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| **Learning Planner** | | | | | | | | |
| **Subject** | *General science* | **Week** | | *20* | **Duration** | *180 min* | **Form** | *SHS 1* |
| **Strand** | **RELATIONSHIPS WITH THE ENVIRONMENT** | **Sub-Strand** | | THE HUMAN BODY AND HEALTH | | | | |
| **Content Standard** | Exhibit understanding of the concept of drugs and reflect on their effects on humans as well as their control. | | | | | | | |
| **Learning Outcome(s)** | Clarify the concept of drugs and reflect on their effects on humans | | | | | | | |
| **Learning**  **Indicator(s)** | Analyze the attributes of drugs | | | | | | | |
| **Essential Question(s)** | What are the classes and effects of drugs?  What effect does drugs have on its users?  What materials will be needed to demonstrate to learners the class and effect of drugs? | | | | | | | |
| **Pedagogical Strategies** | * Collaborative learning * Talk-for-learning approaches * Demonstration * Invite a resource person | | | | | | | |
| **Teaching & Learning Resources** | * Computer with modem, charts, videos, journals, books showing people affected by drug abuse. * Resource person. | | | | | | | |
| **Key Notes on Differentiation** | | | | | | | | |
| 1. Learning Tasks:  * Explain the term drugs * Describe at least three negative effects of drugs * Analyse the attributes of drugs, etc.  1. Pedagogical Exemplars:  * Invite guest speakers, such as healthcare professionals, substance abuse counsellors, or recovered addicts, to share their expertise and personal experiences with drug use and addiction * Students engage in discussions, role-playing scenarios, and hands-on activities related to the effects of different drugs on the body and mind, refusal skills, and strategies for making healthy choices * Screen documentaries or educational videos that explore various aspects of drug use, addiction, and recovery. Afterward, facilitate group discussions to reflect on key themes, raise questions, and encourage critical thinking about the issues presented * Create role-playing scenarios that simulate common situations involving drugs, such as peer pressure to experiment with substances or encountering someone under the influence. Students can take on different roles and practice communication skills, assertiveness, and decision-making strategies in response to these scenarios, etc.  1. Key Assessments (DoK):  * Level 3: Describe any four classes of drugs and their effects, * Describe any three classes of drugs and their effects * Describe any two classes of drugs and their effects, etc. | | | | | | | | |
| **Keywords** | *Drugs, effects, addiction* | | | | | | | |
| **Lesson 1**  **Recreational Drugs and the Negative Effects these have on the Body and Society in General** | | | | | | | | |
| **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 a patriotic song*** | | | | | | | | |
| ***Introductory Activity (5 minutes)***  ***Put learners into mixed ability groups***  *Introduce the resource to the class*  ***Activity 1 (40 minutes)***  *Give a talk on drug use and addiction to 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 drug use and addiction with in your 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: Level 3: Describe any four classes of drugs and their effects, | | | | | | | | |
| **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**  **Recreational Drugs and the Negative Effects these have on the Body and Society in General** | | | | | | | | |
| **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 a patriotic song* | | | | | | | | |
| ***Introductory activity (15 minutes)***  *Put learners into mixed-gender and mixed ability ability groups.*  *Introduce the research topic to learners*  ***Activity 1 (45 minutes)***  *Investigate drug use and its impact on individuals, families, and communities in your mixed-gender and mixed-ability groups*  ***Activity 2 (25 minutes)***  *Engage learners to present their findings*  ***Activity 3 (25 minutes)***  *In their mixed groups ask learners to discuss how to prevent the abuse of drugs and its effect* | | | ***Introductory activity***  *Seat in your mixed gender and mixed-ability groups*  *Note the research guideline*  ***Activity 1***  *note down drug use and its impact on individuals, families, and communities.*  ***Activity 2 (25 minutes)***  *Presentation on drug use and its effects*  ***Activity 3 (25 minutes)***  *Discuss how to prevent the abuse of drugs and its effect* | | | | | |
| **Assessment DoK aligned to the Curriculum and Subject Teacher Manual** | | | | | | | | |
| * Level 3: examine how you will reduce the abuse of drug use and its effect in your community | | | | | | | | |
| **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.* | | | | | | | | |
| **Reflection & Remarks** | | | | | | | | |
| *Reflection*  *Remarks* | | | | | | | | |