

**TERM THREE**  
**WEEKLY LESSON NOTES**  
**WEEK 8**

<b>Week Ending:</b> 4 <sup>TH</sup> NOV, 2022	<b>DAY:</b>	<b>Subject:</b> Science
<b>Duration:</b> 100mins		<b>Strand:</b> Humans & The Environment
<b>Class:</b> B7	<b>Class Size:</b>	<b>Sub Strand:</b> Waste Management Systems
<b>Content Standard:</b> B7.5.1.1 Exhibit knowledge and skill of scientific basis for management practices of types of waste in the environment	<b>Indicator:</b> B7.5.1.1.1 Apply information from research on good management practices of waste to make the environment clean.	<b>Lesson:</b> 1 of 2
<b>Performance Indicator:</b> Learners can identify the types of waste and discuss ways of managing waste in the community.		<b>Core Competencies:</b> DL 5.3: CI 6.8: DL 5.1: CI 6.6:
<b>References:</b> Science Curriculum Pg. 44		
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>
<b>PHASE 1: STARTER</b>	<p>Ask learners to tell the class how they dispose of waste in their homes and school.</p> <p>Drill learners on the correct pronunciation and meanings of the new words.</p> <p>Share learning indicators and introduce the lesson.</p>	
<b>PHASE 2: NEW LEARNING</b>	<p>Task learners in groups to discuss and come out with ideas to minimize waste in their classroom, school environment, homes and their communities.</p> <p>Have each group discuss measures of minimizing waste in the classroom, school environment, home, market, at the bus station, hospitals, church, mosque, beach, etc.</p> <p>Take learners responses and write them on the board.</p> <ul style="list-style-type: none"> <li>• What is waste?</li> <li>• What are the types of waste we produce in our homes, community or school?</li> <li>• House hold food waste can also be used as?</li> </ul> <p>Brainstorm learners for the meaning of waste. <i>Waste can also be described as an unwanted material which is no longer needed. It is usually discarded after its primary use.</i></p> <p>Guide learners to identify and describe the sources of waste. <i>Waste can be generated from various sources. These include wastes from households, schools, offices, marketplaces, restaurants and other public places.</i></p> <p>Learners in groups identify the types of waste produced at homes, schools, offices, marketplaces, restaurants and other public places, Example: 1. Solid wastes: These are wastes in solid forms. Solid waste includes sludge from a wastewater treatment plant and water supply treatment</p>	Pictures of dump sites

	<p>plant. Other examples include plastics, Styrofoam containers, bottles, cans, papers, scrap iron, and other trash</p> <p>2. Liquid Wastes: These are wastes in a form of liquid form. Examples include domestic washings, chemicals, oils, waste water from ponds, manufacturing industries and other sources</p> <p>Have learners in groups, classify waste as Biodegradable waste, Non-biodegradable wastes, Hazardous wastes and Non-hazardous wastes.</p> <p>Learners do a presentation on their findings to the class for discussion.</p> <p>1. Biodegradable waste: The waste materials that can be broken down or decomposed into simple forms in nature by the action of microorganisms such as bacteria.</p> <p>2. Non-biodegradable wastes: These are the waste materials that cannot be decomposed or broken down by natural organisms or agents.</p> <p><u>Assessment</u>  What is a waste?  Identify the types of waste and give one example in each case.</p>	
<p><b>PHASE 3: REFLECTION</b></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><u>Homework</u>  Assign learners to observe how waste is being minimized at home and then report on it.</p>	

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<b>Performance Indicator:</b> Learners can identify the types of waste and discuss ways of managing waste in the community.		<b>Core Competencies:</b> DL 5.3: CI 6.8: DL 5.1: CI 6.6:
<b>References:</b> Science Curriculum Pg. 44		
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>
<b>PHASE 1: STARTER</b>	Revise with learners on the previous lesson.  Share learning indicators and introduce the lesson.	
<b>PHASE 2: NEW LEARNING</b>	Show videos or pictures that teaches and describes ways of minimizing waste in the environment to learners.  In a think-pair-share activity, have learners discuss what will happen if people do not minimize waste in the community.  Write major answers on the board for learners to read for more understanding <ul style="list-style-type: none"> <li>• How can we recycle the waste we produce?</li> </ul> Have learners in groups discuss the impact of waste on health and environment.. <ol style="list-style-type: none"> <li>1. Chemical poisoning through chemical inhalation.</li> <li>2. Increase in hospitalization of diabetic residents living near hazardous waste sites.</li> <li>3. Burning of wastes in the open causes air pollution which has effects on the humans.</li> <li>4. Gases from incineration (burning) may cause air pollution and contribute to acid rain, while the ash from incinerators may contain heavy metals and other toxins.</li> <li>5. Incinerating waste also causes problems, because plastics tend to produce toxic substances, such as dioxins, when they are burnt.</li> </ol> Brainstorm learners for the meaning of waste disposal <i>Waste disposal is the proper disposition of waste in accordance with local environmental guidelines or laws.</i>  Guide learners to discuss ways of managing wastes. <ul style="list-style-type: none"> <li>• Landfill/burying.</li> <li>• Incineration (combustion)</li> <li>• Resource recovery.</li> <li>• Recycling</li> <li>• Plasma gasification</li> </ul>	Pictures of dump sites

	<p><u>Assessment</u> Mention three ways of minimizing waste in the school and home. Have learners plan, design and make their own litterbins for use in the class, school and community.</p>	
<p>PHASE 3: <b>REFLECTION</b></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><u>Homework</u> Instruct learners to use the internet to find out how waste is minimized in other places. Then prepare a poster to show their information</p>	