

RATIONALISED CBE LESSON PLANS

GRADE : 4

TERM : THREE

YEAR : 2025

LEARNING AREA: AGRICULTURE

TEACHERS NAME:

SCHOOL:.....

WEEK 1: LESSON 1

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 4	AGRICULTURE AND NUTRITION			

Strand: Hygiene Practices

Sub Strand: Personal hygiene

Specific Learning Outcomes:

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

1. Identify healthy practices that promote personal hygiene
2. Demonstrate appropriate practices that promote personal hygiene
3. Embrace health practices to promote personal hygiene in daily life

Key Inquiry Question(s):

- What are healthy practices that promote personal hygiene?
- How can we demonstrate appropriate practices that promote personal hygiene, such as hand washing, use of personal protective equipment, use of clean water, and good grooming?

Core competencies	Value s	PCIs
<ul style="list-style-type: none"> • Self- efficacy • Imagination and creativity • Digital literacy 	<ul style="list-style-type: none"> • Responsibility 	<ul style="list-style-type: none"> • Personal hygiene • Environmental awareness • Personal safety

Learning Resources:

- Agriculture and Nutrition Grade 4 curriculum design
- Everyday Home Science Grade 4 learner's book
- MTP Agriculture Grade 4 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: Identifying Healthy Practices**

- Discuss with students the healthy practices that promote personal hygiene.
- Ask students to share their thoughts on why personal hygiene is important.

Step 2: Demonstrating Appropriate Practices

- Demonstrate proper hand washing techniques and the use of personal protective equipment.
- Encourage students to actively participate by practicing these techniques.

Step 3: Embracing Health Practices

- Discuss with students how they can integrate health practices to promote personal hygiene into their daily lives.

Conclusion (5 minutes):

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

Extended Activities:

- Assign students a project where they create a poster illustrating the importance of personal hygiene practices.
- Encourage students to track their personal hygiene habits for a week and reflect on their observations.

Teacher Self-Evaluation:

WEEK 1: LESSON 2

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 4	AGRICULTURE AND NUTRITION			

Strand: Hygiene Practices

Sub Strand: Personal Hygiene

Specific Learning Outcomes:

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

1. Identify healthy practices that promote personal hygiene.
2. Demonstrate appropriate practices that promote personal hygiene.
3. Embrace health practices to promote personal hygiene in daily life.

Key Inquiry Question(s):

- Discuss healthy practices that promote personal hygiene.
- Demonstrate appropriate practices that promote personal hygiene such as hand washing, use of personal protective equipment, use of clean water, and good grooming.

Core competencies	Values	PCIs
<ul style="list-style-type: none"> • Self- efficacy • Imagination and creativity • Digital literacy 	<ul style="list-style-type: none"> • Responsibility 	<ul style="list-style-type: none"> • Personal hygiene • Environmental awareness • Personal safety

Learning Resources:

- Agriculture and Nutrition Grade 4 curriculum design
- Everyday Home Science Grade 4 learner's book
- MTP Agriculture Grade 4 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 personal hygiene and discuss why it is important.

Step 2: Explore and discuss specific healthy practices that promote personal hygiene, such as hand washing and proper grooming.

Step 3: Demonstrate the correct way to wash hands and discuss the importance of using personal protective equipment.

Step 4: Emphasize the role of clean water in personal hygiene practices.

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:

- Role-play scenarios where students can demonstrate proper hand washing techniques.
- Create posters or pamphlets showcasing the importance of personal hygiene practices.

Teacher Self-Evaluation:

WEEK 1: LESSON 3

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 4	AGRICULTURE AND NUTRITION			

Strand: Hygiene practices

Sub Strand: Personal hygiene

Specific Learning Outcomes:

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

1. Identify healthy practices that promote personal hygiene.
2. Demonstrate appropriate practices that promote personal hygiene.
3. Embrace health practices to promote personal hygiene in daily life.

Key Inquiry Question(s):

- Discuss healthy practices that promote personal hygiene.
- Demonstrate appropriate practices that promote personal hygiene such as hand washing, use of personal protective equipment, use of clean water, good grooming.

Core competencies	Values	PCIs
<ul style="list-style-type: none"> • Self- efficacy • Imagination and creativity • Digital literacy 	<ul style="list-style-type: none"> • Responsibility 	<ul style="list-style-type: none"> • Personal hygiene • Environmental awareness • Personal safety

Learning Resources:

- Agriculture and Nutrition Grade 4 curriculum design
- Everyday Home Science Grade 4 learner's book
- MTP Agriculture Grade 4 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 Healthy Practices

- Introduce the concept of personal hygiene and discuss why it is important.
- Engage students in a discussion on different healthy practices that promote personal hygiene such as hand washing, wearing personal protective equipment, using clean water, and good grooming.

Step 2: Demonstrating Appropriate Practices

- Demonstrate to students the proper techniques for hand washing, how to use personal protective equipment like gloves or masks, and the importance of grooming habits.

Step 3: Embracing Health Practices

- Encourage students to embrace health practices that promote personal hygiene in their daily lives. Discuss the benefits of maintaining good hygiene habits.

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 role-playing scenario where students demonstrate proper handwashing techniques.
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.

Extended Activities:

- Assign students to create posters illustrating different healthy practices that promote personal hygiene.
- Encourage students to keep a daily hygiene journal documenting their personal hygiene practices.

Teacher Self-Evaluation:

WEEK 1: LESSON 4

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 4	AGRICULTURE AND NUTRITION			

Strand: Hygiene Practices

Sub Strand: Personal hygiene

Specific Learning Outcomes:

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

1. Identify healthy practices that promote personal hygiene.
2. Demonstrate appropriate practices that promote personal hygiene.
3. Embrace health practices to promote personal hygiene in daily life.

Key Inquiry Question(s):

- Discuss healthy practices that promote personal hygiene.
- Demonstrate appropriate practices that promote personal hygiene such as hand washing, use of personal protective equipment, use of clean water, good grooming.

Core competencies	Value s	PCIs
<ul style="list-style-type: none"> • Self- efficacy • Imagination and creativity • Digital literacy 	<ul style="list-style-type: none"> • Responsibility 	<ul style="list-style-type: none"> • Personal hygiene • Environmental awareness • Personal safety

Learning Resources:

- Agriculture and Nutrition Grade 4 curriculum design
- Everyday Home science Grade 4 learner's book
- MTP Agriculture Grade 4 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 identify healthy practices that promote personal hygiene such as hand washing.

Step 2: Demonstrate the proper way to wash hands and explain why it is important for personal hygiene.

Step 3: Discuss the use of personal protective equipment and the importance of good grooming for personal hygiene.

Step 4: Emphasize the use of clean water in maintaining personal hygiene practices.

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:

- Suggest grade-relevant extended activities such as creating a personal hygiene poster or role-playing scenarios that emphasize the importance of personal hygiene.

Teacher Self-Evaluation:

WEEK 2: LESSON 1

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 4	AGRICULTURE AND NUTRITION			

Strand: Hygiene practices

Sub Strand: Personal hygiene

Specific Learning Outcomes:

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

1. State healthy practices that promote hygiene.
2. Apply healthy practices that promote personal hygiene.
3. Embrace health practices to promote personal hygiene in daily life.

Key Inquiry Question(s):

- What are healthy practices that promote hygiene?
- How do healthy practices promote good health?
- How can personal hygiene be improved using digital devices?

Core competencies	Values	PCIs
<ul style="list-style-type: none"> • Self- efficacy • Imagination and creativity • Digital literacy 	<ul style="list-style-type: none"> • Responsibility 	<ul style="list-style-type: none"> • Personal hygiene • Environmental awareness • Personal safety

Learning Resources:

- Agriculture and Nutrition Grade 4 curriculum design
- Everyday Home Science Grade 4 learner's book
- MTP Agriculture Grade 4 learner's book

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 key concepts.

Lesson Development (25 minutes):**Step 1: Identify Healthy Practices for Personal Hygiene**

- Discuss and list different healthy practices that promote personal hygiene.
- Explain the importance of each practice in maintaining good health.

Step 2: Applying Healthy Practices

- Role-play scenarios where students demonstrate applying healthy practices in their daily lives.
- Discuss the impact of these practices on personal hygiene.

Step 3: Digital Research on Personal Hygiene

- Use digital devices to search for information on how personal hygiene promotes good health.
- Encourage students to find and share interesting facts or tips they discover.

Conclusion (5 minutes):

- Summarize key points and learning objectives about hygiene practices.
- Engage students in a brief interactive activity related to personal hygiene.
- Provide a preview of upcoming topics or questions to consider for the next session.

Extended Activities:

- Create hygiene posters showcasing the importance of personal hygiene.
- Plan and conduct a mini science experiment demonstrating the effectiveness of proper handwashing techniques.

Teacher Self-Evaluation:

WEEK 2: LESSON 2

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 4	AGRICULTURE AND NUTRITION			

Strand: Hygiene Practices

Sub-Strand: Personal hygiene

Specific Learning Outcomes:

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

1. State healthy practices that promote hygiene.
2. Apply healthy practices that promote personal hygiene.
3. Embrace health practices to promote personal hygiene in daily life.

Key Inquiry Questions:

- What are healthy practices that promote hygiene?
- How can we apply healthy practices to promote personal hygiene?
- How can we use digital devices to research how personal hygiene promotes good health?

Core competencies	Values	PCIs
<ul style="list-style-type: none"> • Self- efficacy • Imagination and creativity • Digital literacy 	<ul style="list-style-type: none"> • Responsibility 	<ul style="list-style-type: none"> • Personal hygiene • Environmental awareness • Personal safety

Learning Resources:

- Agriculture and Nutrition Grade 4 curriculum design
- Everyday Home Science Grade 4 learner's book
- MTP Agriculture Grade 4 learner's book

Organization of Learning:

Introduction (5 minutes):

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

Lesson Development (25 minutes):

Step 1: Discuss and list healthy practices that promote hygiene.

Step 2: Demonstrate and role-play applying healthy practices for personal hygiene.

Step 3: Engage students in a group discussion on embracing health practices in daily life for personal hygiene.

Step 4: Research using digital devices on how personal hygiene promotes good health.

Conclusion (5 minutes):

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

Extended Activities:

- For extended activities, students can create posters or pamphlets showcasing the importance of personal hygiene for good health.
- Encourage students to conduct a hygiene audit at home and share their findings with the class.

Teacher Self-Evaluation:

WEEK 2: LESSON 3

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 4	AGRICULTURE AND NUTRITION			

Strand: Hygiene practices

Sub Strand: Personal hygiene

Specific Learning Outcomes:

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

1. State healthy practices that promote hygiene
2. Apply healthy practices that promote personal hygiene
3. Embrace health practices to promote personal hygiene in daily life

Key Inquiry Question(s):

- State healthy practice that promote hygiene
- Apply healthy practices that promote personal hygiene
- Use digital devices to search how personal hygiene promotes good health

Core competencies	Value s	PCIs
<ul style="list-style-type: none"> • Self- efficacy • Imagination and creativity • Digital literacy 	<ul style="list-style-type: none"> • Responsibility 	<ul style="list-style-type: none"> • Personal hygiene • Environmental awareness • Personal safety

Learning Resources:

- Agriculture and Nutrition Grade 4 curriculum design
- Everyday Home Science Grade 4 learner's book
- MTP Agriculture Grade 4 learner's book

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, emphasizing the understanding of key concepts.

Lesson Development (25 minutes):

Step 1: Discuss the importance of personal hygiene in maintaining good health.

Step 2: Identify and explain healthy practices that promote personal hygiene.

Step 3: Explore examples of health practices to promote personal hygiene in daily life.

Step 4: Use digital devices to research and discuss how personal hygiene promotes good 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:

- Role-playing scenarios where students demonstrate proper personal hygiene practices.
- Create posters or infographics illustrating the importance of personal hygiene for good health.

Teacher Self-Evaluation:

WEEK 2: LESSON 4

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 4	AGRICULTURE AND NUTRITION			

Strand: Hygiene practices

Sub-Strand: Domestic Hygiene

Specific Learning Outcomes:

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

1. Identify items used to clean our home environment.
2. Draw items used to clean our home environment.
3. Appreciate a clean environment in promoting domestic hygiene.

Key Inquiry Questions:

- Discuss items used to clean our home environment.
- Draw items used to clean our home environment (dustpan, dustbin, broom, mop).

Core competencies	Values	PCIs
<ul style="list-style-type: none"> • Self- efficacy • Imagination and creativity • Digital literacy 	<ul style="list-style-type: none"> • Responsibility 	<ul style="list-style-type: none"> • Personal hygiene • Environmental awareness • Personal safety

Learning Resources:

- Agriculture and Nutrition Grade 4 curriculum design
- Everyday Home Science Grade 4 learner's book
- MTP Agriculture Grade 4 learner's book

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, focusing on understanding key concepts.

Lesson Development (25 minutes):

Step 1: Introduce and discuss items used to clean the home environment (e.g., dustpan, dustbin, broom, mop).

Step 2: Engage students in a drawing activity where they draw these cleaning items.

Step 3: Facilitate a discussion on the importance of maintaining a clean environment for domestic hygiene.

Step 4: Encourage students to share personal experiences related to keeping their home environment clean.

Conclusion (5 minutes):

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

Extended Activities:

- Assign students a task to create a poster showcasing the importance of domestic hygiene and the items used for cleaning.
- Encourage students to conduct a mini home clean-up project and report back on their experience in the next class.

Teacher Self-Evaluation:

WEEK 3: LESSON 1

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 4	AGRICULTURE AND NUTRITION			

Strand: Hygiene Practices

Sub Strand: Domestic Hygiene

Specific Learning Outcomes:

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

1. Identify items used to clean our home environment
2. Draw items used to clean our home environment
3. Appreciate a clean environment in promoting domestic hygiene

Key Inquiry Question(s):

- Discuss items used to clean our home environment.
- Draw items used to clean our home environment (dust pan, dust bin, broom, mop).

Core competencies	Values	PCIs
<ul style="list-style-type: none"> • Self- efficacy • Imagination and creativity • Digital literacy 	<ul style="list-style-type: none"> • Responsibility 	<ul style="list-style-type: none"> • Personal hygiene • Environmental awareness • Personal safety

Learning Resources:

- Agriculture and Nutrition Grade 4 curriculum design
- Everyday Home Science Grade 4 learner's book
- MTP Agriculture Grade 4 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 different items used for cleaning (dust pan, dust bin, broom, mop).

Step 2: Discuss the role of each item in maintaining a clean environment.

Step 3: Engage students in a drawing activity where they illustrate the items discussed.

Step 4: Facilitate a group discussion on the importance of a clean environment for domestic 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 with a preview of upcoming topics or questions to consider.

Extended Activities:

- Grade-relevant extended activities may include:
- Group role-playing scenarios where students act out cleaning routines.
- Creating a cleanliness checklist for their home environment.
- Researching and presenting on different cleaning practices in various cultures.

Teacher Self-Evaluation:

WEEK 3: LESSON 2

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 4	AGRICULTURE AND NUTRITION			

Strand: Hygiene Practices

Sub Strand: Domestic Hygiene

Specific Learning Outcomes:

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

1. Identify various methods used for cleaning the home environment.
2. Use appropriate methods to clean the home environment.
3. Appreciate a clean environment in promoting domestic hygiene.

Key Inquiry Question(s):

- Discuss various methods used for cleaning home environments such as mopping, dusting, sweeping, disposal of refuse.
- Apply such methods to maintain hygiene in the environment.

Core competencies	Value s	PCIs
<ul style="list-style-type: none"> • Self- efficacy • Imagination and creativity • Digital literacy 	<ul style="list-style-type: none"> • Responsibility 	<ul style="list-style-type: none"> • Personal hygiene • Environmental awareness • Personal safety

Learning Resources:

- Agriculture and Nutrition Grade 4 curriculum design
- Everyday Home Science Grade 4 learner's book
- MTP Agriculture Grade 4 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 Hygiene Practices in Domestic Settings**

- Define hygiene and its importance in maintaining a clean environment.
- Discuss the key methods used for cleaning home environments such as mopping, dusting, sweeping, and disposal of refuse.

Step 2: Application of Cleaning Methods

- Demonstrate how to use appropriate methods to clean specific areas in the home, like the kitchen, bathroom, and living room.
- Engage students in a hands-on activity where they practice cleaning techniques.

Step 3: Importance of Domestic Hygiene

- Discuss the benefits of a clean environment on health and well-being.
- Encourage students to appreciate the value of maintaining hygiene in their homes.

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 a group discussion.
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.

Extended Activities:

- To deepen understanding, students can create posters highlighting best practices for maintaining hygiene in the home.
- Students can conduct a survey at home to identify areas that require cleaning and suggest appropriate methods for improvement.

Teacher Self-Evaluation:

WEEK 3: LESSON 3

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 4	AGRICULTURE AND NUTRITION			

Strand: Hygiene practices

Sub Strand: domestic hygiene

Specific Learning Outcomes:

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

1. Identify various methods used for cleaning home environment.
2. Use appropriate methods to clean home environment.
3. Appreciate a clean environment in promoting domestic hygiene.

Key Inquiry Question(s):

- Discuss various methods used for cleaning home environments such as mopping, dusting, sweeping, disposal of refuse.
- Apply such methods to maintain hygiene in the environment.

Core competencies	Values	PCIs
<ul style="list-style-type: none"> • Self- efficacy • Imagination and creativity • Digital literacy 	<ul style="list-style-type: none"> • Responsibility 	<ul style="list-style-type: none"> • Personal hygiene • Environmental awareness • Personal safety

Learning Resources:

- Agriculture and Nutrition Grade 4 curriculum design
- Everyday Home science Grade 4 learner's book
- MTP Agriculture Grade 4 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:**

Introduce different methods used for cleaning the home environment, such as mopping, dusting, and sweeping.

Step 2:

Discuss the importance of using appropriate methods to clean the home environment effectively.

Step 3:

Engage students in a hands-on activity where they practice cleaning using the methods learned.

Step 4:

Reflect on the importance of a clean environment in promoting domestic 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 with a preview of upcoming topics or questions to consider.

Extended Activities:

- Suggest that students practice the cleaning methods learned at home and report back on their experience in the next lesson. This will deepen their understanding and application of the concepts discussed.

Teacher Self-Evaluation:

WEEK 3: LESSON 4

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 4	AGRICULTURE AND NUTRITION			

Strand: Hygiene Practices

Sub Strand: Domestic Hygiene

Specific Learning Outcomes:

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

1. Identify various methods used for cleaning the home environment.
2. Use appropriate methods to clean the home environment.
3. Appreciate a clean environment in promoting domestic hygiene.

Key Inquiry Question(s):

- Discuss various methods used for cleaning home environments, such as mopping, dusting, sweeping, disposal of refuse.
- Apply such methods to maintain hygiene in the environment.

Core competencies	Value s	PCIs
<ul style="list-style-type: none"> • Self- efficacy • Imagination and creativity • Digital literacy 	<ul style="list-style-type: none"> • Responsibility 	<ul style="list-style-type: none"> • Personal hygiene • Environmental awareness • Personal safety

Learning Resources:

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- Everyday Home Science Grade 4 learner's book
- MTP Agriculture Grade 4 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 different methods used for cleaning the home environment (e.g., mopping, dusting, sweeping).

Step 2: Demonstrate how to use appropriate methods to clean different areas of the home.

Step 3: Discuss the importance of a clean environment in promoting domestic hygiene.

Step 4: Engage students in a hands-on activity where they practice cleaning methods 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:

- Task students with creating a personalized cleaning checklist for their homes.
- Have students work in pairs to role-play scenarios where they demonstrate proper cleaning techniques.

Teacher Self-Evaluation:

WEEK 4: LESSON 1

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 4	AGRICULTURE AND NUTRITION			

Strand: Hygiene Practices

Sub Strand: Domestic Hygiene

Specific Learning Outcomes:

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

1. Identify materials in our locality which can be used to make cleaning materials and tools.
2. Use locally available materials to improvise cleaning materials and tools.
3. Appreciate a clean environment in promoting domestic hygiene.

Key Inquiry Question(s):

- Identify materials in our locality which can be used to make cleaning materials and tools.
- Use locally available materials to improvise cleaning materials and tools.

Core competencies	Value s	PCIs
<ul style="list-style-type: none"> • Self- efficacy • Imagination and creativity • Digital literacy 	<ul style="list-style-type: none"> • Responsibility 	<ul style="list-style-type: none"> • Personal hygiene • Environmental awareness • Personal safety

Learning Resources:

- Agriculture and Nutrition Grade 4 curriculum design
- Everyday Home Science Grade 4 learner's book
- MTP Agriculture Grade 4 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 common locally available materials that can be used for cleaning.

Step 2: Discuss how these materials can be used to make cleaning materials and tools.

Step 3: Demonstrate or have students participate in a hands-on activity to create cleaning materials using these resources.

Step 4: Reflect on the importance of maintaining a clean environment and how improvised cleaning materials play a role.

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 their own DIY cleaning materials at home using locally available resources. Have them document their process and share their experiences with the class in the next session.

Teacher Self-Evaluation:

WEEK 4: LESSON 2

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 4	AGRICULTURE AND NUTRITION			

Strand: Hygiene Practices

Sub Strand: Domestic Hygiene

Specific Learning Outcomes:

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

1. Identify materials in our locality which can be used to make cleaning materials and tools.
2. Use locally available materials to improvise cleaning materials and tools.
3. Appreciate a clean environment in promoting domestic hygiene.

Key Inquiry Question(s):

- What materials in our locality can be used to make cleaning materials and tools?
- How can we use locally available materials to improvise cleaning materials and tools?

Core competencies	Values	PCIs
<ul style="list-style-type: none"> • Self- efficacy • Imagination and creativity • Digital literacy 	<ul style="list-style-type: none"> • Responsibility 	<ul style="list-style-type: none"> • Personal hygiene • Environmental awareness • Personal safety

Learning Resources:

- Agriculture and Nutrition Grade 4 curriculum design
- Everyday Home science Grade 4 learner's book
- MTP Agriculture Grade 4 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 Locally Available Materials**

- Discuss with students the importance of using locally available materials for cleaning.
- List examples of materials found in our local environment that can be used for cleaning.

Step 2: Improvising Cleaning Materials and Tools

- Engage students in a hands-on activity where they brainstorm and create improvised cleaning materials and tools using local resources.
- Encourage creativity and problem-solving skills.

Step 3: Practical Application

- Allow students to test their improvised cleaning materials/tools in a designated area.
- Discuss the effectiveness of the improvised solutions and any improvements that can be made.

Step 4: Discussion and Reflection

- Facilitate a class discussion on the benefits of using locally available materials for cleaning.
- Reflect on the importance of maintaining a clean environment for domestic 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 with a preview of upcoming topics or questions to consider.

Extended Activities:

- Students can conduct a mini-research project on other ways to promote domestic hygiene using locally available materials.
- Create posters or presentations showcasing the importance of domestic hygiene and the use of local resources for cleaning.

Teacher Self-Evaluation:

WEEK 4: LESSON 3

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 4	AGRICULTURE AND NUTRITION			

Strand: Hygiene practices

Sub Strand: Cleaning personal protective equipment

Specific Learning Outcomes:

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

1. Identify personal protective equipment in day to day life
2. Draw personal protective equipment
3. Appreciate clean personal protective equipment in promoting hygiene

Key Inquiry Question(s):

- Identify common personal protective equipment such as gloves, dust masks, gumboots, overall, and canvas shoes
- Draw personal protective equipment
- Cut and paste personal protective equipment in their books

Core competencies	Values	PCIs
<ul style="list-style-type: none"> • Self- efficacy • Imagination and creativity • Digital literacy 	<ul style="list-style-type: none"> • Responsibility 	<ul style="list-style-type: none"> • Personal hygiene • Environmental awareness • Personal safety

Learning Resources:

- Agriculture and Nutrition Grade 4 curriculum design
- Everyday Home Science Grade 4 learner's book
- MTP Agriculture Grade 4 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:** Introduction to Personal Protective Equipment

- Discuss the concept of personal protective equipment (PPE) and its importance in maintaining hygiene.

Step 2: Common PPE

- Identify common PPE items such as gloves, dust masks, gumboots, overalls, and canvas shoes.

Step 3: Drawing PPE

- Have students draw different types of PPE items in their notebooks.

Step 4: Importance of Clean PPE

- Discuss the significance of having clean PPE in promoting hygiene and preventing the spread of germs.

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 matching game with PPE images.
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.

Extended Activities:

- Ask students to create a poster illustrating the proper use and cleaning of PPE.
- Role-play scenarios where students demonstrate the correct way to wear and clean different types of PPE.

Teacher Self-Evaluation:

WEEK 4: LESSON 4

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 4	AGRICULTURE AND NUTRITION			

Strand: Hygiene practices

Sub Strand: Cleaning personal protective equipment

Specific Learning Outcomes:

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

1. Identify personal protective equipment in day-to-day life.
2. Draw personal protective equipment.
3. Appreciate clean personal protective equipment in promoting hygiene.

Key Inquiry Question(s):

- Identify common personal protective equipment such as gloves, dust masks, gumboots, overalls, and canvas shoes.
- Draw personal protective equipment.
- Cut and paste personal protective equipment in their books.

Core competencies	Value s	PCIs
<ul style="list-style-type: none"> • Self- efficacy • Imagination and creativity • Digital literacy 	<ul style="list-style-type: none"> • Responsibility 	<ul style="list-style-type: none"> • Personal hygiene • Environmental awareness • Personal safety

Learning Resources:

- Agriculture and Nutrition Grade 4 curriculum design.
- Everyday Home Science Grade 4 learner's book.
- MTP Agriculture Grade 4 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: Introduce personal protective equipment and discuss its importance in maintaining hygiene.

Step 2: Identify common personal protective equipment used in different scenarios (e.g., gardening, cooking).

Step 3: Engage students in a drawing activity where they sketch personal protective equipment.

Step 4: Discuss the significance of keeping personal protective equipment clean for hygiene purposes.

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., matching personal protective equipment with their uses).
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.

Extended Activities:

- Have students create a poster promoting the proper use and cleaning of personal protective equipment.
- Role-play scenarios where students demonstrate the correct usage of personal protective equipment in different settings.

Teacher Self-Evaluation:

WEEK 5: LESSON 1

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 4	AGRICULTURE AND NUTRITION			

Strand: Hygiene practices

Sub Strand: Cleaning personal protective equipment

Specific Learning Outcomes:

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

1. Clean personal protective equipment for hygienic purposes
2. Apply appropriate methods to clean personal protective equipment such as gumboots or canvas shoes
3. Observe safety in the cleaning activity
4. Appreciate clean personal protective equipment in promoting hygiene

Key Inquiry Question:

- How do we clean canvas shoes using appropriate methods for hygienic purposes?

Core competencies	Values	PCIs
<ul style="list-style-type: none"> • Self- efficacy • Imagination and creativity • Digital literacy 	<ul style="list-style-type: none"> • Responsibility 	<ul style="list-style-type: none"> • Personal hygiene • Environmental awareness • Personal safety

Learning Resources:

- Agriculture and Nutrition Grade 4 curriculum design
- Everyday Home Science Grade 4 learner's book
- MTP Agriculture Grade 4 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: Gather necessary materials - water, mild soap, soft brush

Step 2: Remove laces and inserts from the shoes

Step 3: Use soapy water and gently scrub the shoes with a brush

Step 4: Rinse thoroughly and air dry in a well-ventilated area

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 step-by-step guide on cleaning another type of personal protective equipment.
- Conduct a demonstration on proper handwashing techniques to reinforce hygiene practices.

Teacher Self-Evaluation:

WEEK 5: LESSON 2

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 4	AGRICULTURE AND NUTRITION			

Strand: Hygiene Practices

Sub Strand: Cleaning personal protective equipment

Specific Learning Outcomes:

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

1. Clean personal protective equipment for hygienic purposes.
2. Apply appropriate methods to clean personal protective equipment such as canvas shoes.
3. Observe safety in the cleaning activity.
4. Appreciate clean personal protective equipment in promoting hygiene.

Key Inquiry Question(s):

- How do we clean canvas shoes for hygienic purposes using appropriate methods?

Core competencies	Values	PCIs
<ul style="list-style-type: none"> • Self- efficacy • Imagination and creativity • Digital literacy 	<ul style="list-style-type: none"> • Responsibility 	<ul style="list-style-type: none"> • Personal hygiene • Environmental awareness • Personal safety

Learning Resources:

- Agriculture and Nutrition Grade 4 curriculum design
- Everyday Home science Grade 4 learner's book
- MTP Agriculture Grade 4 learner's book

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 key concepts.

Lesson Development (25 minutes):

Step 1: Introduce the importance of cleaning canvas shoes for hygiene.

Guide students to understand why it is essential to keep canvas shoes clean to prevent the spread of germs and maintain good hygiene.

Step 2: Demonstrate the appropriate methods to clean canvas shoes.

Show students practical ways to clean canvas shoes, such as using mild soap, water, and a brush to remove dirt and stains.

Step 3: Discuss safety precautions during the cleaning activity.

Emphasize the importance of wearing gloves and working in a well-ventilated area while cleaning shoes to ensure safety.

Step 4: Recognize the significance of clean personal protective equipment in promoting hygiene.

Connect the concept of clean canvas shoes to overall hygiene practices and how it contributes to a healthy environment.

Conclusion (5 minutes):

- Summarize key points learned about cleaning canvas shoes for hygiene purposes.
- Conduct a brief interactive activity where students can share their understanding of the importance of cleaning personal protective equipment.
- Preview upcoming topics or questions for the next session to keep students engaged and interested.

Extended Activities:

- Have students create posters or presentations on the importance of cleaning personal protective equipment.
- Conduct a hands-on activity where students clean their own canvas shoes using the methods discussed in the lesson.

Teacher Self-Evaluation:

WEEK 5: LESSON 3

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 4	AGRICULTURE AND NUTRITION			

Strand: Hygiene Practices

Sub Strand: Cleaning personal protective equipment

Specific Learning Outcomes:

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

1. Clean personal protective equipment for hygienic purposes.
2. Apply appropriate methods to clean personal protective equipment such as canvas shoes.
3. Observe safety in the cleaning activity.
4. Appreciate clean personal protective equipment in promoting hygiene.

Key Inquiry Question(s):

- How do we clean canvas shoes for hygienic purposes using appropriate methods?

Core competencies	Values	PCIs
<ul style="list-style-type: none"> • Self- efficacy • Imagination and creativity • Digital literacy 	<ul style="list-style-type: none"> • Responsibility 	<ul style="list-style-type: none"> • Personal hygiene • Environmental awareness • Personal safety

Learning Resources:

- Agriculture and Nutrition Grade 4 curriculum design
- Everyday Home science Grade 4 learner's book
- MTP Agriculture Grade 4 learner's book

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 key concepts.

Lesson Development (25 minutes):

Step 1: Introduce the importance of cleaning canvas shoes for hygiene.

Guide students to understand why it is essential to keep canvas shoes clean to prevent the spread of germs and maintain good hygiene.

Step 2: Demonstrate the appropriate methods to clean canvas shoes.

Show students practical ways to clean canvas shoes, such as using mild soap, water, and a brush to remove dirt and stains.

Step 3: Discuss safety precautions during the cleaning activity.

Emphasize the importance of wearing gloves and working in a well-ventilated area while cleaning shoes to ensure safety.

Step 4: Recognize the significance of clean personal protective equipment in promoting hygiene.

Connect the concept of clean canvas shoes to overall hygiene practices and how it contributes to a healthy environment.

Conclusion (5 minutes):

- Summarize key points learned about cleaning canvas shoes for hygiene purposes.
- Conduct a brief interactive activity where students can share their understanding of the importance of cleaning personal protective equipment.
- Preview upcoming topics or questions for the next session to keep students engaged and interested.

Extended Activities:

- Have students create posters or presentations on the importance of cleaning personal protective equipment.
- Conduct a hands-on activity where students clean their own canvas shoes using the methods discussed in the lesson.

Teacher Self-Evaluation:

WEEK 6: LESSON 1

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 4	AGRICULTURE AND NUTRITION			

Strand: Production Techniques

Sub Strand: Making Tacking Stitches

Specific Learning Outcomes:

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

1. Identify types of tacking stitches in sewing.
2. Make an item using tacking stitches.
3. Appreciate the importance of tacking stitches.

Key Inquiry Question(s):

- Observe samples of tacking stitches (even tacking, long and short tacking used in sewing).
- Make a sample item such as a handkerchief or scarecrow clothing using tacking stitches.

Core competencies	Values	PCIs
<ul style="list-style-type: none"> • Self- efficacy • Imagination and creativity • Digital literacy 	<ul style="list-style-type: none"> • Responsibility • Unity 	<ul style="list-style-type: none"> • Personal hygiene • Environmental awareness • Personal safety

Learning Resources:

- Agriculture and Nutrition Grade 4 curriculum design
- Everyday Home Science Grade 4 learner's book
- MTP Agriculture Grade 4 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: Introduce different types of tacking stitches (even tacking, long tacking, short tacking) with visual aids.

Step 2: Demonstrate how to create each type of tacking stitch using fabric and needle/thread.

Step 3: Provide learners with the opportunity to practice making tacking stitches on a practice fabric piece.

Step 4: Guide learners to create a simple item such as a handkerchief or scarecrow clothing using tacking stitches.

Conclusion (5 minutes):

Summarize key points and learning objectives achieved during the lesson.

- Conduct a brief interactive activity where learners showcase their tacking stitch creations.
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.

Extended Activities:

- Encourage learners to explore more advanced tacking stitch techniques by creating a small sewing project at home.
- Have learners research the historical significance of tacking stitches in traditional sewing techniques.

Teacher Self-Evaluation:

WEEK 6: LESSON 2

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 4	AGRICULTURE AND NUTRITION			

Strand: Production techniques

Sub Strand: Making tacking stitches

Specific Learning Outcomes:

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

1. Identify types of tacking stitch in sewing.
2. Make an item using tacking stitches.
3. Appreciate the importance of tacking stitches.

Key Inquiry Question(s):

- Observe samples of tacking stitches (even tacking, long and short tacking used in sewing).
- Make a sample item such as a handkerchief or scarecrow clothing using tacking stitches.

Core competencies	Values	PCIs
<ul style="list-style-type: none"> • Self- efficacy • Imagination and creativity • Digital literacy 	<ul style="list-style-type: none"> • Responsibility • Unity 	<ul style="list-style-type: none"> • Personal hygiene • Environmental awareness • Personal safety

Learning Resources:

- Agriculture and Nutrition Grade 4 curriculum design
- Everyday Home science Grade 4 learner's book
- MTP Agriculture Grade 4 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: Types of Tacking Stitches**

- Define and discuss the types of tacking stitches: even tacking, long tacking, and short tacking.
- Show examples of each type of stitch and explain their purpose in sewing.

Step 2: Making Tacking Stitches

- Demonstrate how to make tacking stitches using fabric and thread.
- Allow students to practice making each type of tacking stitch on a piece of fabric.

Step 3: Creating an Item

- Instruct students to use the tacking stitches learned to create a simple item such as a handkerchief or clothing for a scarecrow.
- Monitor and assist students as they work on their projects.

Step 4: Appreciating Tacking Stitches

- Discuss the importance of tacking stitches in sewing projects.
- Reflect on the process of making the items and appreciate the role of tacking stitches in holding the pieces together before permanent stitching.

Conclusion (5 minutes):

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

Extended Activities:

- Encourage students to explore more advanced tacking stitch techniques or apply the skills learned to create more complex sewing projects at home.
- Have students research famous seamstresses or tailors who are known for their expert use of tacking stitches.

Teacher Self-Evaluation:

WEEK 6: LESSON 3

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 4	AGRICULTURE AND NUTRITION			

Strand: Production Techniques

Sub Strand: Making Tacking Stitches

Specific Learning Outcomes:

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

1. Identify types of tacking stitch in sewing.
2. Make an item using tacking stitches.
3. Appreciate the importance of tacking stitches.

Key Inquiry Question(s):

- Observe samples of tacking stitches (even tacking, long and short tacking used in sewing).
- Make a sample item such as a handkerchief or scarecrow clothing using tacking stitches.

Core competencies	Value s	PCIs
<ul style="list-style-type: none"> • Self- efficacy • Imagination and creativity • Digital literacy 	<ul style="list-style-type: none"> • Responsibility • Unity 	<ul style="list-style-type: none"> • Personal hygiene • Environmental awareness • Personal safety

Learning Resources:

- Agriculture and Nutrition Grade 4 curriculum design
- Everyday Home Science Grade 4 learner's book
- MTP Agriculture Grade 4 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: Introduce types of tacking stitches (even tacking, long and short tacking).

Step 2: Demonstrate how to create each type of tacking stitch using visuals.

Step 3: Have students practice creating tacking stitches on fabric swatches.

Step 4: Guide students in making a sample item (handkerchief or scarecrow clothing) using tacking stitches.

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 display showcasing different types of tacking stitches in sewing.
- Organize a mini-sewing project where students can apply their knowledge of tacking stitches to create simple items like pouches or bookmarks.

Teacher Self-Evaluation:

WEEK 7: LESSON 1

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 4	AGRICULTURE AND NUTRITION			

Strand: Production techniques

Sub Strand: Making tacking stitches

Specific Learning Outcomes:

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

1. Identify uses of stitches
2. Apply creativity and innovativeness in making an item
3. Exercise personal safety while working with sharp sewing tools
4. Appreciate the importance of tacking stitches

Key Inquiry Question:

- What are the uses of stitches?

Core competencies	Values	PCIs
<ul style="list-style-type: none"> • Self- efficacy • Imagination and creativity • Digital literacy 	<ul style="list-style-type: none"> • Responsibility • Unity 	<ul style="list-style-type: none"> • Personal hygiene • Environmental awareness • Personal safety

Learning Resources:

- Agriculture and Nutrition Grade 4 curriculum design
- Everyday Home science Grade 4 learner's book
- MTP Agriculture Grade 4 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: Introduce the concept of tacking stitches and discuss their importance.

Step 2: Demonstrate how to make tacking stitches using fabric and thread.

Step 3: Have students practice making tacking stitches under supervision.

Step 4: Discuss the different uses of tacking stitches in everyday items.

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 simple item using tacking stitches, such as a small pouch or bag.
- Encourage students to explore different types of stitches and their uses.

Teacher Self-Evaluation:

WEEK 7: LESSON 2

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 4	AGRICULTURE AND NUTRITION			

Strand: Production Techniques

Sub Strand: Making Tacking Stitches

Specific Learning Outcomes:

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

1. Identify uses of stitches and appreciate the importance of tacking stitches.
2. Apply creativity and innovativeness in making an item.
3. Exercise personal safety while working with sharp sewing tools.

Key Inquiry Question(s):

- What are the uses of stitches?
- How can you apply creativity and innovativeness in making an item while ensuring personal safety with sewing tools?

Core competencies	Value s	PCIs
<ul style="list-style-type: none"> • Self- efficacy • Imagination and creativity • Digital literacy 	<ul style="list-style-type: none"> • Responsibility • Unity 	<ul style="list-style-type: none"> • Personal hygiene • Environmental awareness • Personal safety

Learning Resources:

- Agriculture and Nutrition Grade 4 curriculum design
- Everyday Home Science Grade 4 learner's book
- MTP Agriculture Grade 4 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: Introduce different types of stitches and their uses in agriculture.

Step 2: Demonstrate how to make tacking stitches and discuss their importance.

Step 3: Engage students in a hands-on activity where they practice making tacking stitches.

Step 4: Discuss the importance of personal safety when using sharp sewing tools.

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 create a simple agricultural item using tacking stitches and present it to the class.
- Have students research and present on different traditional and modern uses of stitches in agriculture.

Teacher Self-Evaluation:

WEEK 7: LESSON 3

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 4	AGRICULTURE AND NUTRITION			

Strand: Production Techniques

Sub Strand: Making tacking stitches

Specific Learning Outcomes:

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

1. Identify uses of stitches.
2. Apply creativity and innovativeness in making an item and exercise personal safety while working with sharp sewing tools.
3. Appreciate the importance of tacking stitches.

Key Inquiry Question(s):

- Discuss uses of stitches.
- Apply creativity and innovativeness in making an item and exercise personal safety while working with sharp sewing tools.

Core competencies	Values	PCIs
<ul style="list-style-type: none"> • Self- efficacy • Imagination and creativity • Digital literacy 	<ul style="list-style-type: none"> • Responsibility • Unity 	<ul style="list-style-type: none"> • Personal hygiene • Environmental awareness • Personal safety

Learning Resources:

- Agriculture and Nutrition Grade 4 curriculum design
- Everyday Home science Grade 4 learner's book
- MTP Agriculture Grade 4 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:** Discussing the Uses of Stitches

- Introduce different types of stitches and their uses in practical applications.
- Show examples of items where stitches are essential, such as clothing, bags, or household items.
- Engage students in a discussion on how stitches help in holding fabric together securely.

Step 2: Applying Creativity in Making an Item

- Provide students with simple materials like fabric scraps, thread, and needles.
- Encourage students to practice making tacking stitches on the fabric pieces.
- Challenge them to come up with creative designs or patterns using different stitch techniques.

Step 3: Safety Precautions with Sharp Sewing Tools

- Discuss the importance of handling sharp sewing tools like needles and scissors with care.
- Demonstrate proper techniques for using these tools safely.
- Emphasize the need for adult supervision when working with sharp objects.

Step 4: Appreciating the Importance of Tacking Stitches

- Reflect on the significance of tacking stitches in creating durable and well-made items.
- Encourage students to appreciate the craftsmanship involved in sewing and the role of stitches in enhancing the quality of finished products.

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 challenging students to identify different stitches or practice stitching on a sample fabric.
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.

Extended Activities:

- Suggest an extended activity where students can create a small sewing project using tacking stitches, such as a simple pouch or a decorative fabric piece.

- Encourage students to explore different stitch patterns and experiment with combining stitches to create unique designs.

Teacher Self-Evaluation:

WEEK 7: LESSON 4

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 4	AGRICULTURE AND NUTRITION			

Strand: Production Techniques

Sub Strand: Making Tacking Stitches

Specific Learning Outcomes:

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

1. Identify uses of stitches.
2. Apply creativity and innovativeness in making an item and exercise personal safety while working with sharp sewing tools.
3. Appreciate the importance of tacking stitches.

Key Inquiry Question(s):

- Discuss uses of stitches.
- Apply creativity and innovativeness in making an item and exercise personal safety while working with sharp sewing tools.

Core competencies	Values	PCIs
<ul style="list-style-type: none"> • Self- efficacy • Imagination and creativity • Digital literacy 	<ul style="list-style-type: none"> • Responsibility • Unity 	<ul style="list-style-type: none"> • Personal hygiene • Environmental awareness • Personal safety

Learning Resources:

- Agriculture and Nutrition Grade 4 curriculum design
- Everyday Home Science Grade 4 learner's book
- MTP Agriculture Grade 4 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 uses of stitches in agriculture and everyday life.

Step 2: Demonstrate how to make tacking stitches using basic sewing tools.

Step 3: Guide learners in applying creativity to create an item using tacking stitches.

Step 4: Discuss the importance of personal safety when working with sharp sewing tools.

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:

- Grade-relevant extended activities could include practicing different types of stitches, creating a mini sewing project, or exploring the history of stitching techniques.

Teacher Self-Evaluation: