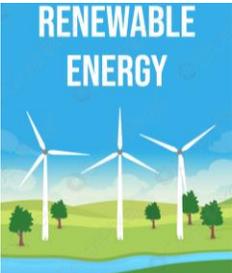


WEEKLY LESSON PLAN – B7

WEEK 4

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| Date: 11 th FEB, 2022 | Period: | Subject: Social Studies |
| Duration: | Strand: Environment | |
| Class: B7 | Class Size: | Sub Strand: Environmental Issues |
| Content Standard: B7.1.1.2 Examine the sources of energy and demonstrate the skills of conserving energy in Ghana | Indicator: B7 1.1.2.1. Examine the sources of energy | Lesson: |
| Performance Indicator: Learners can describe the various sources of energy | Core Competencies: CP 5.1, CC 8.1: CP 5.2: CC 8.1: CP 5.2: CC 7.1: | |
| References: Social Studies Curriculum Pg.6 | | |
| Keywords: | | |
| Phase/Duration | Learners Activities | Resources |
| PHASE 1: STARTER | Revise with learners to find out what they already know about sources of energy. Share performance indicators with learners. | |
| PHASE 2: NEW LEARNING | Brainstorm learners to explain the meaning of energy. <i>Energy is the ability to do work.</i> Through the use of internet, videos or pictures, let learners describe the sources of energy in Ghana, including fuel wood, hydro, solar and thermal. Example: 1. Solar or Sun energy, Wind energy, Biogas or Biomass energy, Geothermal energy, Water energy, fire wood or charcoal, nuclear energy, fossil fuels and batteries. | Posters and charts on sources of energy |
|  <p>The image contains six icons arranged in two rows of three. The top row shows Solar (a sun over solar panels), Hydro (a dam with water), and Wind (a wind turbine). The bottom row shows Tidal (turbines in water), Geothermal (a volcano with geysers), and Biomass (a factory with a leaf). Each icon has its name written below it: SOLAR, HYDRO, WIND, TIDAL, GEOTHERMAL, and BIOMASS.</p> | | |

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| | <p>In groups, learners categorize sources of energy into renewable and non-renewable.</p> <p>Renewable sources of energy are those that are <i>inexhaustible or unlimited in nature.</i></p> <p><i>Example: Solar or Sun energy, Wind energy, Biogas or Biomass energy, Geothermal energy, Water energy</i></p> <p>non-renewable sources of energy are those sources that are <i>exhaustible or limited in supply</i></p> <p><i>example: fire wood or charcoal, nuclear energy, fossil fuels and batteries</i></p> <p><u>Assessment</u></p> <ol style="list-style-type: none"> 1. Define energy. 2. What is renewable source of energy? 3. List four sources of energy that can be replenished 4. What is non-renewable source of energy? | |
| <p>PHASE 3: REFLECTOIN</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> | |

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| Keywords: | | | |
| Phase/Duration | Learners Activities | | Resources |
| PHASE 1: STARTER | <p>Revise with learners to review their understanding in the previous lesson.</p> <p>Share performance indicators with learners.</p> | | |
| PHASE 2: NEW LEARNING | <p>Guide learners to examine the benefits of using renewable energy.</p> <p>Example:</p> <ul style="list-style-type: none"> • <i>Generating energy that produces no greenhouse gas emissions from fossil fuels and reduces some types of air pollution</i> • <i>Diversifying energy supply and reducing dependence on imported fuels.</i> • <i>Creating economic development and jobs in manufacturing, installation, and more.</i> <p>Have learners examine the benefits of using non-renewable energy sources.</p> <p>Example:</p> <ul style="list-style-type: none"> • <i>Non-renewable resources are high in in energy.</i> • <i>Huge profits can be generated in the mining of coal, selling of oil or the construction of natural gas pipelines.</i> • <i>These resources are easy to use whether in a home or anywhere.</i> <p>In groups, let learners discuss and design posters to show how different sources of energy are used.</p> | | Posters and charts on sources of energy |
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| | <u>Assessment</u> 1. State three benefits of using non-renewable energy sources 2. State three benefits of using renewable energy sources | |
| PHASE 3: REFLECTOIN | 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. | |