

Week 1&2

Topic: pest and diseases

Subtitle: pest and diseases of crop plants

Learning Objectives: At the end of this lesson, pupils should be able to:

1. Define pest and diseases.
2. list some common pest and diseases
3. mention the effect of pest and diseases
4. state the method of controlling pest.

INSTRUCTIONAL MATERIALS:

The teacher will teach the lesson with the aid of: charts and pictures showing the different types of house.

Resources and Materials:

Scheme of work

All relevant materials

9-Years Basic Education Curriculum

Online information



.Building Background/connection to prior knowledge: pupils are familiar with the topic in their previous classes.

Content

Pests are animals that damage agricultural produce by feeding on them. Common pests of crops are insects, birds, bats, rodents and monkeys. Diseases are abnormalities in the growth of crops. Common diseases of crops include

Maize smut, groundnut rosette, cassava mosaic, tomato rot, yam rot, cassava leaf blight And rice smut.

Pests and diseases have these adverse effects on the growth and development crop plants:

1. Pests reduce the growth of crop plants by eating up their leaves.
2. Pests and diseases reduce the yield of crop plants by reducing the quality of fruits and seeds harvested.
3. They reduce the quality of farm produce and stored grains.

4. Some pests transmit diseases to human by poisoning and contaminating harvested produce of crop plants meant for human consumption. Crop plants mostly affected by pests and diseases are cereals, tubers, legumes, fruits and vegetables

COMMON PEST

The pests that affect them are

Insects
rodents,
birds
Bat
monkeys.

Insect pests

The insects that damage cereal crops include stem borers, weevils and army worms. The stem borer damages the crops by boring holes into, and chewing the stems of maize, sugarcane, sorghum and rice. It also damages the cobs of maize.

Rodents

The common rodents that damage cereal crops are rats and grass cutters. They also damage the young seedlings of cereal crops.

Birds

Common birds that damage cereal crops include weaver birds, quells and bush fowls. Weaver birds eat up mature grains of cereals, such as rice, maize and guinea corn. They also tear off parts of the leaves of the crops for making their nests. This reduces the yield of crops. Bush fowls feed on mature grains of cereal crops.

Methods of controlling pests

1. Maintain adequate farm hygiene.
2. Plant crops in time.
3. Treat seeds with protective chemicals.
4. Trap and kill rodents.
5. Use scarecrows to keep off birds.

Strategies& Activities:

Step: Teacher revises the previous topic.

Step 2: Teacher introduces the new topic.

Step3: Teacher explains the new topic.

Step4: Teacher welcomes pupils questions.

Step5: Teacher evaluates the pupils.

Assessment & Evaluation:

1. Define pest and diseases.
2. List some common pest and diseases
3. Mention the effect of pest and diseases
4. State the method of controlling pest.

(WRAP-UP CONCLUSION)

Teacher goes over the topic once again to enhance better understanding.

ASSIGNMENT

1. List four crop diseases and the agents that cause them.
2. Name five common pests of farm animals. Mention and describe the damage they do to crops.
3. List three specific methods of controlling pests of tuber crops.
4. List three specific methods of controlling diseases of cereal crops.
5. List three adverse effects of using chemicals to control pests of crop plants

Week 3

Topic: CROP DISEASES

Subtitle: CASUAL AGENT OF CROP DISEASES

Learning Objectives: At the end of this lesson, pupils should be able to:

1. explain crop diseases
2. Identify common diseases on our farm

INSTRUCTIONAL MATERIALS:

The teacher will teach the lesson with the aid of: charts

Resources and Materials:

Scheme of work

All relevant materials

9-Years Basic Education Curriculum

Online information

.Building Background/connection to prior knowledge: pupils are familiar with the topic in their previous classes.

Content

A disease is an abnormal condition that damages a plant, reduce the yield of usefulness of man.

CASUAL AGENT OF CROPS DISEASES

1.Fungi

2. Bacteria

Virus

Nematodes

SOME COMMON CROP DISEASES

1.Maize smut

2. Cassava mosaics

3. Tomato rot

4. Blights

5. Root rot

6. Groundnut rosette

Strategies& Activities:

Step: Teacher revises the previous topic.

Step 2: Teacher introduces the new topic.

Step3: Teacher explains the new topic.

Step4: Teacher welcomes pupils questions.

Step5: Teacher evaluates the pupils.

Assessment & Evaluation:

.1.explain crop diseases

2.Identify common diseases on our farm

(WRAP-UP CONCLUSION)

Teacher goes over the topic once again to enhance better understanding.

ASSIGNMENT

1.state the meaning of farm diseases.

2. name five diseases in the locality.



WEEK 4

Topic: Raise school farm

Subtitle: Raise school farm (practice)

Learning Objectives: At the end of this lesson, pupils should be able to:
Mention some ways a school farm can be raised

INSTRUCTIONAL MATERIALS:

The teacher will teach the lesson with the aid of; Charts

Resources and Materials:

Scheme of work

All relevant materials

9-Years Basic Education Curriculum

Online information

.Building Background/connection to prior knowledge: pupils are familiar with the topic in their previous classes.

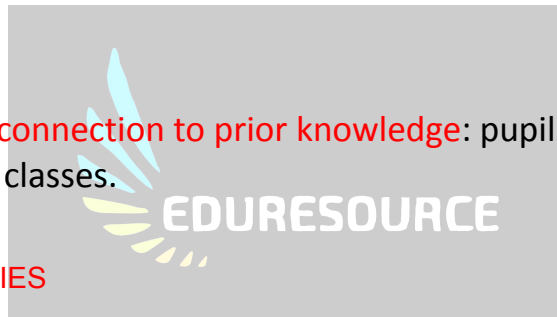
Content

PRE PLANTING ACTIVITIES

1. Choose a suitable site
2. Clearing of land and stumping
3. Selection of seedlings
4. Planting locally grown crops on ridges and beds in the school farm.

POST PLANTING ACTIVITIES

1. Watering, mulching, thinning and supply
2. Application of fertilizers
3. Weeding
4. Staking where necessary
5. Application of pesticides



6. Harvesting of mature crops.

Strategies& Activities:

Step: Teacher revises the previous topic.

Step 2: Teacher introduces the new topic.

Step3: Teacher explains the new topic.

Step4: Teacher welcomes pupils questions.

Step5: Teacher evaluates the pupils.

Assessment & Evaluation:

Mention some ways a school farm can be raised

(WRAP-UP CONCLUSION)

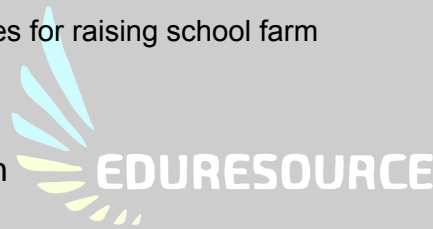
Teacher goes over the topic once again to enhance better understanding.

ASSIGNMENT

Mention 5 post planting activities for raising school farm

WEEK5

Topic: Livestock production



Subtitle: Requirement for livestock production and animal husbandry

Learning Objectives: At the end of this lesson, pupils should be able to:

1. Define livestock and animal husbandry

2. mention the livestock animals

INSTRUCTIONAL MATERIALS:

The teacher will teach the lesson with the aid of: charts

Resources and Materials:

Scheme of work

All relevant materials

9-Years Basic Education Curriculum

Online information

.Building Background/connection to prior knowledge: pupils are familiar with the topic in their previous classes.

Content

MEANING OF LIVESTOCK

Livestock is commonly defined as domesticated animals raised in an agricultural setting to produce labor and commodities such as meat, eggs, milk, fur, leather, and wool. The breeding, maintenance, and slaughter of livestock, known as animal husbandry.

There are many steps involved in raising farm animals, right from when they are young, till when they are old or mature and are ready for marketing. These steps can be generally grouped into housing, feeding, health care and handling for marketing.

cattle,

sheep

, goats,

Pigs

horses

donkeys

snail

rabbit



Strategies& Activities:

Step: Teacher revises the previous topic.

Step 2: Teacher introduces the new topic.

Step3: Teacher explains the new topic.

Step4: Teacher welcomes pupils questions.

Step5: Teacher evaluates the pupils.

Assessment & Evaluation:

Strategies& Activities:

Step: Teacher revises the previous topic.

Step 2: Teacher introduces the new topic.

Step3: Teacher explains the new topic.

Step4: Teacher welcomes pupils questions.

Step5: Teacher evaluates the pupils.

Assessment & Evaluation:

. 1. Define livestock and animal husbandry

2. mention the livestock animals

(WRAP-UP CONCLUSION)

Teacher goes over the topic once again to enhance better understanding.

ASSIGNMENT

Mention 5 livestock animals that you know

WEEK 6

Topic: Livestock management

Subtitle: Requirement for livestock management

Learning Objectives: At the end of this lesson, pupils should be able to:

1. Mention the requirement for livestock management

2. State how to care for farm animals

INSTRUCTIONAL MATERIALS:

The teacher will teach the lesson with the aid of: charts

Resources and Materials:

Scheme of work

All relevant materials

9-Years Basic Education Curriculum

Online information

.Building Background/connection to prior knowledge: pupils are familiar with the topic in their previous classes.

Content

Procedure for raising cattle

There are many steps involved in raising farm animals, right from when they are young, till when they are old or mature and are ready for marketing. These steps can be generally grouped into housing, feeding, health care and handling for marketing.

Procedure for raising cattle

Cattle are large farm animals with or without (big) horns which are reared for milk and meat. They are mostly found in the northern part of the country. They are raised using the following procedure:

Housing

Cattle require little housing facilities. They are kept mostly in the open field to graze and rest under the shade of trees. Rare move them from one place to another in search of pasture. This is known as the nomadic system of cattle rearing .Milking and nursing cows require some form of housing or shelter. The house should be well ventilated and have sufficient space for the milkier and the young ones.

Feeding

Cattle feed more on grasses and legumes in the pastures. Rarer usually move them around the fields to graze and drink from streams, lakes or troughs.

Procedure for rearing sheep and goats

Sheep and goats are found in every part of the country, although they are more in the north. They are raised through the following procedure:

Housing

Sheep and goats do not require expensive houses or pens. The houses should be low and have low walls for protection from cold at night. The roof of the pens may be of iron sheets or grass. Grass houses are better because they are cooler in the hot season. Sheep and goats enjoy free movement, and they perform better when left unrestricted. In the northern part of the country, sheep and goats are allowed to run with cattle in the pasture. In the west, they are allowed to roam freely and rest outside at night. In the east, they are confined in the pens or within the compound where they are fed with grass fodder.

1. Herding:

This is also called extensive system of feeding. In this system, the animals are allowed to feed freely on a vast area of land. This system is good because it enables the animals to pick up food of their choice and at the same time run around and exercise themselves.

2. Semi-stall feeding:

In this system, the animals are kept in an enclosure. Movement is, therefore, restricted. A stall or house is built and racks provided for placing feed, grass or kitchen waste for the animals. Drinking water is also provided. If the enclosure has grass already, the animals are allowed to feed on it. This is also called semi intensive method.

3. Tether:

This is a system of keeping sheep and goats tied to a stake with a rope or tether. The animals are almost not free to move, and whatever movement they make depends on the length of the rope. The animals may be taken out to open pastures and tied to shrubs while they feed on available grass.

Procedure for rearing pigs

Pigs are kept mainly for pork, bacon and lard.

Housing

Pigs require cheap and simple houses or stays. The houses may be of metal roofs or thatch. It should be well ventilated with low walls and doors. The floor should be of rough concrete. Feed and water troughs should also be of concrete. A wallowing bay or facility should be provided in one corner of the pen.

Feeding

Pigs eat almost everything eaten by man. In the villages, they are allowed to roam about in search of food. Pigs reared in pens are fed with concentrates and vegetable matter.

CARE OF FARM ANIMAL

1. Cleaning animal environment

2. Animal inspection

3. Food hygiene

4. Clean water

Strategies & Activities:

Step: Teacher revises the previous topic.

Step 2: Teacher introduces the new topic.

Step3: Teacher explains the new topic.

Step4: Teacher welcomes pupils questions.

Step5: Teacher evaluates the pupils.

Assessment & Evaluation:

1. Mention the requirement for livestock management

2. State how to care for farm animals

(WRAP-UP CONCLUSION)

Teacher goes over the topic once again to enhance better understanding.

ASSIGNMENT



1. Explain housing and feeding in livestock management
2. List 3 ways one can care for farm animals

WEEK7

Topic: Animal feed

Subtitle: Components of animal feed

Learning Objectives: At the end of this lesson, pupils should be able to:

1. Define animal feed
2. mention the basic types of food

INSTRUCTIONAL MATERIALS:

The teacher will teach the lesson with the aid of: charts

Resources and Materials:

Scheme of work

All relevant materials

9-Years Basic Education Curriculum

Online information



.Building Background/connection to prior knowledge: pupils are familiar with the topic in their previous classes.

Content

COMPONENT OF ANIMALS FEED

Animals feed is a food given to domestic animals in the course of breeding or rearing of animals

There are two basic types, namely-locally and process foods

Domestic animals like cattle, goat, sheep, chicken, bird etc generally feed on plants, grains, or both. Animals feed on yam or potato pills, chaff, and household food scraps etc

This type of animals feed are cheap and available naturally or locally without stress. They are rich in nutrients require for animals to grow well and produce in large quantities.

PROCESS

Most animal feed is plants, grains, chaff, etc. but some of the animals feed are now processed feeds by some manufacturers adding ingredients are required for animals to grow healthy. Good examples of these animals feed are starter, grower, layer, mash chicken feed.

Strategies & Activities:

Step: Teacher revises the previous topic.

Step 2: Teacher introduces the new topic.

Step3: Teacher explains the new topic.

Step4: Teacher welcomes pupils questions.

Step5: Teacher evaluates the pupils.

Assessment & Evaluation

1. Define animal feed

2.mention the basic types of food

(WRAP-UP CONCLUSION)

Teacher goes over the topic once again to enhance better understanding.

ASSIGNMENT

Mention the 2 basic types of food

WEEK 8

Topic: Healthy growth for animals

Subtitle: Specific needs of young animals for healthy growth

Learning Objectives: At the end of this lesson, pupils should be able to

1.Mention the needs for growing farm animals

2.List some animals and their young ones

INSTRUCTIONAL MATERIALS:

The teacher will teach the lesson with the aid of: charts

Resources and Materials:

Scheme of work

All relevant materials

9-Years Basic Education Curriculum



Online information

.Building Background/connection to prior knowledge: pupils are familiar with the topic in their previous classes.

Content

NEEDS OF GROWING FARM ANIMALS

Young farm animals require special care soon after they are born. Growing farm animals also have some specific needs to grow well and productive.

ANIMALS WITH THEIR YOUNG ONES

1. Chicken-chicks
2. goat-kids
3. Pigs-piglets
4. Cow- calf
5. Sheep-lambs

NEEDS OF GROWING FARM ANIMALS

Food

Chicks require chick mash. This is a specially balanced food for chicks. The food should be put in flat feeding troughs for the chicks to pick up easily. Piglet, kids, and lambs should be allowed to suck milk from their mother.

Clean water

Young animals should be provided with clean water.

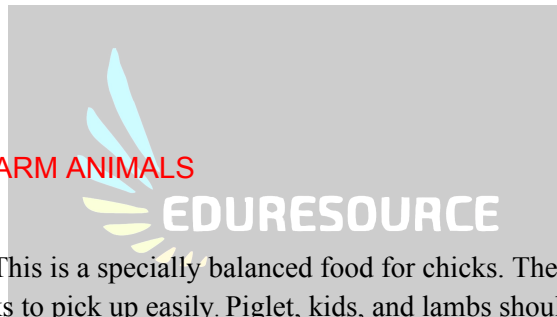
Medication

Veterinary doctors should be invited to check the young animals regularly for good health.

Housing

Clean environment

1. keep the environment clean always
2. clean the feeding and drinking troughs regularly
3. keep the surroundings of the building clean from weeds, and well protected from pest.



Strategies& Activities:

Step: Teacher revises the previous topic.

Step 2: Teacher introduces the new topic.

Step3: Teacher explains the new topic.

Step4: Teacher welcomes pupils questions.

Step5: Teacher evaluates the pupils.

Assessment & Evaluation

1.Mention the needs for growing farm animals

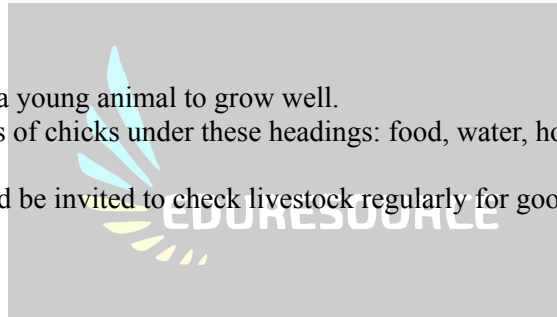
2.List some animals and their young ones

(WRAP-UP CONCLUSION)

Teacher goes over the topic once again to enhance better understanding.

ASSIGNMENT

- 1.List five specific needs of a young animal to grow well.
- 2.Describe the specific needs of chicks under these headings: food, water, housing, medication and clean environment.
- 3.Which professionals should be invited to check livestock regularly for good health?



WEEK9

Topic: Effects of lack of care on the growing animals

Subtitle: care s for young animals

Learning Objectives: At the end of this lesson, pupils should be able to

- 1.State the effects of lack of care for poor young animals
2. mentions some ways we can care for young school animals

INSTRUCTIONAL MATERIALS:

The teacher will teach the lesson with the aid of: charts

Resources and Materials:

Scheme of work

All relevant materials

9-Years Basic Education Curriculum

Online information

.Building Background/connection to prior knowledge: pupils are familiar with the topic in their previous classes.

Content

CARES FOR YOUNG SCHOOL ANIMALS

Balanced ratio

Clean water

Adequate medication

Clean environment

Housing

Good, skillful and competence

Separate the sick animals for treatment

Maintain appropriate levels of animal welfare

Recognize animal symptoms

Good and proper record of farm animals

EFFECTS OF LACK OF CARES ON THE GROWING ANIMALS

It leads to poor growth

It reduces milk and meat

It reduces farmers income

It attracts to animals diseases

The animals become weak and sick

The animals lost its body figure

Untimely death

Strategies& Activities:

Step: Teacher revises the previous topic.

Step 2: Teacher introduces the new topic.

Step3: Teacher explains the new topic.

Step4: Teacher welcomes pupils questions.

Step5: Teacher evaluates the pupils.

Assessment & Evaluation

- 1.State the effects of lack of care for poor young animals
 2. mentions some ways we can care for young school animals
- (WRAP-UP CONCLUSION)

Teacher goes over the topic once again to enhance better understanding.

ASSIGNMENT

Mention5 effects of lack of care for poor young ones

List 5 ways we can care for young school animals

WEEK 10

Topic: Dirty environment and starvation

Subtitle: Effect of dirty environment and starvation on the poor growth of young animals

Learning Objectives: At the end of this lesson, pupils should be able to

1. Define a dirty environment and starvation
2. State the effect of dirty environment on poor young animals
3. State the effect of starvation on poor growing animals

INSTRUCTIONAL MATERIALS:

The teacher will teach the lesson with the aid of: charts

Resources and Materials:

Scheme of work

All relevant materials

9-Years Basic Education Curriculum

Online information

.Building Background/connection to prior knowledge: pupils are familiar with the topic in their previous classes.

Content

MEANING OF DIRTY ENVIRONMENT

A dirty environment is an unhygienic environment that are harmful to both man and animals, dirty environment are made of dirty materials or substances

MEANING OF STARVATION

Starvation is a lack of food. Animals need to feed well in order to grow well.

EFFECTS OF DIRTY ENVIRONMENT ON POOR GROWING ANIMALS

The health of the animals will reduce

The animal will become sick

No hygiene water and food for animals

Dirty environment will produce dirty and unhealthy animals

Diseases contaminated animals will infect other animals

Dirty and unhealthy animals attract diseases

The animal will starve to death

EFFECTS OF STARVATION ON POOR GROWING ANIMALS

Faintness

Dizziness

Blood pressure reduce

Weakness

Dehydration

Unable to breathe well

Thyroid disorder

Body temperature fluctuation

Organ failure

Death

Strategies& Activities:

Step: Teacher revises the previous topic.

Step 2: Teacher introduces the new topic.

Step3: Teacher explains the new topic.

Step4: Teacher welcomes pupils questions.

Step5: Teacher evaluates the pupils.

Assessment & Evaluation

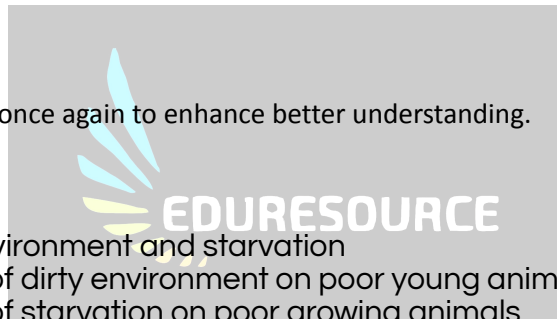
1. Define a dirty environment and starvation
2. State the effect of dirty environment on poor young animals
3. State the effect of starvation on poor growing animals

(WRAP-UP CONCLUSION)

Teacher goes over the topic once again to enhance better understanding.

ASSIGNMENT

1. Define a dirty environment and starvation
2. State the effect of dirty environment on poor young animals
3. State the effect of starvation on poor growing animals



WEEK 11

Topic: How to raise livestock

Subtitle: Procedure for rearing animals

Learning Objectives: At the end of this lesson, pupils should be able to

Mention the procedure for rearing animals

INSTRUCTIONAL MATERIALS:

The teacher will teach the lesson with the aid of: charts

Resources and Materials:

Scheme of work

All relevant materials

9-Years Basic Education Curriculum

Online information

.Building Background/connection to prior knowledge: pupils are familiar with the topic in their previous classes.

Content

PROCEDURE FOR REARING ANIMALS

Construct a house or provide

Provide shelter

Provide necessary rearing equipment

Buy young animal to rear

Provision of food

Provision of water daily

Provide medication when necessary

Clean the house regularly

Routine check by veterinary personnel

Removal of sick and dead animals

Sell of slaughter when matured

Strategies& Activities:

Step: Teacher revises the previous topic.

Step 2: Teacher introduces the new topic.

Step3: Teacher explains the new topic.

Step4: Teacher welcomes pupils questions.

Step5: Teacher evaluates the pupils.

Assessment & Evaluation

Mention the procedure for rearing animals



(WRAP-UP CONCLUSION)

Teacher goes over the topic once again to enhance better understanding.

ASSIGNMENT

Mention 10 procedure for rearing animals

