SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 7	INTERGRATED SCIENCE			

2026 RATIONALIZED INTERGRATED SCIENCE TERM 1

WEEK 1: LESSON 1

Strand: Scientific Investigation

Sub Strand: Introduction to Integrated Science

Specific Learning Outcomes:

- By the end of the lesson, the learner should be able to:

1. State the meaning of Integrated Science.
2. Identify the components of Integrated Science as a field of study.
3. Use digital devices to search for information on the components of Integrated Science.
4. Appreciate the components of Integrated Science.

Key Inquiry Questions:

- What is Integrated Science?
- What are the components of Integrated Science?

Learning Resources:

- Active Integrated Science textbook (pages 1-3)
- Digital devices (tablets/computers)
- Charts (visual aids representing components of Science)

Organisation of Learning:

Introduction (5 minutes):

- Begin with a quick review of the previous lesson on basic scientific principles.

- Engage learners in a brief discussion about what they already know about science to connect to Integrated Science.

- Introduce the topic of Integrated Science using visuals from charts that highlight various scientific fields.

Lesson Development (30 minutes):

Step 1: Understanding Terminology

- Activity: In pairs, learners will use dictionaries to find and share the definitions of "Integrated" and "Science."

- Discussion: Come together as a class to formulate a concise definition of Integrated Science based on the terms discussed.

Step 2: Breaking Down Integrated Science

- Activity: Groups of students will brainstorm on a piece of chart paper what they think Integrated Science includes.

- Sharing: Each group will present their ideas to the class, emphasizing their interpretations and conclusions about the subject matter.

Step 3: Researching Online

- Activity: Individually or in small groups, students will use digital devices to search for information about the components of Integrated Science.

- Goal: Identify at least three key components and take notes on their findings.

Step 4: Discussion and Reflection

- Activity: As a class, discuss the components identified during the online research.

- Visualization: Fill out a class chart together, listing the findings and adding any new insights from group discussions. Draw connections between the components.

Conclusion (5 minutes):

- Summarize the main points of the lesson, ensuring the core definitions and components of Integrated Science are reinforced.

- Conduct an interactive activity: Have students shout out components, and those who contribute will receive a "Science Star" sticker.

- Preview the next session by asking students to think about how Integrated Science relates to their everyday lives and what examples they can come up with.

Extended Activities:

- Science Fair Project Idea: Students can create a mini-project showcasing how different components of Integrated Science interact in real-life scenarios, like weather patterns or environmental changes.

- Integrated Science Journal: Encourage students to maintain a journal where they explore various scientific news articles or phenomena, linking them back to the components of Integrated Science.

- Group Presentations: Learners can be assigned different components of Integrated Science to research at home and present to the class in the following weeks.

Teacher Self-Evaluation:

WEEK 1: LESSON 2

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 7	INTERGRATED SCIENCE			

Strand: Scientific Investigation

Sub Strand: Introduction to Integrated Science

Specific Learning Outcomes:

- By the end of the lesson, learners should be able to:

1. Identify career opportunities related to Integrated Science.

2. Use digital devices to search for information on careers related to Integrated Science.

3. Appreciate the career opportunities linked to knowledge and skills in Integrated Science.

Key Inquiry Question(s):

- Which career opportunities relate to Integrated Science?

Learning Resources:

- Active Integrated Science textbook, pages 3-5

- Digital devices (tablets, computers, or smartphones)

Organisation of Learning:

Introduction (5 minutes):

- Start with a brief review of the previous lesson (e.g., what Integrated Science is and its importance).

- Encourage learners to read together from pages 3-5 in the Active Integrated Science textbook. Ask guiding questions to help them understand the key concepts related to careers in this field.

Lesson Development (30 minutes):

Step 1: Group Discussion

- Divide the class into small groups.

- Ask students to look at the pictures on page 3 of their textbook. Each group will identify the careers shown in the images together. Provide guiding questions to help them analyze what they see.

Step 2: Internet Research

- In their groups, learners will use their digital devices to search for more information on the careers identified in the previous step.

- They should find one or two interesting facts about each career (e.g., required education, daily tasks, salary, demand) and prepare to share their findings with the class.

Step 3: Group Discussion on Integrated Science Skills

- After the research, each group should discuss and write down how the knowledge and skills learned in Integrated Science connect to the careers they researched.

- Provide prompts such as: "What skills do you think are most important for this career?" or "How does knowledge in science help in this job?"

Step 4: Career Chart Creation

- Using locally available materials (e.g., poster paper, markers, newspapers), groups will create a chart displaying the careers they researched, along with images, facts, and how they connect to Integrated Science.

- Allow time for them to prepare their charts for display.

Conclusion (5 minutes):

- Bring the class back together and summarize the key points covered in the lesson.

- Highlight some of the career opportunities and the skills needed in those fields.

- Conduct a brief interactive activity by asking students to share one interesting fact they learned about a career in Integrated Science.

- Preview upcoming topics, possibly touching on "How Science Affects Our Lives," to pique their interest.

Extended Activities:

- Career Day Project: Research and prepare a short presentation on a specific career in Integrated Science and present it to the class. Include information such as daily tasks, necessary education, and any interesting facts.

- Interview a Professional: If possible, arrange for students to interview someone who works in a science-related job, either in person or through video conferencing, to learn firsthand about the career path and requirements.

Teacher Self-Evaluation:

WEEK 1: LESSON 3

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 7	INTERGRATED SCIENCE			

Strand: Scientific Investigation

Sub Strand: Introduction to Integrated Science

Specific Learning Outcomes:

- By the end of the lesson, students should be able to:

1.Define the term pathway.

2. Identify the pathways related to Integrated Science.

3. Search for information from print or digital media on pathways related to integrated science at senior school.

4.Appreciate the importance of integrated science in relation to the three pathways.

Key Inquiry Question(s):

- Which pathway in senior school does Integrated Science relate to?

Learning Resources:

- Active Integrated Science, pages 5-6

- Charts

- Computers/tablets for digital research (if available)

Organisation of Learning:

Introduction (5 minutes):

- Review the previous lesson on the importance of science in everyday life and how it connects to various disciplines.

- Guide learners to read and discuss relevant content from the learning resources, focusing on pathways and their significance in understanding integrated science.

Lesson Development (30 minutes):

Step 1: Defining "Pathway"

- In pairs, students brainstorm what they think the term “pathway” means in the context of education.

- Discuss as a class and provide a clear definition: A pathway is a route or direction one can take in their education or career.

Step 2: Identifying Pathways

- Students will work in small groups to list the pathways related to Integrated Science, such as Life Sciences, Physical Sciences, and Environmental Sciences.

- Groups will share their lists, and the teacher will compile these on the board.

Step 3: Connecting Integrated Science to Pathways

- Each group will choose one pathway and discuss how Integrated Science is related to it. They will prepare a short explanation to share with the class.

- Teacher prompts: "How does understanding Integrated Science help you in this pathway?"

Step 4: Researching Pathways

- Using available print or digital media, students will search for information on one specific senior school pathway related to Integrated Science.

- They must find at least one fact or statistic about how Integrated Science is beneficial in that chosen pathway and prepare to present it briefly to the class.

Conclusion (5 minutes):

- Summarize key points discussed throughout the lesson: definitions, pathways, and the importance of Integrated Science.

- Conduct a brief interactive activity like a quiz or a "Think-Pair-Share" to reinforce key topics.

- Preview the next session focusing on how integrated science can be applied in real-life scenarios and prepare questions to ponder for the next lesson.

Extended Activities:

- Pathway Project: Students can create a poster or digital presentation on their chosen pathway and how Integrated Science plays a role in it. They can include future career options related to this pathway.

- Guest Speaker: Invite a professional from a field related to Integrated Science (e.g., environmental science, health sciences) to speak to the class about their work and the importance of integrated science in their career.

Teacher Self-Evaluation:

WEEK 1: LESSON 4

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 7	INTERGRATED SCIENCE			

Strand: Scientific Investigation

Sub Strand: Introduction to Integrated Science

Specific Learning Outcomes:

- By the end of the lesson, learners should be able to:

1. State the importance of Integrated Science in daily life.

2. Discuss the importance of science in health and agriculture.

3. Use digital devices to search for information on the importance of science in health and agriculture.

4. Appreciate the importance of integrated science in daily life.

Key Inquiry Questions:

- What is the importance of Integrated Science in daily life?

- How is the knowledge acquired in Integrated Science useful in daily life?

Learning Resources:

- Active Integrated Science textbook, pages 6-7

- Digital devices (tablets, computers)

Organisation of Learning:

Introduction (5 minutes):

- Review the previous lesson's key points.

- Guide learners to read and discuss relevant content from pages 6-7 of the Active Integrated Science textbook. Emphasize the importance of Integrated Science.

Lesson Development (30 minutes):

Step 1: Brainstorming Importance

- In small groups, learners brainstorm and list ways Integrated Science is important in their daily lives. Encourage them to think about examples from home, school, and their community.

Step 2: Discussing Health and Agriculture

- Pairs of learners discuss how science impacts health (e.g., medicine and hygiene) and agriculture (e.g., crop production and food safety). Facilitate a class discussion to share findings.

Step 3: Research Activity

- Using digital devices, learners will search for articles or videos about the role of science in health and agriculture. Ask them to take notes on one new fact they learn.

Step 4: Sharing Research

- Each group shares one fact from their research with the class, highlighting the significance of that fact in daily life.

Conclusion (5 minutes):

- Summarize key points learned during the lesson, reiterating the importance of Integrated Science in health and agriculture.

- Conduct a brief interactive activity such as a hand-raising quiz or a thumbs up/down for statements about Integrated Science.

- Preview the next lesson by asking questions or setting themes related to what's coming up.

Extended Activities:

- Science Fair Project: Learners can choose a topic related to Integrated Science and create a presentation or poster to showcase their findings.

- Field Trip or Virtual Tour: Organize a visit to a local farm, health clinic, or science center to see the practical applications of Integrated Science.

- Research Assignment: Learners can write a short report on a specific scientific advancement in health or agriculture and its impact on daily life.

Teacher Self-Evaluation:

WEEK 1: LESSON 5

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 7	INTERGRATED SCIENCE			

Strand: Scientific Investigation

Sub Strand: Introduction to Integrated Science

Specific Learning Outcomes:

- By the end of the lesson, students should be able to:

1. State the importance of science in industry and transport.

2. Search the internet for information on the importance of science in industry and transport.

3. Appreciate the role of science in industries and transport.

Key Inquiry Question:

- What is the role of science in industries and transport?

Learning Resources:

- Integrated Science Learner's Book

- Lesson Notes

- Realia (real-life objects or examples related to the topic)

- Digital Devices (tablets, computers, etc.)

- Charts (visual aids related to the topic)

Organisation of Learning:

Introduction (5 minutes):

- Review Previous Lesson: Begin the class by briefly discussing the last lesson's key points related to scientific investigation and inquiry.

- Engagement: Ask students to share what they know about the link between science, industry, and transport. Facilitate a brief brainstorming session.

Lesson Development (30 minutes):

Step 1: Group Brainstorming

- In pairs, learners will list down ways they think science influences industry and transport.

- Encourage them to think about everyday experiences (e.g., how science helps in public transportation, manufacturing, etc.).

Step 2: Internet Research

- Learners will use their digital devices to search for articles, videos, or facts about the role of science in industry and transport.

- Provide guidance on reliable sources and specific keywords to use for their search.

Step 3: Group Discussion

- After gathering information, students will regroup and share their findings with another pair.

- Facilitate a class discussion where groups present one or two key points they discovered.

Step 4: Reflection and Appreciation

- Ask students to reflect on how their understanding has changed and why science is vital in industry and transport.

- Use a few guiding questions to deepen their thinking, such as: "How might our lives be different without advancements in science?"

Conclusion (5 minutes):

- Summarize Key Points: Recap the main ideas discussed throughout the lesson using a chart to visualize the role of science.

- Interactive Activity: Conduct a quick quiz or an “exit ticket” where each student writes down one new thing they learned about the importance of science in industry and transport.

- Preview Next Session: Introduce the next topics, such as "Technological Innovations" or "Scientific Principles Behind Transportation", and encourage students to think about questions they have regarding these topics.

Extended Activities:

- Science in Everyday Life Project: Students can choose an industry (e.g., healthcare, manufacturing, transport) and create a presentation or poster showing the role of science in that area.

- Field Trip or Guest Speaker: Organize a visit to a local industry or invite a professional who works in a scientific field related to transport or industry to share real-world applications of science.

Teacher Self-Evaluation:

WEEK 2: LESSON 1

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 7	INTERGRATED SCIENCE			

Strand: Scientific Investigation

Sub Strand: Introduction to Integrated Science

Specific Learning Outcomes:

- By the end of the lesson, learners should be able to:

1. State the importance of science in food and textiles and related career opportunities.

2. Use digital devices to search for information regarding the importance of science in food and textiles and career opportunities.

3. Appreciate the importance of science in our daily life.

Key Inquiry Question(s):

- Which accidents can occur in the laboratory?

- What are the causes of common laboratory accidents?

Learning Resources:

- Charts

- Active Integrated Science pg 11-12

- Digital device (e.g., tablet or computer)

Organisation of Learning:

Introduction (5 minutes):

- Review Previous Lesson: Briefly recap what was learned in the last session, focusing on scientific principles that may relate to the current topic.

- Discussion of Key Concepts: Invite learners to read from the learning resources and discuss the significance of science in everyday life, particularly in food and textiles.

Lesson Development (30 minutes):

Step 1: Brainstorming Session

- Group Activity: Divide learners into small groups. Ask them to brainstorm the ways in which science is important in food production and textile manufacturing. Encourage them to think about safety, innovation, and efficiency.

Step 2: Research Using Digital Devices

- Individual or Pair Work: Students will use digital devices to search the internet for specific examples of how science is applied in food and textile industries. They should also look for potential career opportunities that rely on scientific principles.

Step 3: Group Discussion

- Sharing Findings: Bring the class together and have each group briefly present their findings. Facilitate a discussion about the different aspects of science in these industries, encouraging students to connect their research to real-world scenarios.

Step 4: Reflect on Safety in Science

- Discuss Laboratory Safety: Introduce the inquiry questions regarding laboratory accidents. Ask learners to share ideas about which accidents can occur and the common causes. Emphasize the importance of safety in scientific practices.

Conclusion (5 minutes):

- Summarize Key Points: Recap what was discussed regarding the significance of science in food and textiles, and the importance of safety in laboratories.

- Interactive Activity: Conduct a quick quiz or a game where students can match safety procedures with the corresponding laboratory hazard.

- Prepare for Next Session: Preview the next topic about the role of technology in scientific advancements and ask students to think about the relationship between technology and science.

Extended Activities:

- Research Project: Assign students a project where they can explore a specific career in science related to food or textiles. They can create a presentation or report detailing how science plays a vital role in that career.

- Safety Poster Creation: As an individual or group project, learners can create informative posters about laboratory safety practices and present them in the classroom.

Teacher Self-Evaluation:

WEEK 2: LESSON 2

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 7	INTERGRATED SCIENCE			

Strand: Scientific Investigation

Sub Strand: Laboratory Safety

Specific Learning Outcomes:

- By the end of the lesson, students should be able to:

1. Define the term hazard.

2. Identify the common hazards in the laboratory.

3. Draw the symbols of the common hazards in the laboratory.

4. Appreciate the importance of hazard symbols in the laboratory.

Key Inquiry Question(s):

- What are the common hazards in the laboratory?

Learning Resources:

- Active Integrated Science, pages 9-11

- Digital device (tablets or computers)

- Charts

- Pictures of hazard symbols

Organisation of Learning:

Introduction (5 minutes):

- Briefly review the previous lesson on basic lab equipment and its uses.

- Guide students to read and discuss relevant content from the learning resources. Focus on understanding key concepts such as what a hazard is and why it's important to know about them.

Lesson Development (30 minutes):

Step 1: Defining Hazards

- In pairs, have students brainstorm in small groups to come up with a definition of the term "hazard."

- Facilitate a class discussion where students share their definitions, guiding them to a clear and concise understanding of what constitutes a hazard in the laboratory.

Step 2: Identifying Common Hazards

- Still in pairs, students will identify common hazards they might encounter in a laboratory setting, such as broken glass, chemical spills, electrical issues, etc.

- Write their contributions on the board and discuss the significance of each hazard.

Step 3: Interpreting Hazard Symbols

- Show students a few examples of common lab hazard symbols using charts or pictures (e.g., toxic, flammable, corrosive).

- Students will interpret what each symbol means and discuss how it relates to safety in the lab.

Step 4: Creating Hazard Symbol Charts

- Students will use digital devices to search for photos of common laboratory hazards and their symbols.

- On charts, students will draw the symbols of the hazards identified earlier and label them appropriately.

Conclusion (5 minutes):

- Summarize the key points discussed: definition of hazards, examples of common hazards, and the importance of hazard symbols.

- Conduct an interactive quiz or game where students match symbols with their meanings to reinforce learning.

- Prepare students for the next lesson by briefly introducing the next topic (e.g., safe lab practices) and asking them to think about reasons why safety is important in scientific investigations.

Extended Activities:

- Safety Poster Project: Have students create a safety poster that illustrates various laboratory hazards and their associated symbols. This can be displayed in the classroom or around the school.

- Research Assignment: Assign students to research a specific laboratory hazard in detail and present their findings to the class, including its effects, ways to mitigate it, and the importance of recognizing it.

Teacher Self-Evaluation:

WEEK 2: LESSON 3

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 7	INTERGRATED SCIENCE			

Strand: Scientific Investigation

Sub Strand: Laboratory Safety

Specific Learning Outcomes:

- By the end of the lesson, learners will be able to:

1. Define the term "accident."
2. Outline the causes of common accidents in the laboratory.
3. Discuss the causes of common accidents in the laboratory.
4. Adhere to safety measures in the laboratory to avoid accidents.

Key Inquiry Questions:

- What are the common accidents in the laboratory?
- What are the causes of the common accidents in the laboratory?

Learning Resources:

- Lesson notes
- Active Integrated Science pg 11-12
- Charts

Organization of Learning:

Introduction (5 minutes):

- Review the previous lesson by quickly discussing any relevant topics or concepts previously covered.

- Guide learners in reading and discussing relevant content from the learning resources, focusing on understanding the terms and concepts related to laboratory safety.

Lesson Development (30 minutes):

Step 1: Definition of Accident

- Activity: In groups, have students brainstorm what they think an "accident" is. Each group will then present their definition to the class.

- Teacher's Role: Facilitate the discussion and ensure key points, such as unexpected events leading to damage or injury, are included in the final class definition.

Step 2: Identifying Common Laboratory Accidents

- Activity: Ask groups to identify common accidents that can occur in a laboratory setting (e.g., spills, cuts, fires). Each group will compile a short list of accidents.

- Teacher's Role: Support groups in formulating their lists and encourage them to think about real-life scenarios they might have heard of or experienced.

Step 3: Discussing Causes of Accidents

- Activity: Groups will discuss and write down the potential causes of each common accident they identified in Step 2 (e.g., equipment malfunction, careless handling, lack of proper safety gear).

- Teacher's Role: Guide discussions to help students connect each accident with potential causes, fostering analytical thinking about safety.

Step 4: Creating and Presenting Safety Charts

- Activity: Each group prepares a chart displaying one common accident and its cause(s). They will present their charts to the class for collective learning.

- Teacher's Role: Assist in setting up the presentation area and encourage clear communication and reasoning in students' presentations.

Conclusion (5 minutes):

- Summarize the key points discussed during the lesson and the learning objectives achieved.

- Conduct a brief interactive activity where each student shares one safety measure they will follow in the lab to avoid accidents.

- Prepare learners for the next session by previewing upcoming topics or encouraging questions they should consider before the next class.

Extended Activities:

- Research Project: Learners can investigate famous laboratory accidents that have occurred in history, preparing a brief report or presentation on what went wrong and how it could have been prevented.

- Lab Safety Poster: Students could create posters promoting laboratory safety rules, to be displayed in the classroom or lab area to remind everyone of the importance of safety.

- Role Play: Organize a role-playing exercise where students simulate lab scenarios, highlighting both safe and unsafe practices, followed by a discussion on the outcomes.

Teacher Self-Evaluation:

WEEK 2: LESSON 4

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 7	INTERGRATED SCIENCE			

Strand: Scientific Investigation

Sub Strand: Laboratory Safety

Specific Learning Outcomes:

- By the end of the lesson, learners will be able to:

1. Outline the first aid procedure for burns and scalds.

2. Demonstrate the first aid procedure for minor burns and scalds.

3. Acknowledge the first aid procedures for burns and scalds.

Key Inquiry Question(s):

- What is the first aid procedure for minor burns and scalds?

Learning Resources:

- Active Integrated Science, pg 14

- Digital device (tablets, laptops)

- Lesson notes

- Video clips on first aid for burns and scalds

Organisation of Learning:

Introduction (5 minutes):

- Begin with a quick review of laboratory safety rules discussed in the previous lesson, inviting students to share what they remember.

- Introduce today's focus on first aid for burns and scalds by explaining its importance in a laboratory setting.

- Guide learners to read and discuss relevant content from the learning resources to establish foundational knowledge necessary for the lesson.

Lesson Development (30 minutes):

Step 1: Watch and Explore

- In pairs, students will use digital devices to search for and watch video clips on first aid procedures for burns and scalds.

- Encourage students to take notes on key steps being demonstrated in the videos.

Step 2: Outline the Procedures

- After watching the videos, each pair will outline the first aid procedures for minor burns and scalds, focusing on clarity and accuracy.

- Provide a template for them to fill out, highlighting easy-to-understand steps.

Step 3: Group Discussion

- Once outlines are complete, regroup and have a class discussion where each pair shares their outlines, correcting any misconceptions as necessary.

- Encourage debate about why certain steps are essential and what could happen if they are skipped.

Step 4: Role-Play Demonstration

- Have the pairs collaborate to role-play the first aid procedure for burns and scalds, focusing on key steps and communication.

- If possible, record these role-plays using a digital device to review later.

Conclusion (5 minutes):

- Summarize the key points discussed, emphasizing the importance of knowing how to handle burns and scalds in laboratory situations.

- Conduct a quick interactive quiz or game to reinforce the main topics—perhaps a "true or false" about safety procedures to get students actively involved.

- Preview the next session, hinting at related topics like other types of injuries in the lab (cuts, spills) and what first aid steps might be necessary.

Extended Activities:

- Create a First Aid Poster: Have students design a colorful poster highlighting the first aid procedures for burns and scalds. These posters can be displayed in the classroom or around the school to promote safety awareness.

- Safety Scenario Role-Play: Students can create scenarios involving laboratory accidents and present their response to those situations, emphasizing the correct first aid measures.

- First Aid Kit Investigation: Encourage students to investigate what should be included in a basic first aid kit for the lab, potentially leading to a class project where they can assemble one together.

Teacher Self-Evaluation:

WEEK 2: LESSON 5

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 7	INTERGRATED SCIENCE			

Strand: Scientific Investigation

Sub Strand: Laboratory Safety

Specific Learning Outcomes:

- By the end of the lesson, learners should be able to:

1. Outline the first aid procedure for minor cuts.

2. Demonstrate the first aid procedure for minor cuts in the laboratory.

3. Enjoy demonstrating the first aid procedure for cuts in the laboratory.

Key Inquiry Question:

- What is the first aid procedure for minor cuts?

Learning Resources:

- Active Integrated Science, pg 15

- Digital devices (tablets/computers)

- Video clips on first aid procedures

- Top Scholar Integrated Science, pg 12-13

Organisation of Learning:

Introduction (5 minutes):

- Briefly review the previous lesson on laboratory safety.

- Prompt students to read and discuss the relevant content from the learning resources, focusing on the importance of knowing first aid procedures.

Lesson Development (30 minutes):

Step 1: Research and Discussion

- In pairs, learners use digital devices to search for information and watch video clips on the first aid procedure for minor cuts.

- Encourage them to take notes on the steps involved.

Step 2: Group Discussion

- After watching videos, conduct a whole-class discussion.

- Ask each pair to share what they found and outline the key steps in the procedure.

Step 3: Role-Playing

- Assign roles within the pairs: one as the person with a cut (actor), and the other as the first aider.

- Students role-play the first aid procedures they researched, using props or materials mimicking a minor cut (such as fake blood or bandages).

- Record their role plays for review.

Step 4: Class Sharing

- Groups present their role plays to the class.

- Discuss what went well and areas for improvement. Address any misconceptions that students may have about the procedure.

Conclusion (5 minutes):

- Summarize key points and the learning objectives achieved: outlining and demonstrating first aid procedures for minor cuts.

- Conduct a quick interactive quiz (e.g., Kahoot!) to reinforce the main points discussed.

- Preview the next session: “What to do in an emergency situation in the lab?” to pique their interest.

Extended Activities:

- Create a First Aid Kit: Have students create a list of items to include in a basic first aid kit for the laboratory. They can present their kit ideas to the class in the next session.

- First Aid Poster: Students design an educational poster that outlines the first aid procedure for minor cuts, which can be displayed in the classroom or lab for ongoing reference.

- First Aid Scavenger Hunt: Organize a scavenger hunt in the classroom or lab where students find items related to first aid or lab safety, reinforcing their learning in a fun way.

Teacher Self-Evaluation: