

WEEKS	TOPICS	Learning Objectives: By the end of the lessons, students should be able to:
1.	Revision of second term's work	Resumption test, Review of second term's work
2	Rearing of farm animals	Meaning, types, examples, kinds, importance or uses, animals that can be raised
3	Procedures for rearing farm animals	Identify tools needed, demonstrate on school farm
4	Rearing of any farm animals, e.g. chicken, rabbit or snail	Identify tools and materials needed, construct medium cage , raise any farm animals chicken, rabbit or snail at the school farm
5	Management of arm animals	Identify feeding, keeping records, sanitation or care
6	System of farm animals	Identify, explain intensive, extensive, semi-intensive, state and explain advantages and disadvantages
7	Mid- Term break / Mid-term Test	Mid-term test / Continuous assessment / Open day
8	Common pests and parasites of farm animals	Explain , outline common pests, methods of controlling pest or parasites
9 – 10	Common diseases of farm animals	Define, state causes, examples of farm animals diseases, state symptoms, modes of transmission, effects, prevention and control of diseases
11	Revision	Revisions
12-13	EXAMINATION	

REFERENCES

1. **NERDC**
2. **UBE**
3. **UNIFIED SCHEME OF WORK**
4. **ONLINE SOURCES ETC.**

WEEK: 2

DAY:

SUBJECT:

DATE:

TOPIC:

SUBTOPIC:

PERIODS:

DURATIONS:

LEARNING OBJECTIVES: At the end of the lesson, Pupils should be able to

1. **Meaning Of Rearing of farm animals or farm animals**
2. **Kinds or types of farm animals**
3. **Importance or uses**
4. **Animals that can be raise and product they produce**

KEY VOCABULARY WORDS:

INSTRUCTIONAL MATERIALS: Wall charts, Pictures, Related Online Video, Flash Cards

CONTENT: REARING OF FARM ANIMALS

Meaning of Farm Animals

Farm animals are animals that are reared by man for different purposes such as food supply, income generation, clothing materials, etc. Examples include goats, sheep, rabbits, poultry, cattle, pigs, fish, snails, etc.

Types of Farm Animals

The following are the forms of farm animals:

1. Work animals
2. Dairy animals
3. Guard animals
4. Poultry
5. Pets
6. Aquatic animals



1. Work Animals:

These are animals that are used for work on the farm. They are used for carrying loads, ploughing, harrowing and ridging e.g cattle, [Sokoto Gudali, White Fulani], (in forms of bull and bullock). Such animals are called **draught animals**. The normal output of a working bull is about 500W compared to that of a man which about 75W. Work animals are also used for transportation and carrying of load e.g. horses, camels and donkeys. Such animals are referred to as **beasts of burden**. They have the ability to survive or travel long distance without water.

Characteristics of Work Animals

The following are the characteristics of work animals:

1. They are well built with good body conformation.
2. They can survive or travel long distance without water.
3. They are rugged and have very great strength.
4. They have strong hind limbs.
5. They are docile and tolerant.



The rearing of animals is defined as animals raised or bred for their use, or for pleasure or for profit, oftentimes they are raised for food. This branch of Agriculture is called Animal husbandry.



ESOURCE



ACTIVITY

1. Mention some farm animals and the products obtained from them that can be sold for profits.

ANIMALS AND THE Products Obtained From them

Animal	Products Obtained
1 Cattle(Cow)	Meat (Beef) milk, cheese, hides and skin
2 Goat	Meat(chevon), milk, cheese,
3 sheep	Meat (Mutton) wool, hides and skin
4 Fowl	Meat (chicken), egg,

USES OF FARM ANIMALS

Farm animals can be used for various things, in our day to day life, it helps us in lots of ways. Some of the uses of farm animals are:

- For food. e.g. goats, cows and so on.
- For security protection. e.g. dogs.
- They are used for clothing. e.g. rabbits' fur (fur means the hair) and skin of horses.
- They can be used as by-products such as Animal fats, Hides and skins.

ACTIVITY

1. Mention three more farm animals and the products that are obtained from them.

Selling Agricultural Products for Profit

As we have stated before now, farm animals are reared majorly for business or profit purposes. In selling their agricultural products, farmers are not only making money for themselves, they also make enough food available for the society. During the time of farming, because they are producing in large quantities, they will need other people to help out. In doing this they have provided jobs or employment opportunities for other people.



RESOURCE



EVALUATION

1. Discuss the benefits of farming and selling agricultural products.

WEEK: 3
DATE:
SUBTOPIC:

DAY:
TOPIC:
PERIODS:

SUBJECT:
DURATIONS:

TOPIC: PROCEDURES FOR REARING FARM ANIMALS

PERFORMANCE OBJECTIVES: By the end of the lesson, the pupils should have attained the following objectives (cognitive, affective and psychomotor) and should be able to:

1. Mention steps involved in raising livestock.
2. Describe how to raise a named farm animal.
3. Identify and select appropriate housing and equipment for rearing – rabbits, guinea pigs, chicken.
4. Feed the livestock with the appropriate rations.

ENTRY BEHAVIOR: The pupils are required to already have learned effects of dirty environment. And starvation.

INSTRUCTIONAL MATERIALS: The teacher will teach the lesson with the aid of:
chart of different animal houses.

METHOD OF TEACHING – Choose a suitable and appropriate methods for the lessons.

Note – Irrespective of choosing methods of teaching, always introduce an activities that will arouse pupil's interest or lead them to the lessons.

REFERENCE MATERIALS. Scheme of Work. 9 – Years Basic Education Curriculum. Course Book
All Relevant Material Online Information

INTRODUCTION

There are many steps involved in raising farm animals, right from when they are young, till when they are mature and are ready for marketing or personal consumption.

GENERAL PROCEDURES FOR REARING FARM ANIMALS

A. Housing

1. Construct a house or provide shelter
2. Provide shelter
3. Provide necessary rearing equipment
4. Buy the young animal to rear

B. Feeding

5. Provide feed and water daily.

C. Health Care

6. Provide medications when necessary
7. Clean the house regularly
8. Routine check by veterinary personnel
9. Removal of sick or dead animals

D. Handling for Marketing

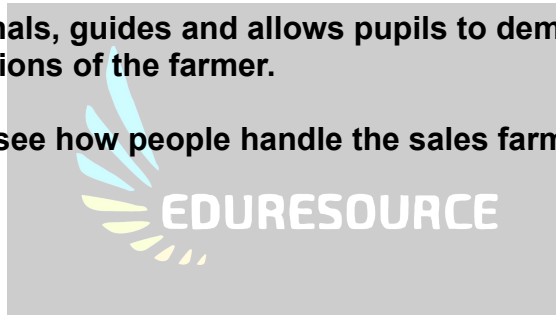
10. Sell or slaughter when matured

Note – animals like cattle are kept in open field to graze on the pasture. While the nursing cattle are kept and feed properly in a shelter.

Teacher's Activities

A trip to the nearest farm animals, guides and allows pupils to demonstrate some of these procedures under the instructions of the farmer.

Also to the nearest market to see how people handle the sales farm animals.



PRESENTATION

To deliver the lesson, the teacher adopts the following steps:

1. To introduce the lesson, the teacher revises the previous lesson. Based on this, he/she asks the pupils some questions;
2. Discusses the procedures for raising livestock.

Pupil's Activities – Participate in the class discussion.

Teacher's/Pupil's Activities – Take the pupils on a trip to the nearest farm animals to demonstrate some procedures for rearing livestock. Also to the nearest market to see how people handle the sales farm animals.

LESSON EVALUATION: Pupils to:

1. Construct good hutches and cages.
2. Keep proper farm records.

CONCLUSION

- To conclude the lesson for the week, the teacher revises the entire lesson and links it to the following week's lesson.
- Next Lesson –



WEEK: 4
DATE:
SUBTOPIC:

DAY:
TOPIC:
PERIODS:

SUBJECT:
DURATIONS:

TOPIC: Rear any Livestock and Apply Necessary Skills and Procedures

PERFORMANCE OBJECTIVES: By the end of the lesson, the pupils should have attained the following objectives (cognitive, affective and psychomotor) and should be able to:

1. Mention steps involved in raising livestock.
2. Describe how to raise a named farm animal.
3. Identify and select appropriate housing and equipment for rearing – rabbits, guinea pigs, chicken.
4. Feed the livestock with the appropriate rations.

ENTRY BEHAVIOR: The pupils are required to already have learned effects of dirty environment. And starvation.

INSTRUCTIONAL MATERIALS: The teacher will teach the lesson with the aid of:
chart of different animal houses.

METHOD OF TEACHING – Choose a suitable and appropriate methods for the lessons.

Note – Irrespective of choosing methods of teaching, always introduce an activities that will arouse pupil's interest or lead them to the lessons.

REFERENCE MATERIALS Scheme of Work, 9 – Years Basic Education Curriculum, Course Book
All Relevant Material, Online Information

CONTENT OF THE LESSON

RAISING SCHOOL FARM ANIMALS – CHICKS

As stated in the lesson presentation, guides and allows pupils to work individually and in groups to demonstrate and apply necessary skills and procedures to rear livestock like – chicks.

PRESENTATION: To deliver the lesson, the teacher adopts the following steps:

1. To introduce the lesson, the teacher revises the previous lesson. Based on this, he/she asks the pupils some questions;
2. Guides the pupils to rear any livestock and apply all the necessary skills;
Pupil's Activities – Working in groups to care for animals and apply necessary skills and procedures.
3. Assists pupils to select quality young animals e.g. young rabbit/young guinea pig, chicks for rearing;
Pupil's Activities – Observe and note the qualities of a healthy animal. Keep records of daily activities.
4. Guides pupils to construct hutches;
Pupil's Activities – Collect materials to construct hutches and cages.
5. Encourages pupils to practice good sanitation and keep proper records;
Pupil's Activities – Clean the livestock area.

Teacher's/Pupil's Activities – Keep records of daily, weekly or monthly activities.

Rabbits belong to the group of farm animals referred to small stock.

If raised under suitable conditions, their products can be very high.

Many people keep rabbits as a hobby while some keep them to make money.

Downloaded from eduresource.com.ng ©Educational Resource Concept

RABBIT REARING

Male – buck

Female – doe

Baby – kit

CHOICE OF RABBIT FOR REARING

1. Ability to grow rapidly,
2. A good converter of food into body weight.
3. Ability to resist diseases (disease resistant),
4. Ability to give birth to many young ones in a litter,
5. Good quality hides and skin.

LESSON TWO – HOUSING/HUTCHES

Rabbits are kept in cages for safety from harsh weather and predators. Mature rabbits are kept singly in HUTCHES (cages), usually made of wooden or metal materials.

The type of housing for rabbits and guinea pigs will depend on the following factors:

1. Availability of local housing materials;
2. The condition of environment;
3. The size of the enterprise;
4. The amount of money the farmer has for the enterprise.

FEEDING AND DRINKING EQUIPMENTS

1. Hays
2. Grasses
3. Cereal grains
4. Leaf
5. Vegetables
6. Dry bread
7. Pelleted ration

Kitchen waste

8. Mineral salt

9. Clean, cool water

10. Concentrates (groundnut, palm kernel, soybean and cotton seed)

LESSON THREE – DISEASE CONTROL

Rabbits suffer from the following diseases:

1. Sore back
2. Mange
3. Coccidiosis
4. Bloat

Bloat is the swelling of the stomach of the animals as a result of overreacting of green succulent vegetables.

Care should be taken to prevent disease attacks on animals.

FARM RECORDS

Simple records should be kept in the pen to show the following:

1. The breed of rabbit kept;
2. The mating or breeding date;



3. Birth dates;
4. Number of litters at kindling;
5. Size of litter at weaning;
6. Number of rabbit sold.

LESSON EVALUATION: Pupils to:

1. Construct good hutches and cages.
2. Apply the necessary skills and procedures to raise chicks.
3. Keep proper farm records.

CONCLUSION

- To conclude the lesson for the week, the teacher revises the entire lesson and links it to the following week's lesson.
- Next Lesson –

WEEK: 5

DAY:

SUBJECT:

DATE:

TOPIC:

SUBTOPIC:

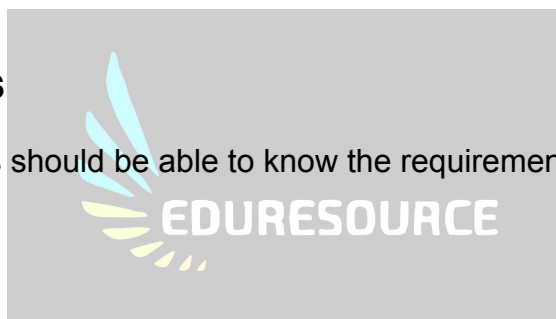
PERIODS:

DURATIONS:

PERFORMANCE OBJECTIVES

At the end of this Module, Pupils should be able to know the requirement for livestock management:

- **Housing**
- **Food**
- **Care**



TEACHING AND LEARNING MATERIALS

- Whiteboard/ Chalkboard
- Explanatory posters/pictures
- Explanatory videos

TEACHING AND LEARNING METHOD

- Explanation
- Discussion
- Questions and Answers.

REFERENCE MATERIALS

- Universal Basic Education Curriculum.
- NERDC Basic Education Curriculum for Primary Schools.
- Online Materials.
- Lagos State Agricultural Science Scheme of Work
- Agricultural Science for Primary Schools.

MODULE CONTENT

REQUIREMENT FOR LIVESTOCK MANAGEMENT

Livestock Management helps to provide identity, accurate financial records, supervise workers and ensure proper care and feeding of animal's movement, accurate and up-to-date livestock and location information of livestock's to reduce the impact of disease outbreaks, food safety issues and natural disasters.

The people responsible for running the business of poultry farms, dairy farms, cattle ranches or other livestock-related agribusinesses are called **LIVESTOCK MANAGERS**. Sometimes they help in some physical labour like assisting with animal births, repairing of Machinery

Some of the requirement for livestock management are:

- quality supply of feedstuffs, the use of the most appropriate genetics,
- high health standards
- optimizing housing
- environmental conditions
- quality assurance requirements
- having a sound knowledge of market

PRESENTATION

- The Teacher revises the previous lesson.
- The Teacher introduces the topic.
- The Teacher explains the lessons.

EVALUATIVE ACTIVITIES

- **Mention three requirement for livestock management**

CONCLUSION: the teacher summarize the lesson.

SUMMARY

Farm animals require a lot of things in their production. These include housing, food and care

Housing needs of farm animals

There are many kinds of farm animals. The most common ones are sheep, goat, pig, cattle and poultry. Each of these has a different housing requirement or need. Example, Sheep and goats require cheap houses or shelters which are called pens. The roofs may be covered with iron sheets or grass. Poultry on the other hand are raised mainly under the intensive system. There are two types of housing used for intensive poultry farming: the deep litter system and battery cage system. The battery cage system is commonly used for raising egg-producing birds (layers)





GOAT PEN



BATTERY CAGE

Food need of farm animals

Ruminant animals feed on grasses in the pastures. Some common grasses are the giant star grass and elephant grass. Animals are usually left to graze the pastures when they are freshly young and succulent. These animals feed on foodstuffs like yam peels, cassava peels, plantain peels, some vegetable materials and concentrates. Water is provided in water troughs for drinking and wallowing (by pigs).

Care of farm animals

Farm animals require good care and health for growth, and this can be provided through the following practices: cleaning the animals' environment, animal inspection and food hygiene.

Cleaning animals' environment: The environment where animals live should be kept clean always. Bushy areas should be cleared, pens should be swept. animal waste should be removed, and feeding materials should be cleaned.



shutterstock.com • 741803941

Animal inspection: Animals should be checked and inspected everyday for good health. Sick animals should be removed and taken to veterinary doctors for treatment. Animals should also be inoculated routinely to prevent them from falling sick.

Food hygiene: Animals should be given clean and fresh food daily. Leftovers or stale food, such as peelings and concentrates, should be removed.

Security of farm animals

Animals should be kept safe in their pens or cages through the provision of adequate fencing and gates. Guards or security men should be available to protect the animals.

EVALUATION

1. Mention the primary requirement for the management of livestock.

ASSIGNMENT

Explain three areas of providing care for the total growth and well-being farm animals.

WEEK: 6

DAY:

SUBJECT:

DATE:

TOPIC:

SUBTOPIC:

PERIODS:

DURATIONS:

LEARNING OBJECTIVES: At the end of the lesson, Pupils should be able to

1. **Meaning**
2. **Explain intensive**
3. **Explain extensive**
4. **Explain semi-intensive**
5. **State advantages and disadvantages**

KEY VOCABULARY WORDS:

INSTRUCTIONAL MATERIALS: Wall charts, Pictures, Related Online Video, Flash Cards

CONTENT: SYSTEM OF RAISING FARM ANIMALS

Systems of Raising Livestock

There are three systems of raising livestock

1. Extensive or free range system
2. Semi-intensive system
3. Intensive system

Extensive or Free Range System

In this system, animals are left to search for food for themselves. It is the oldest and traditional method of rearing animal practiced generally in Nigeria.

Semi-intensive System

In semi-intensive system animals are raised partly indoor and partly outdoor. Some housing and feeding are basically provided for the animal but they freely look for food and water most part of the day. Supplementary feeding is usually provided in form of concentrates, minerals, vitamins, salt licks within the shelter are provided for them.

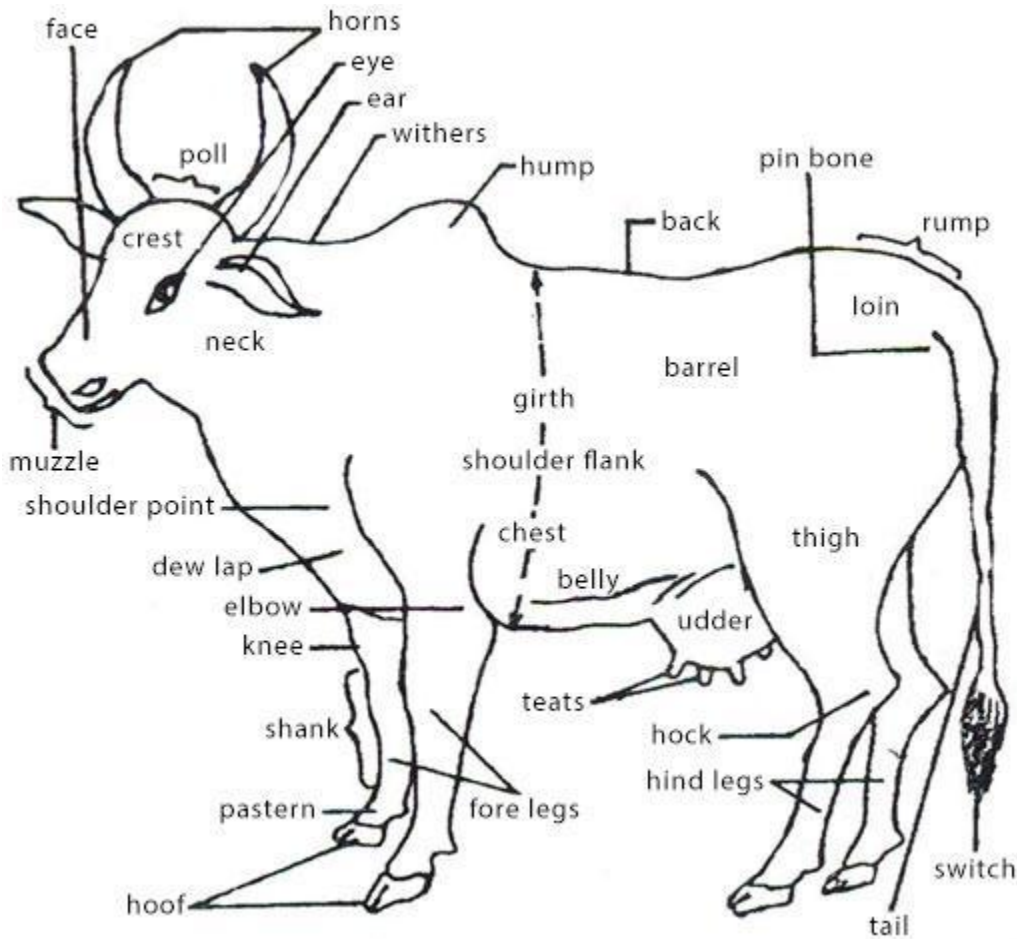
Intensive System

This is the system whereby animals are restricted or confined within a pen or a cage and all feeding, watering, medication, vaccination and other management are provided.



Cattle Management

Requirements for Cattle Management They belong to the group of known as Bovidae. These are ruminants which are reared for meat, milk hide and skin, blood, bone and for work.



Breeds of Cattle: **Beef Cattle:** This type of breed are reared purposely for meat.

Advantages and Disadvantages of Intensive Farming

1. Needless to say, intensive animal farming plays a significant role in the creation and sustenance of a steady food supply. Increased production of meat, eggs, and milk contributes to a significant percentage of the food consumed globally. The reduced costs of production and increased yields make food cheaper and more readily available. Intensive livestock farming provides food security and supports livelihoods.
2. Intensive livestock farming is a great contributor to the economies of scales. As an industry, intensive farms inject billions of dollars into the economy. Activities with intensive farms also contribute a great deal of other economic activities.
3. Such activities are linked to the services that rely on them. These services range from feed producers, equipment manufacturers, butchers, transport companies, and retailers. Intensive animal farming is one of the fastest-growing sectors in the agricultural economy.
4. Despite the numerous benefits accrued from intensive farming, it also comes with its share of negative side effects. Intensive farming is a dire threat to the global environment through global

warming effects as well as the loss of ecosystem services. Intensive animal farming is a major driver of global environmental degradation as well as biodiversity loss.

5. Growing feeds for intensive animal use involves processes that are heavily reliant on the use of pesticides and fertilizers. The use of chemicals in large quantities for a long period results in air, water, and soil pollution. Agrochemicals and manure waste are significant agents of pollution. Intensive animal farms require unlimited use of limited natural resources such as water and energy.
6. Animal welfare has continually remained a concern that the intensification of livestock farms brings. Since intensive animal farms aim at reducing the involved costs of production, costs saving techniques employed do not prioritize the wellbeing of the animals. From poorer conditions, the animals' health and welfare are not maintained at the best possible conditions.
7. Legislation in some countries and regions recognizes animals as sentient beings. It is argued that animals should not be treated just like mere commodities whose only role is to produce and generate an income. It is these arguments on how or if animals can experience emotions such as stress and pain that make intensive farms less desirable.
8. Intensive animal farms also pose a significant danger to human health impact. The farm animals are heavily reliant on chemicals and pesticides. Prolonged exposure to harmful chemicals can cause adverse health conditions in farmworkers.
9. They could develop acute and chronic illnesses such as lung disease and musculoskeletal injuries. It is also possible for some infections to transmit from animals to human beings such as tuberculosis.
10. The labor force in intensive farms is unprotected. Small farmers are tasked with running the factory farm operations. They act as contract growers for intensive farms.
11. However, most of the workers in concentrated animal farming operations are immigrants. They receive little or no job-specific training or safety and health information on the hazards associated with their jobs.

Extensive Farming Advantages

- Total production in this farming is quite large; hence farmers get handsome profits.
- Production cost is low; therefore, marginal profits are high.

Extensive Farming Disadvantages

- Extensive farming is capital-intensive; therefore, initial capital investment is high.
- (Dearth of skilled agricultural labour often poses a problem in these lands of low population density.

Extensive Farming and Intensive Farming

Extensive farming and intensive farming are two different types of agricultural practices. The main differences between the two are in the level of inputs and the amount of land used.

Extensive Farming

- Extensive farming refers to a type of agriculture where a large area of land is used

Intensive Farming

- Intensive farming, on the other hand, refers to a type of agriculture where a smaller area of land is used to produce high yields of crops or livestock.

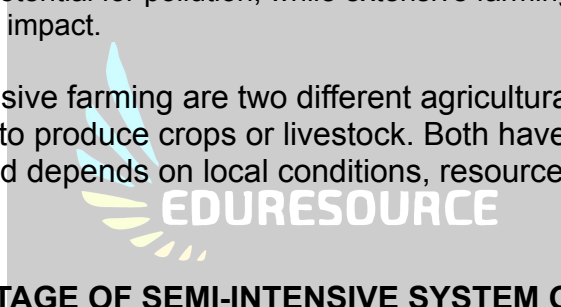
- to produce relatively low yields of crops or livestock.
- Extensive farming methods typically involve minimal use of inputs, such as fertilizers or pesticides, and rely on natural rainfall for irrigation.
- This type of farming is commonly found in areas where land is abundant, and labour is scarce. Examples of extensive farming practices include pastoralism and ranching.
- Intensive farming methods often involve the use of high inputs, such as fertilizers, pesticides, and irrigation.
- This type of farming is typically found in areas where land is scarce and labour is relatively abundant. Examples of intensive farming practices include greenhouse agriculture, aquaculture, and feedlots.

Differences Between Extensive and Intensive Farming

Some key differences between extensive and intensive farming include:

- **Land Use:** Extensive farming uses a large area of land to produce relatively low yields, while intensive farming uses a smaller area of land to produce high yields.
- **Input Use:** Extensive farming involves minimal use of inputs, such as fertilizers and pesticides, while intensive farming involves high use of inputs to maximize yields.
- **Labour:** Extensive farming requires relatively little labour, while intensive farming requires more labour to manage the high inputs and production levels.
- **Environmental Impact:** Intensive farming practices can have a higher environmental impact due to the use of high inputs and the potential for pollution, while extensive farming practices often rely on natural resources and have a lower impact.

In summary, extensive and intensive farming are two different agricultural practices that vary in the amount of land and inputs used to produce crops or livestock. Both have advantages and disadvantages, and the choice of farming method depends on local conditions, resources, and goals.



ADVANTAGE AND DISADVANTAGE OF SEMI-INTENSIVE SYSTEM OF FARMING

Advantages of semi-intensive system.

1. It requires less land than the free range.
2. It is more suitable for commercial egg production than free range.
3. It does not involve expensive equipment which can be constructed by the average man at a low cost and without difficulties.
4. Birds and eggs are protected against thieves and predators.

Disadvantages of semi-intensive system.

1. If the land is overstocked and remains occupied for too long, it becomes contaminated with parasites and disease germs.
2. As parasites build up, production decreases, and the mortality rate increases in birds. The grassland may become muddy and smelly during the rainy season.
3. Requires a considerable amount of fencing of a more elaborate house.

Examples of semi-intensive systems.

The fold unit:

It is a house and a run combined in which the birds live all the time. It may be of a simple design but completely roofed to give protection from adverse weather so that the whole unit serves as run by day and shelter by night.

OR it may have a run-in closed by a wire mesh with covered sleeping compartments at one end. The fold unit is systematically moved over an area of grassland.

It must be of the size and weight which can be moved easily when required. Each bird is allowed an area of 5 per square feet

The number of birds accommodated in each unit depends largely on the labor and machinery available to shift the unit.

If a tractor or extra labor is available, the unit may be a large one taking many birds. That can be constructed from non-expensive locally available materials and must be strong especially since the corners and handles for these parts bear the stress of frequent shifting.

Feeders and waterers are attached along the side of each unit in such a way that they can be fed from outside. Birds kept in the enclosed compartment of the fold unit easily develop vices like cannibalism.

Management of the fold units

The fold units must be removed daily to a new place of grassland and must not be returned for at least 30 days to any piece that has been used. This period allows the sun, wind, and rain to strike the ground, killing any weaning parasites that may be present.

The fold unit must be removed at the beginning of the day so that the birds are not scared when they begin their daily activities.

Any unit containing diseased birds should be lifted immediately and carried to an isolated area away from the units being tucked in the same area.

Advantages of fold units

1. No fencing is needed.
2. Manure is evenly distributed on the farm.
3. In case of a disease outbreak, a unit can easily be isolated. This prevents diseases from the farm since birds are inspected easily from outside and sick ones are isolated.
4. Since birds are in fresh land every day they remain free of parasites.
5. High production of eggs and meat.
6. The droppings of birds are evenly distributed over the grassland and serve to make the land fertile.
7. Birds can be folded in orchards inside the unit. They can do no damage to hanging fruits (keep shifting them).
8. Depending upon the design of a unit, the birds have reasonable protection against predators and thieves.
9. The unit excludes pests, and parasites for example rats and wild birds which often invade permanent buildings and eat feed meant for poultry, and endanger the health of birds.
10. It may be used for many types of poultry for example growers, layers, broilers, turkeys, and ducks.

Disadvantages of fold units.

1. Portable units are generally more expensive to manage as they have to be moved daily than permanent ones like in the free range system.
2. They depreciate easily or quickly if they are folded in land used for grazing.
3. The lightness and shape of the unit make them difficult to shift on hilly ground.
4. The ideal land for fold units is that with light well-drained soils.
5. Fold units themselves are very expensive to purchase.
6. The system is unsuitable for swampy land or lands liable for flooding.
7. During wet or windy weather egg production is likely to fall.

EVALUATION

ASSIGNMENT

WEEK: 7 MID-TERM BREAK MID-TERM TEST OPEN DAY

WEEK: 8

DAY:

SUBJECT:

DATE:

TOPIC:

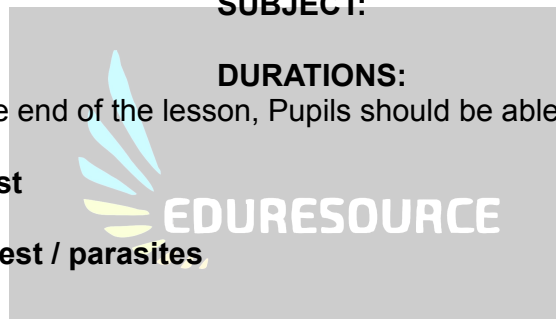
SUBTOPIC:

PERIODS:

DURATIONS:

LEARNING OBJECTIVES: At the end of the lesson, Pupils should be able to

1. **Meaning Of Common Pest**
2. **Outline common pest**
3. **Methods of controlling pest / parasites**



LEARNING AREA

1. Meaning of Crop Pests
2. Common Pests

PERFORMANCE OBJECTIVES: By the end of the lesson, the pupils should have attained the following objectives (cognitive, affective and psychomotor) and should be able to:

1. Explain farm pests.
2. Identify common pests on school farm, if available.

INSTRUCTIONAL MATERIALS: The teacher will teach the lesson with the aid of:

Fresh or preserved specimens of pests.

Specimen of maize, bean, guinea corn seeds infested by weevil, beetle or termite.

Chart showing local farm pests.

Charts and posters of squirrels, rats, grass, cutter, birds, crabs, etc.

METHOD OF TEACHING – Choose a suitable and appropriate methods for the lessons.

Note – Irrespective of choosing methods of teaching, always introduce an activities that will arouse pupil's interest or lead them to the lessons.

CONTENT: COMMON PESTS AND PARASITES OF FARM ANIMALS

MEANING OF PEST

Pests are insect or other animal that attack and destroy crop plants.

IDENTIFICATION OF COMMON PESTS

1. Beetle
2. Weevil
3. Grasshopper
4. Locust
5. Caterpillar
6. Termite
7. Rodents
8. Quela birds
9. Bats
10. Monkeys



Teacher's Activities – Take pupils on an excursion to nearest farm to find out some common crop pests.

LESSON TWO – REVISION AND WEEK 2 LESSON ASSESSMENT

As stated in performance objectives or lesson evaluation.

PRESENTATION

To deliver the lesson, the teacher adopts the following steps:

1. To introduce the lesson, the teacher revises the previous lesson. Based on this, he/she asks the pupils some questions;

2. Displays and identifies chart showing pests and diseases.

Pupil's Activities – Identify chart showing pests and diseases.

3. Defines pests of crop plants.

Pupil's Activities – Define pests of crop plants.

4. Guides pupils to collect common pests of crop plants.

Pupil's Activities – Participate in collection of common pests.

Pests are living things that attack farm animals and cause damages to farm animals. They are pathogens that cause diseases to farm animals.

Parasites live on thier hosts. They bite and suck the blood of thier host.

Diseases are abnormal ill health in living organisms.

Pests may be rodents, nematodes, rodents or insects

Insects that are pests to farm animals may be grouped into three based on thier mouth parts or mode of feeding

1. **Biting and chewing pests** : These are insects with sharp teeth or mandible that they use to bite thier hosts which may be farm plants or animals. Examples of biting and chewing pests are grasshopper, cockroaches, weevil, flea,
2. **Piercing and sucking pests** : These are pests that attack plants and animals by piercing into the body of thier hosts or victims and sucking with the help of thier proboscis. Examples of piercing and suckling insects are butterfly, moth, aphid
3. **Boring pests** : These pests commit havoc on plants and livestock by making holes into stems, leaves or roots of crops eg stem borer

Other creatures that can pose as threats or pests to farm crops and livestock are

- Rodents like grass cutter, mice or rats
- Mammals like monkeys,
- Birds
- Human activities

METHOD OF CONTROLLING

Control methods may include: **chemical control – using pesticides and insecticides to control pest animals.** physical control – using mechanical tools, equipment and machinery to capture, exclude or destroy pest animals.

LESSON EVALUATION : Pupils to:

1. State the meaning of farm pests.

2. Name five pests in the locality.

CONCLUSION

- To conclude the lesson for the week, the teacher revises the entire lesson and links it to the following week's lesson.
- Assignment –

WEEK: 9 – 10

DATE:

SUBTOPIC:

DAY:

TOPIC:

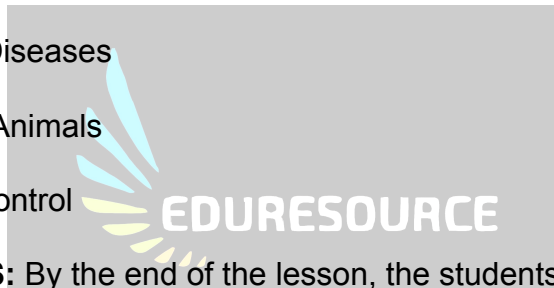
PERIODS:

SUBJECT:

DURATIONS:

LEARNING AREA

1. Farm Animals Diseases
2. Mode of Transmission
3. Symptoms of Farm Animals Diseases
4. Effects of Diseases on Farm Animals
5. Methods of Prevention and Control



PERFORMANCE OBJECTIVES: By the end of the lesson, the students should have attained the following objectives (cognitive, affective and psychomotor) and should be able to –

1. List farm animal diseases.
2. State modes of transmission of farm animal diseases.
3. Identify symptoms of farm animal diseases.
4. State effects of diseases on the farm animals.
5. State some methods of prevention and control.

ENTRY BEHAVIOUR: Farm Animals

INSTRUCTIONAL MATERIALS: The teacher will teach the lesson with the aid of:

1. Pictures and charts of diseases of farm animals, disease organisms.
2. Preserved specimens of diseases causing organisms.

METHOD OF TEACHING – *Choose a suitable and appropriate methods for the lessons.*

Note – Irrespective of choosing methods of teaching, always introduce an activities that will arouse pupil's interest or lead them to the lessons.

REFERENCE MATERIALS Scheme of Work, 9 – Years Basic Education Curriculum, Course Book
All Relevant Material, Online Information

CONTENT OF THE LESSON

FARM ANIMAL DISEASES

Farm animal diseases are illness unhealthy or abnormal condition in the body of farm animals. These illnesses result in changes in the well-being of these animals.

TYPES OF FARM ANIMAL DISEASES

A. BACTERIA

1. Mastitis
2. Contagious abortion in ruminants, pigs, etc.

B. Fungal

Ring worm (all farm animals)

C. Viral

Foot and mouth diseases (all animals except poultry).

D. Protozoan

1. Coccidiosis in poultry and rabbit.
2. Trypanosomiasis – nagana (cattle).

E. Worms (all farm animals)

F. Nutritional

Bloat (cattle)

MODES OF TRANSMISSION OF FARM ANIMAL DISEASES

1. Contact with the infected animals
2. Contact with discharges
3. Vector (tsetse fly), etc.

SYMPTOMS OF FARM ANIMAL DISEASES

The symptoms of farm animals diseases of farm animal diseases include –

1. Enlarged udder
2. Sores



3. High fever
4. Blood stained
5. Diarrhea
6. Loss of weight
7. Loss of hair
8. Reduced productivity
9. Abortion
10. Death

EFFECTS OF DISEASES ON FARM ANIMALS

1. Reduce productivity
2. Loss of appetite
3. Loss of weight
4. Death

METHODS OF PREVENTION AND CONTROL

1. Adopting good sanitation practices
2. Medication/immunization
3. Isolation/disposal etc



PRESENTATION

To deliver the lesson, the teacher adopts the following steps:

1. To introduce the lesson, the teacher revises the previous lesson. Based on this, he/she asks the students some questions;
2. Displays pictures and charts of disease organisms and dead animals.

Pupils Activities – Guided discussion on animal disease causing organisms and disease symptoms.

3. Develops charts on casual organisms, symptoms and animals affected.

Pupils Activities – Observe charts and pictures and familiarize themselves with the symptoms and animals affected.

4. Invites veterinary personnel as a guest speaker.

Pupils Activities – Listen and ask questions. Carry out good sanitation practices on the school farm animals.

5. Teacher's/Pupils Activities – Visit abattoir to observe meat inspection.

6. Give a board summary.

Pupils Activities – Copy board summary.

CONCLUSION

To conclude the lesson for the week, the teacher revises the entire lesson and links it to the following week's lesson.

LESSON EVALUATION: Pupils s to:

1. List five farm animal diseases.
2. Mention four organisms that cause farm animal diseases.
3. State four modes of transmission of farm animal diseases.
4. Describe three symptoms of farms animal diseases.
5. State three methods of prevention/control of farm animal diseases.

WEEK: 11 REVISIONS

WEEK: 12 EXAMINATIONS

