

AGRICULTURE AND NUTRITION SCHEMES OF WORK GRADE 6

NAME OF THE TEACHER: _____

SCHOOL: _____ **TERM: II YEAR:** _____

Wk	LSN	strand	Sub-strand	Lesson Learning Outcomes	Learning Experiences	Key Inquiry Question(s)	Learning Resources	Assessment Methods	Refl
1	1	FOOD PRODUCTION PROCESSES	Preserving Crop Products: Fruits	By the end of the lesson, the learner should be able to: a. Describe how to preserve and store fruits at home b. Observe pictures on how to preserve fruits. c. Adopt preservation and storage of fruits to reduce food wastage.	Learners are guided to: <input type="checkbox"/> Observe pictures or listen to resource person and share experiences on how to preserve fruits using sun-drying methods.	How does preservation of fruits and vegetables enhance food security?	Locally available resources Highland Agriculture Act. T.G. Grd 6 Pg.23-25 Highland Agriculture Act. Learner's book. Grd 6 Pg.26-30	Observation schedule Assessment rubric Written questions	
	2		Preserving Crop Products: Fruits	By the end of the lesson, the learner should be able to: a. Identify the steps used to preserve and store fruits at home b. Analyze sun-drying method as a way of preserving fruits. c. Adopt preservation and storage of fruits to reduce food wastage.	Learners are guided to: <input type="checkbox"/> Observe pictures or listen to resource person and share experiences on how to preserve fruits using sun-drying methods.	How does preservation of fruits and vegetables enhance food security?	Locally available resources Highland Agriculture Act. T.G. Grd 6 Pg.23-25 Highland Agriculture Act. Learner's book. Grd 6 Pg.26-30	Observation schedule Assessment rubric Written questions	
	3		Preserving Crop Products: Fruits	By the end of the lesson, the learner should be able to: a. Identify fruits to be preserved through sun drying method. b. Demonstrate preserving of fruits through sun drying method c. Adopt preservation and storage of fruits to reduce food wastage.	Learners are guided to: <input type="checkbox"/> Observe pictures or listen to resource person and share experiences on how to preserve fruits using sun-drying methods.	How does preservation of fruits and vegetables enhance food security?	Locally available resources Highland Agriculture Act. T.G. Grd 6 Pg.23-25 Highland Agriculture Act. Learner's book. Grd 6 Pg.26-30	Observation schedule Assessment rubric Written questions	

Wk	LSN	strand	Sub-strand	Lesson Learning Outcomes	Learning Experiences	Key Inquiry Question(s)	Learning Resources	Assessment Methods	Refl
	4		Preserving Crop Products: Fruits	By the end of the lesson, the learner should be able to: a. Identify fruits to be preserved through sun drying method. b. Explain the importance of preserving fruits through sun-drying method. c. Adopt preservation and storage of fruits to reduce food wastage.	Learners are guided to: <input type="checkbox"/> Observe pictures or listen to resource person and share experiences on how to preserve fruits using sun-drying methods.	How does preservation of fruits and vegetables enhance food security?	Locally available resources Highland Agriculture Act. T.G. Grd 6 Pg.23-25 Highland Agriculture Act. Learner's book. Grd 6 Pg.26-30	Observation schedule Assessment rubric Written questions	
2	1		Preserving Crop Products: vegetables	By the end of the lesson, the learner should be able to: a. Identify vegetables that can be preserved through sun-drying. b. Observe pictures on how to preserve vegetables. c. Adopt preservation and storage of fruits to reduce food wastage.	Learners are guided to: <input type="checkbox"/> Observe pictures or listen to resource person and share experiences on how to preserve vegetables using sun-drying methods.	How does preservation of fruits and vegetables enhance food security?	Locally available resources Highland Agriculture Act. T.G. Grd 6 Pg.23-25 Highland Agriculture Act. Learner's book. Grd 6 Pg.31-33	Observation schedule Assessment rubric Written questions	
	2		Preserving Crop Products: vegetables	By the end of the lesson, the learner should be able to: a. Describe how to preserve and store vegetables at home b. Observe pictures on how to preserve vegetables. c. Adopt preservation and storage of fruits to reduce food wastage.	Learners are guided to: <input type="checkbox"/> Observe pictures or listen to resource person and share experiences on how to preserve vegetables using sun-drying methods.	How does preservation of fruits and vegetables enhance food security?	Locally available resources Highland Agriculture Act. T.G. Grd 6 Pg.23-25 Highland Agriculture Act. Learner's book. Grd 6 Pg.31-33	Observation schedule Assessment rubric Written questions	
	3		Preserving Crop Products: vegetables	By the end of the lesson, the learner should be able to: a. Describe the procedure for preserving vegetables at home. b. Analyze the reasons for preserving vegetables at home. c. Adopt preservation and storage of fruits to reduce food wastage.	Learners are guided to: <input type="checkbox"/> Observe the procedure or listen to resource person and share experiences on how to preserve vegetables using sun-drying methods.	How does preservation of fruits and vegetables enhance food security?	Locally available resources Highland Agriculture Act. T.G. Grd 6 Pg.23-25 Highland Agriculture Act. Learner's book. Grd 6 Pg.31-33	Observation schedule Assessment rubric Written questions	

Wk	LSN	strand	Sub-strand	Lesson Learning Outcomes	Learning Experiences	Key Inquiry Question(s)	Learning Resources	Assessment Methods	Refi
	4		Preserving Crop Products: Fruits and vegetables	By the end of the lesson, the learner should be able to: a. explain how to preserve and store fruits and vegetables at home b. Preserve fruits and vegetables using drying method c. Adopt preservation and storage of fruits and vegetables to reduce food wastage.	Learners are guided to: <input type="checkbox"/> Preserve fruits or vegetables using drying method.	How does preservation of fruits and vegetables enhance food security?	Locally available resources Highland Agriculture Act. T.G. Grd 6 Pg.25-30 Highland Agriculture Act. Learner's book. Grd 6 Pg.31-33	Observation schedule Assessment rubric Written questions	
3	1		Preserving Crop Products: Fruits and vegetables	By the end of the lesson, the learner should be able to: a. Describe the steps on how to preserve and store fruits and vegetables at home b. Preserve fruits and vegetables using drying method c. Adopt preservation and storage of fruits and vegetables to reduce food wastage.	Learners are guided to: <input type="checkbox"/> Preserve fruits or vegetables using drying method.	How does preservation of fruits and vegetables enhance food security?	Locally available resources Highland Agriculture Act. T.G. Grd 6 Pg.25-30 Highland Agriculture Act. Learner's book. Grd 6 Pg.31-33	Observation schedule Assessment rubric Written questions	
	2		Preserving Crop Products: Fruits and vegetables	By the end of the lesson, the learner should be able to: a. Define the term food wastage b. Explore the importance of reducing food wastage at home. c. Adopt preservation and storage of fruits and vegetables to reduce food wastage.	Learners are guided to: <input type="checkbox"/> Adopt preservation and storage of fruits and vegetables at home to reduce food wastage.	How does preservation of fruits and vegetables enhance food security?	Locally available resources Highland Agriculture Act. T.G. Grd 6 Pg.25-30 Highland Agriculture Act. Learner's book. Grd 6 Pg.31-33	Observation schedule Assessment rubric Written questions	
	3		Preserving Crop Products: Fruits and vegetables	By the end of the lesson, the learner should be able to: a. explain how to preserve and store fruits and vegetables at home b. Analyze the importance of food security as a social concern. c. Adopt preservation and storage of fruits and vegetables to reduce food wastage.	Learners are guided to: <input type="checkbox"/> Adopt preservation and storage of fruits and vegetables at home to reduce food wastage. <input type="checkbox"/> Learners develop problem solving skills as they preserve fruits and vegetables to reduce wastage, integrity by observing hygienic and safe methods of preservation and food security as a social concern to ensure constant supply of fruits and vegetables.	How does preservation of fruits and vegetables enhance food security?	Locally available resources Highland Agriculture Act. T.G. Grd 6 Pg.25-30 Highland Agriculture Act. Learner's book. Grd 6 Pg.31-33	Observation schedule Assessment rubric Written questions	

Wk	LSN	strand	Sub-strand	Lesson Learning Outcomes	Learning Experiences	Key Inquiry Question(s)	Learning Resources	Assessment Methods	Refl
	4	Stewing and Baking Food	Stewing as a method of cooking	By the end of the lesson, the learner should be able to: a. List foods that are cooked through stewing. b. Describe stewing as a method of cooking a. Embrace stewing in food production.	Learners are guided to: <input type="checkbox"/> Observe pictures or demonstration on stewing as a method of cooking.	1. How can we cook foods using baking methods? 2. How can we cook foods using stewing methods?	Locally available resources or materials Highland Agriculture Act. T.G. Grd 6 Pg.31-33 Highland Agriculture Act. Learner's book. Grd 6 Pg.34-36	Observation schedule Assessment rubric Written questions	
4	1		Stewing as a method of cooking	By the end of the lesson, the learner should be able to: a. Describe the procedure of stewing various foods b. Observe pictures on stewing as a method of cooking. c. Embrace stewing in food production.	Learners are guided to: <input type="checkbox"/> Observe pictures or demonstration on stewing as a method of cooking.	1. How can we cook foods using baking methods? 2. How can we cook foods using stewing methods?	Locally available resources or materials Highland Agriculture Act. T.G. Grd 6 Pg.31-33 Highland Agriculture Act. Learner's book. Grd 6 Pg.34-36	Observation schedule Assessment rubric Written questions	
	2		Stewing as a method of cooking	By the end of the lesson, the learner should be able to: a. Explain the steps used in stewing various foods. b. Practice the steps of stewing food to prepare various foods. c. Embrace stewing in food production.	Learners are guided to: <input type="checkbox"/> Observe pictures or demonstration on stewing as a method of cooking.	1. How can we cook foods using baking methods? 2. How can we cook foods using stewing methods?	Locally available resources or materials Highland Agriculture Act. T.G. Grd 6 Pg.31-33 Highland Agriculture Act. Learner's book. Grd 6 Pg.34-36	Observation schedule Assessment rubric Written questions	
	3		Baking – rubbing – in method as a method of cooking	By the end of the lesson, the learner should be able to: a. Describe baking as a method of cooking b. Observe pictures on baking as a method of cooking c. Embrace baking in food production.	Learners are guided to: <input type="checkbox"/> Observe or demonstration on baking as a method of cooking.	1. How can we cook foods using baking methods? 2. How can we cook foods using stewing methods?	Locally available resources or materials Highland Agriculture Act. T.G. Grd 6 Pg.34-37 Highland Agriculture Act. Learner's book. Grd 6 Pg.37-41	Observation schedule Assessment rubric Written questions	

Wk	LSN	strand	Sub-strand	Lesson Learning Outcomes	Learning Experiences	Key Inquiry Question(s)	Learning Resources	Assessment Methods	Refl
	4		Baking – rubbing – in method as a method of cooking	By the end of the lesson, the learner should be able to: a. Describe rubbing in method used in baking. b. Observe a demonstration on baking as a method of cooking c. Embrace baking in food production.	Learners are guided to: <input type="checkbox"/> Observe pictures or demonstration on baking as a method of cooking.	1. How can we cook foods using baking methods? 2. How can we cook foods using stewing methods?	Locally available resources or materials Highland Agriculture Act. T.G. Grd 6 Pg.34-37 Highland Agriculture Act. Learner's book. Grd 6 Pg.37-41	Observation schedule Assessment rubric Written questions	
5	1		Baking – rubbing – in method as a method of cooking	By the end of the lesson, the learner should be able to: a. Explain the procedure of baking various foods b. Demonstrate baking of various foods. c. Embrace baking in food production.	Learners are guided to: <input type="checkbox"/> Observe pictures or demonstration on baking as a method of cooking.	1. How can we cook foods using baking methods? 2. How can we cook foods using stewing methods?	Locally available resources or materials Highland Agriculture Act. T.G. Grd 6 Pg.34-37 Highland Agriculture Act. Learner's book. Grd 6 Pg.37-41	Observation schedule Assessment rubric Written questions	
	2		Cooking using stewing method	By the end of the lesson, the learner should be able to: a. explain stewing as a method of cooking b. Demonstrate Cooking food using stewing method c. Embrace stewing in food production.	Learners are guided to: <input type="checkbox"/> Cook and serve foods prepared through stewing	1. How can we cook foods using baking methods? 2. How can we cook foods using stewing methods?	Locally available resources or materials Highland Agriculture Act. T.G. Grd 6 Pg.31-33 Highland Agriculture Act. Learner's book. Grd 6 Pg.34-36	Observation schedule Assessment rubric Written questions	
	3		Cooking using stewing method	By the end of the lesson, the learner should be able to: a. Define stewing as a method of cooking b. Cook food using stewing method c. Embrace stewing in food production.	Learners are guided to: <input type="checkbox"/> Cook and serve foods prepared through stewing	1. How can we cook foods using baking methods? 2. How can we cook foods using stewing methods?	Locally available resources or materials Highland Agriculture Act. T.G. Grd 6 Pg.31-33 Highland Agriculture Act. Learner's book. Grd 6 Pg.34-36	Observation schedule Assessment rubric Written questions	

Wk	LSN	strand	Sub-strand	Lesson Learning Outcomes	Learning Experiences	Key Inquiry Question(s)	Learning Resources	Assessment Methods	Refl
	4		Cooking using stewing method	By the end of the lesson, the learner should be able to: a. explain the methods of serving stewed food b. Cook and serve food made through stewing method. c. Embrace stewing in food production.	Learners are guided to: <input type="checkbox"/> Learners develop learning to learn while working cautiously to stewing and baking processes, working resiliently while following cooking steps, promoting safety measures while working with fire and steam.	1. How can we cook foods using baking methods? 2. How can we cook foods using stewing methods?	Locally available resources or materials Highland Agriculture Act. T.G. Grd 6 Pg.31-33 Highland Agriculture Act. Learner's book. Grd 6 Pg.34-36	Observation schedule Assessment rubric Written questions	
6	1		Cooking using stewing method	By the end of the lesson, the learner should be able to: a. List the safety measure to observe while stewing food. b. Practice the cooking steps for mastery in preparing stewed foods. c. Embrace stewing in food production.	Learners are guided to: <input type="checkbox"/> Learners develop learning to learn while working cautiously to stewing and baking processes, working resiliently while following cooking steps, promoting safety measures while working with fire and steam.	1. How can we cook foods using baking methods? 2. How can we cook foods using stewing methods?	Locally available resources or materials Highland Agriculture Act. T.G. Grd 6 Pg.31-33 Highland Agriculture Act. Learner's book. Grd 6 Pg.34-36	Observation schedule Assessment rubric Written questions	
	2		Cooking using baking method	By the end of the lesson, the learner should be able to: a. Define baking as a method of cooking b. Cook food using baking method c. Embrace stewing in food production.	Learners are guided to: <input type="checkbox"/> Cook and serve foods prepared through stewing	1. How can we cook foods using baking methods? 2. How can we cook foods using stewing methods?	Locally available resources or materials Highland Agriculture Act. T.G. Grd 6 Pg.34-37 Highland Agriculture Act. Learner's book. Grd 6 Pg.37-41	Observation schedule Assessment rubric Written questions	
	3		Cooking using baking method	By the end of the lesson, the learner should be able to: a. Explain the steps of baking as a method of cooking b. Explore safety measures while working with fire c. Embrace stewing in food production.	Learners are guided to: <input type="checkbox"/> Learners develop learning to learn while working cautiously to stewing and baking processes, working resiliently while following cooking steps, promoting safety measures while working with fire and steam.	1. How can we cook foods using baking methods? 2. How can we cook foods using stewing methods?	Locally available resources or materials Highland Agriculture Act. T.G. Grd 6 Pg.34-37 Highland Agriculture Act. Learner's book. Grd 6 Pg.37-41	Observation schedule Assessment rubric Written questions	

Wk	LSN	strand	Sub-strand	Lesson Learning Outcomes	Learning Experiences	Key Inquiry Question(s)	Learning Resources	Assessment Methods	Ref
	4		Cooking using baking method	By the end of the lesson, the learner should be able to: a. explain the methods of serving baked foods. b. Serve baked foods while observing hygiene. c. Embrace stewing in food production.	Learners are guided to: <input type="checkbox"/> Learners develop learning to learn while working cautiously to stewing and baking processes, working resiliently while following cooking steps, promoting safety measures while working with fire and steam.	1. How can we cook foods using baking methods? 2. How can we cook foods using stewing methods?	Locally available resources or materials Highland Agriculture Act. T.G. Grd 6 Pg.34-37 Highland Agriculture Act. Learner's book. Grd 6 Pg.37-41	Observation schedule Assessment rubric Written questions	
7	1	HYGIENE PRACTICES	Body cleanliness – practices that enhance body cleanliness – managing sweat	By the end of the lesson, the learner should be able to: a. Describe practices that enhance body cleanliness as habits b. Explore practices that helps in managing sweat. c. Appreciate having a clean body.	Learners are guided to: <input type="checkbox"/> Discuss and share experiences on body cleanliness practices (managing sweat) that enhance personal hygiene.	How does body cleanliness enhance personal hygiene?	Locally available resources or materials Highland Agriculture Act. T.G. Grd 6 Pg.38-40 Highland Agriculture Act. Learner's book. Grd 6 Pg.42-43	Oral observation QA Written exercise	
	2		practices that enhance body cleanliness – acne and pimples	By the end of the lesson, the learner should be able to: a. Describe the cause of acne and pimples b. Explore practices that helps in managing acne and pimples. c. Appreciate having a clean body.	Learners are guided to: <input type="checkbox"/> Discuss and share experiences on body cleanliness practices (acne and pimples) that enhance personal hygiene.	How does body cleanliness enhance personal hygiene?	Locally available resources or materials Highland Agriculture Act. T.G. Grd 6 Pg.38-40 Highland Agriculture Act. Learner's book. Grd 6 Pg.42-43	Oral observation QA Written exercise	
	3		Body cleanliness – practices that enhance body cleanliness – menstrual hygiene	By the end of the lesson, the learner should be able to: a. Describe menstrual hygiene. b. Analyze the practices during menstrual hygiene that enhance personal hygiene. c. Appreciate having a clean body.	Learners are guided to: <input type="checkbox"/> Discuss and share experiences on body cleanliness practices (menstrual hygiene) that enhance personal hygiene.	How does body cleanliness enhance personal hygiene?	Locally available resources or materials Highland Agriculture Act. T.G. Grd 6 Pg.38-40 Highland Agriculture Act. Learner's book. Grd 6 Pg.42-43	Oral observation QA Written exercise	
	4		Body cleanliness – practices that enhance body cleanliness – care of pubic part	By the end of the lesson, the learner should be able to: a. Describe the pubic parts of the body. b. Demonstrate care for pubic are to enhance personal hygiene. c. Appreciate having a clean body.	Learners are guided to: <input type="checkbox"/> Discuss and share experiences on body cleanliness practices (care of pubic part) that enhance personal hygiene.	How does body cleanliness enhance personal hygiene?	Locally available resources or materials Highland Agriculture Act. T.G. Grd 6 Pg.38-40 Highland Agriculture Act. Learner's book. Grd 6 Pg.42-43	Oral observation QA Written exercise	

Wk	LSN	strand	Sub-strand	Lesson Learning Outcomes	Learning Experiences	Key Inquiry Question(s)	Learning Resources	Assessment Methods	Ref
8	1		Practicing body cleanliness-managing sweat	By the end of the lesson, the learner should be able to: a. Describe practices that enhance body cleanliness as habits b. Adopt cleanliness as a health routine in managing sweat. c. Appreciate having a clean body.	Learners are guided to: <input type="checkbox"/> Embrace applicable good routines that suit their body cleanliness <input type="checkbox"/> Discuss the importance of body cleanliness as a healthy habit. <input type="checkbox"/> Learners develop self-confidence while maintaining personal cleanliness, tolerance for others while appreciating their differences and promotion of preventive health.	How does body cleanliness enhance personal hygiene?	Locally available resources or materials Highland Agriculture Act. T.G. Grd 6 Pg.40-42 Highland Agriculture Act. Learner's book. Grd 6 Pg.45-47	Oral observation QA Written exercise	
	2		Practicing routine body cleanliness-acne and pimples	By the end of the lesson, the learner should be able to: a. Describe practices helps in managing acne and pimples. b. Adopt cleanliness as a health routine in managing acne and pimples. c. Appreciate having a clean body.	Learners are guided to: <input type="checkbox"/> Embrace applicable good routines that suit their body cleanliness <input type="checkbox"/> Discuss the importance of body cleanliness as a healthy habit. <input type="checkbox"/> Learners develop self-confidence while maintaining personal cleanliness, tolerance for others while appreciating their differences and promotion of preventive health.	How does body cleanliness enhance personal hygiene?	Locally available resources or materials Highland Agriculture Act. T.G. Grd 6 Pg.40-42 Highland Agriculture Act. Learner's book. Grd 6 Pg.45-47	Oral observation QA Written exercise	
	3		Practicing body cleanliness-menstrual hygiene	By the end of the lesson, the learner should be able to: a. Describe practices that enhance body cleanliness during menstrual period. b. Adopt cleanliness as a health routine to manage menstrual hygiene. c. Appreciate having a clean body.	Learners are guided to: <input type="checkbox"/> Embrace applicable good routines that suit their body cleanliness <input type="checkbox"/> Discuss the importance of body cleanliness as a healthy habit. <input type="checkbox"/> Learners develop self-confidence while maintaining personal cleanliness, tolerance for others while appreciating their differences and promotion of preventive health.	How does body cleanliness enhance personal hygiene?	Locally available resources or materials Highland Agriculture Act. T.G. Grd 6 Pg.40-42 Highland Agriculture Act. Learner's book. Grd 6 Pg.45-47	Oral observation QA Written exercise	
	4		Practicing body cleanliness-care of the pubic part	By the end of the lesson, the learner should be able to: a. Describe the importance of body cleanliness as a healthy habit. b. Adopt cleanliness of the pubic area of the body. c. Appreciate having a clean body.	Learners are guided to: <input type="checkbox"/> Embrace applicable good routines that suit their body cleanliness <input type="checkbox"/> Discuss the importance of body cleanliness as a healthy habit. <input type="checkbox"/> Learners develop self-confidence while maintaining personal cleanliness, tolerance for others while appreciating their differences and promotion of preventive health.	How does body cleanliness enhance personal hygiene?	Locally available resources or materials Highland Agriculture Act. T.G. Grd 6 Pg.40-42 Highland Agriculture Act. Learner's book. Grd 6 Pg.45-47	Oral observation QA Written exercise	

9		HALF TERM							
Wk	LSN	strand	Sub-strand	Lesson Learning Outcomes	Learning Experiences	Key Inquiry Question(s)	Learning Resources	Assessment Methods	Refl
10	1		Importance of body cleanliness	By the end of the lesson, the learner should be able to: a. State the importance of body cleanliness b. Analyze the importance of body cleanliness c. Appreciate having a clean body.	Learners are guided to: <input type="checkbox"/> Discuss the importance of body cleanliness as a healthy habit. <input type="checkbox"/> Learners develop self-confidence while maintaining personal cleanliness, tolerance for others while appreciating their differences and promotion of preventive health.	How does body cleanliness enhance personal hygiene?	Locally available resources or materials Highland Agriculture Act. T.G. Grd 6 Pg.40-42 Highland Agriculture Act. Learner's book. Grd 6 Pg.45-47	Oral observation QA Written exercise	
	2	Laundry: Stain Removal	Common stains on clothing and household articles	By the end of the lesson, the learner should be able to: a. Define the term stain in clothing and household articles. b. Observe pictures of common stains on clothing. c. Adopt stain removal for personal hygiene.	Learners are guided to: <input type="checkbox"/> Use digital resources and sample articles to identify common stains (blood and grass) on clothing and household articles.	How does stain removal enhance personal hygiene?	Locally available resources or materials Highland Agriculture Act. T.G. Grd 6 Pg.43-45 Highland Agriculture Act. Learner's book. Grd 6 Pg.48	Observation schedule Assessment rubric Written questions	
	3		Common stains on clothing and household articles	By the end of the lesson, the learner should be able to: a. Identify causes of common stains on clothing and household articles b. Differentiate between blood and grass stains. c. Adopt stain removal for personal hygiene.	Learners are guided to: <input type="checkbox"/> Use digital resources and sample articles to identify common stains (blood and grass) on clothing and household articles.	How does stain removal enhance personal hygiene?	Locally available resources or materials Highland Agriculture Act. T.G. Grd 6 Pg.43-45 Highland Agriculture Act. Learner's book. Grd 6 Pg.48	Observation schedule Assessment rubric Written questions	
	4		Common stains on clothing and household articles	By the end of the lesson, the learner should be able to: a. Identify common stains on clothing and household articles b. Analyze different clothing and household articles that have stains. c. Adopt stain removal for personal hygiene.	Learners are guided to: <input type="checkbox"/> Use digital resources and sample articles to identify common stains (blood and grass) on clothing and household articles.	How does stain removal enhance personal hygiene?	Locally available resources or materials Highland Agriculture Act. T.G. Grd 6 Pg.43-45 Highland Agriculture Act. Learner's book. Grd 6 Pg.48	Observation schedule Assessment rubric Written questions	

Wk	LSN	strand	Sub-strand	Lesson Learning Outcomes	Learning Experiences	Key Inquiry Question(s)	Learning Resources	Assessment Methods	Ref
11	1		Common stains on clothing and household articles	By the end of the lesson, the learner should be able to: a. Group household article common stains. b. Sort various clothing and household articles in blood and grass stains. c. Adopt stain removal for personal hygiene.	Learners are guided to: <input type="checkbox"/> Use digital resources and sample articles to identify common stains (blood and grass) on clothing and household articles.	How does stain removal enhance personal hygiene?	Pictu Locally available resources or materials res, materials, and equipment required for special treatment, thread Highland Agriculture Act. T.G. Grd 6 Pg.43-45 Highland Agriculture Act. Learner's book. Grd 6 Pg.48	Observation schedule Assessment rubric Written questions	
	2		Removal of common stains - blood	By the end of the lesson, the learner should be able to: a. State how to remove blood stains on clothing and household articles b. Prepare materials used for removing blood stains on clothing. c. Adopt stain removal for personal hygiene.	Learners are guided to: <input type="checkbox"/> Carry out removal of common stains (blood) on clothing and household articles.	How does stain removal enhance personal hygiene?	Locally available resources or materials Highland Agriculture Act. T.G. Grd 6 Pg.45-48 Highland Agriculture Act. Learner's book. Grd 6 Pg.51-52	Observation schedule Assessment rubric Written questions	
	3		Removal of common stains - blood	By the end of the lesson, the learner should be able to: a. Describe the steps on how to remove blood stains on clothing and household articles b. Remove blood stains from clothing and household articles c. Adopt stain removal for personal hygiene.	Learners are guided to: <input type="checkbox"/> Carry out removal of common stains (blood) on clothing and household articles.	How does stain removal enhance personal hygiene?	Locally available resources or materials Highland Agriculture Act. T.G. Grd 6 Pg.45-48 Highland Agriculture Act. Learner's book. Grd 6 Pg.51-52	Observation schedule Assessment rubric Written questions	
	4		Removal of common stains - grass	By the end of the lesson, the learner should be able to: a. State how to remove grass stains on clothing and household articles b. Prepare materials used for removing grass stains on clothing. c. Adopt stain removal for personal hygiene.	Learners are guided to: <input type="checkbox"/> Carry out removal of common stains (grass) on clothing and household articles.	How does stain removal enhance personal hygiene?	Locally available resources or materials Highland Agriculture Act. T.G. Grd 6 Pg.45-48 Highland Agriculture Act. Learner's book. Grd 6 Pg.49-50	Observation schedule Assessment rubric Written questions	

Wk	LSN	strand	Sub-strand	Lesson Learning Outcomes	Learning Experiences	Key Inquiry Question(s)	Learning Resources	Assessment Methods	Ref
12	1		Removal of common stains - grass	By the end of the lesson, the learner should be able to: a. Describe the steps on how to remove grass stains on clothing and household articles b. Remove blood stains from clothing and household articles c. Adopt stain removal for personal hygiene.	Learners are guided to: <input type="checkbox"/> Carry out removal of common stains (grass) on clothing and household articles.	How does stain removal enhance personal hygiene?	Locally available resources or materials Highland Agriculture Act. T.G. Grd 6 Pg.45-48 Highland Agriculture Act. Learner's book. Grd 6 Pg.49-50	Observation schedule Assessment rubric Written questions	
	2		Practicing removal of common stains - blood	By the end of the lesson, the learner should be able to: a. Identify ways of removing blood stains on clothing b. Practice removing blood stains on clothing and household articles c. Adopt stain removal for personal hygiene.	Learners are guided to: <input type="checkbox"/> Practise and adopt stain removal for personal hygiene. <input type="checkbox"/> Learners to develop learning to learn as they adopt different ways of removing stains, responsibility as they take care of their clothes and personal hygiene as they maintain cleanliness.	How does stain removal enhance personal hygiene?	Locally available resources or materials Highland Agriculture Act. T.G. Grd 6 Pg.45-48 Highland Agriculture Act. Learner's book. Grd 6 Pg.51-52	Observation schedule Assessment rubric Written questions	
	3		Practicing removal of common stains - blood	By the end of the lesson, the learner should be able to: a. Identify ways of taking care of clothing articles b. Practice removing blood stains on clothing and household articles c. Adopt stain removal for personal hygiene.	Learners are guided to: <input type="checkbox"/> Practise and adopt stain removal for personal hygiene. <input type="checkbox"/> Learners to develop learning to learn as they adopt different ways of removing stains, responsibility as they take care of their clothes and personal hygiene as they maintain cleanliness.	How does stain removal enhance personal hygiene?	Locally available resources or materials Highland Agriculture Act. T.G. Grd 6 Pg.45-48 Highland Agriculture Act. Learner's book. Grd 6 Pg.51-52	Observation schedule Assessment rubric Written questions	
	4		Practicing removal of common stains - grass	By the end of the lesson, the learner should be able to: a. Identify ways of maintaining personal hygiene. b. Practice removing grass stains on clothing and household articles c. Adopt stain removal for personal hygiene.	Learners are guided to: <input type="checkbox"/> Practise and adopt stain removal for personal hygiene. <input type="checkbox"/> Learners to develop learning to learn as they adopt different ways of removing stains, responsibility as they take care of their clothes and personal hygiene as they maintain cleanliness.	How does stain removal enhance personal hygiene?	Locally available resources or materials Highland Agriculture Act. T.G. Grd 6 Pg.45-48 Highland Agriculture Act. Learner's book. Grd 6 Pg.49-50	Observation schedule Assessment rubric Written questions	

Wk	LSN	strand	Sub-strand	Lesson Learning Outcomes	Learning Experiences	Key Inquiry Question(s)	Learning Resources	Assessment Methods	Ref
13	1		Practicing removal of common stains - grass	By the end of the lesson, the learner should be able to: a. Identify the importance of stain removal in household clothing and articles. b. Adopt stain removal as a way of taking care of clothings. c. Adopt stain removal for personal hygiene.	Learners are guided to: <input type="checkbox"/> Practise and adopt stain removal for personal hygiene. <input type="checkbox"/> Learners to develop learning to learn as they adopt different ways of removing stains, responsibility as they take care of their clothes and personal hygiene as they maintain cleanliness.	How does stain removal enhance personal hygiene?	Locally available resources or materials Highland Agriculture Act. T.G. Grd 6 Pg.45-48 Highland Agriculture Act. Learner's book. Grd 6 Pg.49-50	Observation schedule Assessment rubric Written questions	
	2-3	REVISION EXERCISE							
14	END TERM TWO ASSESSMENT/CLOSING								