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| **Learning Planner** |
| **Subject** | Agriculture | **Week** | 6 | **Duration** | 120 minutes | **Form** |  1 |
| **Strand** | Modern Technical and Mechanised Agriculture | **Sub-Strand** | Modern Mechanized Agriculture |
| **Content Standard** | Demonstrate knowledge and understanding of the meaning, importance and safety measures, as well as skills in operating farm machines and power.  |
| **Learning Outcome(s)** | Use the knowledge and skills acquired to operate farm machines and power and observe the necessary safety measures in Agricultural production. |
| **Learning****Indicator(s)** | Apply the skills of safety measures in handling accidents and injuries of an agricultural worker using appropriate first aid. |
| **Essential Question(s)**  | 1. How will the knowledge gained on safety measures help learners in handling accidents and injuries of an agricultural worker using appropriate first aids. 2. What pedagogical strategies will be used to achieve GESI, SEL in teaching how handle accidents and injuries of an agricultural worker using appropriate first aid.3. What teaching and learning resources will be adopted to ensure learners acquire appropriate skills of safety measures in handling accidents and injuries of an agricultural worker using appropriate first aid?  |
| **Pedagogical Strategies** | Manage talk for learning, initiating talk for learning, Experiential learning, Managing talk for learning, Project-based learning, etc. |
| **Teaching & Learning Resources** | Charts, pictures or real examples of first aid box and its contents, injured person, etc. |
| **Key Notes on Differentiation** |
| Theme/Focal Area 1i. Learning Tasks * State the meaning and causes of injuries associated with Agricultural production.
* Discuss the causes of injuries in Agricultural production.
* Discuss the types of injuries associated with Agricultural production.

ii. Pedagogical Exemplars * Manage talk for learning: Learners in pairs brainstorm to come up with the meaning of occupational injuries in Agricultural production. Teacher assists learners with leading questions to come up with the meaning of occupational injuries in Agriculture. Talented learners should be challenged to give further explanation to the meaning of occupational injuries in Agriculture
* Initiating talk for learning: Learners in ability groups discuss the causes of injuries in Agricultural production. Teacher should use scenarios of causes of accidents to guide learners in discussing the causes of injuries in Agricultural production. Learners with abilities should be challenged to delve deeper into the causes of injuries in Agricultural production.
* Experiential learning: learners watch video/picture on the types of injuries in Agricultural production. Learners then discuss the types of injuries in Agricultural productions in mixed ability groups. Learners with sight or hearing difficulties should be seated in a way to help them benefit from the video/picture. Learners should be supported with leading questions to assist them in coming up with the types of injuries in Agricultural productions. Teacher should caution learners on the sensitivity of the video/picture before use.

iii. Key Assessments * Assessment Level 1: Define occupational injuries in Agricultural production.
* Assessment Level 2: Discuss at least three (3) causes of injuries in Agricultural production
* Assessment Level 3: Analysis of at least three (3) injuries that can occur at a farm site.

Theme/Focal Area 2i. Learning Tasks* Identify the contents of a first aid box and their importance.
* Discuss the Implications of using inappropriate first aid materials and treatments of wounds.
* Demonstrate indigenous ways of providing first aid to injured persons at a farm site.

ii. Pedagogical Exemplars * Managed talk for learning: In ability/mixed-gender groups (where applicable), learners discuss the contents of a first aid box and their uses. E.g., bandage, gauze, plaster, string, alcohol, etc. Teacher assists learners with realia/pictures to identify some contents of a first aid box and their uses. Gifted learners should be guided with probing questions to come up with other contents of a first aid box which were not provided. Learners should be given opportunities to identify which of the contents they are familiar with.
* Initiate talk for learning: Guided by a health worker or a first aider, learners in mixed-ability/mix-gender groups (where applicable) discuss the implications of using inappropriate first aid materials and treatment of wounds. The health worker should use pictures of complications developed from the use of inappropriate first aid material in treatment of wounds to assist learners to appreciate the effects of using inappropriate first aid materials in treatments of wounds. Learners should be allowed to share experiences of using inappropriate first aid materials and applications of chemicals on wounds.
* Manage talk for learning: Learners discuss the indigenous ways of providing first aid to injured persons at a farm site in mixed ability groups. Teacher should use leading questions to guide learners to come up with indigenous (local) ways of providing first aid to injured persons at a farm site. Learners should be allowed to share experiences of assisting injured persons using indigenous methods. Teacher should alert learners on the dangers of some of these indigenous first aids where appropriate.

iii. Key Assessments * Assessment Level 1: State at least three (3) contents of first aid box.
* Assessment level 2: What are the uses of the following in a first aid box a. bandage b. gauze c. plaster d. string e. alcohol.
* Assessment Level 3: Discuss at least three (3) the implications of a using inappropriate first aid materials in the treatment of wounds.
* Assessment Level 4: Prepare a table showing the injuries that can occur at a farm site and their corresponding first aid applicable in each case.

Theme/Focal Area 3i. Learning Tasks* Identify general safety working practices at a farm site.
* Discuss the general safety working practices at a farm site.
* Assess the level of risk associated with operating a particular farm equipment or machinery.

ii. Pedagogical Exemplars* Managing talk for learning: Learners in mixed ability groups discuss the general safety measures that are employed at a farm site. Teacher should use pictures/videos of the safety measures that are employed at a farm site to guide learners in coming up with the safety measures. Videos that depict gender biasness should be avoid. Learners with difficulties should be given the needed support.
* Project-based learning: learners in ability groups assess the level of risk associated with the use of particular farm equipment and machinery and recommend the safety measure to put in place before operating the equipment or machinery. All learners should be encouraged to participate actively in the activity. Groups with difficulties in undertaking the risk assessment should be given the necessary support.

iii. Key Assessments * Assessment Level 1: Identify at least three (3) safety measures that are employed at a farm site.
* Assessment level 2: Discuss at least three (3) importance of observing safety measures at a farm site.
* Assessment Level 3: Discuss the implications of not conducting a thorough risk assessment before operating farm machinery.
* Assessment Level 4: Discuss the implications of wrongfully handling an injured Agricultural worker.
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| **Keywords/Phrases** | Agricultural worker, Injury, safety measures, risk assessment, etc. |

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| **Lesson 1** |
| **Main Lesson drawing on Concepts, Skills and Competencies to reinforce as in the Subject Teacher Manual** |
| **Teacher Activity**  | **Learner Activity** |
| **Starter Activity (e.g., 10 minutes)****Review learner’s previous knowledge using real life examples from their community by asking them to list the names of simple measuring tools and safety in using them** |
| **Introductory Activity (e.g., 10 minutes)** **Lead learners in whole class discussions to identify** injuries sustained during Agricultural production. Hint: Encourage learners to show respect and tolerance for individual diverse opinions as they discuss their ideas**Activity 1 (e.g., 45 minutes**1. Put learners in mixed-ability groups to watch video/picture on the types of injuries in Agricultural production and let Learners discuss the types of injuries in Agricultural productions. Hints: 1. Learners with sight or hearing difficulties should be seated in a way to help them benefit from the video/picture. 2. Learners should be supported with leading questions to assist them in coming up with the types of injuries in Agricultural production. **Activity 2 (e.g., 45 minutes)**Put learners in ability groups to assess the level of risk associated with the use of particular farm equipment and machinery and recommend the safety measure to put in place before operating the equipment or machinery. Hints: 1. All learners should be encouraged to participate actively in the activity. 2. Groups with difficulties in undertaking the risk assessment should be given the necessary support. | **Introductory Activity** **In whole class discussions, identify injuries** sustained during Agricultural production.**Activity 1** in mixed-ability groups watch video/picture on the types of injuries in Agricultural production and discuss the types of injuries in Agricultural productions. **Activity 2 (eg. 45 minutes)**In mixed-ability groups assess the level of risk associated with the use of particular farm equipment and machinery and recommend the safety measure to put in place before operating the equipment or machinery.  |
| **Assessment DoK aligned to the Curriculum and Subject Teacher Manual** |
|  Level 1: Define occupational injuries in Agricultural production. Level 2: Discuss at least three (3) causes of injuries in Agricultural productionLevel 3: Analysis of at least three (3) injuries that can occur at a farm site. |
| **Lesson Closure** **In completing this part, refer to the Essential Questions to check that learning has taken place.** |
| **Activity (e.g., 10 minutes)**a. Debrief by asking learners questions on what they have learnt and whether the essential question have been addressed. b. Summarize points and fill in gaps left by learners |
| **Reflection & Remarks** |
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| **Lesson 2** |
| **Main Lesson drawing on Concepts, Skills and Competencies to reinforce as in the Subject Teacher Manual** |
| **Teacher Activity**  | **Learner Activity** |
| **Starter Activity (e.g., 15 minutes)** In the larger group, let learners watch a short video on a nurse attending to an injured person brought to a clinic for medication.  |
| **Introductory activity (e.g., 15 minutes)**In mixed-ability groups, let learners brainstorm some clinical materials the nurse used immediately when the patient got to the nearby health Centre after watching the short video and present their findings to the entire class.**Activity 1 (e.g., 35 minutes)** In ability/mixed-gender groups, learners discuss the contents of a first aid box and their uses. E.g., bandage, gauze, plaster, string, alcohol, etc. Hint: Teacher assists learners with realia/pictures to identify some contents of a first aid box and their uses. Hint: Gifted learners should be guided with probing questions to come up with other contents of a first aid box which were not provided. Hint: Learners should be given opportunities to identify which of the contents they are familiar with.**Activity 2 (e.g., 25 minutes)** Guided by a health worker or a first aider, learners in mixed-ability/mix-gender groups, discuss the implications of using inappropriate first aid materials and treatment of wounds. Hint: The health worker should use pictures of complications developed from the use of inappropriate first aid material in treatment of wounds to assist learners to appreciate the effects of using inappropriate first aid materials in treatments of wounds.Hint: Learners should be allowed to share experiences of using inappropriate first aid materials and applications of chemicals on wounds.**Activity 3 (e.g., 30 minutes)** Learners discuss the indigenous ways of providing first aid to injured persons at a farm site in mixed ability groups. Hint: Teacher should use leading questions to guide learners to come up with indigenous (local) ways of providing first aid to injured persons at a farm site. Hint: Learners should be allowed to share experiences of assisting injured persons using indigenous methods. Hint: Teacher should alert learners on the dangers of some of these indigenous first aids where appropriate. | **Introductory activity** In mixed-ability groups, brainstorm some clinical materials the nurse used immediately when the patient got to the nearby health Centre after watching the short video and present their findings to the entire class. **Activity 1**In ability/mixed-gender groups, discuss the contents of a first aid box and their uses. E.g., bandage, gauze, plaster, string, alcohol.**Activity 2** In mixed-ability/mix-gender groups, discuss the implications of using inappropriate first aid materials and treatment of wounds. **Activity 3** Discuss the indigenous ways of providing first aid to injured persons at a farm site in mixed ability groups. |
| **Assessment DoK aligned to the Curriculum and Subject Teacher Manual** |
| Level 1: State at least three (3) contents of first aid box. level 2: What are the uses of the following in a first aid box a. bandage b. gauze c. plaster d. string e. alcohol.Level 3: Discuss at least three (3) the implications of a using inappropriate first aid materials in the treatment of wounds. Level 4: Prepare a table showing the injuries that can occur at a farm site and their corresponding first aid applicable in each case.  |
| **Lesson Closure** **In completing this part, refer to the Essential Questions to check that learning has taken place.**  |
| **Activity (e.g., 5 minutes)**a. Debrief by asking learners questions on what they have learnt and whether the essential question have been addressed. b. Summarize points and fill in gaps left by learnersc. Ask learners to read on the types and uses of farm machines and power in Agricultural production.  |
| **Reflection & Remarks** |
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