

FIRST TERM

WEEKLY LESSON NOTES

WEEK 2

Week Ending: 13-10-2023	DAY:	Subject: Social Studies						
Duration: 60MINS		Strand: Environment						
Class: B9	Class Size:	Sub Strand: Environmental Issues						
Content Standard: B9.1.1.2. Evaluate the sources and ways of conserving energy		Indicator: B9.1.1.2.1. Assess global sources and the means of conserving energy						
		Lesson: 1 OF 2						
Performance Indicator: Learners can compare energy sources and conservation practices in various countries		Core Competencies: CP 5.1: CC 8.1: CC 8.1: CC 9.1: CP 5.2: CC						
References: Social Studies Curriculum Pg. 39								
New words: Energy sources, Conservation, Renewable energy, Non-renewable energy								
Keywords:								
Phase/Duration	Learners Activities	Resources						
PHASE 1: STARTER	<p>Display images of various energy sources (e.g., a coal mine, a wind farm, and a solar panel).</p> <p>Ask students: “Can you guess which countries might rely heavily on these energy sources?”</p> <p>Share performance indicators with learners.</p>							
PHASE 2: NEW LEARNING	<p>Provide students with information sheets about the energy sources and conservation practices in Ghana, the UK, and Germany.</p> <p>Divide students into groups and assign each group one of the countries.</p> <p>Ask each group to read, discuss, and make a list of the primary energy sources and conservation practices in their assigned country.</p> <p>Groups present their findings to the class, comparing and contrasting the differences and similarities.</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 33%;">Country</th> <th style="width: 33%;">Primary energy sources</th> <th style="width: 33%;">Key conservation measures</th> </tr> </thead> <tbody> <tr> <td>Ghana</td> <td> <ul style="list-style-type: none"> • Hydroelectric power (e.g., Akosombo Dam) • Thermal power • Solar energy </td> <td> <ul style="list-style-type: none"> • National Energy Policy focusing on renewable energy promotion • Energy efficiency public awareness campaigns </td> </tr> </tbody> </table>	Country	Primary energy sources	Key conservation measures	Ghana	<ul style="list-style-type: none"> • Hydroelectric power (e.g., Akosombo Dam) • Thermal power • Solar energy 	<ul style="list-style-type: none"> • National Energy Policy focusing on renewable energy promotion • Energy efficiency public awareness campaigns 	Pictures and Charts
Country	Primary energy sources	Key conservation measures						
Ghana	<ul style="list-style-type: none"> • Hydroelectric power (e.g., Akosombo Dam) • Thermal power • Solar energy 	<ul style="list-style-type: none"> • National Energy Policy focusing on renewable energy promotion • Energy efficiency public awareness campaigns 						

			<ul style="list-style-type: none"> • Rural electrification using renewable sources 	
	UK	<ul style="list-style-type: none"> • Natural gas • Nuclear power • Wind power • Solar energy 	<ul style="list-style-type: none"> • The Climate Change Act aiming to reduce greenhouse gas emissions • Carbon pricing (carbon tax) • Investment in renewable energy technologies and research • Energy efficiency standards for appliances and buildings 	
	Germany	<ul style="list-style-type: none"> • Coal (though decreasing in usage) • Wind power • Solar power • Biomass • Nuclear power (planned phase-out by 2022) 	<ul style="list-style-type: none"> • Energiewende (Energy Transition) policy to shift from fossil fuels to renewable energy • High efficiency standards for vehicles, appliances, and buildings • Public campaigns promoting energy-saving behaviors • Investment in research for renewable energy storage solutions 	
	<p><u>Assessment</u></p> <ol style="list-style-type: none"> 1. Which country among Ghana, the UK, and Germany relies most heavily on renewable energy? 2. How do conservation practices differ between the three countries? 3. Why might a country choose to rely on non-renewable energy sources despite environmental concerns? 4. Name one renewable energy source that is prominent in one of the countries discussed. 			
PHASE 3: REFLECTION	<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>			

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Performance Indicator: Learners can research alternative energy sources and explore how gender issues relate to energy production, supply, and usage.		Core Competencies: CP 5.1: CC 8.1: CC 8.1: CC 9.1: CP 5.2: CC
References: Social Studies Curriculum Pg. 39		
Keywords: Alternative energy, Gender issues, Vulnerability, Quality of life		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Show a short video clip or news article about a community that shifted to an alternative energy source (like solar or wind energy).</p> <p>Ask students: "Why might communities look for alternative energy sources?"</p> <p>Share performance indicators with learners.</p>	
PHASE 2: NEW LEARNING	<p>Divide students into groups and provide them with a list of alternative energy sources (e.g., solar, wind, geothermal).</p> <p>Using the Internet, groups research their assigned energy source and prepare a presentation on its benefits, drawbacks, and potential future.</p> <p>Groups present their findings to the class.</p> <p>Initiate a class discussion about how access to energy resources affects different segments of society, focusing on gender.</p> <p>Discuss how certain segments might be more vulnerable to energy choices.</p> <p>Introduce case studies or real-life examples where energy access or lack thereof has had significant gender implications.</p> <p><u>Assessment</u></p> <ol style="list-style-type: none"> 1. Name two benefits of using solar energy. 2. Why might some segments of society be more vulnerable to the impacts of energy choices? 3. How does access to energy resources affect the quality of life? 4. Can you give an example of a gender issue related to energy access? 	Pictures and Charts

PHASE 3: REFLECTION	Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson. Take feedback from learners and summarize the lesson.	
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