**GRADE 9 AGRICULTURE AND NUTRITION LESSON PLAN TERM 1**

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| **SCHOOL** | **LEARNING AREA** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | **AGRINUTRI** | 9 |  |  |  |

**STRAND**: **CONSERVATION OF RESOURCES**

**SUB STRAND**:  **CONSERVING ANIMAL FEED: HAY**

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

* State the meaning of forage as a method of conserving animal feed.
* Discuss the types of materials used in making forage in the environment.
* Search for information on the materials used in making forage in the environment.
* Appreciate the materials used in making forage in the environment.

**KEY INQUIRY QUESTION (S)**

What is forage?

Which materials are used in making forage in the environment?

How can hay conservation contribute to coping with drought

**LEARNING RESOURCES**

HEALTHY PLANET Agri & Nutri Grade 9 T.GPg.1-2

HEALTHY PLANET Agric & Nutri Grade 9 P.B Pg.1-3

Realia/Charts /Photographs/Pictures/Digital devices

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Introduce the lesson by asking oral questions

**LESSON DEVELOPMENT**

**STEP 1**

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**STEP 2**

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**STEP 3**

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**STEP 4**

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**CONCLUSION:**

Ask the learners to share what they have learnt

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

**EXTENDED ACTIVITIES:**

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**REFLECTION ON THE LESSON:**

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| **SCHOOL** | **LEARNING AREA** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | **AGRINUTRI** | 9 |  |  |  |

**STRAND**: **CONSERVATION OF RESOURCES**

**SUB STRAND**:  **CONSERVING ANIMAL FEED:HAY Methods of conserving forage in coping with drought – searching for information on ways of coping with drought**

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

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* search for information on ways of coping with drought using digital devices
* Adopt conservation of forage in coping with drought

**KEY INQUIRY QUESTION (S)**

What is forage?

How can hay conservation contribute to coping with drought?

**LEARNING RESOURCES**

HEALTHY PLANET Agri & Nutri Grade 9 T.GPg.1-2

HEALTHY PLANET Agric & Nutri Grade 9 P.B Pg.1-3

Realia/Charts /Photographs/Pictures/Digital devices

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Introduce the concept by asking learners the question: what is hay?

Listen to their responses and correct any wrong responses

**LESSON DEVELOPMENT**

**STEP 1**

Group learners into appropriate groups.

Guide them to search for information on ways of coping with drought.

Let them search for methods of conserving forage in coping with drought such as

1. baled hay making,
2. standing forage and
3. stacking.

This enhances their digital literacy skills, hence promoting digital literacy.

**STEP 2**

Guide the learners to note down their findings

**STEP 3**

Guide the learners to share their findings during a class presentation.

* This promotes communication and collaboration.
* Speaking and dialogue skills will be enhanced as learners discuss ways of conserving forage to cope with drought in the context of rearing animals.

**STEP 4**

Guide learners to appreciate each other group and make positive critique of the presentations

**CONCLUSION:**

Ask the learners to share what they have learnt

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

**EXTENDED ACTIVITIES:**

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**REFLECTION ON THE LESSON:**

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| **SCHOOL** | **LEARNING AREA** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | **AGRINUTRI** | 9 |  |  |  |

**STRAND**: **CONSERVATION OF RESOURCES**

**SUB STRAND**:  **CONSERVING ANIMAL FEED: HAY – describing methods of conserving forage in coping with drought- baled hay**

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

* describe methods of conserving forage in coping with drought,
* Observe pictures of baled hay making.
* Adopt conservation of forage in coping with drought

**KEY INQUIRY QUESTION (S)**

What is forage?

How can hay conservation contribute to coping with drought?

**LEARNING RESOURCES**

HEALTHY PLANET Agri & Nutri Grade 9 T.GPg.1-2

HEALTHY PLANET Agric & Nutri Grade 9 P.B Pg.1-3

Realia/Charts /Photographs/Pictures/Digital devices

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Review the previous lesson

Guide the learners to study pictures in Activity 2 in the Learner’s Book and answer the questions that follow.

**LESSON DEVELOPMENT**

**STEP 1**

Guide learners as they discuss and describe methods of conserving forage (baled hay) in coping with drought.

* This promotes peace as well as respect for diversity of opinions as learners discuss methods of conserving hay to cope with drought.

**STEP 2**

Guide the learners to note down their findings

**STEP 3**

Guide the learners to share their findings during a class presentation.

* This promotes communication and collaboration.
* Speaking and dialogue skills will be enhanced as learners discuss

**STEP 4**

Guide learners to appreciate each other group and make positive critique of the presentations

**CONCLUSION:**

Explain the key points in the Learner’s Book on page 2-3 to the learners.

Ask the learners to share what they have learnt

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

**EXTENDED ACTIVITIES:**

Guide the learner use digital and print resources to search for information on baled hay making as a method of conserving forage.

**REFLECTION ON THE LESSON:**

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|  | **AGRINUTRI** | 9 |  |  |  |

**STRAND**: **CONSERVATION OF RESOURCES**

**SUB STRAND**:  **CONSERVING ANIMAL FEED: HAY – describing methods of conserving forage in coping with drought- stacked hay**

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

* describe methods of conserving forage in coping with drought,
* Observe pictures of stacked hay .
* Adopt conservation of forage in coping with drought

**KEY INQUIRY QUESTION (S)**

What is forage?

How can hay conservation contribute to coping with drought?

**LEARNING RESOURCES**

HEALTHY PLANET Agri & Nutri Grade 9 T.GPg.1-2

HEALTHY PLANET Agric & Nutri Grade 9 P.B Pg.1-3

Realia/Charts /Photographs/Pictures/Digital devices

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Review the previous lesson

Guide the learners to study pictures in Activity 2 in the Learner’s Book and answer the questions that follow.

**LESSON DEVELOPMENT**

**STEP 1**

Guide learners as they discuss and describe methods of conserving forage (stacked hay) in coping with drought.

* This promotes peace as well as respect for diversity of opinions as learners discuss methods of conserving hay to cope with drought.

**STEP 2**

Guide the learners to note down their findings

**STEP 3**

Guide the learners to share their findings during a class presentation.

* This promotes communication and collaboration.
* Speaking and dialogue skills will be enhanced as learners discuss

**STEP 4**

Guide learners to appreciate each other group and make positive critique of the presentations

**CONCLUSION:**

Explain the key points in the Learner’s Book on page 2-3 to the learners.

Ask the learners to share what they have learnt

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

**EXTENDED ACTIVITIES:**

Guide the learner use digital and print resources to search for information on stacked hay making as a method of conserving forage.

**REFLECTION ON THE LESSON:**

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|  | **AGRINUTRI** | 9 |  |  |  |

**STRAND**: **CONSERVATION OF RESOURCES**

**SUB STRAND**:  **CONSERVING ANIMAL FEED: HAY – describing methods of conserving forage in coping with drought- standing forage or hay**

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

* describe standing forage as a method of conserving forage in coping with drought,
* Observe pictures of standing forage or hay.
* Adopt conservation of forage in coping with drought

**KEY INQUIRY QUESTION (S)**

What is forage?

How can hay conservation contribute to coping with drought?

**LEARNING RESOURCES**

HEALTHY PLANET Agri & Nutri Grade 9 T.GPg.1-2

HEALTHY PLANET Agric & Nutri Grade 9 P.B Pg.1-3

Realia/Charts /Photographs/Pictures/Digital devices

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Review the previous lesson

Guide the learners to study pictures in Activity 2 in the Learner’s Book and answer the questions that follow.

**LESSON DEVELOPMENT**

**STEP 1**

Guide learners as they discuss and describe methods of conserving forage (standing forage or hay) in coping with drought.

* This promotes peace as well as respect for diversity of opinions as learners discuss methods of conserving hay to cope with drought.

**STEP 2**

Guide the learners to note down their findings

**STEP 3**

Guide the learners to share their findings during a class presentation.

* This promotes communication and collaboration.
* Speaking and dialogue skills will be enhanced as learners discuss

**STEP 4**

Guide learners to appreciate each other group and make positive critique of the presentations

**CONCLUSION:**

Explain the key points in the Learner’s Book on page 2-3 to the learners.

Ask the learners to share what they have learnt

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

**EXTENDED ACTIVITIES:**

Guide the learner use digital and print resources to search for information on stacked hay making as a method of conserving forage.

**REFLECTION ON THE LESSON:**

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|  | **AGRINUTRI** | 9 |  |  |  |

**STRAND**: **CONSERVATION OF RESOURCES**

**SUB STRAND**:  **Conserving forage to cope with drought – Stacking – Conserving hay by stacking**

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

1. Explain the process of making hay using stacking method.
2. Collect materials necessary for making stacked hay
3. Adopt conservation of forage in coping with drought

**KEY INQUIRY QUESTION (S)**

How can hay conservation contribute to coping with drought?

**LEARNING RESOURCES**

HEALTHY PLANET Agri & Nutri Grade 9 T.GPg.1-2

HEALTHY PLANET Agric & Nutri Grade 9 P.B Pg.3-4

Realia/Charts /Photographs/Pictures/Digital devices, Maize stovers or cereal straws cut at the right time (early in the flowering stage), Wooden planks or frames, A claw hammer and nails

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Review the previous lesson

Help learners assemble the necessary tools and materials for this activity such as maize stovers or cereal straws, wooden planks, a claw hammer and nails.

**LESSON DEVELOPMENT**

**STEP 1**

Guide learners through activity 1, learner’s book page 4

Learners to mention materials and tools need to prepare stacked hay

**STEP 2**

In groups, guide the learners in preparing stacked hay through the steps provided in the learner’s book

Allow them to discuss as their prepare the stacked hay

* This will promote value of respect and enhances communication and collaboration

**STEP 3**

Teacher to walk around so as to assist groups who need help

After they have finish, allow learners to show stacked hay

Guide learners to appreciate each other group and make positive critique/comment on their own and other’s work

**STEP 4**

Guide the learners to discuss how stacking is done as a method of conserving forage

**CONCLUSION:**

Ask the learners to share what they have learnt

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

**EXTENDED ACTIVITIES:**

Guide the learner use digital or print resources to search for information on how stacking is done as a method of conserving forage

**REFLECTION ON THE LESSON:**

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|  | **AGRINUTRI** | 9 |  |  |  |

**STRAND**: **CONSERVATION OF RESOURCES**

**SUB STRAND**:  **Conserving forage to cope with drought – box bailing – Conserving hay using a wooden box**

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

* Conserve forage through box-bailing method using locally available materials to make hay for drought season.
* Collect materials necessary for bailing hay using wooden box
* Enjoy preparing and conserving forage using the box-bailing method

**KEY INQUIRY QUESTION (S)**

How can we prepare hay using the box-bailing method?

**LEARNING RESOURCES**

HEALTHY PLANET Agri & Nutri Grade 9 T.GPg.1-2

HEALTHY PLANET Agric & Nutri Grade 9 P.B Pg.5-9

Realia/Charts /Photographs/Pictures/Digital devices, dry maize stovers or grass straws, sisal string, Wooden planks or frames, A claw hammer and nails

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Review the previous lesson

Help learners assemble the necessary tools and materials for this activity

**LESSON DEVELOPMENT**

**STEP 1**

Guide learners through activity 2, learner’s book page 5-9

Learners to mention materials and tools need to prepare bailing hay using a wooden box

**STEP 2**

In groups, guide the learners in preparing bailing hay using wooden box through the steps provided in the learner’s book

Allow them to discuss as they participate in this activity

* This will promote value of respect and enhances communication and collaboration

**STEP 3**

Teacher to walk around so as to assist groups who need help

After they have finish, allow learners to show their wooden

Guide learners to appreciate each other group and make positive critique/comment on their own and other’s work

**STEP 4**

Guide the learners to discuss how bailing hay is done using a wooden box is done as a method of conserving forage

**CONCLUSION:**

Ask the learners to share what they have learnt

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

**EXTENDED ACTIVITIES:**

Guide the learner use digital or print resources to search for information on how bailing hay is done as a method of conserving forage

**REFLECTION ON THE LESSON:**

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**STRAND**: **CONSERVATION OF RESOURCES**

**SUB STRAND**:  **Conserving forage to cope with drought – standing forage – establishing standing forage**

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

* Outline the techniques for managing standing forage in coping with drought.
* Discuss how to establish standing forage in coping with drought.
* Search the internet for information on the ways of managing standing forage inorder to cope with drought.
* Acknowledge the ways of managing standing forage.

**KEY INQUIRY QUESTION (S)**

How can we manage standing forage in order to cope with drought?

What are the benefits of leaving forage standing in the field?

**LEARNING RESOURCES**

HEALTHY PLANET Agri & Nutri Grade 9 T.GPg.1-2

HEALTHY PLANET Agric & Nutri Grade 9 P.B Pg.8

Realia/Charts /Photographs/Pictures/Digital devices,

Grass, napier grass or legumes

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Review the previous lesson

Ask learners to study the picture in fig 11 on page 8 of the learner’s book and answer the questions that follow

**LESSON DEVELOPMENT**

**STEP 1**

Guide learners to mention materials and tools need to prepare standing forage

**STEP 2**

In groups, guide the learners in preparing standing forage through the steps provided in the learner’s book

Allow them to discuss as they participate in this activity

* This will promote value of respect and enhances communication and collaboration

**STEP 3**

Teacher to walk around so as to assist groups who need help

After they have finish, allow learners to show their standing forage

Guide learners to appreciate each other group and make positive critique/comment on their own and other’s work

**STEP 4**

Guide the learners to discuss how standing forage is prepared and conserved in order to cope with drought

**CONCLUSION:**

Ask the learners to share what they have learnt

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

**EXTENDED ACTIVITIES:**

Guide the learner use digital and print resources to search for information on standing forage as a method of conserving animal feed.

**REFLECTION ON THE LESSON:**

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**STRAND**: **CONSERVATION OF RESOURCES**

**SUB STRAND**:  **Adopting conversation of forage in coping with drought - adopting ways of coping with drought in farming**

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

* Outline the strategies households can adopt in conservation of forage in coping with drought.
* Discuss the strategies households can adopt in conservation of forage in coping with drought.
* Adopt conservation of forage in coping with drought

**KEY INQUIRY QUESTION (S)**

What are the benefits of hay as a method of conserving animal feeds?

**LEARNING RESOURCES**

HEALTHY PLANET Agri & Nutri Grade 9 T.GPg.4

HEALTHY PLANET Agric & Nutri Grade 9 P.B Pg.8 -10

Realia/Charts /Photographs/Pictures/Digital devices,

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Review the previous lesson

In groups, ask learners to read the story on page 8-9 in the Learner's Book and answer the questions that follow.

The story will make learners realise why we should adopt conservation of animal feeds.

* This promotes critical thinking and problem-solving.
* Evaluation and decision-making skills are enhanced as learners appreciate ways of conserving hay to cope with drought in the community.

**LESSON DEVELOPMENT**

**STEP 1**

In groups, guide the learners identify strategies or ways in which households can adopt in conservation of forage in coping with drought.

**STEP 2**

Guide learners to use digital resources to search for information on how households can adopt conservation of forage in coping with drought.

**STEP 3**

Guide the learners to discuss and make a class presentation on how households can adopt conservation of forage in coping with drought.

**STEP 4**

Guide the learners to share their findings during a class presentation.

**STEP 5**

Guide learners to appreciate each other group and make positive critique of the presentations

**CONCLUSION:**

Ask the learners to share what they have learnt

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

**EXTENDED ACTIVITIES:**

Guide them to discuss how they can conserve forage to cope with drought at home using methods such as stacking, baling and standing forage.

* This promotes parental empowerment and engagement

**REFLECTION ON THE LESSON:**

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| **SCHOOL** | **LEARNING AREA** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | **AGRINUTRI** | 9 |  |  |  |

**STRAND**: **CONSERVATION OF RESOURCES**

**SUB STRAND**:  **conserving leftover foods – the importance of conserving left over foods at home – explaining the importance of conserving left over foods at home**

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

* State the importance of conserving leftover food at home.
* Explain the importance of conserving leftover food at home.
* Search the internet or print resources for information on importance of conserving leftover food at home.
* Acknowledge the benefits of conserving leftover food at home

**KEY INQUIRY QUESTION (S)**

What is leftover food?

What is the importance of conserving leftover food at home?

**LEARNING RESOURCES**

HEALTHY PLANET Agri & Nutri Grade 9 T.GPg.6

HEALTHY PLANET Agric & Nutri Grade 9 P.B Pg.11-12

Realia/Charts /Photographs/Pictures/Digital devices,

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Review the previous lesson

Guide the learners to say what they do with leftover dishes at home

**LESSON DEVELOPMENT**

**STEP 1**

In groups, guide the learners discuss why we should not throw away leftover foods

**STEP 2**

Guide the learners to use print or digital resources to search for relationship between the term conserve and the term leftover

Guide learners to use digital resources to Search the internet or print resources for information on importance of conserving leftover food at home.

**STEP 3**

Guide the learners to discuss the importance of conserving leftover foods in their groups and make a class presentation

**STEP 4**

Guide the learners to share their findings during a class presentation.

**STEP 5**

Guide learners to appreciate each other group and make positive critique of the presentations

**CONCLUSION:**

Ask the learners to share what they have learnt

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

**EXTENDED ACTIVITIES:**

Guide the learners use digital or print resources to search for information on methods of conserving leftover food at home to avoid wastage.

**REFLECTION ON THE LESSON:**

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| **SCHOOL** | **LEARNING AREA** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | **AGRINUTRI** | 9 |  |  |  |

**STRAND**: **CONSERVATION OF RESOURCES**

**SUB STRAND**:  **conserving leftover foods – preparation of leftover foods to avoid wastage – preparing foods to avoid food wastage**

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
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* Observe pictures of ways of conserving leftover foods.
* embrace the use of leftover food to avoid food wastage.

**KEY INQUIRY QUESTION (S)**

What is leftover food?

What is the importance of conserving leftover food at home?

How is leftover food prepared for use to prevent food wastage?

**LEARNING RESOURCES**

HEALTHY PLANET Agri & Nutri Grade 9 T.GPg.6

HEALTHY PLANET Agric & Nutri Grade 9 P.B Pg.11-12

Realia/Charts /Photographs/Pictures/Digital devices,

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Review the previous lesson

Guide the learners to say what they do with leftover dishes before consuming them

**LESSON DEVELOPMENT**

**STEP 1**

Guide the learners to use print or digital resources to search the meaning of the term **Reheat**

Guide learners to differentiate between reheating food and cooking food

**STEP 2**

Guide the learners to discuss which precautions one should observe when handling foods

**STEP 3**

Guide the learners to discuss how leftover food is prepared for use to prevent food wastage

**STEP 4**

Guide the learners to share their findings during a class presentation.

**STEP 5**

Guide learners to appreciate each other group and make positive critique of the presentations

**CONCLUSION:**

Ask the learners to share what they have learnt

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

**EXTENDED ACTIVITIES:**

Guide the learners use digital or print resources to search for information on methods of conserving leftover food at home to avoid wastage.

**REFLECTION ON THE LESSON:**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**\_\_\_

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| **SCHOOL** | **LEARNING AREA** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | **AGRINUTRI** | 9 |  |  |  |

**STRAND**: **CONSERVATION OF RESOURCES**

**SUB STRAND**:  **conserving leftover foods – preparation of leftover foods to avoid wastage – preparing foods to avoid food wastage – UGALI CROUTONS**

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

* Prepare leftover food for consumption using the reheating method to avoid wastage.
* Observe pictures of ways of conserving leftover foods.
* Embrace the use of leftover food to avoid food wastage.
* Embrace reheating of leftover food for consumption at home to avoid wastage

**KEY INQUIRY QUESTION (S)**

What is leftover food?

What is the importance of conserving leftover food at home?

How is leftover food prepared for use to prevent food wastage?

**LEARNING RESOURCES**

HEALTHY PLANET Agri & Nutri Grade 9 T.GPg.6

HEALTHY PLANET Agric & Nutri Grade 9 P.B Pg.12-14

Realia/Charts /Photographs/Pictures/Digital devices,

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Review the previous lesson

Guide the learners to say what they do with leftover dishes before consuming them

**LESSON DEVELOPMENT**

**STEP 1**

Guide the learners to share their experience of how they prepare leftover of Ugali croutons to avoid wastage

**STEP 2**

Guide the learners to read the recipes for preparing leftover foods on page 12-14

**STEP 3**

Guide the learners to discuss the steps of preparing left over of ugali croutons

**STEP 4**

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**STEP 5**

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**CONCLUSION:**

Ask the learners to share what they have learnt

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

**EXTENDED ACTIVITIES:**

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**REFLECTION ON THE LESSON:**

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| **SCHOOL** | **LEARNING AREA** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | **AGRINUTRI** | 9 |  |  |  |

**STRAND**: **CONSERVATION OF RESOURCES**

**SUB STRAND**:  **conserving leftover foods – preparation of leftover foods to avoid wastage – preparing foods to avoid food wastage – DHANIA RICE**

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
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* Observe pictures of ways of conserving leftover foods.
* Embrace the use of leftover food to avoid food wastage.

**KEY INQUIRY QUESTION (S)**

What is leftover food?

What is the importance of conserving leftover food at home?

How is leftover food prepared for use to prevent food wastage?

**LEARNING RESOURCES**

HEALTHY PLANET Agri & Nutri Grade 9 T.GPg.6

HEALTHY PLANET Agric & Nutri Grade 9 P.B Pg.12-14

Realia/Charts /Photographs/Pictures/Digital devices,

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Review the previous lesson

Guide the learners to say what they do with leftover dishes before consuming them

**LESSON DEVELOPMENT**

**STEP 1**

Guide the learners to share their experience of how they prepare leftover of dhania rice to avoid wastage

**STEP 2**

With the guidance of the teacher, guide the learners to search for videos on preparing leftover foods to avoid wastage

**STEP 3**

Guide the learners to write down their observations and discuss they findings

Learners to present their findings in class

**STEP 4**

Guide the learners to read the recipes for preparing leftover foods on page 14-

**STEP 5**

Guide the learners to discuss the steps of preparing left over of dhania rice

**CONCLUSION:**

Ask the learners to share what they have learnt

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

**EXTENDED ACTIVITIES:**

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**REFLECTION ON THE LESSON:**

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| **SCHOOL** | **LEARNING AREA** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | **AGRINUTRI** | 9 |  |  |  |

**STRAND**: **CONSERVATION OF RESOURCES**

**SUB STRAND**:  **conserving leftover foods – preparing of leftover foods – ugali croutons**

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

* Define the term recipe.
* Describe preparing recipe as a method of preparing leftover food for consumption to avoid wastage.
* Embrace preparation of another recipe as a method of preparing leftover food for consumption

**KEY INQUIRY QUESTION (S)**

What are the benefits of preparing another recipe as a method of preparing leftover food for consumption?

**LEARNING RESOURCES**

HEALTHY PLANET Agri & Nutri Grade 9 T.GPg.6

HEALTHY PLANET Agric & Nutri Grade 9 P.B Pg.16

Realia/Charts /Photographs/Pictures/Digital devices,

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Review the previous lesson

In groups or pairs,learners are guided to: brainstorm and present the meaning of recipe.

**LESSON DEVELOPMENT**

**STEP 1**

Guide the learners to use digital or print resources to search for information on preparation of recipe as a method of preparing leftover for consumption.

**STEP 2**

Guide the learners to discuss preparing ugali croutons using the sample recipe as a method of preparing leftover food for consumption.

**STEP 3**

Guide the learners to state the benefits of preparing another recipe in preparation of leftover food for consumption

**STEP 4**

Learners to prepare ugali croutons using the sample recipes

Learners can suggest accompaniments for each dish

**STEP 5**

Learners to present the dish to the class

Assess each group’s dish

**CONCLUSION:**

Ask the learners to share what they have learnt

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

**EXTENDED ACTIVITIES:**

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**REFLECTION ON THE LESSON:**

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| **SCHOOL** | **LEARNING AREA** | **GRADE** | **DATE** | **TIME** | **ROLL** |
| KALOLENI JS | **AGRINUTRI** | 9 |  |  |  |

**STRAND**: **CONSERVATION OF RESOURCES**

**SUB STRAND**:  **conserving leftover foods – preparing of leftover foods – dhania rice**

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

* Define the term recipe.
* Describe preparing recipe as a method of preparing leftover food for consumption to avoid wastage.
* Embrace preparation of another recipe as a method of preparing leftover food for consumption

**KEY INQUIRY QUESTION (S)**

What are the benefits of preparing another recipe as a method of preparing leftover food for consumption?

**LEARNING RESOURCES**

HEALTHY PLANET Agri & Nutri Grade 9 T.GPg.6

HEALTHY PLANET Agric & Nutri Grade 9 P.B Pg.16

Realia/Charts /Photographs/Pictures/Digital devices,

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Review the previous lesson

In groups or pairs,learners are guided to: brainstorm and present the meaning of recipe.

**LESSON DEVELOPMENT**

**STEP 1**

Guide the learners to use digital or print resources to search for information on preparation of recipe as a method of preparing leftover for consumption.

**STEP 2**

Guide the learners to discuss preparing dhania rice using the sample recipe as a method of preparing leftover food for consumption.

**STEP 3**

Guide the learners to state the benefits of preparing another recipe in preparation of leftover food for consumption

**STEP 4**

Learners to prepare dhania rice using the sample recipes

Learners can suggest accompaniments for each dish

**STEP 5**

Learners to present the dish to the class

Assess each group’s dish

**CONCLUSION:**

Ask the learners to share what they have learnt

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

**EXTENDED ACTIVITIES:**

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**REFLECTION ON THE LESSON:**

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| **SCHOOL** | **LEARNING AREA** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | **AGRINUTRI** | 9 |  |  |  |

**STRAND**: **CONSERVATION OF RESOURCES**

**SUB STRAND**:  **conserving leftover foods – using leftover foods to avoid food wastage**

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

* Outline recipes that can be adopted from leftover food to avoid food wastage.
* Create recipes that makes use of common leftover food.
* Search the internet for recipes that can be adopted from leftover food to avoid food wastage.
* Embrace different recipes that can be adopted from leftover food to avoid food wastage.

**KEY INQUIRY QUESTION (S)**

Which recipes can you adopt from leftover food to avoid food wastage?

**LEARNING RESOURCES**

HEALTHY PLANET Agri & Nutri Grade 9 T.GPg.6

HEALTHY PLANET Agric & Nutri Grade 9 P.B Pg.17

Realia/Charts /Photographs/Pictures/Digital devices,

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Review the previous lesson

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**LESSON DEVELOPMENT**

**STEP 1**

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**STEP 2**

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**STEP 3**

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**STEP 4**

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**STEP 5**

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**CONCLUSION:**

Ask the learners to share what they have learnt

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

**EXTENDED ACTIVITIES:**

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**REFLECTION ON THE LESSON:**

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| **SCHOOL** | **LEARNING AREA** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | **AGRINUTRI** | 9 |  |  |  |

**STRAND**: **CONSERVATION OF RESOURCES**

**SUB STRAND**:  **conserving leftover foods –** Discuss the importance of food safety when handling and storing leftover food

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

* State the importance of food safety when handling and storing leftover food.
* Discuss the importance of food safety when handling and storing leftover food.
* Acknowledge the benefits of food safety when handling and storing leftover food

**KEY INQUIRY QUESTION (S)**

Which recipes can you adopt from leftover food to avoid food wastage?

**LEARNING RESOURCES**

HEALTHY PLANET Agri & Nutri Grade 9 T.GPg.6

HEALTHY PLANET Agric & Nutri Grade 9 P.B Pg.17

Realia/Charts /Photographs/Pictures/Digital devices,

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Review the previous lesson

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**LESSON DEVELOPMENT**

**STEP 1**

Guide the learners to brainstorm and present the importance of food safety when handling and storing leftover food.

**STEP 2**

Guide the learners to use digital resources to search for information on the importance of food safety when handling and storing leftover food

**STEP 3**

Guide the learners to discuss the benefits of food safety when handling and storing leftover food.

**STEP 4**

Guide the learners to share their findings during a class presentation.

**STEP 5**

Guide learners to appreciate each other group and make positive critique of the presentations

**CONCLUSION:**

Ask the learners to share what they have learnt

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

**EXTENDED ACTIVITIES:**

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**REFLECTION ON THE LESSON:**

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| **SCHOOL** | **LEARNING AREA** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | **AGRINUTRI** | 9 |  |  |  |

**STRAND**: **CONSERVATION OF RESOURCES**

**SUB STRAND**:  **conserving leftover foods –** Hygiene practices when handling leftover foods **SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

1. List hygiene practices when preparing leftover foods.
2. Observe hygienic practices when preparing leftover foods.
3. Embrace the use of leftover food to avoid food wastage.

**KEY INQUIRY QUESTION (S)**

Which recipes can you adopt from leftover food to avoid food wastage?

**LEARNING RESOURCES**

HEALTHY PLANET Agri & Nutri Grade 9 T.GPg.6

HEALTHY PLANET Agric & Nutri Grade 9 P.B Pg.17

Realia/Charts /Photographs/Pictures/Digital devices,

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Review the previous lesson

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**LESSON DEVELOPMENT**

**STEP 1**

Guide the learners to brainstorm and present the Hygiene practices when handling leftover foods

**STEP 2**

Guide the learners to use digital resources to search for information on Hygiene practices when handling leftover foods

**STEP 3**

Guide the learners to discuss the Hygiene practices when handling leftover foods

**STEP 4**

Guide the learners to share their findings during a class presentation.

**STEP 5**

Guide learners to appreciate each other group and make positive critique of the presentations

**CONCLUSION:**

Ask the learners to share what they have learnt

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

**EXTENDED ACTIVITIES:**

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**REFLECTION ON THE LESSON:**

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| **SCHOOL** | **LEARNING AREA** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | **AGRINUTRI** | 9 |  |  |  |

**STRAND**: **CONSERVATION OF RESOURCES**

**SUB STRAND**: **Integrated farming – meaning of integrated farming**

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

* State the meaning of integrated farming.
* Observe pictures of integrated farming.
* Appreciate the importance of integrated farming in the conservation of resources.

**KEY INQUIRY QUESTION (S)**

What is the importance of integrated farming in conserving resources?

**LEARNING RESOURCES**

HEALTHY PLANET Agri & Nutri Grade 9 T.GPg.9-13

HEALTHY PLANET Agric & Nutri Grade 9 P.B Pg.18

Realia/Charts /Photographs/Pictures/Digital devices,

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Review the previous lesson

Ask learners to read the paragrap in activity 1 on page 18 of the learner’s book

**LESSON DEVELOPMENT**

**STEP 1**

Guide the learners to identify domestic animals reared in Moraa’s farm.

Learners to also mentioned other domestic animals that can be reared in Moraa’s farm

**STEP 2**

Guide the learners to identify plants that is grown in Moraa’s farm

Learners to also mention other crops that can be grown in Moraa’s farm

**STEP 3**

Guide the learners to identify what kind of farming Moraa’s practices

In pairs, guide the learners to explain the meaning of the term integrated farming and write it down

**STEP 4**

Guide the learners to share their findings during a class presentation.

**STEP 5**

Guide learners to appreciate each other group and make positive critique of the presentations

**CONCLUSION:**

Ask the learners to share what they have learnt

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

**EXTENDED ACTIVITIES:**

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**REFLECTION ON THE LESSON:**

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| **SCHOOL** | **LEARNING AREA** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | **AGRINUTRI** | 9 |  |  |  |

**STRAND**: **CONSERVATION OF RESOURCES**

**SUB STRAND**: **Integrated farming – search for information on integrated farming practices**

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

* State the meaning of Integrated farming.
* Observe pictures of integrated farming.
* Search for information on integrated farming practices
* Appreciate the importance of integrated farming in the conservation of resources.

**KEY INQUIRY QUESTION (S)**

What is the importance of integrated farming in conserving resources?

**LEARNING RESOURCES**

HEALTHY PLANET Agri & Nutri Grade 9 T.GPg.9-13

HEALTHY PLANET Agric & Nutri Grade 9 P.B Pg.18

Realia/Charts /Photographs/Pictures/Digital devices,

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Review the previous lesson

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**LESSON DEVELOPMENT**

**STEP 1**

Guide the learners to brainstorm the meaning of integrated farming

**STEP 2**

Guide the learners to use digital resources or print media, search for information on integrated farming practices and how the components of integrated farming help to conserve agricultural resources

* This promotes digital literacy

**STEP 3**

Guide the learners to make notes

**STEP 4**

Guide the learners to share their findings during a class presentation.

* This promotes communication and collaboration

Guide learners to appreciate each other group and make positive critique of the presentations

**STEP 5**

Explain the key points in the learner’s book page 20 to the learners

**CONCLUSION:**

Ask the learners to share what they have learnt

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

**EXTENDED ACTIVITIES:**

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**REFLECTION ON THE LESSON:**

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| **SCHOOL** | **LEARNING AREA** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | **AGRINUTRI** | 9 |  |  |  |

**STRAND**: **CONSERVATION OF RESOURCES**

**SUB STRAND**: **Integrated farming – components of integrated farming**

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

* Identify the components of integrated farming in conserving resources.
* Describe crop production as a component of integrated farming and its contribution to resource conservation.
* Acknowledge the importance of crop production as a component of integrated farming in resource conservation

**KEY INQUIRY QUESTION (S)**

What are the components of Integrated Farming in conserving resources?

**LEARNING RESOURCES**

HEALTHY PLANET Agri & Nutri Grade 9 T.GPg.9-13

HEALTHY PLANET Agric & Nutri Grade 9 P.B Pg.19

Realia/Charts /Photographs/Pictures/Digital devices,

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Review the previous lesson

Ask learners to study the picture in figure 1 on page 19 of the learner’s book

**LESSON DEVELOPMENT**

**STEP 1**

Guide the learners to identify the components of integrated farming in the farm in figure 1

**STEP 2**

Guide the learners to use digital resources or print media, for information on the components or practices of integrated farming in conserving resources.

* This promotes digital literacy

**STEP 3**

Guide them to identify the components of integrated farming.

Guide the learners to make notes

**STEP 4**

Guide the learners to discuss crop production as one of the component of integrated farming and outline its contribution to resource conservation.

Guide the learners to share their findings during a class presentation.

* This promotes communication and collaboration

Guide learners to appreciate each other group and make positive critique of the presentations

**STEP 5**

Explain the key points in the learner’s book page 20 to the learners

**CONCLUSION:**

Ask the learners to share what they have learnt

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

**EXTENDED ACTIVITIES:**

Guide the learners to use digital resources or print media, for information on the components or practices of integrated farming in conserving resources

**REFLECTION ON THE LESSON:**

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| **SCHOOL** | **LEARNING AREA** | **GRADE** | **DATE** | **TIME** | **ROLL** |
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**STRAND**: **CONSERVATION OF RESOURCES**

**SUB STRAND**: **Integrated farming – components of integrated farming - piggery**

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

1. Describe components of integrated farming in conserving resources,
2. Examine piggery as a component of integrated farming
3. Appreciate the importance of integrated farming in the conservation of resources.

**KEY INQUIRY QUESTION (S)**

What are the components of Integrated Farming in conserving resources?

**LEARNING RESOURCES**

HEALTHY PLANET Agri & Nutri Grade 9 T.GPg.9-13

HEALTHY PLANET Agric & Nutri Grade 9 P.B Pg.19

Realia/Charts /Photographs/Pictures/Digital devices,

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Review the previous lesson

Ask learners to study the picture in figure 1 on page 19 of the learner’s book

**LESSON DEVELOPMENT**

**STEP 1**

Guide the learners to identify the components of integrated farming in the farm in figure 1

**STEP 2**

Guide the learners to use digital resources or print media, for information on the components or practices of integrated farming in conserving resources.

* This promotes digital literacy

**STEP 3**

Guide them to identify the components of integrated farming.

Guide the learners to make notes

**STEP 4**

Guide the learners to discuss piggery as one of the component of integrated farming and outline its contribution to resource conservation.

Guide the learners to share their findings during a class presentation.

* This promotes communication and collaboration

Guide learners to appreciate each other group and make positive critique of the presentations

**STEP 5**

Explain the key points in the learner’s book page 20 to the learners

**CONCLUSION:**

Ask the learners to share what they have learnt

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

**EXTENDED ACTIVITIES:**

Guide the learners to use digital resources or print media, for information on the components or practices of integrated farming in conserving resources

**REFLECTION ON THE LESSON:**

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| **SCHOOL** | **LEARNING AREA** | **GRADE** | **DATE** | **TIME** | **ROLL** |
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**STRAND**: **CONSERVATION OF RESOURCES**

**SUB STRAND**: **Integrated farming – components of integrated farming – poultry**

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

1. Describe components of integrated farming in conserving resources,
2. Examine poultry as a component of integrated farming
3. Appreciate the importance of integrated farming in the conservation of resources.

**KEY INQUIRY QUESTION (S)**

What are the components of Integrated Farming in conserving resources?

**LEARNING RESOURCES**

HEALTHY PLANET Agri & Nutri Grade 9 T.GPg.9-13

HEALTHY PLANET Agric & Nutri Grade 9 P.B Pg.19

Realia/Charts /Photographs/Pictures/Digital devices,

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Review the previous lesson

Ask learners to study the picture in figure 1 on page 19 of the learner’s book

**LESSON DEVELOPMENT**

**STEP 1**

Guide the learners to identify the components of integrated farming in the farm in figure 1

**STEP 2**

Guide the learners to use digital resources or print media, for information on the components or practices of integrated farming in conserving resources.

* This promotes digital literacy

**STEP 3**

Guide them to identify the components of integrated farming.

Guide the learners to make notes

**STEP 4**

Guide the learners to discuss poultry as one of the component of integrated farming and outline its contribution to resource conservation.

Guide the learners to share their findings during a class presentation.

* This promotes communication and collaboration

Guide learners to appreciate each other group and make positive critique of the presentations

**STEP 5**

Explain the key points in the learner’s book page 20 to the learners

**CONCLUSION:**

Ask the learners to share what they have learnt

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

**EXTENDED ACTIVITIES:**

Guide the learners to use digital resources or print media, for information on the components or practices of integrated farming in conserving resources

**REFLECTION ON THE LESSON:**

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**STRAND**: **CONSERVATION OF RESOURCES**

**SUB STRAND**: **Integrated farming – components of integrated farming – duckery**

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

1. Describe components of integrated farming in conserving resources,
2. Examine duckery as a component of integrated farming
3. Appreciate the importance of integrated farming in the conservation of resources.

**KEY INQUIRY QUESTION (S)**

What are the components of Integrated Farming in conserving resources?

**LEARNING RESOURCES**

HEALTHY PLANET Agri & Nutri Grade 9 T.GPg.9-13

HEALTHY PLANET Agric & Nutri Grade 9 P.B Pg.19

Realia/Charts /Photographs/Pictures/Digital devices,

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Review the previous lesson

Ask learners to study the picture in figure 1 on page 19 of the learner’s book

**LESSON DEVELOPMENT**

**STEP 1**

Guide the learners to identify the components of integrated farming in the farm in figure 1

**STEP 2**

Guide the learners to use digital resources or print media, for information on the components or practices of integrated farming in conserving resources.

* This promotes digital literacy

**STEP 3**

Guide them to identify the components of integrated farming.

Guide the learners to make notes

**STEP 4**

Guide the learners to discuss duckery as one of the component of integrated farming and outline its contribution to resource conservation.

Guide the learners to share their findings during a class presentation.

* This promotes communication and collaboration

Guide learners to appreciate each other group and make positive critique of the presentations

**STEP 5**

Explain the key points in the learner’s book page 20 to the learners

**CONCLUSION:**

Ask the learners to share what they have learnt

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

**EXTENDED ACTIVITIES:**

Guide the learners to use digital resources or print media, for information on the components or practices of integrated farming in conserving resources

**REFLECTION ON THE LESSON:**

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| **SCHOOL** | **LEARNING AREA** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | **AGRINUTRI** | 9 |  |  |  |

**STRAND**: **CONSERVATION OF RESOURCES**

**SUB STRAND**: **Integrated farming – components of integrated farming – fishing**

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

* Outline the contribution of fish farming as a component of integrated farming in conserving resources.
* Describe fish farming (aquaculture) as a component of integrated farming in conserving resources.
* Acknowledge the benefits of aquaculture in conservation of resources

**KEY INQUIRY QUESTION (S)**

What are the components of Integrated Farming in conserving resources?

**LEARNING RESOURCES**

HEALTHY PLANET Agri & Nutri Grade 9 T.GPg.9-13

HEALTHY PLANET Agric & Nutri Grade 9 P.B Pg.19

Realia/Charts /Photographs/Pictures/Digital devices,

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Review the previous lesson

Ask learners to study the picture in figure 1 on page 19 of the learner’s book

**LESSON DEVELOPMENT**

**STEP 1**

Guide the learners to identify the components of integrated farming in the farm in figure 1

**STEP 2**

Guide the learners to use digital resources or print media, for information on the components or practices of integrated farming in conserving resources.

* This promotes digital literacy

**STEP 3**

Guide them to identify the components of integrated farming.

Guide the learners to make notes

**STEP 4**

Guide the learners to discuss fishing as one of the component of integrated farming and outline its contribution to resource conservation.

Guide the learners to share their findings during a class presentation.

* This promotes communication and collaboration

Guide learners to appreciate each other group and make positive critique of the presentations

**STEP 5**

Explain the key points in the learner’s book page 20 to the learners

**CONCLUSION:**

Ask the learners to share what they have learnt

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

**EXTENDED ACTIVITIES:**

Guide the learners to use digital resources or print media, for information on the components or practices of integrated farming in conserving resources

**REFLECTION ON THE LESSON:**

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|  | **AGRINUTRI** | 9 |  |  |  |

**STRAND**: **CONSERVATION OF RESOURCES**

**SUB STRAND**: **Integrated farming – components of integrated farming –** apiary

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

1. Describe components of integrated farming in conserving resources,
2. Examine apiary as a component of integrated farming
3. Appreciate the importance of integrated farming in the conservation of resources.

**KEY INQUIRY QUESTION (S)**

What are the components of Integrated Farming in conserving resources?

**LEARNING RESOURCES**

HEALTHY PLANET Agri & Nutri Grade 9 T.GPg.9-13

HEALTHY PLANET Agric & Nutri Grade 9 P.B Pg.19

Realia/Charts /Photographs/Pictures/Digital devices,

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Review the previous lesson

Ask learners to study the picture in figure 1 on page 19 of the learner’s book

**LESSON DEVELOPMENT**

**STEP 1**

Guide the learners to identify the components of integrated farming in the farm in figure 1

**STEP 2**

Guide the learners to use digital resources or print media, for information on the components or practices of integrated farming in conserving resources.

* This promotes digital literacy

**STEP 3**

Guide them to identify the components of integrated farming.

Guide the learners to make notes

**STEP 4**

Guide the learners to discuss apiary as one of the component of integrated farming and outline its contribution to resource conservation.

Guide the learners to share their findings during a class presentation.

* This promotes communication and collaboration

Guide learners to appreciate each other group and make positive critique of the presentations

**STEP 5**

Explain the key points in the learner’s book page 20 to the learners

**CONCLUSION:**

Ask the learners to share what they have learnt

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

**EXTENDED ACTIVITIES:**

Guide the learners to use digital resources or print media, for information on the components or practices of integrated farming in conserving resources

**REFLECTION ON THE LESSON:**

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| **SCHOOL** | **LEARNING AREA** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | **AGRINUTRI** | 9 |  |  |  |

**STRAND**: **CONSERVATION OF RESOURCES**

**SUB STRAND**: **Integrated farming – components of integrated farming –** Mushroom cultivation

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

1. Describe components of integrated farming in conserving resources,
2. Examine Mushroom cultivation as a component of integrated farming
3. Appreciate the importance of integrated farming in the conservation of resources.

**KEY INQUIRY QUESTION (S)**

What are the components of Integrated Farming in conserving resources?

**LEARNING RESOURCES**

HEALTHY PLANET Agri & Nutri Grade 9 T.GPg.9-13

HEALTHY PLANET Agric & Nutri Grade 9 P.B Pg.19

Realia/Charts /Photographs/Pictures/Digital devices,

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Review the previous lesson

Ask learners to study the picture in figure 1 on page 19 of the learner’s book

**LESSON DEVELOPMENT**

**STEP 1**

Guide the learners to identify the components of integrated farming in the farm in figure 1

**STEP 2**

Guide the learners to use digital resources or print media, for information on the components or practices of integrated farming in conserving resources.

* This promotes digital literacy

**STEP 3**

Guide them to identify the components of integrated farming.

Guide the learners to make notes

**STEP 4**

Guide the learners to discuss mushroom cultivation as one of the component of integrated farming and outline its contribution to resource conservation.

Guide the learners to share their findings during a class presentation.

* This promotes communication and collaboration

Guide learners to appreciate each other group and make positive critique of the presentations

**STEP 5**

Explain the key points in the learner’s book page 20 to the learners

**CONCLUSION:**

Ask the learners to share what they have learnt

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

**EXTENDED ACTIVITIES:**

Guide the learners to use digital resources or print media, for information on the components or practices of integrated farming in conserving resources

**REFLECTION ON THE LESSON:**

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| **SCHOOL** | **LEARNING AREA** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | **AGRINUTRI** | 9 |  |  |  |

**STRAND**: **CONSERVATION OF RESOURCES**

**SUB STRAND**: **Integrated farming – components of integrated farming –** Vermicomposting,

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

1. Describe components of integrated farming in conserving resources,
2. Examine Vermi composting as a component of integrated farming
3. Appreciate the importance of integrated farming in the conservation of resources.

**KEY INQUIRY QUESTION (S)**

What are the components of Integrated Farming in conserving resources?

**LEARNING RESOURCES**

HEALTHY PLANET Agri & Nutri Grade 9 T.GPg.9-13

HEALTHY PLANET Agric & Nutri Grade 9 P.B Pg.19

Realia/Charts /Photographs/Pictures/Digital devices,

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Review the previous lesson

Ask learners to study the picture in figure 1 on page 19 of the learner’s book

**LESSON DEVELOPMENT**

**STEP 1**

Guide the learners to identify the components of integrated farming in the farm in figure 1

**STEP 2**

Guide the learners to use digital resources or print media, for information on the components or practices of integrated farming in conserving resources.

* This promotes digital literacy

**STEP 3**

Guide them to identify the components of integrated farming.

Guide the learners to make notes

**STEP 4**

Guide the learners to discuss Vermi composting as one of the component of integrated farming and outline its contribution to resource conservation.

Guide the learners to share their findings during a class presentation.

* This promotes communication and collaboration

Guide learners to appreciate each other group and make positive critique of the presentations

**STEP 5**

Explain the key points in the learner’s book page 20 to the learners

**CONCLUSION:**

Ask the learners to share what they have learnt

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

**EXTENDED ACTIVITIES:**

Guide the learners to use digital resources or print media, for information on the components or practices of integrated farming in conserving resources

**REFLECTION ON THE LESSON:**

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| **SCHOOL** | **LEARNING AREA** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | **AGRINUTRI** | 9 |  |  |  |

**STRAND**: **CONSERVATION OF RESOURCES**

**SUB STRAND**: **Integrated farming – components of integrated farming –** fruit cultivation,

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

1. Describe components of integrated farming in conserving resources,
2. Examine fruit cultivation as a component of integrated farming
3. Appreciate the importance of integrated farming in the conservation of resources.

**KEY INQUIRY QUESTION (S)**

What are the components of Integrated Farming in conserving resources?

**LEARNING RESOURCES**

HEALTHY PLANET Agri & Nutri Grade 9 T.GPg.9-13

HEALTHY PLANET Agric & Nutri Grade 9 P.B Pg.19

Realia/Charts /Photographs/Pictures/Digital devices,

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Review the previous lesson

Ask learners to study the picture in figure 1 on page 19 of the learner’s book

**LESSON DEVELOPMENT**

**STEP 1**

Guide the learners to identify the components of integrated farming in the farm in figure 1

**STEP 2**

Guide the learners to use digital resources or print media, for information on the components or practices of integrated farming in conserving resources.

* This promotes digital literacy

**STEP 3**

Guide them to identify the components of integrated farming.

Guide the learners to make notes

**STEP 4**

Guide the learners to discuss fruit cultivation as one of the component of integrated farming and outline its contribution to resource conservation.

Guide the learners to share their findings during a class presentation.

* This promotes communication and collaboration

Guide learners to appreciate each other group and make positive critique of the presentations

**STEP 5**

Explain the key points in the learner’s book page 20 to the learners

**CONCLUSION:**

Ask the learners to share what they have learnt

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

**EXTENDED ACTIVITIES:**

Guide the learners to use digital resources or print media, for information on the components or practices of integrated farming in conserving resources

**REFLECTION ON THE LESSON:**

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|  | **AGRINUTRI** | 9 |  |  |  |

**STRAND**: **CONSERVATION OF RESOURCES**

**SUB STRAND**: **Integrated farming – components of integrated farming –** Agro forestry,

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

* State the contribution of agroforestry in conserving resources in the environment.
* Describe agroforestry as a component of integrated farming in conserving resources.
* Acknowledge the importance of agro forestry in conserving of resources in the environment

**KEY INQUIRY QUESTION (S)**

What is Agroforestry?

How does Agro forestry contribute in conserving resources in?

What are the components of Integrated Farming in conserving resources?

**LEARNING RESOURCES**

HEALTHY PLANET Agri & Nutri Grade 9 T.GPg.9-13

HEALTHY PLANET Agric & Nutri Grade 9 P.B Pg.19

Realia/Charts /Photographs/Pictures/Digital devices,

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Review the previous lesson

Ask learners to study the picture in figure 1 on page 19 of the learner’s book

**LESSON DEVELOPMENT**

**STEP 1**

Guide the learners to identify the components of integrated farming in the farm in figure 1

**STEP 2**

Guide the learners to use digital resources or print media, for information on the components or practices of integrated farming in conserving resources.

* This promotes digital literacy

**STEP 3**

Guide them to identify the components of integrated farming.

Guide the learners to make notes

**STEP 4**

Guide the learners to discuss Agro forestry as one of the component of integrated farming and outline its contribution to resource conservation.

Guide the learners to share their findings during a class presentation.

* This promotes communication and collaboration

Guide learners to appreciate each other group and make positive critique of the presentations

**STEP 5**

Explain the key points in the learner’s book page 20 to the learners

**CONCLUSION:**

Ask the learners to share what they have learnt

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

**EXTENDED ACTIVITIES:**

Guide the learners to use digital resources or print media, for information on the components or practices of integrated farming in conserving resources

**REFLECTION ON THE LESSON:**

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**STRAND**: **CONSERVATION OF RESOURCES**

**SUB STRAND**: **Integrated farming – components of integrated farming –** Livestock farming

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

* Outline the contribution of livestock farming in conservation of resources as a component of integrated farming.
* Describe livestock farming as a component of integrated farming.
* Appreciate livestock farming as a component of integrated farming in conserving resources.

**KEY INQUIRY QUESTION (S)**

How does livestock farming help in conserving resources in an integrated farm?

What are the components of Integrated Farming in conserving resources?

**LEARNING RESOURCES**

HEALTHY PLANET Agri & Nutri Grade 9 T.GPg.9-13

HEALTHY PLANET Agric & Nutri Grade 9 P.B Pg.19

Realia/Charts /Photographs/Pictures/Digital devices,

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Review the previous lesson

Ask learners to study the picture in figure 1 on page 19 of the learner’s book

**LESSON DEVELOPMENT**

**STEP 1**

Guide the learners to identify the components of integrated farming in the farm in figure 1

**STEP 2**

Guide the learners to use digital resources or print media, for information on the components or practices of integrated farming in conserving resources.

* This promotes digital literacy

**STEP 3**

Guide them to identify the components of integrated farming.

Guide the learners to make notes

**STEP 4**

Guide the learners to discuss livestock keepingas one of the component of integrated farming and outline its contribution to resource conservation.

Guide the learners to share their findings during a class presentation.

* This promotes communication and collaboration

Guide learners to appreciate each other group and make positive critique of the presentations

**STEP 5**

Explain the key points in the learner’s book page 20 to the learners

**CONCLUSION:**

Ask the learners to share what they have learnt

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

**EXTENDED ACTIVITIES:**

Guide the learners to use digital resources or print media, for information on the components or practices of integrated farming in conserving resources

**REFLECTION ON THE LESSON:**

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**STRAND**: **CONSERVATION OF RESOURCES**

**SUB STRAND**: **Integrated farming – components of integrated farming –** rabbit keeping

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

* State the contribution of rabbit keeping as components of integrated farming in conserving resources.
* Describe rabbit keeping as components of integrated farming.
* Embrace rabbit keeping as components of integrated farming in conserving resources

**KEY INQUIRY QUESTION (S)**

What are the contributions of rabbit keeping in conserving resources?

What are the components of Integrated Farming in conserving resources?

**LEARNING RESOURCES**

HEALTHY PLANET Agri & Nutri Grade 9 T.GPg.9-13

HEALTHY PLANET Agric & Nutri Grade 9 P.B Pg.19

Realia/Charts /Photographs/Pictures/Digital devices,

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Review the previous lesson

Ask learners to study the picture in figure 1 on page 19 of the learner’s book

**LESSON DEVELOPMENT**

**STEP 1**

Guide the learners to identify the components of integrated farming in the farm in figure 1

**STEP 2**

Guide the learners to use digital resources or print media, for information on the components or practices of integrated farming in conserving resources.

* This promotes digital literacy

**STEP 3**

Guide them to identify the components of integrated farming.

Guide the learners to make notes

**STEP 4**

Guide the learners to discuss rabbit keeping as one of the component of integrated farming and outline its contribution to resource conservation.

Guide the learners to share their findings during a class presentation.

* This promotes communication and collaboration

Guide learners to appreciate each other group and make positive critique of the presentations

**STEP 5**

Explain the key points in the learner’s book page 20 to the learners

**CONCLUSION:**

Ask the learners to share what they have learnt

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

**EXTENDED ACTIVITIES:**

Guide the learners to use digital resources or print media, for information on the components or practices of integrated farming in conserving resources

**REFLECTION ON THE LESSON:**

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**STRAND**: **CONSERVATION OF RESOURCES**

**SUB STRAND**: **Integrated farming – components of integrated farming –** Vegetable growing

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

* Identify the vegetables that can be grown in an integrated farm.
* Discuss the contribution of vegetable production in conserving resources in an integrated farm.
* Embrace vegetable production as a component of integrated farming in conserving resources

**KEY INQUIRY QUESTION (S)**

How does vegetable production help in conserving resources in an integrated farm?

What are the components of Integrated Farming in conserving resources?

**LEARNING RESOURCES**

HEALTHY PLANET Agri & Nutri Grade 9 T.GPg.9-13

HEALTHY PLANET Agric & Nutri Grade 9 P.B Pg.19

Realia/Charts /Photographs/Pictures/Digital devices,

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Review the previous lesson

Ask learners to study the picture in figure 1 on page 19 of the learner’s book

**LESSON DEVELOPMENT**

**STEP 1**

Guide the learners to identify the components of integrated farming in the farm in figure 1

**STEP 2**

Guide the learners to use digital resources or print media, for information on the components or practices of integrated farming in conserving resources.

* This promotes digital literacy

**STEP 3**

Guide them to identify the components of integrated farming.

Guide the learners to make notes

**STEP 4**

Guide the learners to discuss vegetable production as one of the component of integrated farming and outline its contribution to resource conservation.

Guide the learners to share their findings during a class presentation.

* This promotes communication and collaboration

Guide learners to appreciate each other group and make positive critique of the presentations

**STEP 5**

Explain the key points in the learner’s book page 20 to the learners

**CONCLUSION:**

Ask the learners to share what they have learnt

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

**EXTENDED ACTIVITIES:**

Guide the learners to use digital resources or print media, for information on the components or practices of integrated farming in conserving resources

**REFLECTION ON THE LESSON:**

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**STRAND**: **CONSERVATION OF RESOURCES**

**SUB STRAND**: **Integrated farming – components of integrated farming –**

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

* Outline the benefits of organic waste management and water management systems as components of integrated farming in conserving resources.
* Discuss the contribution of organic waste management and water management systems in conserving resources in an integrated farm.
* Embrace organic waste management and water management systems in conserving resources in an integrated farm.

**KEY INQUIRY QUESTION (S)**

What are the components of Integrated Farming in conserving resources?

**LEARNING RESOURCES**

HEALTHY PLANET Agri & Nutri Grade 9 T.GPg.9-13

HEALTHY PLANET Agric & Nutri Grade 9 P.B Pg.19

Realia/Charts /Photographs/Pictures/Digital devices,

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Review the previous lesson

Ask learners to study the picture in figure 1 on page 19 of the learner’s book

**LESSON DEVELOPMENT**

**STEP 1**

Guide the learners to identify the components of integrated farming in the farm in figure 1

**STEP 2**

Guide the learners to use digital resources or print media, for information on the components or practices of integrated farming in conserving resources.

* This promotes digital literacy

**STEP 3**

Guide them to identify the components of integrated farming.

Guide the learners to make notes

**STEP 4**

Guide the learners to discuss organic waste management and water management as one of the component of integrated farming and outline its contribution to resource conservation.

Guide the learners to share their findings during a class presentation.

* This promotes communication and collaboration

Guide learners to appreciate each other group and make positive critique of the presentations

**STEP 5**

Explain the key points in the learner’s book page 20 to the learners

**CONCLUSION:**

Ask the learners to share what they have learnt

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

**EXTENDED ACTIVITIES:**

Guide the learners to use digital resources or print media, for information on the components or practices of integrated farming in conserving resources

**REFLECTION ON THE LESSON:**

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| **SCHOOL** | **LEARNING AREA** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | **AGRINUTRI** | 9 |  |  |  |

**STRAND**: **CONSERVATION OF RESOURCES**

**SUB STRAND**: **Integrated farming – visiting households practicing integrated farming in the community**

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

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* Acknowledge the importance of crop production as a component of integrated farming in resource conservation

**KEY INQUIRY QUESTION (S)**

What are the components of Integrated Farming in conserving resources?

**LEARNING RESOURCES**

HEALTHY PLANET Agri & Nutri Grade 9 T.GPg.9-13

HEALTHY PLANET Agric & Nutri Grade 9 P.B Pg.19

Realia/Charts /Photographs/Pictures/Digital devices,

**ORGANISATION OF LEARNING**

Learning will take place in a household practicing integrated farming.

Learners will work individually, in pairs and small groups

**INTRODUCTION**

Learners to visit proceed to a household practicing integrated farming.

Inform learners on what is expected from them

**LESSON DEVELOPMENT**

**STEP 1**

Guide the learners to as they observe and study components of integrated farming and how they relate to each other

**STEP 2**

Guide the learners to take photographs of the various components of integrated farming practices

Remind the learners to save the photographs in a digital portifolio in a folder

* This promotes digital literacy

**STEP 3**

Guide the learners to discuss theif findings

**STEP 4**

Guide the learners to share their findings during a class presentation.

Guide learners to appreciate each other group and make positive critique of the presentations

**STEP 5**

Explain the key points in the learner’s book on page 20 to the learners

**CONCLUSION:**

Ask the learners to share what they have learnt

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

**EXTENDED ACTIVITIES:**

Guide the learners to search the internet using digital devices for video clips on housholds practising integrated farming

**REFLECTION ON THE LESSON:**

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| **SCHOOL** | **LEARNING AREA** | **GRADE** | **DATE** | **TIME** | **ROLL** |
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**STRAND**: **CONSERVATION OF RESOURCES**

**SUB STRAND**: **Integrated farming – designing an integrated farm model**

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

* Create a layout of their own integrated farm design on manila papers to illustrate integrated farming components.
* Make a model to illustrate integrated farming components using locally available materials.
* Enjoy creating layout of their integrated farm design.

**KEY INQUIRY QUESTION (S)**

What are the components of Integrated Farming in conserving resources?

Which locally available materials can you use to make a model of integrated farm?

**LEARNING RESOURCES**

HEALTHY PLANET Agri & Nutri Grade 9 T.GPg.9-13

HEALTHY PLANET Agric & Nutri Grade 9 P.B Pg.21

Realia/Charts /Photographs/Pictures/Digital devices,

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Review the previous lesson

Ask the learners to study the pictures in figure 2 on page 21 of the learner’s book.

Let them study the design of the integrated farm models shown in the pictures

**LESSON DEVELOPMENT**

**STEP 1**

Guide the learners to identify the components of integrated farming in the models shown in the pictures

**STEP 2**

Guide the learners identify and list some of the locally materials they will need to make a farm model

**STEP 3**

Guide the learners to design and sketch an integrated farm model of their choice

**STEP 4**

Guide the learners to share their sketches/design during a class presentation.

Guide learners to appreciate each other group and make positive critique of the presentations

**STEP 5**

Explain the key points in the learner’s book on page 22 to the learners

**CONCLUSION:**

Ask the learners to share what they have learnt

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

**EXTENDED ACTIVITIES:**

Guide the learners to search the internet using digital devices for video clips on housholds practising integrated farming and farm model

**REFLECTION ON THE LESSON:**

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|  | **AGRINUTRI** | 9 |  |  |  |

**STRAND**: **CONSERVATION OF RESOURCES**

**SUB STRAND**: **Integrated farming – making an integrated farm model**

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

* Create a layout of their own integrated farm design on manila papers to illustrate integrated farming components.
* Make a model to illustrate integrated farming components using locally available materials.
* Value self and each other's effort in constructing a model of integrated farm.

**KEY INQUIRY QUESTION (S)**

What are the components of Integrated Farming in conserving resources?

Which locally available materials can you use to make a model of integrated farm?

**LEARNING RESOURCES**

HEALTHY PLANET Agri & Nutri Grade 9 T.GPg.9-13

HEALTHY PLANET Agric & Nutri Grade 9 P.B Pg.21

Realia/Charts /Photographs/Pictures/Digital devices,

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Review the previous lesson

Ask the learners to study the pictures in figure 2 on page 21 of the learner’s book.

Let them study the design of the integrated farm models shown in the pictures

**LESSON DEVELOPMENT**

**STEP 1**

Guide the learners to assessmble the requiredmaterials

(cartoons, soil, papier mache and glue)

**STEP 2**

Guide the learners identify identify a suitable space in class where learners will constrcut their integrated farm model

**STEP 3**

Guide the learners through the steps of making an integrated farm model

Ask learners to make an integrated farming model following the steps given in the learner’s book on page 22-27

**STEP 4**

Guide the learners to present their farm model in class

Asess their work

Guide learners to appreciate each other group and make positive critique of the presentations

**STEP 5**

Learners to share their experiences during their activity

Let them also discuss the challenges they faced and the improvement to make

**CONCLUSION:**

Ask the learners to share what they have learnt

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

**EXTENDED ACTIVITIES:**

Guide the learners to search the internet using digital devices for video clips on housholds practising integrated farming and farm model

**REFLECTION ON THE LESSON:**

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| **SCHOOL** | **LEARNING AREA** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | **AGRINUTRI** | 9 |  |  |  |

**STRAND**: **CONSERVATION OF RESOURCES**

**SUB STRAND**: **Integrated farming – making an integrated farm model**

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

* Create a layout of their own integrated farm design on manila papers to illustrate integrated farming components.
* Make a model to illustrate integrated farming components using locally available materials.
* Value self and each other's effort in constructing a model of integrated farm.

**KEY INQUIRY QUESTION (S)**

What are the components of Integrated Farming in conserving resources?

Which locally available materials can you use to make a model of integrated farm?

**LEARNING RESOURCES**

HEALTHY PLANET Agri & Nutri Grade 9 T.GPg.9-13

HEALTHY PLANET Agric & Nutri Grade 9 P.B Pg.21

Realia/Charts /Photographs/Pictures/Digital devices,

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Review the previous lesson

Ask the learners to study the pictures in figure 2 on page 21 of the learner’s book.

Let them study the design of the integrated farm models shown in the pictures

**LESSON DEVELOPMENT**

**STEP 1**

Guide the learners to assessmble the requiredmaterials

(cartoons, soil, papier mache and glue)

**STEP 2**

Guide the learners identify identify a suitable space in class where learners will constrcut their integrated farm model

**STEP 3**

Guide the learners through the steps of making an integrated farm model

Ask learners to make an integrated farming model following the steps given in the learner’s book on page 22-27

**STEP 4**

Guide the learners to present their farm model in class

Asess their work

Guide learners to appreciate each other group and make positive critique of the presentations

**STEP 5**

Learners to share their experiences during their activity

Let them also discuss the challenges they faced and the improvement to make

**CONCLUSION:**

Ask the learners to share what they have learnt

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

**EXTENDED ACTIVITIES:**

Guide the learners to search the internet using digital devices for video clips on housholds practising integrated farming and farm model

**REFLECTION ON THE LESSON:**

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| **SCHOOL** | **LEARNING AREA** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | **AGRINUTRI** | 9 |  |  |  |

**STRAND**: **CONSERVATION OF RESOURCES**

**SUB STRAND**: **Integrated farming – importance of integrated farming in conserving the agricultural resources**

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

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* Discuss the importance of integrated farming in the conservation of resources.
* Search the internet or textbook for information on the importance of integrated farming in the conservation of resources..
* Appreciate the importance of integrated farming in the conservation of resources

**KEY INQUIRY QUESTION (S)**

What are the components of Integrated Farming in conserving resources?

Which locally available materials can you use to make a model of integrated farm?

**LEARNING RESOURCES**

HEALTHY PLANET Agri & Nutri Grade 9 T.GPg.9-13

HEALTHY PLANET Agric & Nutri Grade 9 P.B Pg.23-24

Realia/Charts /Photographs/Pictures/Digital devices,

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Review the previous lesson

Ask learners to read the conversation in the learner’s book on page 23-24

**LESSON DEVELOPMENT**

**STEP 1**

In groups guide the learners to identify the importance of integrated farming in the conversation

**STEP 2**

Guide the learners to use print or digital resources to find out information on importance of integrated farming in conserving the agricultural resources

Remind learners to make short notes

**STEP 3**

Guide the learners to discuss their findings

**STEP 4**

Guide the learners to share their findings during a class presentation.

Guide learners to appreciate each other group and make positive critique of the presentations

**STEP 5**

Take learners through the key points section and expound on the importance of integrated farming in conserving the agricultural resources

**CONCLUSION:**

Ask the learners to share what they have learnt

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

**EXTENDED ACTIVITIES:**

Ask learners to do the extended activity on page 25 of the learner’s book

**REFLECTION ON THE LESSON:**

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| **SCHOOL** | **LEARNING AREA** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | **AGRINUTRI** | 9 |  |  |  |

**STRAND**: **FOOD PRDUCTION PROCESSES**

**SUB STRAND**: **ORGANIC GARDENING – Organic gardening practices – searching for information on organic gardening practices in crop production**

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

* Explain the meaning of organic gardening.
* Identify the organic gardening practices in crop
* Observe pictures of organic gardening.
* Develop curiosity in practicing organic gardening.

**KEY INQUIRY QUESTION (S)**

What is organic gardening?

Why should we practice organic gardening?

**LEARNING RESOURCES**

HEALTHY PLANET Agri & Nutri Grade 9 T.GPg.14

HEALTHY PLANET Agric & Nutri Grade 9 P.B Pg.25-36

Realia/Charts /Photographs/Pictures/Digital devices,

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Review the previous lesson

**LESSON DEVELOPMENT**

**STEP 1**

In groups guide the learners to:brainstorm and present the meaning of organic gardening

**STEP 2**

Guide the learners to use print or digital resources to find out information on organic gardening practices in crop production

**STEP 3**

Guide the learners to discuss their findings on some of the organic gardening practices

**STEP 4**

Guide the learners to share their findings during a class presentation.

Guide learners to appreciate each other group and make positive critique of the presentations

**STEP 5**

Take learners through the key points section and expound on the organic gardening practices

**CONCLUSION:**

Ask the learners to share what they have learnt

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

**EXTENDED ACTIVITIES:**

Guide the learners use digital or print resources to search for information on organic gardening practices in crop production

**REFLECTION ON THE LESSON:**

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| **SCHOOL** | **LEARNING AREA** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | **AGRINUTRI** | 9 |  |  |  |

**STRAND**: **FOOD PRDUCTION PROCESSES**

**SUB STRAND**: **ORGANIC GARDENING – use of organic manure – searching for information on organic manure**

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

* Identify the organic gardening practices in crop production.
* Discuss the use of organic manure as an organic gardening practices in crop production
* Prepare organic manure from plant matter and animal waste.
* Acknowledge the benefits of organic manure in production of healthy foods.

**KEY INQUIRY QUESTION (S)**

Which organic gardening practices do you know?

What are the benefits of organic manure in crop production?

**LEARNING RESOURCES**

HEALTHY PLANET Agri & Nutri Grade 9 T.GPg.14

HEALTHY PLANET Agric & Nutri Grade 9 P.B Pg.25-36

Realia/Charts /Photographs/Pictures/Digital devices,

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Review the previous lesson

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**LESSON DEVELOPMENT**

**STEP 1**

Guide the learners to use print or digital resources to find out information on organic gardening manure as a gardening practice in crop production

Let them find out

1. How it is prepared
2. Its benefits

**STEP 2**

Guide the learners to discuss their findings on some of the organic manure

**STEP 3**

Guide the learners to share their findings during a class presentation.

Guide learners to appreciate each other group and make positive critique of the presentations

**STEP 4**

Take learners through the key points section and expound on the use of organic manure as an organic gardening practices

**CONCLUSION:**

Ask the learners to share what they have learnt

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

**EXTENDED ACTIVITIES:**

Guide the learners use digital or print resources for information on use of organic manure and its benefits as an organic gardening practice.

**REFLECTION ON THE LESSON:**

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| **SCHOOL** | **LEARNING AREA** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | **AGRINUTRI** | 9 |  |  |  |

**STRAND**: **FOOD PRDUCTION PROCESSES**

**SUB STRAND**: **ORGANIC GARDENING – use of organic manure – preparing green manure**

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

* Identify the organic gardening practices in crop production.
* Discuss use of organic manure as an organic gardening practices.
* Prepare organic manure from plant matter and animal waste.
* Acknowledge the benefits of organic manure in production of healthy foods.

**KEY INQUIRY QUESTION (S)**

Which organic gardening practices do you know?

What are the benefits of organic manure in crop production?

**LEARNING RESOURCES**

HEALTHY PLANET Agri & Nutri Grade 9 T.GPg.14

HEALTHY PLANET Agric & Nutri Grade 9 P.B Pg.25-36

Realia/Charts /Photographs/Pictures/Digital devices,

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Review the previous lesson

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**LESSON DEVELOPMENT**

**STEP 1**

Guide the learners use digital devices to watch a video clip on preparation of green manure

**STEP 2**

Guide the learners to identify the materials and tools required for preparing green manure

**STEP 3**

Guide the learners to outline the steps for preparing organic manure from plant waste and animal waste

Let them discuss the steps given in the learner’s book page 28-29

**STEP 4**

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**CONCLUSION:**

Ask the learners to share what they have learnt

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

**EXTENDED ACTIVITIES:**

Guide the learners to prepare green manure following the steps given in the learners book on page 28-29

**REFLECTION ON THE LESSON:**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| **SCHOOL** | **LEARNING AREA** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | **AGRINUTRI** | 9 |  |  |  |

**STRAND**: **FOOD PRDUCTION PROCESSES**

**SUB STRAND**: **ORGANIC GARDENING – use of organic pesticides –**

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

* Explain use organic pesticides as an organic gardening practice in crop production.
* Search for information on how to prepare an organic pesticide using locally available materials.
* Use locally available materials to prepare an organic pesticide.
* Acknowledge the benefits of organic pesticides in crop production

**KEY INQUIRY QUESTION (S)**

What are the benefits of organic pesticides in crop production?

**LEARNING RESOURCES**

HEALTHY PLANET Agri & Nutri Grade 9 T.GPg.14

HEALTHY PLANET Agric & Nutri Grade 9 P.B Pg.25-36

Realia/Charts /Photographs/Pictures/Digital devices,

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Review the previous lesson

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**LESSON DEVELOPMENT**

**STEP 1**

Guide the learners use digital or print resources to search for information on organic pesticides and its benefits in crop production.

**STEP 2**

Guide the learners to discuss organic pesticides and their benefits in crop production.

Guide the learners to share their findings during a class presentation

Guide learners to appreciate each other group and make positive critique of the presentations

**STEP 3**

Guide the learners to search the internet and identify natural substances that can used in making organic pesticides.

**STEP 4**

Guide the learners to use the identified natural resources to make an organic pesticide for use in crop production during their free time

Take the learners through the key points on page 30 of the learner’s book

**CONCLUSION:**

Ask the learners to share what they have learnt

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

**EXTENDED ACTIVITIES:**

Guide the learners to use locally available materials to prepare an organic pesticide.

**REFLECTION ON THE LESSON:**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| **SCHOOL** | **LEARNING AREA** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | **AGRINUTRI** | 9 |  |  |  |

**STRAND**: **FOOD PRDUCTION PROCESSES**

**SUB STRAND**: **ORGANIC GARDENING – mechanical weed control –**

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

* Identify the mechanical methods of weed control.
* Discuss mechanical weed control and use as organic gardening practices.
* Search the internet for the benefits of mechanical weed control in crop production.
* Embrace mechanical weed control in crop production

**KEY INQUIRY QUESTION (S)**

What are the benefits of mechanical weed control?

**LEARNING RESOURCES**

HEALTHY PLANET Agri & Nutri Grade 9 T.GPg.14

HEALTHY PLANET Agric & Nutri Grade 9 P.B Pg.25-36

Realia/Charts /Photographs/Pictures/Digital devices,

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Review the previous lesson

Ask learners to study the picture in activity 5 in the learner’s book

**LESSON DEVELOPMENT**

**STEP 1**

Guide the learners to identify the methods of mechanical weed control shown in activity 5

**STEP 2**

Guide the learners to use digital or print resources to search for information on mechanical weed control

**STEP 3**

Guide the learners to discuss and present mechanical weed control methods used to control weed

Learners to describe how the methods are carried out

Guide the learners also to state the precautions that should be taken when controlling the weeds using some of the methods

**STEP 4**

Guide the learners to discuss the benefits of the mechanical weed control in crop production.

**STEP 5**

Take the learners through the key points on page 32 of the learner’s book

**CONCLUSION:**

Ask the learners to share what they have learnt

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

**EXTENDED ACTIVITIES:**

Guide the learners to use digital or print resources to search for information on mechanical weed control

**REFLECTION ON THE LESSON:**

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| **SCHOOL** | **LEARNING AREA** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | **AGRINUTRI** | 9 |  |  |  |

**STRAND**: **FOOD PRDUCTION PROCESSES**

**SUB STRAND**: **ORGANIC GARDENING – mechanical weed control –**

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

* Identify the mechanical methods of weed control.
* Discuss mechanical weed control and use as organic gardening practices.
* Search the internet for the benefits of mechanical weed control in crop production.
* Embrace mechanical weed control in crop production

**KEY INQUIRY QUESTION (S)**

What are the benefits of mechanical weed control?

**LEARNING RESOURCES**

HEALTHY PLANET Agri & Nutri Grade 9 T.GPg.14

HEALTHY PLANET Agric & Nutri Grade 9 P.B Pg.25-36

Realia/Charts /Photographs/Pictures/Digital devices,

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Review the previous lesson

Ask learners to study the picture in activity 5 in the learner’s book

**LESSON DEVELOPMENT**

**STEP 1**

Guide the learners to identify the methods of mechanical weed control shown in activity 5

**STEP 2**

Guide the learners to use digital or print resources to search for information on mechanical weed control

**STEP 3**

Guide the learners to discuss and present mechanical weed control methods used to control weed

Learners to describe how the methods are carried out

Guide the learners also to state the precautions that should be taken when controlling the weeds using some of the methods

**STEP 4**

Guide the learners to discuss the benefits of the mechanical weed control in crop production.

**STEP 5**

Take the learners through the key points on page 32 of the learner’s book

**CONCLUSION:**

Ask the learners to share what they have learnt

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

**EXTENDED ACTIVITIES:**

Guide the learners to use digital or print resources to search for information on mechanical weed control

**REFLECTION ON THE LESSON:**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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|  | **AGRINUTRI** | 9 |  |  |  |

**STRAND**: **FOOD PRDUCTION PROCESSES**

**SUB STRAND**: **ORGANIC GARDENING –use of organic foliar feed – search for information on how to prepare organic foliar feed**

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

* Identify the importance of foliar feed fertilizer
* Discuss the use of organic foliar feed made from animal wastes and plants as organic gardening practices.
* Search the internet for the benefits of use of organic foliar feed in crop production.
* Embrace use of organic foliar feed in crop production

**KEY INQUIRY QUESTION (S)**

What are the benefits of mechanical weed control?

What are the benefits of organic foliar feed in crop production?

**LEARNING RESOURCES**

HEALTHY PLANET Agri & Nutri Grade 9 T.GPg.14

HEALTHY PLANET Agric & Nutri Grade 9 P.B Pg.25-36

Realia/Charts /Photographs/Pictures/Digital devices,

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Review the previous lesson

**LESSON DEVELOPMENT**

**STEP 1**

Guide the learners to use digital devices to search for information on how to prepare organic foliar feed using animal waste and plants such as Mexican sunflower

**STEP 2**

Let them note down the main points

**STEP 3**

Guide the learners to discuss and share their findings in a class discussion

**STEP 4**

Guide the learners to discuss the benefits of organic foliar feed in crop production.

**STEP 5**

Take the learners through the key points on page 33 of the learner’s book

**CONCLUSION:**

Ask the learners to share what they have learnt

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

**EXTENDED ACTIVITIES:**

Guide the learners to use digital or print resources to search the internet on how to prepare an organic foliar feed from animal wastes and plants.

**REFLECTION ON THE LESSON:**

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|  | **AGRINUTRI** | 9 |  |  |  |

**STRAND**: **FOOD PRDUCTION PROCESSES**

**SUB STRAND**: **ORGANIC GARDENING –use of organic foliar feed – preparing organic foliar feed**

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

* Identify the importance of organic foliar feed
* Search the internet for the benefits of use of organic foliar feed in crop production.
* Make/prepare a organic foliar feed using locally available materials
* Embrace use of organic foliar feed in crop production

**KEY INQUIRY QUESTION (S)**

What are the benefits of organic foliar feed in crop production?

**LEARNING RESOURCES**

HEALTHY PLANET Agri & Nutri Grade 9 T.GPg.14

HEALTHY PLANET Agric & Nutri Grade 9 P.B Pg.25-36

Realia/Charts /Photographs/Pictures/Digital devices,

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Review the previous lesson

Guide the learners to use digital devices to watch a video clip on how to prepare organic foliar feed using animal waste and plants such as Mexican sunflower

**LESSON DEVELOPMENT**

**STEP 1**

Guide the learners to collect all the necessary materials and tools need to prepare organic foliar feed

**STEP 2**

Guide learners in preparing organic foliar feed following the steps given in the learner’s book page 33-34

**STEP 3**

Guide the learners as they prepare the foliar feed

Remind the learners not to be close to one another when using various tools to avoid accidents

* This promotes safety

**STEP 4**

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**STEP 5**

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**CONCLUSION:**

Ask the learners to share what they have learnt

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

**EXTENDED ACTIVITIES:**

Guide the learners to use digital or print resources to search the internet on how to prepare an organic foliar feed from animal wastes and plants.

**REFLECTION ON THE LESSON:**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| **SCHOOL** | **LEARNING AREA** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | **AGRINUTRI** | 9 |  |  |  |

**STRAND**: **FOOD PRDUCTION PROCESSES**

**SUB STRAND**: **ORGANIC GARDENING – project – establishing and managing a short season crop using organic practices**

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

* Select a short season crop for growing using organic gardening practices.
* Prepare a section of the school farm for growing the selected short-season crop.
* Embrace teamwork as they select the short season crop and prepare a section of school farm for growing the crop

**KEY INQUIRY QUESTION (S)**

What should you consider in identifying a short season crop for growing using organic gardening practices?

**LEARNING RESOURCES**

HEALTHY PLANET Agri & Nutri Grade 9 T.GPg.14

HEALTHY PLANET Agric & Nutri Grade 9 P.B Pg.25-36

Realia/Charts /Photographs/Pictures/Digital devices,

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Review the previous lesson

Guide the learners to select a suitable site in the school compound where they will carry out their project

**LESSON DEVELOPMENT**

**STEP 1**

Guide the learners to identify tools and materials need for the project

**STEP 2**

Guide the learners in identifying and selecting the most appropriate short season crop for growing using the organic practices.

**STEP 3**

Guide the learners to plan for the project well

Guide the learners to discss how they will carry out the project

**STEP 4**

Ask learners to collaborate and share responsibilities as they prepare a section of school farm for growing the selected short season crop.

**STEP 5**

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**CONCLUSION:**

Ask the learners to share what they have learnt

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

**EXTENDED ACTIVITIES:**

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**REFLECTION ON THE LESSON:**

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| **SCHOOL** | **LEARNING AREA** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | **AGRINUTRI** | 9 |  |  |  |

**STRAND**: **FOOD PRDUCTION PROCESSES**

**SUB STRAND**: **ORGANIC GARDENING – project – establishing and managing a short season crop using organic practices**

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

* Select a short season crop for growing using organic gardening practices.
* Prepare a section of the school farm for growing the selected short-season crop.
* Grow the selected short-season crop using the organic gardening practices.
* Carry out the maintenance practices on the grown crops using organic gardening.
* Embrace teamwork as they select the short season crop and prepare a section of school farm for growing the crop

**KEY INQUIRY QUESTION (S)**

What should you consider in identifying a short season crop for growing using organic gardening practices?

How can we produce food crops through organic gardening?

**LEARNING RESOURCES**

HEALTHY PLANET Agri & Nutri Grade 9 T.GPg.14

HEALTHY PLANET Agric & Nutri Grade 9 P.B Pg.25-36

Realia/Charts /Photographs/Pictures/Digital devices,

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Review the previous lesson

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**LESSON DEVELOPMENT**

**STEP 1**

Guide the learners to establish and manage the crop following the steps given in the learner’s book page 34

**STEP 2**

Ask learners to share responsibilities as they grow/plant the selected short-season crop such as vegetable or legume using organic gardening practices.

**STEP 3**

Ask learners to carry out maintenance practices on the grown or planted crop.

**STEP 4**

Guide the learners to record observations during the project in their project portifolio

**STEP 5**

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**CONCLUSION:**

Ask the learners to share what they have learnt

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

**EXTENDED ACTIVITIES:**

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**REFLECTION ON THE LESSON:**

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| **SCHOOL** | **LEARNING AREA** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | **AGRINUTRI** | 9 |  |  |  |

**STRAND**: **FOOD PRDUCTION PROCESSES**

**SUB STRAND**: **ORGANIC GARDENING –importance of organic gardening in crop production**

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

* Define the term organic gardening in crop production.
* Discuss the benefits of organic farming in crop production.
* Search for information on the importance of organic gardening in production of healthy foods.
* Acknowledge the benefits of organic gardening in production of healthy foods.

**KEY INQUIRY QUESTION (S)**

Why should we practice organic gardening?

**LEARNING RESOURCES**

HEALTHY PLANET Agri & Nutri Grade 9 T.GPg.14

HEALTHY PLANET Agric & Nutri Grade 9 P.B Pg.25-36

Realia/Charts /Photographs/Pictures/Digital devices,

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Review the previous lesson

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**LESSON DEVELOPMENT**

**STEP 1**

Guide the learners to brainstorm on benefts of organic farming in crop production.

**STEP 2**

Guide the learners to use use relevant print media or onilne resources to find out the benefits of organic farming in crop production

**STEP 3**

Guide the learners to discuss

1. How organic gardening is lowers the cost of production.
2. How organic gardening is benefitial to human health and environment
3. How does organic gardening conserve soil

**STEP 4**

Guide the learners to share their findings during a class presentation.

Guide learners to appreciate each other group and make positive critique of the presentations

**STEP 5**

Take the learners through the key points section on page 35 of the learners book and reinforce their understanding on the benefits of organic farming in crop production

**CONCLUSION:**

Ask the learners to share what they have learnt

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

**EXTENDED ACTIVITIES:**

With the help of the parent , ask the learner to establish and manage vegetable, spicies or herbs in their home garden using organic gardening practices

**REFLECTION ON THE LESSON:**