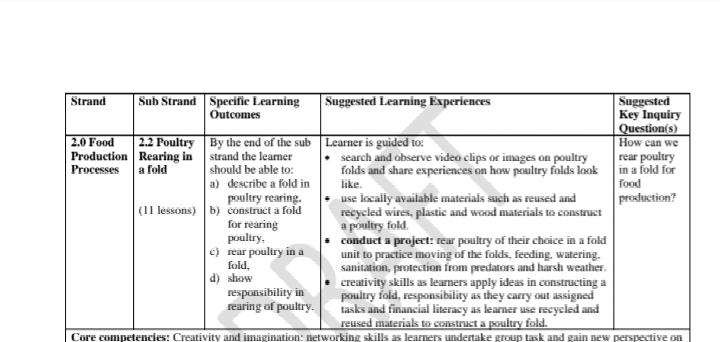
**GRADE 8 AGRICULTURE NUTRITION SCHEMES OF WORK**

**TERM 1**

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| **WEEK** | **LESSON** | **STRAND** | **SUB- STRAND** | **SPECIFIC LEARNING OUTCOMES** | **KEY INQUIRY QUESTIONS** | **LEARNING EXPERIENCES** | **LEARNING RESOURCES** |  | **REFLECTION** |
| **1** | **School opening and cleaning** | | | | | |  |  |  |
| **2** | **1** | **Conservation of Resources** | **Soil conservation measures** | By the end of the sub strand the learner should be able to:   1. Define soil conservation 2. Describe methods of soil conservation in agricultural environment | How can we conserve soil in the environment? | Learners are guide to:  Define soil conservation  Search and share information on methods of soil conservation (strip cropping, grassed water ways,stone lines,trash lines,soil bunds) using digital devices and print media | Digital devices, pictures,  Learners textbooks. Environment |  |  |
|  | **2** |  | **Soil conservation measures** | By the end of the substrand the learner should be able to:   1. Define soil conservation 2. Describe methods of soil conservation in agricultural environment | Hw can we conserve soil in the environment? | Learners are guided to:  Define soil conservation  Search and share information on methods of soil conservation ( strip cropping, grassed water ways, stone lines,trash lines, soil bunds) using digital devices and print media | Digital devices,picture, learners textbooks, local environment. |  |  |
|  | **3** |  | **Soil conservation measures** | By the end of the substrand the learner should be able to:   1. Name the methods of soil conservation 2. Describe the methods of soil conservation in agricultural environment | How can we conserve soil in the environment? | Learners are guided to: Define soil conservation  Describe the methods of soil conservation in agricultural environment | Digital devices, pictures, learners textbooks.local environment |  |  |
|  | **4** |  | **Soil conservation measures** | By the end of the substrand the learner should be able to:   1. Name the methods of soil conservation 2. Describe the methods of soil conservation in agricultural environment | How can we conserve soil in the environment? | Learners are guided to:  Define soil conservation  Name the methods of soil conservation  Describe the methods of soil conservation in agricultural environment | Digital devices, pictures, learners textbooks,local environment. |  |  |
| **3** | **1-4** |  | **Soil conservation measures** | By the end of the substrand the learner should be able to:   1. Carry out soil conservation activities in the environment | How can we conserve soil in the environment? | Learners are guided to:  Explore the school environment and carry out activities on soil conservation in the school such as strip cropping,, grassed water ways,stone lines,trash lines and soil bunds  Conduct a project: in groups learners to construct farm model using materials such as cartons, cardboards,soil and papier mache to demonstrate soil conservation on a farm layout | Soil,cartons, cardboards, papier mache, digital devices, learners textbooks,local environment |  |  |
| **4** | **1-2** |  | **Soil conservation measures** | By the end of the lesson the learner should be able to:  Demonstrate caring attitude towards soil in the environment | How can we conserve soil in the environment? | Learners are guided to:  In groups learners to conduct a project by constructing a farm model using materials such as cartons, cardboards, papier mache and soil.  Creativity skills as learners make a farm model illustrating soil conservation measures, value of unityas learners work in teams to conserve, environmental awareness as learners explore the school environment to observe soil erosion | Cartons, cardboards, papier mache,soil and local environment |  |  |
|  | **3-4** |  | **Water harvesting and storage** | By the end of the substrand the learner should be able to:   1. Explain various ways of harvesting rainwater 2. Discuss ways of storing harvested water for domestic use | How can we harvest and store rainwater for domestic purposes | Learners are guided to :  Search and share information in groups on how harvested water can be stored for purposes, using methods such as shallow water pans,water ponds and suitable water containers. | Digital devices, pictures, containers, local environment and learners textbooks |  |  |
| **5** | **1-4** |  | **Water harvesting and storage** | By the end of the substrand the learner should be able to:  Take part in harvesting and storing water in the school for domestic use. | How can we harvest and store rainwater for domestic purposes? | Learners are guide to:  Initiate measures of their choice towards water harvesting and storage in the school.  Make class presentations on possible initiatives and mantainance practices that can be made to harvest and store rainwater and surface runoff in the school environment | Digital devices, pictures, containers, local environment, learners textbooks |  |  |
| **6** | **1-2** |  | **Water harvesting and storage** | By the end of the substrand the learner should be able to:  Show responsibility in harvesting and storing water for domestic use | How can we harvest and store rainwater for domestic purposes? | Learners are guided to:  Make class presentations on possible initiatives and mantainance practices that can be made to harvest and store rainwater and surface runoff in the school environment.  Problem solving skills in initiating water harvesting and storage measures, value of responsibility in initiating and maintaining water harvesting, and environmental conservation as they adopt water harvesting and storage | Digital devices, pictures, containers, local environment, learners textbooks |  |  |
|  | **3-4** | **Food production processes** | **Kitchen and Backyard gardening** | By the end of the sub strand the learner should be able to:   1. Explain what is kitchen and Backyard gardening 2. Explain the role of kitchen and Backyard gardening in food production. | How does kitchen garden contribute to food production? | Learners are guided to:  Use digital and print resources to search for the roles of kitchen and Backyard garden in food production such as production of fresh healthy foods, saving money,,readily accessible  Explain what kitchen and Backyard gardening is | Digital devices, pictures, learners textbooks, local environment |  |  |
| **7** |  | **Exams and Half term break** | | | | | |  |  |
| **8** | **1-4** |  | **Kitchen and Backyard gardening** | By the end of the substrand the learner should be able to:   1. Prepare kitchen and Backyard garden 2. Establish crops such as vegetables,herbs and spices | How does kitchen garden contribute to food production? | Learners are guided to:  Collect farm equipments for preparing a kitchen garden  Prepare a kitchen or backyard garden and grow various crops such as vegetables,herbs and spices | Jembes,hoes, seedlings |  |  |
| **9** | **1-3** |  | **Kitchen and Backyard gardening** | By the end of the substrand the learner should be able to :   1. Establish a kitchen and Backyard garden for food production 2. Adopt the use of kitchen and Backyard garden for food production | How does kitchen garden contribute to food production? | Learners are guided to:  Establish a kitchen and Backyard garden for food production  Critical thinking skills as they establish kitchen or backyard garden to produce fresh foods,unity as they collaborate to establish the garden and food security as they grow fresh vegetables for food. | Digital devices, jembes,hoes, seedlings |  |  |
| **9** | **4** |  | **Poultry Rearing in a fold** | By the end of the sub strand the learner should be able to:  Describe a fold in poultry Rearing | How can we rear poultry in a fold for food production? | Learners are guided to search and observe video clips or images on poultry folds and share experiences on how poultry folds looks like | Digital devices, pictures, learners experiences, learners textbooks |  |  |
| **10** | **1-4** |  | **Poultry Rearing in a fold** | By the end of the substrand the learner should be able to   1. Describe a fold in poultry Rearing 2. Construct a fold for rearing poultry | How can we rear poultry in a fold for food production? | Learners are guided to:  Search and observe video clips or images on poultry folds and share experiences on how poultry folds looks like  Use locally available materials such as reused and recycled wires,plastics and wood materials to construct a poultry fold. | Wires, plastics and wood |  |  |
| **11** | **1-4** |  | **Poultry Rearing in a fold** | By the end of the substrand the learner should be able to:   1. Construct a fold for rearing poultry 2. Rear poultry in a fold | How can we rear poultry in a fold for food production? | Learners are guided to:  Use locally available materials such as reused and recycled wires, plastics and wood materials to construct a poultry fold.  Conduct a project by rearing poultry of their choice in a fold unitto practice moving of the folds, feeding, watering, sanitation, protection from predators and harsh weather | Digital devices,wires, plastics,wood,nails, local environment |  |  |
| **12&13** |  | **End term exams and closing of schools** | | | | | |  |  |

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