

LESSON DEVELOPMENT

STAGES/STEPS	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	MODE
PRESENTATION			
STEP1 (IDENTIFICATION OF PRIOR IDEAS)	The teacher reviews the lesson by asking students to define chemistry	The students respond to the teacher's question	Individual
STEP 2 (EXPLORATION)	The teacher displays the charts of pictures of chemical industries.	The students watch the displayed chart	Group
STEP 3 (DISCUSSION)	<p>The teacher leads the discussion as follows:</p> <ol style="list-style-type: none"> i. Why we study chemistry The study of chemistry is the study of matter. Therefore we study chemistry to understand the way matter behaves and reacts under different conditions and to device ways in which it can be used to improve our lives. ii. Familiar activities involving chemistry Experiments in chemistry include everyday activities and observations outside the school. Some of these activities are: Striking a match, bathing and washing with soap, burning of candle, breathing in and out etc. iii. Applications of chemistry The knowledge of chemistry can be applied in the following areas; namely <ol style="list-style-type: none"> 1. Hospital: The knowledge of chemistry makes it possible for people to involve in chemical research and technology which lead to production of medicine that we use today. 2. Military: The duty of the military is defense, to defend the territorial integrity of a nation or state. Military cannot effectively do this without ammunition. Chemistry contributes to the discovery and description of the 	The students listen and also contribute to the discussion by listing some of the renewable and non-renewable energy sources	Entire class

	<p>theoretical bases for the behavior of chemical substances such as explosives used by the military. The gun powder used in the earliest guns was made by mixing sulphur, charcoal and potassium trioxonitrates (v), compounded by early chemists. The manufacture of smokeless powder was based upon gun cotton, which is made from cotton fibers soaked in a strong mixture of HNO_3 and H_2SO_4.</p> <ol style="list-style-type: none"> 3. Teaching- chemistry teachers and lecturers in secondary schools, polytechnics, colleges of education and universities. 4. Chemical and petrochemical industries: Application chemists, research chemists, chemical engineers and laboratory assistants. 5. Space science: chemistry is not out in space exploration. In our efforts to gain more knowledge of the other planets and outer space around us, special rockets called 'space rocket' are sent into space. The first rocket was sent into space on October 4, 1957 by Russia. In July, 1969, Apollo II astronauts Neil Armstrong and Edwin Aldrin landed on the moon. These are made possible by science and technology. 6. Agriculture: Agricultural scientists, chemists, biochemists and physiologists engaged in research to improve the quality and yield of crops and livestock, and to advise farmers. 		
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STEP 4 (APPLICATION)	Chemistry has led to the production of most of the things used by humans today like soaps, drugs, etc.	The students contribute to the lesson by listing some the applications science	Entire class
STEP 5 (EVALUATION)	The teacher evaluates the lesson by asking the students to: i. Why do we study chemistry? ii. List some familiar activities that involve chemistry iii. State the areas of applications of chemistry	The students respond to the teacher's questions	Individual
CONCLUSION	The teacher summarizes the lesson by emphasizing on the main points of the lesson.	The students listen and write down notes.	Entire class
ASSIGNMENT	State five importance of science.	Write down the assignment	Entire class
REFERENCES	1. Comprehensive Basic Science for Junior Secondary Schools by O.J. Ehindero et al 2. Classic Basic Science (UBE Edition) by B.B. Akintelure et al .		

HOD'S COMMENT:

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HOD'S NAME

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DATE: