**REXCHRISTUS COLLEGE,**

**KUBWA.**

**LESSON PLAN FOR WEEK THREE LESSON PERIOD ONE ENDING 27TH SEPTEMBER, 2024**

| **SUBJECT: Fisheries** |  |
| --- | --- |
| **Theme**  **Date**  **Class**  **Time**  **Duration** | FISH POND  23rd September, 2024  SS 2  11:50\_12 :30  40 minutes |
| **Unit Topic**  **Lesson Topic** | INLET, OUTLET AND DYKE.  COMPONENTS OF FISH POND |
|  |  |
| **Instructional Objectives**    **Instructional Resources** | At the end of the lesson, the students should be able to  1. describe an inlet.  2. explain outlet.  3. discuss dyke.  Samples and charts on fish pond. |
|  |  |

| **STAGES/STEPS** | **TEACHER’S ACTIVITIES** | **STUDENTS ACTIVITIES** | **MODE** |
| --- | --- | --- | --- |
| **PRESENTATION** |  |  |  |
| **STEP 1 (PRESENTATION OF PRIOR IDEAS)** | The teacher identifies the students previous ideas by asking the following question.  1. Describe a happa culture system.  2. Explain wooden vat as a culture system.  3. Discuss raceway culture system. | The students recall. | Individual |
| **STEP 2 (EXPLORATION)** | The teacher urges the students to explore the lesson using the following questions.  1. Describe an inlet.  2. Explain outlet.  3. Discuss dyke. | The students respond to the questions. | Entire class |
| **STEP 3 (DISCUSSION)** | The teacher leads the students on the discussion as follows.  **1. INLET.**  Using the instructional material, the teacher starts by describing an inlet as the channels which water is let into the pond  The teacher prompts the students to share their own knowledge of a happa culture system, encouraging active participation and critical thinking.  **2. OUTLET.**  Moving on , the teacher utilizes instructional materials to showcase the practical applications and outlet as a component of pond that discharge water from the pond.  By involving the students in this discussion, the teacher fosters a collaborative learning environment where different perspectives are valued.  **3. DYKE**  Delving deeper into the topic, the teacher discusses dyke using instructional material as a fish pond component that serves as a walking way and base of the pond.  After the teacher's discussion, the students are encouraged to articulate their own understanding of what constitutes a dyke, promoting individual reflection and comprehension. | The students describe inlet.  The students explain outlet.  The students discuss dyke. | Individual  Individual  Entire class |
| **STEP 4 (APPLICATION)** | As students, describe the components of a fish pond. |  |  |
| **STEP 5 (EVALUATION)** | The teacher evaluates the level of students understanding by asking the following questions.  1. Describe an inlet.  2. Explain outlet.  3. Discuss dyke. | The students answer the questions. | Entire class |
| **CONCLUSION** | The teacher summarizes the basic lesson on the board and answers their questions. |  |  |
| **ASSIGNMENT** | Discuss in details, two components of fish pond. |  |  |
| **REFERENCE** | Udofia Elizabeth etal' (2022) Fisheries For Senior Secondary Schools, Book 2. By University Press Limited.  Abiodun KS. (2022) Essential Fisheries For Senior Secondary Schools. By Tonad Publishers Limited. |  |  |

**HOD’S COMMENT: CATHERINE OCHUKO**

**HOD’S SIGN:**

**DATE:**