

## QUESTION 1

### LESSON PREPARATION FOR SOCIAL SCIENCES

<b>GENERAL INFORMATION</b> <b>Date:</b> 29 February 2017 <b>Duration of lesson:</b> 1hour <b>Grade:</b> 6 <b>Subject :</b> Social sciences (geography) <b>Topic:</b> Pollution <b>Specific aims:</b> to understand different types of pollution	<b>LESSON OBJECTIVES:</b> <ul style="list-style-type: none"><li>• For learners to be able to differentiate three types of pollution which is air, water and land pollution?</li><li>• Ways to prevent the spread of pollution</li><li>• How to behave on pollution</li></ul>
<b>TEACHER ACTIVITIES</b> Introduction: define pollution and its effects on humans  Main body: explains the procession of pollution, how it occurs, stages, negative effects it has on humans, what causes pollution, solutions to prevent pollution  Conclusion: summaries the topic lesson <b>POLLUTION</b>	<b>LEARNER ACTIVITIES</b> <ul style="list-style-type: none"><li>• Listening to the teacher</li><li>• Must draw and analyse the drawing of pollution (air, land and water pollution)</li><li>• Writes negative impacts it has on humans</li><li>• Must implement ways to overcome it e.g. campaigns to stop pollution</li><li>• Present it in front of the class</li><li>• Then takes notes and writes a class activity</li></ul>
<b>ASSESSMENT METHODS</b> Informal assessment: cross question or activity in the class Formal assessment: an essay based on pollution, How Does Pollution Affect Humans And Our Agriculture?	<b>TEACHING SUPPORT MATERIALS OR RESOURCES NEEDED</b> <ul style="list-style-type: none"><li>• Textbook (PLATINUM SOCIAL SCIENCES GRADE 6)</li><li>• Chalk board, chalk, pollution charts</li><li>• Internet</li></ul>
<b>QUESTIONS TO BE ASKED BY A TEACHER</b> <ul style="list-style-type: none"><li>• What is pollution?</li><li>• How many types of pollution?</li><li>• What is the description of these pollutions?</li><li>• What negative effects pollution has on human?</li><li>• What solution could be implemented to prevent pollution?</li></ul>	<b>EXPECTED ANSWERS FROM LEARNERS</b> <ul style="list-style-type: none"><li>• The action of making the air, rivers and soil dirty or dangerous. Or dirty or dangerous chemicals and gases that harm the environment</li><li>• Air pollution, water pollution and land pollution</li><li>• Air pollution deals with chemicals and particulates that causes discomfort, disease or death to humans, damage other living organisms. Water pollution is the contamination of water bodies (lakes, rivers, oceans and groundwater). This pollution affects plant and organisms living in these bodies of water. Land pollution is the soil contamination caused by the presence of xenobiotic (human-made) chemicals or other alteration in the natural soil environment caused by industrial activity and agricultural chemicals.</li></ul>



	<ul style="list-style-type: none"> <li>• Pollution harms every living thing; it destroys originality of a thing. Air pollution causes the atmosphere to heat in an inaccurate way which may lead to the suffering of humans and plants. Water pollution is bad for people who still fetch water from the river; some people dispose / empty their beams at the river while others are drinking water. Then land pollution is caused by inappropriate instruction to use the land, people over graze too many plants.</li> <li>• By encouraging not to over use cars when unnecessary, burning coals and plastic instead of recycling them. Under water pollution people must have suitable places of disposal and for land pollution people must be informed to plant in a right way.</li> </ul>
<b>REFLECTION/ REMARKS</b>	

## QUESTION 2

	<u>GEOGRAPHY</u>	<u>HISTORY</u>
Descriptive skills	Learners can be given a map of a country and be expected to record data or describe its climatic conditions.	Learners may be given a picture of King Shaka and be expected to describe his historical role as a Zulu warrior.
Social skills	Learners can be given a topic as a group and can be asked to write notes on it e.g. latitudes, longitudes	Learners can be given a project as a group and be asked to do research on it. The effects of the second world war
Schematic skills	Learners may be asked or requested to systematically sketch the weather conditions that lead to rain	Learners may be asked to give chronological events surrounding the French Revolution
Skills in synthesis	Learners may be given a text or climatic conditions of a particular country and be requested to summarise and organise it in a coherent picture of the entire phenomenon	Learners may be given a text or newspaper cutting on the life history of Mandela and be asked to summarise the highlight of his life events
Reading and research skills	Learners may be requested to describe a geographical concept, e.g. longitudes and	Learners may be requested to trace the causes of the first world war by reading wisely



	asked to consult different sources and fully discuss their importance	and critically ,compiling notes on this topic
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### QUESTION 3

#### POSITIVE ATTITUDES OF GEOGRAPHY

- a) Understanding of geographical concept.
- b) The procession of the warm atmosphere e.g. water cycle, global warming and greenhouse effects.
- c) The significance of taking care of nature as it portrays our health or our health depends on it.

#### POSITIVE OF VALUES OF GEOGRAPHY

- a) Develop a readiness to use geographic skills and knowledge in daily life.
- b) Develop respect for the rights of all people to equality.
- c) Understand the significance of decision making.

### QUESTION 4

#### 4.1

- a) Totality – the learner is a whole person and must be taught in light of his/her total biophysical and social cultural environment.
- b) Individualisation – each learner is different, different background and abilities must be considered and catered for in learning situation.
- c) Development- recognises that learners develop through various stages as they mature physically and mentally.
- d) Motivation and interest – learners need to be motivated if they are to learn.
- e) Activity – learners are active in learning and are encouraged to learn.

4.2 because of long term and relate to the learners understanding of the subject. It is an overall accomplishment that learners want to achieve. E.g. by the end of the term the whole class must be able to pass their subjects with good marks.

