**LESSON DEVELOPMENT ONE**

**A GOOD QUALITY OR HEALTHY ENVIRONMENT**

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| **STAGE/TIME** | **TEACHER’S ACTIVITIES** | **LEARNER'S ACTIVITIES – MIND/HANDS ON** | **LEARNING POINTS** |
| **Step 1**  **Introduction**  **(5 minutes)** | Discuss the following questions with the class –  1. How many of you have ever been to a city? To a village? To a distant field?  2. If you close your eyes, how would you know if you were in the city or the village or the field?  3. How do these different places smell?  4. If you now open your eyes, what are the big differences between these three environments?  Teacher’s remark – Explain that if an environment has lots of smoke, unclean water, noise etc., we say the quality of the environment is bad. And if the environment has clean water, less smoke, less noise, etc., we say the quality of the environment is good and healthy. | Pupils participate actively in class discussions.  Listen to the teacher’s remark and lesson’s introduction – A Good or Healthy Environments | 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 – chart showing a good quality or healthy environments. | 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)** | Ask pupils to work in pairs within their group to discuss the quality of the environment they live in.  Ask the pupils to open their exercise books and draw a table with two columns. In one column, pupils will write the good features of their environment and in the other column, let them write the bad features. | Good features of their environment –  Clean water, less smoke, less noise, etc.  Bad features of their environment –  lots of smoke, unclean water, noise etc. | Features of good and poor environments. |
| **Step 4**  **Development**  **(5 minutes)** | Ask pupils to mention some ways in which we can improve the quality of our school environment. | Groups work. | Groups Evaluation |
| **Step 5**  **Development**  **(5 minutes)** | Asks each group to present their answers so that you can compare responses with those of other groups.  Call on two or representatives for presentation. | Presentation | Presentation |
| **Step 6**  **Conclusion**  **(10 minutes)** | To conclude the lesson, the teacher revises the entire lesson and ask the key questions.  **SUMMARY –** A good quality environment is a healthy environment.  The environment is not the same everywhere, even in the same city. Where the environment is healthy, is not polluted or is only slightly polluted, we say the environmental quality is good and healthy.  A good quality or healthy environment refers to an environment that is free of disease causing things life like heaps of refuse, pollution, flies and mosquitoes, etc. | The learners listen, ask and answer questions. | Lesson Evaluation and Conclusion |