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| **Learning Planner** | | | | | | | |
| **Subject** | *Social Studies* | **Week** | *3* | **Duration** | *60mins* | **Form** | *1* |
| **Strand** | *3: Law and Order in the Society* | **Sub-Strand** | *4: Civic Ideals and Practices* | | | | |
| **Content Standard** | *Recognise and appreciate the importance of being an informed, concerned, participatory and responsible road user in the Ghanaian society* | | | | | | |
| **Learning Outcome(s)** | *Analyse the causes and consequences of road accidents in Ghana and propose effective interventions to enhance road safety* | | | | | | |
| **Learning**  **Indicator(s)** | *Explain the meaning and purpose of road safety in the Ghanaian society* | | | | | | |
| **Essential Question(s)** | * + - 1. What prior knowledge is necessary for understanding and analyzing the meaning and purpose of road safety in the Ghanaian society?       2. What are human, social and economic costs of road accidents?       3. How can infrastructure affect roads safety?       4. How does the knowledge of road safety promote a culture of road safety and respect for all users of the road?       5. How can the knowledge of road safety impact the learner?       6. To what extent does the knowledge of road safety help to promote appropriate strategies to improve road safety in Ghana? | | | | | | |
| **Pedagogical Strategies** | *Experiential learning, collaborative, problem-based approach* | | | | | | |
| **Teaching & Learning Resources** | *Internet access, charts, stationaries, laptop, phone* | | | | | | |
| **Key Notes on Differentiation** | | | | | | | |
| *Tasks*   1. *Learners who are lacking confidence in the content (AP) should focus on basic concepts of road safety and its importance in preventing accidents and injuries. The learners should create simple explanations of the key reasons for road safety in Ghana.* 2. *Learners should explore the economic, social and environmental impacts of road safety in Ghana. Those who are secure in their understanding (P and HP) should be encouraged to develop their detail and discuss the legal compliance and infrastructure improvement aspects of road safety comprehensively.* 3. *Those who are very secure in the content (HP) should analyse the interconnection of different factors influencing road safety, such as emergency response and environmental* impact. *The teacher should encourage these learners to evaluate the effectiveness of road safety campaigns and measures in Ghana.*     *Pedagogical Exemplars*  *Experiential Learning:*   1. *Learners conduct research to explain the meaning and purpose of road safety* 2. *In groups, use visual aids and simplified language to explain the meaning and importance of road safety for those who are less confident (AP).* 3. *Provide structured guidance during research tasks and presentations for those who are proficient or approaching proficiency.* 4. *Engage in activities that involve critical thinking, such as analysing case studies of road accidents and their implications for those demonstrating higher levels of proficiency.* 5. *Learners, in groups, make a class presentation of their research findings* 6. *Conduct in-depth research on strategies for improving road safety in Ghana and present their findings to the class. The teacher should ensure that students who are less confident have prompts to support their research and to help them access it.* 7. *Engage in independent critical analysis and reflection on the complexity of road safety issues.*   *Key Assessment*   1. *Level 2: Summarise the causes and implications of road accidents.* 2. *Level 3: Analyse ways to minimise road accidents.* 3. *Level 3: Discuss the effectiveness of road safety measures in Ghana and propose innovative solutions for improvement.* | | | | | | | |
| **Keywords** | *Human lives, economic impacts, social well-being, legal compliance, emergency response, environmental impact* | | | | | | |

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| **Lesson 1** | |
| **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 leads leaners to recite road safety poem.  *When a see a traffic light*  *There is something you should know*  *Red means stop*  *Yellow means get ready*  *Green means go, go, go, and go* | |
| ***Introductory Activity (eg. 15minutes)***   * + 1. *Guides learners in mixed gender groups to watch video of road accident on laptop and assist them to talk about it.*   ***Activity 1 (eg.40 minutes)***   * + 1. Guides learners to shower thought the meaning of road safety.   ***Activity 2 (eg.40 minutes)***  Guide learners to think, ink pair share various ways of ensuring road safety in Ghana. | ***Introductory Activity***  *Learners in mixed gender groups watch video of road accidents and talk about it.*  ***Activity 1***  Shower thought the meaning of road accident.  ***Activity 2***  Think, ink pair share various ways of ensuring road safety in Ghana. |
| **AssessmentDoK aligned to the Curriculum and Subject Teacher Manual** | | |
| *Level 1. Learners summarize key ways of ensuring road safety in Ghana.*  *Level 2. Learners analyse ways of ensuring road safety in Ghana.*  *.* | | |
| **Lesson Closure**  ***In completing this part, refer to the Essential Questions to check that learning has taken place.*** | | |
| ***Activity (eg.15 minutes)***  *Find out the extent to which learners understood the lesson by asking the following key questions in a whole class discussion taking into consideration the knowledge hierarchy and engage learners to brainwave ideas on them.*   * 1. *What does road safety mean?*   2. *How can road safety be ensured?* | | |
| **Reflection & Remarks** | | |
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| **Lesson 2** | |
| **Main Lesson drawing on Concepts, Skills and Competencies to reinforce as in the Subject Teacher Manual** | |
| ***Teacher Activity*** | ***Learner Activity*** |
| **Starter *Activity (eg.10 minutes)***  Teacher leads learners to sing road safety song  *Crossing the road, can be dangerous*  *Oh, my friend, be careful*  *Look left, look right, look left again*  *Then you cross, the road* | |
| ***Introductory activity (eg.25 minutes)***  Assist learners to role-play ways of ensuring road safety as road users.  ***Activity 1 (eg.25 minutes)***  Guide learners in mixed gender groups to analyze purposes of road safety to government, individual and the family.  ***Activity 2 (eg.25 minutes)***  Assist learners in mixed gender groups to discuss ways of improving road safety in Ghana.  ***Activity 3 (eg.25 minutes)***  Facilitates learners to do presentation in mixed gender groups on ways of improving road safety in Ghana. | ***Introductory activity***  Learners role-play ways of ensuring road safety as road users.  ***Activity 1***  *In mixed gender groups, analyse purposes of road safety to the government, individual and the family.*  ***Activity 2***  Discuss in mixed gender groups ways of improving road safety in Ghana.  ***Activity 3***  In mixed gender groups, do a presentation on ways of improving road safety in Ghana. |
| **AssessmentDoK aligned to the Curriculum and Subject Teacher Manual** | | |
| ***Level 3:*** discuss the effectiveness of road safety measures in Ghana and propose innovative solutions for improvements. | | |
| **Lesson Closure**  ***In completing this part, refer to the Essential Questions to check that learning has taken place.*** | | |
| ***Activity (eg.15 minutes)***  *Find out the extent to which learners understood the lesson by asking the following key questions in a whole class discussion taking into consideration the knowledge hierarchy and engage learners to brainwave ideas on them.*   * + - 1. *Why is road safety important?*       2. *How can road safety be improved in Ghana?* | | |
| **Reflection & Remarks** | | |
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