

**SCHEME OF WORK GRADE 5  
ENVIRONMENTAL STUDIES  
TERM 1 2008**

WEEK	LESSON	TOPIC	OBJECTIVES	SUGGESTED TEACHING ACTIVITIES	T. AIDS
1	1	My self	-Be able to learn the class room rules and the subject rules.	- Ask the students to introduce them selves. Teacher explains them some class room rules and the subject rules like respect others and draw the margins etc.	
	2	Internal organs	-Be able to tell at least three external organs and internal organs. -Be able to tell the function of the body systems.	- Ask the students to name some internal and external organs. Explain the five body systems and their functions with the help of models. Give a table which shows the body systems, organs and functions.	Models of body systems
	3	Internal organs	-Be able to complete the activity 1.1 -Be able to draw the body systems.	- Teacher explains act: 1.1 and ask the students to do it. Write the name of the organs under the body systems it belongs to. Ask the students to draw the body system under in their exercise book.	Poster Models
	4	Internal organs	-Be able to list the organs that belong to the body systems by answering at least 4 questions.	- Recalling the previous lesson. Teacher gives minimum 4 questions to answer. Ask the students to write the answers in the note book.	
	5	Internal organs	-be able to tell the difference in their heart beat at normal and after jogging.	- Recalling the prerequisite knowledge. Explain the words heart beat and pulse. Ask them to take their pulse when it is normal and note it. Ask them to jog for 2 minutes and again take the pulse. Compare both and discuss in groups. Each group presents their conclusions to the class.	

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2	1	Internal organs	- Be able to draw 3 activities that increase the performance of heart and lungs.	- Discuss about the activities that increase the performance of heart and lungs. Ask them to draw and name any three.	
	2	Family tree	- Be able to draw their own family tree.	- Explain the family tree in the text. Ask them to draw their own family tree.	
	3	Migration	- Be able to discuss and list reasons for migration.	- In groups ask the students to discuss and list the reasons for migration on white board. Present the points to the class. Teacher explains and gives some notes about the reasons for migration and some professional that come to Maldives	White boards
	4	Migration	- Be able to discuss and write the advantages and disadvantages of migration.	- Recall the previous knowledge by asking the students to list the reason for migration on the WB. Ask the students to discuss in groups about the advantages and disadvantages of migration. Elicit information from students of other islands. Give notes.	White boards
	5	Prevention better than cure	- Be able to list the common diseases in Maldives.	- In groups ask them to write the common diseases they get on WB. Present to class, discuss and give feed back. Explain page 12 and the meaning of new words.	Flash cards
	6	Prevention better than cure	- Be able to list the causes, prevention and treatment of common diseases.	- Ask the students to select a common disease in groups and discuss about it. Ask them to list its symptoms, causes, prevention and treatments. Present their points and give feedback. Give a table which shows all these things and explain.	White boards

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3	1	Food Preservation	- Be able to Complete their food and rest circle.	- Ask the students to list the food they had for breakfast, lunch and dinner. Teacher fills the models of circles on BB. Teacher explains both circles and distributes copies of circles. Ask them to complete the circles (rest circle using different colors ).	Printed copies poster
	2	Food Preservation	- Be able to identify the different sources of food.	- In groups ask the students to discuss and write the ingredients of some food they had that day. Ask them to identify the sources of that food. Give feed back. Teacher explains activity 5.1 using three plants and three animals. Groups share the examples they had added.	White boards
	3	Food Preservation	- Be able to list and explain the 4ps of food.	- Teacher shows a tin of tuna fish to the class and ask them to list the stages of processing the tuna. Write the key words on BB. Teacher writes the 4ps on BB and explains them using pasta as the example.	White boards A tin of tuna
	4	Food Preservation	- Be able to examine different food items to gain information about preservatives. - Be able to discuss why we preserve food.	- In groups ask the students to list the fresh foods they used to have (e.g.- fish, fruits, vegetables ) Teacher list some other food on the BB ( like jam, pickles ) and ask the students to explain why some food materials are in tins. Write key words and explain them. Give printed notes.	Labels Empty packets Tins jars
	5	Internal organs Migration Common diseases	- Be able to revise the previous lessons.	- Conduct a quick quiz. Ask them to list the internal organs and organ systems, functions etc. Ask some oral questions to describe the methods of food preservation.	White boards
	6	Unit Test1			Conduct the test

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4	1	Food Preservation	- Be able to list different ways to preserve the food.	- Ask the students to discuss how we can preserve fish if we do not eat it fresh. Teacher lists other ways of preserving food on BB and explain (freezing, cooking, pickling, boiling etc). In groups list five food items and how they were preserved and packaged.	Empty packets Jars tins
	2	Food Preservation	- Be able to discuss importance of expiry dates. - Be able to examine food labels to get information about production date and expiry date.	- Teacher explains that food can't stay healthy forever even in preserved condition. Ask the students to discuss about the dates on food labels and what information they give us. Explain new words. Ask them to complete activity 5.2 and make a display with the labels.	Food labels
	3	Food Poisoning	- Be able to identify some precautions necessary for food safety.	- In groups ask the students to list ways to keep the food safe and healthy before and after cooking. Write key words on BB. Teacher distributes and explains notes using the key words. Ask them to write rules for food safety and draw a poster.	White boards
	4	Food Poisoning	- Be able to list some causes of food poisoning.	- Recalling the prerequisite knowledge. Ask the students to describe what happens to the food when it is not kept safety for a long time. In pairs ask them to read the letter (page 19), discuss about it and answer the questions below. Conduct a quick quiz about food poisoning.	White boards
	5	Food Poisoning	- Be able to recall information learnt about the topic and present in the form of display.	- Discuss about the presentation of information. Divide into 7 groups and give the topics. – Food sources – why to preserve food – How to preserve food – storage of food – Food safety – Food poisoning – 4ps of food.	Bristle boards
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5	1	Food poisoning	- Be able to identify the important information in the unit health and nutrition.	- In groups students use text books to write three questions on WB. Groups move the next table answer the questions and move on next within 3 mins. Teacher collects the WB and asks questions. Students write their answer in ex book.	White boards
	2	The Earth-soil	- Be able to observe and describe different soil samples. - Be able to compare the soil samples and areas from which they come.	- Teacher asks oral questions about tree growth in Kulhudhuffushi. Ask them to list the components of soil on WB. In groups students use questionnaire (p:26) to compare samples and fill in soil observation sheet. Use two soil samples from areas farthest apart.	White boards Soil samples jars
	3	The Earth-soil	- Be able to importance and origin of good soil.	- Recalling the previous knowledge. In groups to discuss the origin of soil. Teacher leads class discussion on weathering of rocks, humus and the importance of good soil. Give printed notes. Time trial-asks them to recall all the seven points within 1 minute.	White boards Printed notes
	4	The Earth-soil.	- Be able to observe and identify components of soil. - Be able to compare good and bad soil.	- Recalling the previous knowledge. In groups ask the students to observe and compare soil samples using the questions on p.27. Ask them to draw the layers in ex book. Discuss about the tree growth in those two areas. Name the layers.	Soil samples
	5	The Earth-Layers of atmosphere.	- Be able to write at least five facts about air.	- In groups ask the students to list 10 facts about air and atmosphere on WB and present to the class. Teacher explains the layers of the atmosphere with the help of a poster. Ask the students to paste the word cards on the correct places.	Poster word cards White boards
	6	Layers of atmosphere	- Be able to list the layers of the atmosphere.	- Conduct a quick quiz. Ask them to draw the diagrams in ex book. Give printed notes and explain the notes.	Printed notes

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6	1	Air and the gases in the air	<ul style="list-style-type: none"> <li>- Be able to identify main gases present in air.</li> <li>- Be able to identify list some properties of air.</li> </ul>	- In groups ask them to list as many facts as they know about the air within 3 mins. List the key words on the BB. Teacher explains the % of gases in the air with the help of pie chart. Ask them to copy the pie chart.	White boards poster
	2	Air and the gases in the air	<ul style="list-style-type: none"> <li>- Be able to demonstrate the existence of oxygen and carbon dioxide.</li> <li>- Be able to recall the facts about the % of gases in the air.</li> </ul>	- Time trial – write all the facts within 1 min. Present the points to the class. Conduct activity 3.1. Students observe what happens and draw final results. Teacher explains the reasons for rising of water level.	Plasticine Shallow dish Candle jar
	3	Air and the gases in the air	<ul style="list-style-type: none"> <li>- Be able to demonstrate Co<sub>2</sub> present in the air.</li> <li>- Be able to estimate how many breathes we take in a day.</li> </ul>	- Recalling the previous knowledge. In pairs ask them count their breath for 1 min. Fill the table and do the calculation. Conduct the experiment with lime water and straw. Ask the students to draw the states of lime water before and after the breathing in to it. Explains how the changes occur.	White boards Lime water straw
	4	Green house	<ul style="list-style-type: none"> <li>- Be able to explain what green house effect is.</li> </ul>	- Show the poster of atmosphere and recall facts about it. Elicit information from the students about decreasing amount of oxygen and increasing amount of Co <sub>2</sub> and reasons. Teacher draws the diagram of green house and earth and explains how it works.	Poster diagrams
	5	Revision	<ul style="list-style-type: none"> <li>- Be able to revise the previous lessons</li> </ul>	- Recall the previous information. Time trial- lists the reasons and effects of food poisoning on WB. Class discussion about importance of soil and the layers of soil. Ask individual students to list the gases present in the air and their %.	Poster White boards
	6	Unit test 2			Unit test 2

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7	1	Green house gases	<ul style="list-style-type: none"> <li>- Be able to find out some facts about Co<sub>2</sub>.</li> <li>- Be able to identify some causing environmental problems.</li> </ul>	<ul style="list-style-type: none"> <li>- Ask them to draw green house and earth individually. Explains the role of glass/ atmosphere. In groups students list the sources of Co<sub>2</sub>. Ask them to list some other gases which can cause envt problems.</li> </ul>	White boards
	2	Green house gases	<ul style="list-style-type: none"> <li>- Be able to identify the sources of green house gases and the problems caused by them.</li> </ul>	<ul style="list-style-type: none"> <li>- In groups list any information they know about green house gases like man-made, natural etc. T. paste gas name cards on BB. Distribute info to groups in point form. groups discuss about which gas each point related to and paste the points respectively. Distribute notes and explain.</li> </ul>	White boards Name cards
	3	Green house effect	<ul style="list-style-type: none"> <li>- Be able to carry out experiment to show the effect of heat being trapped within atmosphere.</li> </ul>	<ul style="list-style-type: none"> <li>- Explain the purpose of the experiment and how to do it. Explain how to read the thermometer and complete the table. Do act: 4.1. Place the thermometers inside the boxes and keep in the sun. Ask them to read every 5 mins and record in the data chart. Draw a bar graph for the records and discuss about it.</li> </ul>	Boxes Thermo Meters tables
	4	Green house effect	<ul style="list-style-type: none"> <li>- Be able to recall information about green house gases.</li> </ul>	<ul style="list-style-type: none"> <li>- Paste the green house gases name cards on BB. Give info and ask them to match the info to the gases. In groups write answers in the text (p: 36) Teacher clarifies and explains the correct answers.</li> </ul>	Name cards White boards
	5	Ozone layer	<ul style="list-style-type: none"> <li>- Be able to revise the previous lessons</li> </ul>	<ul style="list-style-type: none"> <li>- Within 10 mins ask them to brain storm and list facts about ozone layer on WB. List the key words on BB. Class discussion on facts. T allows the children to answer and present as much info as possible. Discuss about layers of UV rays.</li> </ul>	Poster White boards
	6	Ozone layer	<ul style="list-style-type: none"> <li>- Be able to identify some causes of ozone layer damage.</li> </ul>	<ul style="list-style-type: none"> <li>- Recalling the previous knowledge ask them to list the importance of ozone layer. Elicit info from the students about the causes of ozone layer damage. List 3 reasons on WB and present to class. Give correct and more info about the chemicals and other effects.</li> </ul>	White boards charts

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8	1	Ozone layer	<ul style="list-style-type: none"> <li>- Be able to observe and record the temperatures in sun light and shade.</li> <li>- Be able to recall info learnt about ozone layer.</li> </ul>	<ul style="list-style-type: none"> <li>- Ask them to predict what will happen to the thermometers place inside the classroom and out side. Discuss about the diagram in Act 5.2. Ask them to read and record the temperatures.</li> </ul>	Thermo meters
	2	Pollution	<ul style="list-style-type: none"> <li>- Be able to identify the gases that pollute the air and properties of these gases.</li> </ul>	<ul style="list-style-type: none"> <li>- Write the names of 8 gases on BB. In groups ask them to discuss info they know about these gases. Distribute the name cards and info points to the groups and ask them to match it. T. name each gas, ask questions and get info from the students.</li> </ul>	Sentence cards Name cards
	3	Pollution	<ul style="list-style-type: none"> <li>- Be able to identify the gases that pollute the air and properties of these gases.</li> </ul>	<ul style="list-style-type: none"> <li>- Ask the students to list the gases that pollute the air in pairs within 1 min. Feed back to class. Give notes and ask them to read the notes. Ask some oral questions. Give a work sheet to do at home.</li> </ul>	Work sheets WB
	4	Pollution	<ul style="list-style-type: none"> <li>- Be able to identify the sources of Co<sub>2</sub>.</li> <li>- Be able to Complete the carbon cycle.</li> </ul>	<ul style="list-style-type: none"> <li>- In groups ask them to label 4 gases that pollute the air and one source for each. Feed back to class. T. shows the poster to the class and discuss some questions (Other sources of Co<sub>2</sub>, is it increasing or decreasing and why, damages caused by Co<sub>2</sub> and the uses of it etc.) Ask the students to label the poster and copy the carbon cycle into their ex. book.</li> </ul>	poster White boards
	5	Pollution	-do-	-do-	
	6	Pollution	<ul style="list-style-type: none"> <li>- Be able to identify sources of air pollution.</li> </ul>	<ul style="list-style-type: none"> <li>- Ask the students to do act.6.3 on WB in groups. Ask some oral questions about polluting gases and their sources. Ask them to look at air pollution diagram on p.40 and match each picture to a gas (landfill, domestic, transport etc.) Draw the diagram and fill in gases.</li> </ul>	White boards poster

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9	1	Green house, ozone , pollution	- Be able to prepare display on given topics.	- Ask them to make displays in groups.	Bristol boards
	2	Water	- Be able list some facts about water.	- In groups ask them to brainstorm about the topic water. Discuss about these points. Distribute set of cut up sentences to each group allow time to sort and match. Students copy into their ex. book. Ask them to predict how much water they use in a day. observe uses of water at home.	Sentence cards White boards
	3	Water	- Be able to identify and list at least five sources of water and complete water cycle.	- In groups ask them to list sources of water in Maldives. Ask them to name some places where water is found in the world. Show the poster of water cycle and elicit info from students. Explain about water being recycled. Conduct a quiz. Give some words and ask them to make sentences.	Poster pictures
	4	Revision	- Be able to revise all the lessons	Class discussion on previous topics. List green house gases and their sources. In pairs discuss about the importance of ozone layer depletion. Ask them to list the gases that cause air pollution and facts about water. Discuss about water cycle.	
	5	Unit test			Unit test 3

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10	1	Water	- Be able to discuss and list some facts about water pollution.	- Ask them to label and explain water cycle. In groups discuss and list the areas where pollution joins the water cycle on WB. Class discussion. Give notes. HW- observes uses of water and the amount used at home.	White boards
	2	Water	- Be able list identify and list uses of water.	- In groups ask them to list as many uses as possible in one 1 min. Using info gathered in HW and the info on (p:44) students fill in table in groups. Ask them to complete act: 7.1.	White boards
	3	Water	- Be able to identify the ways by which water is wasted. - Be able to the ways to reduce the wastage of water.	- In groups ask them to list the ways by which we waste water. Students list the areas where we save water.	White boards
	4	Water	- Be able to tell the three states of water.	-Recall the facts about water. Give two mins to list the uses of water and how water is wasted. Show s poster of states of water. Ask them to label it on the BB. Explain the states of water and ask them to draw the diagrams in the book.	Poster
	5	Floating and sinking	- Be able to identify objects that sink or float.	- Groups sort out objects into what they think will float or sink. Allow each group to investigate. Make a list of sinking / floating objects. Define float and sink.	Large jar, objects
	6	Floating and sinking	- Be able to investigate how we can float heavy objects in water	- Do act: 8.1. Class discussion about it. Draw the result step by step.	Plasticizes Marbles Water jar

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11	1	Floating and sinking	<ul style="list-style-type: none"> <li>- Be able to Experiment to find out what liquids float/sink.</li> <li>- Be able to understand that different liquids have different densities.</li> </ul>	- Do act: 8.2 in groups. Stop groups at regular intervals to ask what happened after each step. Discussion oil at sea and environmental effects. Ask them to draw results on ex. book.	Large jar, cooking oil, water, cork, plastic block
	2	Floating and sinking	<ul style="list-style-type: none"> <li>- Be able list understand that salt changes the density of water.</li> </ul>	- In groups to predict what will happen, write on WB. Do act: 8.3. Discuss observation and draw the result.	An egg, salt water, jar
	3	Weather	<ul style="list-style-type: none"> <li>- Be able to define the terms weather and humidity.</li> <li>- Be able to describe different types of weather.</li> </ul>	- In groups brainstorm about weather and write key words. Explain day and night using globe. Give notes.	Poster pictures
	4	Weather	<ul style="list-style-type: none"> <li>- Be able to discuss consequences of different wind speeds.</li> <li>- Be able to understand beau fort scale.</li> </ul>	-Discuss about pictures varying wind speed and results. Explain beau fort scale. Explain how to complete the table in Act: 9.1 at home.	Poster globe ball name cards
	5	Climatic zones	<ul style="list-style-type: none"> <li>- Be able to identify climatic zone of the world.</li> <li>- Be able to identify countries in each zone.</li> </ul>	- Pair work-Atlas-finding countries in alphabetical order. Find and name hot countries, cold countries, hot and cold countries and neighboring countries. Mark these on world map. Label poster and find countries in each zone.	Poster globe ball atlas
	6	Climatic zones	<ul style="list-style-type: none"> <li>- Be able to identify and describe types of weather in each zone.</li> </ul>	- Label poster. T use globe and ball to explain about the position of earth in relation to sun. Discuss climatic conditions in each zone. Draw zones and name 2 counties in each zone.	Poster globe ball map

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12	1	Maldives and the climate	- Be able to identify and describe Maldivian climate.	- Find Maldives on globe. Elicit info from children about relevance of this position. Groups describe different weather in Maldives. Do act: 2.1.	Globe, a ball
	2	Maldives and the climate	- Be able identify and list nakaiy. - Be able to traditions, signs, stories learnt locally about Maldivian weather.	- In groups list 5 nakaiy on WB. Give info about the dates and description about each nakaiy. And ask them discuss about the nakaiy good for fishing and agriculture.	Sentence cards White boards
	3	Maldives and the climate	- Be able to list some nakaiy for suitable for fishing and agriculture.	- Recall orally some facts learnt in previous lesson. Give info and a questionnaire to groups. Groups fill table. Discuss about answers.	Poster pictures
	4	Revision	- Be able to revise all the lessons	Class discussion on previous topics. Give question from water, weather, climatic zones, float and sink.	
	5	Unit test		Unit test 4	

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13	1	Seasons of the world	- Be able to identify seasons of the world. List some countries with 4 seasons and identify why the earth has different seasons.	- Groups list seasons in 30 sec. Using globe and a ball allow chn to explain movement of the earth( daily-rotation, yearly- orbits) Look at positions of some countries at differ times of year. In pairs find countries on map.	
	2	Seasons of the world	- Be able describe the weather of each season.	- In groups discuss about weather, clothes, activities of each season. Present to class and discuss about their points and give the correct info to them.	
	3	Seasons of the world	- Be able to make displays for the seasons.	- In groups ask them to make displays about 4 seasons and 2 monsoons.	Bristol boards
	4	Plants	- Be able to identify types of plants found locally.	- Groups list plants found locally. Can classify the plants in any way.	
	5	Plants	- Be able to identify and name plants and trees and examples of each groups.	Orally recall 5 types of plants and trees. In pairs list some plants. Distribute the variety of sentences about characteristics of each group. Using info on page 69-71 they match to types of plants.	
	6	Plants	- Be able to observe native plants and trees in their natural envt and identify and name.	- Explain purpose of field trip. Distribute a questionnaire. In the field trip chn gather info (habitat, neighboring plants, shade soil type, animals etc) Discuss characteristic and location of each plant. Give notes. Ask them to bring flowers for the next lesson.	questionnaire

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14	1	Plants	- Be able to define and list the flowering plants of the Maldives	- Take the flowers they brought. Discuss in groups about the plants they had come from. List the names of the flowers. Teacher explains that different flowering plants live in different conditions. Read p: 69. Chn recall info about plants observed. HW- asks grand parents about extinct trees and density of trees in Kulhudhuffushi.	flowers
	2	Importance of plants	- Be able to identify common, rare and extinct trees of the Maldives.	- Recall info from HW. Class discussion. Teacher list common, rare and extinct trees on BB. Note down on ex. book.	WB
	3	Importance of plants	- Be able to discuss importance of trees and envt damage caused by deforestation.	- Discuss tree density and why it's decreased over the years. In groups on WB list - importance of trees – reasons for deforestation – result of deforestation. Class discussion.	
	4	Biography of a tree.	- Be able to observe common trees of Maldives and describe ' <i>funa</i> ' in detail.	-Take chn out to see the <i>funa</i> tree in the school. Observe the tree trunk, leaves, flowers, fruits etc and do bark rubbing. Complete biography of the tree.	
	5	Tropical rain forests	- Be able to identify and name countries and continents on world map.	- Alphabetic countries competition. In pairs find equator and locate different climate zones. Point out on class world map. Elicit info on rainforest from chn. Key words on BB and list countries.	Atlas
	6	Tropical rain forests	- Be able to locate and name countries with tropical rain forests.	- Recall info about rainforests orally. List countries on BB. Find countries in pair on atlas. Discuss location – tropical climatic zones. Give a map on each and ask them to locate and mark countries which have tropical rain forests.	Atlas

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15	1	Tropical rain forests	- Be able to prepare display on given topics.	- In groups on WB list fact about tropical rainforests. Distribute word cards to groups and ask them to read and create sentences. Allow groups to feed back to class discussion on importance of rain forests.	Word cards
	2	Tropical rain forests	- Be able to identify importance of rainforests.	- In groups ask them to brainstorm about the topic water. Discuss about these points. Distribute set of cut up sentences to each group allow time to sort and match. Students copy into their ex. book. Ask them to predict how much water they use in a day. Observe uses of water at home.	poster
	3	Tropical rain forests	- Be able to identify and name layers of rain forests.	-Elicit- do all plants in forest get same amount of sunlight? Are there different types of plants? Show the poster to class. Give sentences to each group describing the layers. They call it out and match the layers on poster. Explain info about layers.	Poster
	4	Tropical rain forests	- Be able to identify and name layers of rain forests.	- Ask chn to re label poster. In groups recall one point about each layer. Feed back to discussion. T writes info about each layer on BB as they are given. Chn label diagram in ex. book. Give notes.	
	5	Revision	- Be able to revise all the lessons	Class discussion on previous topics. – Seasons-climatic zones-plants. Conduct a quiz.	
	6	Unit test			Unit test 5

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16	1	Tropical rain forest	- Be able to identify animals that live in tropical forests.	- Groups look at books and list some rainforest animals. Chn draw and name rain forest animals on note book. T calls out animals chn have to say weather it is a rain forest animal or not.	books
	2	Tropical rain forest	- Be able to identify, name and draw animals found in rain forests.	- In groups ask them to draw and make cut outs of rain forest animals for the display.	Card boards
	3	Tropical rain forest	- Be able to identify and list some rain forest products.	- In groups ask them to list some products. Feed back. Make 3 columns –timber- food- products. T explains about undiscovered medicine/cures. Read pg: 74 to get other information.	pictures
	4	Tropical rain forest	- Be able to draw and name the products of rain forests.	-Recall from the previous lesson. Show pictures of rain forest products and draw them on ex. book.	pictures
	5	Tropical rain forest	- Be able to present the rain forest in the form of a display.	Divide class into 4 groups and allocate a layer to each group. Make a rain forest in corner of the class room.	Bristol boards card boards
	6	Deforestation	- Be able to discuss the effects of deforestation. - Be able to identify reasons for deforestation.	- In groups on WB, list why people cut down trees. Class discussion about deforestation. Role play telling people to stop cutting down trees and why. List effects of deforestation on BB. Give notes.	

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17	1	Revision	- Be able to revise the lessons.	- Recall the lessons rain forest, plants, climatic zones. Give work sheets to do.	Work sheets
	2	Revision	- Be able to revise the lessons.	- Recall the lessons float/sink, water, pollution and ozone layer. Give a questionnaire to answer.	questionnaire
	3	Revision	- Be able to revise the lessons.	- Recall the lessons- green house gases, air, soil and food poisoning. Paste question cards on different places in the class and ask them to find answers to these questions. Select the first one.	Poster pictures
	4	Revision	- Be able to revise the lessons.	-Recall the lessons- Internal organs, Migration, Prevention better than cure and food preservation. Give a work sheet to do.	
	5	Revision	- Be able to revise the lessons.	Distribute the topics to the groups and ask them to make question for the quiz.	
	6	Revision	- Be able to revise the lessons.	Conduct a quiz.	