**e-RPH SCIENCE FORM 4**

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| **DAILY LESSON PLAN** | | | |
| **CLASS** |  | **WEEK** |  |
| **THEME** | Scientific Methodology | **DATE** |  |
| **CHAPTER** | 1.0 Safety Measures in the Laboratory | **DAY** |  |
| **TITLE** | Personal Protection Equipment | **TIME** |  |
| **LEARNING OBJECTIVES** | | | |
| By the end of the PdPc, students will be able to:   1. List five personal protective equipments for students and four personal protective equipments in the laboratory and their functions | | | |
| **TEACHING AND LEARNING ACTIVITIES** | | | |
| **Introduction:**   1. Students are shown some personal protective equipment while in the laboratory by the teacher. 2. Students and teachers do questioning and answering (Q&A) sessions to test the level of students’ existing knowledge. 3. Students pay attention to the teacher’s explanation about the function of personal protection equipment. | | | |
| **Activities:**   1. Students are divided into several groups (4-5 students). 2. Students are given pictures of personal protective equipment to label. 3. Students explain the labelled equipment. 4. Students paste the labelled flip chart paper and present it to their friends through Gallery Walk. | | | |
| **Closure:**  Students are answering questions in Target PBD Sains Tingkatan 4 pages 1 - 2. | | | |
| **REFLECTION** | | | |
| \_\_\_\_\_\_ / \_\_\_\_\_\_ students able to achieve the learning objectives.  \_\_\_\_\_\_ / \_\_\_\_\_\_ students able to complete the exercises given.  \_\_\_\_\_\_ / \_\_\_\_\_\_ students need extra exercise and teacher guidance.  Note: Today’s lesson will be carried forward due to:  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | |
| **DAILY LESSON PLAN** | | | |
| **CLASS** |  | **WEEK** |  |
| **THEME** | Scientific Methodology | **DATE** |  |
| **CHAPTER** | 1.0 Safety Measures in the Laboratory | **DAY** |  |
| **TITLE** | Disposal of Waste | **TIME** |  |
| **LEARNING OBJECTIVES** | | | |
| By the end of the PdPc, students will be able to:   1. Explain with examples three substances that can be disposed of into the sink and three substances that cannot be disposed of into the sink 2. Describe how to manage the four categories of biological waste substances | | | |
| **TEACHING AND LEARNING ACTIVITIES** | | | |
| **Introduction:**   1. Students listen to the teacher’s explanation about substances that can be disposed of into the sink and three substances that cannot be disposed of into the sink as well as how to manage biological waste. 2. Students and teachers do questioning and answering (Q&A) sessions to test the level of students’ existing knowledge. | | | |
| **Activities:**   1. Students are given two newspaper articles about the disposal of chemicals / waste in the river / sea. 2. Students explain the meaning of waste substances and examples of substances that can and cannot be disposed of into the sink. 3. Students characterise using the Tree Map. 4. Students explain how to manage biological waste. | | | |
| **Closure:**  Students are answering questions in Target PBD Sains Tingkatan 4 page 3. | | | |
| **REFLECTION** | | | |
| \_\_\_\_\_\_ / \_\_\_\_\_\_ students able to achieve the learning objectives.  \_\_\_\_\_\_ / \_\_\_\_\_\_ students able to complete the exercises given.  \_\_\_\_\_\_ / \_\_\_\_\_\_ students need extra exercise and teacher guidance.  Note: Today’s lesson will be carried forward due to:  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | |

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| **DAILY LESSON PLAN** | | | |
| **CLASS** |  | **WEEK** |  |
| **THEME** | Scientific Methodology | **DATE** |  |
| **CHAPTER** | 1.0 Safety Measures in the Laboratory | **DAY** |  |
| **TITLE** | Steps to Handle Accidents in the Laboratory | **TIME** |  |
| **LEARNING OBJECTIVES** | | | |
| By the end of the PdPc, students will be able to:   1. Explain the steps to handle two accidents in the laboratory | | | |
| **TEACHING AND LEARNING ACTIVITIES** | | | |
| **Introduction:**   1. Students listen to the teacher’s explanation about the cause of the accident in the laboratory. 2. Students and teachers do questioning and answering (Q&A) sessions to test the level of students’ existing knowledge. | | | |
| **Activities:**   1. Students are given two newspaper articles about an accident in the laboratory. 2. Students discuss the best way to handle accidents in the laboratory. 3. Students draw a Flow Map and explain the steps to handle accidents in the laboratory. 4. Students present in front of other friends. | | | |
| **Closure:**  Students are answering questions in Target PBD Sains Tingkatan 4 page 4. | | | |
| **REFLECTION** | | | |
| \_\_\_\_\_\_ / \_\_\_\_\_\_ students able to achieve the learning objectives.  \_\_\_\_\_\_ / \_\_\_\_\_\_ students able to complete the exercises given.  \_\_\_\_\_\_ / \_\_\_\_\_\_ students need extra exercise and teacher guidance.  Note: Today’s lesson will be carried forward due to:  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | |
| **DAILY LESSON PLAN** | | | |
| **CLASS** |  | **WEEK** |  |
| **THEME** | Scientific Methodology | **DATE** |  |
| **CHAPTER** | 1.0 Safety Measures in the Laboratory | **DAY** |  |
| **TITLE** | Fire Extinguishers | **TIME** |  |
| **LEARNING OBJECTIVES** | | | |
| By the end of the PdPc, students will be able to:   1. List four types of fire extinguishers 2. Explain how to use a fire extinguisher | | | |
| **TEACHING AND LEARNING ACTIVITIES** | | | |
| **Introduction:**   1. Students listen to the teacher’s explanation about fire extinguishers. 2. Students and teachers do questioning and answering (Q&A) sessions to test the level of students’ existing knowledge. | | | |
| **Activities:**   1. Students are divided into several groups. 2. Each group is given two days to collect information about the types of fire extinguishers on the Internet. 3. During the learning session in class, students draw a diagram of a type of fire extinguisher to present their findings. 4. One of the group members presents the work. 5. Other group members will move to other group stations to observe or question the student responsible for the topic. | | | |
| **Closure:**  Students are answering questions in Target PBD Sains Tingkatan 4 pages 5 - 7. | | | |
| **REFLECTION** | | | |
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| **CLASS** |  | **WEEK** |  |
| **THEME** | Scientific Methodology | **DATE** |  |
| **CHAPTER** | 1.0 Safety Measures in the Laboratory | **DAY** |  |
| **TITLE** | Creating a Simple Fire Extinguisher | **TIME** |  |
| **LEARNING OBJECTIVES** | | | |
| By the end of the PdPc, students will be able to:   1. Create a simple fire extinguisher | | | |
| **TEACHING AND LEARNING ACTIVITIES** | | | |
| **Introduction:**   1. Students listen to the teacher’s explanation on how to create a simple fire extinguisher. 2. Students scan the QR Code of Activity PAK-21 on page 8 to do the activity. | | | |
| **Activities:**   1. In groups, students have to create a fire extinguisher using materials that are easily available at home. 2. Students list the materials needed. 3. Students explain the steps to create a fire extinguisher. 4. Students show the fire extinguisher they created. 5. Other students can correct and reinforce their friends' answers. | | | |
| **Closure:**  Students are answering questions in Target PBD Sains Tingkatan 4 page 8. | | | |
| **REFLECTION** | | | |
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