

Week	Lesson	Strand	Sub-strand	Specific-Learning outcomes	Learning Experience	Key Inquiry Question(S)	Learning Resources	Assessment Methods	Reflection
1	OPENING AND RECEIVING LEARNERS								
2	1-3	Conserving Agricultural Environment	Soil conservation measures Importance	<p><i>By the end of the lesson, the learner should be able to:</i></p> <ul style="list-style-type: none"> <li>a) Explain the importance of soil conservation in agricultural environment,</li> <li>b) Describe methods of soil conservation in agricultural environment,</li> <li>c) Carry out soil conservation activities in the school environment,</li> <li>d) Demonstrate caring attitude towards soil in agricultural environment.</li> </ul>	<p><b>In groups, learners are guided to</b></p> <ul style="list-style-type: none"> <li>i. Discussing in pairs the importance of soil conservation in agricultural environment.</li> <li>ii. Form groups, search and share information on methods of soil conservation (strip cropping, grassed water ways, stone lines, trash lines, bund formation) using digital devices and print media.</li> <li>iii. Conduct a practical activity: in groups, learners 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 bund formation.</li> <li>iv. Conduct project: in groups, learners to construct farm model using materials such as cartons, cardboards, soil and 2papier-mache to demonstrate farm layout with various soil conservation measures.</li> </ul>	<p>1. Why should we conserve soil in the environment?</p> <p>2. How can we conserve soil in the environment?</p>	<p>Stones Trash from plat remains Spade Jembe Planting materials for grass Any cover crop Waste papers Soil Carton</p> <p>Cardboard Digital resources Mentor Agriculture Learner's Book ,Grade 8,Pg 1-3</p>	Observation of learning activity Written assignments	
3	1-3	Conserving Agricultural Environment	Soil conservation measures Methods of soil conservation	<p><i>By the end of the lesson, the learner should be able to:</i></p> <ul style="list-style-type: none"> <li>a. Explain the importance of soil conservation in agricultural environment,</li> <li>b. Describe methods of soil conservation in agricultural environment,</li> <li>c. Carry out soil conservation activities in the school environment,</li> </ul>	<p><b>In groups, learners are guided to</b></p> <ul style="list-style-type: none"> <li>✓ Discussing in pairs the importance of soil conservation in agricultural environment.</li> <li>✓ Form groups, search and share information on methods of soil conservation (strip cropping, grassed water ways, stone lines, trash lines, bund formation) using digital devices and print media.</li> <li>✓ Conduct a practical activity: in</li> </ul>	<p>1. Why should we conserve soil in the environment?</p> <p>2. How can we conserve soil in the environment?</p>	<p>Stones Trash from plat remains Spade Jembe Planting materials for grass Any cover crop Waste papers Soil</p>	Observation of learning activity Written assignments	

				<p>d. Demonstrate caring attitude towards soil in agricultural environment.</p>	<p>groups, learners 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 bund formation.</p> <p>✓ Conduct project: in groups, learners to construct farm model using materials such as cartons, cardboards, soil and 2papier-mache to demonstrate farm layout with various soil conservation measures.</p>		<p>Carton</p> <p>Cardboard</p> <p>Digital resources</p> <p>Mentor</p> <p>Agriculture</p> <p>Learner's Book</p> <p>,Grade 8,Pg 3-5</p>		
4	1-3	Conserving Agricultural Environment	Water harvesting and storage Methods and ways of harvesting water for farming	<p><b>By the end of the lesson, the learner should be able to:</b></p> <p>a) Outline methods of harvesting water for farming purposes,</p> <p>b) Discuss ways of storing harvested water for farming purposes,</p> <p>c) Take part in harvesting and storing water in the school for farming purposes,</p> <p>d) Show responsibility in harvesting and storing water for farming.</p>	<p><b>In groups learners are guided to:</b></p> <p>✓ Brainstorm in pairs, methods of harvesting water for farming purposes.</p> <p>✓ Search and share information in groups, on how water can be stored for farming purposes, using methods such as shallow water pans, water ponds and water tanks using digital devices and print media.</p> <p>✓ Make class presentations on possible initiatives that can be made to harvest and store rain water and surface runoff in the school environment.</p> <p>✓ Initiate measures towards water harvesting and storage of their choice in the school.</p>	How can we harvest and store water for agricultural purposes?	<p>Gardening tools</p> <p>Jembe</p> <p>Spade</p> <p>Panga</p> <p>Slasher</p> <p>Manila papers</p> <p>Marker pens</p> <p>Mentor</p> <p>Agriculture</p> <p>Learner's Book</p> <p>,Grade 8,Pg 6-8</p>	<p>Observation of learning activity</p> <p>Written assignments</p> <p>Oral assessment</p> <p>Group project</p> <p>Portfolio on water conservation structure</p>	
5	1-3	Conserving Agricultural Environment	Water harvesting and storage Methods and ways of storing harvested water	<p><b>By the end of the lesson, the learner should be able to:</b></p> <p>a. Outline methods of harvesting water for farming purposes,</p> <p>b. Discuss ways of storing harvested water for farming purposes,</p> <p>c. Take part in harvesting and storing water in the school</p>	<p><b>In groups learners are guided to:</b></p> <p>✓ Brainstorm in pairs, methods of harvesting water for farming purposes.</p> <p>✓ Search and share information in groups, on how water can be stored for farming purposes, using methods such as shallow water pans, water ponds and water tanks using digital devices and print media.</p>	How can we harvest and store water for agricultural purposes?	<p>Gardening tools</p> <p>Jembe</p> <p>Spade</p> <p>Panga</p> <p>Slasher</p> <p>Manila papers</p> <p>Marker pens</p> <p>Mentor</p>	<p>Observation of learning activity</p> <p>Written assignments</p> <p>Oral assessment</p>	

				<p>d. for farming purposes, Show responsibility in harvesting and storing water for farming.</p>	<p>✓ Make class presentations on possible initiatives that can be made to harvest and store rain water and surface runoff in the school environment.</p> <p>✓ Initiate measures towards water harvesting and storage of their choice in the school.</p>		<p>Agriculture Learner's Book ,Grade 8,Pg9-12</p>	<p>Group project Portfolio on water conservation structure</p>	
6	1-3	Crop production	<p><b>Square foot gardenin g</b></p> <p><b>Concept of square foot gardenin g</b></p>	<p><b>By the end of the lesson, the learner should be able to:</b></p> <p>a. Describe the concept of square foot gardening in growing crops,</p> <p>b. Prepare square foot garden for growing crops,</p> <p>c. Establish a set of crops in the square foot garden,</p> <p>d. Appraise the value of square foot gardening for household nutrition</p>	<p><b>In groups leaners are guided to:</b></p> <p>✓ Form groups and search for information and share findings through presentations on the concept of square foot gardening for growing vegetables, spices and herbs.</p> <p>✓ To prepare in groups a garden with a set of partitions each measuring at least 1ft by 1 ft. (30cmby 30cm). The actual measurement may be varied based on the learners' preference.</p> <p>✓ To establish a set of vegetables spices and herbs on the garden based on the number of partitions (plant one type of crop per square foot partition).</p> <p>✓ Discuss and make presentations on the benefits of square foot gardening.</p> <p>✓ Conduct project: to</p> <p>✓ Prepare a square foot garden and establish a set of crops of their choice.</p>	<p>1. What is square foot gardening?</p> <p>2. How can we grow crops through ssquare foot gardening?</p>	<p>Gardening tools Jembe Spade Panga Slasher Manila papers Marker pens Tape measure Planting materials like vegetable herbs Mentor Agriculture Learner's Book ,Grade 8,Pg 3-18</p>	<p>Observati on of learning activity Written assignme nts Oral assessme nt Group project Portfolio</p>	

7	1-3	Crop production	Square foot gardening Preparation of square foot garden	<p><b>By the end of the lesson, the learner should be able to:</b></p> <ol style="list-style-type: none"> <li>Describe the concept of square foot gardening in growing crops,</li> <li>Prepare square foot garden for growing crops,</li> <li>Establish a set of crops in the square foot garden,</li> <li>Appraise the value of square foot gardening for household nutrition</li> </ol>	<p><b>In groups learners are guided to:</b></p> <ul style="list-style-type: none"> <li>Form groups and search for information and share findings through presentations on the concept of square foot gardening for growing vegetables, spices and herbs.</li> <li>To prepare in groups a garden with a set of partitions each measuring at least 1ft by 1 ft. (30cm by 30cm). The actual measurement may be varied based on the learners' preference.</li> <li>To establish a set of vegetables spices and herbs on the garden based on the number of partitions (plant one type of crop per square foot partition).</li> <li>Discuss and make presentations on the benefits of square foot gardening.</li> <li>Conduct project: to</li> <li>Prepare a square foot garden and establish a set of crops of their choice.</li> </ul>	<ol style="list-style-type: none"> <li>What is square foot gardening?</li> <li>How can we grow crops through square foot gardening?</li> </ol>	<p>Gardening tools Jembe Spade Panga Slasher Manila papers Marker pens Tape measure Planting materials like vegetable herbs</p> <p>Mentor Agriculture Learner's Book ,Grade 8,Pg 19-22</p>	<p>Observation of learning activity Written assignments Oral assessment Group project Portfolio</p>	
8	1-3	Crop production	Square foot gardening Establishes crops for square foot gardening	<p><b>By the end of the lesson, the learner should be able to:</b></p> <ol style="list-style-type: none"> <li>Describe the concept of square foot gardening in growing crops,</li> <li>Prepare square foot garden for growing crops,</li> <li>Establish a set of crops in the square foot garden,</li> <li>Appraise the value of square foot gardening for household nutrition</li> </ol>	<p><b>In groups learners are guided to:</b></p> <ul style="list-style-type: none"> <li>Form groups and search for information and share findings through presentations on the concept of square foot gardening for growing vegetables, spices and herbs.</li> <li>To prepare in groups a garden with a set of partitions each measuring at least 1ft by 1 ft. (30cm by 30cm). The actual measurement may be varied based on the learners' preference.</li> <li>To establish a set of vegetables spices and herbs on the garden based on the number of partitions (plant one type of crop per square foot partition).</li> <li>Discuss and make presentations on the benefits of square foot gardening.</li> <li>Conduct project: to</li> <li>Prepare a square foot garden and establish a set of crops of their choice.</li> </ul>	<ol style="list-style-type: none"> <li>What is square foot gardening?</li> <li>How can we grow crops through square foot gardening?</li> </ol>	<p>Gardening tools Jembe Spade Panga Slasher Manila papers Marker pens Tape measure Planting materials like vegetable herbs</p> <p>Mentor Agriculture Learner's Book ,Grade 8,Pg 19-22</p>	<p>Observation of learning activity Written assignments Oral assessment Group project Portfolio</p>	

					<ul style="list-style-type: none"> <li>✓ To establish a set of vegetables, spices and herbs on the garden based on the number of partitions (plant one type of crop per square foot partition).</li> <li>✓ Discuss and make presentations on the benefits of square foot gardening.</li> <li>✓ Conduct project: to Prepare a square foot garden and establish a set of crops of their choice.</li> </ul>	Grade 8, Pg 23-25			
9	1-3	Crop production	Crop management	<p><b>By the end of the lesson, the learner should be able to:</b></p> <ul style="list-style-type: none"> <li>a) Give meaning of pests in vegetable crops,</li> <li>b) Identify vegetable crops attacked by pests,</li> <li>c) Identify pests that attack growing vegetable crops,</li> <li>d) Control pests on vegetable crops,</li> <li>e) Give meaning of disease in vegetable crops,</li> <li>f) Identify vegetable crops attacked by diseases,</li> <li>g) Control diseases on vegetable crops,</li> <li>h) Acknowledge importance of controlling pests and diseases in vegetable production</li> </ul>	<p><b>In groups learners are guided to:</b></p> <ul style="list-style-type: none"> <li>✓ Brainstorm in pairs the meaning of the term crop pests.</li> <li>✓ Take a field excursion to observe and identify vegetable crops attacked by pests (punctured leaves, cut-off seedlings, curling leaves) and the common sites where the pests are found.</li> <li>✓ Observe and identify pests (aphids, cutworms, caterpillars) during the field excursion.</li> <li>✓ Observe and identify pests that attack vegetable crops from displayed charts or digital resources (aphids, cutworms, caterpillars).</li> <li>✓ Control pests on vegetables using methods such as handpicking, removing affected crop parts, uprooting heavily affected crops and applying ash.</li> </ul>	<p>1. How can we identify vegetable crops attacked by pests and diseases?</p> <p>2. How can we control pests and diseases in crops?</p>	<p>Samples of crop materials affected by crop pest and diseases</p> <p>Field with growing crops</p> <p>Digital resources</p> <p>Charts displaying various crop pest and diseases</p> <p>Mentor Agriculture Learner's Book ,Grade 8,Pg 26-28</p>	<p>Observation of learning activity</p> <p>Written assignments</p> <p>Oral assessment</p> <p>Group project</p> <p>Portfolio on crop pests.</p>	
10	1-3	Crop production	Crop management	<p><b>By the end of the lesson, the learner should be able to:</b></p> <ul style="list-style-type: none"> <li>a. Give meaning of pests in</li> </ul>	<p><b>In groups learners are guided to:</b></p> <ul style="list-style-type: none"> <li>✓ Brainstorm in pairs the meaning of the term crop pests.</li> </ul>	<p>1. How can we identify vegetable</p>	<p>Samples of crop materials affected by</p>	<p>Observation of learning</p>	

				vegetable crops, <b>b.</b> Identify vegetable crops attacked by pests, <b>c.</b> Identify pests that attack growing vegetable crops, <b>d.</b> Control pests on vegetable crops, <b>e.</b> Give meaning of disease in vegetable crops, <b>f.</b> Identify vegetable crops attacked by diseases, <b>g.</b> Control diseases on vegetable crops, <b>h.</b> Acknowledge importance of controlling pests and diseases in vegetable production	✓ Take a field excursion to observe and identify vegetable crops attacked by pests (punctured leaves, cut-off seedlings, curling leaves) and the common sites where the pests are found. ✓ Observe and identify pests (aphids, cutworms, caterpillars) during the field excursion. ✓ Observe and identify pests that attack vegetable crops from displayed charts or digital resources (aphids, cutworms, caterpillars). ✓ Control pests on vegetables using methods such as handpicking, removing affected crop parts, uprooting heavily affected crops and applying ash.	crops attacked by pests and diseases?  2. How can we control pests and diseases in crops?	crop pest and diseases Field with growing crops Digital resources Charts displaying various crop pest and diseases  Mentor Agriculture Learner's Book ,Grade 8,Pg 29-32	activity Written assignments Oral assessment Group project Portfolio on crop pests.	
11	1-3	Crop production	Crop management	<b>By the end of the lesson, the learner should be able to:</b> <b>a.</b> Give meaning of pests in vegetable crops, <b>b.</b> Identify vegetable crops attacked by pests, <b>c.</b> Identify pests that attack growing vegetable crops, <b>d.</b> Control pests on vegetable crops, <b>e.</b> Give meaning of disease in vegetable crops, <b>f.</b> Identify vegetable crops attacked by diseases, <b>g.</b> Control diseases on vegetable crops, <b>h.</b> Acknowledge importance of controlling pests and diseases in vegetable production	<b>In groups learners are guided to:</b> ✓ Brainstorm in pairs the meaning of the term crop pests. ✓ Take a field excursion to observe and identify vegetable crops attacked by pests (punctured leaves, cut-off seedlings, curling leaves) and the common sites where the pests are found. ✓ Observe and identify pests (aphids, cutworms, caterpillars) during the field excursion. ✓ Observe and identify pests that attack vegetable crops from displayed charts or digital resources (aphids, cutworms, caterpillars). ✓ Control pests on vegetables using methods such as handpicking, removing affected	1. How can we identify vegetable crops attacked by pests and diseases?  2. How can we control pests and diseases in crops?	Samples of crop materials affected by crop pest and diseases Field with growing crops Digital resources Charts displaying various crop pest and diseases  Mentor Agriculture	Observati on of learning activity Written assignments Oral assessment Group project Portfolio on crop pests.	



					crop parts, uprooting heavily affected crops and applying ash.		Learner's Book ,Grade 8,Pg33-38		
12	1-3	Crop production	Crop harvesting Stages of harvesting	<p><b>By the end of the lesson, the learner should be able to:</b></p> <ul style="list-style-type: none"> <li>a. Identify the appropriate stage of harvesting vegetable crops,</li> <li>b. Harvest vegetable crops using suitable methods,</li> <li>c. Take precautions in harvesting vegetables to ensure quality of produce,</li> <li>d. Show responsibility in handling of vegetable crop produce at harvesting stage.</li> </ul>	<p><b>In groups learners are guided to:</b></p> <ul style="list-style-type: none"> <li>✓ Take an excursion to a vegetable garden, study and identify vegetables that are ready for harvesting.</li> <li>✓ Discuss and justify their observations on signs of readiness or non-readiness of the vegetable crops for harvest.</li> <li>✓ Observe samples of spoilt vegetable produce and then discuss precautions to be observed when harvesting to reduce spoilage.</li> <li>✓ Demonstrate how to harvest different types of vegetables.</li> <li>✓ Conduct practical: practice actual harvesting of vegetable crops at the right stage, taking necessary precautions and using appropriate methods when the vegetable is ready for utilization.</li> </ul>	<p>1. How can we tell that a vegetable is ready for harvesting?</p> <p>2. How can we harvest vegetables to maintain quality and reduce spoilage?</p>	<p>Samples of crop materials affected by crop pest and diseases</p> <p>Field with growing crops</p> <p>Digital resources</p> <p>Charts displaying various crop pest and diseases</p> <p>Mentor Agriculture</p> <p>Learner's Book ,Grade 8,Pg 39-40</p>	<p>Observation of learning activity</p> <p>Written assignments</p> <p>Oral assessment</p> <p>Group project</p> <p>Portfolio on crop pests.</p>	
13	1-3	Crop production	Crop harvesting Precautions when harvesting	<p><b>By the end of the lesson, the learner should be able to:</b></p> <ul style="list-style-type: none"> <li>a. Identify the appropriate stage of harvesting vegetable crops,</li> <li>b. Harvest vegetable crops using suitable methods,</li> <li>c. Take precautions in harvesting vegetables to ensure quality of produce,</li> <li>d. Show responsibility in handling of vegetable crop produce at harvesting stage.</li> </ul>	<p><b>In groups learners are guided to:</b></p> <ul style="list-style-type: none"> <li>✓ Take an excursion to a vegetable garden, study and identify vegetables that are ready for harvesting.</li> <li>✓ Discuss and justify their observations on signs of readiness or non-readiness of the vegetable crops for harvest.</li> <li>✓ Observe samples of spoilt vegetable produce and then discuss precautions to be observed when harvesting to</li> </ul>	<p>1. How can we tell that a vegetable is ready for harvesting?</p> <p>2. How can we harvest vegetables to maintain quality and reduce spoilage?</p>	<p>A field with growing vegetables</p> <p>Mentor Agriculture</p> <p>Learner's Book ,Grade 8,Pg 41-45</p>	<p>Observation of learning activity</p> <p>Written assignments</p> <p>Oral assessment</p> <p>Group project</p>	

					<p>reduce spoilage.</p> <p>✓ Demonstrate how to harvest different types of vegetables.</p> <p>✓ Conduct practical: practice actual harvesting of vegetable crops at the right stage, taking necessary precautions and using appropriate methods when the vegetable is ready for utilization.</p>			Portfolio on harvesting crops.	
14	EXAMINATION CLOSING OF THE SCHOOL								