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| **Learning Planner** |
| **Subject** | *Social Studies* | **Week** | *4* | **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)** | *Discuss**the causes of road accidents, their socio-economic implications and strategies to minimise them in Ghana* |
| **Essential Question(s)**  | * + - 1. How can fatigue or drowsiness impair a driver’s judgement?
			2. How does distractors impact pedestrians’ awareness of traffic?
			3. How does pedestrians and cyclists avoid unpredictable movements that might confuse drivers?
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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 discuss the causes and implications of road accidents. The teacher should consider the questions they are asking the various groups of learners within their classroom to ensure that all students are either supported or challenged in the discussion. Note: Use helpful technology that can convert speech to text or use sign language interpreters to help learners who are hard of hearing or deaf or have physical challenges in writing.*
2. *Learners conduct case study on ways of minimising road accidents in Ghana and make class presentations. Those who are more confident should be encouraged to take leading roles in their presentations and to support those who are less confident.*
3. *Learners discuss the effectiveness of road safety measures in Ghana and propose innovative solutions for improvement. Teachers should consider carefully the questions that they pose to the various groups of learners to ensure access for those who are approaching proficiency and also to enable those who have high levels of proficiency to be challenged.*
4. *Analyse cases of road accidents and discuss their causes and implications. Expect those who have higher levels of proficiency to be able to confidently draw conclusions on the various causes of road accidents and to be able to support their conclusions.*
5. *Discuss ways of minimising road accidents in Ghana using questioning techniques as above.*

*Pedagogical Exemplars*1. *Talk for Learning****:*** *Invite a resource person (e.g., from the National Road Safety Authority [NRSA] / Motor Traffic and Transport Department [MTTD] of the Ghana police service) to give a talk on the causes and implications of road accidents.*
2. *Experiential learning: Learners watch or observe videos/pictures of cases of road accidents and discuss their causes and implications.*
3. *Project-based learning****:*** *Learners prepare oral or written presentations on ways of minimising road accidents in Ghana.*
4. *Through the use of helpful technology, conduct in-depth research on ways of minimising road accidents in Ghana and make presentations. For physically challenged learners, ensure that all resources and locations for independent study are fully accessible.*
5. *Through role-play and simulation exercises, demonstrate road safety scenarios, ensuring that all learners, include those who are physically challenged, can participate in modified roles. Include peer-assisted learning, pairing learners with peers who can help facilitate communication or mobility.*

*Key Assessment*1. *Level 1: explain the meaning and purpose of road safety.*
2. *Level 2: discuss the causes and implications of road accidents*
3. *Level 3: prepare oral or written presentations on ways of minimising road accidents in Ghana.*
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| **Keywords** | *Poor driving skills, mobile phone usage, vehicle breakdown, overloading, drunk driving.* |

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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)*** Guide learners to role-play safety way of crossing the road by looking at their left, right and left again in other to make sure there is no vehicle approaching before crossing the road. |
| ***Introductory Activity (eg.15minutes)****Show video of road accidents on laptop to learners and guide them to talk about it.****Activity 1 (eg.40 minutes)****Leads learners to shower thought the meaning of road accident.****Activity 2 (eg.40 minutes)***Put learners in mixed gender group and guide them to come out with the causes of road accidents in Ghana. | ***Introductory Activity***Watch video of road accidents on laptop and talk about it.***Activity 1****Shower thought the meaning of road accident.****Activity 2***Discuss in mixed gender groups the causes of road accidents in Ghana. |
| **AssessmentDoK aligned to the Curriculum and Subject Teacher Manual** |
| Level 1. explain the meaning of road accidents.Level 2. discuss the causes of road accidents.Level 3. prepare written presentation on the causes of road accidents. |
| **Lesson Closure*****In completing this part, refer to the Essential Questions to check that learning has taken 0place.*** |
| ***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 is the meaning of road accident?*
			2. *How can drivers cause road accidents?*
			3. *How can pedestrians cause road accidents?*
			4. *How does infrastructure lead to road accidents?*
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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)*** *Leads students to sing road safety song**Crossing the road**Can be dangerous**Oh, my friend, becareful**Look left, look right, look again**Then you cross the road.* |
| ***Introductory activity (25 minutes)***Question learners on the causes of road accidents in Ghana.***Activity 1 (eg.25 minutes)***Guide learners to think pair share the socio-economic implications of road accidents in Ghana.***Activity 2 (eg.25 minutes)***Assist learners in mixed gender group to discuss strategies to minimize road accidents in the country.***Activity 3 (25 minutes)***Facilitates learners in mixed gender group to present the outcome of their discussion on the strategies to minimize road accidents in the country. | ***Introductory activity***Provide answers for the causes of road accidents in Ghana.***Activity 1***Think pair share the socio-economic implications of road accidents in Ghana.***Activity 2***Discuss in mixed gender groups strategies to minimize road accidents in the country.***Activity 3 (25 minutes)***Present the outcome of the discussion on the strategies to minimize road accidents. |
| **AssessmentDoK aligned to the Curriculum and Subject Teacher Manual** |
| ***Level 1.*** give socio-economic implications of road accidents.**Level 2**. examine the socio-economic implications of road accidents.**Level 3**. propose strategies to minimize road accidents in the country. |
| **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.**How does road accidents socially and economically affect the country?**In which ways can road accidents be minimized in the country?* |
| **Reflection & Remarks** |
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