Lesson plan/note for week 8 ending, 1st March, 2024

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| Term | 2nd term |
| Week | Week 7 and 8 |
| Date | 26th /29th February, 2024 |
| Class | JSS 3 |
| Subject | Basic Science |
| Topic | Ethical Issues on Science and Development |
| Sub- topic | Right and wrong application of Science |
| Period | 8th/9th |
| Time | 1:20-200pm/2:00-2:30pm |
| Duration | 40 minutes/ 30 minutes |
| Number in class | Twelve |
| Average age | 13 years |
| Sex | Mixed |
| Specific objectives | By the end of the lesson, the students should be able to:  1.Explain right and wrong application of science  2.Identify right and wrong applications of science  3.Discuss the implications of the application of science to the development of the society.  4. State the implications of bad scientific practice |
| Rationale | To enable students understand the meaning and types of skills and skill acquisition as well as the importance of acquiring skills. |
| Previous knowledge | Students are familiar with the products of science and technology like: phones, vehicles etc |
| Instructional resources | Mobile phone |
| Reference material | Fundamentals of Basic Science for JSS 3 by Adebesin. O. Michael |

LESSON DEVELOPMENT

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| Steps | Teacher’s Activities | Students’ Activities | Learning |
| Introduction | Teacher raises a phone and asks students what product is it | Students respond to teacher’s question | To arouse students' interest |
| Step I | Teacher explains the right and wrong applications of science | Students listen to teacher | To keep students focus on the lesson |
| Step II | Teacher guides students to identify right and wrong applications of science | Students participate in class discussion | To encourage active participation of students in the lesson |
| Step III | Teacher discusses the implications of the right applications of science to the development of society | Students listen to teacher | To keep students focus on the lesson |
| Step IV | Teacher guides students to state the implications of bad scientific practices | Students take part in class discussion | To encourage critical thinking |
| Board summary | Ethical Issues in Science and Development  Science means a systematic way of acquiring knowledge through observation and experimentation while Technology is the practical application of science.  Ethical issues in science refer to the right and wrong application of science which affect humanity either positively or negatively.  Right application of science is when the application is used in the development of the society.  Wrong application of science include any use that will lead to dehumanizing individuals or groups.   |  |  | | --- | --- | | Right Application | Wrong Application | | 1.Communication (phone) | Internet fraud | | 2.Fertilization(food production) | Pollution | | 3.Electricity | Electrocution | | 4.Drugs (medication) | Drug abuse | | Students copy note | To serve as reference point to students |
|  | Implications of the right application of science  1.Healthy living: With vaccines, diseases like polio which had ravaged humanity have become rare while others like small pox have been driven to extinction  2.Weather forecast: Humans can envision the weather of the next 15 days which helps a country conserve its citizens from any natural calamity. It can also help farmers to know how to make decision on planting of crops.  3.Easy movement: Science has made movement easy through the invention of motor vehicles, aero planes etc.  4. Easy communication: Cell phones and more recently, WiFi devices are used for easy communication  Implications of Bad Scientific Practice  1.Use of weapons of mass destruction e.g chemical and nuclear weapons.  2.Uncontrolled use of drugs leads to drug abuse.  3.Learning negative things from the internet. |  |  |
| Evaluation | Teacher asks students the following questions:  1.Explain right and wrong application of science  2.Identify right and wrong applications of science  3.Discuss the implications of right application of science to the development of the society  4.State the implications of bad scientific practice. | Students respond to teacher’s questions | To ascertain students’ understanding of the lesson |
| Conclusion | Teacher assesses students and make corrections where necessary | Students take correction | To ensure a better understanding. |
| Assignment | 1.List three examples each of right and wrong scientific practices.  2.Give reasons for each of the above. | Students write down the assignment | To engage scholars at home. |