LESSON PLAN/NOTE FOR WEEK ONE ENDING, 13TH JANUARY, 2023

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| Term | 2nd Term |
| Week | 1st week |
| Date | 10th/12th January, 2023 |
| Class | JSS1 |
| Subject | Basic Science |
| Topic | Renewable and non-renewable energy |
| Period | 3rd/4th |
| Time | 9:30-10:10am/10:30-11:10am |
| Duration | 40 minutes each |
| Number in class | Seventeen |
| Average age | 11 years |
| Sex | Mixed |
| Specific Objectives | By the and of the lesson, the students should be able to:   1. Explain the meaning of renewable energy 2. Give three(3) examples of renewable energy 3. Explain the meaning of non- renewable energy 4. Give three(3) examples of non- renewable energy. |
| Rationale | To enable students know the meaning and examples of renewable and non- renewable energy |
| Previous Knowledge | Students are familiar with the sources of energy |
| Instructional Resource | Chart showing examples of renewable and non- renewable energy sources |
| Reference Materials | Comprehensive Basic Science for Junior Secondary Schools 1 by O.J Ehindero et al and Fundamentals of Basic Science by Adebesin .O. Michael |
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| Steps | Teacher’s Activities | Students’ Activities | Learning Points |
| Introduction | Teacher revises the previous lesson on meaning and sources of energy | Students listen to teacher and participate in the revisio  n | To arouse students' interest |
| Step I | Teacher explains the meaning of renewable energy | Students listen to teacher's explanation | To keep students focus on the lesson |
| Step II | Teacher guides students to give examples of renewable energy | Students respond to teacher | To encourage critical thinking |
| Step III | Teacher explains non- renewable energy | Students listen and ask questions where necessary | To keep them focus on the lesson |
| Step IV | Teacher guides students to give examples of non- renewable energy | Students give examples of non- renewable energy | To encourage critical thinking |
| Board Summary | Renewable and Non- renewable Energy  Renewable energy is an energy source that can be replenished in a short period of time.  Renewable energy sources include: solar energy, wind energy, hydropower (energy), geothermal energy and biomass.  1.Solar energy: The sun shines everyday supplying heat and light energy. Since it shines everyday, it is predictable and can be used over and over again. It is used to generate electricity and also used for drying things like clothes, grains etc.  2.Wind energy: Wind energy dies not have limited supply. It is collected using the motion of the wind and is used to power turbines that convert wind energy to electricity.  3.Hydro power: Hydro power is electricity generated by the energy of running water.  4.Geothermal energy: This is the natural heat generated from within the earth.  5.Biomass fuels: This come from things that once lived; wood products, dried vegetation, crop residues etc. As the plants died, the energy is trapped in the residue. This trapped energy is usually released by burning and can be converted into biomass energy.  Non- Renewable Energy  Non- renewable energy is an energy source that cannot be replenished (recreated) in a short period of time. They include:  1.Coal  2.Petroleum  3.Natural gas  4.Propane  5.Uranium  They are used to make electricity, to heat our homes, to move our cars and to manufacture all kinds of products.  Note: Coal, petroleum, natural gas and propane are all considered fossil fuels because they are formed from the buried remains of plants and animals that lived millions of years ago.  Uranium ore, a solid mined and converted to a fuel is not a fossil fuel. | Students copy note | To serve as reference point to students |
| Evaluation | Teacher asks students the following questions:  1.Explain the meaning of renewable energy  2.Give three examples of renewable energy  3.Explain the meaning of non- renewable energy  4.Give three examples of non- renewable energy | Students respond to teacher’s questions | To ascertain their understanding of the lesson |
| Conclusion | Teacher assesses students and make corrections where necessary | Students take correction | To ensure a better understanding |
| Assignment | 1.Differentiate between renewable and non- renewable energy.  2.Give three(3) examples each of renewable and non- renewable energy. | Students write down the assignment | To engage students at home. |
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Lesson plan/note for week one ending, 13th January, 2023.

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| Term | 2nd Term |
| Week | Week 1 and 2 |
| Date | 9th/12th January, 2023 |
| Class | JSS 3 |
| Subject | Basic Science |
| Topic | Resources from Living Things |
| Sub-topic | Resources from Plants and Animals |
| Period | 8th/ 9th |
| Time | 1:20-2:00 pm/ 2:00-2:30 pm |
| Duration | 40 minutes/30minutes |
| Number in class | Thirteen |
| Average age | 13 years |
| Sex | Mixed |
| Specific Objectives | By the end of the lesson, the students should be able to:  1.Define resources  2.State the two groups of resources from living things  3.Mention three plant resources  4.Mention four resources from animals |
| Rationale | The essence of this lesson is to enable students understand the various resources gotten from plants and animals. |
| Previous Knowledge | Students are familiar with crops like maize, rice as well as things gotten from animals like meat, egg etc. |
| Instructional Resources | Rice, beans and pictures from reference text. |
| Reference Material | Excellence in Basic Science and Technology for JSS 3 by Olushola Felix Bello et al. |

LESSON PRESENTATION

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| Steps | Teacher’s Activities | Students' Activities | Learning Point |
| Introduction | Teacher asks students to mention some food crops | Students respond to teacher’s question | To arouse students' interest |
| Step I | Teacher explains the meaning of resource and guides students to give some examples based on their understanding | Students pay attention and participate actively in the class discussion | To keep students focus on the lesson |
| Step II | Teacher states the two groups of resources from living things as: plant and animal resources | Students listen to teacher | To keep students focus on the lesson |
| Step III | Teacher guides students to mention plant resources | Students respond to teacher’s question | To encourage critical thinking |
| Step IV | Teacher mentions some resources gotten from animals and guides students to mention others | Students participate actively in class discussion | To encourage active participation and critical thinking |
| Board Summary | Resources from Living Things  A resources is something that is available for use.  Resources from living things are those things that are gotten from living things ( plants and animals) which are useful to humans.  The two groups of resources from living things are:  1.Plant resources  2.Animal resources  Resources from Plants  Plant resources provide humans with the following:  a.Food crops  b.Cash crops  c.Oil crops  d.Medicinal plants  e.Wood plants  f.Fossil fuels  --Food Crops: These are plants mainly used for food. Examples: Maize, legumes, vegetables, fruits, root and tuber crops.  --Cash Crops: These are plants produced mainly to be sold in order to get money. They include: Coffee, Cotton, Rubber,Cocoa and Kolanuts.  --Oil Crops: They are used for cooking. Examples: Sunflower oil and Oil palm.  --Medicinal Plants: These are plants used in curing diseases. Examples: Neem, Bitter leaf, Aloe vera, Mauringa.  --Wood Plants: They include: Iroko, Opepe, Mahogany, Ebony.  --Fossil fuels such as coal, petroleum and natural gas.  Animal Resources  Animal resources are those important things gotten from animals.  Resources from animals include:  a.Meat and egg products  b.Milk and dairy products  c.Hides and skin  d.Horns and bones  e.Wool  f.Wastes(faeces)  --Meat and egg products: They are an important food source.  --Milk and dairy products: Some animals like cattle produce milk. This milk is used by humans for feeding especially infants.  Dairy products include: butter, cheese and yoghurt.  --Hides and skin: Hides are the skin of large animals like cattle and horses while skin refers to the skin of smaller animals like goats and sheep.  Hides and skin are used in making shoes, bags, drums, belts and some special wears.  --Horns and bones: These are used in making plates, mugs, glue and also for decoration.  --Wool: Some special types of sheep produce wool that is used for making clothing.  --Wastes(dungs): Animal dungs are used as manure. | Students copy note | To serve as reference point to students. |
| Evaluation | Teacher asks students the following questions:  1.Define resource  2.State two groups of resources from living things  3.Mention three plant resources  4.Mention four resources from animals. | Students respond to teacher’s questions. | To ascertain the attainment of the stated objectives. |
| Conclusion | Teacher assesses students and make corrections where necessary. | Students take correction. | For a better understanding. |
| Assignment | 1.Give three examples each of the following:  a.Legumes  b.Root and tuber crops.  2.What are dairy products? | Students write down the assignment in their book. | To engage students at home. |