

FIRST TERM

WEEKLY LESSON NOTES

WEEK 1

| Week Ending: 06-10-2023 | | DAY: | Subject: Social Studies |
|---|---|--|---|
| Duration: 60MINS | | Strand: Environment | |
| Class: B8 | Class Size: | | Sub Strand: Environmental Issues |
| Content Standard: B9.1.1.1. Demonstrate skills in dealing with environmental challenges | | Indicator: B9.1.1.1.1. Examine air pollution as an environmental challenge | Lesson: 1 OF 2 |
| Performance Indicator: Learners can explain the concept of air pollution, its primary causes, and its implications on the environment and human health. | | | Core Competencies: CP 5.1: CC 8.1: CC 8.1: CC 9.1: CP 5.2: CC |
| References: Social Studies Curriculum Pg. 74 | | | |
| Keywords: Air Pollution, Emissions, Smog, Fumes | | | |
| | | | |
| Phase/Duration | Learners Activities | Resources | |
| PHASE 1: STARTER | <p>Begin with a striking image or short video clip showcasing smog-covered cities, vehicles emitting fumes, or industries releasing smoke.</p> <p>Pose a question: "What impact do you think scenes like this have on our environment and health?"</p> <p>Share performance indicators with learners.</p> | | |
| PHASE 2: NEW LEARNING | <p>Introduce the term "air pollution," emphasizing pollutants that contaminate the air we breathe.</p> <p>Discuss how polluted air can be harmful, affecting not just the environment (like acid rain or ozone depletion) but also human health (respiratory issues, allergies).</p> <p>Using visuals, showcase various activities that contribute to air pollution: vehicles releasing exhaust, industries emitting smoke, and the burning of wood or trash.</p> <p>Engage the learners in a discussion about other potential sources of air pollution they encounter or know about.</p> <p>As an interactive element, you could plot these sources on a map of the local area or a larger region, indicating pollution hotspots.</p> <p><u>Assessment</u></p> <ol style="list-style-type: none"> 1. What is air pollution, and why is it a concern for both the environment and human health? 2. Name two primary sources of air pollution in urban areas. 3. How can industrial activities contribute to air pollution? | Pictures and Charts | |

| | | |
|--------------------------------|---|--|
| | 4. Why might fires, even those not related to industry or vehicles, lead to polluted air? | |
| PHASE 3: REFLECTION | <p>Recap the main points of the lesson, emphasizing the significance of understanding and addressing air pollution. Highlight the collective responsibility in finding solutions to this pressing issue.</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> | |

| Week Ending: 06-10-2023 | | DAY: | Subject: Social Studies |
|--|---|--|--|
| Duration: 60MINS | | Strand: Environment | |
| Class: B8 | Class Size: | | Sub Strand: Environmental Issues |
| Content Standard: B9.1.1.1. Demonstrate skills in dealing with environmental challenges | | Indicator: B9.1.1.1.1. Examine air pollution as an environmental challenge | Lesson: 2 OF 2 |
| Performance Indicator: Learners can detrimental effects of air pollution on human health and the environment and explore practical solutions to mitigate its impact. | | | Core Competencies: CP 5.1: CC 8.1: CC 8.1: CC 9.1: CP 5.2: CC |
| References: Social Studies Curriculum Pg. 74 | | | |
| Keywords: Air Pollution, Asthma, Smog, Prevention | | | |
| | | | |
| Phase/Duration | Learners Activities | Resources | |
| PHASE 1: STARTER | <p>Show learners a picture of a city skyline on a clear day juxtaposed with a picture of the same skyline on a smog-filled day.</p> <p>Ask learners: "What differences do you observe? How do you think living in the second environment might feel, or how might it affect our health?"</p> <p>Share performance indicators with learners.</p> | | |
| PHASE 2: NEW LEARNING | <p>Engage learners in a discussion about how air pollution affects our environment, leading to problems like acid rain, harming aquatic life, damaging forests, and depleting the ozone layer.</p> <p>Transition into its effects on human health, emphasizing respiratory issues.</p> <p>Introduce conditions like asthma, describing the challenges faced by those who suffer from it and how pollution exacerbates such conditions.</p> <p>Initiate a brainstorming session where learners list out activities or solutions that can reduce air pollution. This can include public transportation, carpooling, tree planting, using energy-efficient appliances, etc.</p> <p>Discuss the feasibility of each solution in the local context, determining which methods might be most effective in their community.</p> <p>Do a project in the community to educate members on the ways to reduce air pollution.</p> <p><u>Assessment:</u></p> <ol style="list-style-type: none"> 1. What are some negative effects of air pollution on the environment? 2. How does air pollution impact individuals with asthma differently than those without this condition? | Pictures and Charts | |

| | | |
|--|---|--|
| | <p>3. Name two methods or strategies that can reduce air pollution in urban areas.</p> <p>4. Why is public transportation often suggested as a solution to combat air pollution?</p> | |
| <p>PHASE 3: REFLECTION</p> | <p>Summarize the importance of addressing air pollution, emphasizing the dual impact on the environment and personal health.</p> <p>Encourage learners to be proactive and make conscious choices in their daily lives to contribute to cleaner air.</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> | |