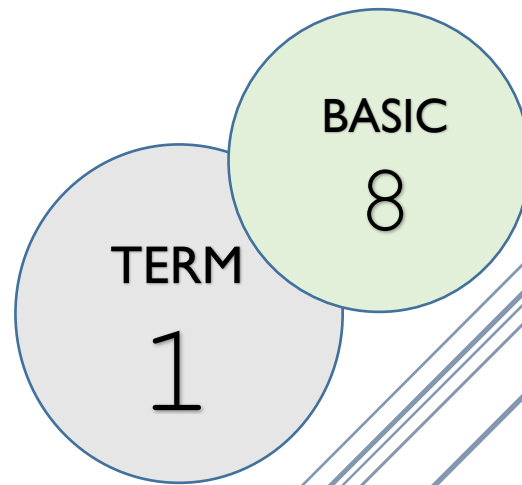


# LESSON PLANS FOR JUNIOR HIGH SCHOOLS

## SOCIAL STUDIES



- Weekly forecast
- Detailed lesson plans



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Kumasi

# FIRST TERM SOCIAL STUDIES LESSON NOTES – BASIC 8

## SCHEME OF LEARNING – TERM I

| WEEKS | STRAND           | SUB STRAND                        | INDICATORS  | RESOURCES           |
|-------|------------------|-----------------------------------|-------------|---------------------|
| 1     | Environment      | Water Pollution                   | B8.1.1.1.1  | Pictures and Charts |
| 2     | Environment      | Conserving Energy                 | B8.1.1.2.1. | Pictures and Charts |
| 3     | Environment      | Conserving Energy                 | B8.1.1.2.1. | Pictures and Charts |
| 4     | Family Life      | The Family System                 | B8.2.2.1.1  | Pictures and Charts |
| 5     | Family Life      | The Family System                 | B8.2.2.1.1  |                     |
| 6     | Family Life      | Inheritance In Ghana              | B8.2.2.1.2  | Pictures and Charts |
| 7     | Law & Order      | Human Rights                      | B8.4.1.1.1  | Pictures and Charts |
| 8     | Sense Of Purpose | The Individual & The Community    | B8.3.2.1.1  | Pictures and Charts |
| 9     | Sense Of Purpose | Community Decision-Making Process | B8.3.2.1.1  | Pictures and Charts |
| 10    | Sense Of Purpose | Community Development             | B8.3.2.1.2  | Pictures and Charts |
| 11    | <b>REVISION</b>  |                                   |             |                     |
| 12    |                  |                                   |             |                     |



## WEEK 1

|  |   |  |
|--|---|--|
| <b>Week Ending:</b>  | <b>DAY:</b>   | <b>Subject:</b> Social Studies   |
| <b>Duration:</b> 60MINS  |   | <b>Strand:</b> Environment   |
| <b>Class:</b> B8   | <b>Class Size:</b>  | <b>Sub Strand:</b> Water Pollution   |
| <b>Content Standard:</b><br>B8.1.1.1 Demonstrate skills in dealing with environmental challenges     |   | <b>Indicator:</b><br>B8.1.1.1.1. Examine water pollution as an environmental challenge |
|  |   | <b>Lesson:</b><br>1 OF 2   |
| <b>Performance Indicator:</b><br>Learners can examine water pollution as an environmental challenge. |   | <b>Core Competencies:</b><br>CP 5.1: CC 8.1: CC 8.1: CC 9.1: CP 5.2: CC                |
| <b>References:</b> Social Studies Curriculum Pg. 39  |   |  |
| <b>Keywords:</b> human, animal, industrial, waste  |   |  |
|  |   |  |
| <b>Phase/Duration</b>  | <b>Learners Activities</b>  | <b>Resources</b>   |
| PHASE 1:<br><b>STARTER</b>   | Revise with learners to review their understanding in the previous lesson.<br><br>Share performance indicators with learners.   |  |
| PHASE 2: <b>NEW LEARNING</b>   | Brainstorm learners to explain pollution.<br><br>Engage learners to watch a documentary of polluted water bodies for discussion.<br><br>Discuss the causes of water pollution, including human, animal and industrial waste.<br><br>Examine the effects of water pollution, including death of fish and the contamination of water leading to diseases such as cholera, typhoid and dysentery.<br><br>Presentation on the need and how to prevent water pollution | Pictures and Charts  |
| PHASE 3:<br><b>REFLECTION</b>  | Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.<br><br>Take feedback from learners and summarize the lesson.   |  |



## WEEK 2

| <b>Week Ending:</b>  | <b>DAY:</b>   | <b>Subject:</b> Social Studies  |
|--|---|---|
| <b>Duration:</b> 60MINS  |   | <b>Strand:</b> Environment  |
| <b>Class:</b> B8   | <b>Class Size:</b>  | <b>Sub Strand:</b> Conserving Energy                                    |
| <b>Content Standard:</b><br>B8.1.1.2. Analyze the sources and ways of conserving energy in Ghana |   | <b>Indicator:</b><br>B8.1.1.2.1. Examine the means of conserving energy |
|  |   | <b>Lesson:</b><br>I OF 2  |
| <b>Performance Indicator:</b><br>Learners can discuss means of conserving energy                 |   | <b>Core Competencies:</b><br>CP 5.1: CC 8.1: CC 8.1: CC 9.1: CP 5.2: CC |
| <b>References:</b> Social Studies Curriculum Pg. 39  |   |   |
| <b>Keywords:</b> Conserve, energy, unplug, bulk, turnoff   |   |   |
|  |   |   |
| Phase/Duration   | Learners Activities   | Resources   |
| <b>PHASE 1:</b><br><b>STARTER</b>  | <p>Learners sing and recite rhymes on how energy can be conserved in the community.</p> <p>If You Save Energy and You Know It, Clap Your Hands</p> <p>Verse 1:<br/>                     If You Use Less and you know it, clap your hands.<br/>                     If You Use Less and you know it, clap your hands.<br/>                     If You Use Less and you know it, then your face will really show it.<br/>                     If You Use Less and you know it, clap your hands.</p> <p>Verse 2:<br/>                     If You Unplug and you know it, stomp your feet.</p> <p>Verse 3:<br/>                     If You Reuse and you know it, wave your hands. Final verse:<br/>                     If You Save Energy and you know it, do all three.</p> <ul style="list-style-type: none"> <li>• Did you enjoy the song?</li> <li>• Do you use less or more energy?</li> <li>• What does it mean to use more energy</li> <li>• What does it mean to use more energy?</li> </ul> <p>Share performance indicators and introduce the lesson</p> |   |
| <b>PHASE 2: NEW LEARNING</b>   | <p>Brainstorm learners to come up with the meaning of Energy Conservation.</p> <p><i>It is the practice of reducing the quantity of energy used or consumption of energy services.</i></p> <ul style="list-style-type: none"> <li>• Do you put off the light when sleeping?</li> <li>• Why do you have to close the fridge after use?</li> <li>• What will you tell your friend if he leaves the tap on after use?</li> </ul> <p>Guide learners, through think-pair-share, to talk about strategies for energy conservation,<br/>                     e.g.</p>  | Pictures and Charts   |



|                                       |  |  |
|---------------------------------------|--|--|
|                                       | <ul style="list-style-type: none"> <li>• Using solar or wind energy instead of petroleum,</li> <li>• Making efforts to reduce the consumption of energy (e.g. turning off lights when leaving the room</li> <li>• Recycling plastics or paper, using more natural light from the sun).</li> </ul> <p>Guide learners to describe conserving energy in their homes or in the community, using small group drama.</p> <p>Learners talk about ways of conserving energy;</p> <ol style="list-style-type: none"> <li>i. <i>Turning off the light,</i></li> <li>ii. <i>Turn off television if not in use.</i></li> <li>iii. <i>Unplug iron after use</i></li> <li>iv. <i>Turn off fan after use.</i></li> </ol> <p>Through whole class discussion guide learners to discuss the importance of energy conservation.</p> <ol style="list-style-type: none"> <li>i. <i>It plays important role of lessening climate change.</i></li> <li>ii. <i>Low electricity bills, reduced maintenance, operation and service costs for electronic equipment.</i></li> <li>iii. <i>We save the country a lot of money when save energy.</i></li> <li>iv. <i>It reduces environmental pollution.</i></li> </ol> <p><u>Assessment</u></p> <ol style="list-style-type: none"> <li>1. What is energy conservation?</li> <li>2. State four importance of energy conservation.</li> <li>3. State three ways we can conserve energy in our homes.</li> </ol> |  |
| <p><b>PHASE 3:<br/>REFLECTION</b></p> | <p>Ask learners series of questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p> <p><u>Suggested Homework</u></p> <ol style="list-style-type: none"> <li>1. What is energy conservation?</li> <li>2. State four importance of energy conservation.</li> <li>3. State three ways we can conserve energy in our homes.</li> <li>4. State three ways we can conserve energy in our homes</li> </ol>   |  |



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|--|--|---|
| <b>Week Ending:</b>  | <b>DAY:</b>  | <b>Subject:</b> Social Studies  |
| <b>Duration:</b> 60MINS  |  | <b>Strand:</b> Environment  |
| <b>Class:</b> B8   | <b>Class Size:</b>   | <b>Sub Strand:</b> Conserving Energy                                    |
| <b>Content Standard:</b><br>B8.1.1.2. Analyze the sources and ways of conserving energy in Ghana | <b>Indicator:</b><br>B8.1.1.2.1. Examine the means of conserving energy  | <b>Lesson:</b><br>1 OF 2  |
| <b>Performance Indicator:</b><br>Learners can discuss means of conserving energy                 |  | <b>Core Competencies:</b><br>CP 5.1: CC 8.1: CC 8.1: CC 9.1: CP 5.2: CC |
| <b>References:</b> Social Studies Curriculum Pg. 39  |  |   |
| <b>Keywords:</b> Conserve, energy, unplug, bulk, turnoff   |  |   |
| <b>Phase/Duration</b>  | <b>Learners Activities</b>   | <b>Resources</b>  |
| PHASE 1:<br><b>STARTER</b>   | <p>Start the lesson with a recap of the previous lesson. Allow learners to reflect on what they learnt from the previous lesson and the homework relating to ways of conserving energy.</p> <p>Set expectations for this lesson including what will be learnt and how learning will occur and assessed</p>   |   |
| PHASE 2: <b>NEW LEARNING</b>   | <p>Brainstorm learners to come up with the meaning of Energy Conservation.</p> <p><i>It is the practice of reducing the quantity of energy used or consumption of energy services.</i></p> <ul style="list-style-type: none"> <li>• Do you put off the light when sleeping?</li> <li>• Why do you have to close the fridge after use?</li> <li>• What will you tell your friend if he leaves the tap on after use?</li> </ul> <p>Guide learners, through think-pair-share, to talk about strategies for energy conservation,</p> <p>e.g.</p> <ul style="list-style-type: none"> <li>• Using solar or wind energy instead of petroleum,</li> <li>• Making efforts to reduce the consumption of energy (e.g. turning off lights when leaving the room</li> <li>• Recycling plastics or paper, using more natural light from the sun).</li> </ul> <p>Guide learners to describe conserving energy in their homes or in the community, using small group drama.</p> <p>Learners talk about ways of conserving energy;</p> <ol style="list-style-type: none"> <li>Turning off the light,</li> <li>Turn off television if not in use.</li> <li>Unplug iron after use</li> <li>Turn off fan after use.</li> </ol> <p>Through whole class discussion guide learners to discuss the importance of energy conservation.</p> <p>i. It plays important role of lessening climate change.</p> | Pictures and Charts   |



|                                       |  |  |
|---------------------------------------|--|--|
|                                       | <p>ii. <i>Low electricity bills, reduced maintenance, operation and service costs for electronic equipment.</i></p> <p>iii. <i>We save the country a lot of money when save energy.</i></p> <p>iv. <i>It reduces environmental pollution.</i></p> <p><u>Assessment</u></p> <ol style="list-style-type: none"> <li>1. What is energy conservation?</li> <li>2. State four importance of energy conservation.</li> <li>3. State three ways we can conserve energy in our homes.</li> </ol> |  |
| <p><b>PHASE 3:<br/>REFLECTION</b></p> | <p>Ask learners series of questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p> <p><u>Suggested Homework</u></p> <ol style="list-style-type: none"> <li>1. What is energy conservation?</li> <li>2. State four importance of energy conservation.</li> <li>3. State three ways we can conserve energy in our homes.</li> <li>4. State three ways we can conserve energy in our homes</li> </ol>                               |  |



## WEEK 3

|  |   |   |
|--|---|---|
| <b>Week Ending:</b>  | <b>DAY:</b>   | <b>Subject:</b> Social Studies  |
| <b>Duration:</b> 60MINS  |   | <b>Strand:</b> Environment  |
| <b>Class:</b> B8   | <b>Class Size:</b>  | <b>Sub Strand:</b> Conserving Energy                                    |
| <b>Content Standard:</b><br>B8.1.1.2. Analyze the sources and ways of conserving energy in Ghana | <b>Indicator:</b><br>B8.1.1.2.1. Examine the means of conserving energy   | <b>Lesson:</b><br>1 OF 2  |
| <b>Performance Indicator:</b><br>Learners can discuss means of conserving energy                 |   | <b>Core Competencies:</b><br>CP 5.1: CC 8.1: CC 8.1: CC 9.1: CP 5.2: CC |
| <b>References:</b> Social Studies Curriculum Pg. 39  |   |   |
| <b>Keywords:</b> Conserve, energy, unplug, bulk, turnoff   |   |   |
|  |   |   |
| <b>Phase/Duration</b>  | <b>Learners Activities</b>  | <b>Resources</b>  |
| PHASE 1:<br><b>STARTER</b>   | <p>Start the lesson with a recap of the previous lesson. Allow learners to reflect on what they learnt from the previous lesson and the homework relating to ways of conserving energy.</p> <p>Set expectations for this lesson including what will be learnt and how learning will occur and assessed</p>  |   |
| PHASE 2: <b>NEW LEARNING</b>   | <p>Draw a girl turning off light on the board.<br/>Engage learners to talk about the drawing through questions and answers.</p> <ul style="list-style-type: none"> <li>• What do you see on the board?</li> <li>• What do you think the girl is doing?</li> <li>• At what instances do we need to off our light?</li> <li>• What advise will you give to person who uses more energy?</li> </ul> <p>Draw someone closing a fridge on the board.<br/>Engage learners to talk about the drawing through questions and answers.</p> <ul style="list-style-type: none"> <li>• What do you see on the board?</li> <li>• What do you think the boy is doing?</li> <li>• What advise will you give to person who uses more energy?</li> </ul> <p>Learners in groups, write down three ways of conserving energy.</p> <p>Engage learners role-play how energy can be conserved in the community.</p> <ul style="list-style-type: none"> <li>• Did you enjoy the role you played?</li> <li>• What different role would you like to play?</li> </ul> <p><u>Assessment</u></p> <ol style="list-style-type: none"> <li>i. What is energy conservation?</li> <li>ii. State four importance of energy conservation</li> <li>iii. State three ways we can conserve energy in our homes</li> <li>iv. Write a song on energy conservation</li> </ol> | Pictures and Charts   |



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|--------------------------------|--|--|
| <b>PHASE 3:<br/>REFLECTION</b> | Ask learners series of questions to review their understanding of the lesson<br><br>Ask learners to summarize what they have learnt<br><br><u>Suggested Homework</u><br>1. What is energy conservation?<br>2. State four importance of energy conservation.<br>3. State three ways we can conserve energy in our homes.<br>4. State three ways we can conserve energy in our homes |  |
|--------------------------------|--|--|



|  |   |   |
|--|---|---|
| <b>Week Ending:</b>  | <b>DAY:</b>   | <b>Subject:</b> Social Studies  |
| <b>Duration:</b> 60MINS  |   | <b>Strand:</b> Environment  |
| <b>Class:</b> B8   | <b>Class Size:</b>  | <b>Sub Strand:</b> Conserving Energy                                    |
| <b>Content Standard:</b><br>B8.1.1.2. Analyze the sources and ways of conserving energy in Ghana | <b>Indicator:</b><br>B8.1.1.2.1. Examine the means of conserving energy   | <b>Lesson:</b><br>2 OF 2  |
| <b>Performance Indicator:</b><br>Learners can discuss means of conserving energy                 |   | <b>Core Competencies:</b><br>CP 5.1: CC 8.1: CC 8.1: CC 9.1: CP 5.2: CC |
| <b>References:</b> Social Studies Curriculum Pg. 39  |   |   |
| <b>Keywords:</b> Conserve, energy, unplug, bulk, turnoff   |   |   |
| <b>Phase/Duration</b>  | <b>Learners Activities</b>  | <b>Resources</b>  |
| PHASE 1:<br><b>STARTER</b>   | <p>Start the lesson with a recap of the previous lesson. Allow learners to reflect on what they learnt from the previous lesson and the homework relating to ways of conserving energy.</p> <p>Set expectations for this lesson including what will be learnt and how learning will occur and assessed</p>  |   |
| PHASE 2: <b>NEW LEARNING</b>   | <p>Draw a girl turning off light on the board.<br/>Engage learners to talk about the drawing through questions and answers.</p> <ul style="list-style-type: none"> <li>• What do you see on the board?</li> <li>• What do you think the girl is doing?</li> <li>• At what instances do we need to off our light?</li> <li>• What advise will you give to person who uses more energy?</li> </ul> <p>Draw someone closing a fridge on the board.<br/>Engage learners to talk about the drawing through questions and answers.</p> <ul style="list-style-type: none"> <li>• What do you see on the board?</li> <li>• What do you think the boy is doing?</li> <li>• What advise will you give to person who uses more energy?</li> </ul> <p>Learners in groups, write down three ways of conserving energy.</p> <p>Engage learners role-play how energy can be conserved in the community.</p> <ul style="list-style-type: none"> <li>• Did you enjoy the role you played?</li> <li>• What different role would you like to play?</li> </ul> <p><u>Assessment</u></p> <p>v. What is energy conservation?<br/>vi. State four importance of energy conservation<br/>vii. State three ways we can conserve energy in our homes<br/>viii. Write a song on energy conservation</p> | Pictures and Charts   |



|                                |  |  |
|--------------------------------|--|--|
| <b>PHASE 3:<br/>REFLECTION</b> | Ask learners series of questions to review their understanding of the lesson<br><br>Ask learners to summarize what they have learnt<br><br><u>Suggested Homework</u><br>1. What is energy conservation?<br>2. State four importance of energy conservation.<br>3. State three ways we can conserve energy in our homes.<br>4. State three ways we can conserve energy in our homes |  |
|--------------------------------|--|--|



## WEEK 4

|   |  |   |
|---|--|---|
| <b>Week Ending:</b>   | <b>DAY:</b>  | <b>Subject:</b> Social Studies  |
| <b>Duration:</b> 60MINS   |  | <b>Strand:</b> Family Life  |
| <b>Class:</b> B8  | <b>Class Size:</b>   | <b>Sub Strand:</b> The Family System                                    |
| <b>Content Standard:</b><br>B8.2.2.1. Show understanding of the family and family life issues | <b>Indicator:</b><br>B8.2.2.1.1. Examine the composition and functions of the nuclear and the extended families  | <b>Lesson:</b><br>1 OF 2  |
| <b>Performance Indicator:</b><br>Learners can describe the two-family systems in Ghana        |  | <b>Core Competencies:</b><br>CP 5.1: CC 8.1: CC 8.1: CC 9.1: CP 5.2: CC |
| <b>References:</b> Social Studies Curriculum Pg. 50-51  |  |   |
| <b>Keywords:</b> family, Nuclear, Extended,   |  |   |
|   |  |   |
| <b>Phase/Duration</b>   | <b>Learners Activities</b>   | <b>Resources</b>  |
| PHASE 1:<br><b>STARTER</b>  | <p>Start the lesson with a recap of the previous lesson. Allow learners to reflect on what they learnt from the previous lesson and the homework relating to ways of conserving energy.</p> <p>Set expectations for this lesson including what will be learnt and how learning will occur and assessed</p>   |   |
| PHASE 2: <b>NEW LEARNING</b>  | <p>Guide learners to explain the concept of family.<br/>E.g. It is a social unit whose members are bound by blood ties, marriage or covenant.</p> <p>Learners identify the types of family systems in Ghana.<br/>E. g., Nuclear and Extended.</p> <p>Guide learners to describe the two-family systems in Ghana. E.g. the nuclear family system consists of the father, mother and children (if any). The nuclear family can also consist of one of the parents and the children. Extended family system consists of all relatives from the paternal and maternal family relations.</p> <p>With the help of parents, learners create/draw a poster to show their family tree indicating both the nuclear and extended families.</p> <p>Have learners to discuss the merits and demerits of both family systems.</p> <p><b>Nuclear family system – Merits</b></p> <p><i>i. Easy to take care of the family members.</i></p> <p><i>ii. Effective supervision, etc.</i></p> <p><b>Demerits</b></p> <p><i>i. Inadequate or lack of support in the absence of parents.</i></p> <p><i>ii. Members suffer if the breadwinner dies (or passes on), etc.</i></p> <p><b>Extended Family System – Merits</b></p> <p><i>i. Family support in terms of economic assistance and moral guidance</i></p> <p><i>ii. Ensures security and protection of family members, etc.</i></p> | Pictures and Charts   |



|  |   |  |
|--|---|--|
|  | <p>Demerits</p> <p><i>i. Encourages laziness</i></p> <p><i>ii. Less privacy, etc.</i></p> <p>Divide class into two and ask them to debate on the motion<br/>“The extended family system is more important than the nuclear family system.”</p> <p><u>Assessment</u></p> <ol style="list-style-type: none"> <li>1. Explain the nuclear family system</li> <li>2. Mention any three advantages and three disadvantages of the extended family system.</li> <li>3. Which type of family system operates in Ghana?</li> </ol> |  |
| <p><b>PHASE 3:</b><br/><b>REFLECTION</b></p> | <p>Ask learners series of questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p>  |  |



| <b>Week Ending:</b>   | <b>DAY:</b>  | <b>Subject:</b> Social Studies  |
|---|--|---|
| <b>Duration:</b> 60MINS   |  | <b>Strand:</b> Family Life  |
| <b>Class:</b> B8  | <b>Class Size:</b>   | <b>Sub Strand:</b> The Family System                                    |
| <b>Content Standard:</b><br>B8.2.2.1. Show understanding of the family and family life issues                                 | <b>Indicator:</b><br>B8.2.2.1.1. Examine the composition and functions of the nuclear and the extended families  | <b>Lesson:</b><br>2 OF 2  |
| <b>Performance Indicator:</b><br>Learners can describe the composition and functions of the nuclear and the extended families |  | <b>Core Competencies:</b><br>CP 5.1: CC 8.1: CC 8.1: CC 9.1: CP 5.2: CC |
| <b>References:</b> Social Studies Curriculum Pg. 50-51  |  |   |
| <b>Keywords:</b> family, Nuclear, Extended,   |  |   |
|   |  |   |
| Phase/Duration  | Learners Activities  | Resources   |
| PHASE 1:<br><b>STARTER</b>  | <p>Start the lesson with a recap of the previous lesson. Allow learners to reflect on what they learnt from the previous lesson and the homework relating to ways of conserving energy.</p> <p>Set expectations for this lesson including what will be learnt and how learning will occur and assessed</p>   |   |
| PHASE 2: <b>NEW LEARNING</b>  | <p>Guide learners to identify the members in the extended family system.</p> <p>Let learners understand that, the extended family system is headed by the family head.</p> <p>Learners to mention how they call a family head in their local languages.<br/>Example: Abusuapanyin, weku nukpa, fiaga, etc.</p> <p>In a discussion, learners identify the roles of family head.<br/>Example:</p> <ol style="list-style-type: none"> <li>1. He is in charge of family properties.</li> <li>2. He performs the functions of a religious head of the family</li> <li>3. He represent the family during important occasions</li> <li>4. He settles all family disputes and conflicts.</li> </ol> <p>Have learners discuss the role of the parents (father and mother)</p> <ol style="list-style-type: none"> <li>1. They support the family financially</li> <li>2. They help in socialization</li> <li>3. They facilitate procreation</li> <li>4. They help maintain peace, law and order</li> </ol> <p><u>Assessment</u></p> <ol style="list-style-type: none"> <li>1. State the obligations of each member of the family.</li> </ol> | Pictures and Charts   |
| PHASE 3:<br><b>REFLECTION</b>   | <p>Ask learners series of questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p>   |   |



## WEEK 5

|   |   |   |
|---|---|---|
| <b>Week Ending:</b>   | <b>DAY:</b>   | <b>Subject:</b> Social Studies  |
| <b>Duration:</b> 60MINS   |   | <b>Strand:</b> Family Life  |
| <b>Class:</b> B8  | <b>Class Size:</b>  | <b>Sub Strand:</b> The Family System                                    |
| <b>Content Standard:</b><br>B8.2.2.1. Show understanding of the family and family life issues | <b>Indicator:</b><br>B8.2.2.1.1. Examine the composition and functions of the nuclear and the extended families   | <b>Lesson:</b><br>1 OF 2  |
| <b>Performance Indicator:</b><br>Learners can describe the two-family systems in Ghana        |   | <b>Core Competencies:</b><br>CP 5.1: CC 8.1: CC 8.1: CC 9.1: CP 5.2: CC |
| <b>References:</b> Social Studies Curriculum Pg. 50-51  |   |   |
| <b>Keywords:</b> family, Nuclear, Extended,   |   |   |
|   |   |   |
| <b>Phase/Duration</b>   | <b>Learners Activities</b>  | <b>Resources</b>  |
| PHASE 1:<br><b>STARTER</b>  | <p>Start the lesson with a recap of the previous lesson. Allow learners to reflect on what they learnt from the previous lesson and the homework relating to ways of conserving energy.</p> <p>Set expectations for this lesson including what will be learnt and how learning will occur and assessed.</p>   |   |
| PHASE 2: <b>NEW LEARNING</b>  | <p>Revise with learners on the advantages and disadvantages of the nuclear family systems.</p> <p>This activity should be done in groups.<br/>Learners research on the internet to compare the Ghanaian family system and that of any country in the Western world.</p> <p>In groups, discuss the importance of the family as an institution</p> <ul style="list-style-type: none"> <li>• <i>They create a positive family identity. ...</i></li> <li>• <i>They teach us the social skills we need. ...</i></li> <li>• <i>They give us a sense of security. ...</i></li> <li>• <i>They give us a sense of belonging and acceptance in society. ...</i></li> <li>• <i>They prepare us for societal demands and norms. ...</i></li> <li>• <i>They satisfy our emotional needs</i></li> <li>• <i>Family helps us in uniting.</i></li> <li>• <i>Family supports us in every bad situation.</i></li> <li>• <i>Family teaches us morals and values</i></li> </ul> <p>Guide learners to discuss the role of the family in supporting gender equality.</p> <p><u>Assessment</u><br/>State five importance of the family<br/>Explain 4 roles of the family in supporting gender equality</p> | Pictures and Charts   |
| PHASE 3:<br><b>REFLECTION</b>   | <p>Ask learners series of questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p>  |   |



## WEEK 6

|   |  |   |
|---|--|---|
| <b>Week Ending:</b>   | <b>DAY:</b>  | <b>Subject:</b> Social Studies  |
| <b>Duration:</b> 60MINS   |  | <b>Strand:</b> Family Life  |
| <b>Class:</b> B8  | <b>Class Size:</b>   | <b>Sub Strand:</b> Inheritance In Ghana                                 |
| <b>Content Standard:</b><br>B8.2.2.1. Show understanding of the family and family life issues | <b>Indicator:</b><br>B8.2.2.1.2. Discuss the issues of inheritance in Ghana.   | <b>Lesson:</b><br>I OF 2  |
| <b>Performance Indicator:</b><br>Learners can discuss the issues of inheritance in Ghana      |  | <b>Core Competencies:</b><br>CP 5.1: CC 8.1: CC 8.1: CC 9.1: CP 5.2: CC |
| <b>References:</b> Social Studies Curriculum Pg. 52   |  |   |
| <b>Keywords:</b> family, Nuclear, Extended,   |  |   |
|   |  |   |
| <b>Phase/Duration</b>   | <b>Learners Activities</b>   | <b>Resources</b>  |
| PHASE 1:<br><b>STARTER</b>  | <p>Start the lesson with a recap of the previous lesson. Allow learners to reflect on what they learnt from the previous lesson.</p> <p>Set expectations for this lesson including what will be learnt and how learning will occur and assessed.</p>   |   |
| PHASE 2: <b>NEW LEARNING</b>  | <p>Engage learners in groups to discuss the questions below;</p> <ul style="list-style-type: none"> <li>• Have you witnessed a conflict or disagreement among family members over the property of a deceased relative?</li> <li>• Is the act of giving ones property to a successor so important?</li> </ul> <p>Brainstorm learners for the meaning of inheritance.<br/><i>Inheritance is the transfer of a property to a successor upon the death of the owner.</i></p> <p>In pairs, discuss the concept of inheritance and share thoughts with the class.</p> <p>Guide learners to identify and discuss the systems of inheritance in Ghana, including matrilineal, patrilineal and Intestate Succession.</p> <p><b><u>MATRILINEAL SYSTEM OF INHERITANCE</u></b><br/><i>Matrilineal system of inheritance is the form of inheritance where the individual inherit through the female line or mother's line. One can inherit the property or wealth of his maternal uncle (or mother's brother) or a mother passes her property to her daughters. This means that when a man dies, a male son of his sister inherits him. The motive for this form of inheritance is that, the blood relation of a child is traced from his mother's lineage or line.</i></p> <p><b><u>PATRILINEAL SYSTEM OF INHERITANCE</u></b><br/><i>Patrilineal system of inheritance is a system of inheritance where a person inherits from the father's lineage or line. Property, titles, and the group membership may be transferred in the male line, from a father to a son. This means that when a father dies,</i></p> | Pictures and Charts   |



|                                       |   |  |
|---------------------------------------|---|--|
|                                       | <p><i>his male sons inherit his property. Ethnic groups in Ghana that practice this form of inheritance are the Ga-Dangmes, Ewes and the Dagombas</i></p> <p><b><u>INTESTATE SUCCESSION LAW (PNDC LAW 111)</u></b></p> <p><i>In view of the disadvantages associated with the two traditional system of inheritance (i.e. Patrilineal and Matrilineal) in Ghana, the Provisional National Defence Council (PNDC) passed the Intestate Succession Law or PNDC Law 111 in 1985, to address these difficulties.</i></p> <p><i>An individual dies intestate when he or she died without a prepared will.</i></p> <p>Have learners discuss how properties of a deceased are distributed under PNDC LAW 111.</p> <p><b><u>Assessment</u></b></p> <p>Explain the concept of inheritance.</p> <p>Discuss the systems of inheritance in Ghana.</p> |  |
| <p><b>PHASE 3:<br/>REFLECTION</b></p> | <p>Ask learners series of questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p>  |  |



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|---|---|---|
| <b>Week Ending:</b>   | <b>DAY:</b>   | <b>Subject:</b> Social Studies  |
| <b>Duration:</b> 60MINS   |   | <b>Strand:</b> Family Life  |
| <b>Class:</b> B8  | <b>Class Size:</b>  | <b>Sub Strand:</b> Inheritance In Ghana                                 |
| <b>Content Standard:</b><br>B8.2.2.1. Show understanding of the family and family life issues | <b>Indicator:</b><br>B8.2.2.1.2. Discuss the issues of inheritance in Ghana.  | <b>Lesson:</b><br>2 OF 2  |
| <b>Performance Indicator:</b><br>Learners can discuss the issues of inheritance in Ghana      |   | <b>Core Competencies:</b><br>CP 5.1: CC 8.1: CC 8.1: CC 9.1: CP 5.2: CC |
| <b>References:</b> Social Studies Curriculum Pg. 52   |   |   |
| <b>Keywords:</b> family, Nuclear, Extended,   |   |   |
| <b>Phase/Duration</b>   | <b>Learners Activities</b>  | <b>Resources</b>  |
| <b>PHASE 1: STARTER</b>   | <p>Start the lesson with a recap of the previous lesson. Allow learners to reflect on what they learnt from the previous lesson.</p> <p>Set expectations for this lesson including what will be learnt and how learning will occur and assessed.</p>  |   |
| <b>PHASE 2: NEW LEARNING</b>  | <p>Invite a resource person in the community to talk about any of the systems of inheritance.</p> <p>Guide learners to discuss the positive and negative effects of the inheritance systems in Ghana.</p> <p><u>Positive effects</u></p> <ul style="list-style-type: none"> <li><i>Inheritance give us the privilege to inherit the properties of a deceased for continuous usage</i></li> <li><i>Inheritance allows recipient to make important investments and contributions as their retirement benefits</i></li> <li><i>It serves as a great investment for the remaining family in future.</i></li> <li><i>Investment minded children can invest money or sell the property and invest the money they will accrue from it into a business for profit</i></li> </ul> <p><u>Negative effects</u></p> <ul style="list-style-type: none"> <li><i>Less knowledge about inheritance may create conflict and destruction of properties</i></li> <li><i>Extravagant family member they end up squandering the money they receive from their successors</i></li> <li><i>If you die without a valid will, your possessions will be distributed according to the norms of intestacy and not your desires.</i></li> <li><i>Misappropriation and misapplication of properties are paramount since successors gain whatever they succeed on silver platter.</i></li> </ul> <p>Suggest ways of improving the indigenous inheritance system and engage learners' to role play one system of inheritance in Ghana.</p> <p>Engage learners to debate the Intestate Succession law versus the indigenous inheritance system in Ghana.</p> | Pictures and Charts   |



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|                                | <u>Assessment</u> <ul style="list-style-type: none"> <li>• Identify four positive and negative effects of each of the inheritance systems in Ghana</li> <li>• What are some of the things you do not like about the indigenous inheritance systems?</li> <li>• How would you improve the indigenous inheritance system of your people?</li> </ul> |  |
| <b>PHASE 3:<br/>REFLECTION</b> | Ask learners series of questions to review their understanding of the lesson<br><br>Ask learners to summarize what they have learnt   |  |



## WEEK 7

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|--|---|---|
| <b>Week Ending:</b>  | <b>DAY:</b>   | <b>Subject:</b> Social Studies  |
| <b>Duration:</b> 60MINS  |   | <b>Strand:</b> Sense Of Purpose   |
| <b>Class:</b> B8   | <b>Class Size:</b>  | <b>Sub Strand:</b> Human Rights   |
| <b>Content Standard:</b><br>B8.4.1.1. Investigate the rights and responsibilities of a citizen               | <b>Indicator:</b><br>B8.4.1.1.1. Examine the importance of human rights in the Ghanaian society volunteerism to community development.  | <b>Lesson:</b><br>1 OF 2  |
| <b>Performance Indicator:</b><br>Learners can examine the importance of human rights in the Ghanaian society |   | <b>Core Competencies:</b><br>CP 5.1: CC 8.1: CC 8.1: CC 9.1: CP 5.2: CC |
| <b>References:</b> Social Studies Curriculum Pg. 58  |   |   |
| <b>Keywords:</b> community, development,   |   |   |
|  |   |   |
| <b>Phase/Duration</b>  | <b>Learners Activities</b>  | <b>Resources</b>  |
| <b>PHASE 1: STARTER</b>  | <p>Start the lesson with a recap of the previous lesson. Allow learners to reflect on what they learnt from the previous lesson.</p> <p>Set expectations for this lesson including what will be learnt and how learning will occur and assessed.</p>      |   |
| <b>PHASE 2: NEW LEARNING</b>   | <p>Explain the concept “human rights”.</p> <p>Examine the United Nations declaration on human rights</p> <p>Identify some examples of human rights enshrined in the 1992 constitution.</p> <p>Assess the importance of the protection of human rights</p> | Pictures and Charts   |
| <b>PHASE 3: REFLECTION</b>   | <p>Ask learners series of questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p>  |   |



## WEEK 8

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| <b>Week Ending:</b>  |  | <b>DAY:</b>  | <b>Subject:</b> Social Studies                    |
| <b>Duration:</b> 60MINS  |  | <b>Strand:</b> Sense Of Purpose  |   |
| <b>Class:</b> B8   | <b>Class Size:</b>   |  | <b>Sub Strand:</b> The Individual & The Community |
| <b>Content Standard:</b><br>B8.3.2.1. Demonstrate knowledge of the role of the individual in the community |  | <b>Indicator:</b><br>B8.3.2.1.1. Examine the role of the individuals in the community. | <b>Lesson:</b><br>I OF 2                          |
| <b>Performance Indicator:</b><br>Learners can discuss the issues of inheritance in Ghana                   |  | <b>Core Competencies:</b><br>CP 5.1: CC 8.1: CC 8.1: CC 9.1: CP 5.2: CC                |   |
| <b>References:</b> Social Studies Curriculum Pg. 56  |  |  |   |
| <b>Keywords:</b> family, Nuclear, Extended,  |  |  |   |
|  |  |  |   |
| Phase/Duration   | Learners Activities  | Resources  |   |
| PHASE 1:<br><b>STARTER</b>   | <p>Start the lesson with a recap of the previous lesson. Allow learners to reflect on what they learnt from the previous lesson.</p> <p>Set expectations for this lesson including what will be learnt and how learning will occur and assessed.</p>   |  |   |
| PHASE 2: <b>NEW LEARNING</b>   | <p>Guide learners to explain the concept of community.<br/><i>A community is a social unit that shares characteristics such as location, norms, religion, values, customs, or identity. We all rely on and interact with one another in our communities, making them crucial components of our civilization.</i></p> <p>Engage learners to watch a documentary about different communities and discuss observations.</p> <p>Brainstorm learners to explain community development<br/><i>A community refers to people who live in the same location, share common interest, jointly own or participate in something, share common characteristics, or have mutual relations.</i></p> <p>Development means realizing the potential, growth, or expansion of something, or making something more effective.</p> <p>Community development is the act of growing, expanding, or creating effective group of people who have mutual interests.</p> <p>Through a class discussion, guide learners to discuss the values of community development.</p> <ul style="list-style-type: none"> <li>• Improved quality of life</li> <li>• Unity</li> <li>• Openness and communication</li> <li>• Sustainability</li> <li>• Education</li> <li>• Economic growth</li> </ul> | Pictures and Charts  |   |



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|                                | <u>Assessment</u><br>What is a community?<br>State and explain the values of community development.                                 |  |
| <b>PHASE 3:<br/>REFLECTION</b> | Ask learners series of questions to review their understanding of the lesson<br><br>Ask learners to summarize what they have learnt |  |



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| <b>Week Ending:</b>  | <b>DAY:</b>  | <b>Subject:</b> Social Studies  |
| <b>Duration:</b> 60MINS  |  | <b>Strand:</b> Sense Of Purpose   |
| <b>Class:</b> B8   | <b>Class Size:</b>   | <b>Sub Strand:</b> The Individual & The Community                       |
| <b>Content Standard:</b><br>B8.3.2.1. Demonstrate knowledge of the role of the individual in the community | <b>Indicator:</b><br>B8.3.2.1.1. Examine the role of the individuals in the community.   | <b>Lesson:</b><br>2 OF 2  |
| <b>Performance Indicator:</b><br>Learners can discuss the issues of inheritance in Ghana                   |  | <b>Core Competencies:</b><br>CP 5.1: CC 8.1: CC 8.1: CC 9.1: CP 5.2: CC |
| <b>References:</b> Social Studies Curriculum Pg. 56  |  |   |
| <b>Keywords:</b> community, development,   |  |   |
|  |  |   |
| <b>Phase/Duration</b>  | <b>Learners Activities</b>   | <b>Resources</b>  |
| <b>PHASE 1: STARTER</b>  | <p>Start the lesson with a recap of the previous lesson. Allow learners to reflect on what they learnt from the previous lesson.</p> <p>Set expectations for this lesson including what will be learnt and how learning will occur and assessed.</p>   |   |
| <b>PHASE 2: NEW LEARNING</b>   | <p>Guide learners to discuss the process of community development.</p> <ul style="list-style-type: none"> <li>• <i>Organization: creating an organizing group to determine to what extent a community development professional will be used.</i></li> <li>• <i>Creation of mission statement: It outlines the goals and reasons for the group's formation. This statement ought to keep it on track and keep it from extending beyond or deviating from it. A "mission statement" is a brief or a one-sentence description of the purpose for which the organization operates.</i></li> <li>• <i>Analyzing: this involves accessing to look at every part of the community to pinpoint pressing problems, or using SWOT analysis to solve problems.</i></li> <li>• <i>Communication; It is essential that an effective communication process be established to keep the lines of communication open with the public. This is important if the process is to be inclusive and trustworthy.</i></li> <li>• <i>Planning: The organizing committee should develop a thorough strategic plan to support the outlined future vision.</i></li> <li>• <i>Implementation: Implementing the plan is a crucial time when the plan management team needs to monitor the process closely. Signs of development must be visible to the public in order to prevent discouragement.</i></li> <li>• <i>Evaluation: The evaluations should take into account what is working well, what issues need to be fixed, and what measures should be taken next to advance the process toward the realization of the community's future vision.</i></li> </ul> | Pictures and Charts   |



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|                                       | <ul style="list-style-type: none"> <li>• Celebrate: <i>The greatest way to enjoy success is to share it with others. Smaller celebrations at strategic periods throughout the year are just of vital as annual report and public gathering since it helps others to acknowledge the progress made.</i></li> <li>• Sustain: <i>Community development is a process and not an end. A result, in order to ensure its communal usefulness.</i></li> </ul> <p><u>Assessment</u><br/>State and explain the process of community development.</p> |  |
| <p>PHASE 3:<br/><b>REFLECTION</b></p> | <p>Ask learners series of questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p>   |  |



## WEEK 9

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|--|--|---|
| <b>Week Ending:</b>  | <b>DAY:</b>  | <b>Subject:</b> Social Studies  |
| <b>Duration:</b> 60MINS  |  | <b>Strand:</b> Sense Of Purpose   |
| <b>Class:</b> B8   | <b>Class Size:</b>   | <b>Sub Strand:</b> The Individual & The Community                       |
| <b>Content Standard:</b><br>B8.3.2.1. Demonstrate knowledge of the role of the individual in the community | <b>Indicator:</b><br>B8.3.2.1.1. describe the community decision-making process.   | <b>Lesson:</b><br>I OF 2  |
| <b>Performance Indicator:</b><br>Learners can describe the community decision-making process               |  | <b>Core Competencies:</b><br>CP 5.1: CC 8.1: CC 8.1: CC 9.1: CP 5.2: CC |
| <b>References:</b> Social Studies Curriculum Pg. 57  |  |   |
| <b>Keywords:</b> family, Nuclear, Extended,  |  |   |
|  |  |   |
| <b>Phase/Duration</b>  | <b>Learners Activities</b>   | <b>Resources</b>  |
| <b>PHASE 1: STARTER</b>  | <p>Start the lesson with a recap of the previous lesson. Allow learners to reflect on what they learnt from the previous lesson.</p> <p>Set expectations for this lesson including what will be learnt and how learning will occur and assessed.</p>   |   |
| <b>PHASE 2: NEW LEARNING</b>   | <p>Guide learners to explain the factors to be considered in community decision-making process, including investigating, developing and evaluating alternatives.</p> <div style="text-align: center;"> <pre> graph TD     A[Investigate the problem] --&gt; B[Developing alternatives]     B --&gt; C[Evaluating alternatives and select the best option]     C --&gt; D[Implementing and monitoring the decision]             </pre> </div> <p>Invite a resource person to talk about the importance of community development</p> <p>Learners identify a specific need or problem of the community and show how learners can help solve it.</p> | Pictures and Charts   |
| <b>PHASE 3: REFLECTION</b>   | <p>Ask learners series of questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p>   |   |



## WEEK 10

| <b>Week Ending:</b>  |   | <b>DAY:</b>  | <b>Subject:</b> Social Studies                    |
|--|---|--|---|
| <b>Duration:</b> 60MINS  |   | <b>Strand:</b> Sense Of Purpose  |   |
| <b>Class:</b> B8   | <b>Class Size:</b>  |  | <b>Sub Strand:</b> The Individual & The Community |
| <b>Content Standard:</b><br>B8.3.2.1. Demonstrate knowledge of the role of the individual in the community   |   | <b>Indicator:</b><br>B8.3.1.1.2. Discuss the relevance of volunteerism to community development. | <b>Lesson:</b><br>2 OF 2                          |
| <b>Performance Indicator:</b><br>Learners can discuss the relevance of volunteerism to community development |   | <b>Core Competencies:</b><br>CP 5.1: CC 8.1: CC 8.1: CC 9.1: CP 5.2: CC                          |   |
| <b>References:</b> Social Studies Curriculum Pg. 58  |   |  |   |
| <b>Keywords:</b> community, development,   |   |  |   |
|  |   |  |   |
| Phase/Duration   | Learners Activities   | Resources  |   |
| PHASE 1:<br><b>STARTER</b>   | <p>Start the lesson with a recap of the previous lesson. Allow learners to reflect on what they learnt from the previous lesson.</p> <p>Set expectations for this lesson including what will be learnt and how learning will occur and assessed.</p>  |  |   |
| PHASE 2: <b>NEW LEARNING</b>   | <p>Brainstorm learners to explain the concept of volunteerism</p> <p>Learners in their groups, examine the ways by which one can volunteer in the community responsibly, including performing household chores, shopping or cleaning for an elderly person and helping clean the community</p> <p>Have learners identify some volunteering roles in the community and their contribution to community development, including reporting crime in the community to the police and avoiding taking the law into one's own hands.</p> | Pictures and Charts  |   |
| PHASE 3:<br><b>REFLECTION</b>  | <p>Ask learners series of questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p>  |  |   |



**FIRST TERM**  
**WEEKLY LESSON NOTES**  
**WEEK 11 & 12**  
**REVISION AND END OF TERM ASSESSMENT**

|  |  |   |   |
|--|--|---|---|
| <b>Week Ending:</b>  |  | <b>DAY:</b>   | <b>Subject:</b> Social Studies              |
| <b>Duration:</b> 60MINS  |  | <b>Strand:</b> Strands for the term   |   |
| <b>Class:</b> B8   | <b>Class Size:</b>   |   | <b>Sub Strand:</b> Sub strands for the term |
| <b>Content Standard:</b><br>Demonstrate knowledge and understanding in the topics treated so far.            |  | <b>Indicator:</b><br>Recall and summarize all what they have learnt within the term | <b>Lesson:</b><br>1 OF 1                    |
| <b>Performance Indicator:</b><br>Learners can recall and summarize all what they have learnt within the term |  | <b>Core Competencies:</b><br>CP 5.1: CC 8.1: CC 8.1: CC 9.1: CP 5.2: CC             |   |
| <b>References:</b> Social Studies Curriculum Pg. 58  |  |   |   |
| <b>Keywords:</b> community, development,   |  |   |   |
|  |  |   |   |
| <b>Phase/Duration</b>  | <b>Learners Activities</b>   |   | <b>Resources</b>                            |
| <b>PHASE 1: STARTER</b>  | <p>Start the lesson with a recap of the previous lesson. Allow learners to reflect on what they learnt from the previous lesson.</p> <p>Set expectations for this lesson including what will be learnt and how learning will occur and assessed.</p>   |   |   |
| <b>PHASE 2: NEW LEARNING</b>   | <p>Brainstorm learners to come up with the meaning of Energy Conservation.</p> <p><i>It is the practice of reducing the quantity of energy used or consumption of energy services.</i></p> <ul style="list-style-type: none"> <li>• Do you put off the light when sleeping?</li> <li>• Why do you have to close the fridge after use?</li> <li>• What will you tell your friend if he leaves the tap on after use?</li> </ul> <p>Guide learners, through think-pair-share, to talk about strategies for energy conservation,</p> <p>e.g.</p> <ul style="list-style-type: none"> <li>• Using solar or wind energy instead of petroleum,</li> <li>• Making efforts to reduce the consumption of energy (e.g. turning off lights when leaving the room</li> <li>• Recycling plastics or paper, using more natural light from the sun).</li> </ul> <p>Guide learners to describe conserving energy in their homes or in the community, using small group drama.</p> <p>Learners talk about ways of conserving energy;</p> <ol style="list-style-type: none"> <li>i. Turning off the light,</li> <li>ii. Turn off television if not in use.</li> <li>iii. Unplug iron after use</li> <li>iv. Turn off fan after use.</li> </ol> |   | Pictures and Charts                         |



|                                       |  |  |
|---------------------------------------|--|--|
|                                       | <p>Through whole class discussion guide learners to discuss the importance of energy conservation.</p> <p><i>i. It plays important role of lessening climate change.</i><br/> <i>ii. Low electricity bills, reduced maintenance, operation and service costs for electronic equipment.</i><br/> <i>iii. We save the country a lot of money when save energy.</i><br/> <i>iv. It reduces environmental pollution.</i></p> <p><u>Assessment</u></p> <p>1. What is energy conservation?<br/> 2. State four importance of energy conservation.<br/> 3. State three ways we can conserve energy in our homes.</p> |  |
| <p><b>PHASE 3:<br/>REFLECTION</b></p> | <p>Ask learners series of questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p>   |  |



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|--|--|---|--------------------------|
| <b>Week Ending:</b>  | <b>DAY:</b>  | <b>Subject:</b> Social Studies  |                          |
| <b>Duration:</b> 60MINS  |  | <b>Strand:</b> Strands treated for the term                             |                          |
| <b>Class:</b> B8   | <b>Class Size:</b>   | <b>Sub Strand:</b> Sub strands for the term                             |                          |
| <b>Content Standard:</b><br>Demonstrate knowledge and understanding in the topics treated so far.                  |  | <b>Indicator:</b><br>Preparation towards vacation                       | <b>Lesson:</b><br>I OF I |
| <b>Performance Indicator:</b><br>Learners can answer all end of term assessment questions in their exercise books. |  | <b>Core Competencies:</b><br>CP 5.1: CC 8.1: CC 8.1: CC 9.1: CP 5.2: CC |                          |
| <b>References:</b> Social Studies Curriculum   |  |   |                          |
|  |  |   |                          |
| <b>Phase/Duration</b>  | <b>Learners Activities</b>   | <b>Resources</b>  |                          |
| <b>PHASE 1: STARTER</b>  | Ask learners to bring and display all the materials needed for the assessment.<br><br>Educate them on the consequences of examination mal practice.  | Exercise books, pen, pencils, erasers, Answer sheets.                   |                          |
| <b>PHASE 2: NEW LEARNING</b>   | Engage learners to arrange themselves properly to sit for the assessment test.<br><br>Mark learners answer sheets or exercise books.<br><br>Fill in learner's SBA books and report cards.<br><br>Distribute learners answer sheets or exercise books for feedback. | SBA, Assessment Questions and exercise books.                           |                          |

