

THIRD TERM

WEEKLY LESSON NOTES

WEEK 1

Week Ending: 30-06-2023		DAY:		Subject: Social Studies	
Duration: 60MINS				Strand: Environment	
Class: B8		Class Size:		Sub Strand: Weather & Climate	
Content Standard: B8.1.3.1 Demonstrate understanding of the significance of weather and climate to the environment		Indicator: B8.1.3.1.1. Assess the significance of weather and climate to the environment			Lesson: 1 OF 2
Performance Indicator: Learners can assess the significance of weather and climate to the environment				Core Competencies: CP 5.1: CC 8.1: CC 8.1: CC 9.1: CP 5.2: CC	
References: Social Studies Curriculum Pg. 49					
Keywords:					
Phase/Duration	Learners Activities				Resources
PHASE 1: STARTER	Begin by asking the students what they understand about the terms "climate" and "weather." Write their responses on the board and facilitate a class discussion to clarify any misconceptions. Explain that climate refers to long-term patterns of weather conditions in a particular region.				
PHASE 2: NEW LEARNING	Provide a clear definition of climate: "Climate refers to the average weather patterns and conditions in a specific area over a long period, typically 30 years or more." Emphasize that climate is not the same as weather, which refers to short-term atmospheric conditions. Explain that several factors or elements contribute to the formation of climate. Write the following elements on the board and briefly explain each one: <i>1. Temperature: Temperature is a measure of the average heat or coldness of the air in a particular area. It is influenced by various factors, including latitude, altitude, proximity to bodies of water, and prevailing winds.</i> <i>2. Precipitation: Precipitation refers to any form of water that falls from the atmosphere to the Earth's surface. It includes rain, snow, sleet, and hail. The amount and frequency of precipitation greatly affect the climate and determine whether an area is arid, humid, or temperate.</i> <i>3. Humidity: Humidity represents the amount of moisture present in the air. It is influenced by factors such as temperature, proximity to</i>				Pictures and Charts

	bodies of water, and prevailing wind patterns. Humidity levels can greatly impact the perception of temperature and influence the overall comfort in a given location. 4. Wind: Wind is the movement of air across the Earth's surface. It is caused by differences in atmospheric pressure due to variations in temperature and topography. Wind plays a crucial role in redistributing heat and moisture, affecting both local and regional climate patterns. 5. Air Pressure: Air pressure refers to the force exerted by the weight of the atmosphere. It is influenced by temperature, altitude, and the presence of weather systems. Changes in air pressure can lead to the formation of high-pressure or low-pressure systems, which have a significant impact on weather patterns and climate conditions. 6. Sunlight: Sunlight, or solar radiation, is the primary source of energy that drives the Earth's climate system. The amount of sunlight received in different regions is influenced by factors such as latitude, seasonality, cloud cover, and atmospheric conditions. Sunlight intensity affects temperature, precipitation patterns, and the overall climate characteristics of a particular area. <u>Assessment</u> 1. What is temperature, and how does it contribute to climate? 2. What is precipitation, and how does it affect climate conditions? 3. Define humidity and explain its significance in relation to climate. 4. How does wind influence climate patterns and conditions? 5. What is air pressure, and how does it impact weather and climate?	
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.	

Week Ending: 30-06-2023		DAY:	Subject: Social Studies
Duration: 60MINS			Strand: Environment
Class: B8	Class Size:		Sub Strand: Weather & Climate
Content Standard: B8.1.3.1 Demonstrate understanding of the significance of weather and climate to the environment		Indicator: B8.1.3.1.1. Assess the significance of weather and climate to the environment	Lesson: 1 OF 2
Performance Indicator: Learners can assess the significance of weather and climate to the environment			Core Competencies: CP 5.1: CC 8.1: CC 8.1: CC 9.1: CP 5.2: CC
References: Social Studies Curriculum Pg. 49			
Keywords:			
Phase/Duration	Learners Activities		Resources
PHASE 1: STARTER	Revise with learners on the previous lesson. Share performance indicators with learners and introduce the lesson.		
PHASE 2: NEW LEARNING	Show climate diagrams or images representing different climates worldwide. Explain the components of a climate diagram, such as temperature and precipitation graphs, and how they illustrate the climate patterns of a specific location. Point out the differences in climate elements between different regions. Divide the students into small groups. Assign each group one of the climate elements discussed earlier (temperature, precipitation, humidity, wind, air pressure, or sunlight). Instruct the groups to research and gather information about their assigned climate element, including its significance and influence on climate. Provide online or library resources for research, or prepare printed materials in advance. Have each group present their findings to the class. Encourage students to ask questions and engage in a discussion after each presentation. Summarize the main points and emphasize how these elements work together to create different climate patterns around the world. <u>Assessment</u> 1. Explain the role of sunlight in shaping climate.		Pictures and Charts

	2. Give an example of how temperature and precipitation interact to determine climate in a specific region. 3. How do latitude and altitude affect climate characteristics? 4. Discuss the relationship between proximity to bodies of water and local climate. 5. Name at least two elements of climate that can directly influence human 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.	

THIRD TERM

WEEKLY LESSON NOTES

WEEK 2

Week Ending: 07-07-2023		DAY:	Subject: Social Studies
Duration: 60MINS			Strand: Environment
Class: B8	Class Size:		Sub Strand: Weather & Climate
Content Standard: B8.1.3.1 Demonstrate understanding of the significance of weather and climate to the environment		Indicator: B8.1.3.1.1. Assess the significance of weather and climate to the environment	Lesson: 1 OF 2
Performance Indicator: Learners can sketch maps and interpret landscapes from maps			Core Competencies: CP 5.1: CC 8.1: CC 8.1: CC 9.1: CP 5.2: CC
References: Social Studies Curriculum Pg. 49			
Keywords:			
Phase/Duration	Learners Activities		Resources
PHASE 1: STARTER	Engage learners to go on a nature to observe physical features of the school compound. Let them sketch a map of the school compound. They share their maps with the class for further discussion. Share performance indicators with learners.		
PHASE 2: NEW LEARNING	Discuss various ways of measuring the elements of weather and climate, including the use of hygrometer, rain gauge and barometer. a. Temperature: <i>Thermometer: A common instrument used to measure air temperature. Traditional thermometers use mercury or alcohol, while modern ones may employ digital sensors.</i> b. Precipitation: <i>Rain Gauge: Measures the amount of rainfall in a specific area. It consists of a container with graduated markings to indicate the depth of collected precipitation.</i> <i>Snow Gauge: Similar to a rain gauge, but designed specifically for measuring the depth of snowfall.</i> <i>Disdrometer: Used to measure the size and velocity of raindrops or snowflakes, providing detailed information about precipitation characteristics.</i> c. Humidity: <i>Hygrometer: Measures the amount of moisture or water vapor in the air. Common types include psychrometers, which use the cooling effect of evaporation, and capacitive hygrometers, which utilize changes in electrical capacitance.</i>		Pictures and Charts

	d. Wind: • <i>Anemometer: Measures wind speed. Common types include cup anemometers, which have rotating cups, and ultrasonic anemometers, which use ultrasonic sound waves to detect wind speed and direction.</i> • <i>Wind Vane: Determines the direction from which the wind is blowing. It usually consists of a pointer attached to a vertical axis.</i> e. Air Pressure: <i>Barometer: Measures atmospheric pressure. Mercury barometers use a column of mercury in a glass tube, while aneroid barometers use a flexible metal chamber that expands or contracts with changes in pressure.</i> f. Sunlight: • <i>Pyranometer: Measures solar radiation, including direct and diffuse sunlight. It typically consists of a sensor that absorbs solar energy and generates an electrical signal proportional to the received radiation.</i> • <i>Sunshine Recorder: Determines the duration of sunlight exposure at a particular location using a glass sphere that focuses sunlight on a strip of photosensitive paper.</i> Engage learners in groups to construct instruments to measure elements of climate. <u>Assessment</u> What instrument is commonly used to measure air temperature? Name a device used to measure the amount of rainfall in a specific area. How is humidity typically measured? Which instrument is used to determine wind speed? What is the purpose of a barometer in weather measurements?	
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.	

Week Ending: 07-07-2023		DAY:		Subject: Social Studies	
Duration: 60MINS				Strand: Environment	
Class: B8		Class Size:		Sub Strand: Weather & Climate	
Content Standard: B8.1.3.1 Demonstrate understanding of the significance of weather and climate to the environment		Indicator: B8.1.3.1.1. Assess the significance of weather and climate to the environment			Lesson: 1 OF 2
Performance Indicator: Learners can sketch maps and interpret landscapes from maps			Core Competencies: CP 5.1: CC 8.1: CC 8.1: CC 9.1: CP 5.2: CC		
References: Social Studies Curriculum Pg. 49					
Keywords:					
Phase/Duration	Learners Activities				Resources
PHASE 1: STARTER	Engage learners to go on a nature to observe physical features of the school compound. Let them sketch a map of the school compound. They share their maps with the class for further discussion. Share performance indicators with learners.				
PHASE 2: NEW LEARNING	Engage learners in their groups to identify and describe the climate zones in Ghana. Ghana, located in West Africa, has a diverse climate with distinct climatic zones. Here are the main climatic zones found in Ghana: 1. Tropical Rainforest Zone: - Location: The southernmost part of Ghana, including the coastal areas and the high rainfall regions. - Climate: Characterized by high temperatures and abundant rainfall throughout the year, with no distinct dry season. Average annual rainfall exceeds 1,500 mm (59 inches). - Vegetation: Dense tropical rainforests with a rich variety of plant and animal species. 2. Coastal Savannah Zone: - Location: The coastal belt stretching from the rainforest zone to the north. - Climate: Features a wet and dry season. The wet season occurs from April to October, with peak rainfall between June and September. The dry season lasts from November to March, with lower rainfall and higher temperatures. - Vegetation: Mixed vegetation of grassland, shrubs, and isolated patches of forest. 3. Forest Transition Zone: - Location: Located between the rainforest zone and the Guinea Savanna zone, spanning parts of central Ghana. - Climate: Experiences a transition between the wetter rainforest climate and the drier savanna climate. Rainfall is slightly lower				Pictures and Charts

	<i>than in the rainforest zone, and there is a distinct wet and dry season.</i> • <i>Vegetation: Mosaic of forests, grasslands, and farmland.</i> 4. Guinea Savanna Zone: • <i>Location: Covers the northern part of Ghana, including the northern regions.</i> • <i>Climate: Exhibits a pronounced wet and dry season. The wet season occurs from April to October, with peak rainfall between June and September. The dry season, known as Harmattan, extends from November to March and is characterized by hot and dry winds from the Sahara Desert.</i> • <i>Vegetation: Predominantly open grasslands with scattered trees, especially along watercourses.</i> 5. Sudan Savanna Zone: • <i>Location: The northernmost part of Ghana, bordering Burkina Faso.</i> • <i>Climate: Features a more pronounced dry season compared to the Guinea Savanna zone. The wet season lasts from May to October, with peak rainfall between June and September. The dry season, marked by the Harmattan winds, extends from November to April.</i> • <i>Vegetation: Dominated by grasslands with few trees and shrubs.</i> Sketch the map of Ghana and indicate the different climatic zones. <u>Assessment</u> 1. Which part of Ghana is characterized by dense tropical rainforests? 2. What are the two main seasons in the Coastal Savannah Zone of Ghana? 3. Which climatic zone experiences a transition between the rainforest and savanna climates? 4. What is the dry season in the Guinea Savanna Zone of Ghana called? 5. Which climatic zone in Ghana is known for its hot and dry Harmattan winds? 6. Which part of Ghana is characterized by open grasslands and scattered trees? 7. In which climatic zone is the Harmattan season more pronounced? 8. What are the typical months of the wet season in the Sudan Savanna Zone of Ghana? 9. How does the climate in the Forest Transition Zone differ from that of the rainforest zone? 10. How do the climatic zones of Ghana influence the types of vegetation found in different regions?	
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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.	
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WEEKLY LESSON NOTES

WEEK 3

Week Ending: 14-07-2023		DAY:		Subject: Social Studies	
Duration: 60MINS				Strand: Environment	
Class: B8		Class Size:		Sub Strand: Weather & Climate	
Content Standard: B8.1.3.1 Demonstrate understanding of the significance of weather and climate to the environment		Indicator: B8.1.3.1.1. Assess the significance of weather and climate to the environment			Lesson: 1 OF 2
Performance Indicator: Learners can assess the significance of weather and climate to the environment			Core Competencies: CP 5.1: CC 8.1: CC 8.1: CC 9.1: CP 5.2: CC		
References: Social Studies Curriculum Pg. 49					
Keywords:					
Phase/Duration	Learners Activities				Resources
PHASE 1: STARTER	Revise with learners on the previous lesson. Share performance indicators with learners and introduce the lesson.				
PHASE 2: NEW LEARNING	Begin the lesson by asking learners what they understand by the term "climate." Write their responses on the board. Explain that climate refers to the long-term weather patterns of a specific region or area. Share the lesson objectives with the learners, stating that they will learn about the factors that influence climate and the different climatic zones around the world. Discuss the three main factors that affect climate: latitude, altitude, and distance from the sea. Explain that latitude refers to the distance of a location from the equator. The closer a place is to the equator, the warmer its climate tends to be. Discuss how altitude or elevation influences climate. Higher elevations usually have cooler temperatures because the air becomes thinner and cannot hold heat as well. Talk about how distance from the sea affects climate. Coastal regions tend to have milder temperatures because of the moderating effect of the ocean. Show learners a world map or globe and point out the different climatic zones.				World map or globe Pictures or illustrations of different climatic zones

	Learners in their groups discuss the different climatic zones: • Tropical Zone: Found near the equator, characterized by high temperatures and heavy rainfall. • Subtropical Zone: Located between the tropics and temperate zones, with warm temperatures and varying rainfall. • Temperate Zone: Found between the subtropical zone and the polar zone, characterized by moderate temperatures and distinct seasons. • Polar Zone: Located near the poles, with extremely cold temperatures and little precipitation. • High Mountain Zone: Refers to the climate at high altitudes, where temperatures are cold and precipitation can vary. Show pictures or illustrations representing each climatic zone to help learners visualize the characteristics. Encourage learners to identify different countries or regions that fall under each climatic zone. <u>Assessment</u> 1. What is climate? 2. Name three factors that affect climate. 3. How does latitude influence climate? 4. Explain how altitude or elevation affects climate. 5. What is the moderating effect of the sea on climate?	
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.	

Week Ending: 14-07-2023		DAY:	Subject: Social Studies
Duration: 60MINS			Strand: Environment
Class: B8	Class Size:		Sub Strand: Weather & Climate
Content Standard: B8.1.3.1 Demonstrate understanding of the significance of weather and climate to the environment		Indicator: B8.1.3.1.1. Assess the significance of weather and climate to the environment	Lesson: 1 OF 2
Performance Indicator: Learners can assess the significance of weather and climate to the environment			Core Competencies: CP 5.1: CC 8.1: CC 8.1: CC 9.1: CP 5.2: CC
References: Social Studies Curriculum Pg. 49			
Keywords:			
Phase/Duration	Learners Activities		Resources
PHASE 1: STARTER	Revise with learners on the previous lesson. Share performance indicators with learners and introduce the lesson.		
PHASE 2: NEW LEARNING	Begin the lesson by asking learners what they understand by the term "climate." Write their responses on the board. Explain that climate refers to the long-term weather patterns of a specific region or area. Share the lesson objectives with the learners, stating that they will learn about the factors that influence climate and the different climatic zones around the world. Discuss the three main factors that affect climate: latitude, altitude, and distance from the sea. Explain that latitude refers to the distance of a location from the equator. The closer a place is to the equator, the warmer its climate tends to be. Discuss how altitude or elevation influences climate. Higher elevations usually have cooler temperatures because the air becomes thinner and cannot hold heat as well. Talk about how distance from the sea affects climate. Coastal regions tend to have milder temperatures because of the moderating effect of the ocean. Show learners a world map or globe and point out the different climatic zones. Learners in their groups discuss the different climatic zones: • Tropical Zone: Found near the equator, characterized by high temperatures and heavy rainfall.		World map or globe Pictures or illustrations of different climatic zones

	• Subtropical Zone: Located between the tropics and temperate zones, with warm temperatures and varying rainfall. • Temperate Zone: Found between the subtropical zone and the polar zone, characterized by moderate temperatures and distinct seasons. • Polar Zone: Located near the poles, with extremely cold temperatures and little precipitation. • High Mountain Zone: Refers to the climate at high altitudes, where temperatures are cold and precipitation can vary. Show pictures or illustrations representing each climatic zone to help learners visualize the characteristics. Encourage learners to identify different countries or regions that fall under each climatic zone. <u>Assessment</u> 1. Name the five main climatic zones discussed in the lesson. 2. Which climatic zone is characterized by high temperatures and heavy rainfall? 3. In which climatic zone would you expect to find moderate temperatures and distinct seasons? 4. How does the climate in the polar zone differ from the other zones? 5. How does high altitude impact the climate in mountainous regions?	
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.	

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WEEKLY LESSON NOTES

WEEK 4

Week Ending: 21-07-2023		DAY:	Subject: Social Studies
Duration: 60MINS			Strand: Environment
Class: B8	Class Size:		Sub Strand: Natural Disasters
Content Standard: B8.1.3.2. Demonstrate understanding of natural disasters and their management		Indicator: B8.1.3.2.1. Discuss natural disasters	Lesson: 1 OF 2
Performance Indicator: Learners can discuss natural disasters			Core Competencies: CP 5.1: CC 8.1: CC 8.1: CC 9.1: CP 5.2: CC
References: Social Studies Curriculum Pg. 45-47			
Keywords: earthquakes, hurricanes, floods, wildfires, volcanic eruptions, tsunamis			
Phase/Duration	Learners Activities		Resources
PHASE 1: STARTER	Ask learners what they understand by the term "natural disasters." Discuss learners' responses and provide a brief definition of natural disasters as catastrophic events caused by natural processes that result in significant damage to life, property, and the environment.		
PHASE 2: NEW LEARNING	Present various examples of natural disasters, such as earthquakes, hurricanes, floods, wildfires, volcanic eruptions, and tsunamis. Show images or videos of these disasters to help learners visualize their impact and consequences. Discuss the unique characteristics and effects of each type of natural disaster. <i>1. Earthquakes:</i> <i>Characteristics:</i> - Earthquakes are caused by the sudden release of energy in the Earth's crust, usually due to the movement of tectonic plates. - The severity of an earthquake is measured on the Richter scale or moment magnitude scale (Mw). <i>Effects:</i> - Shaking of the ground can cause buildings and infrastructure to collapse, leading to casualties and property damage. - Earthquakes can disrupt communication and transportation systems, hindering rescue and relief efforts. <i>2. Hurricanes (Cyclones or Typhoons):</i> <i>Characteristics:</i> - Hurricanes are large, powerful storms that form over warm ocean waters with low pressure at the center (the eye). - They have high wind speeds exceeding 74 mph (119 km/h). - Hurricane intensity is categorized using the Saffir-Simpson Hurricane Wind Scale (Category 1 to 5).		Images or videos of different natural disasters

Effects:

- Intense winds can cause widespread damage to structures, trees, and power lines.
- Heavy rainfall can lead to flash floods and landslides.

3. Floods:

Characteristics:

- Floods occur when there is an overflow of water onto usually dry land, often due to heavy and prolonged rainfall, rapid snowmelt, or the breaching of dams.
- They can be localized or widespread, and their intensity and duration vary.

Effects:

- Floods can damage homes, buildings, and infrastructure, displacing communities.
- Contaminated floodwaters can lead to waterborne diseases and health issues.

4. Wildfires:

Characteristics:

- Wildfires are uncontrolled fires that spread rapidly through vegetation, often fueled by dry weather, high temperatures, and strong winds.
- They can be natural or human-caused, such as through campfires or discarded cigarettes.

Effects:

- Wildfires can destroy vast areas of forests, grasslands, and homes, leading to habitat loss for wildlife.
- Smoke and air pollution from wildfires can cause respiratory problems and health issues for people living nearby.
- Erosion may occur in burned areas, affecting soil fertility and water quality.

5. Volcanic Eruptions:

Characteristics:

- Volcanic eruptions occur when magma, gas, and ash are expelled from a volcano's vent or fissure.
- They can be explosive or effusive, depending on the magma's viscosity and gas content.

Effects:

- Lava flows can destroy everything in their path, including homes and vegetation.
- Ash clouds can disrupt air travel and pose respiratory risks to nearby communities.
- Pyroclastic flows, fast-moving hot gases and debris, can cause devastating impacts.

Learners in their groups discuss the impact of natural disasters on human lives, economies, and ecosystems.

Encourage learners to share any personal experiences or stories they may have heard or read about regarding natural disasters.

Discuss the importance of preparedness and emergency planning in dealing with natural disasters.

Assessment

I. What is a natural disaster?

	2. Name three different examples of natural disasters. 3. Describe the impact of a hurricane on coastal areas. 4. Explain how earthquakes are caused. 5. What are some effects of flooding on communities and the environment?	
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. <u>Homework</u> Assign learners to create posters or presentations on disaster preparedness plans for a specific type of natural disaster.	

Week Ending: 21-07-2023		DAY:	Subject: Social Studies	
Duration: 60MINS			Strand: Environment	
Class: B8		Class Size:		Sub Strand: Natural Disasters
Content Standard: B8.1.3.2. Demonstrate understanding of natural disasters and their management		Indicator: B8.1.3.2.1. Discuss natural disasters		Lesson: 2 OF 2
Performance Indicator: Learners can discuss natural disasters			Core Competencies: CP 5.1: CC 8.1: CC 8.1: CC 9.1: CP 5.2: CC	
References: Social Studies Curriculum Pg. 45-47				
Keywords: earthquakes, hurricanes, floods, wildfires, volcanic eruptions, tsunamis				
Phase/Duration	Learners Activities			Resources
PHASE 1: STARTER	Revise with learners on the previous lesson. Share performance indicators with learners and introduce the lesson.			
PHASE 2: NEW LEARNING	Introduce the main causes of natural disasters, such as tectonic activity, weather patterns, and climatic phenomena. Explain how earthquakes are caused by the movement of tectonic plates, hurricanes by warm ocean waters, floods by heavy rainfall or rapid snowmelt, and volcanic eruptions by the release of pressure from magma beneath the Earth's surface. <i>1. Tectonic Activity:</i> - <i>Earthquakes: These occur due to the movement and interaction of tectonic plates. When stress builds up along a fault line and is released suddenly, it results in seismic activity.</i> - <i>Volcanic Eruptions: Volcanoes form where tectonic plates converge or diverge. When molten rock (magma) rises to the surface, it can lead to explosive eruptions or effusive lava flows.</i> <i>2. Weather Patterns:</i> - <i>Hurricanes/Cyclones/Typhoons: These intense storms form over warm ocean waters, fueled by evaporating water and releasing large amounts of energy. They are influenced by factors like sea surface temperatures, atmospheric conditions, and wind patterns.</i> - <i>Floods: Heavy rainfall, often associated with severe weather events like tropical storms, can overwhelm drainage systems and cause rivers to overflow their banks.</i> - <i>Droughts: Extended periods of abnormally low precipitation can result in drought conditions, leading to water scarcity, crop failure, and ecological imbalances.</i> <i>3. Climatic Phenomena:</i> - <i>Heatwaves: Extended periods of excessively high temperatures, often caused by a combination of atmospheric conditions, urbanization, and climate change.</i>			Images or videos of different natural disasters

	- <i>Cold Waves: Prolonged periods of extremely cold temperatures, resulting from air masses moving from Polar Regions or other factors.</i> - <i>Wildfires: Dry and hot weather conditions, combined with ignition sources like lightning strikes or human activities, can lead to the rapid spread of wildfires.</i> Discuss how human activities, such as deforestation, urbanization, and climate change, can also exacerbate the impact of some natural disasters. Divide learners into small groups and assign each group a specific natural disaster to focus on. Instruct the groups to research and present on the causes and effects of their assigned natural disaster. Encourage learners to consider both the immediate impacts and the long-term consequences of the disaster on the affected communities and environment. <u>Assessment</u> 1. How can deforestation contribute to the occurrence and severity of natural disasters? 2. Discuss the role of climate change in influencing natural disasters. 3. Why is it important to be prepared for natural disasters? 4. How can communities mitigate the effects of natural disasters? 5. Share one personal story or experience related to a natural disaster and its impact.	
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. <u>Homework</u> Assign learners to create posters or presentations on disaster preparedness plans for a specific type of natural disaster.	

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WEEKLY LESSON NOTES

WEEK 5

Week Ending: 28-07-2023		DAY:	Subject: Social Studies
Duration: 60MINS			Strand: Environment
Class: B8	Class Size:		Sub Strand: Natural Disasters
Content Standard: B8.1.3.2. Demonstrate understanding of natural disasters and their management		Indicator: B8.1.3.2.1. Discuss natural disasters	Lesson: 1 OF 2
Performance Indicator: Learners can describe the effects of flooding on the environment			Core Competencies: CP 5.1: CC 8.1: CC 8.1: CC 9.1: CP 5.2: CC
References: Social Studies Curriculum Pg. 45-47			
Keywords:			
Phase/Duration	Learners Activities		Resources
PHASE 1: STARTER	Ask learners if they are familiar with the effects of flooding and its impact on the environment. Share performance indicators with learners.		
PHASE 2: NEW LEARNING	Divide the class into small groups and assign each group a specific aspect to investigate, such as the effects of flooding on soil erosion, water pollution, wildlife habitats, or infrastructure damage. Provide resources for research and guide learners to gather information on their assigned topic. Have each group present their findings to the rest of the class. After each presentation, facilitate a class discussion to analyze and reflect on the effects of flooding on the environment. Explain to learners that they will be carrying out a project to raise awareness in the community about the need for flood control measures and careful planning of new development. Brainstorm ideas as a class for the project, such as creating posters, organizing a community event, or designing informational brochures. Assign roles and responsibilities within each group for project implementation. Allocate time for learners to work on their projects in their assigned groups. Provide necessary art supplies and materials for creating posters, brochures, or other awareness materials.		Pictures and Charts

	Have each group present their completed project to the class. <u>Assessment</u> Define the term "flooding" in your own words. List three potential effects of flooding on the environment. a. _____ b. _____ c. _____ Choose one aspect of flooding's impact on the environment (e.g., soil erosion, water pollution, wildlife habitats, infrastructure damage). Explain how flooding can affect this aspect. Why is it important to address flood control measures and careful planning of new development?	
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.	

Week Ending: 28-07-2023		DAY:	Subject: Social Studies
Duration: 60MINS			Strand: Environment
Class: B8		Class Size:	Sub Strand: Natural Disasters
Content Standard: B8.1.3.2. Demonstrate understanding of natural disasters and their management		Indicator: B8.1.3.2.1. Discuss natural disasters	Lesson: 2 OF 2
Performance Indicator: Learners can describe the effects of flooding on the environment			Core Competencies: CP 5.1: CC 8.1: CC 8.1: CC 9.1: CP 5.2: CC
References: Social Studies Curriculum Pg. 45-47			
Keywords:			
Phase/Duration	Learners Activities		Resources
PHASE 1: STARTER	Ask learners if they are familiar with the effects of flooding and its impact on the environment. Share performance indicators with learners.		
PHASE 2: NEW LEARNING	Divide the class into small groups and assign each group a specific aspect to investigate, such as the effects of flooding on soil erosion, water pollution, wildlife habitats, or infrastructure damage. Provide resources for research and guide learners to gather information on their assigned topic. Have each group present their findings to the rest of the class. After each presentation, facilitate a class discussion to analyze and reflect on the effects of flooding on the environment. Explain to learners that they will be carrying out a project to raise awareness in the community about the need for flood control measures and careful planning of new development. Brainstorm ideas as a class for the project, such as creating posters, organizing a community event, or designing informational brochures. Assign roles and responsibilities within each group for project implementation. Allocate time for learners to work on their projects in their assigned groups. Provide necessary art supplies and materials for creating posters, brochures, or other awareness materials. Have each group present their completed project to the class.		Pictures and Charts

	<u>Assessment</u> Define the term "flooding" in your own words. List three potential effects of flooding on the environment. a. _____ b. _____ c. _____ Choose one aspect of flooding's impact on the environment (e.g., soil erosion, water pollution, wildlife habitats, infrastructure damage). Explain how flooding can affect this aspect. Why is it important to address flood control measures and careful planning of new development?	
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.	

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WEEKLY LESSON NOTES

WEEK 6

Week Ending: 04-08-2023	DAY:	Subject: Social Studies
Duration: 60MINS		Strand: Socio-Economic Development
Class: B8	Class Size:	Sub Strand: Social Security & Pension Schemes
Content Standard: B8. 5.2.1. Demonstrate understanding of employer and employee relations in social security and pension	Indicator: B8. 5.2.1.1. Exhibit knowledge on employer and employee relation in social security and pension schemes.	Lesson: I OF 2
Performance Indicator: Learners can exhibit knowledge on employer and employee relation in social security and pension schemes		Core Competencies: CP 5.1: CC 8.1: CC 8.1: CC 9.1: CP 5.2: CC
References: Social Studies Curriculum Pg. 64		
Keywords: Rights, citizen, constitution, responsibilities.		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	Begin the lesson by asking students if they have heard about social security and pension schemes. Write these terms on the board. Engage the students in a brief discussion about what they think social security and pension schemes are and why they might be important. Share performance indicators with learners.	
PHASE 2: NEW LEARNING	Write the terms "Employment," "Employer," and "Employee" on the board. Ask the students to define each term individually or in small groups. Discuss their answers as a class, highlighting the key characteristics of each concept. Explain the responsibilities of employers in relation to social security and pension schemes, including: • Registering employees for social security and pension schemes. • Paying the required contributions regularly and on time. • Maintaining accurate records of employee contributions. • Providing necessary information and documents to employees. Use real-life examples or case studies to illustrate these obligations. Divide the students into small groups.	Pictures and Charts

	Assign each group to discuss the obligations of employees in social security and pension schemes. • Checking the statement of contributions regularly. • Updating personal information and records. • Reporting any discrepancies or issues to the employer or relevant authorities. After the group discussions, ask each group to share their findings with the class. <u>Assessment</u> 1. Question for Concept Explanation: a) Define the term "employment." b) Provide an example of a typical employer-employee relationship. c) Explain the role of an employer in the workplace. 2. Questions on Obligations of an Employer: a) What are some responsibilities of an employer in social security and pension schemes? b) Why is it important for employers to register their employees for social security and pension schemes? c) What consequences might an employer face for not fulfilling their obligations in these schemes?	
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.	

Week Ending: 04-08-2023		DAY:	Subject: Social Studies	
Duration: 60MINS			Strand: Socio-Economic Development	
Class: B8		Class Size:	Sub Strand: Social Security & Pension Schemes	
Content Standard: B8. 5.2.1.Demonstrate understanding of employer and employee relations in social security and pension		Indicator: B8. 5.2.1.1. Exhibit knowledge on employer and employee relation in social security and pension schemes.		Lesson: 2 OF 2
Performance Indicator: Learners can exhibit knowledge on employer and employee relation in social security and pension schemes			Core Competencies: CP 5.1: CC 8.1: CC 8.1: CC 9.1: CP 5.2: CC	
References: Social Studies Curriculum Pg. 64				
Keywords: Rights, citizen, constitution, responsibilities.				
Phase/Duration	Learners Activities			Resources
PHASE 1: STARTER	Revise with learners on the previous lesson. Share performance indicators with learners and introduce the lesson.			
PHASE 2: NEW LEARNING	Explain to the students that employer-employee relations refer to the interactions and contractual agreements between employers and employees in the workplace. Highlight that social security and pension schemes are significant aspects of these relations. Discuss the benefits employers provide through social security and pension schemes, such as retirement benefits, healthcare coverage, and financial security. Explain the responsibilities of employers, including making regular contributions to the schemes, ensuring compliance with relevant laws, and maintaining accurate employee records. Explain the benefits employees receive from social security and pension schemes, such as retirement income, disability benefits, and healthcare coverage. Discuss the responsibilities of employees, including making their contributions to the schemes, reporting any changes in personal information, and adhering to workplace policies. Highlight the significance of these schemes in providing financial stability during retirement and in times of need, such as disability or unemployment. Emphasize that social security and pension schemes promote social welfare and help create a safety net for individuals and society as a whole.			Pictures and Charts

	Explain the role of the government in regulating and overseeing social security and pension schemes to ensure their effectiveness and fairness. Discuss how the government establishes laws, sets contribution rates, monitors compliance, and provides assistance or benefits to eligible individuals. <u>Assessment</u> I. Questions on Obligations of an Employee: a) Name two obligations of an employee in social security and pension schemes. b) Why is it important for employees to check their statement of contributions regularly? c) How can an employee update their records in social security and pension schemes?	
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.	

THIRD TERM

WEEKLY LESSON NOTES

WEEK 7

Week Ending: 11-08-2023	DAY:	Subject: Social Studies
Duration: 60MINS		Strand: Socio-Economic Development
Class: B8	Class Size:	Sub Strand: Social Security & Pension Schemes
Content Standard: B8. 5.2.1. Demonstrate understanding of employer and employee relations in social security and pension	Indicator: B8. 5.2.1.1. Exhibit knowledge on employer and employee relation in social security and pension schemes.	Lesson: 1 OF 2
Performance Indicator: Learners can exhibit knowledge on employer and employee relation in social security and pension schemes		Core Competencies: CP 5.1: CC 8.1: CC 8.1: CC 9.1: CP 5.2: CC
References: Social Studies Curriculum Pg. 64		
Keywords: Rights, citizen, constitution, responsibilities.		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	Begin the lesson by asking students if they have heard about social security and pension schemes. Write these terms on the board. Engage the students in a brief discussion about what they think social security and pension schemes are and why they might be important. Share performance indicators with learners.	
PHASE 2: NEW LEARNING	Write the terms "Employment," "Employer," and "Employee" on the board. Ask the students to define each term individually or in small groups. Discuss their answers as a class, highlighting the key characteristics of each concept. Explain the responsibilities of employers in relation to social security and pension schemes, including: • Registering employees for social security and pension schemes. • Paying the required contributions regularly and on time. • Maintaining accurate records of employee contributions. • Providing necessary information and documents to employees. Use real-life examples or case studies to illustrate these obligations. Divide the students into small groups.	Pictures and Charts

	Assign each group to discuss the obligations of employees in social security and pension schemes. • Checking the statement of contributions regularly. • Updating personal information and records. • Reporting any discrepancies or issues to the employer or relevant authorities. After the group discussions, ask each group to share their findings with the class. <u>Assessment</u> 1. Question for Concept Explanation: a) Define the term "employment." b) Provide an example of a typical employer-employee relationship. c) Explain the role of an employer in the workplace. 2. Questions on Obligations of an Employer: a) What are some responsibilities of an employer in social security and pension schemes? b) Why is it important for employers to register their employees for social security and pension schemes? c) What consequences might an employer face for not fulfilling their obligations in these schemes?	
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.	

Week Ending: 11-08-2023		DAY:	Subject: Social Studies
Duration: 60MINS			Strand: Socio-Economic Development
Class: B8	Class Size:		Sub Strand: Social Security & Pension Schemes
Content Standard: B8. 5.2.1.Demonstrate understanding of employer and employee relations in social security and pension		Indicator: B8. 5.2.1.1. Exhibit knowledge on employer and employee relation in social security and pension schemes.	Lesson: 2 OF 2
Performance Indicator: Learners can exhibit knowledge on employer and employee relation in social security and pension schemes			Core Competencies: CP 5.1: CC 8.1: CC 8.1: CC 9.1: CP 5.2: CC
References: Social Studies Curriculum Pg. 64			
Keywords: Rights, citizen, constitution, responsibilities.			
Phase/Duration	Learners Activities		Resources
PHASE 1: STARTER	Revise with learners on the previous lesson. Share performance indicators with learners and introduce the lesson.		
PHASE 2: NEW LEARNING	Explain to the students that employer-employee relations refer to the interactions and contractual agreements between employers and employees in the workplace. Highlight that social security and pension schemes are significant aspects of these relations. Discuss the benefits employers provide through social security and pension schemes, such as retirement benefits, healthcare coverage, and financial security. Explain the responsibilities of employers, including making regular contributions to the schemes, ensuring compliance with relevant laws, and maintaining accurate employee records. Explain the benefits employees receive from social security and pension schemes, such as retirement income, disability benefits, and healthcare coverage. Discuss the responsibilities of employees, including making their contributions to the schemes, reporting any changes in personal information, and adhering to workplace policies. Highlight the significance of these schemes in providing financial stability during retirement and in times of need, such as disability or unemployment. Emphasize that social security and pension schemes promote social welfare and help create a safety net for individuals and society as a whole.		Pictures and Charts

	Explain the role of the government in regulating and overseeing social security and pension schemes to ensure their effectiveness and fairness. Discuss how the government establishes laws, sets contribution rates, monitors compliance, and provides assistance or benefits to eligible individuals. <u>Assessment</u> I. Questions on Obligations of an Employee: a) Name two obligations of an employee in social security and pension schemes. b) Why is it important for employees to check their statement of contributions regularly? c) How can an employee update their records in social security and pension schemes?	
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.	

THIRD TERM
WEEKLY LESSON NOTES
WEEK 8

Week Ending: 18-08-2023		DAY:		Subject: Social Studies	
Duration: 60MINS				Strand: Socio-Economic Development	
Class: B8		Class Size:		Sub Strand: Tourism	
Content Standard: B8.5.3.1. Evaluate tourism as an important economic sector for national development		Indicator: B8.5.3.1.1. Assess the importance of tourism to socio-economic development of Ghana			Lesson: 1 OF 2
Performance Indicator: Learners can identify key tourist sites in Ghana and understand their contribution to the nation's socio-economic development.				Core Competencies: CP 5.1: CC 8.1: CC 8.1: CC 9.1: CP 5.2: CC	
References: Social Studies Curriculum Pg. 65					
Keywords: Rights, citizen, constitution, responsibilities.					
Phase/Duration	Learners Activities				Resources
PHASE 1: STARTER	Revise with learners to review their understanding in the previous lesson. Start with a group discussion on tourism, its importance, and how it can impact a country's economy. Share performance indicators with learners.				
PHASE 2: NEW LEARNING	Divide learners into groups. Let each group research a specific tourist site in Ghana, then present to the class about its significance, historical background, and contribution to the local and national economy. <i>1. Cape Coast Castle: A historic fort and UNESCO World Heritage Site, Cape Coast Castle is a poignant reminder of Ghana's slave trade history. Visitors can explore its dungeons and learn about the dark history of the transatlantic slave trade.</i> <i>2. Kakum National Park: Known for its famous canopy walkway, Kakum National Park offers visitors a thrilling experience walking among the treetops of the rainforest. It's also home to diverse flora and fauna.</i> <i>3. Mole National Park: Ghana's largest wildlife reserve, Mole National Park, provides opportunities for safari tours to see elephants, antelopes, baboons, and other animals in their natural habitat.</i> <i>4. Lake Volta: As one of the world's largest artificial lakes, Lake Volta is a popular destination for water sports, fishing, and boat cruises. It offers stunning views and a peaceful atmosphere.</i>				Pictures and Charts

5. *Elmina Castle: Another historic castle and UNESCO World Heritage Site, Elmina Castle, was the first European structure built in sub-Saharan Africa. It served as a trading post for European nations engaged in the gold and slave trades.*

6. *Kwame Nkrumah Mausoleum: A memorial to Ghana's first president, Kwame Nkrumah, the mausoleum is a significant landmark in the capital city, Accra.*

7. *Wli Waterfalls: Located in the Volta Region, Wli Waterfalls is the highest waterfall in Ghana and a popular hiking destination.*

8. *Cape Three Points: The southernmost point of Ghana's coastline, Cape Three Points, offers beautiful beaches, fishing villages, and opportunities for water activities.*

9. *Busua Beach: A serene beach town on Ghana's Atlantic coast, Busua Beach is known for its laid-back atmosphere and surfing opportunities.*

10. *Makola Market: Located in Accra, Makola Market is a bustling and vibrant open-air market where visitors can experience Ghanaian culture and shop for local goods.*

Discuss the role of tourism in Ghana's socio-economic development, focusing on job creation, revenue generation, cultural preservation, and infrastructure development.

1. Economic Impact:

- *Revenue Generation: Tourism contributes significantly to Ghana's GDP. Tourists spend money on accommodations, food, souvenirs, and services, injecting considerable foreign exchange into the economy.*
- *Job Creation: The tourism industry creates jobs in various sectors such as hospitality, travel, and tour companies. This reduces unemployment and raises household incomes.*
- *Stimulating Local Businesses: The demand created by tourists stimulates the growth of local industries, like handicrafts and food production.*

2. Social Impact:

- *Preservation of Culture and Heritage: Tourism often leads to a renewed focus on preserving local traditions, cultural sites, and heritage structures that attract tourists. This helps keep the local culture alive and thriving.*
- *Infrastructure Development: Tourist influx often necessitates infrastructure development, such as roads, public transportation, and facilities like hotels and restaurants, which also benefits local communities.*
- *Education and Awareness: Interaction between tourists and local communities can lead to mutual understanding and respect, fostering cultural exchange and learning.*

3. Environmental Impact:

- *Promoting Conservation: Eco-tourism has become more popular, and places like national parks, wildlife reserves, and other natural attractions draw tourists, which encourages conservation efforts.*

	• <i>Environmental Awareness: Tourism can help to raise awareness about the importance of preserving the natural environment.</i> Assessment 1. Name three popular tourist sites in Ghana and provide a brief description of each. 2. How does tourism contribute to the socio-economic development of Ghana? 3. Discuss the role of one tourist site in the local and national economy of Ghana. 4. How does the preservation of cultural heritage through tourism contribute to socio-economic development? 5. How does tourism affect job creation in Ghana?	
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.	

Week Ending: 18-08-2023		DAY:	Subject: Social Studies
Duration: 60MINS			Strand: Socio-Economic Development
Class: B8		Class Size:	Sub Strand: Tourism
Content Standard: B8.5.3.1. Evaluate tourism as an important economic sector for national development		Indicator: B8.5.3.1.1. Assess the importance of tourism to socio-economic development of Ghana	Lesson: I OF 2
Performance Indicator: Learners can compare and contrast the development and impact of tourism in different countries.			Core Competencies: CP 5.1: CC 8.1: CC 8.1: CC 9.1: CP 5.2: CC
References: Social Studies Curriculum Pg. 66			
Keywords: Rights, citizen, constitution, responsibilities.			
Phase/Duration	Learners Activities		Resources
PHASE 1: STARTER	Revise with learners to review their understanding in the previous lesson. Share performance indicators with learners.		
PHASE 2: NEW LEARNING	Discuss the development of tourism in Kenya and the United Kingdom, using pictures. Explain how tourism contributes to each country's socio-economic development, focusing on factors like job creation, revenue generation, and cultural exchange. Divide learners into two groups. One group will compare the development of tourism in Ghana and Kenya, while the other will compare Ghana and the United Kingdom. Each group will consider factors like the number and diversity of tourist attractions, government support for tourism, and the impact of tourism on the local and national economy. Have each group present their findings. Follow this with a class discussion on the similarities and differences in how each country develops and benefits from tourism. <u>Assessment</u> 1. Compare the development of tourism in Ghana and Kenya. What are some similarities and differences? 2. Compare the development of tourism in Ghana and the United Kingdom. What are some similarities and differences? 3. How does the impact of tourism on the economy of Kenya compare to its impact on the economy of Ghana?		Pictures and Charts

	4. How does the impact of tourism on the economy of the United Kingdom compare to its impact on the economy of Ghana? 5. What are some strategies that Ghana could adopt from Kenya or the United Kingdom to further develop its tourism sector?	
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.	

THIRD TERM

WEEKLY LESSON NOTES

WEEK 9

Week Ending: 25-08-2023	DAY:	Subject: R.M.E
Duration: 60MINS		Strand: Socio-Economic Development
Class: B8	Class Size:	Sub Strand: Tourism
Content Standard: B8.5.3.1. Evaluate tourism as an important economic sector for national development	Indicator: B8.5.3.1.1. Assess the importance of tourism to socio-economic development of Ghana	Lesson: 1 OF 2
Performance Indicator: Learners can assess the importance of tourism to socio-economic development of Ghana		Core Competencies: CP 5.2: CP 6 .3 CC 9.1: CC 9.3: CC 9.4:
References: R.M.E Curriculum Pg. 64		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	Revise with learners to review their understanding in the previous lesson. Share performance indicators with learners.	
PHASE 2: MAIN	Briefly introduce the specific significance of tourism in Ghana, giving examples of popular tourist attractions in the country such as the Kakum National Park, Cape Coast Castle, and Lake Volta. Divide learners into small groups and ask them to discuss and list the ways they think tourism might contribute to the socio-economic development of Ghana. After the groups have discussed, have a representative from each group present their ideas. Write these ideas on the board for everyone to see. Present a mini-lecture discussing the ways in which tourism contributes to the socio-economic development of Ghana. Discuss the creation of jobs, increase in foreign exchange earnings, infrastructure development, and preservation of cultural heritage. Compare the learners' initial ideas with the information in the mini-lecture, noting similarities and differences. Distribute printed case studies about tourism in Ghana. Ask the learners to analyze the case studies in their groups and identify ways in which the tourism industry has positively affected socio-economic development.	Pictures and charts

	After the group work, conduct a class discussion on the case studies. Ask each group to present their findings and facilitate a class discussion. <u>Assessment</u> What is tourism and why is it important to a country's socio-economic development? List three ways in which tourism contributes to the socio-economic development of Ghana. Name three popular tourist attractions in Ghana and explain how each one contributes to the country's socio-economic development.	
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.	

Week Ending: 25-08-2023	DAY:	Subject: R.M.E
Duration: 60MINS		Strand: Socio-Economic Development
Class: B8	Class Size:	Sub Strand: Tourism
Content Standard: B8.5.3.1. Evaluate tourism as an important economic sector for national development	Indicator: B8.5.3.1.1. Assess the importance of tourism to socio-economic development of Ghana	Lesson: 2 OF 2
Performance Indicator: Learners can assess the importance of tourism to socio-economic development of Ghana		Core Competencies: CP 5.2: CP 6.3 CC 9.1: CC 9.3: CC 9.4:
References: R.M.E Curriculum Pg. 64		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	Revise with learners to review their understanding in the previous lesson. Share performance indicators with learners.	
PHASE 2: MAIN	Show a short video about how tourism can boost local economies. Explain the various ways in which tourism contributes to socio-economic development including: • <i>Employment creation</i> • <i>Foreign exchange earnings</i> • <i>Infrastructure development</i> • <i>Promotion of local arts, culture, and heritage</i> • <i>Enhancement of international relations and cooperation</i> Present case studies of where tourism has significantly impacted socio-economic development. Ask learners to analyze the case studies in small groups, identifying key points of how tourism has led to socio-economic development. Open a class discussion on the potential risks or drawbacks associated with a tourism-dependent economy (e.g., seasonal unemployment, cultural erosion, environmental damage).	Pictures and charts
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.	

THIRD TERM

WEEKLY LESSON NOTES

WEEK 10

Week Ending: 01-09-2023	DAY:	Subject: R.M.E
Duration: 60MINS		Strand: Socio-Economic Development
Class: B8	Class Size:	Sub Strand: Tourism
Content Standard: B8.5.3.1. Evaluate tourism as an important economic sector for national development	Indicator: B8.5.3.1.1. Assess the importance of tourism to socio-economic development of Ghana	Lesson: 1 OF 2
Performance Indicator: Learners can assess the importance of tourism to socio-economic development of Ghana		Core Competencies: CP 5.2: CP 6 .3 CC 9.1: CC 9.3: CC 9.4:
References: R.M.E Curriculum Pg. 64		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	Revise with learners to review their understanding in the previous lesson. Share performance indicators with learners.	
PHASE 2: MAIN	Briefly introduce the specific significance of tourism in Ghana, giving examples of popular tourist attractions in the country such as the Kakum National Park, Cape Coast Castle, and Lake Volta. Divide learners into small groups and ask them to discuss and list the ways they think tourism might contribute to the socio-economic development of Ghana. After the groups have discussed, have a representative from each group present their ideas. Write these ideas on the board for everyone to see. Present a mini-lecture discussing the ways in which tourism contributes to the socio-economic development of Ghana. Discuss the creation of jobs, increase in foreign exchange earnings, infrastructure development, and preservation of cultural heritage. Compare the learners' initial ideas with the information in the mini-lecture, noting similarities and differences. Distribute printed case studies about tourism in Ghana. Ask the learners to analyze the case studies in their groups and identify ways in which the tourism industry has positively affected socio-economic development. After the group work, conduct a class discussion on the case studies. Ask each group to present their findings and facilitate a class discussion.	Pictures and charts

	<u>Assessment</u> 1. How does tourism stimulate local businesses in Ghana? 2. Can you provide an example of a local business in Ghana that benefits from tourism? 3. How has tourism played a role in preserving Ghana's culture and heritage? 4. Name a cultural or historical site in Ghana that has been maintained or restored thanks to tourism revenue.	
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. <u>Homework</u> 1. Despite its benefits, tourism can also pose challenges. What are some potential socio-economic challenges Ghana might face due to its reliance on tourism? 2. How has the Ghanaian government addressed fluctuations in tourist numbers, especially in off-peak seasons?	

Week Ending: 01-09-2023	DAY:	Subject: R.M.E
Duration: 60MINS		Strand: Socio-Economic Development
Class: B8	Class Size:	Sub Strand: Tourism
Content Standard: B8.5.3.1. Evaluate tourism as an important economic sector for national development	Indicator: B8.5.3.1.1. Assess the importance of tourism to socio-economic development of Ghana	Lesson: 2 OF 2
Performance Indicator: Learners can assess the importance of tourism to socio-economic development of Ghana		Core Competencies: CP 5.2: CP 6.3 CC 9.1: CC 9.3: CC 9.4:
References: R.M.E Curriculum Pg. 64		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	Revise with learners to review their understanding in the previous lesson. Share performance indicators with learners.	
PHASE 2: MAIN	Show a short video about how tourism can boost local economies. Explain the various ways in which tourism contributes to socio-economic development including: • <i>Employment creation</i> • <i>Foreign exchange earnings</i> • <i>Infrastructure development</i> • <i>Promotion of local arts, culture, and heritage</i> • <i>Enhancement of international relations and cooperation</i> Present case studies of where tourism has significantly impacted socio-economic development. Ask learners to analyze the case studies in small groups, identifying key points of how tourism has led to socio-economic development. Open a class discussion on the potential risks or drawbacks associated with a tourism-dependent economy (e.g., seasonal unemployment, cultural erosion, environmental damage). <u>Assessment</u> 1. How does tourism contribute directly to Ghana's Gross Domestic Product (GDP)? 2. Name three tourist attractions in Ghana that are significant contributors to the country's tourism revenue. 3. In which sectors has tourism created job opportunities in Ghana? 4. How does the tourism industry affect the employment rate in the country?	Pictures and charts
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. <u>Homework</u> 1. How does the influx of tourists influence the development of infrastructure in Ghana? 2. Provide an example of a piece of infrastructure (e.g., road, airport, hotel) that was developed or improved to cater to tourists. 3. Name a national park or protected area in Ghana that benefits from eco-tourism. 4. How does tourism support community development in Ghana? 5. Are there any community-led tourism initiatives in Ghana? Provide an example.	
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THIRD TERM WEEKLY LESSON NOTES WEEK 11

REVISION AND END OF TERM ASSESSMENT

Week Ending: 08-09-2023	DAY:	Subject: Social Studies
Duration: 60MINS		Strand: Strands for the term
Class: B8	Class Size:	Sub Strand: Sub strands for the term
Content Standard: Demonstrate knowledge and understanding in the topics treated so far.	Indicator: Recall and summarize all what they have learnt within the term	Lesson: 1 OF 2
Performance Indicator: Learners can recall and summarize all what they have learnt within the term		Core Competencies: CP 5.2: CP 6 .3 CC 9.1: CC 9.3: CC 9.4:
References: Social Studies Curriculum Pg. 64		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	Revise with learners to review their understanding in the previous lesson. Share performance indicators with learners.	
PHASE 2: MAIN	Learners in their groups assess the significance of weather and climate to the environment. Present various examples of natural disasters, such as earthquakes, hurricanes, floods, wildfires, volcanic eruptions, and tsunamis. Show images or videos of these disasters to help learners visualize their impact and consequences. Discuss the unique characteristics and effects of each type of natural disaster. Revise with learners to define each term individually or in small groups. Discuss their answers as a class, highlighting the key characteristics of each concept. Explain the responsibilities of employers in relation to social security and pension schemes <u>Assessment</u> 1. What is a natural disaster? 2. Name three different examples of natural disasters. 3. Describe the impact of a hurricane on coastal areas. 4. Define the term "employment."	Pictures and charts

	5. Provide an example of a typical employer-employee relationship. 6. Explain the role of an employer in the workplace.	
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.	

Week Ending: 14-09-2023		DAY:	Subject: Social Studies	
Duration: 60MINS			Strand: Strands for the term	
Class: B8		Class Size:		Sub Strand: Sub strands for the term
Content Standard: Demonstrate knowledge and understanding in the topics treated so far.			Indicator: Preparation towards vacation	
			Lesson: 2 OF 2	
Performance Indicator: Learners can answer all end of term assessment questions in their exercise books.				Core Competencies: CP 5.2: CP 6 .3 CC 9.1: CC 9.3: CC 9.4:
References: Social Studies Curriculum Pg. 64				
Phase/Duration	Learners Activities			Resources
PHASE 1: STARTER	Ask learners to bring and display all the materials needed for the assessment. Educate them on the consequences of examination mal practice.			Exercise books, pen, pencils, erasers, Answer sheets.
PHASE 2: MAIN	Engage learners to arrange themselves properly to sit for the assessment test. Mark learners answer sheets or exercise books. Fill in learner’s SBA books and report cards. Distribute learners answer sheets or exercise books for feedback.			SBA, Assessment Questions and exercise books.