**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, 1989  1. Flint D., *Progress and Change in Developing Countries*, BasilBlackwell, 19  2. Morrish M., *Development in the Third World,* OUP, 1991  Activity /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   Contact person:  Name: Sonia. Basile  Phone: 28803 or 28804  Email: SBasile@mehrd.gov.sb | | | **2** |