

SECOND TERM

WEEKLY LESSON NOTES

WEEK I

| Week Ending: 12-01-2024 | DAY: | Subject: Social Studies |
|--|---|---|
| Duration: 60MINS | | Strand: Sense Of Purpose |
| Class: B8 | Class Size: | Sub Strand: Culture & National Identity |
| Content Standard: B9.3.3.1. Evaluate the place of culture in national identity | | Indicator: B9.3.3.1.1 Assess the significance of symbols, music and ceremonies in promoting national identity |
| | | Lesson: I OF 2 |
| Performance Indicator: Learners can understand the concept of national identity and explore the significance of symbols, music, and ceremonies in promoting national identity. | | Core Competencies: Communication and Collaboration Critical Thinking and Problem Solving skills |
| References: Social Studies Curriculum Pg. 88 | | |
| Keywords: National Identity, symbols, music, ceremonies | | |
| | | |
| Phase/Duration | Learners Activities | Resources |
| PHASE 1: STARTER | <p>Begin the lesson with an engaging video montage featuring iconic national symbols, excerpts from patriotic songs, and ceremonial events.</p> <p>Ask learners to jot down their initial thoughts on what these elements mean to them and how they contribute to a sense of national identity.</p> <p>Share performance indicators with learners.</p> | |
| PHASE 2: NEW LEARNING | <p>Discuss what 'national identity' means for a group of people to share a common identity based on factors such as history, culture, and values.</p> <p>Explore examples of national identity from around the world to help learners grasp the concept.</p> <p>Divide learners into small groups and ask them to brainstorm elements that contribute to their own national identity.</p> <p>Play selected patriotic songs from different eras and genres, representing diverse cultures.</p> <p>Facilitate a discussion on how the lyrics, melody, and overall sentiment of the songs contribute to a sense of national pride and identity.</p> <p>Ask each group to choose a patriotic song and analyze its lyrics, discussing how the song reflects or shapes national identity.</p> | Pictures and Charts |

| | | |
|--|---|--|
| | <p>Share visuals of national symbols and ceremonies, explaining their historical and cultural significance.</p> <p>Encourage learners to share their thoughts on how symbols and ceremonies contribute to a shared national identity.</p> <p>Explore a specific national ceremony or symbol and its impact on fostering unity.</p> <p><u>Assessment</u></p> <ol style="list-style-type: none"> 1. How do symbols contribute to a sense of national identity? 2. In what ways can music be a powerful tool for fostering national pride? 3. Can ceremonies help unite a diverse population under a common identity? Why or why not? | |
| <p>PHASE 3: REFLECTION</p> | <p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p> | |

| Week Ending: 12-01-2024 | | DAY: | Subject: Social Studies |
|--|--|---|--|
| Duration: 60MINS | | Strand: Sense Of Purpose | |
| Class: B8 | Class Size: | | Sub Strand: Culture & National Identity |
| Content Standard: B9.3.3.1. Evaluate the place of culture in national identity | | Indicator: B9.3.3.1.1 Assess the significance of symbols, music and ceremonies in promoting national identity | Lesson: 2 OF 2 |
| Performance Indicator: Learners can identify and analyze national and traditional symbols and interpret the features and significance of selected symbols. | | | Core Competencies: Communication and Collaboration Critical Thinking and Problem Solving skills |
| References: Social Studies Curriculum Pg. 88 | | | |
| Keywords: Interpretation, Traditional Symbols, National Unity, National Symbols | | | |
| | | | |
| Phase/Duration | Learners Activities | Resources | |
| PHASE 1: STARTER | <p>Show a brief video montage featuring national symbols from various countries, emphasizing their diversity and cultural significance.</p> <p>Ask learners to share any symbols they recognize and what they think these symbols represent.</p> <p>Share performance indicators with learners.</p> | | |
| PHASE 2: NEW LEARNING | <p>Show a video or a series of pictures featuring prominent national symbols such as the National Flag, Coat of Arms, the Staff of Office of the President, the Mace, Adinkra symbols, and other Ghanaian symbols.</p> <p>Divide the class into small groups and have them discuss the features and significance of the symbols presented.</p> <p>Have each group share their findings, and create a master list of identified features and significances on the board.</p> <p>Assign each group one or two symbols to analyze in-depth. Provide resources such as written descriptions, videos, or images to aid their interpretation.</p> <p>Each group presents their interpretations, discussing the historical, cultural, and social aspects of the symbols.</p> <p>Facilitate a discussion on the similarities and differences between the interpretations. Encourage learners to connect the symbols to broader concepts of national identity.</p> <p><u>Assessment</u></p> | Pictures and Charts | |

| | | |
|--------------------------------|---|--|
| | Divide the class into two groups for a structured debate on the role of symbols in promoting national unity. Encourage learners to support their arguments with evidence from the activities. | |
| PHASE 3: REFLECTION | Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson. Take feedback from learners and summarize the lesson. | |

SECOND TERM

WEEKLY LESSON NOTES

WEEK 2

| Week Ending: 19-01-2024 | DAY: | Subject: Social Studies |
|---|--|--|
| Duration: 60MINS | | Strand: Sense Of Purpose |
| Class: B9 | Class Size: | Sub Strand: Culture & National Identity |
| Content Standard: B9.3.3.1. Evaluate the place of culture in national identity | Indicator: B9.3.3.1.1 Assess the significance of symbols, music and ceremonies in promoting national identity | Lesson: 1 OF 2 |
| Performance Indicator: Learners can discuss how national ceremonies contribute to fostering national unity. | | Core Competencies: Communication and Collaboration Critical Thinking and Problem-Solving skills |
| References: Social Studies Curriculum Pg. 88 | | |
| Keywords: National Unity, National Integrity, Fostering Unity, National Ceremonies | | |
| | | |
| Phase/Duration | Learners Activities | Resources |
| PHASE 1: STARTER | <p>Begin the lesson by asking learners to brainstorm and share their thoughts on what factors contribute to national unity and how a nation can defend its integrity.</p> <p>Encourage them to think about historical and contemporary examples.</p> <p>Share performance indicators with learners.</p> | |
| PHASE 2: NEW LEARNING | <p>Divide the class into small groups and ask them to brainstorm ways in which national unity can be fostered.</p> <p>Each group presents their ideas, and the class engages in a discussion about the feasibility and effectiveness of each suggestion.</p> <p>Present a case study or historical example where a nation successfully defended its integrity against external threats.</p> <p>Discuss the strategies employed and the role of the population in maintaining national pride.</p> <p>Divide the class into groups and have them discuss how citizens can contribute to defending the integrity of their nation on a day-to-day basis.</p> <p>Show videos or pictures of national ceremonies from different cultures and historical periods.</p> <p>Discuss the common elements that contribute to a sense of unity during these ceremonies.</p> | Pictures and Charts |

| | | |
|--|--|--|
| | <p>Assign each group a specific national ceremony to analyze. Ask them to discuss how the ceremony fosters unity and what symbols, traditions, or rituals are involved.</p> <p><u>Assessment</u></p> <ol style="list-style-type: none"> 1. What are some strategies discussed for fostering national unity? 2. How can citizens actively contribute to defending the integrity of their nation, based on the case study or historical example? 3. How do the concepts of fostering unity and defending national integrity intersect in the context of a nation? | |
| <p>PHASE 3: REFLECTION</p> | <p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p> | |

| | | |
|--|--|--|
| Week Ending: 19-01-2024 | DAY: | Subject: Social Studies |
| Duration: 60MINS | | Strand: Sense Of Purpose |
| Class: B8 | Class Size: | Sub Strand: Culture & National Identity |
| Content Standard: B9.3.3.1. Evaluate the place of culture in national identity | Indicator: B9.3.3.1.1 Assess the significance of symbols, music and ceremonies in promoting national identity | Lesson: 1 OF 2 |
| Performance Indicator: Learners can describe the importance of respecting the customs and culture of different ethnic groups in Ghana. | | Core Competencies: Communication and Collaboration Critical Thinking and Problem Solving skills |
| References: Social Studies Curriculum Pg. 88 | | |
| Keywords: Diversity, Customs and Culture, Celebrating Differences, National Unity | | |
| Phase/Duration | Learners Activities | Resources |
| PHASE 1: STARTER | <p>Begin the lesson with a short video or a series of images showcasing diverse cultural festivals in Ghana, including Homowo, Hogbetsoto, Kundum, and others.</p> <p>Prompt learners to share their initial reactions and thoughts on the significance of these festivals.</p> <p>Share performance indicators with learners.</p> | |
| PHASE 2: NEW LEARNING | <p>Provide an overview of the customs and culture associated with selected Ghanaian festivals, emphasizing their historical and cultural importance.</p> <p>Assign each group one festival (e.g., Homowo, Hogbetsoto, Kundum) and instruct them to research its customs, rituals, and historical background.</p> <p>Groups present their findings, and the class engages in a discussion about the unique aspects of each festival.</p> <p>Facilitate a discussion on the significance of respecting the customs and culture of other ethnic groups. Encourage learners to share personal experiences or examples from their communities.</p> <p>Divide the class into small groups and have them create short role-playing scenarios that demonstrate the positive outcomes of respecting diversity in daily interactions.</p> <p>Assign each group a festival and ask them to discuss how celebrating such festivals contributes to a sense of national unity.</p> <p>Consider aspects like cultural exchange, shared values, and fostering understanding.</p> | Pictures and Charts |

| | | |
|--|--|--|
| | <p>Groups present their insights, and the class engages in a broader discussion on how diverse festivals help draw the whole nation together.</p> <p><u>Assessment</u></p> <ol style="list-style-type: none"> 1. How does respecting the customs and culture of other ethnic groups contribute to celebrating diversity in Ghana? 2. Choose one festival discussed and explain its significance in fostering national unity. | |
| <p>PHASE 3: REFLECTION</p> | <p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p> | |

SECOND TERM

WEEKLY LESSON NOTES

WEEK 3

| | | | |
|--|---|--|--|
| Week Ending: 26-01-2024 | | DAY: | Subject: Social Studies |
| Duration: 60MINS | | Strand: Law & Order | |
| Class: B8 | Class Size: | | Sub Strand: The 1992 Constitution |
| Content Standard: B9.4.3.1. Assess the relevance of the 1992 Constitution | | Indicator: B9.4.3.1.1 Examine the 1992 Constitution and its significance to national development | Lesson: 1 OF 2 |
| Performance Indicator: Learners can examine the 1992 Constitution and its significance to national development | | | Core Competencies: Communication and Collaboration Critical Thinking and Problem Solving skills |
| References: Social Studies Curriculum Pg. 89 | | | |
| Keywords: Constitution, National Development, Three Organs of Government | | | |
| | | | |
| Phase/Duration | Learners Activities | | Resources |
| PHASE 1: STARTER | <p>Begin the lesson with a brief class discussion. Ask learners to share what they know about the term "constitution" and why they think it might be important for a country.</p> <p>Encourage them to consider how a constitution might impact the development and governance of a nation.</p> <p>Share performance indicators with learners.</p> | | |
| PHASE 2: NEW LEARNING | <p>Divide the class into small groups and ask them to discuss and define the term "constitution" based on their prior knowledge.</p> <p>Have each group share their definition, and facilitate a class discussion to collectively come up with a comprehensive definition.</p> <p>As a class, create a concept map on the board, highlighting key elements of a constitution and its significance.</p> <p>Provide an overview of the 1992 Constitution, discussing its historical context and the process of its adoption.</p> <p>Divide the class into groups and assign each group a section of the constitution (e.g., fundamental human rights, separation of powers, etc.).</p> <p>Ask them to outline the main features of their assigned section.</p> <p>Show videos or pictures that depict the functions of the three main organs of government—the legislature, the executive, and the judiciary.</p> | | Pictures and Charts |

| | | |
|---------------------------------------|--|--|
| | <p>Show videos or pictures that depict the functions of the three main organs of government—the legislature, the executive, and the judiciary.</p> <p><u>Assessment</u> Identify three rights discussed by your group. Explain why each of these rights is important for citizens in a democratic society.</p> | |
| <p>PHASE 3: REFLECTION</p> | <p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p> | |

| | | | |
|---|--|--|--------------------------------|
| Week Ending: 26-01-2024 | | DAY: | Subject: Social Studies |
| Duration: 60MINS | | Strand: Law & Order | |
| Class: B8 | Class Size: | Sub Strand: The 1992 Constitution | |
| Content Standard: B9.4.3.1. Assess the relevance of the 1992 Constitution | | Indicator: B9.4.3.1.1 Examine the 1992 Constitution and its significance to national development | Lesson: 1 OF 2 |
| Performance Indicator: Learners can examine the conditions under which the rights of a citizen can be curtailed by the 1992 Constitution. | | Core Competencies: Communication and Collaboration Critical Thinking and Problem-Solving skills | |
| References: Social Studies Curriculum Pg. 89 | | | |
| Keywords: Citizen Rights, Limitations on Rights, Significance | | | |
| | | | |
| Phase/Duration | Learners Activities | Resources | |
| PHASE 1: STARTER | <p>Begin the lesson with a short brainstorming session.</p> <p>Ask learners to individually list three rights they think citizens should have in a democratic society.</p> <p>Share these ideas in pairs or small groups, fostering a brief discussion about the importance of these rights.</p> <p>Share performance indicators with learners.</p> | | |
| PHASE 2: NEW LEARNING | <p>Divide the class into small groups and ask each group to discuss the rights, freedoms, and obligations of citizens under the 1992 Constitution.</p> <p>Each group presents a summary of their discussion, highlighting key rights, freedoms, and obligations. Encourage discussions on the importance of each.</p> <p>Provide an overview of the 1992 Constitution's provisions on limitations to citizen rights, discussing the conditions under which rights can be curtailed (e.g., national security concerns, public order, etc.).</p> <p>In groups, learners analyze specific scenarios where rights might be limited and discuss the rationale behind these limitations.</p> <p>Facilitate a class-wide discussion, encouraging learners to share their insights and perspectives on the balancing act between individual rights and the greater good.</p> <p>Engage the class in a discussion about the importance of the 1992 Constitution to Ghanaians.</p> <p>Encourage learners to share their views on how the constitution impacts their daily lives.</p> | Pictures and Charts | |

| | | |
|---------------------------------------|---|--|
| | <p><u>Assessment</u></p> <ol style="list-style-type: none"> 1. Outline the conditions under which the 1992 Constitution allows limitations on citizen rights. Provide an example scenario for better understanding. 2. Choose one limitation on citizen rights discussed in class. Explain why this limitation might be necessary in certain circumstances. | |
| <p>PHASE 3: REFLECTION</p> | <p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p> | |

SECOND TERM

WEEKLY LESSON NOTES

WEEK 4

| Week Ending: 02-02-2024 | | DAY: | Subject: Social Studies |
|---|--|--|--------------------------------|
| Duration: 60MINS | | Strand: Law & Order | |
| Class: B8 | Class Size: | Sub Strand: The 1992 Constitution | |
| Content Standard: B9.4.3.1. Assess the relevance of the 1992 Constitution | | Indicator: B9.4.3.1.1 Examine the 1992 Constitution and its significance to national development | Lesson: 1 OF 2 |
| Performance Indicator: Learners can explore the concepts of child rights and examine the provisions of child rights in the 1992 Constitution. | | Core Competencies: Communication and Collaboration Critical Thinking and Problem Solving skills | |
| References: Social Studies Curriculum Pg. 90 | | | |
| Keywords: Child Rights, Provisions, National Development, Constitution | | | |
| | | | |
| Phase/Duration | Learners Activities | Resources | |
| PHASE 1: STARTER | <p>Begin the lesson with a thought-provoking question: "Why do you think having a constitution is important for a country's development?"</p> <p>Encourage learners to share their initial thoughts and ideas in pairs or small groups, fostering a brief discussion.</p> <p>Share performance indicators with learners.</p> | | |
| PHASE 2: NEW LEARNING | <p>Provide a brief overview of the 1992 Constitution, emphasizing its historical context and the principles it stands for.</p> <p>Divide the class into small groups and ask them to discuss why they think the 1992 Constitution is significant for national development.</p> <p>Each group presents their insights, and the class engages in a discussion about the diverse perspectives on the constitution's role in shaping the nation.</p> <p>Engage the class in an interactive discussion about what child rights mean to them. Encourage learners to share their ideas on what rights children should have.</p> <p>Provide real-life examples of child rights issues and discuss how these rights contribute to the overall well-being of children in society.</p> <p>In small groups, ask learners to create a list of fundamental child rights that they believe should be protected in any society.</p> <p><u>Assessment</u></p> | Pictures and Charts | |

| | | |
|---------------------------------------|---|--|
| | <ol style="list-style-type: none"> 1. What are two key concepts underlying child rights? 2. Briefly explain one right to survival guaranteed by the Constitution. 3. What kind of protection does the Constitution offer children against harmful practices? 4. Why is a separate juvenile justice system important for upholding child rights? | |
| <p>PHASE 3: REFLECTION</p> | <p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p> | |

| | | | | | |
|--|--|--|---|--|--|
| Week Ending: 02-02-2024 | | DAY: | | Subject: Social Studies | |
| Duration: 60MINS | | | Strand: Law & Order | | |
| Class: B8 | | Class Size: | | Sub Strand: The 1992 Constitution | |
| Content Standard: B9.4.3.1. Assess the relevance of the 1992 Constitution | | Indicator: B9.4.3.1.1 Examine the 1992 Constitution and its significance to national development | | Lesson: 2 OF 2 | |
| Performance Indicator: Learners can actively engage in a project to explore and showcase the responsibilities of children. | | | Core Competencies: Communication and Collaboration Critical Thinking and Problem-Solving skills | | |
| References: Social Studies Curriculum Pg. 90 | | | | | |
| Keywords: Children’s Rights, Responsibilities, Project, Constitution | | | | | |
| | | | | | |
| Phase/Duration | Learners Activities | | | Resources | |
| PHASE 1: STARTER | <p>Begin the lesson by asking learners to share their thoughts on what they believe are the rights that all children should have.</p> <p>Encourage them to consider aspects such as education, health, and protection.</p> <p>Share performance indicators with learners.</p> | | | | |
| PHASE 2: NEW LEARNING | <p>Arrange for a guest speaker, preferably someone with expertise in child rights, to discuss the importance of recognizing and safeguarding children's rights.</p> <p>This could be a representative from a child rights organization, a social worker, or a legal expert.</p> <p>Allow learners to ask questions and engage in a discussion with the resource person.</p> <p>Encourage them to explore the challenges faced by children and the impact of respecting or violating their rights.</p> <p>Divide the class into small groups. Each group will be responsible for researching and presenting on a specific aspect of children’s responsibilities.</p> <p>Allocate time for groups to research and gather information on the assigned responsibility.</p> <p>Allow learners to choose the format for their project—this could be a presentation, poster, video, or any creative medium that effectively conveys their findings.</p> <p>Each group presents their project to the class. Encourage creativity and critical thinking in their presentations</p> <p><u>Assessment</u></p> | | | <p>Pictures and Charts</p> | |

| | | |
|--------------------------------|--|--|
| | <ol style="list-style-type: none">1. What are two ways children can help out at home?2. Why is attending school and completing assignments important?3. How can children show kindness in their communities?4. What does it mean to respect different cultures and backgrounds? | |
| PHASE 3: REFLECTION | <p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p> | |

SECOND TERM

WEEKLY LESSON NOTES

WEEK 5

| Week Ending: 07-02-2024 | | DAY: | Subject: Social Studies |
|---|--|--|--------------------------------|
| Duration: 60MINS | | Strand: Law & Order | |
| Class: B8 | Class Size: | Sub Strand: The 1992 Constitution | |
| Content Standard: B9.4.3.1. Assess the relevance of the 1992 Constitution | | Indicator: B9.4.3.1.1 Examine the 1992 Constitution and its significance to national development | Lesson: 1 OF 2 |
| Performance Indicator: Learners can identify various acts that constitute child abuse, with a focus on child labor and early marriages. | | Core Competencies: Communication and Collaboration Critical Thinking and Problem Solving skills | |
| References: Social Studies Curriculum Pg. 91 | | | |
| Keywords: Child Abuse, Child Labor, Early Marriages, Identification | | | |
| | | | |
| Phase/Duration | Learners Activities | Resources | |
| PHASE 1: STARTER | <p>Begin the lesson by asking learners to brainstorm and share their thoughts on what they think constitutes child abuse.</p> <p>Encourage them to consider various forms, such as physical abuse, emotional abuse, and neglect.</p> <p>Share performance indicators with learners.</p> | | |
| PHASE 2: NEW LEARNING | <p>Provide a clear definition of child abuse and its various forms (physical, emotional, sexual abuse, and neglect).</p> <p>Divide the class into small groups and ask each group to discuss and create a list of examples for each form of child abuse.</p> <p>Facilitate a class-wide discussion where groups share their examples and discuss the impact of child abuse on children.</p> <p>Explain the concept of child labor and its detrimental effects on a child's well-being.</p> <p>In small groups, ask learners to identify specific instances or industries where child labor might be prevalent.</p> <p>Discuss the consequences of child labor on education and health.</p> <p>Provide information on early marriages and their impact on the physical and emotional well-being of children.</p> <p>Present case studies or real-life examples of early marriages, encouraging learners to analyze the factors contributing to such situations.</p> | Pictures and Charts | |

| | | |
|---------------------------------------|--|--|
| | <p><u>Assessment</u></p> <ol style="list-style-type: none"> 1. What are three main types of child abuse besides child labor and early marriages? 2. Why is child labor particularly harmful to children's development? 3. What are two signs that might indicate a child is being forced into early marriage? 4. What can you do if you suspect a child is being abused? | |
| <p>PHASE 3: REFLECTION</p> | <p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p> | |

| | | | |
|---|--|--|--------------------------------|
| Week Ending: 07-02-2024 | | DAY: | Subject: Social Studies |
| Duration: 60MINS | | Strand: Law & Order | |
| Class: B8 | Class Size: | Sub Strand: The 1992 Constitution | |
| Content Standard: B9.4.3.1. Assess the relevance of the 1992 Constitution | | Indicator: B9.4.3.1.2 Discuss the rights of the child as enshrined in the 1992 Constitution | Lesson: 1 OF 2 |
| Performance Indicator: Learners can examine the effects of child abuse, focusing on physical injury, psychological trauma, and poor health. | | Core Competencies: Communication and Collaboration Critical Thinking and Problem-Solving skills | |
| References: Social Studies Curriculum Pg. 92 | | | |
| Keywords: Child Abuse, Physical Injury, Psychological Trauma, Poor Health | | | |
| | | | |
| Phase/Duration | Learners Activities | Resources | |
| PHASE 1: STARTER | <p>Begin the lesson by asking learners to share their thoughts on why they think child abuse is harmful.</p> <p>Encourage them to consider both immediate and long-term effects.</p> <p>Share performance indicators with learners.</p> | | |
| PHASE 2: NEW LEARNING | <p>Provide a brief review of the types of child abuse (physical, emotional, sexual abuse, and neglect) covered in the previous lesson.</p> <p>In small groups, ask learners to discuss specific examples of each type of child abuse.</p> <p>Facilitate a class-wide discussion where groups share their examples, emphasizing the varying degrees of harm associated with each type.</p> <p>Explain how physical abuse can lead to immediate and long-term physical injuries in children.</p> <p>Present case studies or examples of children who have experienced physical abuse. Discuss the specific injuries and their impact on the child's well-being.</p> <p>In small groups, ask learners to brainstorm and create a list of potential physical injuries resulting from child abuse.</p> <p>Explore the psychological effects of child abuse, emphasizing trauma, anxiety, and depression.</p> <p>Encourage learners to reflect on how psychological trauma might affect a child's overall development, relationships, and future well-being.</p> | Pictures and Charts | |

| | | |
|---------------------------------------|--|--|
| | <p>Allow learners to express their understanding of psychological trauma through art, poetry, or short narratives.</p> <p>Discuss how child abuse can contribute to poor health outcomes, including malnutrition, stunted growth, and chronic health conditions.</p> <p>Assign small groups to research the long-term health effects of child abuse and present their findings to the class.</p> <p>Engage the class in a discussion about the relationship between child abuse and poor health, focusing on preventive measures and support for affected children.</p> <p><u>Assessment</u></p> <ol style="list-style-type: none"> 1. What are two immediate physical injuries a child experiencing abuse might suffer? 2. How can child abuse lead to low self-esteem and difficulty forming relationships? 3. What is one way child abuse can negatively impact a child's future health? 4. What is one thing we can do as a community to break the cycle of child abuse? | |
| <p>PHASE 3: REFLECTION</p> | <p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p> | |

SECOND TERM

WEEKLY LESSON NOTES

WEEK 6

| Week Ending: 16-02-2024 | | DAY: | Subject: Social Studies |
|--|--|--|--|
| Duration: 60MINS | | Strand: Law & Order | |
| Class: B8 | Class Size: | | Sub Strand: Peace & Security In Our Nation |
| Content Standard: B9.4.4.1. Assess the role of peace and security in national development | | Indicator: B9.4.4.1.1 Examine the relevance of peace and security in our community | Lesson: 1 OF 2 |
| Performance Indicator: Learners can explore the concepts of peace and security, understand their significance in society, and identify ways to promote them. | | | Core Competencies: Communication and Collaboration Critical Thinking and Problem Solving skills |
| References: Social Studies Curriculum Pg. 91 | | | |
| Keywords: Peace, Security, Conflict, Diplomacy | | | |
| | | | |
| Phase/Duration | Learners Activities | Resources | |
| PHASE 1: STARTER | <p>Begin with a thought-provoking quote on peace, such as "Peace is not merely a distant goal but a journey we walk together" - Willy Brandt.</p> <p>Ask students to reflect on what this quote means to them individually and discuss their thoughts in small groups.</p> <p>Facilitate a brief whole-class discussion to share different perspectives.</p> <p>Share performance indicators with learners.</p> | | |
| PHASE 2: NEW LEARNING | <p>Divide the class into small groups and provide each group with a scenario involving a conflict. Examples include disputes among friends, family, or nations.</p> <p>Ask them to discuss how peace and security can be restored in each situation.</p> <p>Encourage creativity and critical thinking.</p> <p>Have each group present their scenario and solutions to the class.</p> <p>Facilitate a class discussion on common themes and differences in the proposed solutions.</p> <p>Guide students in a discussion about the global importance of peace and security.</p> <p>Discuss how these concepts contribute to the well-being of individuals, communities, and nations.</p> | Pictures and Charts | |

| | | |
|---------------------------------------|---|--|
| | <p>Use real-world examples to illustrate the impact of conflict and the role of peacekeeping efforts.</p> <p>Introduce various strategies and actions that contribute to promoting peace and security. These could include diplomacy, conflict resolution, human rights advocacy, and international cooperation.</p> <p>Discuss the role of individuals, communities, and governments in implementing these strategies.</p> <p><u>Assessment</u></p> <ol style="list-style-type: none"> 1. What is one difference between the concepts of peace and security? 2. How can promoting justice and equality contribute to peace in a society? 3. What is one way you can personally help promote peace and security in your community? 4. Why is international cooperation important for achieving global peace and security? | |
| <p>PHASE 3: REFLECTION</p> | <p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p> | |

| | | | |
|--|---|--|--|
| Week Ending: 16-02-2024 | | DAY: | Subject: Social Studies |
| Duration: 60MINS | | Strand: Law & Order | |
| Class: B8 | Class Size: | | Sub Strand: Peace & Security In Our Nation |
| Content Standard: B9.4.4.1. Assess the role of peace and security in national development | | Indicator: B9.4.4.1.1 Examine the relevance of peace and security in our community | Lesson: 2 OF 2 |
| Performance Indicator: Learners can compare and contrast a country that has experienced prolonged conflict with another that has enjoyed a long period of peace, exploring the impact on society, economy, and well-being. | | | Core Competencies: Communication and Collaboration Critical Thinking and Problem-Solving skills |
| References: Social Studies Curriculum Pg. 91 | | | |
| Keywords: Conflict-ridden, Reconstruction, Peaceful, Resilience | | | |
| | | | |
| Phase/Duration | Learners Activities | | Resources |
| PHASE 1: STARTER | <p>Begin with a visual presentation featuring images of two countries – one affected by conflict and the other enjoying peace.</p> <p>Ask students to observe and share their initial thoughts and impressions about the images.</p> <p>Encourage a brief whole-class discussion on what they think life might be like in these contrasting situations.</p> <p>Share performance indicators with learners.</p> | | |
| PHASE 2: NEW LEARNING | <p>Divide the class into small groups and assign each group one country – one affected by conflict and the other enjoying peace.</p> <p>Provide resources such as articles, videos, and statistics about each country's recent history, society, economy, and well-being.</p> <p>Ask each group to create a visual representation (poster, infographic, etc.) comparing the two countries in terms of the provided aspects.</p> <p>Encourage creativity and critical thinking.</p> <p>Have each group present their findings to the class.</p> <p>Allow for questions and discussions after each presentation.</p> <p>Emphasize the differences and similarities in the impact of conflict and peace on various aspects of society.</p> | | Pictures and Charts |
| PHASE 3: REFLECTION | <p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p> | | |

SECOND TERM

WEEKLY LESSON NOTES

WEEK 7

| Week Ending: | | DAY: | Subject: Social Studies |
|--|--|--|---|
| Duration: 60MINS | | Strand: Law & Order | |
| Class: B8 | Class Size: | | Sub Strand: Peace & Security In Our Nation |
| Content Standard: B9.4.4.1. Assess the role of peace and security in national development | | Indicator: B9.4.4.1.1 Examine the relevance of peace and security in our community | Lesson: 1 OF 2 |
| Performance Indicator: Learners can examine safety measures in the community, specifically focusing on road safety and fire safety, through documentaries and pictures | | Core Competencies: Communication and Collaboration Critical Thinking and Problem Solving skills | |
| References: Social Studies Curriculum Pg. 91 | | | |
| Keywords: Prevention, Evacuation, Safety measures, Emergency exits, Firefighting equipment | | | |
| | | | |
| Phase/Duration | Learners Activities | Resources | |
| PHASE 1: STARTER | <p>Present scenarios related to community safety, including situations on the road and fire safety.</p> <p>In pairs or small groups, ask learners to discuss the potential hazards and safety measures in each scenario.</p> <p>Facilitate a brief class discussion on their insights and awareness of safety issues in the community.</p> <p>Share performance indicators with learners.</p> | | |
| PHASE 2: NEW LEARNING | <p>Define and discuss the importance of community safety, emphasizing its impact on individuals and the community as a whole.</p> <p>Introduce key terms such as road safety and fire safety. Discuss the role of individuals and the community in ensuring safety.</p> <p>Show a short documentary on road safety, highlighting key safety measures for pedestrians, cyclists, and drivers.</p> | Pictures and Charts | |

| | | |
|--|--|--|
| | <p>Share pictures depicting road safety measures, signs, and potential hazards.</p> <p>Show a short documentary on fire safety, emphasizing prevention, evacuation, and the use of firefighting equipment.</p> <p>Share pictures illustrating fire safety equipment, emergency exits, and fire prevention measures.</p> <p>Divide the class into small groups and provide discussion prompts related to road safety and fire safety.</p> <p>Instruct groups to analyze the information from the documentaries and pictures, discussing the importance of each safety measure.</p> <p>Each group will share their findings with the class.</p> <p><u>Assessment</u></p> <ol style="list-style-type: none"> 1. Imagine your street has a blind corner with frequent pedestrian accidents. What road safety measures could be implemented to improve the situation? 2. You're organizing a community event with food stalls and live music. What fire safety precautions should you remember to take? 3. Why is it important to involve both children and adults in road and fire safety education? Describe some age-appropriate methods for each group. 4. Discuss the potential benefits and challenges of using advanced technology like smart traffic lights or connected fire alarms to enhance community safety. | |
| <p>PHASE 3: REFLECTION</p> | <p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p> | |

| Week Ending: | | DAY: | Subject: Social Studies |
|--|---|--|--|
| Duration: 60MINS | | Strand: Law & Order | |
| Class: B8 | Class Size: | | Sub Strand: Peace & Security In Our Nation |
| Content Standard: B9.4.4.1. Assess the role of peace and security in national development | | Indicator: B9.4.4.1.1 Examine the relevance of peace and security in our community | Lesson: 2 OF 2 |
| Performance Indicator: Learners can understand the significance of peace and security in community development, exploring how it fosters confidence in individuals and investors | | | Core Competencies: Communication and Collaboration Critical Thinking and Problem-Solving skills |
| References: Social Studies Curriculum Pg. 91 | | | |
| Keywords: Confidence, Investors, Neighborhood, Role play, Conflict resolution, Stability | | | |
| | | | |
| Phase/Duration | Learners Activities | Resources | |
| PHASE 1: STARTER | <p>Ask learners to close their eyes and imagine an ideal and peaceful neighborhood.</p> <p>In pairs or small groups, have them share their visions and discuss the key elements that contribute to a peaceful community.</p> <p>Facilitate a brief class discussion by asking learners to share some of the common elements mentioned.</p> <p>Share performance indicators with learners.</p> | | |
| PHASE 2: NEW LEARNING | <p>Define and discuss the terms peace, security, and community development.</p> <p>Explore the interconnectedness between peace and community development, emphasizing their impact on individuals and the community.</p> <p>Introduce the idea that peace encourages confidence in individuals and attracts investors.</p> <p>Discuss how a peaceful and secure environment contributes to the confidence of individuals in their daily lives.</p> <p>Explore examples of how people feel more secure to engage in various activities in a peaceful community.</p> | Pictures and Charts | |

| | | |
|--|---|--|
| | <p>Explain the link between peace and investor confidence, discussing how stability attracts investment.</p> <p>Explore the role of businesses and investors in contributing to community development.</p> <p>Divide the class into small groups and assign each group a specific scenario related to maintaining peace in a neighborhood.</p> <p>Instruct groups to role play the scenario, demonstrating effective strategies for conflict resolution and promoting a peaceful environment.</p> <p>Each group will present their role play to the class.</p> <p><u>Assessment</u></p> <ol style="list-style-type: none"> 1. Imagine a community plagued by gang violence and crime. How would improved security measures empower individuals and boost their confidence in their future? 2. Discuss the potential challenges of attracting investors to a region facing political instability. What steps can be taken to overcome these challenges and promote peace and security? 3. Think about a successful social enterprise thriving in a peaceful community. How does the environment of peace and security contribute to its success and impact? 4. Do you think technology can play a role in enhancing peace and security in communities? If so, share some examples of how this could be achieved. | |
| <p>PHASE 3: REFLECTION</p> | <p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p> | |

SECOND TERM

WEEKLY LESSON NOTES

WEEK 8

| Week Ending: | | DAY: | Subject: Social Studies |
|--|---|--|--|
| Duration: 60MINS | | Strand: Law & Order | |
| Class: B8 | Class Size: | | Sub Strand: Promoting Democracy & Political Stability |
| Content Standard: B9.4.5.1. Show understanding of how to promote democracy and political stability | | Indicator: B9.4.5.1.1 Examine election as a way of promoting democracy and political stability | Lesson: 1 OF 2 |
| Performance Indicator: Learners can describe the concepts of democracy and elections in Ghana, and examine the role of free and fair elections in promoting democracy. | | Core Competencies: Communication and Collaboration Critical Thinking and Problem Solving skills | |
| References: Social Studies Curriculum Pg. 91 | | | |
| Keywords: Democracy, Elections, Popular sovereignty, Political equality, Individual rights | | | |
| | | | |
| Phase/Duration | Learners Activities | Resources | |
| PHASE 1: STARTER | <p>Write the terms "Democracy" and "Elections" on the board.</p> <p>Ask learners to brainstorm and write down words or phrases associated with each term.</p> <p>Facilitate a class discussion by having learners share their associations and defining the terms together.</p> <p>Share performance indicators with learners.</p> | | |
| PHASE 2: NEW LEARNING | <p>Define and discuss the concept of democracy, emphasizing the principles of popular sovereignty, political equality, and individual rights.</p> <p>Introduce the concept of elections as a fundamental component of a democratic system, explaining its role in representing the will of the people.</p> <p>Provide a brief overview of Ghana's democratic system and its historical context.</p> <p>Discuss the importance of free and fair elections in a democratic society.</p> | Pictures and Charts | |

| | | |
|--|--|--|
| | <p>Highlight the role of elections in ensuring representation, accountability, and the peaceful transfer of power.</p> <p>Examine specific examples of elections in Ghana, emphasizing key moments and their impact on the democratic process.</p> <p>Discuss how free and fair elections contribute to the stability and progress of Ghana's democracy.</p> <p>Divide the class into small groups and assign each group a role in a simulated election scenario.</p> <p>Instruct groups to discuss and simulate the various stages of an election, including voter registration, campaigning, voting, and result declaration.</p> <p>Each group will present their simulated election process to the class.</p> <p>Each group presents their simulated election process, emphasizing the importance of fairness and transparency.</p> <p>Facilitate a class discussion on the challenges and benefits of free and fair elections in promoting democracy.</p> <p>Ask learners to reflect on the lesson and share their thoughts on the role of elections in a democratic system.</p> <p>Conclude the lesson by having learners consider how they can contribute to democratic values in their own communities.</p> | |
| <p>PHASE 3: REFLECTION</p> | <p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p> | |

| | | | |
|---|--|--|--------------------------|
| Week Ending: | DAY: | Subject: Social Studies | |
| Duration: 60MINS | | Strand: Law & Order | |
| Class: B8 | Class Size: | Sub Strand: Promoting Democracy & Political Stability | |
| Content Standard: B9.4.5.1. Show understanding of how to promote democracy and political stability | | Indicator: B9.4.5.1.1 Examine election as a way of promoting democracy and political stability | Lesson: 1 OF 2 |
| Performance Indicator: Learners can describe the processes involved in conducting an election in Ghana and recognize the importance of electoral materials. | | Core Competencies: Communication and Collaboration Critical Thinking and Problem Solving skills | |
| References: Social Studies Curriculum Pg. 91 | | | |
| Keywords: Ghana, Voter registration, Campaigning, Voting day, Counting of votes | | | |
| Phase/Duration | Learners Activities | Resources | |
| PHASE 1: STARTER | <p>Provide learners with a blank flowchart template.</p> <p>In pairs or small groups, ask learners to sketch a flowchart illustrating the key stages and processes involved in conducting an election.</p> <p>Facilitate a brief class discussion by having groups share their flowcharts and discussing common elements.</p> <p>Share performance indicators with learners.</p> | | |
| PHASE 2: NEW LEARNING | <p>Discuss the key stages and processes involved in conducting an election in Ghana, including:</p> <ul style="list-style-type: none"> ● Voter registration ● Campaigning ● Voting day procedures ● Counting of votes ● Declaration of results ● Post-election activities <p>Use visuals, diagrams, or a presentation to illustrate each stage.</p> <p>Engage the class in a discussion on the concept of electoral materials.</p> | Pictures and Charts | |

| | | |
|--|---|--|
| | <p>Discuss what learners understand by the term and its potential significance in the election process.</p> <p>Introduce various electoral materials such as ballot papers, voting booths, voter ID cards, and result sheets.</p> <p>Discuss the specific role of each material in ensuring a fair and transparent election process.</p> <p>Emphasize the importance of accurate, secure, and well-designed electoral materials in upholding the integrity of the election.</p> <p>Divide the class into small groups and assign each group a specific electoral material (e.g., ballot paper, voter ID card).</p> <p>Instruct groups to discuss and design their own version of the assigned electoral material, considering factors like clarity, security features, and simplicity.</p> <p>Each group will present their designed electoral material to the class.</p> <p>Each group presents their designed electoral material, explaining the features they incorporated and the reasons behind their choices.</p> <p>Facilitate a class discussion on the importance of thoughtful design in electoral materials.</p> <p>Ask learners to reflect on what they've learned about the election processes in Ghana and the significance of electoral materials.</p> <p>Conclude the lesson by summarizing key points and answering any remaining questions.</p> | |
| <p>PHASE 3: REFLECTION</p> | <p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p> | |

SECOND TERM

WEEKLY LESSON NOTES

WEEK 9

| Week Ending: | | DAY: | Subject: Social Studies |
|---|--|---|--|
| Duration: 60MINS | | Strand: Law & Order | |
| Class: B8 | Class Size: | | Sub Strand: Promoting Democracy & Political Stability |
| Content Standard: B9.4.5.1. Show understanding of how to promote democracy and political stability | | Indicator: B9.4.5.1.1 Examine election as a way of promoting democracy and political stability | Lesson: 1 OF 2 |
| Performance Indicator: Learners can engage in a role-play to understand how free and fair elections can be conducted. | | Core Competencies: Communication and Collaboration Critical Thinking and Problem Solving skills | |
| References: Social Studies Curriculum Pg. 91 | | | |
| Keywords: Peaceful voting, Democracy, Observations, Role-play, Transparency | | | |
| | | | |
| Phase/Duration | Learners Activities | Resources | |
| PHASE 1: STARTER | <p>Show a brief video clip or images of people peacefully casting their votes at a polling station.</p> <p>Ask learners to individually jot down their observations and feelings about the process.</p> <p>Facilitate a brief class discussion by having learners share their reflections.</p> <p>Share performance indicators with learners.</p> | | |
| PHASE 2: NEW LEARNING | <p>Show videos of people peacefully casting their votes at a polling station.</p> <p>Guide learners to observe and take note of the following aspects:</p> <ul style="list-style-type: none"> ● Orderliness and organization at the polling station. ● Respect for privacy during the voting process. ● Diversity and inclusivity in the voter turnout. ● Any other notable features contributing to a peaceful voting atmosphere. <p>Facilitate a class discussion on their observations and the significance of a calm and organized voting environment.</p> | Pictures and Charts | |

| | | |
|--|--|--|
| | <p>Explain the concept of free and fair elections and their importance in a democratic society.</p> <p>Discuss key principles such as equal representation, transparency, and the right to vote.</p> <p>Divide the class into small groups and assign roles such as candidates, voters, and election officials.</p> <p>Provide a scenario for a class leadership election.</p> <p>Instruct groups to perform the role-play, ensuring that they follow the procedures of a free and fair election.</p> <p>Emphasize the importance of a secret ballot, unbiased counting, and transparency in announcing results.</p> <p>Encourage creativity and engagement in the role-play.</p> <p>Ask each group to share their experiences and challenges during the election.</p> <p>Discuss how the principles of free and fair elections were demonstrated.</p> <p>Encourage learners to reflect on the role of individuals in maintaining the integrity of the election process.</p> | |
| <p>PHASE 3: REFLECTION</p> | <p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p> | |

| Week Ending: | DAY: | Subject: Social Studies | |
|---|--|--|--------------------------|
| Duration: 60MINS | | Strand: Law & Order | |
| Class: B8 | Class Size: | Sub Strand: Promoting Democracy & Political Stability | |
| Content Standard: B9.4.5.1. Show understanding of how to promote democracy and political stability | | Indicator: B9.4.5.1.1 Examine election as a way of promoting democracy and political stability | Lesson: 1 OF 2 |
| Performance Indicator: Learners can assess and understand the role of the Electoral Commission in the context of elections. | | Core Competencies: Communication and Collaboration Critical Thinking and Problem Solving skills | |
| References: Social Studies Curriculum Pg. 91 | | | |
| Keywords: Free and fair elections, Voter education, Election monitoring, Case study | | | |
| | | | |
| Phase/Duration | Learners Activities | Resources | |
| PHASE 1: STARTER | <p>Distribute a quiz with questions related to the Electoral Commission, its functions, and its importance in elections.</p> <p>Learners can work individually or in pairs to answer the questions.</p> <p>Discuss the quiz answers as a class, addressing any misconceptions and introducing key concepts related to the Electoral Commission.</p> <p>Share performance indicators with learners.</p> | | |
| PHASE 2: NEW LEARNING | <p>Provide a brief overview of the Electoral Commission, explaining its role as an independent body responsible for organizing and overseeing elections.</p> <p>Discuss the key functions of the Electoral Commission, such as voter registration, managing political party registrations, and ensuring free and fair elections.</p> <p>Introduce key terms related to the Electoral Commission (e.g., voter education, election monitoring).</p> <p>Divide the class into small groups.</p> | Pictures and Charts | |

| | | |
|--|---|--|
| | <p>Assign each group a case study related to the role and responsibilities of the Electoral Commission in a specific election scenario.</p> <p>Instruct groups to analyze their case study and identify the actions the Electoral Commission should take to ensure a fair and transparent election.</p> <p>Each group will present their findings to the class, fostering discussion and critical thinking.</p> <p>Facilitate a class discussion on the case studies, encouraging learners to share their perspectives on the role of the Electoral Commission.</p> <p>Address any questions or concerns that arise during the discussion.</p> <p>Emphasize the importance of the Electoral Commission in upholding the integrity of the electoral process.</p> | |
| <p>PHASE 3: REFLECTION</p> | <p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p> | |

SECOND TERM

WEEKLY LESSON NOTES

WEEK 10

| Week Ending: | DAY: | Subject: Social Studies | |
|--|---|--|--------------------------|
| Duration: 60MINS | | Strand: Law & Order | |
| Class: B8 | Class Size: | Sub Strand: Promoting Democracy & Political Stability | |
| Content Standard: B9.4.5.2. Demonstrate understanding of the District Assembly concept in Ghana | | Indicator: B9.4.5.2.1. Examine the role of the District Assembly in promoting decentralisation | Lesson: 1 OF 2 |
| Performance Indicator: Learners can describe the concept of decentralization and describe the structure of the District Assembly as a decentralized arm of government. | | Core Competencies: Communication and Collaboration Critical Thinking and Problem Solving skills | |
| References: Social Studies Curriculum Pg. 91 | | | |
| Keywords: Power transfer, Authority, Decision-making, District Assembly | | | |
| | | | |
| Phase/Duration | Learners Activities | Resources | |
| PHASE 1: STARTER | <p>Ask learners to brainstorm and write down what they understand about the term "decentralization."</p> <p>In small groups, have learners discuss their ideas and create a mind map or list of key points related to decentralization.</p> <p>Facilitate a class discussion by having groups share their thoughts, and compile a collective understanding of decentralization on the board.</p> <p>Share performance indicators with learners.</p> | | |
| PHASE 2: NEW LEARNING | <p>Define the concept of decentralization, explaining that it involves the transfer of power, authority, and decision-making from a central government to local or regional levels.</p> <p>Discuss the reasons for decentralization, emphasizing factors such as promoting local governance, enhancing efficiency, and fostering community participation.</p> <p>Provide an overview of the District Assembly as a decentralized arm of government.</p> | Pictures and Charts | |

| | | |
|---------------------------------------|--|--|
| | <p>Discuss the key components of the District Assembly, including elected officials, administrative structures, and functions.</p> <p>Use diagrams, charts, or visual aids to illustrate the organizational structure of a District Assembly.</p> <p>Highlight the roles of the District Chief Executive (DCE), Assembly Members, and other officials.</p> <p>Divide the class into small groups and assign each group a specific role within a simulated District Assembly scenario.</p> <p>Instruct groups to discuss and simulate a District Assembly meeting, focusing on decision-making processes and collaboration.</p> <p>Each group will present a summary of their simulated meeting to the class.</p> | |
| <p>PHASE 3: REFLECTION</p> | <p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p> | |

| | | | |
|--|---|---|--|
| Week Ending: | | DAY: | Subject: Social Studies |
| Duration: 60MINS | | Strand: Law & Order | |
| Class: B8 | Class Size: | | Sub Strand: Promoting Democracy & Political Stability |
| Content Standard: B9.4.5.2. Demonstrate understanding of the District Assembly concept in Ghana | | Indicator: B9.4.5.2.1. Examine the role of the District Assembly in promoting decentralisation | Lesson: 1 OF 2 |
| Performance Indicator: Learners can examine the role of District Assemblies, including Metropolitan, Municipal, and District Assemblies (MMDAs), | | Core Competencies: Communication and Collaboration Critical Thinking and Problem Solving skills | |
| References: Social Studies Curriculum Pg. 91 | | | |
| Keywords: Community engagement, Case study analysis, Resource person, Decision-making | | | |
| | | | |
| Phase/Duration | Learners Activities | Resources | |
| PHASE 1: STARTER | <p>Present a fictional scenario where a district faces various development challenges (e.g., infrastructure, education, healthcare).</p> <p>In small groups, ask learners to brainstorm and discuss potential solutions to address these challenges at the local level.</p> <p>Facilitate a class discussion by having groups share their proposed solutions and insights.</p> <p>Share performance indicators with learners.</p> | | |
| PHASE 2: NEW LEARNING | <p>Define and discuss the role of District Assemblies in local development.</p> <p>Highlight the key responsibilities, functions, and decision-making powers of District Assemblies, including Metropolitan, Municipal, and District levels.</p> <p>Introduce key terms such as development planning, infrastructure projects, and community engagement.</p> <p>Provide case studies of actual development projects or initiatives undertaken by District Assemblies.</p> <p>Assign each group a case study to analyze.</p> | Pictures and Charts | |

| | | |
|--|--|--|
| | <p>Instruct groups to analyze their assigned case study, identifying the objectives, challenges faced, and outcomes of the development project.</p> <p>Each group will present their findings to the class.</p> <p>Invite a resource person (e.g., a representative from a local MMDA) to talk about the workings, responsibilities, and challenges faced by Metropolitan, Municipal, and District Assemblies.</p> <p>The resource person can provide insights into specific projects, community engagement strategies, and the decision-making process at the local level.</p> <p>Open the floor for learners to ask questions to the resource person.</p> <p>Ask learners to reflect on the information shared by the resource person and how it aligns with their understanding of District Assemblies.</p> | |
| <p>PHASE 3: REFLECTION</p> | <p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p> | |