**LESSON DEVELOPMENT THREE**

**IMPORTANCE (USES) 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)** | Writes the following words on the board: battery, coal, food, our body, sun, fire, loudspeaker, windmill, breaking glass.  Calls pupils in turns to circle a word and name the type of energy it gives out. |  | 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 different home appliances. | 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)** | Reminds the pupils that everything that moves, glows, makes noise, etc. is using energy.  Asks pupils to suggest things that they see/know of that use energy. (Writes their suggestions on the board).  Asks the pupils to get up and look around the classroom and find at least three different objects that are using three different types of energy.  (Add their findings on the board). (You can allow 5 minutes for this activity). | Listen to teacher’s explanation and understand that everything that moves, glows, makes noise, etc. is using energy.  Fan, bulbs, etc.  Pupils  Noise |  |
| **Step 4**  **Development – Groups Presentation**  **(10 minutes)** | **GUIDED INSTRUCTIONS**  Now ask the pupils in small groups to write (or draw or record on a phone) an adventure story about a boy or girl.  The hero/ heroine must use all the objects that are written on the board in one day. In the story, the objects must be used to make a form of energy.  Some pupils can tell their story to the class. |  | Groups work |
| **Step 4**  **Development – Groups Presentation**  **(10 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 5**  **Conclusion**  **(5 minutes)** | To conclude the lesson, the teacher revises the entire lesson and ask the key questions.  **KEY QUESTIONS –**  Writes the following on the board and ask the pupils to circle ***true or false***.  1. We use energy to break down and digest food in our bodies.  ***(True, False)*** | The learners listen, ask and answer questions.  2. We use energy to wash our clothes. (True, False) We do not use energy to power televisions, radios, games, cars. ***(True, False)***  3. We do not use energy to move from place to place. ***(True, False)*** | Lesson Evaluation and Conclusion |

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