

sAppendix 3: Lesson Plan on Curriculum Integration

MARABELLA NORTH SECONDARY SCHOOL

LESSON PLAN

Teacher's Name: Mr. Riad Rampath		Subject: Agricultural Science & Art	
Date: Wednesday 5 th February 2025		Class: 5	Number of Students: 17
Time: 1.25pm		Length of Session: 65 minutes	
Unit Title: <i>Section B: Crop Production</i>			
Lesson Title: Cultural Practice in Traditional Agriculture			

Resources	
Teacher's Resources	Students' Resources

Slides on traditional and cultural practices in agriculture, videos.	Internet-enabled devices for research, basic lab materials	
Previous Knowledge – Topics <ul style="list-style-type: none">- Basic Plant Needs- Parts of a Plant- Types of Crops- Soil Types and Importance		
General Objectives: Students will: <ul style="list-style-type: none">- To enable students to explore and appreciate traditional agricultural practices through artistic expression, fostering an understanding of cultural heritage and sustainable farming methods.		
Specific Objectives		
COGNITIVE At the end of the lesson students will:	PSYCHOMOTOR At the end of the lesson students will:	AFFECTIVE At the end of the lesson students will:

<ol style="list-style-type: none"> 1. Define key cultural practices in traditional agriculture such as mulching, pruning, and intercropping. 2. Explain the importance of traditional agricultural practices in maintaining soil fertility and promoting sustainable farming. 3. Compare and contrast traditional and modern agricultural practices in terms of tools, methods, and environmental impact. 	<ol style="list-style-type: none"> 1. Create a visual art piece (e.g., a drawing, poster, or model) that represents a traditional cultural practice in agriculture. 2. Demonstrate how to properly perform one cultural practice (e.g., mulching or staking) using local materials. 	<ol style="list-style-type: none"> 1. Express appreciation for the role of indigenous knowledge in traditional agricultural systems through class discussions or reflections. 2. Show respect for cultural diversity in farming practices by engaging positively in group work and community-based examples.
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Assessment Strategies			
COGNITIVE/PSYCHOMOTOR	ASSESSMENT STRATEGY	AFFECTIVE	ASSESSMENT STRATEGY
<p><i>Cognitive:</i></p> <ol style="list-style-type: none"> 1. Define key cultural practices in traditional agriculture such as mulching, pruning, and intercropping. 2. Explain the importance of traditional agricultural practices in maintaining 	<ul style="list-style-type: none"> - Oral Questioning. - Questions and answers- written. 	<ol style="list-style-type: none"> 1. Express appreciation for the role of indigenous knowledge in traditional agricultural systems through class discussions or reflections. 	<ul style="list-style-type: none"> - Student reflection on the importance of traditional agricultural systems.

<p>soil fertility and promoting sustainable farming.</p> <p>3. Compare and contrast traditional and modern agricultural practices in terms of tools, methods, and environmental impact.</p> <p><i>Psychomotor:</i></p> <p>1. Create a visual art piece (e.g., a drawing, poster, or model) that represents a traditional cultural practice in agriculture.</p>	<ul style="list-style-type: none"> - Case study and questions to complete. - Presentation of poster created. - Concept map of poster design. 	<p>2. Show respect for cultural diversity in farming practices by engaging positively in group work and community-based examples.</p>	
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<p>2. Demonstrate how to properly perform one cultural practice (e.g., mulching or staking) using local materials.</p>	<ul style="list-style-type: none"> - Teacher will provide feedback on the poster. - Teacher will provide a mark for art piece. - Teacher will mark students on the skill performed according to CSEC standards. 		
<p>Set Induction</p> <p>“Imagine your grandparents working on the farm—no machines, no chemicals—just simple tools, wisdom passed down through generations, and nature’s rhythm. Today, we’re going to explore how traditional farmers cared for their crops using</p>			

practices like mulching, pruning, and intercropping. But here's the twist: we'll also use **art** to bring these practices to life. By the end of this lesson, you'll not only understand these methods —you'll visualize and express them creatively. So, let's dig into the soil of tradition and plant the seeds of knowledge and imagination!"

Description of Teaching/Learning Methods

Teacher's Activities	Students' Expected Activities	Est. time to complete
<u>Introduction/Set Induction</u> <ul style="list-style-type: none"> - Scenario presented. - Outline objectives. 	<ul style="list-style-type: none"> - Observe and answer questions. - Take notes. - Asked questions that may arise. 	5 mins
<u>Presentation 1</u> <ul style="list-style-type: none"> - Explain cultural practices (e.g., mulching, moulding, staking). - Discuss the importance of soil fertility in relation to cultural practice (porosity, texture etc). 	<ul style="list-style-type: none"> - Participate in discussion. 	20 mins

<p><u>Summary 1 Formative Check)</u></p>		
<ul style="list-style-type: none"> - Case study on soil fertility and cultural practices. 	<ul style="list-style-type: none"> - Read case study and answer the questions that follow. 	<p>5 mins</p>
<p><u>Presentation 2</u></p> <ul style="list-style-type: none"> - Explain the concept of mulching and moulding. - Demonstrates mulching and moulding. - Give examples of crops that benefit from these practices. 	<ul style="list-style-type: none"> - Listen, observe and ask questions. - Plan poster idea. 	<p>10 minutes</p>
<p><u>Summary 2 (Formative Check)</u></p> <ul style="list-style-type: none"> - Teacher observes students' techniques. 	<ul style="list-style-type: none"> - Students complete activity and feedback given by teacher. 	<p>20 mins</p>
<p><u>Evaluation</u></p> <ul style="list-style-type: none"> - Checklist to ensure the mulching and moulding is done properly. 		

<u>Conclusion</u> <ul style="list-style-type: none"> - Recap on the importance of cultural practices in agriculture. - Encourage students to complete poster at home. 	<ul style="list-style-type: none"> - Students listen and ask relevant questions and allows teacher to respond. - Listen and ask questions. 	5 mins
Contingency Plan		
<p style="text-align: center;">Teacher's Activities</p> <ul style="list-style-type: none"> - If short on time, assign the product concept as homework. 	<p style="text-align: center;">Students' Expected Activities</p> <ul style="list-style-type: none"> - Continue refining their ideas after class. 	<p style="text-align: center;">Est. time to complete</p>

End of Lesson Activities		
<u>Closure to lesson</u> T.S. (Transition Statement) Next class, we'll go through everyone's poster..		
B.S. (Bridging Statement) Understanding how to preserve and enhance our cultural heritage in agriculture.		

Critical Employability Skills

- Communicate ideas and information
- Think critically
- Problem solving
- Numeracy skills
- Work in groups or pairs (collaboration and cooperation)
- Environmental awareness

REFLECTIONS

Today's lesson was a meaningful blend of science and creativity. Students showed strong engagement, especially during the art integration activity, where they expressed traditional agricultural practices through drawings and models. Many were able to explain cultural methods like mulching and intercropping with clarity, showing that the cognitive objectives were met. Some students needed additional guidance with the psychomotor tasks, suggesting a need for more time or support in future sessions. Overall, the lesson

successfully deepened students' appreciation for traditional farming and connected them to their cultural heritage through both learning and expression.