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| **Learning Planner** | | | | | | | | |
| **Subject** | *General science* | **Week** | | *12* | **Duration** | *180min* | **Form** | *SHS 1* |
| **Strand** | PROCESSES FOR LIVING | **Sub-Strand** | | ESSENTIALS FOR SURVIVAL | | | | |
| **Content Standard** | Demonstrate knowledge and understanding of the principles of reproduction and their application in addressing sexually related societal problems | | | | | | | |
| **Learning Outcome(s)** | Design Possible solutions to address sexually related societal problems. | | | | | | | |
| **Learning**  **Indicator(s)** | Apply knowledge of reproduction related issues (teenage pregnancy, STI, reproductive health) to address challenges of adolescent reproductive health. | | | | | | | |
| **Essential Question(s)** | In what ways can reproduction-related issues be addressed by an understanding of the menstrual cycle?  How can the differences among the phases of menstrual cycle be analysed?  What materials will be needed to demonstrate menstral cycle for the learners to understand? | | | | | | | |
| **Pedagogical Strategies** | * *Collaborative learning* * *Talk-for-learning approach* * *Demonstration* | | | | | | | |
| **Teaching & Learning Resources** | * Books * Charts/videos/pictures of menstrual cycle. * Internet resources such as (https://www.webmd.com/baby/healthtool-ovulation-calculator; https://www.always.com/en-us/period-calculator) | | | | | | | |
| **Key Notes on Differentiation** | | | | | | | | |
| 1. Learning Tasks:  * Explain menstrual cycle and identify at least two stages involved * Describe the phases of menstrual cycle * Describe at least three (3) ways reproduction-related issues can be addressed by an understanding of the menstrual cycle * Analyse the differences among the phases of menstrual cycle, etc.  1. Pedagogical Exemplars  * Think-Pair-Share   Provide charts, diagrams, videos/ animations illustrating and explaining the menstrual cycle.   * Use colour-coded calendars to represent separate phases of the menstrual cycle * Present a scenario related to menstrual health and hygiene to the entire class * Have learners individually respond to the scenario. Pair learners to discuss their ideas and perspectives. Learners share understandings and solutions with the larger group, fostering cross-learning and peer learning, etc.  1. Key Assessments (DoK):  * Level 1: Briefly explain the menstrual cycle * Level 2: Explain the term menstrual hygiene * Level 2: Describe at least four (4) ways good menstrual hygiene can be practiced * Level 2: Describe how the menstrual cycle can be determined using ovulation predictor kits   Level 3: Compare and contrast luteal phase and follicular phase of menstrual cycle, etc | | | | | | | | |
| **Keywords** | Phase, ovulation, physiological, monthly, cycle, menstrual Hygiene, etc. | | | | | | | |
| **Lesson 1**  **Menstrual cycle** | | | | | | | | |
| **Main Lesson drawing on Concepts, Skills and Competencies to reinforce as in the Subject Teacher Manual** | | | | | | | | |
| ***Teacher Activity*** | | | ***Learner Activity*** | | | | | |
| **Starter *Activity (10 minutes)***  ***Teacher; Ask learners to receite the national pledge***  ***Learners: Receite the national pledge*** | | | | | | | | |
| ***Introductory Activity (15minutes)***  *I...Put learners into mixed gender and mixed ability groups.*  *II...Ask learners to review the previous lessions by writing down 5 parts of the male reproductive organ and 5 parts of the female reproductive organ.*  ***Activity 1 (20 minutes)***  *Ask learners to search the internet for the meaning of menstral cycle*  ***Activity 2 (40 minutes)***  *Show a video of the menstrual cycle to learners.*  *Activity 3 (40 minutes)*  ***Ask learners to search the internet to find out the meaning of Follicular phase and Luteal phase in menstrual cycle.***  ***Activity 4 (20minutes)***  ***Ask learners to discuss in their group the meaning of menstrual hygiene*** | | | ***Introductory Activity (15minutes)***  *Learners seated in their mixed gender and amd mixed ability group.*  *Write down 5 parts of the male reproductive organ and 5 parts of the female reproductive organ.*  ***Activity 1***  *Search the internet and find out the meaning of menstrual cycle*  ***Activity 2***  ***Watch the video of menstrual cycle***  Activity 3  ***Search the internet to find out the meaning of Follicular phase and Luteal phase in menstrual cycle.***  Activity 4  ***Discuss in your group the meaning of menstrual hygiene.*** | | | | | |
| **Assessment DoK aligned to the Curriculum and Subject Teacher Manual** | | | | | | | | |
| Level 1: Briefly explain the menstrual cycle  Level 2: Explain the term menstrual hygiene | | | | | | | | |
| **Lesson Closure**  ***In completing this part, refer to the Essential Questions to check that learning has taken place.*** | | | | | | | | |
| ***Activity (15 minutes)***  *Using Pass-that-question, ask learners to write any question on the lesson.*  *Ssummarize the lesson highlighting the salient points.* | | | | | | | | |
| **Reflection & Remarks** | | | | | | | | |
| *Reflection*  *Remarks* | | | | | | | | |
| **Lesson 2**  **Menstural Health** | | | | | | | | |
| **Main Lesson drawing on Concepts, Skills and Competencies to reinforce as in the Subject Teacher Manual** | | | | | | | | |
| ***Teacher Activity*** | | | ***Learner Activity*** | | | | | |
| **Starter *Activity (10 minutes)***  *Teacher: Ask learners to sing the national anthem*  *Learners: sing the national anthem* | | | | | | | | |
| ***Introductory activity (25 minutes)***  *Put learners in mixed gender and mixed ability group.*  *Ask learners to write down the explaination of menstrual hygiene from their previous lesson*  ***Activity 1 (25 minutes)***  *Ask learners to discuss at least5 ways to ensure menstrual hygine,*  ***Activity 2 (25 minutes)***  *Ask each group to present their discussions to the class*  ***Activity 3 (25 minutes)***  *Ask learners to search the internet the meaning of adolescent reproductive health*  ***Activity 4 (20minutes)***  ***Guide learners to*** describe how the menstrual cycle can be determined using ovulation predictor kits | | | ***Introductory activity***  *Learners seated in their mixed gender and mixed ability groups*  *Learners write down the explaination of menstral hyginene.*    ***Activity 1***  *Discuss at least 5 ways to ensure menstrual hygine.*  ***Activity 2***  ***Present your dicussions to the class***  ***Activity 3***  *Search the internet for the meaning of adolescent reproductive health.*  Activity 4  Describe how the menstrual cycle can be determined using ovulation predictor kits | | | | | |
| **Assessment DoK aligned to the Curriculum and Subject Teacher Manual** | | | | | | | | |
| Level 2: Describe at least four (4) ways good menstrual hygiene can be practiced  ***Level 2:*** Describe how the menstrual cycle can be determined using ovulation predictor kits | | | | | | | | |
| **Lesson Closure**  ***In completing this part, refer to the Essential Questions to check that learning has taken place.*** | | | | | | | | |
| ***Activity (15 minutes)***  *Using Pass-that-question, ask learners to write any question on the lesson.*  *Ssummarize the lesson highlighting the salient points.* | | | | | | | | |
| **Reflection & Remarks** | | | | | | | | |
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