

<b>Date:</b> 11 <sup>th</sup> FEB, 2022		<b>Period:</b>	<b>Subject:</b> Social Studies
<b>Duration:</b>		<b>Strand:</b> Environment	
<b>Class:</b> B7	<b>Class Size:</b>	<b>Sub Strand:</b> Environmental Issues	
<b>Content Standard:</b> B7.1.1.2 Examine the sources of energy and demonstrate the skills of conserving energy in Ghana		<b>Indicator:</b> B7 1.1.2.1. Examine the sources of energy	<b>Lesson:</b>
<b>Performance Indicator:</b> Learners can describe the various sources of energy		<b>Core Competencies:</b> CP 5.1, CC 8.1: CP 5.2: CC 8.1: CP 5.2: CC 7.1:	
<b>References:</b> Social Studies Curriculum Pg.6			
<b>Keywords:</b>			
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>	
<b>PHASE 1: STARTER</b>	Revise with learners to review their understanding in the previous lesson.  Share performance indicators with learners.		
<b>PHASE 2: NEW LEARNING</b>	Guide learners to examine the benefits of using renewable energy. Example: <ul style="list-style-type: none"> <li>• <i>Generating energy that produces no greenhouse gas emissions from fossil fuels and reduces some types of air pollution</i></li> <li>• <i>Diversifying energy supply and reducing dependence on imported fuels.</i></li> <li>• <i>Creating economic development and jobs in manufacturing, installation, and more.</i></li> </ul> Have learners examine the benefits of using non-renewable energy sources. Example: <ul style="list-style-type: none"> <li>• <i>Non-renewable resources are high in in energy.</i></li> <li>• <i>Huge profits can be generated in the mining of coal, selling of oil or the construction of natural gas pipelines.</i></li> <li>• <i>These resources are easy to use whether in a home or anywhere.</i></li> </ul> In groups, let learners discuss and design posters to show how different sources of energy are used.	Posters and charts on sources of energy	



Assessment

1. State three benefits of using non-renewable energy sources
2. State three benefits of using renewable energy sources

**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.

Ask learners how the lesson will benefit them in their daily lives.

WEEK 5

<b>Date:</b> 18 <sup>th</sup> FEB, 2022		<b>Period:</b>	<b>Subject:</b> Social Studies
<b>Duration:</b>		<b>Strand:</b> Environment	
<b>Class:</b> B7	<b>Class Size:</b>	<b>Sub Strand:</b> Environmental Issues	
<b>Content Standard:</b> B7.1.1.2 Examine the sources of energy and demonstrate the skills of conserving energy in Ghana		<b>Indicator:</b> B7 1.1.2.1. Examine the sources of energy	<b>Lesson:</b>
<b>Performance Indicator:</b> Learners can describe the use of energy		<b>Core Competencies:</b> CP 5.1, CC 8.1: CP 5.2: CC 8.1: CP 5.2: CC 7.1:	
<b>References:</b> Social Studies Curriculum Pg.6			
<b>Keywords:</b> imports, energy			
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>	
<b>PHASE 1: STARTER</b>	Revise with learners to review their understanding in the previous lesson.  Share performance indicators with learners.		
<b>PHASE 2: NEW LEARNING</b>	Begin by discussing with learners the role of the sun and its importance to life on earth.  Ask the following questions: (a) what is the sun? (b) What are some of the ways through which the earth benefits from the sun?  Learners perform outdoor activities to illustrate the importance of the sun.  Guide learners to know other major uses of the sun to the earth.  Learners outline everyday uses of the sun  In groups, let learners discuss how the sun or wind can be used to heat or perform work.  Through group discussion, come out with ways of using energy.  In groups, discuss why Ghana sometimes imports energy.	Posters and charts on sources of energy	

	<u>Assessment</u> 5. Define energy. 6. What is renewable source of energy? 7. List four sources of energy that can replenished. 8. What is non-renewable source of energy? 9. Write three uses of the sun	
PHASE 3: <b>REFLECTION</b>	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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<b>Duration:</b>	<b>Strand:</b> Environment		
<b>Class:</b> B7	<b>Class Size:</b>	<b>Sub Strand:</b> Environmental Issues	
<b>Content Standard:</b> B7.1.1.2 Examine the sources of energy and demonstrate the skills of conserving energy in Ghana		<b>Indicator:</b> B7 1.1.2.1. Examine the sources of energy	<b>Lesson:</b>
<b>Performance Indicator:</b> Learners can describe how to use energy efficiently in the home		<b>Core Competencies:</b> CP 5.1, CC 8.1: CP 5.2: CC 8.1: CP 5.2: CC 7.1:	
<b>References:</b> Social Studies Curriculum Pg.6			
<b>Keywords:</b> gadgets,			
Phase/Duration	Learners Activities		Resources
PHASE 1: <b>STARTER</b>	Revise with learners to review their understanding in the previous lesson.  Share performance indicators with learners.		
PHASE 2: <b>NEW LEARNING</b>	Learners mention names of things that use electricity in the home.  Brainstorm with learners to come out with how they use the electrical gadgets.  Learners talk about what will happen if electrical gadgets are not switched off when not in use.		Posters and charts on sources of energy

	<p>Elaborate on and link learners' ideas with the issue of power outages and crisis which come as a result of the efficient use of electricity in our homes and industries.</p> <p>Learners, in a think-pair-share activity, identify how they can use electricity efficiently in the home, community and school.  e.g. ironing in bulk,  putting off television sets and freezers when ironing,  using energy-efficient bulbs and other electrical gadgets with higher energy efficient ratings: (more stars imply higher energy efficiency).</p> <p><u>Assessment</u></p> <ol style="list-style-type: none"> <li>3. State three benefits of using non-renewable energy sources</li> <li>4. State three benefits of using renewable energy sources</li> <li>5. State three ways of using energy efficiently</li> </ol>	
<p><b>PHASE 3: REFLECTION</b></p>	<p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p> <p>Ask learners how the lesson will benefit them in their daily lives.</p>	