

**FIRST TERM**  
**WEEKLY LESSON NOTES**  
**WEEK 2**

<b>Week Ending:</b> 20-01-2023	<b>DAY:</b>	<b>Subject:</b> Social Studies
<b>Duration:</b> 60MINS		<b>Strand:</b> Environment
<b>Class:</b> B8	<b>Class Size:</b>	<b>Sub Strand:</b> Conserving Energy
<b>Content Standard:</b> B8.1.1.2. Analyze the sources and ways of conserving energy in Ghana	<b>Indicator:</b> B8.1.1.2.1. Examine the means of conserving energy	<b>Lesson:</b> 1 OF 2
<b>Performance Indicator:</b> Learners can discuss means of conserving energy		<b>Core Competencies:</b> CP 5.1: CC 8.1: CC 8.1: CC 9.1: CP 5.2: CC
<b>References:</b> Social Studies Curriculum Pg. 39		
<b>Keywords:</b> Conserve, energy, unplug, bulk, turnoff		
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>
<b>PHASE 1: STARTER</b>	<p>Learners sing and recite rhymes on how energy can be conserved in the community.</p> <p>If You Save Energy and You Know It, Clap Your Hands</p> <p>Verse 1: If You Use Less and you know it, clap your hands. If You Use Less and you know it, clap your hands. If You Use Less and you know it, then your face will really show it. If You Use Less and you know it, clap your hands.</p> <p>Verse 2: If You Unplug and you know it, stomp your feet.</p> <p>Verse 3: If You Reuse and you know it, wave your hands. Final verse: If You Save Energy and you know it, do all three.</p> <ul style="list-style-type: none"> <li>• Did you enjoy the song?</li> <li>• Do you use less or more energy?</li> <li>• What does it mean to use more energy</li> <li>• What does it mean to use more energy?</li> </ul> <p>Share performance indicators and introduce the lesson</p>	
<b>PHASE 2: NEW LEARNING</b>	<p>Brainstorm learners to come up with the meaning of Energy Conservation.</p> <p><i>It is the practice of reducing the quantity of energy used or consumption of energy services.</i></p> <ul style="list-style-type: none"> <li>• Do you put off the light when sleeping?</li> <li>• Why do you have to close the fridge after use?</li> <li>• What will you tell your friend if he leaves the tap on after use?</li> </ul>	Pictures and Charts

	<p>Guide learners, through think-pair-share, to talk about strategies for energy conservation, e.g.</p> <ul style="list-style-type: none"> <li>• Using solar or wind energy instead of petroleum,</li> <li>• Making efforts to reduce the consumption of energy (e.g. turning off lights when leaving the room</li> <li>• Recycling plastics or paper, using more natural light from the sun).</li> </ul> <p>Guide learners to describe conserving energy in their homes or in the community, using small group drama.</p> <p>Learners talk about ways of conserving energy;</p> <ol style="list-style-type: none"> <li>i. <i>Turning off the light,</i></li> <li>ii. <i>Turn off television if not in use.</i></li> <li>iii. <i>Unplug iron after use</i></li> <li>iv. <i>Turn off fan after use.</i></li> </ol> <p>Through whole class discussion guide learners to discuss the importance of energy conservation.</p> <ol style="list-style-type: none"> <li>i. <i>It plays important role of lessening climate change.</i></li> <li>ii. <i>Low electricity bills, reduced maintenance, operation and service costs for electronic equipment.</i></li> <li>iii. <i>We save the country a lot of money when save energy.</i></li> <li>iv. <i>It reduces environmental pollution.</i></li> </ol> <p><u>Assessment</u></p> <ol style="list-style-type: none"> <li>1. What is energy conservation?</li> <li>2. State four importance of energy conservation.</li> <li>3. State three ways we can conserve energy in our homes.</li> </ol>	
<p><b>PHASE 3: REFLECTION</b></p>	<p>Ask learners series of questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p> <p><u>Suggested Homework</u></p> <ol style="list-style-type: none"> <li>1. What is energy conservation?</li> <li>2. State four importance of energy conservation.</li> <li>3. State three ways we can conserve energy in our homes.</li> <li>4. State three ways we can conserve energy in our homes</li> </ol>	

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Phase/Duration	Learners Activities	Resources
<b>PHASE 1: STARTER</b>	<p>Start the lesson with a recap of the previous lesson. Allow learners to reflect on what they learnt from the previous lesson and the homework relating to ways of conserving energy.</p> <p>Set expectations for this lesson including what will be learnt and how learning will occur and assessed</p>	
<b>PHASE 2: NEW LEARNING</b>	<p>Brainstorm learners to come up with the meaning of Energy Conservation.</p> <p><i>It is the practice of reducing the quantity of energy used or consumption of energy services.</i></p> <ul style="list-style-type: none"> <li>• Do you put off the light when sleeping?</li> <li>• Why do you have to close the fridge after use?</li> <li>• What will you tell your friend if he leaves the tap on after use?</li> </ul> <p>Guide learners, through think-pair-share, to talk about strategies for energy conservation,</p> <p>e.g.</p> <ul style="list-style-type: none"> <li>• Using solar or wind energy instead of petroleum,</li> <li>• Making efforts to reduce the consumption of energy (e.g. turning off lights when leaving the room</li> <li>• Recycling plastics or paper, using more natural light from the sun).</li> </ul> <p>Guide learners to describe conserving energy in their homes or in the community, using small group drama.</p> <p>Learners talk about ways of conserving energy;</p> <ol style="list-style-type: none"> <li><i>Turning off the light,</i></li> <li><i>Turn off television if not in use.</i></li> <li><i>Unplug iron after use</i></li> <li><i>Turn off fan after use.</i></li> </ol> <p>Through whole class discussion guide learners to discuss the importance of energy conservation.</p> <ol style="list-style-type: none"> <li><i>It plays important role of lessening climate change.</i></li> <li><i>Low electricity bills, reduced maintenance, operation and service costs for electronic equipment.</i></li> </ol>	Pictures and Charts

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