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| **Week Ending:** | |  | | | | **Subject:** Science | |
| **Duration:** 60mins per lesson | | | | | | **Strand:** Humans & The Environment | |
| **Class:** B6 | | **Class Size:** | | | | **Sub Strand:** Science & Industry | |
| **Content Standard:**  B6.5.3.1 Recognize the impact of science and technology on society | | | | **Indicator:**  B6.5.3.1.1 identify the scientific concepts and principles underlying the operation of some industries | | | **Lesson:**  1 OF 1 |
| **Performance Indicator:**   * Learners can identify the scientific concepts and principles underlying the operation of some industries | | | | | **Core Competencies:**  Problem Solving skills; Critical Thinking; Justification of Ideas; | | |
| **Teaching/ Learning Resources** | | | Gari, kenkey, shea butter, cooking oil, blacksmith, basketry | | | | |
| **New words** |  | | | | | | |
| **References:** ScienceCurriculum Pg. 45 | | | | | | | |

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| **DAYS** | **PHASE 1: STARTER** | **PHASE 2: MAIN** | **PHASE 3: REFLECTION** |
|  | The teacher brings a bag into the classroom that contains an object that has a connection to the lesson.  Then it is passed around and learners try to determine what is in the bag just by feeling it.  The student who guess right wins, and hence introduce the lesson | Learners watch a video of kenkey and salt production processes.  Learners go on a study visit to a local business venture such as kenkey, soap, salt production, cooking oil, or gari production centre.  Learners must observe the activities and interact with people at the workplace. | Ask learners questions to review their understanding of the lesson.  Have learners write 3 facts of the lesson on a sheet of paper and it in their pockets and learn it on their way home. |
|  | Teacher writes and lets students see the answer on the board, perhaps a picture of object on the board.  The students must come up with questions in which the answer could be the object on the board. | Engage learners, in groups, to discuss and identify the key scientific principles underlying the operations of the industries visited.  Build vocabulary of learners by explaining key terms such as evaporation, salting-out, fermentation and saponification.    Project Give learners a project to work in groups to produce yoghurt, kenkey or soap based on the experiences from their study visits. | Ask learners questions to review their understanding of the lesson.  Have learners write 3 facts of the lesson on a sheet of paper and it in their pockets and learn it on their way home.  Next lesson: Know the effects of climate change on humans |