Grade 4 Agriculture and Nutrition

Term 3 - 39 complete lesson plans

Ready to teach, in the KICD lesson-plan format | 35-minute lessons | PDF and editable Word

ABOUT THIS PACK

39 complete, ready-to-teach Grade 4 Agriculture and Nutrition lesson plans for Term 3, covering personal hygiene, domestic hygiene, cleaning personal protective equipment and making tacking stitches.

TOPICS IN THIS PACK

Topic	Name	Lessons
3.1	Personal Hygiene	10
3.2	Domestic Hygiene	9
3.3	Cleaning Personal Protective Equipment	9
4.1	Making Tacking Stitches	11

INSIDE EVERY LESSON PLAN

- The specific learning outcomes, key inquiry question, core competencies, values and PCIs, and the resources needed.
- A timed lesson flow: what the teacher does and what the learners do, from introduction to summary.
- The key content (a worked example, notes or a practical with its expected results), then four practice questions with the answers for the teacher.
- The common mistake to watch for, and ideas for learners who need support and for those ready for more.
- A four-level CBC assessment rubric (EE, ME, AE, BE), homework, and a blank reflection space to fill in after teaching.

A TASTE OF LESSON 1

What is personal hygiene

By the end of the lesson, the learner should be able to explain what personal hygiene means

> **Personal hygiene**
> Personal hygiene means the habits and practices a person uses to keep their own body clean and healthy, such as bathing, brushing teeth, washing hands, and wearing clean clothes.
> Good personal hygiene helps prevent illness and helps a person feel and look their best.

You also receive this pack as an editable Word file, so you can change any lesson to suit your class before you print it. Lessons follow the order of the KICD curriculum design.

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What is personal hygiene

Strand 3.0 Hygiene Practices > Sub-strand 3.1 Personal Hygiene | Lesson 1 of 10 | 35 minutes

SCHOOL	TEACHER	DATE
CLASS / STREAM	TIME	ROLL (B / G)

SPECIFIC LEARNING OUTCOME(S)

By the end of the lesson, the learner should be able to explain what personal hygiene means

KEY INQUIRY QUESTION(S)

- How does personal hygiene promote good health?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

COMPETENCY	**Self-efficacy**	Learners attempt each task with confidence and see that effort improves results.
VALUE	**Responsibility**	Learners look after shared materials and finish every task.
PCI	**Life skills (self-efficacy)**	Learners practise decision making and working with others.

LEARNING RESOURCES

Pictures showing personal hygiene practices | Manila paper and marker pens

ORGANISATION OF LEARNING

Whole class for the introduction and the summary; pairs or groups of four to five for guided practice; individual work for the independent tasks.

KEY WORDS

hygiene | personal protective equipment | germs | sanitation | infection

THE LESSON AT A GLANCE

Introduction	Teacher models	Guided practice	On their own	Wrap-up
5 min	8 min	9 min	8 min	5 min

Inside this plan: the step-by-step lesson flow with what the teacher and learners do, the key content, practice questions with answers, a common mistake to watch for, an assessment rubric on the four CBC levels, support and extension ideas, homework and a reflection page.

LESSON FLOW

Stage	Minutes	The teacher	The learners
Introduction	5	Greet the class and ask: "What do you do every morning to keep your body clean before coming to school?" Take two or three answers, link them to earlier work, then state today's outcome.	Answer the starter question, recall what they already know and read the outcome aloud.
Step 1: Teacher models	8	Work through the worked example on the next page, thinking aloud. Use pictures showing personal hygiene practices, manila paper and marker pens. Ask learners to predict each step before you show it.	Watch, predict the next step, ask questions and note the key steps in their exercise books.
Step 2: Guided practice	9	Give questions 1 and 2. Move round the groups, ask "How do you know?" and correct errors kindly on the spot.	Work in pairs or small groups, explain each step to a partner and check one another's answers.
Step 3: Independent practice	8	Set questions 3 and 4 for individual work. Mark as you walk round and note who needs help in the next lesson.	Work on their own, then swap books with a partner to check.
Summary and conclusion	5	Ask two or three learners to state the key idea in their own words. Give this exit question and check the answers: "What personal hygiene practices do you already do every day?"	Say the key idea in their own words and answer the exit question in the exercise book.

WORKED EXAMPLE

Personal hygiene

Personal hygiene means the habits and practices a person uses to keep their own body clean and healthy, such as bathing, brushing teeth, washing hands, and wearing clean clothes.

Good personal hygiene helps prevent illness and helps a person feel and look their best.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	What does personal hygiene mean?	**The habits and practices used to keep one's own body clean and healthy**
2	Name two personal hygiene practices.	**Any two of: bathing, brushing teeth, washing hands, wearing clean clothes**
3	What is one benefit of good personal hygiene?	**It helps prevent illness**
4	What personal hygiene practices do you already do every day?	**Answers vary; check it is genuine.**

WATCH OUT FOR

Learners think hygiene is only about "looking neat". Emphasise the real health protection behind it.

ASSESSMENT RUBRIC - THE FOUR CBC LEVELS

Level	What the learner can do
Exceeds expectations (EE)	Can explain what personal hygiene means confidently and accurately, explain the method used, and apply the idea to new or unfamiliar problems.
Meets expectations (ME)	Can explain what personal hygiene means accurately in familiar situations; notices and corrects slips without help.
Approaches expectations (AE)	Can partly explain what personal hygiene means, or does so with prompts from the teacher or a partner; makes some errors.
Below expectations (BE)	Cannot yet explain what personal hygiene means without direct help; needs the idea taught again with concrete objects.

SUPPORT AND EXTENSION

Learners who need support	Show pictures of common hygiene practices to name and discuss.
Learners ready for more	Why might poor personal hygiene make someone more likely to fall sick? (Answer: Dirt and germs on the body and clothes can enter the body and cause infections if not regularly washed away)
Inclusion	Seat learners with low vision near the board and read aloud whatever you write; use large, clear, tactile materials; allow extra time; pair with a patient partner; use gestures or Kenyan Sign Language for the key words.

HOMEWORK AND FOLLOW-UP

Redo questions 3 and 4 neatly in the exercise book. Then tell someone at home what you learned about "what is personal hygiene" and bring one question of your own to ask next lesson.

TEACHER SELF-CHECK

- Did every learner get a turn to handle materials or explain their thinking?
- Did most learners meet the outcome? Write down the names of those who did not.
- Was the pace right — did any step take too long or too short a time?
- Which competency and value did I see learners showing?
- What will I change the next time I teach this lesson?

REFLECTION ON THE LESSON / SELF-REMARKS

Write this after teaching - what worked, what to change, which learners need follow-up.

Handwashing: why and when

Strand 3.0 Hygiene Practices > Sub-strand 3.1 Personal Hygiene | Lesson 2 of 10 | 35 minutes

SCHOOL	TEACHER	DATE
CLASS / STREAM	TIME	ROLL (B / G)

SPECIFIC LEARNING OUTCOME(S)

By the end of the lesson, the learner should be able to: a) explain why handwashing is important; b) identify key times to wash hands

KEY INQUIRY QUESTION(S)

- How does personal hygiene promote good health?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

COMPETENCY	**Self-efficacy**	Learners attempt each task with confidence and see that effort improves results.
VALUE	**Responsibility**	Learners look after shared materials and finish every task.
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LEARNING RESOURCES

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KEY WORDS

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LESSON FLOW

Stage	Minutes	The teacher	The learners
Introduction	5	Greet the class and ask: "Can you see germs on your hands with your own eyes?" Take two or three answers, link them to earlier work, then state today's outcome.	Answer the starter question, recall what they already know and read the outcome aloud.
Step 1: Teacher models	8	Work through the worked example on the next page, thinking aloud. Use pictures showing personal hygiene practices, manila paper and marker pens. Ask learners to predict each step before you show it.	Watch, predict the next step, ask questions and note the key steps in their exercise books.
Step 2: Guided practice	9	Give questions 1 and 2. Move round the groups, ask "How do you know?" and correct errors kindly on the spot.	Work in pairs or small groups, explain each step to a partner and check one another's answers.
Step 3: Independent practice	8	Set questions 3 and 4 for individual work. Mark as you walk round and note who needs help in the next lesson.	Work on their own, then swap books with a partner to check.
Summary and conclusion	5	Ask two or three learners to state the key idea in their own words. Give this exit question and check the answers: "When did you last wash your hands, and why?"	Say the key idea in their own words and answer the exit question in the exercise book.

WORKED EXAMPLE

Handwashing

Handwashing removes germs that we cannot see but that can make us sick if they enter our mouths, noses, or wounds. Key times to wash hands include: before eating, after using the toilet, after playing outside, and after handling animals or soil.

Handwashing with soap is far more effective at removing germs than water alone.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	Why is handwashing important, even though germs cannot be seen?	**Germs can still make us sick if they enter our mouths, noses, or wounds, even though we cannot see them.**
2	Name two key times to wash hands.	**Any two of: before eating, after using the toilet, after playing outside, after handling animals or soil**
3	What removes germs more effectively: water alone, or water with soap?	**Water with soap**
4	When did you last wash your hands, and why?	**Answers vary; check it is genuine.**

WATCH OUT FOR

Learners think a quick water rinse is enough. Emphasise soap is what actually removes most germs effectively.