**GRADE 6 AGRICULTURE AND NUTRITION SCHEMES OF WORK TERM 1**

**NAME OF THE TEACHER…………………. SCHOOL:…………………………YEAR**

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| **Week** | **LSN** | **strand** | **Sub-strand** | | **Specific Learning Outcomes** | | **Learning Experiences** | | **Key Inquiry Question(s)** | | **Learning Resources** | **Assessment Methods** | **Refl** |
| **1** | **1** | **Conservation of resources** | **Controlling soil erosion – Meaning of soil erosion** | | By the end of the lesson, the learner should be able to:   1. explain the meaning of soil erosion in the environment 2. Observe pictures on soil erosion 3. Appreciate the role of soil conservation in maintaining agricultural Environment. | | In pairs or groups, learners to:   * Brainstorm the meaning of soil erosion * Observe pictures or watch a video clip on soil erosion | | How does  Erosion occurs?  2. How is soil  Erosion controlled? | | video clips  on soil erosion (gulley, rill, splash and sheet erosion), and control structures/measures  (Gabions, terraces,  cover crops,  MTP AGRIC TG Grd. 6 Pg. 37  MTP AGRIC Learners Bk. Grd. 6 Pg.1 | Observation  Written test  Portfolio  Oral questions |  |
|  | **2** |  | **Types of soil erosion** | | By the end of the lesson, the learner should be able to:   1. identify types of soil erosion in the environment, 2. Observe or watch video clips on different types of soil erosion 3. Appreciate the role of soil conservation in maintaining agricultural Environment. | | In pairs or groups, learners to:   * Learners to visit the   Neighbouring environment to identify different types of soil erosion ***(Splash and* *sheet erosion; rill and gulley erosion).***  Learners to watch video clips to differentiate types of soil erosion. | | How does  Erosion occurs?  2. How is soil  Erosion controlled? | | video clips  on soil erosion (gulley, rill, splash and sheet erosion), and control structures/measures  (Gabions, terraces,  cover crops,  MTP AGRIC TG Grd. 6 Pg. 38-41  MTP AGRIC Learners Bk. Grd. 6 Pg.2-4 | Observation  Written test  Portfolio  Oral questions |  |
|  | **3** |  | **Splash erosion** | | By the end of the lesson, the learner should be able to:   1. Describe splash erosion in the environment 2. Demonstrate practically how splash erosion occurs 3. Appreciate importance of conserving soil. | | Learners are guided to:   * Watch video clip or photographs or visit to observe types of soil erosion   In pairs or groups, learners to:  - Learners to use experiment method to demonstrate how splash erosion occurs. | | How does  Erosion occurs? | | video clips  on soil erosion (gulley, rill, splash and sheet erosion), and control structures/measures  (Gabions, terraces,  cover crops,  MTP AGRIC TG Grd. 6 Pg. 38-41  MTP AGRIC Learners Bk. Grd. 6 Pg.2-4 | Observation  Written test  Portfolio  Oral questions |  |
|  | **4** |  | **Sheet erosion** | | By the end of the lesson, the learner should be able to:   1. Describe sheet erosion in the environment 2. Demonstrate practically how sheet erosion occurs 3. Appreciate importance of conserving soil. | | * Watch video clip or photographs or visit to observe types of soil erosion   In pairs or groups, learners to:  - Learners to use experiment method to demonstrate how sheet erosion occurs. | | How does  Erosion occurs? | | video clips  on soil erosion (gulley, rill, splash and sheet erosion), and control structures/measures  (Gabions, terraces,  cover crops,  MTP AGRIC TG Grd. 6 Pg. 42-44  MTP AGRIC Learners Bk. Grd. 6 Pg.5-6 | Observation  Written test  Portfolio  Oral questions |  |
| **2** | **1** |  | **Rill erosion** | | By the end of the lesson, the learner should be able to:   1. Describe rill erosion in the environment 2. Demonstrate practically how rill erosion occurs 3. Appreciate importance of conserving soil. | | * Watch video clip or photographs or visit to observe types of soil erosion   In pairs or groups, learners to:  - Learners to use experiment method to demonstrate how rill erosion occurs. | | How does  Erosion occurs? | | video clips  on soil erosion (gulley, rill, splash and sheet erosion), and control structures/measures  (Gabions, terraces,  cover crops,  MTP AGRIC TG Grd. 6 Pg. 45-46  MTP AGRIC Learners Bk. Grd. 6 Pg.7-8 | Observation  Written test  Portfolio  Oral questions |  |
|  | **2** |  | **Gulley erosion** | | By the end of the lesson, the learner should be able to:   1. Describe gulley erosion in the environment 2. Demonstrate practically how gulley erosion occurs 3. Appreciate importance of conserving soil. | | * Watch video clip or photographs or visit to observe types of soil erosion   In pairs or groups, learners to:  - Learners to use experiment method to demonstrate how sheet erosion occurs. | | How does  Erosion occurs? | | video clips  on soil erosion (gulley, rill, splash and sheet erosion), and control structures/measures  (Gabions, terraces,  cover crops,  MTP AGRIC TG Grd. 6 Pg. 46-49  MTP AGRIC Learners Bk. Grd. 6 Pg.9-11 | Observation  Written test  Portfolio  Oral questions |  |
|  | **3** |  | **Methods of controlling soil erosion (sheet and splash erosion)** | | By the end of the lesson, the learner should be able to:   * 1. Explain the difference between sheet and splash erosion,  1. Control sheet and splash erosion in the environment 2. Appreciate the role of soil conservation in maintaining agricultural Environment. | | Learners are guided to:   * Demonstrate how to control various   types of soil erosion (gulley, rill, splash and sheet erosion).   * Discuss and make class presentations on importance of controlling soil erosion to conserve soil in their environment | | How is soil  Erosion controlled? | | video clips  on soil erosion (gulley, rill, splash and sheet erosion), and control structures/measures  (Gabions, terraces,  cover crops,  MTP AGRIC TG Grd. 6 Pg. 50-54  MTP AGRIC Learners Bk. Grd. 6 Pg.12-18 | Observation  Written test  Portfolio  Oral questions |  |
|  | **4** |  | **Methods of controlling soil erosion (sheet and splash erosion)** | | By the end of the lesson, the learner should be able to:   * 1. Explain the difference between sheet and splash erosion,   2. Control sheet and splash erosion in the environment   3. Appreciate the role of soil conservation in maintaining agricultural Environment. | | Learners are guided to:   * Demonstrate how to control various   types of soil erosion (gulley, rill, splash and sheet erosion).   * Discuss and make class presentations on importance of controlling soil erosion to conserve soil in their environment | | How is soil  Erosion controlled? | | video clips  on soil erosion (gulley, rill, splash and sheet erosion), and control structures/measures  (Gabions, terraces,  cover crops,  MTP AGRIC TG Grd. 6 Pg. 50-54  MTP AGRIC Learners Bk. Grd. 6 Pg.12-18 | Observation  Written test  Portfolio  Oral questions |  |
| **3** | **1** |  | **Methods of controlling soil erosion (gully and rill erosion)** | | By the end of the lesson, the learner should be able to:   1. Explain the different between gully and rill erosion, 2. Control gully and rill erosion in the environment 3. Appreciate the role of soil conservation in maintaining agricultural Environment. | | Learners are guided to:   * Demonstrate how to control various   types of soil erosion (gulley, rill, splash and sheet erosion).   * Discuss and make class presentations on importance of controlling soil erosion to conserve soil in their environment | | How is soil  Erosion controlled? | | video clips  on soil erosion (gulley, rill, splash and sheet erosion), and control structures/measures  (Gabions, terraces,  cover crops,  MTP AGRIC TG Grd. 6 Pg. 50-54  MTP AGRIC Learners Bk. Grd. 6 Pg.12-18 | Observation  Written test  Portfolio  Oral questions |  |
|  | **2** |  | **Methods of controlling soil erosion (gully and rill erosion)** | | By the end of the lesson, the learner should be able to:   1. Explain the different between gully and rill erosion, 2. Control gully and rill erosion in the environment 3. Appreciate the role of soil conservation in maintaining agricultural Environment. | | Learners are guided to:   * Demonstrate how to control various   types of soil erosion (gulley, rill, splash and sheet erosion).   * Discuss and make class presentations on importance of controlling soil erosion to conserve soil in their environment | | How is soil  Erosion controlled? | | video clips  on soil erosion (gulley, rill, splash and sheet erosion), and control structures/measures  (Gabions, terraces,  cover crops,  MTP AGRIC TG Grd. 6 Pg. 50-54  MTP AGRIC Learners Bk. Grd. 6 Pg.12-18 | Observation  Written test  Portfolio  Oral questions |  |
|  | **3** |  | **Importance of controlling soil erosion** | | By the end of the lesson, the learner should be able to:   1. Describe types of soil erosion in the environment 2. Observe the different methods of controlling gully and rill erosion 3. Appreciate importance of conserving soil. | | Learners develop problem solving skills while demonstrating soil erosion control, citizenship when learners show concern for environmental conservation in the community and environmental awareness as a pertinent concern in the community. | | How is soil  Erosion controlled? | | video clips  on soil erosion (gulley, rill, splash and sheet erosion), and control structures/measures  (Gabions, terraces,  cover crops,  MTP AGRIC TG Grd. 6 Pg. 50-54  MTP AGRIC Learners Bk. Grd. 6 Pg.12-18 | Observation  Written test  Portfolio  Oral questions |  |
|  | **4** | **Conserving water: seedbeds** | **Water conservation** | | By the end of the lesson, the learner should be able to:   1. identify different types of seedbeds that conserve soil moisture, 2. Use IT devices to observe different types of seedbeds that conserve moisture 3. Appreciate the importance of conserving moisture in a seedbed to improve plant growth. | | Learners are guided to:   * Watch video clips, photographs, visit sites or on various types of seedbeds that conserve moisture such as sunken bed, moisture bed, and shallow pits. | | How can  seedbeds  be made to  conserve  moisture? | | Garden tools: jembes,  fork jembes, spade,  panga, slasher and rake.  Others: Mulch materials,  digital resources and  planting materials  MTP AGRIC TG Grd. 6 Pg. 55-56  MTP AGRIC Learners Bk. Grd. 6 Pg.19 | Observation  Written test  Portfolio  Oral questions |  |
| **4** | **1** |  | **Water conservation** | | By the end of the lesson, the learner should be able to:   * 1. identify different types of seedbeds that conserve soil moisture,   2. Use IT devices to observe different types of seedbeds that conserve moisture   3. Appreciate the importance of conserving moisture in a seedbed to improve plant growth. | | Learners are guided to:   * Watch video clips, photographs, visit sites or on various types of seedbeds that conserve moisture such as sunken bed, moisture bed, and shallow pits. | | How can  seedbeds  be made to  conserve  moisture? | | Garden tools: jembes,  fork jembes, spade,  panga, slasher and rake.  Others: Mulch materials,  digital resources and  planting materials  MTP AGRIC TG Grd. 6 Pg. 55-56  MTP AGRIC Learners Bk. Grd. 6 Pg.19 | Observation  Written test  Portfolio  Oral questions |  |
|  | **2** |  | **Water conservation** | | By the end of the lesson, the learner should be able to:   1. identify different types of seedbeds that conserve soil moisture, 2. Use IT devices to observe different types of seedbeds that conserve moisture 3. Appreciate the importance of conserving moisture in a seedbed to improve plant growth. | | Learners are guided to:   * Watch video clips, photographs, visit sites or on various types of seedbeds that conserve moisture such as sunken bed, moisture bed, and shallow pits. | | How can  seedbeds  be made to  conserve  moisture? | | Garden tools: jembes,  fork jembes, spade,  panga, slasher and rake.  Others: Mulch materials,  digital resources and  planting materials  MTP AGRIC TG Grd. 6 Pg. 55-56  MTP AGRIC Learners Bk. Grd. 6 Pg.19 | Observation  Written test  Portfolio  Oral questions |  |
|  | **3** |  | **Sunken beds** | | By the end of the lesson, the learner should be able to:   1. Identify ways of making a sunken bed. 2. Prepare sunken beds that conserve soil moisture 3. Appreciate the importance of conserving moisture in a seedbed to improve plant growth. | | Learners are guided to:   * Prepare seedbeds that conserve moisture (sunken seedbed and shallow pit). | | How can  seedbeds  be made to  conserve  moisture? | | Garden tools: jembes,  fork jembes, spade,  panga, slasher and rake.  Others: Mulch materials,  digital resources and  planting materials  MTP AGRIC TG Grd. 6 Pg. 57  MTP AGRIC Learners Bk. Grd. 6 Pg.20-21 | Observation  Written test  Portfolio  Oral questions |  |
|  | **4** |  | **Sunken beds** | | By the end of the lesson, the learner should be able to:   1. Identify ways of making a sunken bed. 2. Prepare sunken beds that conserve soil moisture 3. Appreciate the importance of conserving moisture in a seedbed to improve plant growth. | | Learners are guided to:   * Prepare seedbeds that conserve moisture (sunken seedbed and shallow pit). | | How can  seedbeds  be made to  conserve  moisture? | | Garden tools: jembes,  fork jembes, spade,  panga, slasher and rake.  Others: Mulch materials,  digital resources and  planting materials  MTP AGRIC TG Grd. 6 Pg. 57  MTP AGRIC Learners Bk. Grd. 6 Pg.20-21 | Observation  Written test  Portfolio  Oral questions |  |
| **5** | **1** |  | **Sunken beds** | | By the end of the lesson, the learner should be able to:   * 1. Identify ways of making a sunken bed.   2. Prepare sunken that conserve soil moisture   3. Appreciate the importance of conserving moisture in a seedbed to improve plant growth. | | Learners are guided to:   * Prepare seedbeds that conserve moisture (sunken seedbed and shallow pit). | | How can  seedbeds  be made to  conserve  moisture? | | Garden tools: jembes,  fork jembes, spade,  panga, slasher and rake.  Others: Mulch materials,  digital resources and  planting materials  MTP AGRIC TG Grd. 6 Pg. 57  MTP AGRIC Learners Bk. Grd. 6 Pg.20-21 | Observation  Written test  Portfolio  Oral questions |  |
|  | **2** |  | **Sunken beds** | | By the end of the lesson, the learner should be able to:   1. Identify ways of making a sunken bed. 2. Prepare sunken beds that conserve soil moisture 3. Appreciate the importance of conserving moisture in a seedbed to improve plant growth. | | Learners are guided to:   * Prepare seedbeds that conserve moisture (sunken seedbed and shallow pit). | | How can  seedbeds  be made to  conserve  moisture? | |  |  |  |
|  | **3** |  | **Shallow pits** | | By the end of the lesson, the learner should be able to:   1. Identify ways of making a shallow pits 2. Prepare shallow pits that conserve soil moisture 3. Appreciate the importance of conserving moisture in a seedbed to improve plant growth. | | Learners are guided to:   * Prepare seedbeds that conserve moisture (sunken seedbed and shallow pit). | | How can  seedbeds  be made to  conserve  moisture? | | Garden tools: jembes,  fork jembes, spade,  panga, slasher and rake.  Others: Mulch materials,  digital resources and  planting materials  MTP AGRIC TG Grd. 6 Pg. 58-61  MTP AGRIC Learners Bk. Grd. 6 Pg.22-23 | Observation  Written test  Portfolio  Oral questions |  |
|  | **4** |  | **Shallow pits** | | By the end of the lesson, the learner should be able to:   1. Identify ways of making a shallow pits 2. Make a shallow pit using locally available materials 3. Appreciate the importance of conserving moisture in a seedbed to improve plant growth. | | Learners are guided to:   * Prepare seedbeds that conserve moisture (sunken seedbed and shallow pit). | | How can  seedbeds  be made to  conserve  moisture? | | Garden tools: jembes,  fork jembes, spade,  panga, slasher and rake.  Others: Mulch materials,  digital resources and  planting materials  MTP AGRIC TG Grd. 6 Pg. 58-59  MTP AGRIC Learners Bk. Grd. 6 Pg.22-23 | Observation  Written test  Portfolio  Oral questions |  |
| **6** | **1** |  | **Shallow pits** | | By the end of the lesson, the learner should be able to:   1. Identify ways of making a shallow pits 2. Make a shallow pit using locally available materials   Appreciate the importance of conserving moisture in a seedbed to improve plant growth. | | Learners are guided to:   * Prepare seedbeds that conserve moisture (sunken seedbed and shallow pit). | | How can  seedbeds  be made to  conserve  moisture? | | Garden tools: jembes,  fork jembes, spade,  panga, slasher and rake.  Others: Mulch materials,  digital resources and  planting materials  MTP AGRIC TG Grd. 6 Pg. 58-59  MTP AGRIC Learners Bk. Grd. 6 Pg.22-23 | Observation  Written test  Portfolio  Oral questions |  |
|  | **2** |  | **Importance of conserving moisture in a seedbed** | | By the end of the lesson, the learner should be able to:   1. Identify different methods of conserving moisture in a seedbed 2. Use IT devices to find out the importance of conserving moisture in a seedbed 3. Appreciate importance of conserving moisture in a seedbed to increase chances of plants growth. | | * Utilize the sunken seedbed and shallow pits to appreciate the importance moisture conservation. * Learners develop problem solving skills as they conserve soil moisture, the value of social justice while sharing tasks and responsibilities, and environmental awareness of water as a scarce resource. | | How can  seedbeds  be made to  conserve  moisture? | | Garden tools: jembes,  fork jembes, spade,  panga, slasher and rake.  Others: Mulch materials,  digital resources and  planting materials  MTP AGRIC TG Grd. 6 Pg. 59-61  MTP AGRIC Learners Bk. Grd. 6 Pg.24-25 | Observation  Written test  Portfolio  Oral questions |  |
|  | **3** | **Conserving wild animals: Using Physical Deterrents** | **Observing pictures** | | By the end of the lesson, the learner should be able to:   1. find information on deterrents of wild animals against farming activities 2. observe pictures of various animals 3. Acknowledge the importance of deterrents in conserving small wild animals while safeguarding farming activities. | | Learners are guided to:   * Search for information on physical deterrents search such as mesh fences, thorny fences, safe traps, innovative lights, innovative sounds, and deflectors. * Select and establish a deterrent applicable in their local context. | | 1. What  Deterrents can we establish  to keep off  wild animals  from destroying crops and  domestic animals? | | Video clips  Photos  Resource person  MTP AGRIC TG Grd. 6 Pg. 63-70  MTP AGRIC Learners Bk. Grd. 6 Pg.26-27 | Written tests.  Graded observation of group work activities.  Project portfolio in  establishment of |  |
|  | **4** |  | **Use of fences to keep wild animals** | | By the end of the lesson, the learner should be able to:   1. identify deterrents that keep off wild animals from destroying crops and domestic animals, 2. Establish and use different fences to keep wild animals away from destroying crops 3. Acknowledge the importance of deterrents in conserving small wild animals while safeguarding farming activities. | | Learners are guided to:   * Search for information on physical deterrents search such as mesh fences, thorny fences, safe traps, innovative lights, innovative sounds, and deflectors. * Select and establish a deterrent applicable in their local context. | | 2. What  innovative  deterrents  can we use  to keep off  wild animals  from  destroying  domestic  animals and  Crops? | | Video clips  Photos  Resource person  MTP AGRIC TG Grd. 6 Pg. 63-70  MTP AGRIC Learners Bk. Grd. 6 Pg.28-29 | Written tests.  Graded observation of group work activities.  Project portfolio in  establishment of |  |
| **7** | **1** |  | **Use of fences to keep wild animals** | | By the end of the lesson, the learner should be able to:   * 1. identify deterrents that keep off wild animals from destroying crops and domestic animals,   2. Establish and use different fences to keep wild animals away from destroying crops   3. Acknowledge the importance of deterrents in conserving small wild animals while safeguarding farming activities. | | Learners are guided to:   * Search for information on physical deterrents search such as mesh fences, thorny fences, safe traps, innovative lights, innovative sounds, and deflectors. * Select and establish a deterrent applicable in their local context. | | 2. What  innovative  deterrents  can we use  to keep off  wild animals  from  destroying  domestic  animals and  Crops? | | Video clips  Photos  Resource person  MTP AGRIC TG Grd. 6 Pg. 63-70  MTP AGRIC Learners Bk. Grd. 6 Pg.28-29 | Written tests.  Graded observation of group work activities.  Project portfolio in  establishment of |  |
|  | **2** |  | **Use of deflectors to keep wild animals** | | By the end of the lesson, the learner should be able to:   1. identify deterrents that keep off wild animals from destroying crops and domestic animals, 2. Establish and use deflectors to keep wild animals away from destroying crops 3. Acknowledge the importance of deterrents in conserving small wild animals while safeguarding farming activities. | | Learners are guided to:   * Search for information on physical deterrents search such as mesh fences, thorny fences, safe traps, innovative lights, innovative sounds, and deflectors. * Select and establish a deterrent applicable in their local context. | | 2. What  innovative  deterrents  can we use  to keep off  wild animals  from  destroying  domestic  animals and  Crops? | | Video clips  Photos  Resource person  MTP AGRIC TG Grd. 6 Pg. 63-70  MTP AGRIC Learners Bk. Grd. 6 Pg.28-29 | Written tests.  Graded observation of group work activities.  Project portfolio in  establishment of |  |
|  | **3** |  | **Use of safe traps to keep wild animals** | | By the end of the lesson, the learner should be able to:   1. identify deterrents that keep off wild animals from destroying crops and domestic animals, 2. Establish and use different fences to keep wild animals away from destroying crops 3. Acknowledge the importance of deterrents in conserving small wild animals while safeguarding farming activities. | | Learners are guided to:   * Search for information on physical deterrents search such as mesh fences, thorny fences, safe traps, innovative lights, innovative sounds, and deflectors. * Select and establish a deterrent applicable in their local context. | | 2. What  innovative  deterrents  can we use  to keep off  wild animals  from  destroying  domestic  animals and  Crops? | | Video clips  Photos  Resource person  MTP AGRIC TG Grd. 6 Pg. 63-70  MTP AGRIC Learners Bk. Grd. 6 Pg.28-29 | Written tests.  Graded observation of group work activities.  Project portfolio in  establishment of |  |
|  | **4** |  | **Use of innovative light to control wild animals** | | By the end of the lesson, the learner should be able to:   1. establish deterrents to keep off wild animals from destroying crops and domestic animals, 2. Establish and use innovative light to control wild animals 3. Acknowledge the importance of deterrents in conserving small wild animals while safeguarding farming activities. | | Learners are guided to:   * Search for information on physical deterrents search such as mesh fences, thorny fences, safe traps, innovative lights, innovative sounds, and deflectors. * Select and establish a deterrent applicable in their local context. | | 2. What  innovative  deterrents  can we use  to keep off  wild animals  from  destroying  domestic  animals and  Crops? | | Video clips  Photos  Resource person  MTP AGRIC TG Grd. 6 Pg. 63-70  MTP AGRIC Learners Bk. Grd. 6 Pg.30-31 | Written tests.  Graded observation of group work activities.  Project portfolio in  establishment of |  |
| **8** |  | | |  | |  | |  | |
| **9** | **1** |  | **Making sound deterrents** | | By the end of the lesson, the learner should be able to:   1. Identify locally available materials for making sound deterrents 2. Use locally available materials like spoilt cassette to make sound deterrents 3. Acknowledge the importance of deterrents in conserving small wild animals while safeguarding farming activities. | | Learners are guided to:   * Search for information on physical deterrents search such as mesh fences, thorny fences, safe traps, innovative lights, innovative sounds, and deflectors. * Select and establish a deterrent applicable in their local context. | | 2. What  innovative  deterrents  can we use  to keep off  wild animals  from  destroying  domestic  animals and  Crops? | | Video clips  Photos  Resource person  MTP AGRIC TG Grd. 6 Pg. 63-70  MTP AGRIC Learners Bk. Grd. 6 Pg.31-32 | Written tests.  Graded observation of group work activities.  Project portfolio in  establishment of |  |
|  | **2** |  | **Making sound deterrents** | | By the end of the lesson, the learner should be able to:   * 1. Identify locally available materials for making sound deterrents   2. Use locally available materials like spoilt cassette to make sound deterrents   3. Acknowledge the importance of deterrents in conserving small wild animals while safeguarding farming activities. | | Learners are guided to:   * Search for information on physical deterrents search such as mesh fences, thorny fences, safe traps, innovative lights, innovative sounds, and deflectors. * Select and establish a deterrent applicable in their local context. | | 2. What  innovative  deterrents  can we use  to keep off  wild animals  from  destroying  domestic  animals and  Crops? | | Video clips  Photos  Resource person  MTP AGRIC TG Grd. 6 Pg. 63-70  MTP AGRIC Learners Bk. Grd. 6 Pg.31-32 | Written tests.  Graded observation of group work activities.  Project portfolio in  establishment of |  |
|  | **3** |  | **Importance of deterrents in conserving wild animals** | | By the end of the lesson, the learner should be able to:   1. store photo records from digital resources on deterrents of wild animal for reference purposes, 2. discuss other ways of scaring wild animals 3. Acknowledge the importance of deterrents in conserving small wild animals while safeguarding farming activities. | | Learners are guided to:   * Discuss with a resource person on the use of physical deterrents to acknowledge the importance of conserving wild animals in safeguarding crops and domestic animals. * Learners develop creativity skills in determining an applicable deterrent to solve animal menace, compassion and care for the wild animals, and animal protection to conserve biodiversity. | | What innovative  deterrents  can we use  to keep off  wild animals  from  destroying  domestic  animals and  Crops? | | Video clips  Photos  Resource person  MTP AGRIC TG Grd. 6 Pg. 63-70  MTP AGRIC Learners Bk. Grd. 6 Pg.33-34 | Written tests.  Graded observation of group work activities.  Project portfolio in  establishment of |  |
|  | **4** |  | **Importance of deterrents in conserving wild animals** | | By the end of the lesson, the learner should be able to:   * 1. store photo records from digital resources on deterrents of wild animal for reference purposes,   2. discuss other ways of scaring wild animals   3. Acknowledge the importance of deterrents in conserving small wild animals while safeguarding farming activities. | | Learners are guided to:   * Discuss with a resource person on the use of physical deterrents to acknowledge the importance of conserving wild animals in safeguarding crops and domestic animals. * Learners develop creativity skills in determining an applicable deterrent to solve animal menace, compassion and care for the wild animals, and animal protection to conserve biodiversity. | | What innovative  deterrents  can we use  to keep off  wild animals  from  destroying  domestic  animals and  Crops? | | Video clips  Photos  Resource person  MTP AGRIC TG Grd. 6 Pg. 63-70  MTP AGRIC Learners Bk. Grd. 6 Pg.33-34 | Written tests.  Graded observation of group work activities.  Project portfolio in  establishment of |  |
| **10** | **1** | **FOOD PRODUCTION PROCESSES**  **Rearing Small Domestic Animals** | Practices  in rearing  small  domestic  animals | | By the end of the lesson, the learner should be able to:   1. search for information on small domestic animals reared by various communities in Kenya, 2. name some of the small domestic animals reared by communities in Kenya 3. appreciate the importance of small domestic animals in Kenya | | Learners are guided to:   * Share experiences on routine practices in rearing of small domestic animals. | | How do we  rear small  domestic  Animals? | | Photos, video clips on  domestic animals and  farm with domestic  Animals.  MTP AGRIC TG Grd. 6 Pg. 100  MTP AGRIC Learners Bk. Grd. 6 Pg.61 | Written assignment.  Graded observation.  Oral assessment  on animal rearing  practices. |  |
|  | **2** |  | Practices  in rearing  small  domestic  animals | | By the end of the lesson, the learner should be able to:   1. search for information on small domestic animals reared by various communities in Kenya, 2. name some of the small domestic animals reared by communities in Kenya 3. appreciate the importance of small domestic animals in Kenya | | Learners are guided to:   * Share experiences on routine practices in rearing of small domestic animals. | | How do we  rear small  domestic  Animals? | | Photos, video clips on  domestic animals and  farm with domestic  Animals.  MTP AGRIC TG Grd. 6 Pg. 100  MTP AGRIC Learners Bk. Grd. 6 Pg.61 | Written assignment.  Graded observation.  Oral assessment  on animal rearing  practices. |  |
|  | **3** |  | Identifying small domestic animals | | By the end of the lesson, the learner should be able to:   1. identify small domestic animals reared in Kenya, 2. observe pictures of small domestic animals reared in by Kenya communities 3. appreciate the importance of small domestic animals in Kenya | | Learners are guided to:   * Share experiences on routine practices in rearing of small domestic animals. * Observe pictures of small domestic animals. | | How do we  rear small  domestic  Animals? | | Photos, video clips on  domestic animals and  farm with domestic  Animals.  MTP AGRIC TG Grd. 6 Pg. 102-103  MTP AGRIC Learners Bk. Grd. 6 Pg.62-63 | Written assignment.  Graded observation.Oral assessment  on animal rearing  practices. |  |
|  | **4** |  | Identifying small domestic animals | | By the end of the lesson, the learner should be able to:   1. identify small domestic animals reared in Kenya, 2. observe pictures of small domestic animals reared in by Kenya communities 3. appreciate the importance of small domestic animals in Kenya | | Learners are guided to:   * Share experiences on routine practices in rearing of small domestic animals. * Observe pictures of small domestic animals. | | How do we  rear small  domestic  Animals? | | Photos, video clips on  domestic animals and  farm with domestic  Animals.  MTP AGRIC TG Grd. 6 Pg. 102-103  MTP AGRIC Learners Bk. Grd. 6 Pg.62-63 | Written assignment.  Graded observation.  Oral assessment  on animal rearing  practices. |  |
| **11** | **1** |  | Importance of small domestic animals | | By the end of the lesson, the learner should be able to:   1. discuss importance of small domestic animals in Kenya, 2. Using IT devices watch a video clip on small domestic animals 3. appreciate the importance of small domestic animals in Kenya | | Learners are guided to:   * Share experiences on routine practices in rearing of small domestic animals. * Explain the importance of small domestic animals. | | How do we  rear small  domestic  Animals? | | Photos, video clips on  domestic animals and  farm with domestic  Animals.  MTP AGRIC TG Grd. 6 Pg. 103-105  MTP AGRIC Learners Bk. Grd. 6 Pg.64 | Written assignment.  Graded observation.  Oral assessment  on animal rearing  practices. |  |
|  | **2** |  | Importance of small domestic animals | | By the end of the lesson, the learner should be able to:   1. discuss importance of small domestic animals in Kenya, 2. Using IT devices watch a video clip on small domestic animals 3. appreciate the importance of small domestic animals in Kenya | | Learners are guided to:   * Share experiences on routine practices in rearing of small domestic animals. * Explain the importance of small domestic animals. | | How do we  rear small  domestic  Animals? | | Photos, video clips on  domestic animals and  farm with domestic  Animals.  MTP AGRIC TG Grd. 6 Pg. 103-105  MTP AGRIC Learners Bk. Grd. 6 Pg.64 | Written assignment.  Graded observation.  Oral assessment  on animal rearing  practices. |  |
|  | **3** |  | Routine practices in rearing of small domestic animals | | By the end of the lesson, the learner should be able to:   1. explain routine practices in rearing of small domestic animals in Kenya, 2. Rear small domestic animals used as sources of food 3. Embrace the rearing of small domestic animals used as sources of food. | | Learners are guided to:   * Rear small domestic animal such as rabbits and Guinea pig to practice routine practices such as housing, feeding, watering, sanitation and parasite control | | How do we  rear small  domestic  Animals? | | Photos, video clips on  domestic animals and  farm with domestic  Animals.  MTP AGRIC TG Grd. 6 Pg. 105-107  MTP AGRIC Learners Bk. Grd. 6 Pg.65-67 | Written assignment.  Graded observation.  Oral assessment  on animal rearing  practices. |  |
|  | **4** |  | Routine practices in rearing of small domestic animals | | By the end of the lesson, the learner should be able to:   1. explain routine practices in rearing of small domestic animals in Kenya, 2. Rear small domestic animals used as sources of food 3. Embrace the rearing of small domestic animals used as sources of food. | | Learners are guided to:   * Rear small domestic animal such as rabbits and Guinea pig to practice routine practices such as housing, feeding, watering, sanitation and parasite control | | How do we  rear small  domestic  Animals? | | Photos, video clips on  domestic animals and  farm with domestic  Animals.  MTP AGRIC TG Grd. 6 Pg. 105-107  MTP AGRIC Learners Bk. Grd. 6 Pg.65-67 | Written assignment.  Graded observation.  Oral assessment  on animal rearing  practices. |  |
| **12** | **1** |  | Routine practices in rearing of small domestic animals | | By the end of the lesson, the learner should be able to:   1. explain routine practices in rearing of small domestic animals in Kenya, 2. Rear small domestic animals used as sources of food 3. Embrace the rearing of small domestic animals used as sources of food. | | Learners are guided to:   * Rear small domestic animal such as rabbits and Guinea pig to practice routine practices such as housing, feeding, watering, sanitation and parasite control | | How do we  rear small  domestic  Animals? | | Photos, video clips on  domestic animals and  farm with domestic  Animals.  MTP AGRIC TG Grd. 6 Pg. 105-107  MTP AGRIC Learners Bk. Grd. 6 Pg.65-67 | Written assignment.  Graded observation.  Oral assessment  on animal rearing  practices. |  |
|  | **2** |  | Routine practices in rearing of small domestic animals | | By the end of the lesson, the learner should be able to:   1. explain routine practices in rearing of small domestic animals in Kenya, 2. Rear small domestic animals used as sources of food 3. Embrace the rearing of small domestic animals used as sources of food. | | Learners are guided to:   * Rear small domestic animal such as rabbits and Guinea pig to practice routine practices such as housing, feeding, watering, sanitation and parasite control | | How do we  rear small  domestic  Animals? | | Photos, video clips on  domestic animals and  farm with domestic  Animals.  MTP AGRIC TG Grd. 6 Pg. 105-107  MTP AGRIC Learners Bk. Grd. 6 Pg.65-67 | Written assignment.  Graded observation.  Oral assessment  on animal rearing  practices. |  |
|  | **3** |  | Safe handling of small domestic animals | | By the end of the lesson, the learner should be able to:   1. Demonstrate safe handling of small domestic animal at school or home. 2. Identify safe ways of handling small animals 3. appreciate the importance of small domestic animals in Kenya | | Learners are guided to:  Learners develop self-realization and confidence as they rear small domestic animals, integrity in fair allocation of resources and tasks and observing animal welfare while handling the animals in the rearing project**.** | | How do we  rear small  domestic  Animals? | | Photos, video clips on  domestic animals and  farm with domestic  Animals.  MTP AGRIC TG Grd. 6 Pg. 108-112  MTP AGRIC Learners Bk. Grd. 6 Pg.68-72 | Written assignment.  Graded observation.  Oral assessment  on animal rearing  practices. |  |
|  | **4** |  | Safe handling of small domestic animals | | By the end of the lesson, the learner should be able to:   1. Demonstrate safe handling of small domestic animal at school or home. 2. Identify safe ways of handling small animals 3. appreciate the importance of small domestic animals in Kenya | | Learners are guided to:  Learners develop self-realization and confidence as they rear small domestic animals, integrity in fair allocation of resources and tasks and observing animal welfare while handling the animals in the rearing project**.** | | How do we  rear small  domestic  Animals? | | Photos, video clips on  domestic animals and  farm with domestic  Animals.  MTP AGRIC TG Grd. 6 Pg. 108-112  MTP AGRIC Learners Bk. Grd. 6 Pg.68-72 | Written assignment.  Graded observation.Oral assessment  on animal rearing  practices. |  |
| **13** |  | | |  | |  | |  | |