AGRICULTURE AND NUTRITION SCHEMES OF WORK GRADE 8

NAME OF THE TEACHER: SCHOOL: TERM: YEAR:

|  |  |  |  |  |  |  |  |  |  |  |
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| **Week** | **LSN** | **strand** | **Sub-strand** | **Specific Learning Outcomes** | **Key Inquiry Question(s)** | **Learning Experiences** | **Learning Resources** | **Assessment Methods** | **Refl** | |
| **1** | **1** | **CONSERVATION OF RESOURCES** | **Soil Conservation measures – methods of soil conservation** | By the end of the lesson, the learner should be able to:   1. describe methods of soil conservation in agricultural environment, 2. Using IT devices observe virtual of methods of soil conservation. 3. demonstrate caring attitude towards soil in the environment. | How can we conserve soil in the environment? | Learners are guided to:   * search and share information on methods of soil conservation (strip cropping, grassed water ways, stone lines, trash lines, soil bunds) using digital devices and print media. | Digital devices, immediate environment, tools and equipment’s  MTP Agric. Grd 8 T.G. Pg.34-45  MTP Agric. Grd 8 P.B. Pg.1-8 | Q & A,  Written Tests  Observation  Oral question |  | |
|  | **2** |  | **Methods of soil conservation** | By the end of the lesson, the learner should be able to:   1. describe methods of soil conservation in agricultural environment, 2. Using IT devices observe virtual of methods of soil conservation. 3. demonstrate caring attitude towards soil in the environment. | How can we conserve soil in the environment? | Learners are guided to:   * search and share information on methods of soil conservation (strip cropping, grassed water ways, stone lines, trash lines, soil bunds) using digital devices and print media. | Digital devices, immediate environment, tools and equipment’s  MTP Agric. Grd 8 T.G. Pg.34-45  MTP Agric. Grd 8 P.B. Pg.1-8 | Q & A,  Written Tests  Observation  Oral question |  | |
|  | **3** |  | **Soil conservation through – strip cropping** | By the end of the lesson, the learner should be able to:   1. State the methods of soil conservation in agricultural environment, 2. carry out soil conservation using strip cropping in the environment 3. demonstrate caring attitude towards soil in the environment. | How can we conserve soil in the environment? | * explore the school environment and carry out activities on soil conservation in the school such as strip cropping, grassed water ways, stone lines, trash lines, and soil bunds. | Digital devices, immediate environment, tools and equipment’s  MTP Agric. Grd 8 T.G. Pg.34-45  MTP Agric. Grd 8 P.B. Pg.1-8 | Q & A,  Written Tests  Observation  Oral question |  | |
|  | **4** |  | **Soil conservation through – strip cropping** | By the end of the lesson, the learner should be able to:   1. State the methods of soil conservation in agricultural environment, 2. carry out soil conservation using strip cropping in the environment 3. demonstrate caring attitude towards soil in the environment. | How can we conserve soil in the environment? | * explore the school environment and carry out activities on soil conservation in the school such as strip cropping, grassed water ways, stone lines, trash lines, and soil bunds. | Digital devices, immediate environment, tools and equipment’s  MTP Agric. Grd 8 T.G. Pg.34-45  MTP Agric. Grd 8 P.B. Pg.1-8 | Q & A,  Written Tests  Observation  Oral question |  | |
| **2** | **1** |  | **Soil conservation through – grassed water** | By the end of the lesson, the learner should be able to:   1. State the methods of soil conservation in agricultural environment, 2. carry out soil conservation using grassed water in the environment 3. demonstrate caring attitude towards soil in the environment. | How can we conserve soil in the environment? | * explore the school environment and carry out activities on soil conservation in the school such as strip cropping, grassed water ways, stone lines, trash lines, and soil bunds. | Digital devices, immediate environment, tools and equipment’s  MTP Agric. Grd 8 T.G. Pg.34-45  MTP Agric. Grd 8 P.B. Pg.1-8 | Q & A,  Written Tests  Observation  Oral question |  | |
|  | **2** |  | **Soil conservation through – stone lines** | By the end of the lesson, the learner should be able to:   1. State the methods of soil conservation in agricultural environment, 2. carry out soil conservation using stoned lines in the environment 3. demonstrate caring attitude towards soil in the environment. | How can we conserve soil in the environment? | * explore the school environment and carry out activities on soil conservation in the school such as strip cropping, grassed water ways, stone lines, trash lines, and soil bunds. | Digital devices, immediate environment, tools and equipment’s  MTP Agric. Grd 8 T.G. Pg.34-45  MTP Agric. Grd 8 P.B. Pg.1-8 | Q & A,  Written Tests  Observation  Oral question |  | |
|  | **3** |  | **Soil conservation through – trash lines** | By the end of the lesson, the learner should be able to:   1. State the methods of soil conservation in agricultural environment, 2. carry out soil conservation using trash lines in the environment 3. demonstrate caring attitude towards soil in the environment. | How can we conserve soil in the environment? | * explore the school environment and carry out activities on soil conservation in the school such as strip cropping, grassed water ways, stone lines, trash lines, and soil bunds. | Digital devices, immediate environment, tools and equipment’s  MTP Agric. Grd 8 T.G. Pg.34-45  MTP Agric. Grd 8 P.B. Pg.1-8 | Q & A,  Written Tests  Observation  Oral question |  | |
|  | **4** |  | **Soil conservation through –soil bunds** | By the end of the lesson, the learner should be able to:   1. State the methods of soil conservation in agricultural environment, 2. carry out soil conservation using soil bunds in the environment 3. demonstrate caring attitude towards soil in the environment. | How can we conserve soil in the environment? | * explore the school environment and carry out activities on soil conservation in the school such as strip cropping, grassed water ways, stone lines, trash lines, and soil bunds. | Digital devices, immediate environment, tools and equipment’s  MTP Agric. Grd 8 T.G. Pg.34-45  MTP Agric. Grd 8 P.B. Pg.1-8 | Q & A,  Written Tests  Observation  Oral question |  | |
| **3** | **1** | **Project** | **Farm Model** | By the end of the lesson, the learner should be able to:   1. identify locally available materials for making a farm model, 2. construct a farm model using materials collected. 3. demonstrate caring attitude towards soil in the environment. | How can we conserve soil in the environment? | * **conduct project:** in groups, learners to construct farm model using materials such as cartons, cardboards, soil and papier-mâché to demonstrate soil conservation measures on a farm layout. | Digital devices, immediate environment, tools and equipment’s  MTP Agric. Grd 8 T.G. Pg.39-45  MTP Agric. Grd 8 P.B. Pg.4-8 | Q & A,  Written Tests  Observation  Oral question |  | |
|  | **2** | **Water Harvesting and Storage** | **Ways of storing harvested water for domestic use – shallow water pans** | By the end of the lesson, the learner should be able to:   1. discuss ways of storing harvested water for domestic use, 2. Observe pictures of ways of storing harvested water 3. show responsibility in harvesting and storing water for domestic use. | How can we harvest and store water for domestic purposes? | Learners are guided to:   * search and share information in groups, on how harvested water can be stored for domestic purposes, using methods such as shallow water pans, water ponds and suitable water containers. | Digital devices, immediate environment, tools and equipment’s  MTP Agric. Grd 8 T.G. Pg.46-55  MTP Agric. Grd 8 P.B. Pg.9-14 | Q & A,  Written Tests  Observation  Oral question |  | |
|  | **3** |  | **Ways of storing harvested water for domestic use – water ponds** | By the end of the lesson, the learner should be able to:   1. discuss ways of storing harvested water for domestic use, 2. Observe pictures of ways of storing harvested water 3. show responsibility in harvesting and storing water for domestic use. | How can we harvest and store water for domestic purposes? | Learners are guided to:   * search and share information in groups, on how harvested water can be stored for domestic purposes, using methods such as shallow water pans, water ponds and suitable water containers. | Digital devices, immediate environment, tools and equipment’s  MTP Agric. Grd 8 T.G. Pg.46-55  MTP Agric. Grd 8 P.B. Pg.9-14 | Q & A,  Written Tests  Observation  Oral question |  | |
|  | **4** |  | **Ways of storing harvested water for domestic use – suitable water containers** | By the end of the lesson, the learner should be able to:   1. discuss ways of storing harvested water for domestic use, 2. Observe pictures of ways of storing harvested water 3. show responsibility in harvesting and storing water for domestic use. | How can we harvest and store water for domestic purposes? | Learners are guided to:   * search and share information in groups, on how harvested water can be stored for domestic purposes, using methods such as shallow water pans, water ponds and suitable water containers. | Digital devices, immediate environment, tools and equipment’s  MTP Agric. Grd 8 T.G. Pg.46-55  MTP Agric. Grd 8 P.B. Pg.9-14 | Q & A,  Written Tests  Observation  Oral question |  | |
| **4** | **1** |  | **Harvesting and storing water in school – using shallow water pans** | By the end of the lesson, the learner should be able to:   1. List ways of storing harvested water for domestic use, 2. take part in harvesting and storing water in the school for domestic use, 3. show responsibility in harvesting and storing water for domestic use. | How can we harvest and store water for domestic purposes? | * initiate measures of their choice towards water harvesting and storage in the school. * make class presentations on possible initiatives and maintenance practices that can be made to harvest and store rain water and surface runoff in the school environment. | Digital devices, immediate environment, tools and equipment’s  MTP Agric. Grd 8 T.G. Pg.46-55  MTP Agric. Grd 8 P.B. Pg.9-14 | Q & A,  Written Tests  Observation  Oral question |  | |
|  | **2** |  | **Harvesting and storing water in school- shallow water pans** | By the end of the lesson, the learner should be able to:   1. List ways of storing harvested water for domestic use, 2. take part in harvesting and storing water in the school for domestic use, 3. show responsibility in harvesting and storing water for domestic use. | How can we harvest and store water for domestic purposes? | * initiate measures of their choice towards water harvesting and storage in the school.   make class presentations on possible initiatives and maintenance practices that can be made to harvest and store rain water and surface runoff in the school environment. | Digital devices, immediate environment, tools and equipment’s  MTP Agric. Grd 8 T.G. Pg.46-55  MTP Agric. Grd 8 P.B. Pg.9-14 | Q & A,  Written Tests  Observation  Oral question |  | |
|  | **3** |  | **Harvesting and storing water in school – using ponds** | By the end of the lesson, the learner should be able to:   1. List ways of storing harvested water for domestic use, 2. take part in harvesting and storing water in the school for domestic use, 3. show responsibility in harvesting and storing water for domestic use. | How can we harvest and store water for domestic purposes? | * initiate measures of their choice towards water harvesting and storage in the school.   make class presentations on possible initiatives and maintenance practices that can be made to harvest and store rain water and surface runoff in the school environment. | Digital devices, immediate environment, tools and equipment’s  MTP Agric. Grd 8 T.G. Pg.46-55  MTP Agric. Grd 8 P.B. Pg.9-14 | Q & A,  Written Tests  Observation  Oral question |  | |
|  | **4** |  | **Harvesting and storing water in school – using ponds** | By the end of the lesson, the learner should be able to:   1. List ways of storing harvested water for domestic use, 2. take part in harvesting and storing water in the school for domestic use, 3. show responsibility in harvesting and storing water for domestic use. | How can we harvest and store water for domestic purposes? | * initiate measures of their choice towards water harvesting and storage in the school. * make class presentations on possible initiatives and maintenance practices that can be made to harvest and store rain water and surface runoff in the school environment. | Digital devices, immediate environment, tools and equipment’s  MTP Agric. Grd 8 T.G. Pg.46-55  MTP Agric. Grd 8 P.B. Pg.9-14 | Q & A,  Written Tests  Observation  Oral question |  | |
| **5** | **1** |  | **Harvesting and storing water in school – using suitable containers** | By the end of the lesson, the learner should be able to:   1. List ways of storing harvested water for domestic use, 2. take part in harvesting and storing water in the school for domestic use, 3. show responsibility in harvesting and storing water for domestic use. | How can we harvest and store water for domestic purposes? | * initiate measures of their choice towards water harvesting and storage in the school. * make class presentations on possible initiatives and maintenance practices that can be made to harvest and store rain water and surface runoff in the school environment. | Digital devices, immediate environment, tools and equipment’s  MTP Agric. Grd 8 T.G. Pg.46-55  MTP Agric. Grd 8 P.B. Pg.9-14 | Q & A,  Written Tests  Observation  Oral question |  | |
|  | **2** |  | **Harvesting and storing water in school – using suitable containers** | By the end of the lesson, the learner should be able to:   1. List ways of storing harvested water for domestic use, 2. take part in harvesting and storing water in the school for domestic use, 3. show responsibility in harvesting and storing water for domestic use. | How can we harvest and store water for domestic purposes? | * initiate measures of their choice towards water harvesting and storage in the school. * make class presentations on possible initiatives and maintenance practices that can be made to harvest and store rain water and surface runoff in the school environment. | Digital devices, immediate environment, tools and equipment’s  MTP Agric. Grd 8 T.G. Pg.46-55  MTP Agric. Grd 8 P.B. Pg.9-14 | Q & A,  Written Tests  Observation  Oral question |  | |
|  | **3** | **FOOD PRODUCTION PROCESSES** | **Kitchen and Backyard Gardening – role of kitchen and backyard garden in food production** | By the end of the lesson, the learner should be able to:   1. explain the role of kitchen and backyard garden in food production 2. Assemble tool for use in the kitchen and backyard garden 3. adopt the use of kitchen and backyard garden for food production. | How does kitchen garden contribute to food production? | Learners are guided to:   * use digital and print resource to search for the roles of kitchen and backyard garden in food production such as production of fresh healthy foods, saving money, readily accessible. | Digital devices, gardening tools and equipment, suitable gardening soil, watering cans  MTP Home Scie. Grd 8 T.G. Pg.1-12  MTP Home Scie. Grd 8 P.B. Pg.1-13 | Group discussion, practical activities, oral Q & A |  | |
|  | **4** |  | **role of kitchen and backyard garden in food production** | By the end of the lesson, the learner should be able to:   1. explain the role of kitchen and backyard garden in food production 2. Assemble tool for use in the kitchen and backyard garden 3. adopt the use of kitchen and backyard garden for food production. | How does kitchen garden contribute to food production? | Learners are guided to:   * use digital and print resource to search for the roles of kitchen and backyard garden in food production such as production of fresh healthy foods, saving money, readily accessible. | Digital devices, gardening tools and equipment, suitable gardening soil, watering cans  MTP Home Scie. Grd 8 T.G. Pg.1-12  MTP Home Scie. Grd 8 P.B. Pg.1-13 | Group discussion, practical activities, oral Q & A |  | |
| **6** | **1** |  | **role of kitchen and backyard garden in food production** | By the end of the lesson, the learner should be able to:   1. explain the role of kitchen and backyard garden in food production 2. Assemble tool for use in the kitchen and backyard garden 3. adopt the use of kitchen and backyard garden for food production. | How does kitchen garden contribute to food production? | Learners are guided to:   * use digital and print resource to search for the roles of kitchen and backyard garden in food production such as production of fresh healthy foods, saving money, readily accessible. | Digital devices, gardening tools and equipment, suitable gardening soil, watering cans  MTP Home Scie. Grd 8 T.G. Pg.1-12  MTP Home Scie. Grd 8 P.B. Pg.1-13 | Group discussion, practical activities, oral Q & A |  | |
|  | **2** |  | **role of kitchen and backyard garden in food production** | By the end of the lesson, the learner should be able to:   1. explain the role of kitchen and backyard garden in food production 2. Assemble tool for use in the kitchen and backyard garden 3. adopt the use of kitchen and backyard garden for food production. | How does kitchen garden contribute to food production? | Learners are guided to:   * use digital and print resource to search for the roles of kitchen and backyard garden in food production such as production of fresh healthy foods, saving money, readily accessible. | Digital devices, gardening tools and equipment, suitable gardening soil, watering cans  MTP Home Scie. Grd 8 T.G. Pg.1-12  MTP Home Scie. Grd 8 P.B. Pg.1-13 | Group discussion, practical activities, oral Q & A |  | |
|  | **3** |  | **Establishing a kitchen and backyard Garden- selecting a suitable place** | By the end of the lesson, the learner should be able to:   1. List the role of kitchen and backyard garden in food production 2. Select a suitable place for the kitchen garden. 3. adopt the use of kitchen and backyard garden for food production. | How does kitchen garden contribute to food production? | Learners are guided to:  prepare a kitchen or backyard garden and grow various crops such as vegetables, herbs and spices. | Digital devices, gardening tools and equipment, suitable gardening soil, watering cans  MTP Home Scie. Grd 8 T.G. Pg.1-12  MTP Home Scie. Grd 8 P.B. Pg.1-13 | Group discussion, practical activities, oral Q & A |  | |
|  | **4** |  | **Preparation of the selected site** | By the end of the lesson, the learner should be able to:   1. explain the role of kitchen and backyard garden in food production 2. prepare the selected site for kitchen gardening. 3. adopt the use of kitchen and backyard garden for food production. | How does kitchen garden contribute to food production? | Learners are guided to:  prepare a kitchen or backyard garden and grow various crops such as vegetables, herbs and spices. | Digital devices, gardening tools and equipment, suitable gardening soil, watering cans  MTP Home Scie. Grd 8 T.G. Pg.1-12  MTP Home Scie. Grd 8 P.B. Pg.1-13 | Group discussion, practical activities, oral Q & A |  | |
| **7** | **1** |  | **Preparation of the selected site** | By the end of the lesson, the learner should be able to:   1. explain the role of kitchen and backyard garden in food production 2. prepare the selected site for kitchen gardening. 3. adopt the use of kitchen and backyard garden for food production. | How does kitchen garden contribute to food production? | Learners are guided to:   * prepare a kitchen or backyard garden and grow various crops such as vegetables, herbs and spices. | Digital devices, gardening tools and equipment, suitable gardening soil, watering cans  MTP Home Scie. Grd 8 T.G. Pg.1-12  MTP Home Scie. Grd 8 P.B. Pg.1-13 | Group discussion, practical activities, oral Q & A |  | |
|  | **2** |  | **Preparation of the selected site** | By the end of the lesson, the learner should be able to:   1. explain the role of kitchen and backyard garden in food production 2. prepare the selected site for kitchen gardening. 3. adopt the use of kitchen and backyard garden for food production. | How does kitchen garden contribute to food production? | Learners are guided to:   * prepare a kitchen or backyard garden and grow various crops such as vegetables, herbs and spices. | Digital devices, gardening tools and equipment, suitable gardening soil, watering cans  MTP Home Scie. Grd 8 T.G. Pg.1-12  MTP Home Scie. Grd 8 P.B. Pg.1-13 | Group discussion, practical activities, oral Q & A |  | |
|  | **3** |  | **Establishing various crops in the backyard kitchen** | By the end of the lesson, the learner should be able to:   1. explain the role of kitchen and backyard garden in food production 2. establish a kitchen and backyard garden for food production 3. adopt the use of kitchen and backyard garden for food production. | How does kitchen garden contribute to food production? | Learners are guided to:  prepare a kitchen or backyard garden and grow various crops such as vegetables, herbs and spices. | Digital devices, gardening tools and equipment, suitable gardening soil, watering cans  MTP Home Scie. Grd 8 T.G. Pg.1-12  MTP Home Scie. Grd 8 P.B. Pg.1-13 | Group discussion, practical activities, oral Q & A |  | |
|  | **4** | **Poultry Rearing in a fold** | **Fold in poultry rearing** | By the end of the lesson, the learner should be able to:   1. describe a fold in poultry rearing, 2. Watch a video clip of a poultry fold 3. show responsibility in rearing of poultry. | How can we rear poultry in a fold for food production? | Learner is guided to:   * search and observe video clips or images on poultry folds and share experiences on how poultry folds look like. | Digital devices, immediate environment, tools and equipment’s, Poultry of choice  MTP Agric. Grd 8 T.G. Pg.104-107  MTP Agric. Grd 8 P.B. Pg.63-67 | Q & A,  Written Tests  Observation  Oral question |  | |
| **8** | **HALF TERM** | | | | | | | | |
| **9** | **1** |  | **Fold in poultry rearing** | By the end of the lesson, the learner should be able to:   1. describe a fold in poultry rearing, 2. Watch a video clip of a poultry fold 3. show responsibility in rearing of poultry. | How can we rear poultry in a fold for food production? | Learner is guided to:   * search and observe video clips or images on poultry folds and share experiences on how poultry folds look like. | Digital devices, immediate environment, tools and equipment’s, Poultry of choice  MTP Agric. Grd 8 T.G. Pg.104-107  MTP Agric. Grd 8 P.B. Pg.63-67 | Q & A,  Written Tests  Observation  Oral question |  | |
|  | **2** |  | **Materials required for making a fold** | By the end of the lesson, the learner should be able to:   1. List materials required in making a poultry fold, 2. Assemble the materials and equipment’s used to construct a poultry fold, 3. show responsibility in rearing of poultry. | How can we rear poultry in a fold for food production? | Learner is guided to:  use locally available materials such as reused and recycled wires, plastic and wood materials to construct a poultry fold. | Digital devices, immediate environment, tools and equipment’s, Poultry of choice  MTP Agric. Grd 8 T.G. Pg.104-107  MTP Agric. Grd 8 P.B. Pg.63-67 | Q & A,  Written Tests  Observation  Oral question |  | |
|  | **3** |  | **Materials required for making a fold** | By the end of the lesson, the learner should be able to:   1. List materials required in making a poultry fold, 2. Assemble the materials and equipment’s used to construct a poultry fold, 3. show responsibility in rearing of poultry. | How can we rear poultry in a fold for food production? | Learner is guided to:   * use locally available materials such as reused and recycled wires, plastic and wood materials to construct a poultry fold. | Digital devices, immediate environment, tools and equipment’s, Poultry of choice  MTP Agric. Grd 8 T.G. Pg.104-107  MTP Agric. Grd 8 P.B. Pg.63-67 | Q & A,  Written Tests  Observation  Oral question |  | |
|  | **4** |  | **Constructing a poultry fold** | By the end of the lesson, the learner should be able to:   1. select a suitable site for constructing a fold for rearing a poultry, 2. construct a fold for rearing poultry, 3. show responsibility in rearing of poultry. | How can we rear poultry in a fold for food production? | Learner is guided to:   * Learner is guided to construct a poultry fold using locally available materials | Digital devices, immediate environment, tools and equipment’s, Poultry of choice  MTP Agric. Grd 8 T.G. Pg.104-107  MTP Agric. Grd 8 P.B. Pg.63-67 | Q & A,  Written Tests  Observation  Oral question |  | |
| **10** | **1** |  | **Constructing a poultry fold** | By the end of the lesson, the learner should be able to:   1. select a suitable site for constructing a fold for rearing a poultry, 2. construct a fold for rearing poultry, 3. show responsibility in rearing of poultry. | How can we rear poultry in a fold for food production? | Learner is guided to:   * Learner is guided to construct a poultry fold using locally available materials | Digital devices, immediate environment, tools and equipment’s, Poultry of choice  MTP Agric. Grd 8 T.G. Pg.104-107  MTP Agric. Grd 8 P.B. Pg.63-67 | Q & A,  Written Tests  Observation  Oral question |  | |
|  | **2** |  | **Constructing a poultry fold** | By the end of the lesson, the learner should be able to:   1. select a suitable site for constructing a fold for rearing a poultry, 2. construct a fold for rearing poultry, 3. show responsibility in rearing of poultry. | How can we rear poultry in a fold for food production? | Learner is guided to:   * Learner is guided to construct a poultry fold using locally available materials | Digital devices, immediate environment, tools and equipment’s, Poultry of choice  MTP Agric. Grd 8 T.G. Pg.104-107  MTP Agric. Grd 8 P.B. Pg.63-67 | Q & A,  Written Tests  Observation  Oral question |  | |
|  | **3** |  | **Constructing a poultry fold** | By the end of the lesson, the learner should be able to:   1. select a suitable site for constructing a fold for rearing a poultry, 2. construct a fold for rearing poultry, 3. show responsibility in rearing of poultry. | How can we rear poultry in a fold for food production? | Learner is guided to:   * Learner is guided to construct a poultry fold using locally available materials | Digital devices, immediate environment, tools and equipment’s, Poultry of choice  MTP Agric. Grd 8 T.G. Pg.104-107  MTP Agric. Grd 8 P.B. Pg.63-67 | Q & A,  Written Tests  Observation  Oral question |  | |
|  | **4** |  | **Constructing a poultry fold** | By the end of the lesson, the learner should be able to:   1. select a suitable site for constructing a fold for rearing a poultry, 2. construct a fold for rearing poultry, 3. show responsibility in rearing of poultry. | How can we rear poultry in a fold for food production? | Learner is guided to:   * Learner is guided to construct a poultry fold using locally available materials | Digital devices, immediate environment, tools and equipment’s, Poultry of choice  MTP Agric. Grd 8 T.G. Pg.104-107  MTP Agric. Grd 8 P.B. Pg.63-67 | Q & A,  Written Tests  Observation  Oral question |  | |
| **11** | **1** |  | **Rearing a poultry of choice in a fold** | By the end of the lesson, the learner should be able to:   1. Select a suitable poultry to rear in the fold. 2. rear poultry in a fold, 3. show responsibility in rearing of poultry. | How can we rear poultry in a fold for food production? | * ***conduct a project:*** rear poultry of their choice in a fold unit to practice moving of the folds, feeding, watering, sanitation, protection from predators and harsh weather. | Digital devices, immediate environment, tools and equipment’s, Poultry of choice  MTP Agric. Grd 8 T.G. Pg.104-107  MTP Agric. Grd 8 P.B. Pg.63-67 | Q & A,  Written Tests  Observation  Oral question |  | |
|  | **2** |  | **Rearing a poultry of choice in a fold** | By the end of the lesson, the learner should be able to:   1. Select a suitable poultry to rear in the fold. 2. rear poultry in a fold, 3. show responsibility in rearing of poultry. | How can we rear poultry in a fold for food production? | * ***conduct a project:*** rear poultry of their choice in a fold unit to practice moving of the folds, feeding, watering, sanitation, protection from predators and harsh weather. | Digital devices, immediate environment, tools and equipment’s, Poultry of choice  MTP Agric. Grd 8 T.G. Pg.104-107  MTP Agric. Grd 8 P.B. Pg.63-67 | Q & A,  Written Tests  Observation  Oral question |  | |
|  | **3** | **Crop Pest and Disease Control** | **Identifying vegetables attacked by pests and diseases** | By the end of the lesson, the learner should be able to:   1. identify vegetable crops attacked by pests and diseases, 2. Observe vegetables cops attacked by pests and diseases 3. acknowledge importance of controlling pests and diseases in vegetable production. | 1. How can we identify vegetable crops attacked by pests and diseases? | Learners are guided to:   * take a field excursion to observe and identify vegetable crops that are attacked by pests (punctured leaves, cut-off seedlings, curling leaves) and the common sites where the pests are found | Digital devices, immediate environment, tools and equipment’s  MTP Agric. Grd 8 T.G. Pg.67-77  MTP Agric. Grd 8 P.B. Pg.21-32 | Q & A,  Written Tests  Observation  Oral question |  | |
|  | **4** |  | **Identifying vegetables attacked by pests and diseases** | By the end of the lesson, the learner should be able to:   1. identify vegetable crops attacked by pests and diseases, 2. Observe vegetables cops attacked by pests and diseases 3. acknowledge importance of controlling pests and diseases in vegetable production. | 1. How can we identify vegetable crops attacked by pests and diseases? | Learners are guided to:   * take a field excursion to observe and identify vegetable crops that are attacked by pests (punctured leaves, cut-off seedlings, curling leaves) and the common sites where the pests are found | Digital devices, immediate environment, tools and equipment’s  MTP Agric. Grd 8 T.G. Pg.67-77  MTP Agric. Grd 8 P.B. Pg.21-32 | Q & A,  Written Tests  Observation  Oral question |  | |
| **12** | **1** |  | **Identifying vegetables attacked by pests and diseases** | By the end of the lesson, the learner should be able to:   1. identify vegetable crops attacked by pests and diseases, 2. Observe vegetables cops attacked by pests and diseases 3. acknowledge importance of controlling pests and diseases in vegetable production. | 1. How can we identify vegetable crops attacked by pests and diseases? | take a field excursion to a vegetable garden, observe and identify vegetable crops affected by disease (wilting plants, black and brown spots and rotting of plant parts). | Digital devices, immediate environment, tools and equipment’s  MTP Agric. Grd 8 T.G. Pg.67-77  MTP Agric. Grd 8 P.B. Pg.21-32 | Q & A,  Written Tests  Observation  Oral question |  | |
|  | **2** |  | **Controlling pest on vegetables using Handpicking** | By the end of the lesson, the learner should be able to:   1. identify vegetable crops attacked by pests and diseases, 2. control pests and diseases on vegetable crops by handpicking 3. acknowledge importance of controlling pests and diseases in vegetable production. | 1. How can we identify vegetable crops attacked by pests and diseases? | Learners are guided to:   * control pests on vegetables using methods such as handpicking, | Digital devices, immediate environment, tools and equipment’s  MTP Agric. Grd 8 T.G. Pg.67-77  MTP Agric. Grd 8 P.B. Pg.21-32 | Q & A,  Written Tests  Observation  Oral question |  | |
|  | **3** |  | **Controlling pest on vegetables by removing affected crop parts** | By the end of the lesson, the learner should be able to:   1. identify vegetable crops attacked by pests and diseases, 2. control pests and diseases on vegetable crops by removing the affected part of the crop 3. acknowledge importance of controlling pests and diseases in vegetable production. | How can we control pests and diseases affecting crops? | Learners are guided to:   * control pests on vegetables using methods such as removing affected crop parts, | Digital devices, immediate environment, tools and equipment’s  MTP Agric. Grd 8 T.G. Pg.67-77  MTP Agric. Grd 8 P.B. Pg.21-32 | Q & A,  Written Tests  Observation  Oral question |  | |
|  | **4** |  | **Controlling pest on vegetables by uprooting** | By the end of the lesson, the learner should be able to:   1. identify vegetable crops attacked by pests and diseases, 2. control pests and diseases on vegetable crops by uprooting 3. acknowledge importance of controlling pests and diseases in vegetable production. | How can we control pests and diseases affecting crops? | Learners are guided to:   * control pests on vegetables using methods such as uprooting heavily affected crops | Digital devices, immediate environment, tools and equipment’s  MTP Agric. Grd 8 T.G. Pg.67-77  MTP Agric. Grd 8 P.B. Pg.21-32 | Q & A,  Written Tests  Observation  Oral question |  | |
| **13** | **1** |  | **Controlling pest on vegetables by applying natural pesticides** | By the end of the lesson, the learner should be able to:   1. identify vegetable crops attacked by pests and diseases, 2. control pests and diseases on vegetable crops by applying natural pesticides 3. acknowledge importance of controlling pests and diseases in vegetable production. | How can we control pests and diseases affecting crops? | Learners are guided to:   * control pests on vegetables using methods such as applying natural pesticides such as ash. | Digital devices, immediate environment, tools and equipment’s  MTP Agric. Grd 8 T.G. Pg.67-77  MTP Agric. Grd 8 P.B. Pg.21-32 | Q & A,  Written Tests  Observation  Oral question |  | |
|  | **2-4** | **ASSESSMENT/CLOSING** | | | | | | | | |