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| **Learning Planner** | | | | | | | | |
| **Subject** | *General science* | **Week** | | *19* | **Duration** | *180 min* | **Form** | *SHS 1* |
| **Strand** | **RELATIONSHIPS WITH THE ENVIRONMENT** | **Sub-Strand** | | THE HUMAN BODY AND HEALTH | | | | |
| **Content Standard** | Show understanding of Lifestyle Diseases, their causes, symptoms and prevention. | | | | | | | |
| **Learning Outcome(s)** | Distinguish various types of lifestyle diseases. | | | | | | | |
| **Learning**  **Indicator(s)** | Describe lifestyle diseases, their causes, effects and prevention. | | | | | | | |
| **Essential Question(s)** | Why are some diseases reffered to as lifestyle diseases?  What measures must be adopted to prevent lifestyle diseses?  What materials will be needed to demonstrate to learners about lifestyle disease? | | | | | | | |
| **Pedagogical Strategies** | * Collaborative learning * Talk-for-learning approaches * Demonstration * Invite a resource person | | | | | | | |
| **Teaching & Learning Resources** | * Public Address system * Resource person * Pictures/videos of humans suffering from lifestyle diseases * Charts of diseases * Health Journals | | | | | | | |
| **Key Notes on Differentiation** | | | | | | | | |
| 1. Learning Tasks:  * Identify at least four lifestyle diseases * Explain at least four causes of lifestyle diseases * Describe at least four preventive measures of lifestyle diseases, etc.      1. Pedagogical Exemplars:  * Invite a resource person (Healthcare giver/Medical practitioner/public health Nurse) to discuss lifestyle diseases * Allow learners to assess these lifestyle diseases within their environment, noting diseases that easily lead to stigmatisation, using guided inquiry and cross-share with their peers in class. * Using Talk-for-Learning approaches, let learners show the difference in the various lifestyle diseases according to their causes, effects, preventions, and how to manage stigma in recovered patients, etc.  1. Key Assessments (DoK):  * Investigate the influence of cultural norms and traditions on the causes and effects of lifestyle diseases * Examine the role of technology and its impact on lifestyle diseases * Discuss strategic approaches to improving preventive measures, etc. | | | | | | | | |
| **Keywords** | *Lifestyle, disease, stigma, prevention.* | | | | | | | |
| **Lesson 1**  **Causes, Effects and Prevention of Lifestyle Diseases** | | | | | | | | |
| **Main Lesson drawing on Concepts, Skills and Competencies to reinforce as in the Subject Teacher Manual** | | | | | | | | |
| ***Teacher Activity*** | | | ***Learner Activity*** | | | | | |
| **Starter *Activity (10 minutes)***  ***Ask learners to sing song; My head my shoulders, my knee and toes*** | | | | | | | | |
| ***Introductory Activity (5minutes)***  ***Put learners into mixed ability groups***  *Introduce the resource to the class*  ***Activity 1 (40 minutes)***  *Give a talk on common lifestyle diseases, their causes, effects, prevention strategies, and the impact of stigma with learners in their mixed ability groups*  ***Activity 2 (40 minutes)***  *Discuss and share your understanding of the key points in your mixed ability groups.*  ***Activity 3 30 minutes***  *Assign each group to prepare a group presentation summarising what they learned from the talk* | | | ***Introductory Activity***  ***Learners seated in their mixed ability groups***    ***Activity 1***  *Note down common lifestyle diseases, their causes, effects, prevention strategies, and the impact of stigma with learners in their mixed ability groups*  ***Activity 2***  *Demonstrate understanding of the topic*  **Activity 3**  *Presentation to summarise what learners learned from the talk* | | | | | |
| **Assessment DoK aligned to the Curriculum and Subject Teacher Manual** | | | | | | | | |
| * Level 3: Investigate the influence of cultural norms and traditions on the causes and effects of lifestyle diseases. | | | | | | | | |
| **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.*  *Resource preson Summarize the lesson highlighting the salient points.*  *Ask a learner to give a vote of thanks.* | | | | | | | | |
| **Reflection & Remarks** | | | | | | | | |
| *Reflection*  *Remarks* | | | | | | | | |
| **Lesson 2**  **Causes, Effects and Prevention of Lifestyle Diseases** | | | | | | | | |
| **Main Lesson drawing on Concepts, Skills and Competencies to reinforce as in the Subject Teacher Manual** | | | | | | | | |
| ***Teacher Activity*** | | | ***Learner Activity*** | | | | | |
| **Starter *Activity (10 minutes)***  ***Ask learners to sing song; My head my shoulders, my knee and toes*** | | | | | | | | |
| ***Introductory activity (25 minutes)***  *Put learners into mixed-gender and ability groups.*  *Provide guidelines for learners on the research work*  ***Activity 1 (45 minutes)***  *Brainstorm and come out with difference between the various lifestyle diseases, base on causes, effects, preventive measures, and strategies for managing stigma in their mixed-gender and mixed-ability groups*  ***Activity 2 (25 minutes)***  *Assignlearners in their mixed-ability groups to demonstrate the differences between various lifestyle diseases based on causes, effects, preventive measures, and strategies for managing stigma.* | | | ***Introductory activity***  ***Learners seated in the mixed ability groups***  ***Note down researcguideline***  ***Activity 1***  *Note down the difference between the various lifestyle diseases, base on causes, effects, preventive measures, and strategies for managing stigma*  ***Activity 2***  ***Presentation on*** *the differences between thevarious lifestyle diseases based on causes, effects, preventive measures, and strategies for managing stigma.* | | | | | |
| **Assessment DoK aligned to the Curriculum and Subject Teacher Manual** | | | | | | | | |
| ***Level 3:*** Examine the role of technology and its impact on lifestyle diseases | | | | | | | | |
| **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.*  *Resource preson Summarize the lesson highlighting the salient points.*  *Ask a learner to give a vote of thanks.* | | | | | | | | |
| **Reflection & Remarks** | | | | | | | | |
| *Reflections*  *Remarks* | | | | | | | | |