**Lesson Name:** Crop Rotation-Creating a Bed Map

**Main message:** Crops should be rotated so that the same family is not planted in the same bed as the previous year

**Time:** 30 minutes

**Location (classroom/field):** classroom

**Audience (Level):** beginning and intermediate

**Literacy/Numeracy level:**

**Area of learning/Subject:**

**Competencies/Skills/Core Knowledge:**

**Related activities:**

* Plant Families
* Heavy Feeders, Light Feeders
* Plant Families: Categorization
* Soil Nutrient Bead Activity

**Learning objectives**

***By the end of the lesson farmers will…*:**

* Understand why it is important to rotate crops
* Know that crops are members of different families
* Have created a bed map to follow for the season

**Assessment evidence**

***Farmers will demonstrate their learning by…*:**

* Accurately arrange their bed map by rotating crop families

**Pre-teaching Concepts:**

Crop rotation

**ESL words of the Lesson:**

**Teaching Tips:**

**Background Notes/Reference Materials/Supporting Documents:**

Staff will need to have the information from the previous year, showing what crop was grown in each bed

**Materials:**

**Set-up:**

Staff prepare:

* a worksheet for each farmer that represents the beds they will be growing on, and the crop families that were grown there the past 2 years, color coordinated by family.
* “beds” of each crop that each farmer has signed up to grow, color coordinated by family

**Steps:**

1. Review crop families with farmers, asking if they remember which crops are related to each other or the name of any crop families and which crops are in those families.
2. Ask class what crop rotation is, and then, why a farmer might practice crop rotation
3. Hand each farmer a map of their beds from the previous 1-2 years
4. Explain that these show the family of the crop that was grown there last year and the year before, and that each color represents a different family (red is Solanaceae, blue is Brassica, green is Legume, etc)
5. Hand out the current crop bed strips that farmers signed up for this year
6. Explain that they are to arrange them in the beds such that they don’t plant the same family in the same bed as the previous year.
7. As farmers arrange the strips on their map, work with them to help correct any misplaced ones.
8. For farmers who might have grown a lot of one family the previous year, you can use them as an example to talk about growing a variety of things to maintain soil fertility and pest management
9. Though the color will not represent this, as you work with farmers in their final arrangement, you should also take into account height of various crops to make sure that short plants will not be too shaded by tall plants.
10. When farmers have successfully arranged their crop map for this year, tape or glue the pieces to the sheet
11. Photocopy each one to keep a record in staff files

**Alternatives**

**Reflection *What did farmers learn? How do I know? What did I learn? How will I improve my lesson next time?*:**

**Participant Evaluation**

How much did you like this activity?

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| **1** | **2** | **3** | **4** | **5** |
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| **Comments:** |  |  |  |  |

Did you feel like you learned something?

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| --- | --- | --- | --- | --- |
| **1** | **2** | **3** | **4** | **5** |
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| **Comments:** |  |  |  |  |

**Accompanying Photos:**

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