**SESSION 1 RADIO PROGRAM PLAN**

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| **Year level** | **Year 12** | **Subject** | **History/Geography/DevelopmentStudies** |
| **Booklet Title** | **COVID 19 Emergency instruction material for Self-learning** |
| **Purpose** | **Setting the scene for the History/Geography/Development Studies an integrated curriculum coverage during this State of Emergency period** |
| **Task Outline – Talking points** |
| **Possible aspects** | **Details**  |  **Time (mins)** |
| **Plan** | * Introduce the booklet and its purpose
 | 2 |
|  **Presentation** | **CONTENT**1. **Introduction**
2. ***Purpose of booklet***
3. Provide guidance on how to use the learning materials for your self-learning in History and Geography
4. Act as your teacher to the materials.
5. Need to follow the instructions/guidance very carefully in order to help you learn.
6. **School Calendar 2020 focus**
7. Provides an overview of the required school time available for learning.
* Commences **Term 2 (Week 3) – Term 4**.
1. **Subject Aims:**

History, Development Studies and Geography education aims to enable learners to:* To help students understand the significance of continuity and change in history.
* To further student historical understanding of major forces shaping the modern world and to help them recognise the interdependence of nations and people.
* To encourage in students a keen interest in the contemporary world and an appreciation of

themselves – their heritage, culture, shared values, and place in the world.* appreciate that Geography can make a significant and worthwhile

contribution to an understanding of important world issues* make and justify value-judgements about specific and sensitive issues
* understand how the different sectors of economic development impact on the quality of life of individuals and societies, particularly in relation to standard of living and food security
* appreciate that “development” should enable everyone to have access to health and educational facilities, to employment opportunities and to basic human rights
* understand that they have a real role to play in the development of society, and that their actions can contribute towards the betterment of the world

4. Learning Outcomes:**Outcome 1; Outcome 2; Outcome 3; Outcome 5: (History Prescriptions)****Section C : Outcome 1, 2 & 3 , Section D: Outcome 2 (Geography )****Section c: Outcome 4, Outcome 6 and Outcome 7 ( Development Studies)**1. **Materials:**

1. Brewis, M., **Search for Security in the Nuclear Age – 1945 to the Present**. Heinemann Education, 1992.2. Heater D., **Our World this Century**, 1982.1. Waugh D., **The Wider World, latest edition**), Thomas Nelson, (most recent date)2. Camm E., Camm J. & Irwin P. ,**Resources, Settlement, Livelihood: Perspectives on a Changing World,** Longman Cheshire, 19891. Flint D., *Progress and Change in Developing Countries*, BasilBlackwell, 192. Morrish M., *Development in the Third World,* OUP, 1991Activity /Materials:1. Pen, Pencil and Plain Paper, Note book or Exercise book.1. **Content & organisation:**

**1. THE SEARCH FOR SECURITY IN THE NUCLEAR AGE, 1945 – 1990S (History)** 1.1. Shaping Of The Post War World 1.2. Cold War Crises 1.3. 1970 – 1990 Renewed Efforts In The Search For Security**2. SECTION C:** **CONSEQUENCES OF POPULATION GROWTH (Geography)****3. SECTION B/C: ECONOMIC DEVELOPMENT (Development Studies)****6.Assessment – Formative assessments approaches will be used.**\* Self-assessment questions are prepared at the end of each topic.\* questions are related to important key knowledge and skills**7.Suggested Weekly study schedules**\* You may start on the topic/sub-strand where your school has left in your learning.  | 26 |
| **Conclusion** | * Information on the access to the printed materials

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