

FIRST TERM

WEEKLY LESSON NOTES

WEEK 3

Week Ending: 20-10-2023		DAY:		Subject: Social Studies	
Duration: 60MINS				Strand: Environment	
Class: B8		Class Size:		Sub Strand: Environmental Issues	
Content Standard: B9.1.1.2. Evaluate the sources and ways of conserving energy		Indicator: B9.1.1.2.1. Assess global sources and the means of conserving energy			Lesson: I OF 2
Performance Indicator: Learners can describe the processes and devices used for measuring and metering energy consumption.				Core Competencies: CP 5.1: CC 8.1: CC 8.1: CC 9.1: CP 5.2: CC	
References: Social Studies Curriculum Pg. 39					
Keywords: Energy Consumption, Kilowatt-hour (kWh), Meter, Utility Bill					
Phase/Duration	Learners Activities				Resources
PHASE 1: STARTER	Display a utility bill (preferably an electricity bill) to the class. Ask learners if they know what it represents and why households receive it every month. Share performance indicators with learners.				
PHASE 2: NEW LEARNING	Briefly explain how energy consumption is tracked in homes and businesses. Discuss the importance of understanding how much energy we use. Provide learners with different devices (like a simple home energy meter, or pictures of various meters if actual devices are unavailable). Allow learners to explore and discuss how these devices might work and how they measure energy. Show learners a case study or a short video on how energy companies measure and charge for energy consumption. Ask learners; Why is it important to measure our energy consumption? How can understanding our consumption help in conserving energy? <u>Assessment</u> 1. What unit is typically used to measure electricity consumption? 2. Why do we measure energy consumption? 3. Name one device used for measuring energy consumption in homes.				Pictures and Charts

	4. How can understanding our energy usage help in conservation?	
PHASE 3: REFLECTION	Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson. Take feedback from learners and summarize the lesson.	

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Performance Indicator: Learners can describe the advantages of energy conservation and will educate others on its importance.			Core Competencies: CP 5.1: CC 8.1: CC 8.1: CC 9.1: CP 5.2: CC
References: Social Studies Curriculum Pg. 39			
Keywords: Energy Conservation, Air Pollution, Scarce Resources, Sustainable			
Phase/Duration	Learners Activities		Resources
PHASE 1: STARTER	<p>Ask learners to brainstorm common ways they might waste energy in their daily lives (e.g., leaving lights on, using excessive water, not turning off electronics).</p> <p>Share performance indicators with learners.</p>		
PHASE 2: NEW LEARNING	<p>Divide the class into groups and provide each group with a scenario that results in energy waste.</p> <p>Ask them to discuss the consequences of such wastage and how it can be avoided.</p> <p>In groups, learners will create posters on the advantages of energy conservation. They should focus on:</p> <ul style="list-style-type: none"> • Saving money • Making the most of our scarce energy resources • Reducing air pollution. <p>Encourage learners to be as creative as possible.</p> <p>Each student is tasked to educate at least one family member or friend outside the class about energy conservation and then present a report about their experience.</p> <p>This can be a brief presentation where they share reactions, questions, or new insights they gained during the education process.</p> <p><u>Assessment</u></p> <ol style="list-style-type: none"> 1. Name one advantage of conserving energy. 2. How does conserving energy help in reducing air pollution? 3. Why are our energy resources considered scarce? 4. How can educating others help in promoting energy conservation? 		Pictures and Charts

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