minutes):

- Recap the previous lesson on hygiene practices at home.
- Guide students to read and discuss key concepts from the provided learning resources.

Lesson Development (25 minutes):**Step 1:** Introduction to cleaning equipment and materials

- Discuss the various equipment and materials needed for cleaning different surfaces at home.

Step 2: Cleaning different surfaces effectively

- Explore different methods to clean surfaces made from various materials like wood, glass, and plastic.

Step 3: Safety precautions during cleaning

- Highlight the importance of observing safety measures such as wearing gloves and using appropriate cleaning agents.

Step 4: Promoting a clean home environment

- Discuss the benefits of living in a clean home for overall health and well-being.

Conclusion (5 minutes):

- Summarize the key points covered in the lesson.
- Conduct a brief interactive activity to reinforce learning, such as a quiz or discussion.
- Preview upcoming topics or questions for the next session.

Extended Activities:

- Students can create their own cleaning checklist for different areas of the home.
- Encourage students to research eco-friendly cleaning products and their benefits.
- Conduct a practical demonstration of cleaning a surface using the discussed materials and techniques.

Teacher Self-Evaluation:

WEEK 2: LESSON 3

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 5	AGRICULTURE AND NUTRITION			

Strand: Hygiene Practices

Sub Strand: Home hygiene

Specific Learning Outcomes:

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

1. Identify equipment and materials used for cleaning different surfaces at home.
2. Clean different types of surfaces in the home environment.
3. Observe safety precautions in the cleaning activity.
4. Appreciate living in a clean home environment to promote healthy living.

Key Inquiry Question(s):

- What equipment and materials are used for cleaning different surfaces at home?
- How can we clean different types of surfaces in the home environment?
- Why is it important to observe safety precautions during cleaning activities?

Core competencies	Value s	PCIs
• Learning to learn • Communication and collaboration • Self- efficacy	• Unity • Respect • Responsibility	• Health promotion • Safety • Personal hygiene

Learning Resources:

- Agriculture and Nutrition Grade 5 curriculum design
- MTP Home Science Grade 5 learner's book
- MTP Agriculture Grade 5 learner's book

Organisation of Learning:**Introduction (5 minutes):**

- Review the importance of home hygiene practices.
- Engage students in a discussion about the equipment and materials used for cleaning different surfaces at home.

Lesson Development (25 minutes):**Step 1:** Equipment and Materials

- Discuss various equipment and materials used for cleaning surfaces.

Step 2: Cleaning Different Surfaces

- Demonstrate how to clean different types of surfaces at home.

Step 3: Safety Precautions

- Explain the importance of observing safety precautions during cleaning activities.

Step 4: Clean Home Environment

- Highlight the benefits of living in a clean home environment for promoting healthy living.

Conclusion (5 minutes):

- Recap the key points covered in the lesson.
- Conduct a hands-on activity where students can practice cleaning different surfaces.
- Provide a preview of upcoming topics to spark curiosity and interest.

Extended Activities:

- Ask students to create a cleaning checklist for different areas of their home.
- Encourage students to conduct a mini home cleanup project and report back on their experience.

Teacher Self-Evaluation:

WEEK 2: LESSON 4

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 5	AGRICULTURE AND NUTRITION			

Strand: Hygiene Practices

Sub Strand: Home Hygiene

Specific Learning Outcomes:

1. Identify ways of caring for cleaning equipment and materials.
2. Clean different types of surfaces in the home environment.
3. Appreciate living in a clean home environment to promote a healthy lifestyle.

Key Inquiry Question(s):

- How do we take care of cleaning tools, equipment, and materials at home?

Core competencies	Value s	PCIs
• Learning to learn • Communication and collaboration • Self- efficacy	• Unity • Respect • Responsibility	• Health promotion • Safety • Personal hygiene

Learning Resources:

- Agriculture and Nutrition Grade 5 curriculum design
- MTP Home Science Grade 5 learner's book
- MTP Agriculture Grade 5 learner's book

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 (25 minutes):

Step 1: Discuss the importance of hygiene practices in the home environment.

Step 2: Identify different cleaning tools, equipment, and materials used at home.

Step 3: Demonstrate how to care for cleaning tools, equipment, and materials.

Step 4: Practice cleaning various surfaces in the home environment using the tools and materials discussed.

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 poster or infographic showcasing the proper care of cleaning tools and materials at home.
- Have students take on the role of "home hygiene inspectors" and assess the cleanliness of different areas in their homes, suggesting improvements.

Teacher Self-Evaluation:

WEEK 3: LESSON 1

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 5	AGRICULTURE AND NUTRITION			

Strand: Hygiene practices

Sub Strand: Home hygiene

Specific Learning Outcomes:

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

1. Identify ways of caring for cleaning equipment and materials.
2. Clean different types of surfaces in the home environment.
3. Appreciate living in a clean home environment to promote health.

Key Inquiry Question(s):

- How do we take care of cleaning tools, equipment, and materials at home?

Core competencies	Value s	PCIs
• Learning to learn • Communication and collaboration • Self- efficacy	• Unity • Respect • Responsibility	• Health promotion • Safety • Personal hygiene

Learning Resources:

- Agriculture and Nutrition Grade 5 curriculum design MTP
- Home Science Grade 5 learner's book
- Agriculture Grade 5 learner's book

Organisation of Learning:

Introduction (5 minutes):

- Review the previous lesson.

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

Lesson Development (25 minutes):**Step 1: Discussing Cleaning Equipment and Materials**

- Introduce various types of cleaning tools, equipment, and materials used in maintaining a clean home.
- Discuss the importance of proper care and maintenance for these items to ensure effective cleaning.

Step 2: Cleaning Different Surfaces

- Explore different types of surfaces found in the home environment, such as countertops, floors, and walls.
- Demonstrate appropriate cleaning techniques for each surface type, highlighting the importance of targeting specific cleaning methods for different surfaces.

Step 3: Promoting a Clean Home Environment

- Discuss the benefits of living in a clean home environment for personal health and overall well-being.
- Encourage students to appreciate the value of cleanliness and its impact on their daily lives.

Conclusion (5 minutes):

- Summarize key points covered during the lesson.
- Conduct a brief interactive activity where students can identify cleaning tools and surfaces.
- Provide a preview of upcoming topics or questions to consider for the next session.

Extended Activities:

- Assign students a task to create a cleaning schedule for their own homes.
- Encourage students to interview family members about their cleaning habits and share their findings with the class.

Teacher Self-Evaluation:

WEEK 3: LESSON 2

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 5	AGRICULTURE AND NUTRITION			

Strand: Hygiene practices

Sub Strand: Laundering cotton item

Specific Learning Outcomes:

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

1. State the importance of laundry work in maintaining clothes.
2. Describe how to launder a cotton item.
3. Appreciate the importance of laundry work for hygienic purposes.

Key Inquiry Question(s):

- Discuss the importance of laundry work in the maintenance of clothes.
- Describe how to launder a cotton item.

Core competencies	Value s	PCIs
• Learning to learn • Communication and collaboration • Self- efficacy	• Unity • Respect • Responsibility	• Health promotion • Safety • Personal hygiene

Learning Resources:

- Agriculture and Nutrition Grade 5 curriculum design MTP
- Home Science Grade 5 learner's book
- MTP Agriculture Grade 5 learner's book

Organisation 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 (25 minutes):

Step 1: Discuss the importance of laundry work in maintaining clothes.

Step 2: Describe the process of laundering a cotton item.

Step 3: Demonstrate proper techniques for washing cotton items.

Step 4: Explain the significance of laundry work for maintaining hygiene.

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 by providing a preview of upcoming topics or questions to consider.

Extended Activities:

- Have students practice laundering a small cotton item at home and share their experiences in the next session.
- Conduct a group discussion on the different types of fabrics and their laundry requirements.
- Organize a poster-making activity showcasing the importance of proper laundry practices for maintaining hygiene.

Teacher Self-Evaluation:

WEEK 3: LESSON 3

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 5	AGRICULTURE AND NUTRITION			

Strand: Hygiene Practices

Sub Strand: Laundering cotton item

Specific Learning Outcomes:

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

1. State the importance of laundry work in the maintenance of clothes.
2. Describe how to launder a cotton item.
3. Appreciate the importance of laundry work for hygienic purposes.

Key Inquiry Question(s):

- Discuss the importance of laundry work in the maintenance of clothes.
- Describe how to launder a cotton item.

Core competencies	Value s	PCIs
• Learning to learn • Communication and collaboration • Self- efficacy	• Unity • Respect • Responsibility	• Health promotion • Safety • Personal hygiene

Learning Resources:

- Agriculture and Nutrition Grade 5 curriculum design
- MTP Home Science Grade 5 learner's book
- MTP Agriculture Grade 5 learner's book

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 (25 minutes):

Step 1: Explain the importance of laundry work in maintaining clean and hygienic clothes.

Step 2: Discuss the process of laundering a cotton item, including sorting, washing, drying, and ironing.

Step 3: Demonstrate proper techniques for washing cotton items, emphasizing the use of detergent, water temperature, and care labels.

Step 4: Emphasize the significance of laundry work for ensuring clothes are free from germs and dirt.

Conclusion (5 minutes):

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

Extended Activities:

- Students can practice laundering their own cotton items at home and report back on their experience.
- Conduct a group activity where students create posters or presentations on the importance of proper laundry practices for hygiene.

Teacher Self-Evaluation:

WEEK 3: LESSON 4

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 5	AGRICULTURE AND NUTRITION			

Strand: Hygiene Practices

Sub Strand: Laundering cotton items

Specific Learning Outcomes:

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

1. Explain what laundering is
2. Launder a white and fast-coloured cotton item
3. Appreciate the importance of laundry work for hygiene purposes

Key Inquiry Question(s):

- What is laundering?
- How do we launder white and fast-coloured clothes?
- Why is laundry work important for hygiene?

Core competencies	Value s	PCIs
• Learning to learn • Communication and collaboration • Self- efficacy	• Unity • Respect • Responsibility	• Health promotion • Safety • Personal hygiene

Learning Resources:

- Agriculture and Nutrition Grade 5 curriculum design
- MTP Home Science Grade 5 learner's book
- MTP Agriculture Grade 5 learner's book

Organization 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 (25 minutes):

Step 1: Introduce the concept of laundering and its importance for hygiene.

Step 2: Demonstrate how to launder a white cotton item and a fast-coloured cotton item.

Step 3: Discuss the process and key steps involved in effective laundering for hygiene purposes.

Step 4: Watch a video clip on how to launder white and fast-coloured cotton clothes.

Conclusion (5 minutes):

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

Extended Activities:

- Grade-relevant extended activities may include role-playing scenarios of doing laundry, creating a simple poster on laundry tips for hygiene, or conducting a group discussion on different types of fabrics and how to care for them.

Teacher Self-Evaluation:

WEEK 4: LESSON 1

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 5	AGRICULTURE AND NUTRITION			

Strand: Hygiene Practices

Sub Strand: Laundering Cotton Items

Specific Learning Outcomes:

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

1. Explain what laundering is.
2. Launder a white and first-colored cotton item.
3. Appreciate the importance of laundry work for hygiene purposes.

Key Inquiry Question(s):

- What is laundering?
- How does laundering cotton items promote hygiene?
- How to launder white and fast-colored cotton clothes?

Core competencies	Value s	PCIs
• Learning to learn • Communication and collaboration • Self- efficacy	• Unity • Respect • Responsibility	• Health promotion • Safety • Personal hygiene

Learning Resources:

- Agriculture and Nutrition Grade 5 curriculum design
- MTP Home Science Grade 5 Learner's book
- MTP Agriculture Grade 5 Learner's book

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 (25 minutes):**Step 1:** Understanding Laundering

- Define laundering and its importance for hygiene.
- Discuss the differences between laundering white and fast-colored cotton items.

Step 2: Practicing Laundering

- Demonstrate the process of laundering a white cotton item.
- Explain the steps involved in laundering a first-colored cotton item.

Step 3: Importance of Laundry Work

- Discuss why proper laundry work is essential for maintaining hygiene.
- Highlight the significance of clean clothes for personal health.

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:

- Grade-relevant extended activities could include:
- Conducting a laundry experiment using different detergents to compare their effectiveness.
- Creating a visual guide or poster showcasing the steps for laundering cotton items.
- Role-playing scenarios where students demonstrate the importance of proper laundry practices for hygiene maintenance.

Teacher Self-Evaluation:

WEEK 4: LESSON 2

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 5	AGRICULTURE AND NUTRITION			

Strand: Hygiene Practices

Sub Strand: Laundering Cotton Items

Specific Learning Outcomes:

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

1. Explain what is laundering.
2. Launder a white and first-colored cotton item.
3. Appreciate the importance of laundry work for hygiene purposes.

Key Inquiry Question(s):

- What is laundering?
- How does laundering cotton items promote hygiene?

Core competencies	Value s	PCIs
• Learning to learn • Communication and collaboration • Self- efficacy	• Unity • Respect • Responsibility	• Health promotion • Safety • Personal hygiene

Learning Resources:

- Agriculture and Nutrition Grade 5 curriculum design
- MTP Home Science Grade 5 learner's book
- MTP Agriculture Grade 5 learner's book

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 (25 minutes):

Step 1: Discuss why laundering clothes is important for hygiene and health.

Step 2: Demonstrate the process of laundering a white cotton item.

Step 3: Demonstrate the process of laundering a fast-colored cotton item.

Step 4: Watch a video clip on how to launder white and fast-colored cotton clothes.

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 bring in a white and colored cotton item from home to practice laundering techniques.
- Create a simple role-play activity where students act out the steps involved in laundering cotton items.

Teacher Self-Evaluation:

WEEK 4: LESSON 3

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 5	AGRICULTURE AND NUTRITION			

Strand: Hygiene Practices

Sub Strand: Laundering cotton items

Specific Learning Outcomes:

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

1. Explain what is laundering
2. Launder a white and first-colored cotton item
3. Appreciate the importance of laundry work for hygiene purposes

Key Inquiry Question(s):

- What is laundering?
- How can laundering white and fast-colored clothes promote hygiene?
- Watch a video clip on how to launder white and fast-colored cotton clothes

Core competencies	Value s	PCIs
• Learning to learn • Communication and collaboration • Self- efficacy	• Unity • Respect • Responsibility	• Health promotio n • Safety • Personal hygiene

Learning Resources:

- Agriculture and Nutrition Grade 5 curriculum design
- Home Science Grade 5 learner's book
- Agriculture Grade 5 learner's book

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 (25 minutes):

Step 1: Discuss the concept of laundering and its importance for hygiene.

Step 2: Demonstrate the process of laundering a white cotton item and a fast-colored cotton item.

Step 3: Engage students in a hands-on activity of laundering their own cotton items with supervision.

Step 4: Watch a video clip on how to launder white and fast-colored cotton clothes.

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:

- Design a poster illustrating the importance of laundering for hygiene.
- Conduct a survey on laundry habits at home and compare with the hygiene practices discussed in class.

Teacher Self-Evaluation:

WEEK 4: LESSON 4

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 5	AGRICULTURE AND NUTRITION			

Strand: Hygiene Practices

Sub Strand: Laundering cotton items

Specific Learning Outcomes:

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

1. Explain the concept of laundering cotton items
2. Demonstrate laundering a white and first-colored cotton item
3. Understand the importance of laundry work for hygiene purposes

Key Inquiry Question(s):

- What is laundering?
- How can laundering cotton items contribute to maintaining hygiene?
- How to launder white and fast-colored cotton clothes?

Core competencies	Value s	PCIs
• Learning to learn • Communication and collaboration • Self- efficacy	• Unity • Respect • Responsibility	• Health promotion • Safety • Personal hygiene

Learning Resources:

- Agriculture and Nutrition Grade 5 curriculum design
- Home Science Grade 5 learner's book
- Agriculture Grade 5 learner's book

Organization of Learning:

Introduction (5 minutes):

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

Lesson Development (25 minutes):**Step 1:** Introduction to Laundering

- Define laundering and discuss its significance in maintaining cleanliness and hygiene.

Step 2: Laundering Demonstration

- Demonstrate how to launder a white and a first-colored cotton item, highlighting the proper washing techniques and products to use.

Step 3: Importance of Laundry Work

- Discuss the importance of laundry work in preventing the spread of germs and maintaining personal hygiene.

Step 4: Video Clip and Discussion

- Show a video clip on how to launder white and fast-colored cotton clothes, prompting students to observe and ask questions.

Conclusion (5 minutes):

- Summarize the key points learned during the lesson.
- Conduct a brief interactive activity, such as a role-play scenario of laundering clothes, to reinforce understanding.
- Provide a preview of upcoming topics and questions to consider for the next session.

Extended Activities:

- Students can practice laundering their own cotton items at home and write a reflection on the experience.
- Conduct a group discussion on different laundry practices around the world and compare them to the techniques learned in class.

Teacher Self-Evaluation:

WEEK 5: LESSON 1

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 5	AGRICULTURE AND NUTRITION			

Strand: Production Techniques

Sub Strand: Repairing garments

Specific Learning Outcomes:

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

1. Identify stitches used in repairing a garment
2. Make samples of stitches used to repair garments
3. Appreciate the importance of repairing and maintaining clothes

Key Inquiry Question(s):

- Discuss stitches such as backstitch and running stitch used in repairing a garment
- Use a piece of cloth to make samples of running and backstitch

Core competencies	Values	PCIs
• Critical thinking and problem solving • Creativity and imagination	• Unity • Responsibility	• Financial literacy • Environmental awareness

Learning Resources:

- Agriculture and Nutrition Grade 5 curriculum design MTP
- Home Science Grade 5 learner's book
- MTP Agriculture Grade 5 learner's book

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 (25 minutes):

Step 1: Introduce the concept of repairing garments and discuss the importance of knowing different stitches for repairs.

Step 2: Demonstrate the backstitch and running stitch on a piece of cloth, explaining each step clearly.

Step 3: Allow students to practice the backstitch and running stitch on their own pieces of cloth, providing guidance and correction where needed.

Step 4: Discuss the significance of repairing and maintaining clothes for sustainability and resourcefulness.

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 bring in old clothing items that need repair and guide them through the process of using the stitches learned in class to fix them.
- Encourage students to create a mini-project where they design and repair a small piece of clothing using the stitches learned in class.

Teacher Self-Evaluation:

WEEK 5: LESSON 2

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 5	AGRICULTURE AND NUTRITION			

Strand: Production Techniques

Sub Strand: Repairing garments

Specific Learning Outcomes:

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

1. Identify stitches used in repairing a garment
2. Make samples of stitches used to repair garments
3. Appreciate the importance of repairing and maintaining clothes

Key Inquiry Question(s):

- Discuss stitches such as back stitch and running stitch used in repairing a garment
- Use a piece of cloth to make samples of running and back stitches

Core competencies	Value s	PCIs
• Critical thinking and problem solving • Creativity and imagination	• Unity • Responsibility	• Financial literacy • Environmental awareness

Learning Resources:

- Agriculture and Nutrition Grade 5 curriculum design
- Home Science Grade 5 learner's book
- Agriculture Grade 5 learner's book

Organisation of learning:

Introduction (5 minutes):

1. Review the previous lesson.

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

Lesson Development (25 minutes):

Step 1: Discuss different stitches used in garment repair such as back stitch and running stitch.

Step 2: Demonstrate how to make a running stitch on a piece of cloth.

Step 3: Practice making a back stitch on a separate piece of cloth.

Step 4: Reflect on the importance of maintaining and repairing clothes.

Conclusion (5 minutes):

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

Extended Activities:

- Encourage students to practice different stitches on old clothes at home.
- Have students create a mini sewing kit with basic supplies like needle, thread, and fabric to continue practicing stitches.

Teacher Self-Evaluation:

WEEK 5: LESSON 3

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 5	AGRICULTURE AND NUTRITION			

Strand: Production Techniques

Sub-Strand: Repairing garments

Specific Learning Outcomes:

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

1. Identify stitches used in repairing a garment.
2. Make samples of stitches used to repair garments.
3. Appreciate the importance of repairing and maintaining clothes.

Key Inquiry Question(s):

- Discuss stitches such as back stitch and running stitch used in repairing a garment.
- Use a piece of cloth to make samples of running and back stitch.

Core competencies	Value s	PCIs
• Critical thinking and problem solving • Creativity and imagination	• Unity • Responsibility	• Financial literacy • Environmental awareness

Learning Resources:

- Agriculture and Nutrition Grade 5 curriculum design MTP
- Home Science Grade 5 learner's book
- Agriculture Grade 5 learner's book

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 (25 minutes):**Step 1: Introduction to Stitches**

- Introduce different stitches used in repairing garments, such as back stitch and running stitch.
- Discuss the characteristics and purposes of each stitch.

Step 2: Making Samples

- Provide learners with pieces of cloth.
- Demonstrate how to create samples of running and back stitches on the cloth.
- Encourage learners to practice making these stitches themselves.

Step 3: Importance of Repairing Clothes

- Discuss why repairing and maintaining clothes is important for sustainability and reducing waste.
- Connect the concept to the broader idea of responsible consumption.

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 identifying stitches on sample garments.
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.

Extended Activities:

- Encourage learners to bring in old garments that need repairing and practice stitches learned in class.
- Discuss the environmental impact of fast fashion and ways to promote sustainable clothing practices.

Teacher Self-Evaluation:

WEEK 5: LESSON 4

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 5	AGRICULTURE AND NUTRITION			

Strand: Production Techniques

Sub Strand: Repairing garments

Specific Learning Outcomes:

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

1. Identify stitches used in repairing a garment.
2. Make samples of stitches used to repair garments.
3. Appreciate the importance of repairing and maintaining clothes.

Key Inquiry Question(s):

- Discuss stitches such as back stitch and running stitch used in repairing a garment.
- Use a piece of cloth to make samples of running and back stitch.

Core competencies	Value s	PCIs
• Critical thinking and problem solving • Creativity and imagination	• Unity • Responsibility	• Financial literacy • Environmental awareness

Learning Resources:

- Agriculture and Nutrition Grade 5 curriculum design
- MTP Home Science Grade 5 learner's book
- MTP Agriculture Grade 5 learner's book

Organization of Learning:

Introduction (5 minutes):

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

Lesson Development (25 minutes):

Step 1: Discuss and demonstrate the back stitch used in garment repair.

Content: Explain the technique of back stitch and its importance in repairing garments.

Step 2: Discuss and demonstrate the running stitch used in garment repair.

Content: Introduce the running stitch and its application in repairing clothes.

Step 3: Practice making samples of back stitch and running stitch on a piece of cloth.

Content: Provide learners with materials to practice the stitches learned.

Step 4: Encourage learners to appreciate the significance of repairing and maintaining clothes.

Content: Discuss the environmental and economic benefits of repairing garments instead of discarding them.

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 bring in old garments to practice the stitches learned in class.
- Create a mini fashion show where students can showcase their repaired garments and share the importance of garment repair.

Teacher Self-Evaluation:

WEEK 6: LESSON 1

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 5	AGRICULTURE AND NUTRITION			

Strand: Production Techniques

Sub Strand: Repairing garments

Specific Learning Outcomes:

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

1. Identify a gaping seam on a garment
2. Use stitches to repair a gaping seam
3. Appreciate the importance of repairing and maintaining clothes

Key Inquiry Question(s):

- How can you identify and repair a gaping seam on a garment?
- What problem-solving skills are developed through repairing garments?
- Why is it important to take care of your clothes and save on costs by repairing them?

Core competencies	Value s	PCIs
• Critical thinking and problem solving • Creativity and imagination	• Unity • Responsibility	• Financial literacy • Environmental awareness

Learning Resources:

- Agriculture and Nutrition Grade 5 curriculum design
- Home Science Grade 5 learner's book
- Agriculture Grade 5 learner's book

Organisation of learning:

Introduction (5 minutes):

- Review the previous lesson on agricultural production techniques.
- Guide learners to read and discuss relevant content on repairing garments from the learning resources, focusing on key concepts.

Lesson Development (25 minutes):

Step 1: Discuss the definition of a seam and why it is important in garment construction.

Step 2: Demonstrate how to identify a gaping seam on a garment.

Step 3: Teach learners how to use different stitches to repair a gaping seam effectively.

Step 4: Discuss the importance of repairing and maintaining clothes in terms of sustainability and financial literacy.

Conclusion (5 minutes):

- Summarize key points learned about repairing garments.
- Engage in a brief interactive activity to reinforce the main topics, such as identifying seams on different clothing items.
- Provide a preview of upcoming topics or questions to consider in the next session.

Extended Activities:

- Have students bring in their own garments to identify and repair gaping seams for hands-on practice.
- Conduct a mini fashion show where students showcase their repaired garments and explain the repair process.

Teacher Self-Evaluation:

WEEK 6: LESSON 2

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 5	AGRICULTURE AND NUTRITION			

Strand: Production Techniques

Sub Strand: Repairing garments

Specific Learning Outcomes:

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

1. Identify a gaping seam on a garment.
2. Use stitches to repair a gaping seam on a garment.
3. Appreciate the importance of repairing and maintaining clothes.

Key Inquiry Question(s):

- How can you identify a gaping seam on a garment?
- How can you use stitches to repair a gaping seam on a garment?
- How does repairing garments develop problem-solving skills, responsibility, and financial literacy?

Core competencies	Value s	PCIs
• Critical thinking and problem solving • Creativity and imagination	• Unity • Responsibility	• Financial literacy • Environmental awareness

Learning Resources:

- Agriculture and Nutrition Grade 5 curriculum design.
- Home Science Grade 5 learner's book.
- Agriculture Grade 5 learner's book.

Organization of Learning:

Introduction (5 minutes):

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

Lesson Development (25 minutes):

Step 1: Introduce the concept of a seam and show examples on different garments.

Step 2: Demonstrate how to identify a gaping seam and discuss why repairing garments is important.

Step 3: Teach students how to use stitches to repair a gaping seam on a garment.

Step 4: Engage students in hands-on practice of repairing a seam on a sample garment.

Conclusion (5 minutes):

- Summarize key points learned about repairing garments.
- Conduct a brief interactive activity to reinforce the importance of repairing and maintaining clothes.
- Preview upcoming topics or questions to consider for the next session.

Extended Activities:

- Encourage students to bring in their old garments to practice repairing seams.
- Assign a project where students create a mini sewing kit for garment repair.
- Discuss the environmental impact of garment repair and recycling.

Teacher Self-Evaluation:

WEEK 6: LESSON 3

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 5	AGRICULTURE AND NUTRITION			

Strand: Production Techniques

Sub Strand: Constructing vertical and horizontal gardens

Specific Learning Outcomes:

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

1. Identify crops which can be grown in vertical and horizontal gardens
2. Distinguish between horizontal and vertical innovative gardening
3. Appreciate the importance of innovative gardening

Key Inquiry Question(s):

- Discuss crops which can be grown in vertical and horizontal gardens
- Distinguish between horizontal and vertical innovative gardening

Core competencies	Value s	PCIs
• Critical thinking and problem solving • Creativity and imagination	• Unity • Responsibility	• Financial literacy • Environmental awareness

Learning Resources:

- Agriculture and Nutrition Grade 5 curriculum design
- Home Science Grade 5 learner's book
- Agriculture Grade 5 learner's book

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 (25 minutes):

Step 1: Discuss the concept of vertical and horizontal gardening.

Step 2: Identify crops suitable for vertical gardening.

Step 3: Identify crops suitable for horizontal gardening.

Step 4: Discuss the benefits and importance of innovative gardening techniques.

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 create their own mini vertical or horizontal garden at home using available materials.
- Ask students to maintain a journal documenting the growth and progress of their planted crops.

Teacher Self-Evaluation:

WEEK 6: LESSON 4

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 5	AGRICULTURE AND NUTRITION			

Strand: Production Techniques

Sub Strand: Constructing vertical and horizontal garden

Specific Learning Outcomes:

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

1. Identify crops suitable for vertical and horizontal gardens.
2. Distinguish between horizontal and vertical innovative gardening techniques.
3. Appreciate the importance of innovative gardening.

Key Inquiry Question(s):

- What crops can be grown in vertical and horizontal gardens?
- How do we distinguish between horizontal and vertical gardening techniques?

Core competencies	Value s	PCIs
• Critical thinking and problem solving • Creativity and imagination	• Unity • Responsibility	• Financial literacy • Environmental awareness

Learning Resources:

- Agriculture and Nutrition Grade 5 curriculum design
- Home Science Grade 5 learner's book
- Agriculture Grade 5 learner's book

Organization of Learning:

Introduction (5 minutes):

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

Lesson Development (25 minutes):**Step 1:** Introduction to Vertical and Horizontal Gardening

- Discuss the concept of vertical and horizontal gardening.
- Explain the benefits of innovative gardening techniques.

Step 2: Crops for Vertical and Horizontal Gardens

- Identify crops suitable for vertical gardening (e.g., strawberries, lettuce).
- Identify crops suitable for horizontal gardening (e.g., carrots, tomatoes).

Step 3: Differences between Horizontal and Vertical Gardening

- Discuss the differences in techniques and requirements for horizontal and vertical gardening.

Step 4: Importance of Innovative Gardening

- Emphasize the significance of innovative gardening in maximizing space and yield.

Conclusion (5 minutes):

- Summarize key points and learning objectives.
- Conduct a brief interactive activity to reinforce knowledge.
- Provide a preview of upcoming topics or questions for reflection.

Extended Activities:

- Encourage students to design their own small vertical or horizontal garden at home using recyclable materials.
- Research and report on a famous vertical garden structure from around the world.

Teacher Self-Evaluation:

WEEK 7: LESSON 1

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 5	AGRICULTURE AND NUTRITION			

Strand: Production Techniques

Sub strand: Constructing vertical and horizontal garden

Specific Learning Outcomes:

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

1. Identify crops that can be grown in vertical and horizontal gardens.
2. Distinguish between horizontal and vertical innovative gardening.
3. Appreciate the importance of innovative gardening.

Key Inquiry Questions:

- What crops can be grown in vertical and horizontal gardens?
- How do you differentiate between horizontal and vertical innovative gardening?
- Why is innovative gardening important?

Core competencies	Value s	PCIs
• Critical thinking and problem solving • Creativity and imagination	• Unity • Responsibility	• Financial literacy • Environmental awareness

Learning Resources:

- Agriculture and Nutrition Grade 5 curriculum design
- Grade 5 Learner's Book on Home Science and Agriculture

Organization of Learning:

Introduction (5 minutes):

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

Lesson Development (25 minutes):

Step 1: Discuss crops suitable for vertical and horizontal gardens (e.g., tomatoes, strawberries, lettuce).

Step 2: Differentiate between horizontal (traditional) and vertical (innovative) gardening techniques.

Step 3: Watch video clips on innovative gardening practices to further understand the concepts.

Step 4: Encourage students to share their thoughts on the importance of innovative gardening.

Conclusion (5 minutes):

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity, like a mini-quiz or role-playing, to reinforce understanding.
- Provide a preview of upcoming topics, encouraging students to think about how they can apply their knowledge in real-life garden projects.

Extended Activities:

- Ask students to design their mini vertical or horizontal garden and present it to the class.
- Organize a field trip to a local community garden to observe different gardening techniques in action.

Teacher Self-Evaluation:

WEEK 7: LESSON 2

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 5	AGRICULTURE AND NUTRITION			

Strand: Production Techniques

Sub Strand: Constructing vertical and horizontal garden

Specific Learning Outcomes:

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

1. Identify materials used to construct vertical and horizontal gardens for growing crops.
2. Construct vertical and horizontal gardens for growing crops.
3. Appreciate the importance of innovative gardening.

Key Inquiry Question(s):

- What are the materials used to construct vertical and horizontal gardens for growing crops?
- How can we construct vertical and horizontal gardens effectively?
- What innovative gardening practices can we learn from video clips?

Core competencies	Value s	PCIs
• Critical thinking and problem solving • Creativity and imagination	• Unity • Responsibility	• Financial literacy • Environmental awareness

Learning Resources:

- Agriculture and Nutrition Grade 5 curriculum design
- Home Science Grade 5 learner's book
- Agriculture Grade 5 learner's book

Organisation of Learning:

Introduction (5 minutes):

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

Lesson Development (25 minutes):

Step 1: Introduce the concept of vertical and horizontal gardens.

Step 2: Discuss different materials needed for constructing the gardens.

Step 3: Demonstrate the construction process using visuals or diagrams.

Step 4: Allow students to ask questions and clarify doubts.

Conclusion (5 minutes):

- Summarize key points and learning objectives.
- Conduct an interactive activity like a mini-quiz or group discussion on the topic.
- Provide a preview of the next session.

Extended Activities:

- Encourage students to create a mini vertical or horizontal garden at home.
- Research and report on innovative gardening techniques in different regions.

Teacher Self-Evaluation:

WEEK 7: LESSON 3

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 5	AGRICULTURE AND NUTRITION			

Strand: Production Techniques

Sub Strand: Constructing vertical and horizontal gardens

Specific Learning Outcomes:

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

1. Identify materials used to construct vertical and horizontal gardens for growing crops.
2. Construct vertical and horizontal gardens for growing crops.
3. Appreciate the importance of innovative gardening.

Key Inquiry Question(s):

- What materials are used to construct vertical and horizontal gardens for growing crops?

Core competencies	Value s	PCIs
• Critical thinking and problem solving • Creativity and imagination	• Unity • Responsibility	• Financial literacy • Environmental awareness

Learning Resources:

- Agriculture and Nutrition Grade 5 curriculum design
- Home Science Grade 5 learner's book
- Agriculture Grade 5 learner's book

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 (25 minutes):**Step 1:**

Introduce the concept of vertical and horizontal gardening.
Discuss the benefits of these innovative gardening techniques.

Step 2:

Identify materials needed to construct vertical and horizontal gardens for growing crops.
Discuss the role of each material in the construction process.

Step 3:

Demonstrate how to construct a vertical garden using the identified materials.
Engage students in a hands-on activity to create a small vertical garden model.

Step 4:

Similarly, demonstrate how to construct a horizontal garden using the identified materials.
Encourage students to work in teams to build a small horizontal garden model.

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:

- Assign students to research and present on different types of innovative gardening techniques.
- Have students design their own vertical or horizontal gardens using recycled materials and present their creations to the class.

Teacher Self-Evaluation:

WEEK 7: LESSON 4

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 5	AGRICULTURE AND NUTRITION			

Strand: Production Techniques

Sub Strand: Constructing vertical and horizontal gardens

Specific Learning Outcomes:

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

1. Construct vertical and horizontal gardens for growing crops
2. Adopt the use of vertical and horizontal gardens in growing crops
3. Appreciate the importance of innovative gardening

Key Inquiry Question(s):

- How can we construct vertical and horizontal gardens for growing crops?
- Why is it important to adopt the use of vertical and horizontal gardens in growing crops?

Core competencies	Value s	PCIs
• Critical thinking and problem solving • Creativity and imagination	• Unity • Responsibility	• Financial literacy • Environmental awareness

Learning Resources:

- Agriculture and Nutrition Grade 5 curriculum design
- Home Science Grade 5 learner's book
- Agriculture Grade 5 learner's book

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 (25 minutes):

Step 1: Discuss the benefits of vertical and horizontal gardens.

Step 2: Demonstrate how to construct a simple vertical garden using recycled materials.

Step 3: Explain the advantages of using vertical gardens in limited spaces.

Step 4: Showcase examples of successful horizontal gardens and discuss their impact.

Conclusion (5 minutes):

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity to reinforce the main topics (e.g., role-playing as garden designers).
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.

Extended Activities:

- Encourage students to design and create their own small vertical or horizontal gardens at home.
- Research and report on innovative gardening techniques used in different cultures around the world.

Teacher Self-Evaluation: