

Second Term IT E-Lesson Note

SUBJECT: INFORMATION – TECHNOLOGY

CLASS: PRIMARY 6

SCHEME OF WORK

2ND TERM LESSON NOTE

WEEK ONE TO WEEK TWELVE

SCHEME OF WORK

WEEK S	TOPICS	LEARNING OBJECTIVES: At the end of the lesson the students should be able to:
1	REVISION	Revision test on resumption
2	Adobe photo shop	Meaning , identify toolbar , draw and paint
3	Adobe photo shop	Identification of tools on the toolbar , drawing
4	Computer network	Meaning , LAN, WAN – definition and types
5	Computer network	Definition of computer network topology
6	Computer network	Definition , types of network topology
7	MID TERM BREAK	Midterm- Test
8	Scratch in the classroom	Meaning , scratch programming
9	Scratch in the classroom	Meaning, drawing shapes, working exercise
10	Scratch in the community (friend) safety-accident	Meaning of safety and accidents, causes, prevention , safety devices
11	Revision	Revision
12	Examination	Examination
13	Examination	Examination

WEEK: 1

REVISION OF LAST TERM WORK – WELCOME TEST

Second Term IT E-Lesson Note

WEEK: 2 – 3

DAY:

SUBJECT:

DATE:

TOPIC:

SUBTOPIC:

PERIODS:

DURATIONS:

LEARNING OBJECTIVES : By the end of the lesson, most pupils should have attained the following objectives –

1. Identify tools on the Toolbar.

2. Draw and paint shapes.

ENTRY BEHAVIOUR: The pupils can drawing and colour shapes.

INSTRUCTIONAL MATERIALS

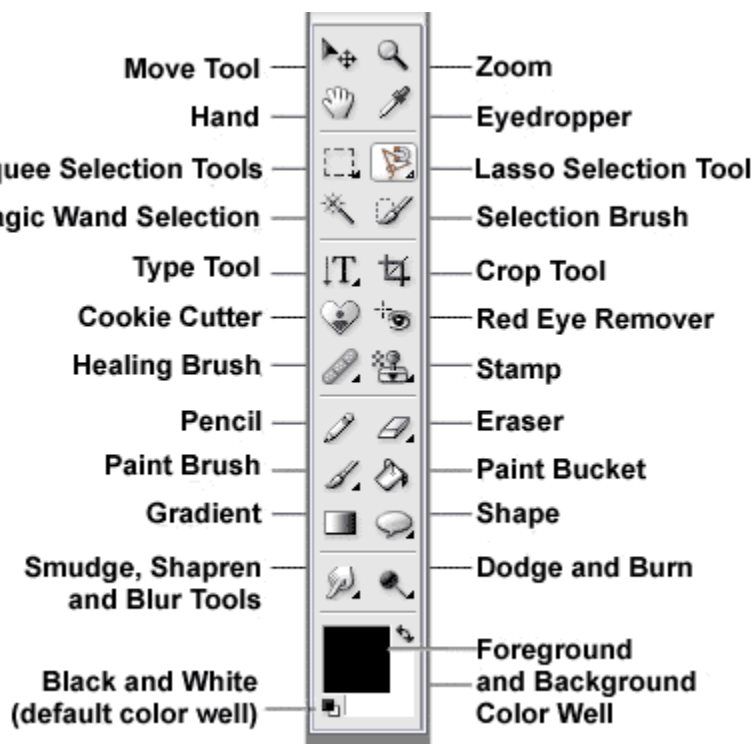
The teacher will teach the lesson with the aid of functional computer with adobe installation.

CONTENT: ADOBE PHOTOSHOP

LESSON 1 – INTRODUCTION

Adobe photoshop is a program used to create beautiful images, graphics, paintings, and 3D artwork.

TOOLS ON THE TOOLBAR



Reading....

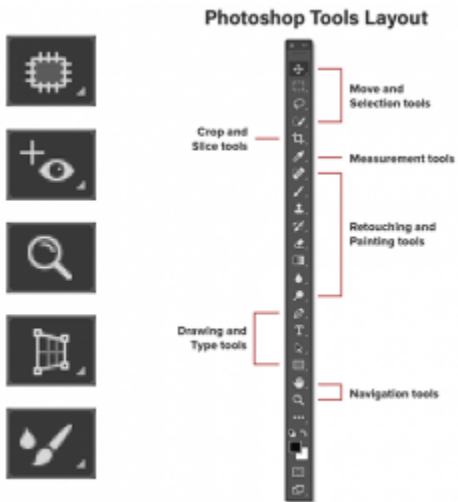
Note – You can call for expert if you can't work around toolbar.

LESSON 2 – TOOLS ON THE TOOLBAR

Guides pupils to work around the toolbar to identify each tool correctly.

Second Term IT E-Lesson Note

Photoshop Tools and Toolbar Overview



Which version of Photoshop is this for?

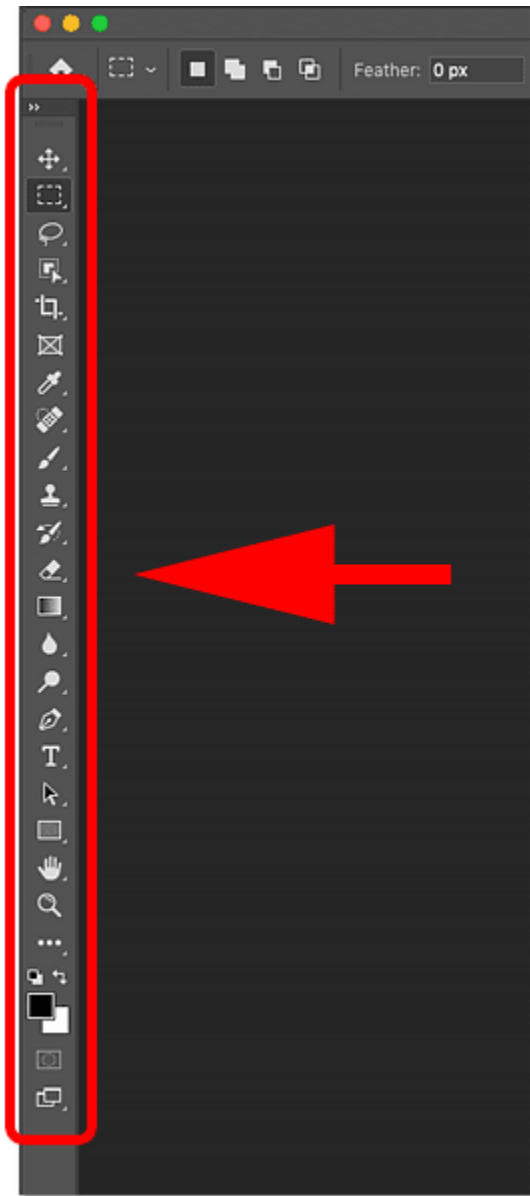
I'm using Photoshop 2023 but you can follow along with earlier versions as well. Just note that some tools may not be available in older versions.

Let's get started!

The Photoshop toolbar

Photoshop's toolbar is located along the left of the screen:

Second Term IT E-Lesson Note



The toolbar.

Choosing a single or double column toolbar

By default, the toolbar appears as a long, single column. But it can be expanded into a shorter, double column by clicking the **double arrows** at the top. Click the double arrows again to return to a single column toolbar:

Second Term IT E-Lesson Note



The toolbar can be viewed in a single or double column.

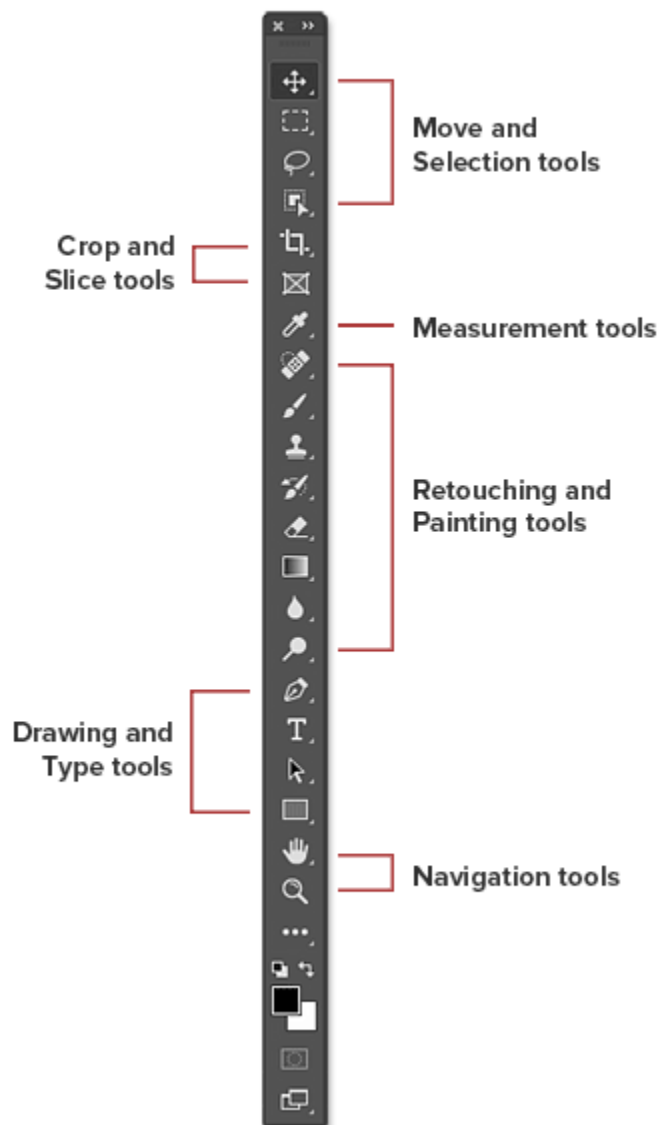
The tools layout

Let's look at how Photoshop's toolbar is organized. While it may seem like the tools are listed randomly, there's actually a logical order to it, with related tools grouped together.

At the top, we have Photoshop's **Move** and **Selection** tools. And directly below them are the **Crop** and **Slice** tools. Below that are the **Measurement** tools, followed by Photoshop's many **Retouching** and **Painting** tools.

Next are the **Drawing** and **Type** tools. And finally, we have the **Navigation** tools at the bottom:

Photoshop tools layout



The layout of the tools in the toolbar.

The toolbar's hidden tools

Each tool in the toolbar is represented by an icon, and there are many more tools available than what we see.

A small **arrow** in the bottom right corner of a tool icon means that there are more tools hiding behind it in that same spot:

Second Term IT E-Lesson Note

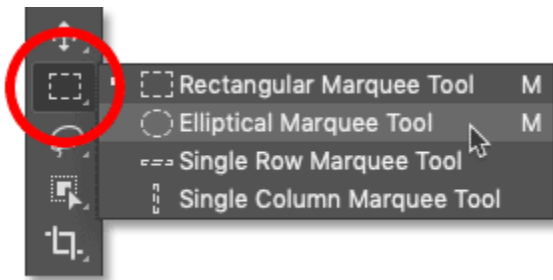


Most of the spots in the toolbar hold more than one tool.

To view the additional tools, **click and hold** on the icon. Or **right-click** (Win) / **Control-click** (Mac) on the icon. A fly-out menu will open listing the other tools that are available.

For example, if I click and hold on the Rectangular Marquee Tool icon, the fly-out menu tells me that along with that tool, the Elliptical Marquee Tool, the Single Row Marquee Tool and the Single Column Marquee Tool are also grouped in with it.

To choose one of the additional tools, click on its name in the list. I'll choose the Elliptical Marquee Tool:



Choosing a hidden tool from the fly-out menu.

The default tool

The tool that's initially displayed in each spot in the toolbar is known as the **default tool**. For example, the Rectangular Marquee Tool is the default tool for the second spot from the top. But Photoshop won't always display the default tool. Instead, it will display the last tool you selected.

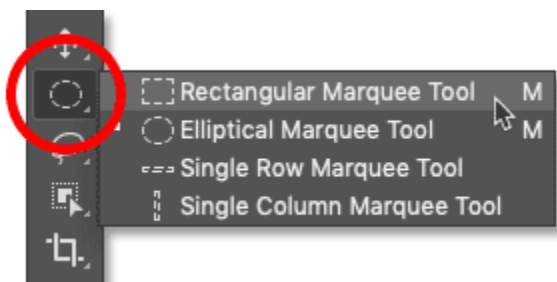
Notice that after choosing the Elliptical Marquee Tool from the fly-out menu, the Rectangular Marquee Tool is no longer displayed in the toolbar. The Elliptical Marquee Tool has taken its place:

Second Term IT E-Lesson Note



Each spot in the toolbar displays either the default tool or the last tool selected.

To select the Rectangular Marquee Tool at this point, I would need to either **click and hold**, or **right-click** (Win) / **Control-click** (Mac), on the Elliptical Marquee Tool icon. Then I could select the Rectangular Marquee Tool from the menu:



Selecting the Rectangular Marquee Tool from behind the Elliptical Marquee Tool.

A summary of Photoshop's tools

So now that we've learned how Photoshop's toolbar is organized, let's look at the tools themselves.

Below is a quick summary of each of Photoshop's tools, along with a brief description of what each tool is used for. The tools are listed in order from top to bottom, and specific tools are covered in more detail in other lessons.

An asterisk (*) after a tool's name indicates a default tool, and the letter in parenthesis is the tool's keyboard shortcut. To cycle through tools with the same keyboard shortcut, press and hold **Shift** as you press the letter.

PRESENTATION

To deliver the lesson, the teacher adopts the following steps – he/she,

1. Revises the previous lesson based on the pupil's related knowledge or experience.

Pupil's Activities – Participate actively in lesson review.

2. Asks pupils to bring out their drawing materials to draw and colour.

Pupil's Activities – Drawing and colour any objects.

3. Uses adobe photoshop to draw one of the pupil's drawing.

Pupil's Activities – Watch the teacher draws using adobe photoshop and ask questions.

4. Uses the adobe photoshop drawing to introduce the lesson and explains.

Pupil's Activities – Pay attention to the lesson introduction.

Second Term IT E-Lesson Note

5. Guides pupils to identify each of the tool on the toolbar and its function.

Pupil's Activities – Identify each of the tool on the toolbar and its function.

6. Demonstrates the use of each tool on the toolbar.

7. Allows the pupils in groups or pairs to practice and draw and colour using adobe photoshop.

Pupil's Activities – Practice and draw and colour using adobe photoshop.

8. Checks pupil's drawing and gives necessary support and assistance.

9. Summarizes the lesson on the board.

Pupil's Activities – Participate actively in lesson summary and write as instructed.

CONCLUSION: To conclude the lesson for the week, the teacher revises the entire lesson and links it to the following week's lesson.

NEXT LESSON: Drawing and Colour Using Adobe Photoshop Primary 6/Basic 6 Term 2 Week 3 Information Technology/Computer Studies

LESSON EVALUATION : Ask pupils to:

1. Identify tools on the Toolbar.
2. Draw and paint shapes.

WEEK: 4

DAY:

SUBJECT:

DATE:

TOPIC:

SUBTOPIC:

PERIODS:

DURATIONS:

LEARNING AREA

1. Introduction
2. Meaning of Computer Network
3. Types of Computer Network
4. Where Computer Network are used
5. Lesson Evaluation and Weekly Assessment (Test)

PERFORMANCE OBJECTIVES: By the end of the lesson, most of the pupils should have attained the following objectives –

1. Define computer network.
2. List types of computer network.
3. State basic requirements for setting up computer network.
4. Mention where computer network are used.

ENTRY BEHAVIOR: The pupils can identify and define a computer system.

INSTRUCTIONAL MATERIALS

The teacher will teach the lesson with the aid of charts of functional Computer Systems.

CONTENT: COMPUTER NETWORK

Second Term IT E-Lesson Note

LESSON 1 – INTRODUCTION

MEANING OF COMPUTER NETWORK

Computer network is the sharing of data (information) between a set of connected computers.

TYPES OF COMPUTER NETWORK

There are three (3) of computer network –

1. Local Area Network (LAN)
2. Metropolitan Area Network (MAN)
3. Wide Area Network (WAN)

LOCAL AREA NETWORK (LAN)

LAN is a set of computers connected together, usually within the same building.

For example – resident, school, laboratory, office within the same building.

METROPOLITAN AREA NETWORK (MAN)

MAN is a set of computers connected together, usually within the same city.

For example – Lagos state.

WIDE AREA NETWORK (WAN)

WAN is a world wide network.

It connects large number of computers together.

LESSON 2 – COMPUTER NETWORK REQUIREMENTS

The requirements for computer network are as follows:

1. Connecting cables
2. A central computer
3. Other computers
4. Switch or Hub
5. Network card for each computer

WHERE COMPUTER NETWORK ARE USED

Computer network are used in the following,

1. Schools e.g. University of Lagos, Lagos State Government University, Yaba College of Technology
2. Government Offices e.g. Lagos State Government, Lausa – Ikeja
3. Hotel Reservation System e.g. Federal Palace Hotel, Sharaton Hotel

Second Term IT E-Lesson Note

4. Banking Industry e.g. First bank, UBA, Union bank
5. Television Stations e.g. NTA, Startime, Dstv
6. Telecommunication Companies e.g. MTN, GLO, 9mobile
7. INCE Office
8. JAMB, NECO AND WACE

LESSON 3 – REVISION AND WEEKLY ASSESSMENT (TEST)

PRESENTATION

To deliver the lesson, the teacher adopts the following steps:

1. To introduce the lesson, the teacher revises the previous lesson. Based on this, he/she asks the pupils some questions;
 2. Displays chart showing types of computer network.
 3. Lets pupils identify computer networks based on the arrangement.
 4. Uses the chart and pupils responses to introduce the lesson – meaning and type of computer network.
 5. Explains the meaning and types of computer network with appropriate chart or illustrations.
- Pupil's Activities – Identify and explain the relationship and the different between computer networks.
6. Displays samples of basic computer network requirements or chart showing them.
 7. Lets pupils in groups or pairs to examine and describe the the basic requirements for setting up computer network.
 8. Uses the sample or chart to discuss the requirements for setting up computer network.
- Pupil's Activities – Examine and identify basic requirements for setting up computer network.
9. Discuss where computer network are used with appropriate examples.
- Pupil's Activities – State where computer network are used.
10. Organizes an excursion to the place where they are using any type of computer network.
- Pupil's Activities – Take part in the excursion.
8. Summarizes the lesson the board.
- Pupil's Activities – Copy as the teacher instructed.

CONCLUSION: To conclude the lesson for the week, the teacher revises the entire lesson and links it to the following week's lesson.

NEXT LESSON: Network Topology – Meaning and Types Network Topology Primary 6 (Basic 6) – Computer Studies

LESSON EVALUATION: Ask pupils to:

1. Explain the meaning of computer network.
2. State 3 types of computer network.
3. Write the full meaning of:
 - LAN
 - MAN
 - WAN
4. define the following:
 - LAN
 - MAN
 - WAN
5. list all the basic requirements for connecting two or more computers together.

Second Term IT E-Lesson Note

WORKBOOK

WEEKLY ASSESSMENT

1. _____ is the sharing of data between computers. A. Local Area Network B. Large Area Network
C. Metropolitan Area Network D. Computer Network
2. _____ is a set of computers connected together, usually within the same building. A. Local Area Network
B. Large Area Network C. Metropolitan Area Network D. Computer Network
3. _____ is a set of computers connected together, usually within the same city.
3. _____ is a world-wide network. A. Local Area Network B. Large Area Network C. Metropolitan Area Network D. Computer Network
5. _____ connects large number of computers together. A. Local Area Network B. Large Area Network
C. Metropolitan Area Network D. Computer Network

WEEK: 6

DAY:

SUBJECT:

DATE:

TOPIC:

SUBTOPIC:

PERIODS:

DURATIONS:

PERFORMANCE OBJECTIVES: By the end of the lesson, most of the pupils should have attained the following objectives –

1. Describe network topology.
2. State types of network topology
3. Sketch and describe bus, ring and star topology.

ENTRY BEHAVIOR: The pupils can state the requirements for computer network.

INSTRUCTIONAL MATERIALS

The teacher will teach the lesson with the aid of charts of network topology.

CONTENT: COMPUTER NETWORK – TOPOLOGY

LESSON 1 – INTRODUCTION

MEANING OF NETWORK TOPOLOGY

Network topology is the arrangement and description of a computer network.

TYPES OF NETWORK TOPOLOGY

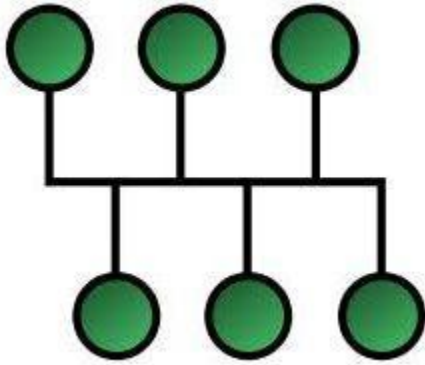
The types of computer network are as follows:

1. Bus topology
2. Ring topology
3. Star topology

Second Term IT E-Lesson Note

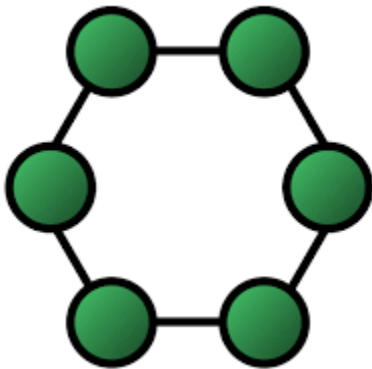
1. BUS TOPOLOGY

Bus topology is a type of network where all the computers are connected to a single cable.



2. RING TOPOLOGY

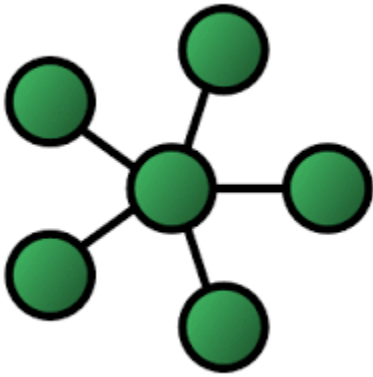
Ring topology is a type of network where all computer are connected to create a circular data path.



3. STAR TOPOLOGY

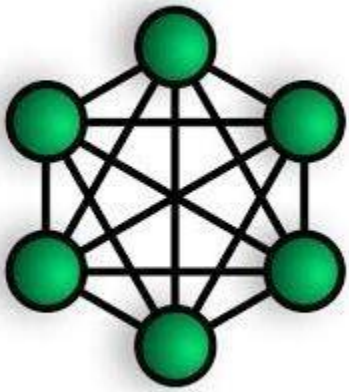
Star topology is a network where all computer are connected at a central point.

Second Term IT E-Lesson Note



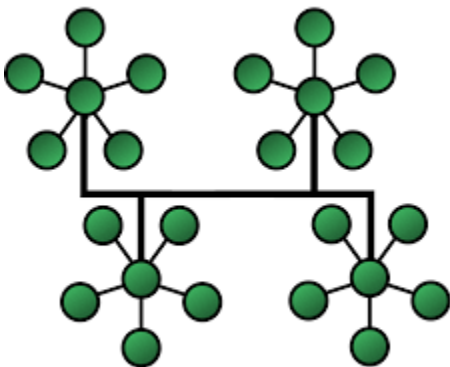
3. MESH TOPOLOGY

Mesh topology is a network where all the computer are interconnected with one another.



5. TREE TOPOLOGY

Tree topology is a network where all the computers are connected like a branches of a tree.



6. POINT TO POINT TOPOLOGY

Second Term IT E-Lesson Note

Point to point topology is a network where two or more computer are connected to one another direct in a line.



LESSON 2 – SKETCHING OF BUS AND RING TOPOLOGY

Teacher organizes pupils in groups or pairs depending on the size of the class to sketch and describe the above computer network on cardboard.

LESSON 3 – REVISION AND WEEKLY ASSESSMENT (TEST)

PRESENTATION

To deliver the lesson, the teacher adopts the following steps:

1. To introduce the lesson, the teacher revises the previous lesson. Based on this, he/she asks the pupils some questions;
2. Organizes the pupils in groups or pair depending on the size of the class.
3. Displays charts showing types of network topology.
4. Lets pupils different each of the network based on the arrangement.
Pupil's Activities – Identify the setup of each network topology.
5. Uses the chart to introduce and explain each type of topology.
Pupil's Activities – Listen to the teacher's explanation.
6. Gets two or more functional computers to illustration each topology.
Pupil's Activities – Support the teacher in setup each network topology.
7. Sketch and ask pupils to sketch each network topology.
Pupil's Activities – Sketch all the network topology.
8. Summarizes the lessons on the board with appropriate lesson evaluation.
Pupil's Activities – Participate act actively in the summary of the lesson by responding correctly to questions and write as instructed.

CONCLUSION: To conclude the lesson for the week, the teacher revises the entire lesson and links it to the following week's lesson.

LESSON EVALUATION: Teacher asks pupils to,

1. Explain the meaning of network topology.
2. List and explain any 5 network topology with appropriate drawing.

WORKBOOK WEEKLY ASSESSMENT

1. _____ is the arrangement and description of a computer network. A. Computer network B. Computer system
C. Computer network topology D. Computer hardware
2. There are _____ types of network topology. A. 3 B. 4 C. 5 D. 6
3. _____ types of network topology looks like a circle. A. Bus topology B. Ring topology C. Star topology
D. Circle topology
4. _____ types of network topology looks like a sitting bus. A. Bus topology B. Ring topology C. Star topology

Second Term IT E-Lesson Note

D. Mesh topology

5. _____ types of network topology looks like a star. A. Bus topology B. Ring topology C. Star topology

D. Circle topology

6. Network topology is the _____ and _____ of a computer network.

7. _____ is a type of network where all the computers are connected to a single cable.

A. Point to point topology B. Ring topology C. Bus topology D. Mesh topology

8. _____ is a type of network where all computer are connected to create a circular data path.

A. Bus topology B. Ring topology C. Star topology D. Mesh topology

9. _____ is a network where all computer are connected at a central point. A. Bus topology B. Star topology
C. Tree topology D. Ring topology

10. _____ is a network where all the computer are interconnected with one another. A. Mesh topology B. Ring topology
C. Star topology D. Bus topology

11. _____ is a network where all the computers are connected like a branches of a tree. A. Point to point topology
B. Ring topology C. Tree topology D. Mesh topology

12. _____ is a network where two or more computer are connected to one another direct in a line.

A. Point to point topology B. Ring topology C. Bus topology D. Mesh topology

13. Bus topology is a network where two or more computer are connected to one another direct in a line.

A. True B. False

14. Star topology is a network where all the computers are connected like a branches of a tree.

A. False B. True

15. Mesh topology is a network where all the computer are interconnected with one another.

A. False B. True

16. Bus topology is a type of network where all the computers are connected to a single cable.

A. False B. True

17. Sketch a mesh topology.

18. Sketch a star topology.

Second Term IT E-Lesson Note

19. Sketch a bus topology.

20. Sketch a tree topology.

WEEK: 7- MIDTERM BREAK MID-TERM TEST OPEN DAY

WEEK: 8 – 9 DAY: SUBJECT:
DATE: TOPIC:
SUBTOPIC: PERIODS: DURATIONS:

Objective: At the end of the lesson, students will be able to design and program their own interactive game or story using the Scratch programming platform.

Materials:

- Computers with internet access and the Scratch programming platform installed (<https://scratch.mit.edu/>)
- Handouts with Scratch programming basics (optional)

CONTENT: SCRATCH IN THE CLASSROOM

LESSON 1 – INTRODUCTION

Scratch programming is a visual programming that allows children between ages 8 – 16 to create their own interactive stories, games and animations.

It is also known as educational tool for programming.

SIMPLE SYNTAX COMMAND 1

Teacher organizes pupils in groups or pairs depending on the size of the class for scratch programming sessions.

Note – It is very important to get a well qualified programmer to take this session with available functional computers.

LESSON 2 – SIMPLE SYNTAX COMMAND 2

LESSON 3 – SIMPLE SYNTAX COMMAND 3

Using Scratch, we can create our own characters called “sprites” and give them different actions and behaviors. We do this by using blocks of code, which are like small pieces of a puzzle that we can snap together to create a program.

Second Term IT E-Lesson Note

We can also use Scratch to create animations, make music, and design our own interactive stories. The possibilities are endless!

Learning to program with Scratch can help us develop important skills like problem-solving and critical thinking. It can also be a lot of fun! So let's get started and see what we can create!

- Scratch is a great way for students to learn about computer science and how computers work. By creating their own programs, students can see firsthand how a computer follows instructions and performs tasks.
- Scratch is designed to be user-friendly and easy to use, even for students who have never programmed before. With a little practice, students can quickly learn how to create their own programs and see their ideas come to life on the computer.
- One of the great things about Scratch is that it allows students to be creative and express themselves through their programming projects. Students can create whatever they can imagine, from simple games to complex interactive stories.
- Scratch is also a great tool for collaborative learning. Students can work together in pairs or small groups to create a program, which can help them develop teamwork and communication skills.
- Finally, Scratch is a great way for students to learn about the importance of debugging. When a program doesn't work as expected, students can use the debugging tools in Scratch to find and fix errors, which helps them learn how to troubleshoot and problem-solve.

Warm-Up (5 minutes):

- Have students brainstorm a list of things that they would like to program using Scratch. This could include games, stories, animations, etc.

Introduction (10 minutes):

- Introduce Scratch and its capabilities as a programming platform.
- Show examples of projects created with Scratch to give students an idea of what is possible.
- Discuss the importance of computer programming skills and how learning to program with Scratch can help students develop problem-solving and critical thinking skills.

Direct Instruction (20 minutes):

- Provide a brief overview of the Scratch programming interface and the basic building blocks of a Scratch program (e.g. sprites, blocks, scripts).
- Demonstrate how to create a simple Scratch program by dragging and dropping blocks and running the program.
- Hand out the Scratch programming basics handouts to students (optional).

Guided Practice (30 minutes):

- Have students work in pairs or small groups to create their own simple Scratch program.
- Assist students as needed, providing guidance and support as they work through the programming process.

Independent Practice (30 minutes):

Second Term IT E-Lesson Note

- Give students time to work on their own Scratch programs, focusing on a specific aspect of the program (e.g. creating a game with a scoring system).
- Encourage students to be creative and think outside the box as they work on their projects.

Evaluation:

1. Why is Scratch a useful tool for students in the classroom? a. It helps students develop problem-solving and critical thinking skills b. It allows students to be creative and express themselves through their programming projects c. It is user-friendly and easy for students to learn d. All of the above
2. How can Scratch be used in the classroom? a. As a standalone activity for students to work on independently b. As a collaborative learning tool for students to work in pairs or small groups c. As a way to teach students about computer science and how computers work d. All of the above
3. How can teachers use Scratch to assess student learning? a. By observing students as they work on their Scratch programs and providing feedback b. By having students submit their completed Scratch programs for evaluation c. By using a checklist or rubric to assess students' understanding of the basic concepts of Scratch programming, as well as their creativity and problem-solving skills d. All of the above
4. What are some ways that Scratch can be used to support other subjects in the classroom? a. By creating interactive games or stories to reinforce math or language arts concepts b. By using Scratch to create visual aids or presentations for social studies or science topics c. By using Scratch to create music or sound effects for drama or music class d. All of the above
5. How can teachers support students who are new to Scratch programming? a. By providing a brief overview of the Scratch programming interface and basic building blocks b. By demonstrating how to create a simple Scratch program c. By providing handouts or other resources to help students learn the basics of Scratch programming d. All of the above
6. How can teachers support advanced students who are using Scratch in the classroom? a. By providing more challenging programming tasks and projects b. By introducing advanced programming concepts such as variables and loops c. By encouraging students to explore and experiment with more advanced features of Scratch d. All of the above
7. What are some best practices for using Scratch in the classroom? a. Encourage students to be creative and think outside the box b. Help students troubleshoot and debug their programs as needed c. Encourage students to share their Scratch programs with the class d. All of the above
8. How can teachers encourage students to continue exploring Scratch programming outside of the classroom? a. By providing resources and support for students to continue working on their Scratch programs at home b. By sharing examples of Scratch programs created by other students or members of the community c. By hosting a Scratch programming club or workshop after school or on weekends d. All of the above
9. How can teachers integrate Scratch programming into their lesson plans? a. By incorporating Scratch into existing lesson plans and activities b. By using Scratch as a supplement to traditional teaching methods c. By creating stand-alone Scratch programming lessons d. All of the above
10. What are some potential challenges of using Scratch in the classroom? a. Ensuring that all students have access to computers and the internet b. Providing adequate support and guidance for students who are new to programming c. Keeping students engaged and motivated while they are working on their Scratch programs d. All of the above

Answers:

1. Why is Scratch a useful tool for students in the classroom? d. All of the above
2. How can Scratch be used in the classroom? d. All of the above

Second Term IT E-Lesson Note

3. How can teachers use Scratch to assess student learning? d. All of the above
4. What are some ways that Scratch can be used to support other subjects in the classroom? d. All of the above
5. How can teachers support students who are new to Scratch programming? d. All of the above
6. How can teachers support advanced students who are using Scratch in the classroom? d. All of the above
7. What are some best practices for using Scratch in the classroom? d. All of the above
8. How can teachers encourage students to continue exploring Scratch programming outside of the classroom? d. All of the above
9. How can teachers integrate Scratch programming into their lesson plans? d. All of the above
10. What are some potential challenges of using Scratch in the classroom? d. All of the above

Conclusion (5 minutes):

- Have students share their Scratch programs with the class, demonstrating how they work and any features they are proud of.
- Review the key takeaways from the lesson and encourage students to continue exploring programming with Scratch on their own.

Assessment:

- Observe students as they work on their Scratch programs and provide feedback on their progress.
- Have students submit their completed Scratch programs for evaluation.
- Use a checklist or rubric to assess students' understanding of the basic concepts of Scratch programming, as well as their creativity and problem-solving skills.

Second Term IT E-Lesson Note

WEEK: 10 **DAY:** **SUBJECT:**
DATE: **TOPIC:**
SUBTOPIC: **PERIODS:** **DURATIONS:**

LEARNING AREA

1. Meaning of Safety
2. Causes of Accident and Objects that Causes Accident
3. Prevention of Accident
4. Some Safety Devices

PERFORMANCE OBJECTIVES: By the end of the lesson, the pupils should have attained the following objectives (cognitive, affective and psychomotor) and should be able to –

1. Define safety;
2. State two causes of accident;
3. State some objects that causes accident;
4. Mention three prevention of accident;
5. List some safety devices.

ENTRY BEHAVIOUR : The pupils can identify and state different safety devices.

INSTRUCTIONAL MATERIALS: The teacher will teach the lesson with the aid of:

1. Safety devices
2. Apron
3. Boots
4. Hand gloves
5. Eye shield
6. Reflective caution triangle
7. Road Safety Manual.

CONTENT: SCRATCH IN THE COMMUNITY – (FRIENDS) MEANING OF SAFETY AND ACCIDENT

Safety means keeping yourself and others free from harm or danger. That's being careful not to fall, bump or run into things. The concept of safety will enable the pupils to understand and appreciate the importance of safety and how to avoid accidents by being careful with what you are doing.

LEARNING MATERIALS

The teacher will teach the lesson with the aid of:

1. Safety devices
2. Apron
3. Boots
4. Hand gloves
5. Eye shield

Second Term IT E-Lesson Note

6. Reflective caution triangle

7. Road Safety Manual.

Accidents are unplanned or unexpected events that happen to human beings. Accidents can happen everywhere, for example, in the schools, homes, roads and markets. To prevent accidents, safety precautions are the keys. The pupils considered safety as means of preventing accident and take precautions, when at home or school.

DEVELOPMENTAL LEARNING

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. – samples of charts showing different safety devices.	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)	Guided Instructions – 1. State the uses of each of the safety devices. 2. Why do we need or use these devices? Note – pupils key words are likely to be – protect (or protection) and safe. While each group presenting, relate any of the key word as	Pupils working in group.	Safety devices

Second Term IT E-Lesson Note

	safety (the reason why we need or use the devices).		
Step 4 Development (10 minutes)	Asks each group to present their work so that you can compare responses with those of other groups.	Presentation	Presentation
Step 5 Conclusion (10 minutes)	To conclude the lesson, the teacher revises the entire lesson and ask the key questions. 1. What is safety? 2. What is accident?	The learners listen, ask and answer questions. Safety means keeping yourself and others free from harm or danger.	Lesson Evaluation and Conclusion

CUASES OF ACCIDENT AND OBJECTS THAT CAUSES ACCIDENT

STAGE/TIME	TEACHER'S ACTIVITIES	LEARNER'S ACTIVITIES - MIND/HANDS ON	LEARNING POINTS
Step 1 Introduction (5 minutes)	1. Displays chart showing different form of accidents.  2. Guides and lets the pupils describe and summary in one word.	First picture – a cut on a finger Second picture – a boy drowning Third picture – fire burning cars Fourth picture – motor accident Summary in one word – <i>ACCIDENT</i>	Linking the Previous knowledge to the new lesson

Second Term IT E-Lesson Note

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 forms of accident.	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)	Focus questions – 1. Did the person intended to cut his/her finger? 2. What about the boy drowning? 3. Is the owner of those happy that their cars are burning. 4. What about the falling bus? 5. What is accident?	Expected response - NO. An accidents are unexpected events that happen to human beings.	Meaning of accident.
Step 4 Development (10 minutes)	Guides Instructions – 1. State 5 possible causes of accident. 2. Mention 5 objects that caused the above mention possible accidents.	Pupil's Activities	Causes of accident. Objects that causes accident.
Step 5 Development (10 minutes)	Asks each group to present their work so that you can compare responses with those of other groups.	Presentation	Presentation
Step 6			

Second Term IT E-Lesson Note

Conclusion (5 minutes)	To conclude the lesson, the teacher revises the entire lesson and ask the key questions. Assignment – Make a list of at least three accidents which can occur in the following places: a) at home b) in the school c) in moving vehicles	The learners listen, ask and answer questions.	Lesson Evaluation and Conclusion
---	---	--	----------------------------------

Lesson Development FOUR – SAFETY DEVICES

1. Fire extinguishers
2. Apron
3. Boots
4. Hand gloves
5. Eye shield or goggles
6. Caution signs
7. Seat belts
8. Road signs -zebra crossing
9. Face masks,
10. Dust masks
11. Hearing protection

WEEK: 11- REVISION

Second Term IT E-Lesson Note

WEEK: 12- EXAMINATION