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| **Learning Planner** | | | | | | | | |
| **Subject** | *General science* | **Week** | | *18* | **Duration** | *180 min* | **Form** | *SHS 1* |
| **Strand** | **RELATIONSHIPS WITH THE ENVIRONMENT** | **Sub-Strand** | | THE HUMAN BODY AND HEALTH | | | | |
| **Content Standard** | Demonstrate understanding of hazards in everyday life and how to manage them. | | | | | | | |
| **Learning Outcome(s)** | Discuss everyday hazards and how to manage them in the environment. | | | | | | | |
| **Learning**  **Indicator(s)** | Explore common risks and hazards in the environment and how to address them. | | | | | | | |
| **Essential Question(s)** | What causes Hazards in the environment?  How are hazards manage in school laboratories and construction sites?  What materials are needed to demonstrate the hazards to learners? | | | | | | | |
| **Pedagogical Strategies** | * Collaborative learning * Talk-for-learning approaches * Demonstration * Nature walk | | | | | | | |
| **Teaching & Learning Resources** | * Pictures, charts, and videos on workplace and home hazards. * Camera, voice recording device, writing materials. | | | | | | | |
| **Key Notes on Differentiation** | | | | | | | | |
| 1. *Learning Tasks:*  * *Explain and identify hazards in the environment* * *Describe the causes of Hazards in the environment* * *Describe three (3) ways each how to manage hazards in school laboratory and construction sites, etc.*  1. *Pedagogical Exemplars:*  * *Visit an accessible local industry, such as sawmills, palm kernel oil production, gari processing, etc., and assess their activities' possible risks and hazards* * *Resources persons share their personal experiences with learners regarding hazards and risks at the workplace. Afterwards, facilitate group discussions to reflect on key themes, raise questions, and encourage critical thinking about the issues presented* * *Using Talk-for-Learning approaches lets learners in mixed abilities show the difference in the hazards and risks in the home and workplace, etc.*    1. *Key Assessments (DoK):* * *Explain four ways in which industrial activities and transportation contribute to each hazard* * *Explain how industrial activities and transportation contribute to each hazard* * *Explain three ways disaster preparedness and community engagement mitigate the impact of these hazards on human lives, etc.* | | | | | | | | |
| **Keywords** | Hazards, radiation, prolong, etc. | | | | | | | |
| **Lesson 1**  **Hazards and How to Manage them in the Environment** | | | | | | | | |
| **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 the National Anthem*** | | | | | | | | |
| ***Introductory Activity (15minutes)***  *I. Put learners into mixed-gender and mixed ability groups.*  *II.. Ask learners to brain-storm and come out with the cause of accident*  ***Activity 1 (40 minutes)***  *I Ask learners to search using the internet a. the root causes of hazards.*  *b. types of hazards*  *c. possible preventive measures in their mixed gender and mixed ability groups.*  ***Activity 2 (40 minutes)***  *Guide learners to discuss their findings in their groups.*  ***Activity 3 (40 minutes)***  *Ask learners to discuss and provide appropriate symbols that will reduce accident at the following places in their mixed gender and mixed ability groups.*  *a. Laboratory,*  *b.kitchen,*  *c.construction site* | | | ***Introductory Activity***  *I. Seat in your mixed-gender and mixed ability groups*  *II..Brain-storm and come out with the causes of accident at home and at the workplace.*  ***Activity 1***  *Search using the internet the root causes of hazards, types and preventive measures of hazards*  ***Activity 2***  ***Discuss your findings in your groups***  ***Activity 3***  *Discuss and provide appropriate symbols that will reduce accident at the following places in your mixed gender and mixed ability groups.* | | | | | |
| **Assessment DoK aligned to the Curriculum and Subject Teacher Manual** | | | | | | | | |
| * Level 2: Name *four hazards and explain ways in which industrial activities and transportation contribute to each hazard.* | | | | | | | | |
| **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.*  *Summarize the lesson highlighting the salient points.* | | | | | | | | |
| **Reflection & Remarks** | | | | | | | | |
| *Reflection*  *Remark* | | | | | | | | |
| **Lesson 2**  **Hazards and How to Manage them in the Environment** | | | | | | | | |
| **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 the National Anthem* | | | | | | | | |
| ***Introductory activity (25 minutes)***  *Put learners into mixed gender-and mixed ability groups*  ***Activity 1 (25 minutes)***  *Provide a list of hazards on the boards and ask learners to discuss and provide the appropriate places each hazard can be found*  ***Activity 2 (25 minutes)***      *“How can hazards be minimised or eliminated?” and*  ***Activity 3 (25 minutes)***  *Ask learners in their mixed-gender and mixed ability groups to discuss the question and later present their findings to the class* | | | ***Introductory activity (25 minutes)***  *Seat in your mixed-groups*    ***Activity 1***  *Discuss and provide the appropriate places each hazard can be found*  ***Activity 2***  ***Activity 3***  *Discuss how to minimized or eliminate hazards and the role regulations and safety protocols play in managing risks.*  *Learners present their findings to the class* | | | | | |
| **Assessment DoK aligned to the Curriculum and Subject Teacher Manual** | | | | | | | | |
| Level 3: Discuss the  *role regulations and safety protocols play in reducing accident?* | | | | | | | | |
| **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.*  *Summarize the lesson highlighting the salient points.* | | | | | | | | |
| **Reflection & Remarks** | | | | | | | | |
| *Reflection*  *Remarks* | | | | | | | | |