**LESSON DEVELOPMENT TWO**

**FORMS OF ENERGY CONVERSION**

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| **STAGE/TIME** | **TEACHER’S ACTIVITIES** | **LEARNER'S ACTIVITIES – MIND/HANDS ON** | **LEARNING POINTS** |
| **Step 1**  **Introduction – Introductory Activities**  **(5 minutes)** | Asks pupils to:  1. show you sound energy.  2. show you movement energy.  3. show you heat energy.  4. show you electrical energy.  Ask pupils this question:  Where does your energy come from? (Make a list of their answers on the chalkboard) | Make a noise  Wave a hand  Touch own skin  Sit and think  Pupils will give various answers. | Linking the Previous knowledge to the new lesson |
| **Step 2**  **Development**  **(5 minutes)**  **Grouping** | 1. Groups the learners into four groups – A, B, C, and D.  2. Guide the learners to choose a leader and secretary for your group.  3. Gives each group learning materials – A chart on forms of energy and sources, markers, cardboard papers, torchlight and batteries. | 1. Belong to a group.  2. Choose their leader and secretary.  3. Received learning materials for their group. | Learner’s group, leader and secretary confirmed. |
| **Step 3**  **Development**  **(5 minutes)** | Explains to pupils that the energy they produce has to come from somewhere. The place from which the energy comes from is called the source.  Takes the torchlight and switch it on with the battery and without the battery. (Have pupils observe you and ask: “what is the source of the energy?”)  Calls out a pupil and ask him/her to walk to the door of the class and back. Asks pupils what that form of energy is called.  Asks pupils where the energy came from. (Expected answer: from the pupil) What makes the person’s body work?  Summarise. Food is the source of all our own energy. | Listen to teacher’s explanation. Understand that energy has a source.  Batteries – that’s electricity.  Movement energy  Food | Conversion/source of energy |
| **Step 4**  **Development - Groups Activities**  **(10 minutes)** | **GUIDED INSTRUCTIONS –**  Asks each group to copy the table onto their cardboard paper.  Asks them to discuss and identify sources of the different forms of energy. | |  |  | | --- | --- | | **Form of energy** | **Source** | | **Movement energy**  Stored energy **Electrical energy**  Heat Energy  **Light Energy**  Solar Energy  **Sound Energy** |  | | Groups work |
| **Step 5**  **Development – Groups Presentation**  **(15 minutes)** | Asks each group to present their results/solutions so that you can compare responses with those in other groups. | **Presentation - Call on any member of at least two pairs in each to make presentation to the class.** | Group Presentation |
| **Step 6**  **Conclusion**  **(5 minutes)** | To conclude the lesson, the teacher revises the entire lesson and ask the key questions.  **SUMMARY –** Energy conversion involves changing one form of energy to another form.  ***Answer cue:***  1. Food  2. Battery  3. Sun | The learners listen, ask and answer questions.  ***KEY QUESTIONS (ASSIGNMENT) –***  1. \_\_\_\_\_\_\_\_\_\_\_ is a source of stored energy for the human body (Generator, Lamp, Food).  2. \_\_\_\_\_\_\_\_\_\_\_\_\_is a source of electrical energy to make a torchlight shine (Wind, Battery, Lamp, Sun).  3. \_\_\_\_\_\_\_\_\_\_\_ is a source of solar energy (Wind, Battery, Lamp, Sun). | Lesson Evaluation and Conclusion |

***Reference book – Primary 5 Basic Science & Technology***

