Grade 6 Agriculture and Nutrition

Term 2 - 33 complete lesson plans

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

ABOUT THIS PACK

33 complete, ready-to-teach Grade 6 Agriculture and Nutrition lesson plans for Term 2, covering preserving crop products, cooking food and good grooming.

TOPICS IN THIS PACK

Topic	Name	Lessons
2.2	Preserving Crop Products	11
2.3	Cooking Food	13
3.1	Good Grooming	9

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

Why fruits and vegetables spoil

By the end of the lesson, the learner should be able to: a) explain the meaning of food preservation; b) describe the causes of spoilage

> **Spoilage and preservation**
> Food preservation is treating food so that it stays safe and good to eat for a long time. Fruits and vegetables spoil quickly because they contain a lot of water.
> Causes of spoilage: micro-organisms (moulds, yeasts and bacteria) that grow in moist food, bruising and cuts during harvesting and transport, pests (fruit flies, rats), heat, and keeping produce too long after ripening.

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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Why fruits and vegetables spoil

Strand 2.0 Food Production Processes > Sub-strand 2.2 Preserving Crop Products | Lesson 1 of 11 | 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 the meaning of food preservation; b) describe the causes of spoilage

KEY INQUIRY QUESTION(S)

- How does preservation of fruits and vegetables enhance food security?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

COMPETENCY	**Critical thinking and problem solving**	Learners choose a method, check their answers and give reasons for their choices.
COMPETENCY	**Learning to learn**	Learners say what they found easy or hard and decide their next step.
VALUE	**Integrity**	Learners record their own honest results and mark work truthfully.
VALUE	**Responsibility**	Learners look after shared materials and finish every task.
PCI	**Food and nutrition security**	Developed through the activities in this lesson.
PCI	**Health education**	Examples link to healthy habits at home and at school.

LEARNING RESOURCES

Photographs of spoilt and dried fruits and vegetables | Samples of dried mango or dried kale if available | Chart of the sun-drying steps

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

preservation | spoilage | micro-organisms | sun-drying | solar drier | drying rack | blanching | airtight container | food wastage | food security

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

LESSON FLOW

Stage	Minutes	The teacher	The learners
Introduction	5	Greet the class and ask: "What happens to ripe mangoes or tomatoes left in a basket for a week?" 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	Take learners through "Spoilage and preservation" (key ideas on the next page), explaining as you go. Use photographs of spoilt and dried fruits and vegetables, samples of dried mango or dried kale if available, chart of the sun-drying steps. Ask learners to predict what comes next 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: "Name one sign that a fruit is spoilt."	Say the key idea in their own words and answer the exit question in the exercise book.

KEY IDEAS

Spoilage and preservation

Food preservation is treating food so that it stays safe and good to eat for a long time. Fruits and vegetables spoil quickly because they contain a lot of water.

Causes of spoilage: micro-organisms (moulds, yeasts and bacteria) that grow in moist food, bruising and cuts during harvesting and transport, pests (fruit flies, rats), heat, and keeping produce too long after ripening.

In the harvest season, many mangoes and vegetables rot because there is more than families can eat; preservation saves them for later.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	What is food preservation?	**Treating food so it stays safe and good to eat for a long time**
2	Why do fruits and vegetables spoil quickly?	**They contain a lot of water**
3	Name two causes of spoilage.	**Any two, for example micro-organisms, bruising, pests, heat, keeping too long**
4	Name one sign that a fruit is spoilt.	**Any one, for example mould, bad smell, soft rotten patches**

WATCH OUT FOR

Learners think cutting off the mouldy part makes soft fruit safe. Mould spreads inside soft fruit; throw it away.

ASSESSMENT RUBRIC - THE FOUR CBC LEVELS

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

SUPPORT AND EXTENSION

Learners who need support	Compare a fresh and a spoilt tomato (in a sealed bag).
Learners ready for more	Why do mangoes rot more in the season when there are many? (Answer: There is more than people can eat or sell, so many are kept too long)
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 "why fruits and vegetables spoil" 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.

Ways of preserving crop produce at home

Strand 2.0 Food Production Processes > Sub-strand 2.2 Preserving Crop Products | Lesson 2 of 11 | 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 describe methods of preserving fruits and vegetables at home

KEY INQUIRY QUESTION(S)

- How does preservation of fruits and vegetables enhance food security?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

COMPETENCY	**Critical thinking and problem solving**	Learners choose a method, check their answers and give reasons for their choices.
COMPETENCY	**Learning to learn**	Learners say what they found easy or hard and decide their next step.
VALUE	**Integrity**	Learners record their own honest results and mark work truthfully.
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LEARNING RESOURCES

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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

preservation | spoilage | micro-organisms | sun-drying | solar drier | drying rack | blanching | airtight container | food wastage | food security

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

LESSON FLOW

Stage	Minutes	The teacher	The learners
Introduction	5	Greet the class and ask: "How does your family keep food from going bad?" 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	Take learners through "Home preservation methods" (key ideas on the next page), explaining as you go. Use photographs of spoilt and dried fruits and vegetables, samples of dried mango or dried kale if available, chart of the sun-drying steps. Ask learners to predict what comes next 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: "Which method uses sugar?"	Say the key idea in their own words and answer the exit question in the exercise book.

KEY IDEAS

Home preservation methods

Drying (in the sun or a solar drier): removes water so micro-organisms cannot grow. Cooling (a fridge, a charcoal cooler or a clay pot) slows spoilage. Using sugar (jam, juice concentrate) and salt or vinegar (pickles) stops micro-organisms. Smoking and boiling are used for some foods.

Sun-drying is the cheapest method at home: it needs only sunshine, clean trays and covers, and dried food is light and easy to store.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	How does drying preserve food?	**It removes water so micro-organisms cannot grow**
2	Name two home methods of preservation.	**Any two, for example drying, cooling, jam, pickling, smoking**
3	Why is sun-drying cheap?	**It uses free sunshine and simple trays**
4	Which method uses sugar?	**Making jam**