

LESSON PLANS FOR JUNIOR HIGH SCHOOLS

SOCIAL STUDIES

BASIC

9

TERM

1

- Weekly forecast
- Detailed lesson plans



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FIRST TERM SOCIAL STUDIES LESSON NOTES – BASIC 9

SCHEME OF LEARNING – TERM I

WEEKS	STRAND	SUB STRAND	INDICATORS	RESOURCES
1	Environment	Environmental Issues	B9.1.1.1.1	Charts & Pictures
2	Family Life	The Family	B9.1.1.2.1	Charts & Pictures
3	Family Life	The Family	B9.1.1.2.1	Charts & Pictures
4	Law and Order	The 1992 constitution	B9.1.1.2.1	Charts & Pictures
5	Law and Order	The 1992 constitution	B9.1.1.2.1	Charts & Pictures
6	Law and Order	The 1992 constitution	B9.1.1.2.1	Charts & Pictures
7	Law and Order	Promoting Democracy and Political Stability	B9.1.4.1.1	Charts & Pictures
8	Law and Order	Promoting Democracy and Political Stability	B9.1.4.1.1	Charts & Pictures
9	Law and Order	Promoting Democracy and Political Stability	B9.1.4.1.1	Charts & Pictures
11	Sense of Purpose	Culture and National Identity	B9.1.4.1.2	Charts & Pictures
12	Socio-Economic Development	Science and Technology	B9.1.4.1.2	Charts & Pictures



FIRST TERM
WEEKLY LESSON NOTES
WEEK 1

Week Ending:		DAY:	Subject: Social Studies
Duration: 60MINS		Strand: Environment	
Class: B8	Class Size:		Sub Strand: Environmental Issues
Content Standard: B9.1.1.1. Demonstrate skills in dealing with environmental challenges		Indicator: B9.1.1.1.1. Examine air pollution as an environmental challenge	Lesson: 1 OF 2
Performance Indicator: Learners can explain the concept of air pollution, its primary causes, and its implications on the environment and human health.			Core Competencies: Communication and Collaboration Critical Thinking and Problem Solving skills
References: Social Studies Curriculum Pg. 74			
Keywords: Air Pollution, Emissions, Smog, Fumes			
Phase/Duration	Learners Activities		Resources
PHASE 1: STARTER	<p>Begin with a striking image or short video clip showcasing smog-covered cities, vehicles emitting fumes, or industries releasing smoke.</p> <p>Pose a question: "What impact do you think scenes like this have on our environment and health?"</p> <p>Share performance indicators with learners.</p>		
PHASE 2: NEW LEARNING	<p>Introduce the term "air pollution," emphasizing pollutants that contaminate the air we breathe.</p> <p>Discuss how polluted air can be harmful, affecting not just the environment (like acid rain or ozone depletion) but also human health (respiratory issues, allergies).</p> <p>Using visuals, showcase various activities that contribute to air pollution: vehicles releasing exhaust, industries emitting smoke, and the burning of wood or trash.</p> <p>Engage the learners in a discussion about other potential sources of air pollution they encounter or know about.</p> <p>As an interactive element, you could plot these sources on a map of the local area or a larger region, indicating pollution hotspots.</p> <p><u>Assessment</u></p> <ol style="list-style-type: none"> 1. What is air pollution, and why is it a concern for both the environment and human health? 2. Name two primary sources of air pollution in urban areas. 3. How can industrial activities contribute to air pollution? 4. Why might fires, even those not related to industry or vehicles, lead to polluted air? 		Pictures and Charts



PHASE 3: REFLECTION	<p>Recap the main points of the lesson, emphasizing the significance of understanding and addressing air pollution. Highlight the collective responsibility in finding solutions to this pressing issue.</p> <p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p>	
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Week Ending:	DAY:	Subject: Social Studies
Duration: 60MINS		Strand: Environment
Class: B8	Class Size:	Sub Strand: Environmental Issues
Content Standard: B9.1.1.1. Demonstrate skills in dealing with environmental challenges		Indicator: B9.1.1.1.1. Examine air pollution as an environmental challenge
		Lesson: 2 OF 2
Performance Indicator: Learners can detrimental effects of air pollution on human health and the environment and explore practical solutions to mitigate its impact.		Core Competencies: Communication and Collaboration Critical Thinking and Problem Solving skills
References: Social Studies Curriculum Pg. 74		
Keywords: Air Pollution, Asthma, Smog, Prevention		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Show learners a picture of a city skyline on a clear day juxtaposed with a picture of the same skyline on a smog-filled day.</p> <p>Ask learners: "What differences do you observe? How do you think living in the second environment might feel, or how might it affect our health?"</p> <p>Share performance indicators with learners.</p>	
PHASE 2: NEW LEARNING	<p>Engage learners in a discussion about how air pollution affects our environment, leading to problems like acid rain, harming aquatic life, damaging forests, and depleting the ozone layer.</p> <p>Transition into its effects on human health, emphasizing respiratory issues.</p> <p>Introduce conditions like asthma, describing the challenges faced by those who suffer from it and how pollution exacerbates such conditions.</p> <p>Initiate a brainstorming session where learners list out activities or solutions that can reduce air pollution. This can include public transportation, carpooling, tree planting, using energy-efficient appliances, etc.</p> <p>Discuss the feasibility of each solution in the local context, determining which methods might be most effective in their community.</p> <p>Do a project in the community to educate members on the ways to reduce air pollution.</p> <p><u>Assessment:</u></p> <ol style="list-style-type: none"> 1. What are some negative effects of air pollution on the environment? 2. How does air pollution impact individuals with asthma differently than those without this condition? 3. Name two methods or strategies that can reduce air pollution in urban areas. 	Pictures and Charts



	4. Why is public transportation often suggested as a solution to combat air pollution?	
PHASE 3: REFLECTION	<p>Summarize the importance of addressing air pollution, emphasizing the dual impact on the environment and personal health.</p> <p>Encourage learners to be proactive and make conscious choices in their daily lives to contribute to cleaner air.</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>	



FIRST TERM
WEEKLY LESSON NOTES
WEEK 2

Week Ending:		DAY:	Subject: Social Studies
Duration: 60MINS		Strand: Family Life	
Class: B9	Class Size:		Sub Strand: The Family
Content Standard: B9.2.2.1. Evaluate the institution of marriage in Ghana		Indicator: B9.2.2.1.1. Examine the importance of marriage as a social institution in Ghana	Lesson: 1 OF 2
Performance Indicator: Learners can understand the role of marriage as a social institution in Ghana, exploring its significance and ways of contracting.		Core Competencies: Critical Thinking and Problem Solving (CP), Communication and Collaboration (CC), Creativity and Innovation (CI),	
References: Social Studies Curriculum Pg. 39			
Keywords: Social Institution, Contracting Marriage, Stability, Economic Support			
Phase/Duration	Learners Activities		Resources
PHASE 1: STARTER	<p>Display images of a traditional Ghanaian wedding and a contemporary Ghanaian wedding side by side.</p> <p>Ask learners to discuss the similarities and differences they observe, and what these images signify about the importance of marriage in Ghana.</p> <p>Share performance indicators with learners.</p>		
PHASE 2: NEW LEARNING	<p>Explain the concept of social institutions, emphasizing that they are structures in society that govern the behavior of people in a community.</p> <p>Mention other social institutions such as family and religious sects to provide a broader context.</p> <p>Discuss the various ways people in Ghana contract marriages. This can include traditional customs, religious ceremonies, and civil registrations.</p> <p>Engage learners in a discussion about the significance of each method and the cultural or societal factors influencing them.</p> <p>Initiate a group discussion or brainstorming session. Ask learners to think about the ways in which marriage, as a social institution, benefits individuals and society.</p> <p>Focus on the importance of providing a stable environment for raising children and its role in offering economic support for parents.</p> <p>Divide learners into small groups and assign each a specific topic related to the importance of marriage in Ghana (e.g., child-rearing, economic stability, societal expectations).</p>		Pictures and Charts



	<p>Each group prepares a short presentation or skit to demonstrate their topic's significance within the broader context of marriage as a social institution.</p> <p><u>Assessment</u></p> <ol style="list-style-type: none"> 1. What is a social institution, and how does marriage fit into this definition in the context of Ghana? 2. List two ways people in Ghana contract marriages. 3. Why is providing a stable setting for children a crucial aspect of marriage as a social institution? 4. How does marriage offer economic support for parents in Ghana? 	
<p>PHASE 3: REFLECTION</p>	<p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p>	



Week Ending:		DAY:	Subject: Social Studies
Duration: 60MINS		Strand: Family Life	
Class: B9	Class Size:		Sub Strand: The Family
Content Standard: B9.2.2.1. Evaluate the institution of marriage in Ghana		Indicator: B9.2.2.1.1. Examine the importance of marriage as a social institution in Ghana	Lesson: 1 OF 2
Performance Indicator: Learners can understand the importance of marriage as a social institution in Ghana, explore the causes and effects of broken marriages, and suggest ways to sustain marriages.		Core Competencies: Critical Thinking and Problem Solving (CP), Communication and Collaboration (CC), Creativity and Innovation (CI),	
References: Social Studies Curriculum Pg. 39			
Keywords: Social Institution, Family Structure, Stability, Broken Marriages			
Phase/Duration	Learners Activities		Resources
PHASE 1: STARTER	Begin with a short, engaging story or scenario of a family facing challenges due to a broken marriage. Pose the question, "How do you think the family's dynamics change with broken marriages?" Share performance indicators with learners.		
PHASE 2: NEW LEARNING	<p>Divide learners into small groups and assign each group one of the effects of broken marriages (e.g., teenage pregnancy, drug abuse, truancy).</p> <p>Instruct each group to create a short drama or skit that highlights their assigned effect on the family structure.</p> <p>After the performances, engage the class in a discussion about the portrayed scenarios, emphasizing the societal and personal ramifications.</p> <p>Initiate a brainstorming session where learners suggest ways to maintain and strengthen marriages.</p> <p>Encourage solutions that focus on communication, understanding, and shared responsibilities.</p> <p>List learners' suggestions on the board and delve deeper into a few of the most mentioned or intriguing suggestions.</p> <p><u>Assessment</u></p> <ol style="list-style-type: none"> How is marriage viewed as a vital social institution in Ghanaian society? Name two potential causes of broken marriages discussed in class. How can broken marriages affect children? List one method or strategy suggested by the class to sustain and strengthen marriages. 		Pictures and Charts



PHASE 3: REFLECTION	Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson. Take feedback from learners and summarize the lesson.	
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FIRST TERM
WEEKLY LESSON NOTES
WEEK 3

Week Ending:		DAY:	Subject: Social Studies
Duration: 60MINS		Strand: Family Life	
Class: B9	Class Size:		Sub Strand: The Family
Content Standard: B9.2.2.2. Assess the need for responsible parenting in the family		Indicator: B9. 2.2.2.1. Examine the importance of responsible parenting within the family system	Lesson: 1 OF 2
Performance Indicator: Learners can explain the concepts of parenthood and parenting, and differentiate between them.		Core Competencies: Critical Thinking and Problem Solving (CP), Communication and Collaboration (CC), Creativity and Innovation (CI),	
References: Social Studies Curriculum Pg. 39			
Keywords: Parenthood, Parenting, Differentiate, Family			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	<p>Begin with a "Word Association" activity. Write the word "family" on the board and ask learners to associate words or ideas that come to mind when they think of a family.</p> <p>Encourage them to share their associations.</p> <p>Share performance indicators with learners.</p>		
PHASE 2: NEW LEARNING	<p>Define the concepts of parenthood and parenting.</p> <p><i>1. Parenthood: Parenthood refers to the state or role of being a parent, which involves the biological or legal responsibility for the care, upbringing, and well-being of a child. Parenthood encompasses the lifelong commitment to providing emotional, financial, and nurturing support to one's children.</i></p> <p><i>2. Parenting: Parenting is the active process of fulfilling the responsibilities and duties associated with being a parent. It involves the actions, decisions, and behaviors that contribute to the physical, emotional, and social development of children. Effective parenting encompasses nurturing, guidance, discipline, and creating a supportive environment for a child's growth and well-being.</i></p> <p>Use visual aids to show images of diverse families.</p> <p>Engage learners in a discussion about what they understand about parenthood and parenting.</p> <p>Encourage them to share their thoughts and ideas about family and their role within it.</p> <p>Explain the key differences between parenthood and parenting. Provide definitions for each and highlight the distinctions.</p> <p>Divide the class into small groups.</p> <p>Provide each group with discussion questions related to parenthood and parenting.</p>	Pictures and Charts showing images of families.	



	<p>In their groups, learners discuss and share their thoughts and ideas.</p> <p><u>Assessment</u></p> <ol style="list-style-type: none"> 1. Can you explain what the concept of parenthood means? 2. How do you define the concept of parenting? 3. What are the main differences between parenthood and parenting? 	
<p>PHASE 3: REFLECTION</p>	<p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p>	



Week Ending:	DAY:	Subject: Social Studies
Duration: 60MINS		Strand: Family Life
Class: B9	Class Size:	Sub Strand: The Family
Content Standard: B9.2.2.2. Assess the need for responsible parenting in the family		Indicator: B9. 2.2.2.1. Examine the importance of responsible parenting within the family system
		Lesson: 2 OF 2
Performance Indicator: Learners can discuss the responsibilities of parents, including providing for basic needs and a loving environment, and to explore the consequences of inappropriate parenting behavior.		Core Competencies: Critical Thinking and Problem Solving (CP), Communication and Collaboration (CC), Creativity and Innovation (CI),
References: Social Studies Curriculum Pg. 39		
Keywords: Parenthood, Parenting, Differentiate, Family		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Begin with a "Word Association" activity. Write the word "parenting" on the board and ask learners to associate words or ideas that come to mind when they think of responsible parenting.</p> <p>Encourage them to share their associations.</p> <p>Share performance indicators with learners.</p>	
PHASE 2: NEW LEARNING	<p>Bring to class and show images of a happy and loving family.</p> <p>Have learners talk about the picture and relate to them.</p> <p>Divide the class into small groups. Provide each group with a list of parental responsibilities, including providing food, clothes, shelter, and emotional support.</p> <p>In their groups, learners discuss and share their thoughts on these responsibilities.</p> <p>Discuss inappropriate parenting behavior, such as alcohol abuse or neglect.</p> <p>Explore the consequences of such behavior on children and family dynamics.</p> <p>Present real-life scenarios or case studies related to inappropriate parenting behavior. Example: <i>Sarah, a 13-year-old girl, comes home from school one day and finds her mother, Lisa, intoxicated and passed out on the living room couch. This is not the first time Sarah has witnessed her mother's excessive drinking. Lisa's alcohol abuse has been an ongoing issue in their household. Sarah is left to fend for herself, often going without meals and feeling neglected due to her mother's addiction.</i></p> <p>Encourage learners to discuss the possible outcomes and consequences in these scenarios.</p> <p><u>Consequences and Impact:</u></p>	Pictures and Charts showing images of families.



	<p><i>1. Emotional Distress: Sarah experiences significant emotional distress as she feels abandoned and unsupported by her mother. She may suffer from anxiety, depression, or low self-esteem as a result.</i></p> <p><i>2. Neglect: Lisa's alcohol abuse has led to her neglecting her parental responsibilities. Sarah is not provided with proper nutrition, care, or guidance, which impacts her overall well-being and development.</i></p> <p><i>3. School Performance: Sarah's academic performance is affected as she struggles to concentrate and complete her homework due to the chaotic and unstable environment at home.</i></p> <p><i>4. Long-Term Consequences: If Lisa's inappropriate parenting behavior continues, it could have long-term consequences for Sarah, including a higher risk of substance abuse, behavioral issues, and a disrupted family life.</i></p> <p><u>Assessment</u></p> <ol style="list-style-type: none"> 1. What responsibilities do parents have in raising their children? 2. Can you provide examples of inappropriate parenting behavior? 3. How might inappropriate parenting behavior affect children and the family environment? 	
<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>	



FIRST TERM
WEEKLY LESSON NOTES
WEEK 4

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



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



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



	2. Choose one limitation on citizen rights discussed in class. Explain why this limitation might be necessary in certain circumstances.	
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.	



FIRST TERM
WEEKLY LESSON NOTES
WEEK 5

Week Ending:		DAY:	Subject: Social Studies
Duration: 60MINS		Strand: Law & Order	
Class: B9	Class Size:		Sub Strand: The 1992 Constitution
Content Standard: B9.4.3.1. Assess the relevance of the 1992 Constitution		Indicator: B9.4.3.1.1 Examine the 1992 Constitution and its significance to national development	Lesson: 1 OF 2
Performance Indicator: Learners can explore the concepts of child rights and examine the provisions of child rights in the 1992 Constitution.			Core Competencies: Communication and Collaboration Critical Thinking and Problem Solving skills
References: Social Studies Curriculum Pg. 90			
Keywords: Child Rights, Provisions, National Development, Constitution			
Phase/Duration	Learners Activities		Resources
PHASE 1: STARTER	<p>Begin the lesson with a thought-provoking question: "Why do you think having a constitution is important for a country's development?"</p> <p>Encourage learners to share their initial thoughts and ideas in pairs or small groups, fostering a brief discussion.</p> <p>Share performance indicators with learners.</p>		
PHASE 2: NEW LEARNING	<p>Provide a brief overview of the 1992 Constitution, emphasizing its historical context and the principles it stands for.</p> <p>Divide the class into small groups and ask them to discuss why they think the 1992 Constitution is significant for national development.</p> <p>Each group presents their insights, and the class engages in a discussion about the diverse perspectives on the constitution's role in shaping the nation.</p> <p>Engage the class in an interactive discussion about what child rights mean to them. Encourage learners to share their ideas on what rights children should have.</p> <p>Provide real-life examples of child rights issues and discuss how these rights contribute to the overall well-being of children in society.</p> <p>In small groups, ask learners to create a list of fundamental child rights that they believe should be protected in any society.</p> <p><u>Assessment</u></p> <ol style="list-style-type: none"> 1. What are two key concepts underlying child rights? 2. Briefly explain one right to survival guaranteed by the Constitution. 		Pictures and Charts



	<p>3. What kind of protection does the Constitution offer children against harmful practices?</p> <p>4. Why is a separate juvenile justice system important for upholding child rights?</p>	
<p>PHASE 3: REFLECTION</p>	<p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p>	



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



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



FIRST TERM
WEEKLY LESSON NOTES
WEEK 6

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



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



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



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



FIRST TERM
WEEKLY LESSON NOTES
WEEK 7

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



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



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



	<p>Divide the class into small groups and assign each group a specific electoral material (e.g., ballot paper, voter ID card).</p> <p>Instruct groups to discuss and design their own version of the assigned electoral material, considering factors like clarity, security features, and simplicity.</p> <p>Each group will present their designed electoral material to the class.</p> <p>Each group presents their designed electoral material, explaining the features they incorporated and the reasons behind their choices.</p> <p>Facilitate a class discussion on the importance of thoughtful design in electoral materials.</p> <p>Ask learners to reflect on what they've learned about the election processes in Ghana and the significance of electoral materials.</p> <p>Conclude the lesson by summarizing key points and answering any remaining questions.</p>	
<p>PHASE 3: REFLECTION</p>	<p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p>	



FIRST TERM
WEEKLY LESSON NOTES
WEEK 8

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



	<p>Instruct groups to perform the role-play, ensuring that they follow the procedures of a free and fair election.</p> <p>Emphasize the importance of a secret ballot, unbiased counting, and transparency in announcing results.</p> <p>Encourage creativity and engagement in the role-play.</p> <p>Ask each group to share their experiences and challenges during the election.</p> <p>Discuss how the principles of free and fair elections were demonstrated.</p> <p>Encourage learners to reflect on the role of individuals in maintaining the integrity of the election process.</p>	
<p>PHASE 3: REFLECTION</p>	<p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p>	



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



	<p>Address any questions or concerns that arise during the discussion.</p> <p>Emphasize the importance of the Electoral Commission in upholding the integrity of the electoral process.</p>	
<p>PHASE 3: REFLECTION</p>	<p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p>	



FIRST TERM
WEEKLY LESSON NOTES
WEEK 9

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



	<p>Instruct groups to discuss and simulate a District Assembly meeting, focusing on decision-making processes and collaboration.</p> <p>Each group will present a summary of their simulated meeting to the class.</p>	
<p>PHASE 3: REFLECTION</p>	<p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p>	



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



	<p>The resource person can provide insights into specific projects, community engagement strategies, and the decision-making process at the local level.</p> <p>Open the floor for learners to ask questions to the resource person.</p> <p>Ask learners to reflect on the information shared by the resource person and how it aligns with their understanding of District Assemblies.</p>	
<p>PHASE 3: REFLECTION</p>	<p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p>	



FIRST TERM
WEEKLY LESSON NOTES
WEEK 10

Week Ending:		DAY:	Subject: Social Studies
Duration: 60MINS		Strand: Law & Order	
Class: B9	Class Size:		Sub Strand: Promoting Democracy & Political Stability
Content Standard: B9.4.5.3. Evaluate the importance of political stability in Ghana's development		Indicator: B9.4.5.3.1. Assess the significance of political stability in national development	Lesson: 1 OF 2
Performance Indicator: Learners can understand the concept of political stability, examine ways of achieving it, and discuss threats to political stability in the country		Core Competencies: Communication and Collaboration Critical Thinking and Problem Solving skills	
References: Social Studies Curriculum Pg. 91			
Keywords: Governance, Peace, Order, Economic growth, Development			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	<p>Show a brief video or images depicting scenes of political stability and instability in different countries.</p> <p>Ask learners to reflect on what they understand by the term "political stability" and how it might impact a country's development.</p> <p>Facilitate a class discussion by having learners share their reflections and perceptions.</p> <p>Share performance indicators with learners.</p>		
PHASE 2: NEW LEARNING	<p>Define and discuss the concept of political stability, emphasizing the idea that it refers to a state of consistent governance, peace, and order within a country.</p> <p>Highlight the importance of political stability in fostering economic growth, development, and social harmony.</p> <p>Divide the class into small groups. Instruct each group to brainstorm and list ways in which political stability can be achieved in a country.</p> <p>Ask each group to present their ideas to the class. Facilitate a discussion on common themes and effective strategies for achieving political stability.</p> <p>Present an overview of common threats to political stability, such as vigilantism, political intolerance, and abuse of freedom of speech through radio.</p> <p>Engage the class in a discussion on each identified threat, discussing real-life examples and potential consequences.</p>	Pictures and Charts	



	<p>Encourage learners to share their thoughts on how these threats can undermine political stability.</p> <p>Divide the class into small groups and assign each group one of the identified threats (vigilantism, political intolerance, abuse of freedom of speech).</p> <p>Instruct groups to assess the threat, discuss its impact, and propose solutions to mitigate the risk.</p> <p>Each group will present their findings to the class.</p>	
<p>PHASE 3: REFLECTION</p>	<p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p>	



Week Ending:	DAY:	Subject: Social Studies	
Duration: 60MINS		Strand: Law & Order	
Class: B9	Class Size:	Sub Strand: Promoting Democracy & Political Stability	
Content Standard: B9.4.5.3. Evaluate the importance of political stability in Ghana's development		Indicator: B9.4.5.3.1. Assess the significance of political stability in national development	Lesson: 1 OF 2
Performance Indicator: Learners can describe the importance of political stability and suggest ways to promote political stability in Ghana.		Core Competencies: Communication and Collaboration Critical Thinking and Problem Solving skills	
References: Social Studies Curriculum Pg. 91			
Keywords: National development, Investments, Citizen well-being, Group brainstorming, Action plan			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	<p>Present learners with recent news headlines or articles related to political stability and instability in various countries, including Ghana.</p> <p>In small groups, ask learners to analyze and discuss the impact of political stability on a country's development.</p> <p>Facilitate a class discussion by having each group share their insights and observations.</p> <p>Share performance indicators with learners.</p>		
PHASE 2: NEW LEARNING	<p>Define and discuss the concept of political stability, highlighting its significance in fostering economic growth, social cohesion, and international relations.</p> <p>Provide examples of countries that have experienced positive or negative outcomes based on their political stability.</p> <p>Engage the class in a discussion about the importance of political stability.</p> <p>Encourage learners to share their views on how political stability contributes to national development, attracts investments, and ensures citizens' well-being.</p> <p>Divide the class into small groups.</p> <p>Instruct each group to brainstorm and suggest ways of promoting political stability specifically in the context of Ghana.</p> <p>Ask each group to present their ideas to the class.</p> <p>Facilitate a discussion on common themes and the feasibility of the proposed solutions.</p> <p>Reorganize the small groups and assign each group a specific aspect of promoting political stability (e.g., citizen education, responsive governance, conflict resolution).</p>	Pictures and Charts	



	Instruct groups to create an action plan outlining practical steps to contribute to political stability in Ghana. Each group will present their action plan to the class.	
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.	



FIRST TERM
WEEKLY LESSON NOTES
WEEK 11

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



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



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



PHASE 3: REFLECTION	Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson. Take feedback from learners and summarize the lesson.	
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Week Ending:	DAY:	Subject: Social Studies
Duration: 60MINS		Strand: Sense Of Purpose
Class: B9	Class Size:	Sub Strand: Culture & National Identity
Content Standard: B9.3.3.1. Evaluate the place of culture in national identity	Indicator: B9.3.3.1.1 Assess the significance of symbols, music and ceremonies in promoting national identity	Lesson: 1 OF 2
Performance Indicator: Learners can discuss how national ceremonies contribute to fostering national unity.		Core Competencies: Communication and Collaboration Critical Thinking and Problem-Solving skills
References: Social Studies Curriculum Pg. 88		
Keywords: National Unity, National Integrity, Fostering Unity, National Ceremonies		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Begin the lesson by asking learners to brainstorm and share their thoughts on what factors contribute to national unity and how a nation can defend its integrity.</p> <p>Encourage them to think about historical and contemporary examples.</p> <p>Share performance indicators with learners.</p>	
PHASE 2: NEW LEARNING	<p>Divide the class into small groups and ask them to brainstorm ways in which national unity can be fostered.</p> <p>Each group presents their ideas, and the class engages in a discussion about the feasibility and effectiveness of each suggestion.</p> <p>Present a case study or historical example where a nation successfully defended its integrity against external threats.</p> <p>Discuss the strategies employed and the role of the population in maintaining national pride.</p> <p>Divide the class into groups and have them discuss how citizens can contribute to defending the integrity of their nation on a day-to-day basis.</p> <p>Show videos or pictures of national ceremonies from different cultures and historical periods.</p> <p>Discuss the common elements that contribute to a sense of unity during these ceremonies.</p> <p>Assign each group a specific national ceremony to analyze. Ask them to discuss how the ceremony fosters unity and what symbols, traditions, or rituals are involved.</p> <p><u>Assessment</u></p> <p>I. What are some strategies discussed for fostering national unity?</p>	Pictures and Charts



	<p>2. How can citizens actively contribute to defending the integrity of their nation, based on the case study or historical example?</p> <p>3. How do the concepts of fostering unity and defending national integrity intersect in the context of a nation?</p>	
<p>PHASE 3: REFLECTION</p>	<p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p>	



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



	<ol style="list-style-type: none">1. How does respecting the customs and culture of other ethnic groups contribute to celebrating diversity in Ghana?2. Choose one festival discussed and explain its significance in fostering national unity.	
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>	



FIRST TERM
WEEKLY LESSON NOTES
WEEK 12

Week Ending:		DAY:	Subject: Social Studies
Duration: 60MINS		Strand: Socio-Economic Development	
Class: B9	Class Size:		Sub Strand: Science & Technology
Content Standard: B9.5.4.1. Analyse the contribution of science and technology to national development		Indicator: B9.5.4.1.1. Examine how science and technology can be used to promote development	Lesson: 1 OF 2
Performance Indicator: Learners can examine the difference(s) between 'Science' and 'Technology'			Core Competencies: Communication and Collaboration Critical Thinking and Problem Solving
References: Social Studies Curriculum Pg.			
Keywords: Science, Technology, Difference			
Phase/Duration	Learners Activities		Resources
PHASE 1: STARTER	<p>Begin the lesson by asking learners what they think science and technology are.</p> <p>Encourage them to share examples of each and discuss why they are important in our daily lives.</p>		
PHASE 2: NEW LEARNING	<p>Explain that science is a systematic study of the natural world, including living things, materials, and processes.</p> <p>Discuss the different branches of science, such as biology, chemistry, physics, and environmental science.</p> <p>Describe technology as the application of scientific knowledge to solve practical problems and improve human life.</p> <p>Provide examples of technology, such as computers, smartphones, medical devices, and transportation systems.</p> <p>Highlight the difference between science and technology:</p> <ul style="list-style-type: none"> • Science focuses on understanding natural phenomena through observation, experimentation, and theory development. • Technology involves using scientific knowledge to create tools, machines, and systems that solve problems and improve efficiency. <p>Give examples to illustrate the difference between science and technology, such as:</p> <ul style="list-style-type: none"> • Science studies how plants grow, while technology creates agricultural tools and machinery for farming. • Science explores the properties of materials, while technology designs and manufactures products using those materials. 		Pictures and Charts



	<u>Assessment</u> <ol style="list-style-type: none"> 1. Define science and provide two examples of scientific studies. 2. Define technology and give two examples of technological innovations. 3. Explain the difference between science and technology in your own words. 4. Describe a real-life situation where science and technology work together to solve a problem or improve a process. 	
PHASE 3: REFLECTION	<p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p>	



Week Ending:	DAY:	Subject: Social Studies
Duration: 60MINS		Strand: Socio-Economic Development
Class: B9	Class Size:	Sub Strand: Science & Technology
Content Standard: B9.5.4.1. Analyse the contribution of science and technology to national development	Indicator: B9.5.4.1.1. Examine how science and technology can be used to promote development	Lesson: 1 OF 2
Performance Indicator: Learners can examine the role of science and technology in specific sectors of the economy, including mining, education, agriculture and energy generation		Core Competencies: Communication and Collaboration Critical Thinking and Problem Solving
References: Social Studies Curriculum Pg.		
Keywords: Development, Mining, Education, Agriculture, Energy Generation		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Begin the lesson by asking learners if they know how science and technology can contribute to development in Ghana.</p> <p>Discuss briefly what they think about the role of science and technology in improving different sectors of the economy.</p>	
PHASE 2: NEW LEARNING	<p>Explain that science and technology play crucial roles in driving development and production in Ghana.</p> <p>Discuss how scientific research and technological innovations can lead to economic growth, job creation, and improved living standards.</p> <p>Describe how science and technology are used in the mining sector to improve exploration, extraction, and processing of minerals.</p> <p>Give examples of technologies used in mining, such as drones for aerial surveys and advanced machinery for mineral extraction.</p> <p>Explain how science and technology enhance education through e-learning platforms, digital resources, and interactive teaching methods.</p> <p>Discuss the importance of STEM (science, technology, engineering, and mathematics) education for building a skilled workforce.</p> <p>Discuss how science and technology improve agricultural practices through innovations like precision farming, crop genetics, and irrigation systems.</p> <p>Explain the role of technology in energy generation, including renewable energy sources like solar power, hydroelectricity, and wind energy.</p> <p><u>Assessment</u></p>	Pictures and Charts



	<ol style="list-style-type: none"> 1. How can science and technology contribute to development in Ghana? Provide two examples. 2. Explain the role of science and technology in the mining sector and its impact on economic growth. 3. Discuss the importance of STEM education and how it prepares learners for future technological advancements. 4. Describe one technological innovation in agriculture or energy generation and its benefits for sustainable development. 	
<p>PHASE 3: REFLECTION</p>	<p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p>	



Week Ending:	DAY:	Subject: Social Studies
Duration: 60MINS		Strand: Socio-Economic Development
Class: B9	Class Size:	Sub Strand: Science & Technology
Content Standard: B9.5.4.1.Analyse the contribution of science and technology to national development		Indicator: B9.5.4.1.1. Examine how science and technology can be used to promote development
		Lesson: 1 OF 2
Performance Indicator: Learners can describe the role of science and technology in the development of Ghana		Core Competencies: Communication and Collaboration Critical Thinking and Problem Solving skills
References: Social Studies Curriculum Pg.		
Keywords: Science and Technology, Agriculture, Healthcare, Infrastructure, Communication		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Ask learners if they know what science and technology are and how they impact their daily lives.</p> <p>Discuss briefly what they think about the role of science and technology in the development of Ghana.</p>	
PHASE 2: NEW LEARNING	<p>Define science as the systematic study of the natural world and technology as the application of scientific knowledge to solve practical problems.</p> <p>Discuss examples of how science and technology are used in Ghana, such as in agriculture, healthcare, and transportation.</p> <p>Explain how science and technology have improved agricultural practices in Ghana, leading to increased food production and economic growth.</p> <p>Discuss examples like improved crop varieties, irrigation systems, and mechanized farming techniques.</p> <p>Describe the role of science and technology in improving healthcare services, including medical research, diagnostic tools, and telemedicine.</p> <p>Highlight advancements such as vaccines, medical imaging devices, and electronic health records.</p> <p>Discuss how science and technology have contributed to the development of infrastructure, such as roads, bridges, and communication networks.</p> <p>Explain the impact of technology on communication, including mobile phones, the internet, and social media platforms.</p> <p><u>Assessment</u></p> <p>I. Define science and technology and give one example of each in Ghana's development.</p>	Pictures and Charts



	<ol style="list-style-type: none"> 2. Explain how science and technology have contributed to improving agriculture in Ghana. 3. Discuss the role of science and technology in healthcare and its impact on the well-being of Ghanaians. 4. Describe one infrastructure development or communication technology in Ghana and its benefits for society. 	
PHASE 3: REFLECTION	<p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p>	



Week Ending:	DAY:	Subject: Social Studies
Duration: 60MINS		Strand: Socio-Economic Development
Class: B9	Class Size:	Sub Strand: Science & Technology
Content Standard: B9.5.4.1. Analyse the contribution of science and technology to national development	Indicator: B9.5.4.1.1. Examine how science and technology can be used to promote development	Lesson: 1 OF 2
Performance Indicator: Learners can examine the problems impeding the development of science and technology in Ghana		Core Competencies: Communication and Collaboration Critical Thinking and Problem Solving
References: Social Studies Curriculum Pg.		
Keywords: Problems, Promotion, Funding, Collaboration		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Ask learners if they have heard about the challenges faced in the development of science and technology in Ghana.</p> <p>Encourage them to share their thoughts on why promoting science and technology is important for the country's progress.</p>	
PHASE 2: NEW LEARNING	<p>With the use of the Internet investigate and make presentations on the role of science and technology in the development of Ghana</p> <p>Examine the problems impeding the development of science and technology in Ghana</p> <p>Suggest ways of promoting science and technology in Ghana. 8. Project: Identify a problem in the school and use the knowledge acquired in science and technology to solve it</p> <p>Discuss the challenges impeding the development of science and technology in Ghana, such as:</p> <ul style="list-style-type: none"> • Limited funding for research and development. • Lack of infrastructure and equipment for scientific experiments. • Insufficient skilled workforce in STEM (science, technology, engineering, and mathematics) fields. • Limited collaboration between academia, industry, and government. <p>Suggest ways to promote science and technology in Ghana, including:</p> <ul style="list-style-type: none"> • Increasing investment in research and development. • Improving STEM education and training programs. • Enhancing infrastructure for scientific laboratories and innovation centers. • Encouraging public-private partnerships for technology transfer and commercialization. <p>Assessment</p> <p>I. List three challenges impeding the development of science and technology in Ghana.</p>	Pictures and Charts



	<ol style="list-style-type: none"> 2. Explain one way to improve STEM education in Ghana. 3. Discuss the importance of collaboration between academia, industry, and government for promoting science and technology. 4. Propose a solution to overcome the funding constraints in research and development for science and technology in Ghana 	
<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>	

