

LESSON PLANS FOR JUNIOR HIGH SCHOOLS

GHANAIAN LANGUAGE

BASIC

9

TERM

1

- Weekly forecast
- Detailed lesson plans



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FIRST TERM GHANAIAI LANGUAGE LESSON NOTES – BASIC 9

SCHEME OF LEARNING – TERM I

WEEKS	STRAND	SUB STRANDS	INDICATORS	RESOURCES
1	Customs & Institutions	Marriage Rites	B9.1.1.1.1	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library
2	Customs & Institutions	Marriage Rites	B9.1.1.1.1	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library
3	Customs & Institutions	Naming Systems B9.1.2.1.	B9.1.2.1.1	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library
4	Customs & Institutions	Naming Systems B9.1.2.1.	B9.1.2.1.1	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library
5	Listening & Speaking	Conversation	B9.2.1.1.2	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library
6	Listening & Speaking	Conversation	B9.2.1.1.2	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library
7	Reading	Reading	B9.3.1.1.2	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library



8	Reading	Reading	B9.3.1.1.2	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library
9	Language & Usage	Adjectives	B9.4.2.2.1	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library
10	Language & Usage	Adjectives	B9.4.2.2.1	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library
11	Composition Writing	Narrative Writing	B9.5.1.1.1	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library
12	Literature	Drum, Horn, Xylophone, Prose, Poetry and Drama	B9.6.1.1.1	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library



FIRST TERM
WEEKLY LESSON NOTES – B9
WEEK 1

Week Ending:	Day:	Subject: Ghanaian Language	
Duration: 60MINS		Strand: Customs & Institutions	
Class: B9	Class Size:	Sub Strand: Marriage Rites	
Content Standard: B9.1.1.1 Demonstrate an understanding of marriage of their culture and compare with other cultures of Ghana		Indicator: B9.1.1.1.1 Discuss the processes involved in performing marriage rites in their culture	Lesson: 1 of 1
Performance Indicator: Learners can discuss the processes involved in performing marriage rites in their culture		Core Competencies: CC 7.3: CC 8.2: DL 5.3:	
Reference: Ghanaian Language Curriculum Pg. 49			
New words : Marriage, Rite, Customary, Ceremony			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	<p>Present a slideshow of images showcasing various traditional Ghanaian wedding ceremonies.</p> <p>Ask learners to describe what they see and any experiences they might have had or heard about related to Ghanaian marriage ceremonies.</p> <p>Share performance indicators with learners and introduce the lesson.</p>		
PHASE 2: NEW LEARNING	<p>Initiate a class discussion on what marriage means, not just in the context of Ghanaian culture, but globally.</p> <p>Explore the various reasons people get married and the significance of marriage as a societal institution.</p> <p>Provide learners with a short text or passage detailing the processes and customs of a traditional Ghanaian marriage ceremony.</p> <p>After reading, engage in a group discussion, allowing learners to share their thoughts, reflections, and any related personal stories or experiences.</p> <p>Introduce learners to the different types of marriages in Ghana.</p> <p>Discuss the unique customs, rituals, and significance of each type. Use visuals or videos when available to provide learners with a vivid understanding.</p>	<p>Word cards, sentence cards, letter cards, handwriting on a manila card and a class library</p>	



	<p><u>Assessment</u></p> <ol style="list-style-type: none"> 1. What is marriage, and why is it an important institution in many cultures around the world? 2. Name two types of marriages commonly practiced in Ghana. 3. How might a customary marriage in Ghana differ from a civil marriage? 	
<p>PHASE 3: REFLECTION</p>	<p>Sum up the lesson by emphasizing the cultural richness of Ghanaian marriage traditions and the importance of understanding and respecting diverse customs and practices</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 2

Week Ending:	Day:	Subject: Ghanaian Language
Duration: 60MINS		Strand: Customs & Institutions
Class: B9	Class Size:	Sub Strand: Marriage Rites
Content Standard: B9.1.1.1 Demonstrate an understanding of marriage of their culture and compare with other cultures of Ghana		Indicator: B9.1.1.1.1 Discuss the processes involved in performing marriage rites in their culture.
		Lesson: 1 of 1
Performance Indicator: Learners can discuss the processes involved in performing marriage rites in their culture		Core Competencies: Communication and Collaboration (CC), Cultural Identity and Global Citizenship (CG)
Reference: Ghanaian Language Curriculum Pg. 49		
New words: Rite, Ceremony, Tradition, Significance		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	Display various images representing different marriage rites from the learners' culture.	
	Ask learners to discuss what they see and share any personal stories or experiences they may have related to the rites depicted	
PHASE 2: NEW LEARNING	Share performance indicators with learners and introduce the lesson.	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library
	Brainstorming learners to identify and list various marriage rites from their culture, encouraging them to recall details from family events, stories, or community practices.	
	After listing, each group should select one rite and describe it in detail.	
	Have a class discussion, allowing each group to present the rite they chose and their description.	
	Facilitate a discussion about how each rite is performed, the elements involved, and any particular customs or practices linked to that rite.	
Prompt learners to reflect on the importance and significance of the marriage rites. Why have these rites been maintained for so long? What values or beliefs are they rooted in?		
Allow learners to share their thoughts, emphasizing the cultural importance and the underlying meanings behind each rite.		



	<p><u>Assessment</u></p> <ol style="list-style-type: none"> 1. Name two marriage rites commonly practiced in our culture. 2. Why do you think marriage rites are so important in our culture? 3. How does the community or family play a role in the performance of these rites? 	
<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: Ghanaian Language	
Duration: 60MINS		Strand: Customs & Institutions	
Class: B9	Class Size:	Sub Strand: Marriage Rites	
Content Standard: B9.1.1.1 Demonstrate an understanding of marriage of their culture and compare with other cultures of Ghana		Indicator: B9.1.1.2 Compare and contrast the marriage rites in their culture to other cultures in Ghana.	Lesson: 1 of 1
Performance Indicator: Learners can appreciate the diversity and richness of traditions within Ghana.		Core Competencies: Communication and Collaboration (CC), Cultural Identity and Global Citizenship (CG)	
Reference: Ghanaian Language Curriculum Pg. 50			
New words: Rite, Ceremony, Tradition, Significance, Culture, Diversity			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	<p>Display photos of traditional marriage ceremonies from different cultures in Ghana.</p> <p>Ask learners, "What do you observe in these pictures? Can you guess which culture each photo represents?"</p> <p>Share performance indicators with learners and introduce the lesson.</p>		
PHASE 2: NEW LEARNING	<p>Divide learners into groups and assign each group a specific Ghanaian culture (aside from their own).</p> <p>Each group will research the marriage rites of their assigned culture, focusing on the main rituals, symbols, and significance.</p> <p>Groups present their findings, and classmates can ask questions or share personal experiences related to the presented culture.</p> <p>Learners to list elements of their own cultural marriage rites in one column and the elements of another Ghanaian culture in another column.</p> <p>Guide learners to come up with the similarities and differences.</p> <p>Facilitate a discussion about the importance of recognizing and respecting diverse traditions within Ghana.</p> <p>Discuss what the similarities and differences in marriage rites reveal about broader cultural values and connections.</p>	Word cards, sentence cards, letter cards,	
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>		



Week Ending:		Day:	Subject: Ghanaian Language
Duration: 60MINS		Strand: Customs & Institutions	
Class: B9	Class Size:		Sub Strand: Marriage Rites
Content Standard: B9.1.1.1 Demonstrate an understanding of marriage of their culture and compare with other cultures of Ghana		Indicator: B9.1.1.1.2 Compare and contrast the marriage rites in their culture to other cultures in Ghana.	Lesson: 1 of 1
Performance Indicator: Learners can appreciate the diversity and richness of traditions within Ghana.		Core Competencies: Communication and Collaboration (CC), Cultural Identity and Global Citizenship (CG)	
Reference: Ghanaian Language Curriculum Pg. 50			
New words: Rite, Ceremony, Tradition, Significance, Culture, Diversity			
Phase/Duration	Learners Activities		Resources
PHASE 1: STARTER	<p>Begin with a "Cultural Wedding Traditions" activity. Show learners images, videos, or descriptions of wedding ceremonies from different cultures within Ghana.</p> <p>Ask them to observe and note the similarities and differences they see in these traditions.</p> <p>Share performance indicators with learners and introduce the lesson.</p>		
PHASE 2: NEW LEARNING	<p>Discuss the significance of marriage and marriage rites in Ghanaian culture. Explain that these rites may vary between different ethnic groups.</p> <p>Show learners images, videos, or descriptions of wedding ceremonies from diverse Ghanaian cultures.</p> <p>Have learners work in pairs or small groups to observe and note the similarities and differences they see in these cultural traditions.</p> <p>Ask each group to present their findings to the class, highlighting the common elements and unique aspects of the wedding traditions they studied.</p> <p>Engage the class in a discussion about the observed similarities and differences in marriage rites between cultures.</p> <p>Discuss how these traditions reflect the cultural diversity within Ghana.</p>		Word cards, sentence cards, letter cards,
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>		



Week Ending:	Day:	Subject: Ghanaian Language
Duration: 60MINS		Strand: Customs & Institutions
Class: B9	Class Size:	Sub Strand: Marriage Rites
Content Standard: B9.1.1.1 Demonstrate an understanding of marriage of their culture and compare with other cultures of Ghana	Indicator: B9.1.1.3 Compare and contrast the traditional marriage rites to the contemporary marriage rites and dramatize both.	Lesson: 1 of 1
Performance Indicator: Learners can compare and contrast traditional and contemporary marriage rites, culminating in a dramatization in the Ghanaian language.		Core Competencies: Communication and Collaboration (CC), Cultural Identity and Global Citizenship (CG)
Reference: Ghanaian Language Curriculum Pg. 50		
New words: Rite, Ceremony, Tradition, Significance, Culture, Diversity, Contemporary		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Begin by discussing the importance of marriage in Ghanaian culture.</p> <p>Introduce key words related to marriage and ask learners to share any traditional or contemporary marriage practices they are familiar with.</p> <p>Share performance indicators with learners and introduce the lesson.</p>	
PHASE 2: NEW LEARNING	<p>Divide learners into small groups and provide information on traditional and contemporary marriage rites.</p> <p>Ask them to research and list the key components, customs, and significance of each type.</p> <p>Facilitate a class discussion where each group presents their findings.</p> <p>Encourage learners to ask questions and discuss the similarities and differences they observe.</p> <p>Explain the concept of dramatization and its role in understanding cultural practices.</p> <p>Assign roles to learners for dramatizing both traditional and contemporary marriage rites.</p> <p>Allow them to use the Ghanaian language in their dialogue.</p>	Word cards, sentence cards, letter cards,
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>	



WEEK 3

Week Ending:	Day:	Subject: Ghanaian Language
Duration: 60MINS		Strand: Customs & Institutions
Class: B9	Class Size:	Sub Strand: Naming Systems
Content Standard: B9.1.2.1. Exhibit knowledge of the understanding and application of circumstantial, reincarnation and deity names		Indicator: B9.1.2.1.1 Identify and discuss circumstances that result in naming children in their community
		Lesson: 1 of 1
Performance Indicator: Learners can explore the concept of circumstantial names and understand how circumstances or events can influence the naming of people, places, or things.		Core Competencies: CC 7.3: CC 8.2: DL 5.3
Reference: Ghanaian Language Curriculum Pg. 51		
New words: Circumstantial, Etymology, Lexicon, Nomenclature		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Begin the lesson by sharing an interesting story about how someone or something got its name due to a specific circumstance.</p> <p>Ask learners to share any personal experiences or stories they know about names being influenced by circumstances.</p> <p>Facilitate a brief class discussion on the significance of names and the potential impact of circumstances on naming.</p> <p>Share performance indicators with learners and introduce the lesson.</p>	
PHASE 2: NEW LEARNING	<p>Define circumstantial names and provide examples from various contexts (literature, history, pop culture).</p> <p>Discuss the idea that names often carry stories or meanings related to specific events or situations.</p> <p>Introduce key vocabulary words related to the lesson.</p> <p>Divide learners into small groups.</p> <p>Provide each group with examples of circumstantial names and ask them to analyze the circumstances that led to those names.</p> <p>Encourage discussion on the cultural, historical, or personal significance of each name.</p> <p>Each group shares their findings with the class.</p> <p>Facilitate a discussion on common themes or patterns observed in circumstantial names.</p>	Examples of circumstantial names from literature, history, or current events.



	<p>Encourage learners to express their opinions on the impact of naming in different contexts.</p> <p>In pairs or small groups, learners create their own circumstantial names for fictional characters, places, or objects.</p> <p>Discuss the reasons behind their choices and the imagined circumstances that led to those names.</p> <p>Learners present their creations to the class, fostering creativity and critical thinking.</p> <p><u>Assessment</u></p> <ol style="list-style-type: none"> 1. Can you identify a circumstantial name from the examples provided? Explain the circumstances behind it. 2. How might circumstantial names contribute to preserving cultural or historical stories? 3. In your opinion, why do some individuals or groups choose circumstantial names for themselves or their organizations? 4. Share a circumstantial name you find intriguing and explain its significance. 	
<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: Ghanaian Language	
Duration: 60MINS		Strand: Customs & Institutions	
Class: B9	Class Size:	Sub Strand: Naming Systems	
Content Standard: B9.1.2.1. Exhibit knowledge of the understanding and application of circumstantial, reincarnation and deity names		Indicator: B9.1.2.1.1 Identify and discuss circumstances that result in naming children in their community	Lesson: 1 of 1
Performance Indicator: Learners can explore and analyze circumstantial names by examining examples and discussing the significance of such names in different contexts.		Core Competencies: CC 7.3: CC 8.2: DL 5.3	
Reference: Ghanaian Language Curriculum Pg. 51			
New words: Cultural Heritage, Significance, Etymology, Circumstantial			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	<p>Begin the lesson with a brief discussion on the importance of names.</p> <p>Ask learners to reflect on the significance of their own names or any names they find intriguing.</p> <p>Facilitate a class discussion on the impact names can have on identity and perception.</p> <p>Share performance indicators with learners and introduce the lesson.</p>		
PHASE 2: NEW LEARNING	<p>Define circumstantial names and provide examples from various contexts (literature, history, pop culture).</p> <p>Discuss the idea that names often carry stories or meanings related to specific events or situations.</p> <p>Introduce key vocabulary words related to the lesson.</p> <p>Divide learners into small groups.</p> <p>Provide each group with examples of circumstantial names and ask them to analyze the circumstances that led to those names.</p> <p>Encourage discussion on the cultural, historical, or personal significance of each name.</p> <p>Each group shares their findings with the class. Facilitate a discussion</p>	Examples of circumstantial names from literature, history, or current events.	



	<u>Assessment</u> In your opinion, why do some individuals or groups choose circumstantial names for themselves or their organizations?	
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 4

Week Ending:	Day:	Subject: Ghanaian Language
Duration: 60MINS		Strand: Customs & Institutions
Class: B9	Class Size:	Sub Strand: Naming Systems
Content Standard: B9.1.2.1. Exhibit knowledge of the understanding and application of circumstantial, reincarnation and deity names		Indicator: B9.1.2.1.2 Discuss reincarnation names and their meanings.
		Lesson: 1 of 1
Performance Indicator: Learners can identify reincarnation names and explore their meanings		Core Competencies: CC 7.3: CC 8.2: DL 5.3
Reference: Ghanaian Language Curriculum Pg. 51		
New words: Singular, Reincarnation, Cultural, Nuances, Linguistic, Symbolism		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Begin with a reflective activity. Ask learners to think about the stories or meanings behind their own names.</p> <p>In small groups, learners can share their reflections and discuss any cultural or family significance attached to their names.</p> <p>Share a few interesting name stories as a whole class.</p> <p>Share performance indicators with learners and introduce the lesson.</p>	
PHASE 2: NEW LEARNING	<p>Define reincarnation and explain the concept of names being passed down through generations.</p> <p>Introduce examples of reincarnation names from various cultures, briefly discussing the significance attached to such names.</p> <p>Divide the class into small groups and provide each group with a list of reincarnation names.</p> <p>Instruct groups to research and discuss the meanings and cultural contexts associated with the names.</p> <p>Encourage them to explore linguistic nuances and any symbolic significance.</p> <p>Each group presents their findings, discussing the meanings and cultural nuances of the selected reincarnation names.</p> <p>Use the whiteboard or chart paper to highlight key points and common themes across different cultures.</p>	List of reincarnation names from different cultures.



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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Week Ending:		Day:	Subject: Ghanaian Language
Duration: 60MINS		Strand: Customs & Institutions	
Class: B9	Class Size:		Sub Strand: Naming Systems
Content Standard: B9.1.2.1. Exhibit knowledge of the understanding and application of circumstantial, reincarnation and deity names		Indicator: B9.1.2.1.2 Discuss reincarnation names and their meanings.	Lesson: 1 of 1
Performance Indicator: Learners can explore cultural, religious, and historical aspects related to reincarnation names.			Core Competencies: CC 7.3: CC 8.2: DL 5.3
Reference: Ghanaian Language Curriculum Pg. 51			
New words: Reincarnation, Naming Systems, Beliefs, Culture, Religion, Tradition			
Phase/Duration	Learners Activities		Resources
PHASE 1: STARTER	<p>Begin the lesson with an engaging and thought-provoking question: "Have you ever wondered why some cultures or religions have specific naming traditions, especially those related to reincarnation?"</p> <p>Allow learners to share their initial thoughts and experiences related to names, and if they have any knowledge about naming traditions connected to reincarnation.</p> <p>Share performance indicators with learners and introduce the lesson.</p>		
PHASE 2: NEW LEARNING	<p>Introduce the concept of reincarnation names, explaining that in some societies, individuals may be given names that reflect a belief in the cyclical nature of life and rebirth.</p> <p>Discuss the potential significance of these names and why they hold importance in certain cultures.</p> <p>Present case studies or examples of different cultures or religions that have specific naming traditions related to reincarnation.</p> <p>Guide learners through analyzing the significance of these names and how they are linked to cultural or religious beliefs.</p> <p>Divide the class into small groups. Assign each group a specific culture or religion known for reincarnation naming traditions.</p> <p>Instruct them to research and create a short presentation highlighting the significance of reincarnation names in that particular culture or religion.</p>		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library



	<p>Pair up learners and provide each pair with a set of reflective questions.</p> <p>Instruct them to discuss and reflect on the similarities and differences they discovered in the naming traditions of different cultures or religions.</p> <p>Assign a writing task where learners individually write a short essay or reflection on the significance of reincarnation names, drawing from the case studies and group presentations.</p> <p>Encourage them to express their opinions and insights based on the information learned.</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: Ghanaian Language	
Duration: 60MINS		Strand: Customs & Institutions	
Class: B9	Class Size:	Sub Strand: Naming Systems	
Content Standard: B9.1.2.1. Exhibit knowledge of the understanding and application of circumstantial, reincarnation and deity names		Indicator: B9.1.2.1.3 Identify and discuss deity names.	Lesson: 1 of 1
Performance Indicator: Learners can explore the cultural circumstances behind giving deity names to newborns and discuss the significance of these names in various African cultures.		Core Competencies: CC 7.3: CC 8.2: DL 5.3	
Reference: Ghanaian Language Curriculum Pg. 52			
New words: Ethnic groups, Rituals, Heritage, Identity, Significance			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	<p>Begin with a map activity where learners locate and mark the regions associated with the listed ethnic groups (Akan, Dagaare, Dagbani, Dangme, Ewe, Ga, Gonja, Nzema, Kasem).</p> <p>Discuss the diversity of cultures within Ghana and introduce the concept of deity names.</p> <p>Share performance indicators with learners and introduce the lesson.</p>		
PHASE 2: NEW LEARNING	<p>Discuss the significance of deity names.</p> <p>Define deity names and provide examples from different Ghanaian cultures.</p> <p>E.g. • Akan: Tutu, Antoa, etc • Dagaare: Gyebuni, Kala • Dagbani: Yabdo, Tidoo • Dangme: Agbee, Nadu • Ewe: Afram, Klu • Ga: Nai, Dzan • Gonja: Kipo, Lansa • Nzema: Tanoɛ, Botokule • Kasem: Kukula</p> <p>Discuss the cultural practices surrounding the naming of newborns in these ethnic groups.</p> <p>Show images or videos that highlight naming ceremonies.</p> <p>Divide learners into small groups, assigning each group one ethnic group from the list.</p>	<p>Word cards, sentence cards, letter cards, handwriting on a manila card and a class library</p>	



	<p>Ask them to research and create a short presentation on the circumstances and rituals related to giving deity names in that culture.</p> <p>Each group presents its findings. Facilitate a discussion on the commonalities and differences in the naming practices across cultures.</p> <p>Highlight the cultural significance of deity names in fostering a connection between individuals and their heritage.</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 5

Week Ending:	DAY:	Subject: Ghanaian Language	
Duration: 50MINS		Strand: Listening & Speaking	
Class: B9	Class Size:	Sub Strand: Conversation	
Content Standard: B9.2.1.1 Demonstrate use of appropriate language orally in specific situations		Indicator: B9.2.1.1.1 Use appropriate register in everyday communication (informal and formal) with diverse partners on grade-level topics/ texts/issues.	Lesson: 1 OF 1
Performance Indicator: Learners can use appropriate register in everyday communication		Core Competencies: Communication and Collaboration (CC), Cultural Identity and Global Citizenship (CG)	
References: Ghanaian Language Curriculum Pg. 55			
New words: Register, Slang, Jargon, Formality			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	<p>Play two short audio clips: one of a formal news broadcast and another of teenagers talking casually.</p> <p>Ask learners to identify the differences and discuss their first impressions of each.</p> <p>Share the performance indicators with learners</p>	<p>Word cards, sentence cards, letter cards, handwriting on a manila card and a class library</p>	
PHASE 2: NEW LEARNING	<p>Create a list of commonly used slang words and jargon (both local and international). Examples could include "LOL", "selfie", or "app" for slang and "RAM", "download", or "cache" for jargon.</p> <p>Discuss the meaning and context of each term. Highlight that while these terms are accepted in certain situations, they may not be understood or appropriate in all contexts.</p> <p>Provide learners with different everyday scenarios — some that require formal language and others where slang or jargon would be more fitting.</p> <p>Allow learners to role-play conversations for each scenario, emphasizing the use of appropriate register.</p> <p><u>Assessment</u> Give an example of a slang term and explain a situation where it might be inappropriate to use it.</p>		
PHASE 3: REFLECTION	<p>Reinforce the idea that language is flexible and adapting one's language to suit different situations is key to effective communication. Emphasize the importance of being aware of one's audience and context when choosing words.</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>	
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WEEK 6

Week Ending:	DAY:	Subject: Ghanaian Language
Duration: 50MINS		Strand: Listening & Speaking
Class: B9	Class Size:	Sub Strand: Conversation
Content Standard: B9.2.1.1 Demonstrate use of appropriate language orally in specific situations	Indicator: B9.2.1.1.1 Use appropriate register in everyday communication (informal and formal) with diverse partners on grade-level topics/ texts/issues.	Lesson: 1 OF 1
Performance Indicator: Learners can apply their understanding by creating and acting out scenes that utilize both registers.		Core Competencies: Communication and Collaboration (CC), Cultural Identity and Global Citizenship (CG)
References: Ghanaian Language Curriculum Pg. 55		
New words: Register, Formal, Informal, Communication		

Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Display the keywords on the whiteboard or chart paper. Ask learners to discuss in pairs or small groups their understanding of each keyword and share examples.</p> <p>Lead a short class discussion, clarifying definitions and providing examples.</p> <p>Share the performance indicators with learners</p>	
PHASE 2: NEW LEARNING	<p>Ask learners to recall situations where they heard or used formal language (e.g., at a school assembly, during a presentation).</p> <p>Discuss instances where informal language is used (e.g., chatting with friends).</p> <p>Present example texts that use formal and informal registers. Discuss with learners the differences they observe.</p> <p>Ask;</p> <ul style="list-style-type: none"> • "Can you remember another example from a book or movie where characters switched between formal and informal speech?" • "Why do you think it's essential to switch between formal and informal registers in different situations?" • "How would you rewrite a formal sentence into an informal one and vice versa?" <p><u>Assessment</u> Divide learners into small groups. Each group should create a short scene on a provided topic/text/issue. Characters in their scenes should use both formal and informal registers, illustrating the difference between the two.</p>	<p>Word cards, sentence cards, letter cards, handwriting on a manila card and a class library</p>



	Each group presents their scene to the class. After each presentation, have a short discussion pointing out the uses of formal and informal registers and the appropriateness of each in the context of the scene.	
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:	DAY:	Subject: Ghanaian Language	
Duration: 50MINS		Strand: Listening & Speaking	
Class: B9	Class Size:	Sub Strand: Conversation	
Content Standard: B9.2.1.1 Demonstrate use of appropriate language orally in specific situations	Indicator: B9.2.1.1.2 Ask questions that link the ideas of several speakers and respond to others' questions in a discussion		Lesson: 1 OF 1
Performance Indicator: Learners can respond effectively to questions posed by their peers during discussions.		Core Competencies: Communication and Collaboration (CC), Cultural Identity and Global Citizenship (CG)	
References: Ghanaian Language Curriculum Pg. 55			
New words: Register, Formal, Informal, Communication			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	<p>Begin by playing a short clip from a panel discussion or debate where multiple people share their opinions on a topic. After watching.</p> <p>Ask learners: "How did participants in the discussion connect or react to each other's points? What would you ask to link their ideas further?"</p> <p>Share the performance indicators with learners</p>		
PHASE 2: NEW LEARNING	<p>Split learners into small groups. Assign each member a specific viewpoint or stance on a pre-selected topic (e.g., bush fires, corruption, sanitation, energy conservation, 'galamsey', corona virus, Gender Equality and Social Inclusion).</p> <p>One person in each group is designated the "Linker." Their responsibility is to listen carefully and try to bridge or link the ideas of the different speakers.</p> <p>After the discussion, groups reflect on the role of the "Linker" and how they helped connect various points.</p> <p>As a class, review the challenges and successes experienced by the "Linkers."</p> <p>Highlight the importance of active listening and its role in effectively linking ideas and formulating responses.</p> <p>Each student writes down one viewpoint on a provided topic.</p> <p>As each student reads their viewpoint aloud, other learners practice formulating and asking questions that link to a previous speaker's point or challenge the current speaker, promoting a deeper discussion.</p>	<p>Word cards, sentence cards, letter cards, handwriting on a manila card and a class library</p>	



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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Week Ending:		DAY:	Subject: Ghanaian Language
Duration: 50MINS		Strand: Listening & Speaking	
Class: B9		Class Size:	Sub Strand: Conversation
Content Standard: B9.2.1.1 Demonstrate use of appropriate language orally in specific situations		Indicator: B9.2.1.1.2 Ask questions that link the ideas of several speakers and respond to others' questions in a discussion	Lesson: 1 OF 1
Performance Indicator: Learners can respond effectively to questions posed by their peers during discussions.		Core Competencies: Communication and Collaboration (CC), Cultural Identity and Global Citizenship (CG)	
References: Ghanaian Language Curriculum Pg. 55			
New words: Register, Formal, Informal, Communication			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	<p>Begin by playing a short clip from a panel discussion or debate where multiple people share their opinions on a topic. After watching.</p> <p>Ask learners: "How did participants in the discussion connect or react to each other's points? What would you ask to link their ideas further?"</p> <p>Share the performance indicators with learners</p>		
PHASE 2: NEW LEARNING	<p>Split learners into small groups. Assign each member a specific viewpoint or stance on a pre-selected topic (e.g., bush fires, corruption, sanitation, energy conservation, 'galamsey', corona virus, Gender Equality and Social Inclusion).</p> <p>One person in each group is designated the "Linker." Their responsibility is to listen carefully and try to bridge or link the ideas of the different speakers.</p> <p>After the discussion, groups reflect on the role of the "Linker" and how they helped connect various points.</p> <p>As a class, review the challenges and successes experienced by the "Linkers."</p> <p>Highlight the importance of active listening and its role in effectively linking ideas and formulating responses.</p> <p>Each student writes down one viewpoint on a provided topic.</p> <p>As each student reads their viewpoint aloud, other learners practice formulating and asking questions that link to a previous speaker's point or challenge the current speaker, promoting a deeper discussion.</p>	<p>Word cards, sentence cards, letter cards, handwriting on a manila card and a class library</p>	



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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Week Ending:	DAY:	Subject: Ghanaian Language	
Duration: 50MINS		Strand: Listening & Speaking	
Class: B9	Class Size:	Sub Strand: Conversation	
Content Standard: B9.2.1.1 Demonstrate use of appropriate language orally in specific situations	Indicator: B9.2.1.1.3 Use appropriate language orally to discuss grade-level national issues fluently		Lesson: 1 OF 1
Performance Indicator: Learners can use appropriate language orally to discuss grade-level national issues fluently.		Core Competencies: Communication and Collaboration (CC), Cultural Identity and Global Citizenship (CG)	
References: Ghanaian Language Curriculum Pg. 56			
New words: Register, Formal, Informal, Communication			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	<p>Set up stations around the classroom with news articles or video clips on various grade-level national issues.</p> <p>Assign small groups to each station and provide a few minutes for learners to review the materials. Use the timer to rotate groups to different stations.</p> <p>Share the performance indicators with learners</p>		
PHASE 2: NEW LEARNING	<p>Divide learners into small groups and provide discussion prompts related to national issues.</p> <p>Encourage them to express their opinions using appropriate language. Circulate among groups, facilitating discussions, and providing guidance.</p> <p>Bring the class together for a whole-class reflection.</p> <p>Ask each group to share one key insight or perspective they gained from the discussions.</p> <p>Facilitate a brief class discussion summarizing the main points and encouraging learners to connect the national issues to their lives.</p>	<p>Word cards, sentence cards, letter cards, handwriting on a manila card and a class library</p>	
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>		



WEEK 7

Week Ending:	DAY:	Subject: Ghanaian Language	
Duration:		Strand: Reading	
Class: B9	Class Size:	Sub Strand: Reading	
Content Standard: B9.3.1.1 Read longer passages silently, identify main ideas, answer questions and summarize the passage		Indicator: B9.3.1.1.1 Locate the main and subsidiary points in a range of texts and rewrite logically with accuracy in their own words	Lesson: 1 of 1
Performance Indicator: Learners can read and understand the main ideas in a text		Core Competencies: CC 8.3	
References : Ghanaian Language Curriculum Pg. 60			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	Revise with learners on what was studied in the previous lesson. Share the performance indicators and introduce the lesson.		
PHASE 2: NEW LEARNING	Read and understand a passage of between 200-250 words from different subject areas silently. Identify the main ideas in the passage. Rewrite the ideas logically in their own words. Answer recall, meaning and inferential questions based on the passage	Word cards, sentence cards, letter cards, handwriting on a manila card	
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:	DAY:	Subject: Ghanaian Language
Duration:		Strand: Reading
Class: B9	Class Size:	Sub Strand: Reading
Content Standard: B9.3.1.1 Read longer passages silently, identify main ideas, answer questions and summarize the passage.	Indicator: B9.3.1.1.1 Locate the main and subsidiary points in a range of texts and rewrite logically with accuracy in their own words	Lesson: 1 of 1
Performance Indicator: Learners can read and understand the main ideas in a text		Core Competencies: Communication and Collaboration (CC), Cultural Identity and Global Citizenship (CG)
References : Ghanaian Language Curriculum Pg. 60		
New words: Passage, Main Ideas, Inferential, Recall		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Display the keywords on the whiteboard.</p> <p>Have learners discuss in pairs or small groups what they think each keyword might mean or how they relate to reading.</p> <p>Open the floor for a short class discussion.</p> <p>Share the performance indicators and introduce the lesson.</p>	
PHASE 2: NEW LEARNING	<p>Ask learners to recall a time they had to identify main ideas in a text.</p> <p>Discuss the importance of comprehension and understanding main ideas for better retention and application of information.</p> <p>Distribute the passage to each student. Allow them 5 minutes to read the passage silently.</p> <p>Ask ;</p> <ul style="list-style-type: none"> • "What do you think is the main idea of this passage?" • "How does this relate to something you've learned or experienced before?" • "If you were to explain this passage to someone younger, how would you do it?" <p>Encourage learners to highlight or underline main ideas. In pairs, let them rewrite these main ideas in their own words.</p> <p><u>Assessment</u></p> <ul style="list-style-type: none"> • What is the main idea of the passage in one sentence? • List two important details you found in the passage. • In your own words, describe the significance of the passage's topic. 	<p>Word cards, sentence cards, letter cards, handwriting on a manila card</p>



	<ul style="list-style-type: none">• What is an inferential question you could ask about this passage and provide your answer?	
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 8

Week Ending:	DAY:	Subject: Ghanaian Language	
Duration:		Strand: Reading	
Class: B9	Class Size:	Sub Strand: Reading	
Content Standard: B9.3.2.1 Demonstrate knowledge of translating texts from source language to the target language.		Indicator: B9.3.1.1.2 Summarize passages read in given number of sentences.	Lesson: 1 of 1
Performance Indicator: Learners can summarize passages by distilling key information into a given number of sentences.		Core Competencies: Communication and Collaboration (CC), Cultural Identity and Global Citizenship (CG)	
References : Ghanaian Language Curriculum Pg. 60			
New words: Summarize, Passages, Distill, Conciseness			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	Place several passages around the classroom, each with a different length and complexity.		
	Assign learners to pairs and provide a list of questions related to each passage. Share the performance indicators and introduce the lesson.		
PHASE 2: NEW LEARNING	Divide learners into small groups and provide them with passages to read.	Word cards, sentence	
	Instruct each group to summarize their assigned passage in a given number of sentences (e.g., 3–5 sentences).		
	Emphasize the importance of including essential information while being concise. Each group presents their summary to the class.		
	Encourage learners to exchange summaries within their groups for peer review.		
	Each student provides constructive feedback on conciseness and content. Groups have a short time to revise their summaries based on peer input.		
Ask learners to reflect individually on the summarizing process. What challenges did they encounter, and what strategies were effective?			
Encourage them to consider how summarizing skills can be applied in various contexts.			



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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WEEK 9

Week Ending:	Day:	Subject: Ghanaian Language	
Duration: 60MINS		Strand: Language & Usage	
Class: B9	Class Size:	Sub Strand: Nouns	
Content Standard: B9.4.2.1 Demonstrate knowledge of the use of singular and plural nouns in sentences and passages		Indicator: B9.4.2.1.1 Discuss nouns under singular and plural forms in an increasing and abstract range of texts	Lesson: 1 of 1
Performance Indicator: Learners can identify, classify, and correctly use singular and plural nouns from various texts in both speech and writing.		Core Competencies: CC 7.3: CC 8.2: DL 5.3	
Reference: Ghanaian Language Curriculum Pg. 59			
New words: Singular, Plural, Compound Sentence, Text			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	<p>Display two images: one of a singular item (like one apple) and another of a plural set (like many apples).</p> <p>Ask students: "How would you describe each image using one key word?"</p> <p>Share performance indicators with learners and introduce the lesson.</p>		
PHASE 2: NEW LEARNING	<p>Provide students with a short passage.</p> <p>Have students individually identify nouns in the passage and classify them as singular or plural.</p> <p>Divide students into small groups. Each group is given a set of singular and plural nouns. The groups must construct both simple and compound sentences using their given nouns.</p> <p>Encourage groups to come up with creative, unique sentences.</p> <p>Groups share their sentences with the class. As they present, write some of their sentences on the board and discuss with the class the correct usage of singular and plural forms, especially in compound sentences.</p>	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library	
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>		



Week Ending:	Day:	Subject: Ghanaian Language	
Duration: 60MINS		Strand: Language & Usage	
Class: B9	Class Size:	Sub Strand: Nouns	
Content Standard: B9.4.2.1 Demonstrate knowledge of the use of singular and plural nouns in sentences and passages		Indicator: B9.4.2.1.1 Discuss nouns under singular and plural forms in an increasing and abstract range of texts	Lesson: 1 of 1
Performance Indicator: Learners can identify, classify, and correctly use singular and plural nouns from various texts in both speech and writing.		Core Competencies: CC 7.3: CC 8.2: DL 5.3	
Reference: Ghanaian Language Curriculum Pg. 59			
New words: Singular, Plural, Compound Sentence, Text			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	<p>Display two images: one of a singular item (like one apple) and another of a plural set (like many apples).</p> <p>Ask learners: "How would you describe each image using one key word?"</p> <p>Share performance indicators with learners and introduce the lesson.</p>		
PHASE 2: NEW LEARNING	<p>Provide learners with a short passage.</p> <p>Have learners individually identify nouns in the passage and classify them as singular or plural.</p> <p>Divide learners into small groups. Each group is given a set of singular and plural nouns. The groups must construct both simple and compound sentences using their given nouns.</p> <p>Encourage groups to come up with creative, unique sentences.</p> <p>Groups share their sentences with the class. As they present, write some of their sentences on the board and discuss with the class the correct usage of singular and plural forms, especially in compound sentences.</p>	<p>Word cards, sentence cards, letter cards, handwriting on a manila card and a class library</p>	
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>		



WEEK 10

Week Ending:	Day:	Subject: Ghanaian Language
Duration: 60MINS		Strand: Language & Usage
Class: B9	Class Size:	Sub Strand: Adjectives
Content Standard: B9.4.2.2 Demonstrate knowledge of how adjectives are combined in a sentence.	Indicator: B9.4.2.2.1 Discuss how adjectives follow each other in a sentence	Lesson: 1 of 1
Performance Indicator: Learners can identify, classify, and correctly use singular and plural nouns from various texts in both speech and writing.		Core Competencies: CC 7.3: CC 8.2: DL 5.3
Reference: Ghanaian Language Curriculum Pg. 59		
New words: Modification, Descriptive words, Adjectives, Order of adjectives		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Begin with an engaging activity. Show students an image or a small object and ask them to describe it using as many adjectives as they can.</p> <p>This can be done in pairs or small groups, followed by sharing their descriptions with the class.</p> <p>Share performance indicators with learners and introduce the lesson.</p>	
PHASE 2: NEW LEARNING	<p>Explain that adjectives are words used to describe or modify nouns.</p> <p>Discuss how the order in which adjectives are placed in a sentence can impact the meaning and clarity of the description. Introduce the concept of the natural order of adjectives.</p> <p>Provide students with short texts or sentences that contain adjectives. Ask them to identify and underline the adjectives.</p> <p>Discuss the role of adjectives in enhancing the reader's understanding of the text.</p> <p>Explain the natural order of adjectives in English, which is typically: opinion, size, age, shape, color, origin, material, and purpose (OSASCOMP).</p> <p>Provide examples and discuss how this order is followed in sentences.</p> <p>Encourage students to work in pairs or small groups to create sentences using two or three adjectives to describe a noun. For example, "She wore a beautiful, red dress."</p> <p>Share these sentences with the class and discuss the adjective order.</p>	<p>Word cards, sentence cards, letter cards, handwriting on a manila card and a class library</p>



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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Week Ending:	Day:	Subject: Ghanaian Language	
Duration: 60MINS		Strand: Language & Usage	
Class: B9	Class Size:	Sub Strand: Adjectives	
Content Standard: B9.4.2.2 Demonstrate knowledge of how adjectives are combined in a sentence.		Indicator: B9.4.2.2.1 Discuss how adjectives follow each other in a sentence	
		Lesson: 1 of 1	
Performance Indicator: Learners can identify, classify, and correctly use singular and plural nouns from various texts in both speech and writing.		Core Competencies: CC 7.3: CC 8.2: DL 5.3	
Reference: Ghanaian Language Curriculum Pg. 62			
New words: Modification, Descriptive words, Adjectives, Order of adjectives ²			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	<p>Begin with a brief review of what adjectives are and how they enhance descriptions in writing. Show a simple sentence with one adjective and discuss its impact.</p> <p>Ask learners how they think adding more adjectives can improve the description.</p> <p>Share performance indicators with learners and introduce the lesson.</p>		
PHASE 2: NEW LEARNING	<p>Discuss how the placement of adjectives in a sentence can affect the overall impact.</p> <p>Provide examples of sentences with multiple adjectives. Analyze how adjectives are placed in relation to each other and the noun they modify.</p> <p>Discuss how the order of adjectives can influence the meaning.</p> <p>Guide learners through constructing sentences with multiple adjectives.</p> <p>Encourage them to experiment with different adjective orders to see how it changes the description.</p> <p>Have learners exchange sentences within small groups for peer review.</p> <p>Discuss as a class the different approaches to adjective placement and their impact on the sentences.</p> <p>Assign a creative writing task where learners write a descriptive paragraph about a chosen topic using multiple adjectives.</p> <p>Encourage creativity and the use of vivid language.</p>	Examples of sentences with adjectives	



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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WEEK 11

Week Ending:	DAY:	Subject: Ghanaian Language	
Duration: 50MINS		Strand: Composition Writing	
Class: B9	Class Size:	Sub Strand: Narrative Writing	
Content Standard: B9.5.1.1 Demonstrate knowledge and understanding of the features of the various text types discussed and use the knowledge to write a coherent essay on the text types		Indicator: B9.5.1.1.1 Plan and structure a range of extended texts using paragraphs to show progression from one idea to the next and linking paragraphs using cohesive language	Lesson: 1 OF 1
Performance Indicator: Learners can craft their own narrative essay on the given topic		Core Competencies: Communication and Collaboration (CC), Cultural Identity and Global Citizenship (CG)	
References: Ghanaian Language Curriculum Pg. 63			
New words: Narrative, Structure, Plot, Setting			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	Share a short and exciting excerpt from a popular adventure story or novel.		
	Ask students, "If this was part of a personal narrative essay, what real-life experience could it be describing?" Share the performance indicators with learners		
PHASE 2: NEW LEARNING	Discuss what makes narrative essays unique: telling a story, often from personal experience.	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library	
	Explain the basic structure of a narrative essay: introduction, setting, characters, plot, climax, and conclusion.		
	Prompt students to think about a real or imagined adventure during summer vacation. It could be discovering a hidden cave, meeting someone interesting, or even a day where everything went hilariously wrong.		
	Students jot down key events, characters, and settings they might include in their narrative essay.		
	Encourage students to start drafting their essays. They should focus on a clear beginning, middle, and end, ensuring their narrative flows well and includes descriptive details to engage readers.		
	In pairs, students swap essays and provide feedback, focusing on the clarity of the story, inclusion of key narrative elements, and any areas of improvement.		



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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WEEK 12

Week Ending:	DAY:	Subject: Ghanaian Language	
Duration: 60mins		Strand: Literature	
Class: B9	Class Size:	Sub Strand: Literature	
Content Standard: B9.6.1.1 Demonstrate an understanding of drum language, appellations and war songs		Indicator: B9.6.1.1.1 Explore drum language/appellations and war songs respectively	Lesson: 1 of 1
Performance Indicator: Learners can explore drum language/appellations and war songs respectively		Core Competencies: CC 7.3: CC 8.2: DL 5.3:	
References : Ghanaian Language Curriculum Pg. 65			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	Revise with learners on what was studied in the previous lesson. Share the performance indicators and introduce the lesson.		
PHASE 2: NEW LEARNING	Describe the features of drum language/appellation. Discuss drum language/appellation. Discuss the occasions/situations on/in which drum language/appellation is used. State the importance of drum language/appellation. Appreciate war songs in your language. Discuss the importance of war songs.	Word cards, sentence cards, letter cards, Learners Reading Books	
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:	DAY:	Subject: Ghanaian Language	
Duration: 60mins		Strand: Literature	
Class: B9	Class Size:	Sub Strand: Literature	
Content Standard: B9.6.1.1 Demonstrate an understanding of drum language, appellations and war songs		Indicator: B9.6.1.1.1 Explore drum language/appellations and war songs respectively	Lesson: 1 of 1
Performance Indicator: Learners can explore drum language/appellations and war songs respectively		Core Competencies: CC 7.3: CC 8.2: DL 5.3:	
References : Ghanaian Language Curriculum Pg. 65			
New words: Rhythm, Message, Beat, Culture.			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	<p>Begin by playing a brief drum sequence or war song. Ask learners, "What message or feeling does this convey to you?" Allow a few learners to share their thoughts.</p> <p>Share the performance indicators and introduce the lesson.</p>		
PHASE 2: NEW LEARNING	<p>In small groups, learners discuss occasions or situations where drum language might be used, based on their experience.</p> <p>Each group shares their findings with the class. As a whole, discuss the importance of drum language, focusing on its cultural significance, historical roots, and its role in communication before modern technology.</p> <p>Learners break into pairs or small groups to discuss the role and significance of war songs in various cultures.</p> <p>Each group summarizes their discussion and shares with the class. Conclude with a discussion on how music and rhythm (like drum language and war songs) play a pivotal role in preserving history, culture, and identity.</p>	Word cards, sentence cards, letter cards, Learners Reading Books	
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>		

