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| **Learning Planner** |
| **Subject** | *Social Studies* | **Week** | *5* | **Duration** | *180 mins* | **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)** | *Describe road signs and markings and their implications for road safety in Ghana* |
| **Essential Question(s)**  | * + - 1. In what ways do road safety issues necessitate the emergence of institutions mandated for road safety in Ghana?
			2. What infrastructural improvement can enhance road safety?
			3. How can knowledge of road safety regulations improve road safety?
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| **Pedagogical Strategies** | *Talk for learning, experiential learning, project-based learning* |
| **Teaching & Learning Resources** | *Laptop, mobile phone, internet access, stationaries,*  |
| **Key Notes on Differentiation** |
| *Tasks*1. *Learners who are less confident (AP) should:*
2. *identify and match basic road signs to their meanings*
3. *focus on basic road signs and markings, their meanings and the importance of following them for road safety.*
4. *Provide simplified explanations using visual aids and real-life examples of common road signs.*
5. *Learners who are more confident (P) should:*
6. *assess understanding through discussions on the implications of road signs and markings for road safety.*
7. *explore a wider variety of road signs and markings, including regulatory signs, warning signs and the significance of each.*
8. *discuss the implications of different road signs and markings on driver behavior and traffic safety.*
9. *Learners who have a high level of proficiency (HP) should:*
10. *develop road safety proposals or presentations based on their analysis of road signs and markings.*
11. *analyse the role of road signs and markings in ensuring safe and efficient traffic flow, considering their impact on pedestrian safety, speed control and hazard awareness.*
12. *encourage critical thinking by evaluating the effectiveness of road signs and markings in preventing accidents and guiding driver behavior.*

*Pedagogical Exemplars*1. *Experiential Learning*
2. *Search for materials (documentaries, videos, pictures) on road signs and markings and discuss their meanings.*
3. *Use visual aids and interactive activities to introduce road signs and markings, such as picture matching games or flashcards.*
4. *Encourage group discussions to reinforce understanding of the meanings and importance of road signs. The teacher should circulate the room during these tasks to ensure that all learners are engaged and to provide support to those who may be less secured in their understanding.*
5. *Conduct group discussions on the role of road signs in promoting road safety and enhancing traffic management. Teacher to circulate the group discussions to check and support understanding as well as push those who are more secure in the content.*

1. *Collaborative learning*
2. *In mixed-ability groups, learners discuss the implications of road signs and markings for their safety as road users*
3. *Conduct hands-on activities where learners identify and interpret various road signs and markings in different contexts.*
4. *Encourage independent research on best practices in road sign design and placement for optimal road safety outcome. For those learners who are not as secure in their understanding (AP), the teacher should ensure that there are* *some scaffolded resources which should allow them greater ease of access into the research.*

*Key Assessment*1. *Level 1: identify road signs and markings and discuss their meanings.*
2. *Level 2: discuss the implications of road signs and markings for their safety as road users.*
3. *Level 3: analyse how to apply road safety measures in your daily lives.*
4. *Level 4: develop road safety proposals or presentations based on their analysis of road signs and markings.*
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| **Keywords** | *Stop signs, yield sign, no entry sign, one-way traffic, no overtaking sign* |

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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 (eg.10 minutes)***Engage learners in role-playing different traffic scenarios as pedestrians, drivers, and crossing guards. Have them practice making eye contact before crossing.  |
| ***Introductory Activity (eg.15minutes)****Show a video on road signs on laptop to learners and guide them to talk about it.****Activity 1 (eg.40 minutes)****Guide learners to shower thought the meaning of road signs****Activity 2 (eg.40 minutes)***Put learners in mixed gender groups and ask them to observe pictures of road signs provided and interpret them. | ***Introductory Activity****Watch video on road signs on laptop and talk about it.****Activity 1*** *Shower thought the meaning of road signs****Activity 2***Observe pictures of road signs and interpret them. |
| **AssessmentDoK aligned to the Curriculum and Subject Teacher Manual** |
| *Level 1. identify and match basic road signs to their meanings.**Level 2. access understanding through discussions on implications of road signs and markings for road safety.**Level 3. develop road safety proposals based on their analysis of road signs and markings.* |
| **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.** + - 1. *What are road signs?*
			2. *What role does road signs play in road safety?*
			3. *Give examples of road signs and their meaning.*
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| **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)*** Provide road signs to learners and guide them in mixed gender group to provide their meanings. |
| ***Introductory activity (eg.25 minutes)****Show multiple images of road markings and have learners come up and match images to a written descriptions of their meanings on the board.****Activity 1 (eg.25 minutes)****Guide learners to shower thought the meaning of road markings.****Activity 2 (25 minutes)****Guide learners to think, ink pair share various road markings and their meanings****Activity 3 (25 minutes)****Put learners in mixed gender groups and guide them to discuss the implications of road signs and markings on road safety.* | ***Introductory activity****Match images of road markings to their meanings on the board.****Activity 1****Shower thought the meaning of road markings.****Activity 2 (25 minutes)****Think, ink pair share various road markings and their meanings.****Activity 3 (25 minutes)****In mixed gender groups, learners discuss the implications of road signs and markings on road safety.* |
| **AssessmentDoK aligned to the Curriculum and Subject Teacher Manual** |
| ***Level 1****. provide simplified explanations of common road markings using visual aids and real-life examples.**Level 2. discuss the implications of different road markings on driver behaviour and traffic safety.**Level 3.evaluate the effectiveness of road markings in preventing accidents and guiding driver behaviour.* |
| **Lesson Closure*****In completing this part, refer to the Essential Questions to check that learning has taken place.***  |
| ***Activity (15 minutes)*** *Guide learners to role-play how to behviour as drivers and pedestrians towards common road signs in other to ensure road safety in Ghana.* |
| **Reflection & Remarks** |
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