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| **Learning Planner** | | | | | | | | |
| **Subject** | Agriculture | | **Week** | Week 2 | **Duration** | 120 minutes | **Form** | 1 |
| **Strand** | Meaning and Importance of Agricultural Education. | | **Sub-Strand** | Agriculture and Society | | | | |
| **Content Standard** | Demonstrate knowledge and understanding of the meaning, importance and scope of Agriculture education. | | | | | | | |
| **Learning Outcome(s)** | Use the knowledge acquired on Agriculture education for continuous education, world of work and life-long learning. | | | | | | | |
| **Learning**  **Indicator(s)** | 1. Explain the meaning and importance of Agriculture education. 2. Describe the types of Agriculture education. | | | | | | | |
| **Essential Question(s)** | 1.How will the understanding of the meaning, importance, and scope of Agriculture education help to boost Agriculture production.?  2.What effective pedagogical strategies could be employed to ensure proper understanding of the types of Agriculture education.?  3. How will the understanding of the meaning, importance, and scope of Agricultural education help in the furtherance of education and career choices? | | | | | | | |
| **Pedagogical Strategies** | *Think-pair-share, Problem-based learning, Talk for learning, etc.* | | | | | | | |
| **Teaching & Learning Resources** | *Internet connectivity, Computer, Learner material, Teacher manual and Teacher Assessment manual and Toolkit etc.* | | | | | | | |
| **Key Notes on Differentiation** | | | | | | | | |
| *Theme/Focal Area 1:* Meaning and Importance of Agricultural Education  *i. Learning Tasks*   * Identify institutions in Ghana that offer Agricultural education. * Surf the internet for the meaning and importance of Agricultural education * Examine how Agricultural education can help shape Agricultural development in Ghana.   *ii. Pedagogical Exemplars*   * Think-pair-share: Learners individually think about the meaning of Agricultural education and share it with his/her peers. Teacher should ensure that learners with difficulty are assisted with leading questions to define Agricultural education. teacher should challenge other learners to further explanations to the meaning of Agricultural education. * Problem-based learning: In mixed-gender/gender groups (where applicable), learners surf the internet to come up with the importance of Agricultural education and make a presentation in class. The teacher should help learners with suitable website links, that they can access the information needed for the presentation. The teacher should monitor learners not to veer into unapproved sites. The teacher should ensure that all learners fully participate in the activity to prevent a few learners from hijacking the activity. Confident learners should be given leading roles in presenting their findings. A resource person makes a presentation on the entry requirements for pursuing Agriculture and related courses, as well as specializations at higher educational institutions to all learners. Learners listen to the resource person and ask questions for clarification.   iii. Key Assessments   * Assessment Level 1: Identify two (2) institutions that offer Agricultural education in Ghana and indicate their location. * Assessment Level 2: What is Agricultural education? * Assessment Level 3: To what extent is Agricultural education beneficial to society? * Assessment Level 4: Debate on the topic, Ghana’s economy cannot survive without Agricultural education?   ***Theme/Focal Area 2:* Types of Agricultural Education**  ***i. Learning Tasks***   * State the types of Agricultural education. * Differentiate between formal and informal Agricultural education. * Discuss the types of Agricultural education   ***ii. Pedagogical Exemplars***   * Problem-based learning: In mixed-ability/mixed-gender groups (where applicable), learners surf the internet to come up with the types of Agricultural education. The teacher should assist learners with website links to where, they can access information on the types of Agricultural education. The teacher should monitor learners not to veer into unapproved sites. The teacher should ensure that all learners fully participate in the activity to prevent a few learners from hijacking the activity. * Use Talk for learning: Learners discuss the characteristics of the various types of Agricultural education in a mixed-gender group. Teacher should provide additional support to learners who might need it. Encourage learners to delve deeper into bringing out more characteristics of the various types of Agricultural education.   iii. Key Assessments   * Assessment Level 1: State the types of Agricultural education. * Assessment Level 2: Why is informal Agricultural education important? * Assessment Level 3: Compare and contrast at least two (2) characteristics of formal and non-formal education. * Assessment Level 4: How can Agricultural education enhance the livelihoods of individuals and promote economic development of the nation. | | | | | | | | |
| **Keywords/Phrases** | | Agricultural education, formal education, informal Agricultural education. | | | | | | |

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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., 5 minutes)***  Review learners’ previous knowledge using real life examples from their community by asking them of the meaning, importance of Agricultural education.  Ask learners to present their findings in class using think-pair share. | |
| ***Introductory Activity (e.g., 15 minutes)***  *I. Let them think-pair and share the meaning of agricultural education.*  ***Note:*** *Encourage learners to show respect and tolerance for individual diverse views as they discuss their ideas.*  ***Activity 1 (e.g 45 minutes)***  *I. In mix ability groups, discuss the meaning, types and importance of agriculture education by surfing the internet.*  *II. Initiate group presentation.*  ***Hint****: Set grounds rule to discourage teasing of learners with speech problems and those who might give wrong answers.*  ***Activity 2 (e.g., 45 minutes)***  *I.* In mixed-gender/gender groups, let learners surf the internet to come up with the importance of Agricultural education and make a presentation in class.  **Hints:**  i. The teacher should help learners with suitable website links, that they can access the information needed for the presentation.  ii. The teacher should monitor learners not to veer into unapproved sites.  iii. The teacher should ensure that all learners fully participate in the activity to prevent a few learners from hijacking the activity.  iii. Confident learners should be given leading roles in presenting their findings.  iv. A resource person makes a presentation on the entry requirements for pursuing Agriculture and related courses, as well as specializations at higher educational institutions to all learners.  v. Learners listen to the resource person and ask questions for clarification. | ***Introductory Activity***  *I. Think-pair and share the meaning of agricultural education.*  ***Activity 1***   1. *Discuss the meaning and importance of agriculture education*   *II. Groups take turns to present to the whole class on the meaning, types, and importance of agriculture education*  ***Activity 2***  In mixed-gender/gender groups, surf the internet to come up with the importance of Agricultural education and make a presentation. |
| **Assessment DoK aligned to the Curriculum and Subject Teacher Manual** | |
| ***Level 1***  *1. Identify 2 institutions that offer Agricultural Education in Ghana and indicate their location*  *II. State the types of Agricultural Education*  ***Level 2***  1.*What is Agricultural Education?*  *2. Why is Informal Agricultural Education is important?*  ***Level 3***  1. To what extent is agricultural education beneficial to society?  2. Compare and contrast at least 2 characteristics of formal and non-formal education  ***Level 4***  *1. Debate on the topic, Ghana’s economy cannot survive without agricultural education?*  *2. How can Agricultural education enhance the livelihoods of individuals and promote economic development of the nation* | |
| **Lesson Closure**  ***In completing this part, refer to the Essential Questions to check that learning has taken place.*** | |
| ***Activity (10 minutes)***  *a) Debrief by asking learners questions on what they have learnt and whether it has some links with the essential questions.*  *b) Summarize key points and fill in gabs left by learners.*  *c) Ask learners to read on meaning of on the types of Agricultural education.* | |
| **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., 5 minutes)***    Review learners’ previous knowledge using real life examples from their community by asking them of the meaning, importance of Agricultural education.  Ask learners to present their findings in class using think-pair share. | |
| ***Introductory activity (e.g., 15 minutes)***  *Let learners think-pair and share the importance of agricultural education and come up with them.*  ***Activity 1 (e.g., 45 minutes)***  In mixed-ability/mixed-gender groups, let learners surf the internet to come up with the types of Agricultural education.  **Hints:**  i. The teacher should assist learners with website links to where, they can access information on the types of Agricultural education.  ii. The teacher should monitor learners not to veer into unapproved sites.  iii. The teacher should ensure that all learners fully participate in the activity to prevent a few learners from hijacking the activity.  ***Activity 2 (e.g., 45 minutes)***  In mixed-gender groups, let learners discuss the characteristics of the various types of Agricultural education.  **Hints:**  i. Teacher should provide additional support to learners who might need it.  ii. Encourage learners to delve deeper into bringing out more characteristics of the various types of Agricultural education. | ***Introductory activity***  *Think-pair and share the importance of agricultural education and come up with them.*    ***Activity 1***    In mixed-ability/mixed-gender groups, surf the internet to come up with the types of Agricultural education.  ***Activity 2***  In mixed-gender groups, discuss the characteristics of the various types of Agricultural education. |
| **Assessment DoK aligned to the Curriculum and Subject Teacher Manual** | |
| Assessment Level 1: State the types of Agricultural education.  Assessment Level 2: Why is informal Agricultural education important?  Assessment Level 3: Compare and contrast at least two (2) characteristics of formal and non-formal education.  Assessment Level 4: How can Agricultural education enhance the livelihoods of individuals and promote economic development of the nation. | |
| **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 it has some links with the essential questions.*  *b) Summarize key points and fill in gabs left by learners.*  *c) Ask learners to read on meaning of industries in Agriculture.* | |
| **Reflection & Remarks** | |
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