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| **Week Ending:**  | **DAY:**  | **Subject:** Science |
| **Duration:** 60mins per lesson | **Strand:** Humans and the Environment |
| **Class:** B2 | **Class Size:**  | **Sub Strand:** Climate Change  |
| **Content Standard:** B2.5.4.1 Know that climate change is one of the most important environmental issues facing the world today. | **Indicator:** B2.5.4.1.1 Describe the conditions of the weather | **Lesson:**1 OF 1 |
| **Performance Indicator:** * Learners can describe the conditions of the weather
 | **Core Competencies:**Problem Solving skills; Critical Thinking; Justification of Ideas; |
| **Teaching/ Learning Resources** | Pictures, videos, natural environment. |
| **New words** | Bush burning, rubbish, throwing rubbish, water bodies, smoke, air, fossil fuel |
| **References:** ScienceCurriculum Pg. 48 |

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| **DAYS** | **PHASE 1: STARTER** | **PHASE 2: MAIN** | **PHASE 3: REFLECTION** |
| MON | Have learners come out with different activities that could harm the environment (bush burning, burning of rubbish, throwing rubbish into water bodies. This should be done in a think-pairshare activity. | What do we see in our communities? Is it a neat place? Can you describe how neat your school community is? Have learners watch all the three pictures in learners’ book showing different activities and scenes that destroy our environment. Have learners talk about their observations and write key ideas on the board.  | Have learners talk about what they have learnt individually. Also, summarize main ideas for learners. Ask learners to design a poster for their friends to show the causes of climate change. |
|  | Have learners come out with different activities that could harm the environment (bush burning, burning of rubbish, throwing rubbish into water bodies. This should be done in a think-pairshare activity. | Let learners determine if they could be harmed by those activities and environmental situations like smoke in the air. Explain to learners that fossil fuels like the petrol used in cars is causing the world to become warmer, affecting the weather. Now still in groups have learners discuss and talk about the weather, farming and fishing activities. Find out from learners whether crops are able to grow well through the year. Write learners’ response on the board as they present their responses in groups. | Group project. Have learners observe their community and their home surroundings carefully to find out and record some of the harmful human activities people do.Observe on Monday, Tuesday and Wednesday. Then each group should write what they saw on a cardboard.Create an awareness week in your community to tell people to stop the harmful behavior. |
|  | Have learners play games and recite familiar rhymes to begin the lesson Using questions and answers, review their understanding of the previous lesson | Show pictures or videos of different weather conditions and activities people do under different weather conditions. Learners talk about what they observe during different weather conditions: rainy, windy, sunny and cloudy. Let learners sing songs on the weather, e.g. rain, rain go away. Act a play on the lesson taught.Put learners into convenient groups. Let them talk of other activities that pollute the atmosphere.What will happen if you do not know about climate change. Have learners work in pairs and discuss the topic. | Ask learners to summarize what they have learnt.Let learners say 5 words they remember from the lesson. |