GRADE 8 SCHEMES OF WORK

AGRICULTURE NUTRITION

This scheme of work presents a systematic and organized plan outlining the objectives, content, teaching methods, resources, and assessments for this subject in this grade as designed by Mwalimu Consultancy professionals. It's a roadmap for teachers, offering a detailed overview of what needs to be covered throughout the academic year. This is a component for effective delivery of the CBC curriculum and attainment of educational objectives.

TERM 1-3

Contact us for Complete Schemes of work

Mr Isaboke 0746 222 000 / 0742 999 000

MWALIMU CONSULTANCY

GRADE 8 AGRICULTURE NUTRITION SCHEMES OF WORK TERM 1

WEEK	LESSON	STRAND	SUB-STRAND	SPECIFIC LEARNING OUTCOMES	KEY INQUIRY QUESTIONS	LEARNING EXPERIENCES	LEARNING RESOURCES		REFLECTION
1	**School opening and cleaning**								
2	1	**Conservation of Resources**	**Soil conservation measures**	By the end of the sub strand the learner should be able to: a) Define soil conservation b) Describe methods of soil conservation in agricultural environment	How can we conserve soil in the environment?	Learners are guide to: Define soil conservation Search and share information on methods of soil conservation (strip cropping, grassed water ways,stone lines,trash lines,soil bunds) using digital devices and print media	Digital devices, pictures, Learners textbooks. Environment		
	2		**Soil conservation measures**	By the end of the substrand the learner should be able to: a) Define soil conservation b) Describe methods of soil conservation in agricultural environment	How can we conserve soil in the environment?	Learners are guided to: Define soil conservation Search and share information on methods of soil conservation (strip cropping, grassed water ways, stone lines,trash lines, soil bunds) using digital devices and print media	Digital devices,picture, learners textbooks, local environment.		
	3		**Soil conservation measures**	By the end of the substrand the learner should be able to: a) Name the methods of soil conservation b) Describe the methods of soil conservation in agricultural environment	How can we conserve soil in the environment?	Learners are guided to: Define soil conservation Describe the methods of soil conservation in agricultural environment	Digital devices, pictures, learners textbooks.local environment		
	4		**Soil conser**	By the end of the substrand the learner should be able to:	How can we	Learners are guided to: Define soil conservation	Digital devices,		

			vation measures	a) Name the methods of soil conservation b) Describe the methods of soil conservation in agricultural environment	conserve soil in the environment?	Name the methods of soil conservation Describe the methods of soil conservation in agricultural environment	pictures, learners textbooks,local environment.		
3	**1-4**		**Soil conservation measures**	By the end of the substrand the learner should be able to: a) Carry out soil conservation activities in the environment	How can we conserve soil in the environment?	Learners are guided to: Explore the school environment and carry out activities on soil conservation in the school such as strip cropping,, grassed water ways,stone lines,trash lines and soil bunds Conduct a project: in groups learners to construct farm model using materials such as cartons, cardboards,soil and papier mache to demonstrate soil conservation on a farm layout	Soil,cartons, cardboards, papier mache, digital devices, learners textbooks,local environment		
4	**1-2**		**Soil conservation measures**	By the end of the lesson the learner should be able to: Demonstrate caring attitude towards soil in the environment	How can we conserve soil in the environment?	Learners are guided to: In groups learners to conduct a project by constructing a farm model using materials such as cartons, cardboards, papier mache and soil. Creativity skills as learners make a farm model illustrating soil conservation measures, value of unityas learners work in teams to conserve, environmental awareness as learners explore the school environment to observe soil erosion	Cartons, cardboards, papier mache,soil and local environment		
	3-4		**Water harvesting and storage**	By the end of the substrand the learner should be able to: a) Explain various ways of harvesting rainwater	How can we harvest and store rainwater for domestic purposes	Learners are guided to : Search and share information in groups on how harvested water can be stored for purposes, using methods such as shallow water pans,water ponds and suitable water containers.	Digital devices, pictures, containers, local environment		

				b) Discuss ways of storing harvested water for domestic use			and learners textbooks		
5	**1-4**		**Water harvesting and storage**	By the end of the substrand the learner should be able to: Take part in harvesting and storing water in the school for domestic use.	How can we harvest and store rainwater for domestic purposes?	Learners are guide to: Initiate measures of their choice towards water harvesting and storage in the school. Make class presentations on possible initiatives and mantainance practices that can be made to harvest and store rainwater and surface runoff in the school environment	Digital devices, pictures, containers, local environment, learners textbooks		

Contact us for Complete TERM 1 Schemes of work

TERM 2 WORK

Contact us for Complete Schemes of work

Published by Mwalimu Consultancy. Contact 0746 222 000 / 0742 999 000 for Complete Schemes of Work.

GRADE 8 MTP AGRICULTURE AND NUTRITION SCHEMES OF WORK - TERM 2

SCHOOL…… TEACHER'S NAME……. YEAR…

Week	Lesson	Strand	Sub-strand	Specific-Learning outcomes	Learning Experience	Key Inquiry Question(S)	Learning Resources	Assessment Methods	Reflection
1	**1**	Animal Production	Preservation of Animal Product	By the end of the lesson, the learner should be able to: a) Define the term, 'shelf life' b) Identify reasons for preparing animal products. c) Investigate animal products shelf life. d) Appreciate the importance of shelf life.	• In groups or in pairs, learners are guided to define the term, 'shelf life' • In groups or in pairs, learners are guided to identify reasons for preparing animal products • In groups or in pairs, learners are guided to investigate animal products shelf life	What is shelf life?	Pictures Charts Realia Computing devices **MTP; Agriculture Learner's Book Grade 8 pg. 76**	Oral questions Oral Report Observation	
	2	Animal Production	Methods of preserving meat	By the end of the lesson, the learner should be able to: a) List the methods used to preserve meat in their locality. b) Use digital devices and other reference materials to search for information on methods of preserving meat.	• In groups or in pairs, learners are guided to list the methods used to preserve meat in their locality • In groups or in pairs, learners are guided to use digital devices and other reference materials to search for information on methods of preserving meat	What are some of the methods of preserving meat?	Pictures Charts Realia Computing devices **MTP; Agriculture Learner's Book Grade 8 pg. 76-77**	Oral questions Oral Report Observation	

Published by Mwalimu Consultancy. Contact 0746 222 000 / 0742 999 000 for Complete Schemes of Work.

				c) Appreciate the methods used to preserve meat in their locality.					
	3	Animal Production	Methods of preserving meat	By the end of the lesson, the learner should be able to: a) Identify the method of preserving meat that is applicable to their home life and locality. b) Demonstrate the methods of preserving meat. c) Appreciate the methods used to preserve meat.	In groups or in pairs, learners are guided to identify the method of preserving meat that is applicable to their home life and locality In groups or in pairs, learners are guided to demonstrate the methods of preserving meat	Which method do you use at home to preserve meat?	Pictures Charts Realia Computing devices **MTP; Agriculture Learner's Book Grade 8 pg. 77-78**	Oral questions Oral Report Observation	
	4	Animal Production	Methods of preserving milk	By the end of the lesson, the learner should be able to: a) List the methods used in their locality to preserve milk. b) Discuss the methods that Maria's family can use to preserve the milk. c) Appreciate the methods used to preserve milk.	In groups or in pairs, learners are guided to list the methods used in their locality to preserve milk In groups or in pairs, learners are guided to discuss the methods that Maria's family can use to preserve the milk.	How can Maria's family preserve milk to ensure they use all of it without getting spoilt?	Pictures Charts Realia Computing devices MTP; Agriculture Learner's Book Grade 8 pg. 78	Oral questions Oral Report Observation	
2	**1**	Animal Production	Methods of preserving milk	By the end of the lesson, the learner should be able to: a) Identify methods of preserving milk. b) Use digital devices and other reference materials to search for information on methods of preserving milk. c) Do Activity 5 in learner's book 8 page 79	In groups or in pairs, learners are guided to identify methods of preserving milk In groups or in pairs, learners are guided to use digital devices and other reference materials to search for information on methods of preserving milk. In groups or in pairs, learners are guided to do Activity 5 in learner's book 8 page 79	Which method do you use to preserve milk?	Pictures Charts Realia Computing devices **MTP; Agriculture Learner's Book Grade 8 pg. 79**	Oral questions Oral Report Observation	

				d) Have fun and enjoy the activity.					
	2	Animal Production	Methods of preserving milk	By the end of the lesson, the learner should be able to: a) Identify the method of preserving milk that is applicable to their home life and locality. b) Demonstrate the methods of preserving milk. c) Appreciate the methods used to preserve milk	In groups or in pairs, learners are guided to identify the method of preserving milk that is applicable to their home life and locality In groups or in pairs, learners are guided to demonstrate the methods of preserving milk	Which method do you use to preserve milk at home?	Pictures Charts Realia Computing devices **MTP; Agriculture Learner's Book Grade 8 pg. 79-80**	Oral questions Oral Report Observation	
	3	Animal Production	Revision	By the end of the lesson, the learner should be able to: a) Answer topical Questions correctly	Learners are guided to Answer topical questions Correctly	What have You learnt About preserving meat and milk?	MTP; Agriculture Learner's Book Grade 8 pg. 80 Assessment Books Digital devices	Oral questions Oral Report Observation	
	4	Food and Nutrition	Cooking Carbohydrate Rich Foods; Methods of heat transfer when cooking foods	By the end of the lesson, the learner should be able to: a) Brainstorm on methods of heat transfer applied when cooking foods. b) Explain the meaning of conduction, convection and radiation. c) Draw a tree or flow chart showing the classification of carbohydrate rich foods.	In groups, in pairs or individually, learners are guided to brainstorm on methods of heat transfer applied when cooking foods In groups, in pairs or individually, learners are guided to explain the meaning of conduction, convection and radiation In groups, in pairs or individually, learners are guided to draw a tree or flow chart showing the classification of carbohydrate rich foods	What are the methods of heat transfer when cooking food?	MTP; Home Science Learner's Book Grade 8 pg. 14-15 Pictures Charts Realia Computing devices	Oral questions Oral Report Observation	

				d) Appreciate the methods of heat transfer applied when cooking foods.					
3	**1**	Food and Nutrition	Classifying carbohydrate rich foods	By the end of the lesson, the learner should be able to: a) Explain the meaning of simple sugars, double sugars and starchy foods. b) Give examples of simple sugars, double sugars and starchy foods. c) Classify carbohydrates rich foods. d) Appreciate the importance of carbohydrates.	In groups, in pairs or individually, learners are guided to explain the meaning of simple sugars, double sugars and starchy foods. In groups, in pairs or individually, learners are guided to give examples of simple sugars, double sugars and starchy foods In groups, in pairs or individually, learners are guided to classify carbohydrates rich foods	What are carbohydrates?	MTP; Home Science Learner's Book Grade 8 pg.15-17 Pictures Charts Realia Computing devices	Oral questions Oral Report Observation	
	2	Food and Nutrition	Effects of heat on carbohydrate rich foods	By the end of the lesson, the learner should be able to: a) Explain the meaning of gelatinization and dextrinization. b) State the difference in consistency between the foods. c) Investigate the effects of dry and moist heat on carbohydrates rich foods. d) Appreciate the effects of heat on carbohydrate rich foods.	In groups, in pairs or individually, learners are guided to explain the meaning of gelatinization and dextrinization. In groups, in pairs or individually, learners are guided to state the difference in consistency between the foods. In groups, in pairs or individually, learners are guided to investigate the effects of dry and moist heat on carbohydrates rich foods	What is gelatinization? What is dextrinization?	MTP; Home Science Learner's Book Grade 8 pg. 17-18 Pictures Charts Realia Computing devices	Oral questions Oral Report Observation	
	3	Food and	Effects of heat on	By the end of the lesson, the learner should be able to:	In groups, in pairs or individually, learners are guided to list the	How do you boil rice?	MTP; Home Science Learner's	Oral questions Oral	

		Nutrition	carbohydrate rich foods	a) List the requirements needed to boil carbohydrates. b) Outline the steps to follow when boiling carbohydrates. c) Investigate the effect of moist heat on carbohydrates rich foods such as rice. d) Have fun and enjoy doing the experiment.	requirements needed to boil carbohydrates. In groups, in pairs or individually, learners are guided to outline the steps to follow when boiling carbohydrates In groups, in pairs or individually, learners are guided to investigate the effect of moist heat on carbohydrates rich foods such as rice		Book Grade 8 pg. 18-20 Pictures Charts Realia Computing devices	Report Observation	
	4	Food and Nutrition	Effects of heat on carbohydrate rich foods	By the end of the lesson, the learner should be able to: a) List the requirements needed to boil carbohydrates, such as porridge. b) Outline the steps to follow when cooking porridge. c) Investigate the effect of moist heat on carbohydrates rich foods such as porridge. d) Have fun and enjoy doing the experiment.	In groups, in pairs or individually, learners are guided to list the requirements needed to boil carbohydrates, such as porridge. In groups, in pairs or individually, learners are guided to outline the steps to follow when cooking porridge. In groups, in pairs or individually, learners are guided to investigate the effect of moist heat on carbohydrates rich foods such as porridge.	How do you cook porridge?	MTP; Home Science Learner's Book Grade 8 pg. 20-21 Pictures Charts Realia Computing devices	Oral questions Oral Report Observation	
4	**1**	Food and Nutrition	Effects of heat on carbohydrate rich foods	By the end of the lesson, the learner should be able to: a) List the requirements needed to grill maize. b) Outline the steps to follow when grilling maize.	In groups, in pairs or individually, learners are guided to list the requirements needed to grill maize. In groups, in pairs or individually, learners are guided to outline the	How do you grill maize?	MTP; Home Science Learner's Book Grade 8 pg. 21-22 Pictures	Oral questions Oral Report Observation	

				c) Investigate the effect of dry heat on carbohydrates rich foods, by grilling maize. d) Have fun and enjoy doing the experiment.	steps to follow when grilling maize. In groups, in pairs or individually, learners are guided to investigate the effect of dry heat on carbohydrates rich foods, by grilling maize.		Charts Realia Computing devices		
	2	Food and Nutrition	Ways of conserving food nutrients when preparing and cooking carbohydrate rich food	By the end of the lesson, the learner should be able to: a) State the importance of conserving food nutrients. b) Brainstorm ways one would conserve nutrients while preparing and cooking nutrients. c) Recognize ways of conserving food nutrients when preparing and cooking carbohydrate rich food. d) Appreciate the ways of conserving food nutrients when preparing and cooking carbohydrate rich food.	In groups, in pairs or individually, learners are guided to state the importance of conserving food nutrients. In groups, in pairs or individually, learners are guided to brainstorm ways one would conserve nutrients while preparing and cooking nutrients. In groups, in pairs or individually, learners are guided to recognize ways of conserving food nutrients when preparing and cooking carbohydrate rich food.	Why do you think it is important to conserve food nutrients?	MTP; Home Science Learner's Book Grade 8 pg. 22-24 Pictures Charts Realia Computing devices	Oral questions Oral Report Observation	
	3	Food and Nutrition	Safety measures to observe in preparing and cooking carbohyd	By the end of the lesson, the learner should be able to: a) Identify the safety measures to observe in preparing and cooking carbohydrate rich foods.	In groups, in pairs or individually, learners are guided to identify the safety measures to observe in preparing and cooking carbohydrate rich foods In groups, in pairs or individually, learners are guided to Give a reason why each safety measure is observed.	What safety measures should one observe in preparing and	MTP; Home Science Learner's Book Grade 8 pg. 24-25 Pictures Charts Realia	Oral questions Oral Report Observation	

			rate rich foods	b) Give a reason why each safety measure is observed. c) Recognize the importance of each safety measure. d) Appreciate the importance of observing safety.	In groups, in pairs or individually, learners are guided to recognize the importance of each safety measure.	cooking carbohydrate rich foods?	Computing devices		
	4	Food and Nutrition	Revision	By the end of the lesson, the learner should be able to: b) Answer topical Questions correctly	Learners are guided to Answer topical questions Correctly	What have You learnt About cooking carbohydrate rich foods?	MTP; Home Science Learner's Book Grade 8 pg. 25-26 Assessment Books Digital devices	Oral questions Oral Report Observation	
5	**1**	Food and Nutrition	Meal Presentation; Factors to consider during table setting in meal presentation	By the end of the lesson, the learner should be able to: a) Brainstorm on the meaning of the terms: Meal, Meal presentation, Dining and Dishes. b) Discuss the factors to consider during table setting in meal presentation. c) Recognize the importance of meal presentation.	In groups or in pairs, learners are guided to brainstorm on the meaning of the terms: Meal, Meal presentation, Dining and Dishes. In groups or in pairs, learners are guided to discuss the factors to consider during table setting in meal presentation In groups or in pairs, learners are guided to recognize the importance of meal presentation	What factors do you consider during table setting in meal presentation?	MTP; Home Science Learner's Book Grade 8 pg. 27-28 Pictures Charts Realia Computing devices	Oral questions Oral Report Observation	

				d) Appreciate the importance of meal presentation.					
	2	Food and Nutrition	Requirements for table setting when serving meals	By the end of the lesson, the learner should be able to: a) Name the items shown on page 29. b) Identify the requirements for table setting when serving meals. c) Draw the pictures on page 29. d) Appreciate the requirements for table setting when serving meals.	In groups or in pairs, learners are guided to name the items shown on page 29. In groups or in pairs, learners are guided to identify the requirements for table setting when serving meals In groups or in pairs, learners are guided to draw the pictures on page 29	What are the requirements for table setting when serving meals?	MTP; Home Science Learner's Book Grade 8 pg. 29-30 Pictures Charts Realia Computing devices	Oral questions Oral Report Observation	
	3	Food and Nutrition	Setting a table for meal presentation	By the end of the lesson, the learner should be able to: a) Watch video clips showing how to set a table for meal presentation. b) Name the items in learner's book 8 page 31 c) Describe how the cover in the picture on page 31 has been set. d) Have a desire to learn more about setting a table for meal presentation.	In groups or in pairs, learners are guided to watch video clips showing how to set a table for meal presentation. In groups or in pairs, learners are guided to name the items in learner's book 8 page 31 In groups or in pairs, learners are guided to describe how the cover in the picture on page 31 has been set.	How do you set a table for meal presentation?	MTP; Home Science Learner's Book Grade 8 pg. 30-31 Pictures Charts Realia Computing devices	Oral questions Oral Report Observation	
	4	Food and Nutrition	Setting a table for meal	By the end of the lesson, the learner should be able to:	In groups or in pairs, learners are guided to state the requirements needed to set a table for meal presentation	How do you set a table for meal	MTP; Home Science Learner's	Oral questions Oral Report	

			presentation	a) State the requirements needed to set a table for meal presentation. b) Outline the process needed to set a table for meal presentation. c) Set a table for meal presentation. d) Enjoy setting a table for meal presentation.	In groups or in pairs, learners are guided to outline the process needed to set a table for meal presentation In groups or in pairs, learners are guided to set a table for meal presentation	presentation?	Book Grade 8 pg. 31-34 Pictures Charts Realia Computing devices	Observation	
6	**1**	Food and Nutrition	Presenting a simple lunch using the various styles of meal service	By the end of the lesson, the learner should be able to: a) Explain the meaning of chaffing dish. b) Discuss the difference between blue plate service and family service. c) Recognize styles of meal service. d) Appreciate the importance of presenting a simple lunch using the various styles of meal service.	In groups or in pairs, learners are guided to explain the meaning of chaffing dish. In groups or in pairs, learners are guided to discuss the difference between blue plate service and family service In groups or in pairs, learners are guided to recognize styles of meal service.	How does family service reflect cultural traditions and values?	MTP; Home Science Learner's Book Grade 8 pg. 34-37 Pictures Charts Realia Computing devices	Oral questions Oral Report Observation	
	2	Food and Nutrition	Presenting a simple lunch using the various styles of meal service	By the end of the lesson, the learner should be able to: a) State the requirements to cook ugali, stewed beef and steamed spinach. b) Outline the procedure of cooking ugali, stewed beef and steamed spinach.	In groups or in pairs, learners are guided to state the requirements to cook ugali, stewed beef and steamed spinach In groups or in pairs, learners are guided to outline the procedure of cooking ugali, stewed beef and steamed spinach.	Why is it important to observe table etiquette during meals?	MTP; Home Science Learner's Book Grade 8 pg. 37-40 Pictures Charts Realia	Oral questions Oral Report Observation	

				c) Cook ugali, stewed beef and steamed spinach. d) Have fun and enjoy cooking.	In groups or in pairs, learners are guided to cook ugali, stewed beef and steamed spinach		Computing devices		
	3	Food and Nutrition	Meals for Special Groups; Guidelines to consider when planning meals for special groups	By the end of the lesson, the learner should be able to: a) Identify the factors one should consider when planning meals for adolescent. b) Give reasons why adolescent girls take meals that contain additional supply of iron. c) Recognize the importance to cater for one's likes and preferences when planning meals. d) Appreciate the importance of nutritional needs.	In groups or in pairs, learners are guided to identify the factors one should consider when planning meals for adolescent. In groups or in pairs, learners are guided to give reasons why adolescent girls take meals that contain additional supply of iron. In groups or in pairs, learners are guided to recognize the importance to cater for one's likes and preferences when planning meals.	What are nutritional needs? Why should adolescent girls take meals that contain additional supply of iron?	MTP; Home Science Learner's Book Grade 8 pg. 41-42 Pictures Charts Realia Computing devices	Oral questions Oral Report Observation	
	4	Food and Nutrition	Guidelines to consider when planning meals for special groups	By the end of the lesson, the learner should be able to: a) Discuss the guidelines to observe when planning meals for children. b) State the importance for children to take plenty fluids, fruits and vegetables. c) Investigate how the texture of food is likely to change as a child	In groups or in pairs, learners are guided to discuss the guidelines to observe when planning meals for children. In groups or in pairs, learners are guided to state the importance for children to take plenty fluids, fruits and vegetables. In groups or in pairs, learners are guided to investigate how the texture of food is likely to change	Why is it important for children to take plenty fluids, fruits and vegetable?	MTP; Home Science Learner's Book Grade 8 pg. 43-44 Pictures Charts Realia Computing devices	Oral questions Oral Report Observation	

				transitions from infancy to toddlerhood. d) Appreciate the importance of following guidelines when planning meals for children.	as a child transitions from infancy to toddlerhood.				
7	**1**	Food and Nutrition	Guidelines to consider when planning meals for special groups	By the end of the lesson, the learner should be able to: a) List the guidelines to observe when planning meals for a sick person. b) Brainstorm on why sick people who are bedridden should be served with less energy giving foods. c) Recognize the importance to observe hygiene while preparing and serving food for a sick person. d) Appreciate the importance of following guidelines when planning meals for a sick person.	In groups or in pairs, learners are guided to list the guidelines to observe when planning meals for a sick person. In groups or in pairs, learners are guided to brainstorm on why sick people who are bedridden should be served with less energy giving foods. In groups or in pairs, learners are guided to recognize the importance to observe hygiene while preparing and serving food for a sick person.	Why do you think it is important to observe hygiene while preparing and serving food for a sick person?	MTP; Home Science Learner's Book Grade 8 pg. 45-46 Pictures Charts Realia Computing devices	Oral questions Oral Report Observation	
	2	Food and Nutrition	Guidelines to consider when planning meals for special groups	By the end of the lesson, the learner should be able to: a) List the guidelines to observe when planning meals for vegetarians. b) Suggest various sources of proteins that one can	In groups or in pairs, learners are guided to list the guidelines to observe when planning meals for vegetarians. In groups or in pairs, learners are guided to suggest various sources of proteins that one can include in the vegetarian meals.	Why is it important to use a variety of cooking methods when preparing	MTP; Home Science Learner's Book Grade 8 pg. 46-48 Pictures Charts	Oral questions Oral Report Observation	

				include in the vegetarian meals. c) State the importance of using a variety of cooking methods when preparing food for vegetarians. d) Appreciate the importance of following guidelines when planning vegetarian's meals.	In groups or in pairs, learners are guided to state the importance of using a variety of cooking methods when preparing food for vegetarians.	food for vegetarian?	Realia Computing devices		
	3	Food and Nutrition	Feeding habits and food taboos for special groups	By the end of the lesson, the learner should be able to: a) State feeding habits of a special group. b) List the food taboos in their community. c) Investigate on how food taboos affect the choice of meals for special groups. d) Appreciate feeding habits and food taboos for special groups.	In groups or in pairs, learners are guided to state feeding habits of a special group. In groups or in pairs, learners are guided to list the food taboos in their community. In groups or in pairs, learners are guided to investigate on how food taboos affect the choice of meals for special groups.	Which food taboos are there in your community?	MTP; Home Science Learner's Book Grade 8 pg. 48-50 Pictures Charts Realia Computing devices	Oral questions Oral Report Observation	
	4	Food and Nutrition	Planning, preparing and presenting meals for different special groups	By the end of the lesson, the learner should be able to: a) State the requirements needed to prepare a meal for a child. b) Outline the steps to follow when preparing mashed potatoes and beef stew.	In groups or in pairs, learners are guided to state the requirements needed to prepare a meal for a child. In groups or in pairs, learners are guided to outline the steps to follow when preparing mashed potatoes and beef stew.	How do you prepare beef stew and mashed potatoes?	MTP; Home Science Learner's Book Grade 8 pg. 51-52 Pictures Charts Realia	Oral questions Oral Report Observation	

				c) Prepare mashed potatoes and beef stew. d) Have fun and enjoy preparing mashed potatoes and beef stew.	In groups or in pairs, learners are guided to prepare mashed potatoes and beef stew.		Computing devices		
8				**HALF TERM BREAK**					

Contact us for Complete TERM 2 Schemes of work

TERM 3 WORK

Contact us for Complete Schemes of work

Published by Mwalimu Consultancy. Contact 0746 222 000 / 0742 999 000 for Complete Schemes of Work.

GRADE 8 AGRICULTURE AND NUTRITION SCHEME OF WORK TERM 3

WK	LSN	STRAND	SUBSTRAND	SPECIFIC LEARNING OUTCOME	KEY INQUIRY QUESTION(S)	LEARNING EXPERIENCES	LEARNING RESOURCES	ASSESSMENT METHODS	REFLECTION
1	1	HYGIENE PRACTICES	Cleaning practices	**By the end of the lesson the learner should be able to:** -identify appropriate procedures to clean the kitchen -explain the routine cleaning practices of a kitchen -appreciate a clean kitchen for healthy living	How can daily, weekly and special cleaning enhance hygiene in kitchen?	**The learner is guided to:** -discuss appropriate procedures to clean the kitchen -discuss the routine cleaning practices of a kitchen	Agriculture and Nutrition grade 8 curriculum design MTP Agriculture grade 8 MTP Home science grade 8	-oral questions -observation -written questions	
	2	HYGIENE PRACTICES	Cleaning practices	-identify appropriate procedures to clean the kitchen -explain the routine cleaning practices of a kitchen -appreciate a clean kitchen for healthy living	How can daily, weekly and special cleaning enhance hygiene in kitchen?	-discuss appropriate procedures to clean the kitchen -discuss the routine cleaning practices of a kitchen	Agriculture and Nutrition grade 8 curriculum design MTP Agriculture grade 8 MTP Home science grade 8	-oral questions -observation -written questions	
	3	HYGIENE PRACTICES	Cleaning practices	-identify appropriate procedures to clean the kitchen -explain the routine cleaning practices of a kitchen -appreciate a clean kitchen for healthy living	How can daily, weekly and special cleaning enhance hygiene in kitchen?	-discuss appropriate procedures to clean the kitchen -discuss the routine cleaning practices of a kitchen	Agriculture and Nutrition grade 8 curriculum design MTP Agriculture grade 8 MTP Home science grade 8	-oral questions -observation -written questions	

Published by Mwalimu Consultancy. Contact 0746 222 000 / 0742 999 000 for Complete Schemes of Work.

	4	HYGIENE PRACTICES	Cleaning practices	-carry out cleaning of a kitchen to maintain hygiene -observe safety while cleaning the kitchen -appreciate a clean kitchen for healthy living	How do we observe safety while cleaning the kitchen?	-clean the kitchen to maintain hygiene applying(daily, weekly and special cleaning)	Agriculture and Nutrition grade 8 curriculum design MTP Agriculture grade 8 MTP Home science grade 8	-oral questions -observation -written questions	
2	1	HYGIENE PRACTICES	Cleaning practices	-carry out cleaning of a kitchen to maintain hygiene -observe safety while cleaning the kitchen -appreciate a clean kitchen for healthy living	How do we observe safety while cleaning the kitchen?	-clean the kitchen to maintain hygiene applying(daily, weekly and special cleaning)	Agriculture and Nutrition grade 8 curriculum design MTP Agriculture grade 8 MTP Home science grade 8	-oral questions -observation -written questions	
	2	PRODUCTION TECHNIQUES	Sewing skills Constructing house hold items	-identify the types of seams used in making clothes -make samples of seams on a piece of cloth -appreciate importance of seams as a sewing skill	What is a seam?	-use digital devices to search for information on different types of seams used in making different types of household articles -make samples of open and plain seams on a piece of cloth using hand sewing	Agriculture and Nutrition grade 8 curriculum design MTP Agriculture grade 8 MTP Home science grade 8	-oral questions -written questions -observation	
	3	PRODUCTION TECHNIQUES	Sewing skills Constructing house hold items	-identify the types of seams used in making clothes -make samples of seams on a piece of cloth -appreciate importance of seams as a sewing skill	What is a seam?	-use digital devices to search for information on different types of seams used in making different types of household articles -make samples of open and plain seams on a	Agriculture and Nutrition grade 8 curriculum design MTP Agriculture grade 8 MTP Home science grade 8	-oral questions -written questions -observation	

						piece of cloth using hand sewing			
	4	PRODUCTION TECHNIQUES	Sewing skills Constructing house hold items	-identify the types of seams used in making clothes -make samples of seams on a piece of cloth -appreciate importance of seams as a sewing skill	What is a seam?	-use digital devices to search for information on different types of seams used in making different types of household articles -make samples of open and plain seams on a piece of cloth using hand sewing	Agriculture and Nutrition grade 8 curriculum design MTP Agriculture grade 8 MTP Home science grade 8	-oral questions -written questions -observation	
3	1	PRODUCTION TECHNIQUES	Sewing skills Constructing house hold items	-identify the types of seams used in making clothes -make samples of seams on a piece of cloth -appreciate importance of seams as a sewing skill	What is a seam?	-use digital devices to search for information on different types of seams used in making different types of household articles -make samples of open and plain seams on a piece of cloth using hand sewing	Agriculture and Nutrition grade 8 curriculum design MTP Agriculture grade 8 MTP Home science grade 8	-oral questions -written questions -observation	
	2	PRODUCTION TECHNIQUES	Sewing skills Constructing house hold items	-make a household item using seams -observe safety as he or she interacts with sharp sewing tools -appreciate importance of seams as a sewing skill	What is the importance of observing safety when sewing?	-make a household item using plain or open seams (cushion cover, pillow case -observe safety as he or she interacts with sharp sewing tools	Agriculture and Nutrition grade 8 curriculum design MTP Agriculture grade 8 MTP Home science grade 8	-oral questions -written questions	
	3	PRODUCTION	Sewing skills	-make a household item using seams	What is the	-make a household item using plain or	Agriculture and Nutrition grade 8	-oral questions	

		TECHNIQUES	Constructing house hold items	-observe safety as he or she interacts with sharp sewing tools -appreciate importance of seams as a sewing skill	importance of observing safety when sewing?	open seams (cushion cover, pillow case -observe safety as he or she interacts with sharp sewing tools	curriculum design MTP Agriculture grade 8 MTP Home science grade 8	-written questions	
	4	PRODUCTION TECHNIQUES	Sewing skills Constructing house hold items	-make a household item using seams -observe safety as he or she interacts with sharp sewing tools -appreciate importance of seams as a sewing skill	What is the importance of observing safety when sewing?	-make a household item using plain or open seams (cushion cover, pillow case -observe safety as he or she interacts with sharp sewing tools	Agriculture and Nutrition grade 8 curriculum design MTP Agriculture grade 8 MTP Home science grade 8	-oral questions -written questions	
4	1	PRODUCTION TECHNIQUES	Constructing innovative animal waterer	-identify challenges with animal waterers used in the community -design and construct an innovative waterer for water conservation -appreciate use of innovative waterers in animal rearing	How can we make an innovative waterer for small domestic animals?	-discuss challenges with animal waterers used in the community -use locally available materials to construct a waterer for small domestic animals	Agriculture and Nutrition grade 8 curriculum design MTP Agriculture grade 8 MTP Home science grade 8	-oral questions -observation -written questions	
	2	PRODUCTION TECHNIQUES	Constructing innovative animal waterer	-identify challenges with animal waterers used in the community -design and construct an innovative waterer for water conservation -appreciate use of innovative waterers in animal rearing	How can we make an innovative waterer for small domestic animals?	-discuss challenges with animal waterers used in the community -use locally available materials to construct a waterer for small domestic animals	Agriculture and Nutrition grade 8 curriculum design MTP Agriculture grade 8 MTP Home science grade 8	-oral questions -observation -written questions	

	3	PRODUCTION TECHNIQUES	Constructing innovative animal waterer	-identify challenges with animal waterers used in the community -design and construct an innovative waterer for water conservation -appreciate use of innovative waterers in animal rearing	How can we make an innovative waterer for small domestic animals?	-discuss challenges with animal waterers used in the community -use locally available materials to construct a waterer for small domestic animals	Agriculture and Nutrition grade 8 curriculum design MTP Agriculture grade 8 MTP Home science grade 8	-oral questions -observation -written questions	
	4	PRODUCTION TECHNIQUES	Constructing innovative animal waterer	-identify challenges with animal waterers used in the community -design and construct an innovative waterer for water conservation -appreciate use of innovative waterers in animal rearing	How can we make an innovative waterer for small domestic animals?	-discuss challenges with animal waterers used in the community -use locally available materials to construct a waterer for small domestic animals	Agriculture and Nutrition grade 8 curriculum design MTP Agriculture grade 8 MTP Home science grade 8	-oral questions -observation -written questions	
5	1	PRODUCTION TECHNIQUES	Constructing innovative animal waterer	-identify the importance of animal waterers -use the constructed innovative waterer to provide water to animals -observe safety while using tools and equipment to construct animal waterer	What is the importance of animal waterers?	-discuss the importance of animal waters -use the constructed innovative waterer to provide water to animals -observe safety while using tools and equipment to construct animal waterer	Agriculture and Nutrition grade 8 curriculum design MTP Agriculture grade 8 MTP Home science grade 8	-oral questions -observation -written questions	
	2	PRODUCTION TECHNIQUES	Constructing innovative animal waterer	-identify the importance of animal waterers -use the constructed innovative waterer to provide water to animals	What is the importance of animal waterers?	-discuss the importance of animal waterers -use the constructed innovative waterer to	Agriculture and Nutrition grade 8 curriculum design MTP Agriculture grade 8	-oral questions -observation	

				-observe safety while using tools and equipment to construct animal waterer		provide water to animals -observe safety while using tools and equipment to construct animal waterer	MTP Home science grade 8	-written questions	
	3	PRODUCTION TECHNIQUES	Constructing innovative animal waterer	-identify the importance of animal waterers -use the constructed innovative waterer to provide water to animals -observe safety while using tools and equipment to construct animal waterer	What is the importance of animal waterers?	-discuss the importance of animal waterers -use the constructed innovative waterer to provide water to animals -observe safety while using tools and equipment to construct animal waterer	Agriculture and Nutrition grade 8 curriculum design MTP Agriculture grade 8 MTP Home science grade 8	-oral questions -written questions	
	4	PRODUCTION TECHNIQUES	Constructing innovative animal waterer	-identify the importance of animal waterers -use the constructed innovative waterer to provide water to animals -observe safety while using tools and equipment to construct animal waterer	What is the importance of animal waterers?	-discuss the importance of animal waterers -use the constructed innovative waterer to provide water to animals -observe safety while using tools and equipment to construct animal waterer	Agriculture and Nutrition grade 8 curriculum design MTP Agriculture grade 8 MTP Home science grade 8	-oral questions -written questions	

Published by Mwalimu Consultancy. Contact 0746 222 000 / 0742 999 000

for Complete Term 3 Schemes of Work.

FOR COMPLETE SCHEMES OF WORK FOR TERM 2,

CONTACT MR ISABOKE

0746 222 000 / 0742 999 000

Published by Mwalimu Consultancy. Contact 0746 222 000 I 0742 999 000 for Complete Schemes of Work.

THE END

Published by Mwalimu Consultancy. Contact 0746 222 000 | 0742 999 000 for Complete Schemes of Work.

FOR THE FOLLOWING;

- ✓ONLINE TUITION
- ✓REVISION NOTES
- ✓SCHEMES OF WORK
- ✓SETBOOKS VIDEOS
- ✓TERMLY EXAMS
- ✓QUICK REVISION KITS
- ✓KCSE PREMOCKS
- ✓TOP SCHOOLS PREMOCKS
- ✓KPLEA JOINT PREMOCKS
- ✓TOP SCHOOLS MOCKS
- ✓KPLEA JOINT MOCKS
- ✓KJSEA POSTMOCKS
- ✓TOP SCHOOLS PREDICTIONS
- ✓FINAL EXAM PREDICTIONS
- ✓KPLEA REVEALED SETS

Published by Mwalimu Consultancy. Contact 0746 222 000 I 0742 999 000 for Complete Schemes of Work.

CALL/TEXT/WHATSAPP

0746 222 000 / 0742 999 000

mwalimuconsultancy@gmail.com

Published by Mwalimu Consultancy. Contact 0746 222 000 I 0742 999 000 for Complete Schemes of Work.

THIS IS A PROPERTY OF MWALIMU CONSULTANCY

Powered By Mr Isaboke.

Published by Mwalimu Consultancy. Contact 0746 222 000 / 0742 999 000 for Complete Schemes of Work.

SUCCESS

Published by Mwalimu Consultancy. Contact 0746 222 000 / 0742 999 000 for Complete Schemes of Work.