**LESSON DEVELOPMENT ONE**

**LAND POLLUTION AND ITS CAUSES**

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| **STAGE/TIME** | **TEACHER’S ACTIVITIES** | **LEARNER'S ACTIVITIES – MIND/HANDS ON** | **LEARNING POINTS** |
| **Step 1**  **Introduction**  **(5 minutes)** | Ask pupils the following questions –  1. What is the best place for a person to pass faeces (human waste)?  2. When there are no toilets, where do people pass faeces?  3. What is the best place to are we to dump rubbish?  4. Where do people dump rubbish when there are no bins?  When we do not dispose our refuse and human waste properly, we causes pollution. What types of pollution is it?  Tell pupils that we will be learning more about land pollution in today’s lesson. | Expected response –  Toilet  Any empty space, bush, river, etc.  Bins  Open space  Land Pollution  Listen to the teacher while he/she introduced the lesson. | 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 – The school compound. | 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**  **(10 minutes)** | Take pupils for a guided walk around the school compound along with their pen and jotter.  Ask pupils to note down what rubbish is lying around the school compound.  Tell them that a pile of rubbish around the school compound is land pollution.  Ask pupils to sniff around the area where rubbish is piled and describe the smell in their jotters.  Ask pupils to also write about how the rubbish looks. How does it make them feel about the place?  Point out that plastic rubbish, like bags, will lie around for a long time without rotting away.  Now lead pupils back to the classroom. | Follow the teacher’s lead and every given instructions.  Unconquerable | Identifying different kind things that constitute land pollution |
| **Step 4**  **Development**  **(10 minutes)** | Ask pupils to discuss the following question with their partners –  What kind of things are dumped around the school compound and near your home that can cause land pollution? | Expected response –  Plastic bags, glass, broken desks, tables, chalk boards, old books, etc. | Groups work |
| **Step 5**  **Development**  **(5 minutes)** | Asks each group to present their answers so that you can compare responses with those of other groups.  Have one or two groups come out and share their work with the rest of the class. | Presentation | Evaluation |
| **Step 6**  **Conclusion**  **(5 minutes)** | To conclude the lesson, the teacher revises the entire lesson and ask the key questions.  Ask pupils to pick up all the rubbish on the floor of the class and outside the class.  Guide them to dispose the rubbish properly into the school’s refuse bin or waste disposal system. | The learners listen, ask and answer questions. | Lesson Evaluation and Conclusion |