

LESSON PLANS FOR JUNIOR HIGH SCHOOLS

SOCIAL STUDIES

BASIC

7

TERM

1

- Weekly forecast
- Detailed lesson plans



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FIRST TERM SOCIAL STUDIES LESSON NOTES – BASIC 7

SCHEME OF LEARNING – TERM I

WEEKS	STRAND	SUB STRAND	CONTENT STAND.	INDICATORS	RESOURCES
1	Environment	Environmental Issues	B7.1.1.1	B7.1.1.1.1.	Posters on poor sanitation practices in the community
2	Environment	Environmental Issues	B7.1.1.1	B7.1.1.1.1.	
3	Environment	Environmental Issues	B7.1.1.1	B7.1.1.1.1.	Posters on ways of managing sanitation problems in the community
4	Environment	Environmental Issues	B7 1.1.2	B7 1.1.2.1.	Posters of pictures showing sources of energy
5	Environment	Environmental Issues	B7 1.1.2	B7 1.1.2.1.	
6	Family Life	Adolescent Reproductive System	B7.2.1.1.1.	B7.2.1.1.1.	Pictures and Videos
7	Family Life	Adolescent Reproductive System	B7.2.1.1.1.	B7.2.1.1.1.	Pictures and Videos
8	Sense of Purpose	Self-Identity	B7.3.1.1.1.	B7.3.1.1.1.	Pictures or videos and charts
9	Socio-Economic Development	Human Resource Development	B7.5.1.1	B7.5.1.1.1.	
10	Socio-Economic Development	Human Resource Development	B7.5.1.1	B7.5.1.1.1.	
11	REVISION				
12	END OF TERM ASSESSMENT & VACATION				



FIRST TERM

WEEK 1

Date:	Period:	Subject: Social Studies	
Duration:		Strand: Environment	
Class: B7	Class Size:	Sub Strand: Environmental Issues	
Content Standard: B7.1.1.1. Demonstrate skills in dealing with environmental challenges		Indicator: B7.1.1.1.1. Examine ways of dealing with sanitation challenges in the environment	Lesson: 1 of 3
Performance Indicator: Learners can identify some environmental problems		Core Competencies: CP 5.1, CC 8.1: CP 5.2: CC 8.1: CP 5.2: CC 7.1:	
References: Social Studies Curriculum Pg.2			
Keywords: Environment, Sanitation			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	<p>Revise with learners to find out what they already know about environmental pollution.</p> <p>Share performance indicators with learners.</p>		
PHASE 2: NEW LEARNING	<p>Learners brainstorm for the meaning of Environment and Sanitation</p> <p><i>The environment consists of the things surrounding us.</i></p> <p><i>Sanitation is keeping places clean and healthy.</i></p> <p>Have learners to identify the types of environment.</p> <p>Engage learners to discuss the physical and social environments and show how each affects the other.</p> <ul style="list-style-type: none"> • Physical – Air, water, land, living organisms etc. • Social – cultural, religious, political, etc. <p>Learners to identify some environmental problems, including poor sanitation.</p> <p><u>Assessment</u></p> <p>1. Define the following</p> <p>a. Environment b. Sanitation</p> <p>2. state the types of environment and give two examples in each case</p>	Posters on poor sanitation practices in the community	
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> <p>Ask learners how the lesson will benefit them in their daily lives.</p>		



FIRST TERM

WEEK 2

Date:	Period:	Subject: Social Studies	
Duration:		Strand: Environment	
Class: B7	Class Size:	Sub Strand: Environmental Issues	
Content Standard: B7.1.1.1. Demonstrate skills in dealing with environmental challenges		Indicator: B7.1.1.1.1. Examine ways of dealing with sanitation challenges in the environment	Lesson: 2 of 3
Performance Indicator: Learners can identify some environmental problems		Core Competencies: CP 5.1, CC 8.1: CP 5.2: CC 8.1: CP 5.2: CC 7.1:	
References: Social Studies Curriculum Pg.2			
Keywords: Environment, Sanitation, cultural practices			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	<p>Revise with learners to find out what they already know about environmental pollution.</p> <p>Share performance indicators with learners.</p>	Posters on poor sanitation practices in the community	
PHASE 2: NEW LEARNING	<p>Teacher takes pupils out to observe some or any of the environmental problems in the community.</p> <p>Engage learners to examine cultural practices and their related problems for sanitation in the community.</p> <p>Discuss the effects of poor sanitation practices.</p> <ul style="list-style-type: none"> • <i>Respiratory diseases</i> • <i>Skin diseases</i> • <i>Destruction of vegetation</i> • <i>Removal of top soil</i> • <i>Removal of vegetation</i> • <i>habitat for animals</i> • <i>Water borne diseases like cholera</i> • <i>Destruction of aquatic life etc</i> <p>Learners to Identify different ways of managing sanitation problems.</p> <ul style="list-style-type: none"> • <i>reducing air pollution</i> • <i>reducing water pollution</i> • <i>protecting the land from degradation</i> <p>Guide learners to embark on a project with the aim of managing sanitation problems in the community.</p> <p>Encourage maximum individual participation in the project. Learners to present their findings in the next lesson.</p>		



	<p><u>Assessment</u></p> <ol style="list-style-type: none"> 1. describe the types and causes of environmental degradation. 2. explain four effects of environmental degradation 3. explain three ways by which the environment can be protected 	
<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> <p>Ask learners how the lesson will benefit them in their daily lives.</p>	



FIRST TERM

WEEK 3

Date:	Period:	Subject: Social Studies
Duration:		Strand: Environment
Class: B7	Class Size:	Sub Strand: Environmental Issues
Content Standard: B7.1.1.1. Demonstrate skills in dealing with environmental challenges		Indicator: B7.1.1.1.1. Examine ways of dealing with sanitation challenges in the environment
		Lesson: 3 of 3
Performance Indicator: Learners can identify some environmental problems		Core Competencies: CP 5.1, CC 8.1: CP 5.2: CC 8.1: CP 5.2: CC 7.1:
References: Social Studies Curriculum Pg.2		
Keywords: Environment, Sanitation, cultural practices		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Revise with learners to find out what they already know about environmental pollution.</p> <p>Share performance indicators with learners.</p>	Posters on poor sanitation practices in the community
PHASE 2: NEW LEARNING	<p>Teacher takes pupils out to observe some or any of the environmental problems in the community.</p> <p>Engage learners to examine cultural practices and their related problems for sanitation in the community.</p> <p>Discuss the effects of poor sanitation practices.</p> <ul style="list-style-type: none"> • <i>Respiratory diseases</i> • <i>Skin diseases</i> • <i>Destruction of vegetation</i> • <i>Removal of top soil</i> • <i>Removal of vegetation</i> • <i>habitat for animals</i> • <i>Water borne diseases like cholera</i> • <i>Destruction of aquatic life etc</i> <p>Learners to Identify different ways of managing sanitation problems.</p> <ul style="list-style-type: none"> • <i>reducing air pollution</i> • <i>reducing water pollution</i> • <i>protecting the land from degradation</i> <p>Guide learners to embark on a project with the aim of managing sanitation problems in the community.</p> <p>Encourage maximum individual participation in the project. Learners to present their findings in the next lesson.</p> <p><u>Assessment</u> I. describe the types and causes of environmental degradation.</p>	




	2. explain four effects of environmental degradation 3. explain three ways by which the environment can be protected	
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. Ask learners how the lesson will benefit them in their daily lives.	



FIRST TERM

WEEK 4

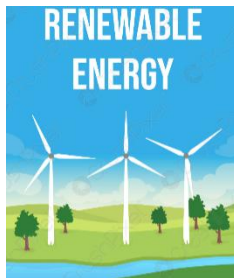
Date:	Period:	Subject: Social Studies
Duration:		Strand: Environment
Class: B7	Class Size:	Sub Strand: Environmental Issues
Content Standard: B7.1.1.2 Examine the sources of energy and demonstrate the skills of conserving energy in Ghana		Indicator: B7 1.1.2.1. Examine the sources of energy
Performance Indicator: Learners can describe the various sources of energy		Lesson:
References: Social Studies Curriculum Pg.6		Core Competencies: CP 5.1, CC 8.1: CP 5.2: CC 8.1: CP 5.2: CC 7.1:
Keywords:		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Revise with learners to find out what they already know about sources of energy.</p> <p>Share performance indicators with learners.</p>	
PHASE 2: NEW LEARNING	<p>Brainstorm learners to explain the meaning of energy. <i>Energy is the ability to do work.</i></p> <p>Through the use of internet, videos or pictures, let learners describe the sources of energy in Ghana, including fuel wood, hydro, solar and thermal. Example:</p> <ol style="list-style-type: none"> I. Solar or Sun energy, Wind energy, Biogas or Biomass energy, Geothermal energy, Water energy, fire wood or charcoal, nuclear energy, fossil fuels and batteries. <div style="text-align: center;">  <p style="display: flex; justify-content: space-around; font-size: small;"> SOLAR HYDRO WIND </p> <p style="display: flex; justify-content: space-around; font-size: small;"> TIDAL GEO THERMAL BIOMASS </p> </div> <p>In groups, learners categorize sources of energy into renewable and non-renewable.</p>	Posters and charts on sources of energy



	<p>Renewable sources of energy are those that are <i>inexhaustible or unlimited in nature.</i> <i>Example: Solar or Sun energy, Wind energy, Biogas or Biomass energy, Geothermal energy, Water energy</i></p> <p>non-renewable sources of energy are those sources that are <i>exhaustible or limited in supply</i> <i>example: fire wood or charcoal, nuclear energy, fossil fuels and batteries</i></p> <p><u>Assessment</u></p> <ol style="list-style-type: none"> 1. Define energy. 2. What is renewable source of energy? 3. List four sources of energy that can e replenished 4. What is non-renewable source of energy? 	
<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> <p>Ask learners how the lesson will benefit them in their daily lives.</p>	



Date:	Period:	Subject: Social Studies
Duration:		Strand: Environment
Class: B7	Class Size:	Sub Strand: Environmental Issues
Content Standard: B7.1.1.2 Examine the sources of energy and demonstrate the skills of conserving energy in Ghana	Indicator: B7 1.1.2.1. Examine the sources of energy	Lesson:
Performance Indicator: Learners can describe the various sources of energy	Core Competencies: CP 5.1, CC 8.1: CP 5.2: CC 8.1: CP 5.2: CC 7.1:	
References: Social Studies Curriculum Pg.6		
Keywords:		
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	<p>Guide learners to examine the benefits of using renewable energy.</p> <p>Example:</p> <ul style="list-style-type: none"> • <i>Generating energy that produces no greenhouse gas emissions from fossil fuels and reduces some types of air pollution</i> • <i>Diversifying energy supply and reducing dependence on imported fuels.</i> • <i>Creating economic development and jobs in manufacturing, installation, and more.</i> <p>Have learners examine the benefits of using non-renewable energy sources.</p> <p>Example:</p> <ul style="list-style-type: none"> • <i>Non-renewable resources are high in in energy.</i> • <i>Huge profits can be generated in the mining of coal, selling of oil or the construction of natural gas pipelines.</i> • <i>These resources are easy to use whether in a home or anywhere.</i> <p>In groups, let learners discuss and design posters to show how different sources of energy are used.</p>	Posters and charts on sources of energy



	<p><u>Assessment</u></p> <ol style="list-style-type: none"> 1. State three benefits of using non-renewable energy sources 2. State three benefits of using renewable energy sources 	
<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> <p>Ask learners how the lesson will benefit them in their daily lives.</p>	



FIRST TERM

WEEK 5

Date:	Period:	Subject: Social Studies
Duration:		Strand: Environment
Class: B7	Class Size:	Sub Strand: Environmental Issues
Content Standard: B7.1.1.2 Examine the sources of energy and demonstrate the skills of conserving energy in Ghana		Indicator: B7 1.1.2.1. Examine the sources of energy
Performance Indicator: Learners can describe the use of energy		Lesson:
References: Social Studies Curriculum Pg.6		Core Competencies: CP 5.1, CC 8.1: CP 5.2: CC 8.1: CP 5.2: CC 7.1:
Keywords: imports, energy		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Revise with learners to review their understanding in the previous lesson.</p> <p>Share performance indicators with learners.</p>	
PHASE 2: NEW LEARNING	<p>Begin by discussing with learners the role of the sun and its importance to life on earth.</p> <p>Ask the following questions: (a) what is the sun? (b) What are some of the ways through which the earth benefits from the sun?</p> <p>Learners perform outdoor activities to illustrate the importance of the sun.</p> <p>Guide learners to know other major uses of the sun to the earth.</p> <p>Learners outline everyday uses of the sun</p> <p>In groups, let learners discuss how the sun or wind can be used to heat or perform work.</p> <p>Through group discussion, come out with ways of using energy.</p> <p>In groups, discuss why Ghana sometimes imports energy.</p> <p><u>Assessment</u></p> <ol style="list-style-type: none"> 5. Define energy. 6. What is renewable source of energy? 7. List four sources of energy that can replenished. 8. What is non-renewable source of energy? 9. Write three uses of the sun 	Posters and charts on sources of energy
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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Date:	Period:	Subject: Social Studies	
Duration:		Strand: Environment	
Class: B7	Class Size:	Sub Strand: Environmental Issues	
Content Standard: B7.1.1.2 Examine the sources of energy and demonstrate the skills of conserving energy in Ghana		Indicator: B7 1.1.2.1. Examine the sources of energy	Lesson:
Performance Indicator: Learners can describe how to use energy efficiently in the home		Core Competencies: CP 5.1, CC 8.1: CP 5.2: CC 8.1: CP 5.2: CC 7.1:	
References: Social Studies Curriculum Pg.6			
Keywords: gadgets,			
Phase/Duration	Learners Activities		Resources
PHASE 1: STARTER	<p>Revise with learners to review their understanding in the previous lesson.</p> <p>Share performance indicators with learners.</p>		
PHASE 2: NEW LEARNING	<p>Learners mention names of things that use electricity in the home.</p> <p>Brainstorm with learners to come out with how they use the electrical gadgets.</p> <p>Learners talk about what will happen if electrical gadgets are not switched off when not in use.</p> <p>Elaborate on and link learners' ideas with the issue of power outages and crisis which come as a result of the efficient use of electricity in our homes and industries.</p> <p>Learners, in a think-pair-share activity, identify how they can use electricity efficiently in the home, community and school. e.g. ironing in bulk, putting off television sets and freezers when ironing, using energy-efficient bulbs and other electrical gadgets with higher energy efficient ratings: (more stars imply higher energy efficiency).</p> <p><u>Assessment</u></p> <ol style="list-style-type: none"> 3. State three benefits of using non-renewable energy sources 4. State three benefits of using renewable energy sources 5. State three ways of using energy efficiently 		<p>Posters and charts on sources of energy</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. Ask learners how the lesson will benefit them in their daily lives.	
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WEEK 6

Date:	Period:	Subject: Social Studies
Duration:		Strand: FAMILY LIFE
Class: B7	Class Size:	Sub Strand: Adolescent Reproductive Health
Content Standard: B7.2.1.1. Demonstrate understanding of adolescent behavior and reproductive health issues		Indicator: B7.2.1.1.1. Examine issues on adolescent behavior and reproductive health
Performance Indicator: Learners can explain concept of adolescence and reproductive health		Lesson:
References: Social Studies Curriculum Pg.12		Core Competencies: CP 5.1: CC 8.1: CC 9.1: CC 8.1: CC 9.1
Keywords: adolescence, reproductive health, chastity		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Recap with learners to find out what they already know about adolescence.</p> <p>Share performance indicators and introduce the lesson.</p>	
PHASE 2: NEW LEARNING	<p>Learners brainstorm for the meaning of adolescence and Reproductive Health</p> <p>Guide learners to explain the concepts:</p> <p>i. Adolescence - Adolescence is the process through which an individual makes the gradual transition from childhood to adulthood. The period lasts between 10-19 years.</p> <p>ii. Reproductive Health - Reproductive health is a state of complete physical, mental and social wellbeing in all matters relating to the reproductive system and to its functions and processes.</p> <p>Guide learners to discuss adolescent behaviors, including chastity that would support reproductive health.</p> <p>Learners in groups, discuss why healthy behavior during adolescence is important, both for the individual and for the country as a whole.</p> <p><u>Assessment</u></p> <p>1. Explain the following</p> <p>i. Adolescence ii. Reproductive Health</p> <p>2. Ask learners to write four benefits of chastity to the adolescent/society</p>	<p>Pictures, video and charts</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. Ask learners how the lesson will benefit them in their daily lives.	
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Date:	Period:	Subject: Social Studies	
Duration:		Strand: FAMILY LIFE	
Class: B7	Class Size:	Sub Strand: Adolescent Reproductive Health	
Content Standard: B7.2.1.1. Demonstrate understanding of adolescent behavior and reproductive health issues		Indicator: B7.2.1.1.1. Examine issues on adolescent behavior and reproductive health	Lesson:
Performance Indicator: Learners can explain concept of adolescence and reproductive health		Core Competencies: CP 5.1: CC 8.1: CC 9.1: CC 8.1: CC 9.1	
References: Social Studies Curriculum Pg.12			
Keywords: adolescence, reproductive health, chastity			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	Recap with learners to find out what they already know about adolescence. Share performance indicators and introduce the lesson.		
PHASE 2: NEW LEARNING	Revise with learners for the meaning of adolescence and Reproductive Health Let learners to explain the concepts: i. Adolescence - Adolescence is the process through which an individual makes the gradual transition from childhood to adulthood. The period lasts between 10-19 years. ii. Reproductive Health - Reproductive health is a state of complete physical, mental and social wellbeing in all matters relating to the reproductive system and to its functions and processes. Guide learners to discuss adolescent behaviors, including chastity that would support reproductive health. Learners in groups, discuss why healthy behavior during adolescence is important, both for the individual and for the country as a whole. <u>Assessment</u> 1. Explain the following i. Adolescence ii. Reproductive Health 2. Ask learners to write four benefits of chastity to the adolescent/society	Pictures, video 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. Ask learners how the lesson will benefit them in their daily lives.	
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WEEK 7

Date:	Period:	Subject: Social Studies
Duration:		Strand: FAMILY LIFE
Class: B7	Class Size:	Sub Strand: Adolescent Reproductive Health
Content Standard: B7.2.1.1. Demonstrate understanding of adolescent behavior and reproductive health issues		Indicator: B7.2.1.1.1. Examine issues on adolescent behavior and reproductive health
Performance Indicator: Learners can explain concept of adolescence and reproductive health		Lesson:
References: Social Studies Curriculum Pg.12		Core Competencies: CP 5.1: CC 8.1: CC 9.1: CC 8.1: CC 9.1
Keywords: adolescence, reproductive health, chastity		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Recap with learners to find out what they already know about adolescence.</p> <p>Share performance indicators and introduce the lesson.</p>	
PHASE 2: NEW LEARNING	<p>Learners brainstorm for the meaning of adolescence and Reproductive Health</p> <p>Guide learners to explain the concepts:</p> <p>i. Adolescence - Adolescence is the process through which an individual makes the gradual transition from childhood to adulthood. The period lasts between 10-19 years.</p> <p>ii. Reproductive Health - Reproductive health is a state of complete physical, mental and social wellbeing in all matters relating to the reproductive system and to its functions and processes.</p> <p>Guide learners to discuss adolescent behaviors, including chastity that would support reproductive health.</p> <p>Learners in groups, discuss why healthy behavior during adolescence is important, both for the individual and for the country as a whole.</p> <p><u>Assessment</u></p> <p>1. Explain the following</p> <p>i. Adolescence ii. Reproductive Health</p> <p>2. Ask learners to write four benefits of chastity to the adolescent/society</p>	Pictures, video 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. Ask learners how the lesson will benefit them in their daily lives.	
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Date:	Period:	Subject: Social Studies	
Duration:		Strand: FAMILY LIFE	
Class: B7	Class Size:	Sub Strand: Adolescent Reproductive Health	
Content Standard: B7.2.1.1. Demonstrate understanding of adolescent behavior and reproductive health issues		Indicator: B7.2.1.1.1. Examine issues on adolescent behavior and reproductive health	Lesson:
Performance Indicator: Learners can explain concept of adolescence and reproductive health		Core Competencies: CP 5.1: CC 8.1: CC 9.1: CC 8.1: CC 9.1	
References: Social Studies Curriculum Pg.12			
Keywords: adolescence, reproductive health, chastity			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	Recap with learners to find out what they already know about adolescence. Share performance indicators and introduce the lesson.		
PHASE 2: NEW LEARNING	Revise with learners for the meaning of adolescence and Reproductive Health Let learners to explain the concepts: i. Adolescence - Adolescence is the process through which an individual makes the gradual transition from childhood to adulthood. The period lasts between 10-19 years. ii. Reproductive Health - Reproductive health is a state of complete physical, mental and social wellbeing in all matters relating to the reproductive system and to its functions and processes. Guide learners to discuss adolescent behaviors, including chastity that would support reproductive health. Learners in groups, discuss why healthy behavior during adolescence is important, both for the individual and for the country as a whole. <u>Assessment</u> 1. Explain the following i. Adolescence ii. Reproductive Health 2. Ask learners to write four benefits of chastity to the adolescent/society	Pictures, video 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. Ask learners how the lesson will benefit them in their daily lives.	
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WEEK 8

Date:	Period:	Subject: Social Studies
Duration:		Strand: Sense Of Purpose
Class: B7	Class Size:	Sub Strand: Self-Identity
Content Standard: B7.3.1.1. Show understanding of self as a unique individual		Indicator: B7.3.1.1.1. Exhibit knowledge of self-identity
Performance Indicator: Learners can explain the self - concept		Lesson: 1 of 2
Performance Indicator: Learners can explain the self - concept		Core Competencies: CP 5.1: CC 8.1: CC 9.1.: CC 8.1: CC 9.1
References : Social Studies Curriculum Pg.15		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Engage learners in a conversation to talk about themselves.</p> <p>Recap with learners to review their understanding in the previous lesson.</p> <p>Introduce the lesson by sharing the performance indicators.</p>	
PHASE 2: NEW LEARNING	<p>Guide learners to explain the concepts “self ” and “self-identity”</p> <p>Self - A persons essential being that distinguishes them from others.</p> <p>Self-identity - The perception or recognition of ones characteristics as a particular individual, especially in relation to social context.</p> <p>Learners to identify attitudes that enhance self-worth, including self-confidence, can-do spirit and a positive attitude towards life.</p>	Pictures, video and charts
PHASE 3: REFLECTION	<p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p> <p>Ask learners how the lesson will benefit them in their daily lives.</p>	



Date:	Period:	Subject: Social Studies	
Duration:		Strand: Sense Of Purpose	
Class: B7	Class Size:	Sub Strand: Self-Identity	
Content Standard: B7.3.1.1. Show understanding of self as a unique individual		Indicator: B7.3.1.1.1. Exhibit knowledge of self-identity	Lesson: 2 of 2
Performance Indicator: Learners can explain the self - concept		Core Competencies: CP 5.1: CC 8.1: CC 9.1.: CC 8.1: CC 9.1	
References : Social Studies Curriculum Pg.15			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	Engage learners in a conversation to talk about themselves. Recap with learners to review their understanding in the previous lesson. Introduce the lesson by sharing the performance indicators.		
PHASE 2: NEW LEARNING	Guide learners to identify one's strengths and weaknesses as unique individual and discuss with one's peers. Let learners examine the reasons for knowing oneself including accepting oneself and identification of one's potential and abilities.	Pictures, video 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. Ask learners how the lesson will benefit them in their daily lives.		



WEEK 9

Week Ending:	DAY:	Subject: Social Studies	
Duration:		Strand: Socio-Economic Development	
Class: B7	Class Size:	Sub Strand: Human Resource Development	
Content Standard: B7.5.1.1. Demonstrate knowledge of human resource development in Ghana		Indicator: B7.5.1.1.1. Identify the types of resources available to a nation.	Lesson: 1 OF 2
Performance Indicator: Learners can describe types of resources available to a nation.		Core Competencies: CP 5.1: CC 8.1: CC 8.1: CC 9.1: CP 5.2: CC 7.2: CC 8.1:	
References: Social Studies Curriculum Pg. 22-23			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	<p>Revise with learners to review their understanding in the previous lesson.</p> <p>Share performance indicators with learners.</p>		
PHASE 2: NEW LEARNING	<p>Brainstorm learners to explain the following terms;</p> <p><u>Resources</u> Refers to any form of materials available to societies which are used in the production of goods and services.</p> <p><u>Development</u> Is the qualitative and quantitative improvement in the standard of living of people in the society.</p> <p><u>Utilization</u> Refers to how a society is able to fully use its resources to improve the quality of life or satisfy human needs.</p> <p>Guide learners to discuss the types of resources.</p> <ul style="list-style-type: none"> • <i>Natural resources</i> • <i>Capital resources</i> • <i>Human resources</i> <p>Guide learners to explain the main types of natural resources.</p> <p>1. Renewable natural resources <i>These are the natural resource materials which can be replaced after their quality and quantity have been exhausted through man's activities. For instance, tree planting, afforestation, fish farming are forms of natural resource replacement.</i></p> <p>2. Inexhaustible natural resources <i>These are natural resources that can be used over and over without them getting finished or depleted. Example are air, sunlight and the sea.</i></p> <p>3. Non-renewable natural resources <i>These refer to resources which cannot be replaced after they have been exhausted through man's activities. Minerals like gold, diamonds and bauxite cannot be replaced after exploitation by man. Man has no control over their provision.</i></p> <p>Have learners discuss the importance of natural resources</p> <p>1. <i>Serve as major raw material. Natural resources serve as major raw materials without which production of goods cannot take place. Fish, timber, gold, cotton, cocoa, water and others are all needed for production of goods.</i></p>	Pictures and Charts	



	<p>2. Soil as a resource is the basis of agriculture especially land, which is used for the cultivation of crops.</p> <p><u>Assessment</u></p> <ol style="list-style-type: none"> 1. Explain the following terms. <ol style="list-style-type: none"> a. Resources b. Development c. Utilization 2. State and explain the types of resources available to a nation. 	
<p>PHASE 3: REFLECTION</p>	<p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p>	



Week Ending:	DAY:	Subject: Social Studies	
Duration:		Strand: Socio-Economic Development	
Class: B7	Class Size:	Sub Strand: Human Resource Development	
Content Standard: B7.5.1.1. Demonstrate knowledge of human resource development in Ghana		Indicator: B7.5.1.1.1. Mention ways of developing human resource in Ghana	Lesson: 1 OF 2
Performance Indicator: Learners can mention ways of developing human resource in Ghana.		Core Competencies: CP 5.1: CC 8.1: CC 8.1: CC 9.1: CP 5.2: CC 7.2: CC 8.1:	
References: Social Studies Curriculum Pg. 22-23			

Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Revise with learners to review their understanding in the previous lesson.</p> <p>Share performance indicators with learners.</p>	
PHASE 2: NEW LEARNING	<p>Guide learners to discuss why the natural resources are not fully utilized in Ghana.</p> <ul style="list-style-type: none"> • <i>Lack of technical know-how.</i> • <i>Lack of capital .</i> • <i>Lack of equipment for exploitation or processing.</i> • <i>Undue emphasis placed on grammar schools.</i> • <i>Inadequate emphasis on technical and vocational education.</i> • <i>Political instability</i> • <i>Superstition and conservation</i> <p>Brainstorm learners to explain the following terms.</p> <p><u>Human resource</u> It refers to the size and the abilities of a country's population.</p> <p><u>Human resource development</u> It is the process of increasing the knowledge, skills, and the capabilities of all the people in a society.</p> <p>In groups, engage learners to group human resources into their main groups. Example: <u>Skilled labor</u> The type of human resources involves people having skills and knowledge and do mental rather than sheer physical strength in the production processes. These are highly rated professional like medical practitioners, accountants, engineers, teachers, etc.</p> <p><u>Unskilled labor</u> It is the type of labor without any special training. They tend to use their hands more than their brains. They are manual workers.</p> <p><u>Semi-skilled labor</u> Semi-skilled labor refers to the human efforts that fall between the skilled and unskilled labor. They are artisans such as carpenters, masons, dressmakers among others</p>	Pictures and Charts



	<p><u>Assessment</u></p> <ol style="list-style-type: none"> 1. Explain the following <ol style="list-style-type: none"> a. Human resources b. Natural resources c. Human resources development 2. State and explain the main types of human resources available to a nation. 3. State and explain four factors affecting the exploitation of natural resources. 	
<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 10

Week Ending:	DAY:	Subject: Social Studies	
Duration:		Strand: Socio-Economic Development	
Class: B7	Class Size:	Sub Strand: Human Resource Development	
Content Standard: B7.5.1.1. Demonstrate knowledge of human resource development in Ghana		Indicator: B7.5.1.1.1. Mention ways of developing human resource in Ghana	Lesson: 1 OF 2
Performance Indicator: Learners can discuss how human resource developed for national development.		Core Competencies: CP 5.1: CC 8.1: CC 8.1: CC 9.1: CP 5.2: CC 7.2: CC 8.1:	
References: Social Studies Curriculum Pg. 22-23			
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	<p>Revise with on the types of human resources and state examples in each case.</p> <ul style="list-style-type: none"> • Skilled labor: <i>medical practitioners, accountants, engineers, teachers, etc.</i> • Unskilled labor: <i>manual workers.</i> • Semi-skilled labor: <i>artisans such as carpenters, masons, dressmakers, etc.</i> <p>Guide learners to discuss how human resources can be developed for national advancement.</p> <p>1. <i>Formal education</i> The human resource of Ghana can be developed through education. Education enables an individual to acquire knowledge and attitudes, skills and knowledge necessary for the job that one as learning Thut, education received by the labor force enables them to be instructed in attitudes, skills and knowledge necessary for the job that one m learning</p> <p>2. <i>On the job training</i> Training is another way through which human resource can he developed for national development. The trainee is practically taken through the rudiments of the trade or profession by a specialist. This is to make them acquire knowledge, skills and attitude for a specific purpose or jobs. The essence is to help them contribute effectively m national development in order to increase productivity</p> <p>3. <i>Re-training of displaced workers</i> Re-training can be provided to people who have been displaced from work to enable them to secure new jobs or go into self-employment. Re-training equips the worker to learn new jobs, new skills and broaden his or her outlook and understanding of job The skills needed in the re-training programme are Vocational and technical skills</p> <p>4. <i>In-service training</i> In-service training can be introduced to improve the skills of workers in the course of discharging their duties. This is vital because we live in an era where new methods and technology are introduced at all times with a view to</p>	Pictures and Charts	



	<p>increasing output. The essence is to make workers prove equal to the changing demands of the task</p> <p>5. Organized visits or excursions This is another way by which human resource can be developed. Workers and management can visit workers of other organizations and interact with them to learn a lot and improve upon their performance It will enable workers exchange ideas and techniques, change certain assumed ways of doing things, and explore various ways of solving certain common problems.</p> <p>6. Guidance and counselling It is a way of improving human resource. For people to do the type of work they can very well, they need to be advised to make the right choices at the right time and place. It is important that people are encouraged to train in areas where manpower is required. This is possible if potential workers are guided and counseled to choose the right jobs which their capabilities will allow them.</p> <p><u>Assessment</u></p> <p>3. Identify five ways in which our human resource can be developed for national development.</p> <p>4. Discuss four major factors which hinder the full utilization of human resources in Ghana.</p>	
<p>PHASE 3: REFLECTION</p>	<p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p>	



Week Ending:	DAY:	Subject: Social Studies	
Duration:		Strand: Socio-Economic Development	
Class: B7	Class Size:	Sub Strand: Human Resource Development	
Content Standard: B7.5.1.1. Demonstrate knowledge of human resource development in Ghana		Indicator: B7.5.1.1.1. Mention ways of developing human resource in Ghana	Lesson: 2 OF 2
Performance Indicator: Learners can describe ways of solving the problems of poor utilization of human resources.		Core Competencies: CP 5.1: CC 8.1: CC 8.1: CC 9.1: CP 5.2: CC 7.2: CC 8.1:	
References: Social Studies Curriculum Pg. 22-23			
Phase/Duration	Learners Activities		Resources
PHASE 1: STARTER	<p>Revise with learners to review their understanding in the previous lesson.</p> <p>Share performance indicators with learners.</p>		
PHASE 2: NEW LEARNING	<p>Guide learners to discuss why the human resources are not fully utilized in Ghana.</p> <p><i>1. Lack of Job Opportunities</i> In the first place some workers do jobs for which they are not trained, again, most educated people in Ghana are trained for white collar jobs and these job openings are very few, therefore those who do not get this type of jobs do nothing. The above case is due to lack of job opportunities.</p> <p><i>2. Putting unqualified people in certain job positions</i> There is the problem of employing people to do jobs they are not qualified to do. There are many social reasons underlying this factor. This include nepotism, political affiliation, tribalism, etc.</p> <p><i>3. Poor attitude towards work</i> There is poor attitude towards work by Ghanaians. This comes about because there seems to be perpetual conflict between employers and employees. The rank and file of the workers always feel they are not part of the enterprise in which they work. They become apathetic to their work.</p> <p><i>4. Inadequate inventiveness</i> It has been noted already that human resources development has a positive impact on resource utilization. Individuals in a society should be inventive and ready to use their mental faculties to create wealth out of resources. There is the lack of such inventiveness on the part of most Ghanaians. The result has been dependence on foreign good which could easily be made in the country.</p> <p>In groups, learners research solutions to the problems of poor utilization of human resources.</p> <p><i>1. Foreign investment</i> One way to fight underutilization of workers is to attract private foreign investors into the country. The enterprises set up by these foreign investors will absorb the underemployed or the unemployed.</p> <p><i>2. Employment should be on merit</i> There should be the will to employ people only on merit. For instance, requirement for jobs should be based on ownership of appropriate</p>		Pictures and Charts



	<p>qualifications. There is the need to get rid of nepotism, favoritism and to encourage national integration so as to pull resources together for nation building.</p> <p>3. Attitudinal change There is the need to change the work ethics of Ghanaians (that is poor attitude to work). Conditions must be created for the rank and file to feel that they are part and parcel of the enterprise. For instance, workers can be encouraged to be part of the decision making process.</p> <p>4. Increase in wages Furthermore, workers should be adequately rewarded. For instance, the minimum wage can be increased substantially. This will provide the needed motivation that will urge workers to work very hard.</p> <p><u>Assessment</u></p> <p>4. Discuss any three ways to solve problems of utilization of human resources in Ghana.</p> <p>5. Explain four ways of solving the problems of poor utilization of human resources.</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 11

REVISION AND END OF TERM ASSESSMENT

Date:	Period:	Subject: Social Studies
Duration:		Strand: Strands treated for the term
Class: B7	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.
Performance Indicator: Learners can recall and summarize all what they have learnt within the term		Core Competencies: CP 5.1: CP 5.2: CP 5.2 CC 7.2: CC 8.1:
Reference: Social Studies Pg. 1 to 18		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Recap with learners to review their understanding in the previous lesson.</p> <p>Introduce the lesson by sharing the performance indicators.</p>	
PHASE 2: NEW LEARNING	<p>Revise with learners to discuss the physical and social environments and show how each affects the other.</p> <ul style="list-style-type: none"> • Physical – Air, water, land, living organisms etc. • Social – cultural, religious, political, etc. <p>Learners to identify some environmental problems, including poor sanitation.</p> <p>Engage learners to examine cultural practices and their related problems for sanitation in the community.</p> <p>Revise with learners to examine the sources of energy.</p> <p>Brainstorm with learners to come out with how they use the electrical gadgets.</p> <p>Learners talk about what will happen if electrical gadgets are not switched off when not in use.</p> <p>Elaborate on and link learners’ ideas with the issue of power outages and crisis which come as a result of the efficient use of electricity in our homes and industries.</p> <p>Learners, in a think-pair-share activity, identify how they can use electricity efficiently in the home, community and school.</p> <p>Let learners examine issues on adolescent behavior and reproductive health.</p> <p><u>Assessment</u></p>	<p>Pictures, video and charts</p>



	<p>10. Define energy.</p> <p>11. What is renewable source of energy?</p> <p>12. List four sources of energy that can replenished.</p> <p>13. What is non-renewable source of energy?</p> <p>14. Write three uses of the sun</p> <p>15. describe the types and causes of environmental degradation.</p> <p>16. explain four effects of environmental degradation</p> <p>17. explain three ways by which the environment can be protected</p> <p>18. Explain the following i. Adolescence ii. Reproductive Health</p> <p>19. Ask learners to write four benefits of chastity to the adolescent/society</p>	
<p>PHASE 3: REFLECTION</p>	<p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p>	



Date:	Period:	Subject: Social Studies	
Duration:		Strand: Strands treated for the term	
Class: B7	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:
Performance Indicator: Learners can answer all end of term assessment questions in their exercise books.		Core Competencies: CP 5.1: CP 5.2: CP 5.2 CC 7.2: CC 8.1:	
Reference: Social Studies Pg. 1 to 18			
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: NEW LEARNING	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.	

