

FIRST TERM

WEEKLY LESSON NOTES

WEEK 1

Week Ending:		DAY:		Subject: Social Studies	
Duration:				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: CP 5.1: CC 8.1: CC 8.1: CC 9.1: CP 5.2: CC	
References: Social Studies Curriculum Pg. 74					
Keywords: Air Pollution, Emissions, Smog, Fumes					
Phase/Duration	Learners Activities				Resources
PHASE 1: STARTER	Begin with a striking image or short video clip showcasing smog-covered cities, vehicles emitting fumes, or industries releasing smoke. Pose a question: "What impact do you think scenes like this have on our environment and health?" Share performance indicators with learners.				
PHASE 2: NEW LEARNING	Introduce the term "air pollution," emphasizing pollutants that contaminate the air we breathe. 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). Using visuals, showcase various activities that contribute to air pollution: vehicles releasing exhaust, industries emitting smoke, and the burning of wood or trash. Engage the learners in a discussion about other potential sources of air pollution they encounter or know about. As an interactive element, you could plot these sources on a map of the local area or a larger region, indicating pollution hotspots. <u>Assessment</u> 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?				Pictures and Charts

	4. Why might fires, even those not related to industry or vehicles, lead to polluted air?	
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>	

Week Ending:		DAY:	Subject: Social Studies
Duration:		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: CP 5.1: CC 8.1: CC 8.1: CC 9.1: CP 5.2: CC
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? 		Pictures and Charts

	<p>3. Name two methods or strategies that can reduce air pollution in urban areas.</p> <p>4. Why is public transportation often suggested as a solution to combat air pollution?</p>	
<p>PHASE 3: REFLECTION</p>	<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:				Strand: Environment	
Class: B9		Class Size:		Sub Strand: Environmental Issues	
Content Standard: B9.1.1.2. Evaluate the sources and ways of conserving energy		Indicator: B9.1.1.2.1. Assess global sources and the means of conserving energy			Lesson: I OF 2
Performance Indicator: Learners can compare energy sources and conservation practices in various countries				Core Competencies: CP 5.1: CC 8.1: CC 8.1: CC 9.1: CP 5.2: CC	
References: Social Studies Curriculum Pg. 39					
New words: Energy sources, Conservation, Renewable energy, Non-renewable energy					
Keywords:					
Phase/Duration		Learners Activities			Resources
PHASE 1: STARTER		Display images of various energy sources (e.g., a coal mine, a wind farm, and a solar panel). Ask students: “Can you guess which countries might rely heavily on these energy sources?” Share performance indicators with learners.			
PHASE 2: NEW LEARNING		Provide students with information sheets about the energy sources and conservation practices in Ghana, the UK, and Germany. Divide students into groups and assign each group one of the countries. Ask each group to read, discuss, and make a list of the primary energy sources and conservation practices in their assigned country. Groups present their findings to the class, comparing and contrasting the differences and similarities.			Pictures and Charts
		Country	Primary energy sources	Key conservation measures	
		Ghana	<ul style="list-style-type: none">Hydroelectric power (e.g., Akosombo Dam)Thermal powerSolar energy	<ul style="list-style-type: none">National Energy Policy focusing on renewable energy promotionEnergy efficiency public awareness campaigns	

			<ul style="list-style-type: none"> • Rural electrification using renewable sources 	
	UK	<ul style="list-style-type: none"> • Natural gas • Nuclear power • Wind power • Solar energy 	<ul style="list-style-type: none"> • The Climate Change Act aiming to reduce greenhouse gas emissions • Carbon pricing (carbon tax) • Investment in renewable energy technologies and research • Energy efficiency standards for appliances and buildings 	
	Germany	<ul style="list-style-type: none"> • Coal (though decreasing in usage) • Wind power • Solar power • Biomass • Nuclear power (planned phase-out by 2022) 	<ul style="list-style-type: none"> • Energiewende (Energy Transition) policy to shift from fossil fuels to renewable energy • High efficiency standards for vehicles, appliances, and buildings • Public campaigns promoting energy-saving behaviors • Investment in research for renewable energy storage solutions 	
	<p><u>Assessment</u></p> <ol style="list-style-type: none"> 1. Which country among Ghana, the UK, and Germany relies most heavily on renewable energy? 2. How do conservation practices differ between the three countries? 3. Why might a country choose to rely on non-renewable energy sources despite environmental concerns? 4. Name one renewable energy source that is prominent in one of the countries discussed. 			
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:		Strand: Environment	
Class: B9	Class Size:		Sub Strand: Environmental Issues
Content Standard: B9.1.1.2. Evaluate the sources and ways of conserving energy		Indicator: B9.1.1.2.1. Assess global sources and the means of conserving energy	Lesson: 1 OF 2
Performance Indicator: Learners can research alternative energy sources and explore how gender issues relate to energy production, supply, and usage.			Core Competencies: CP 5.1: CC 8.1: CC 8.1: CC 9.1: CP 5.2: CC
References: Social Studies Curriculum Pg. 39			
Keywords: Alternative energy, Gender issues, Vulnerability, Quality of life			
Phase/Duration	Learners Activities		Resources
PHASE 1: STARTER	<p>Show a short video clip or news article about a community that shifted to an alternative energy source (like solar or wind energy).</p> <p>Ask students: "Why might communities look for alternative energy sources?"</p> <p>Share performance indicators with learners.</p>		
PHASE 2: NEW LEARNING	<p>Divide students into groups and provide them with a list of alternative energy sources (e.g., solar, wind, geothermal).</p> <p>Using the Internet, groups research their assigned energy source and prepare a presentation on its benefits, drawbacks, and potential future.</p> <p>Groups present their findings to the class.</p> <p>Initiate a class discussion about how access to energy resources affects different segments of society, focusing on gender.</p> <p>Discuss how certain segments might be more vulnerable to energy choices.</p> <p>Introduce case studies or real-life examples where energy access or lack thereof has had significant gender implications.</p> <p><u>Assessment</u></p> <ol style="list-style-type: none"> 1. Name two benefits of using solar energy. 2. Why might some segments of society be more vulnerable to the impacts of energy choices? 3. How does access to energy resources affect the quality of life? 4. Can you give an example of a gender issue related to energy access? 		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.	
--------------------------------------	---	--

FIRST TERM

WEEKLY LESSON NOTES

WEEK 3

Week Ending:		DAY:	Subject: Social Studies
Duration:		Strand: Environment	
Class: B8	Class Size:		Sub Strand: Environmental Issues
Content Standard: B9.1.1.2. Evaluate the sources and ways of conserving energy		Indicator: B9.1.1.2.1. Assess global sources and the means of conserving energy	Lesson: I OF 2
Performance Indicator: Learners can describe the processes and devices used for measuring and metering energy consumption.			Core Competencies: CP 5.1: CC 8.1: CC 8.1: CC 9.1: CP 5.2: CC
References: Social Studies Curriculum Pg. 39			
Keywords: Energy Consumption, Kilowatt-hour (kWh), Meter, Utility Bill			
Phase/Duration	Learners Activities		Resources
PHASE 1: STARTER	<p>Display a utility bill (preferably an electricity bill) to the class.</p> <p>Ask learners if they know what it represents and why households receive it every month.</p> <p>Share performance indicators with learners.</p>		
PHASE 2: NEW LEARNING	<p>Briefly explain how energy consumption is tracked in homes and businesses. Discuss the importance of understanding how much energy we use.</p> <p>Provide learners with different devices (like a simple home energy meter, or pictures of various meters if actual devices are unavailable).</p> <p>Allow learners to explore and discuss how these devices might work and how they measure energy.</p> <p>Show learners a case study or a short video on how energy companies measure and charge for energy consumption.</p> <p>Ask learners; Why is it important to measure our energy consumption? How can understanding our consumption help in conserving energy?</p> <p><u>Assessment</u></p> <ol style="list-style-type: none"> 1. What unit is typically used to measure electricity consumption? 2. Why do we measure energy consumption? 3. Name one device used for measuring energy consumption in homes. 		Pictures and Charts

	4. How can understanding our energy usage help in conservation?	
PHASE 3: REFLECTION	Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson. Take feedback from learners and summarize the lesson.	

Week Ending:		DAY:		Subject: Social Studies	
Duration:				Strand: Environment	
Class: B8		Class Size:		Sub Strand: Environmental Issues	
Content Standard: B9.1.1.2. Evaluate the sources and ways of conserving energy			Indicator: B9.1.1.2.1. Assess global sources and the means of conserving energy		Lesson: I OF 2
Performance Indicator: Learners can describe the advantages of energy conservation and will educate others on its importance.				Core Competencies: CP 5.1: CC 8.1: CC 8.1: CC 9.1: CP 5.2: CC	
References: Social Studies Curriculum Pg. 39					
Keywords: Energy Conservation, Air Pollution, Scarce Resources, Sustainable					
Phase/Duration		Learners Activities			Resources
PHASE 1: STARTER		Ask learners to brainstorm common ways they might waste energy in their daily lives (e.g., leaving lights on, using excessive water, not turning off electronics). Share performance indicators with learners.			
PHASE 2: NEW LEARNING		Divide the class into groups and provide each group with a scenario that results in energy waste. Ask them to discuss the consequences of such wastage and how it can be avoided. In groups, learners will create posters on the advantages of energy conservation. They should focus on: <ul style="list-style-type: none">• Saving money• Making the most of our scarce energy resources• Reducing air pollution. Encourage learners to be as creative as possible. Each student is tasked to educate at least one family member or friend outside the class about energy conservation and then present a report about their experience. This can be a brief presentation where they share reactions, questions, or new insights they gained during the education process. <u>Assessment</u> <ol style="list-style-type: none">1. Name one advantage of conserving energy.2. How does conserving energy help in reducing air pollution?3. Why are our energy resources considered scarce?4. How can educating others help in promoting energy conservation?			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.	
--------------------------------------	---	--

FIRST TERM

WEEKLY LESSON NOTES

WEEK 4

Week Ending:		DAY:		Subject: Social Studies	
Duration:				Strand: Environment	
Class: B8		Class Size:		Sub Strand: Our Natural & Human Resources	
Content Standard: B9.1.1.4. Investigate the natural and human resources around us			Indicator: B9.1.1.4.1. Examine the importance of natural resources to the development of Ghana		Lesson: 1 OF 2
Performance Indicator: Learners can understand what natural resources are and identify key natural resources in Ghana.				Core Competencies: CP 5.1: CC 8.1: CC 8.1: CC 9.1: CP 5.2: CC	
References: Social Studies Curriculum Pg. 39					
Keywords: Natural Resources, Renewable, Non-renewable, Exploitation					
Phase/Duration	Learners Activities				Resources
PHASE 1: STARTER	Display various objects (e.g., wooden item, metal ring, plastic bottle, a piece of coal) and ask learners to guess which of these come from natural resources found in Ghana. Share performance indicators with learners.				
PHASE 2: NEW LEARNING	Ask learners: What do you think “natural resources” mean? Discuss and then provide a definition: <i>Materials or substances occurring in nature which can be exploited for economic gain.</i> Show learners videos or pictures of various natural resources found in Ghana. Have them classify the resources as renewable or non-renewable. <u>Renewable Resources in Ghana:</u> <ul style="list-style-type: none">• <i>Timber: Ghana has vast forests that are a source of various species of wood. The country's timber industry is significant, exporting logs, lumber, and plywood.</i>• <i>Solar Energy: With its equatorial location, Ghana receives abundant sunlight. In recent years, there's been growing interest in harnessing solar energy for power.</i>• <i>Wind Energy: Coastal areas of Ghana, especially the Volta Region, are considered suitable for wind energy generation.</i>• <i>Water (Hydro Power): The Akosombo Dam on the Volta River provides a significant portion of Ghana's electricity through hydropower.</i>				Pictures and Charts

	<ul style="list-style-type: none"> • <i>Biomass: This includes agricultural residues, animal manure, and wood waste which can be converted to energy.</i> <p><u>Non-Renewable Resources in Ghana:</u></p> <ul style="list-style-type: none"> • <i>Gold: Ghana is one of the world's top gold producers. Historically, it was known as the Gold Coast before gaining independence from colonial rule.</i> • <i>Bauxite: Found primarily in the central regions of Ghana, bauxite is used in producing aluminum.</i> • <i>Oil: Discovered in commercial quantities in the Tano Basin in 2007, Ghana's oil and gas sector has seen significant growth. The Jubilee Oil Field is a primary producer.</i> • <i>Manganese: Ghana is also rich in this resource, with its mining concentrated in the southwest of the country.</i> • <i>Diamonds: Although not as significant as gold, diamonds are also mined in Ghana.</i> • <i>Cocoa: Though renewable in nature (as cocoa trees can be replanted), cocoa is a significant export commodity for Ghana. It may be debated whether or not it fits strictly under non-renewable in the long-term sense, but it's worth mentioning due to its economic importance.</i> <p>Provide learners with a map of Ghana and stickers or colored pencils.</p> <p>Guide them in marking the primary locations where key resources are found.</p> <p>Open a class discussion on efficient ways of exploiting natural resources, using examples from Ghana where possible.</p> <p><u>Assessment</u></p> <ol style="list-style-type: none"> 1. What is the difference between renewable and non-renewable resources? 2. Name two renewable resources found in Ghana. 3. Why is it important to exploit natural resources efficiently? 4. Which non-renewable resource is vital for Ghana's economy? 	
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:			Strand: Environment	
Class: B8		Class Size:		Sub Strand: Our Natural & Human Resources
Content Standard: B9.1.1.4. Investigate the natural and human resources around us		Indicator: B9.1.1.4.1. Examine the importance of natural resources to the development of Ghana		Lesson: I OF 2
Performance Indicator: Learners can discuss the importance of natural resources to Ghana's development and examine the challenges faced in exploiting them efficiently.				Core Competencies: CP 5.1: CC 8.1: CC 8.1: CC 9.1: CP 5.2: CC
References: Social Studies Curriculum Pg. 39				
Keywords: Development, Technology, Capital Resources, Technical Expertise				
Phase/Duration	Learners Activities			Resources
PHASE 1: STARTER	Share a statistic related to the export or economic impact of one of Ghana's natural resources, such as gold or cocoa. Ask learners why they think this resource is crucial for Ghana. "Why do countries like Ghana focus on extracting and using their natural resources?" Share performance indicators with learners.			
PHASE 2: NEW LEARNING	Initiate a conversation on how countries use natural resources to benefit their economy. Discuss the significance of natural resources for the development of countries, specifically Ghana. Emphasize the difference between sustainable and unsustainable exploitation. Discuss how natural resources can be a significant boost for a country's economy. Use Ghana as a case study and delve into specifics like jobs, exports, and infrastructure. Present the difficulties in exploiting natural resources effectively, including: <ul style="list-style-type: none">• Low level of technology• Limited technical expertise• Limited capital resources Divide learners into small groups and assign each a challenge related to natural resource exploitation.			Pictures and Charts

	<p>Each group should brainstorm potential solutions or ways to mitigate their assigned challenge.</p> <p><u>Assessment</u></p> <ol style="list-style-type: none"> 1. Why are natural resources crucial for Ghana's development? 2. What is meant by sustainable exploitation of resources? 3. Name one challenge Ghana faces in effectively exploiting its resources. 4. How can Ghana overcome some of these challenges? 	
<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 5

Week Ending:		DAY:	Subject: Social Studies	
Duration:			Strand: Environment	
Class: B9		Class Size:		Sub Strand: Our Natural & Human Resources
Content Standard: B9.1.1.4. Investigate the natural and human resources around us		Indicator: B9.1.4.1.2. Evaluate the importance of human resources to the development of Ghana		Lesson: 1 OF 2
Performance Indicator: Learners can identify ways through which human resources can be developed and understand the value of an educated and trained human resource to Ghana's progress.			Core Competencies: Critical Thinking and Problem Solving (CP), Communication and Collaboration (CC), Creativity and Innovation (CI), Personal Development and Leadership (PL)	
References: Social Studies Curriculum Pg. 39				
Keywords: Human Resource, Development, Education, Training				
Phase/Duration	Learners Activities			Resources
PHASE 1: STARTER	Display images of various professionals in the country (a teacher, a doctor, a farmer, a software developer, etc.). "Look at these pictures. Can anyone tell me what all these people have in common?" Share performance indicators with learners.			
PHASE 2: NEW LEARNING	Explain what is meant by human resource. Discuss the term, breaking it down. (Emphasize that human resource refers to the people who make up the workforce of an organization, sector, or economy) Compare human resources to natural resources – while natural resources are things like gold, cocoa, and timber, human resources are the people and the skills they possess. Identify ways of developing human resource. Ask learners to think about how we can improve or develop our skills and knowledge. <ul style="list-style-type: none">Ideas may include education, training programs, workshops, internships, etc. Create a list on the board of these development methods. Discuss why an educated and trained human resource is the most important asset of the country. Divide learners into small groups and provide them with a scenario to consider: "Imagine Ghana with all its natural			Pictures and Charts

	<p>resources but without skilled people to harness them. What would happen?"</p> <p>Each group should discuss and then share their thoughts with the class.</p> <p>Guide the discussion towards the importance of skills, knowledge, and innovation in driving the economy, improving health, and raising the overall quality of life.</p> <p><u>Assessment</u></p> <ol style="list-style-type: none"> 1. What is meant by the term "human resource"? 2. Name two ways in which human resources can be developed. 3. Why is training crucial for the development of human resources? 4. In your own words, explain why an educated and trained human resource is vital for Ghana's growth. 	
<p>PHASE 3:</p> <p>REFLECTION</p>	<p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p>	

Week Ending:		DAY:		Subject: Social Studies	
Duration:				Strand: Environment	
Class: B9		Class Size:		Sub Strand: Our Natural & Human Resources	
Content Standard: B9.1.1.4. Investigate the natural and human resources around us		Indicator: B9.1.4.1.2. Evaluate the importance of human resources to the development of Ghana			Lesson: 2 OF 2
Performance Indicator: Learners can recognize the significance of individuals' skills and talents in community development and propose innovative ways to utilize human resources for community growth.			Core Competencies: Critical Thinking and Problem Solving (CP), Communication and Collaboration (CC), Creativity and Innovation (CI), Personal Development and Leadership (PL)		
References: Social Studies Curriculum Pg. 39					
Keywords: Efficiency, Production, Community Development, Abilities					
Phase/Duration	Learners Activities				Resources
PHASE 1: STARTER	"Imagine you have a toolkit, but you don't know how to use any of the tools. How effective would that be?" Share performance indicators with learners.				
PHASE 2: NEW LEARNING	Explain how Ghana's human resource can be efficiently used in the production of goods and services. Draw parallels between a tool kit (where every tool has a purpose) and a community (where everyone has unique skills and talents). Discuss how efficient use of individual skills leads to better production in sectors like agriculture, manufacturing, and services. Mention the importance of continuous training and skill upgrading. Investigate how some people in the community use their human resource abilities to help the community develop. Present case studies or stories about local entrepreneurs, community leaders, or professionals who have made a difference in their communities. Let learners discuss in groups what these individuals did differently and how they utilized their skills for the betterment of the community. Suggest new ways by which they would use their human resource abilities to help develop the community.				Pictures and Charts

	<p>Ask learners to think of themselves as resources. What are their current skills? What skills would they like to develop?</p> <p>Have them brainstorm ways they can utilize these skills for the benefit of the community. (This could be through starting small businesses, community projects, or offering training sessions in their area of expertise.)</p> <p><u>Assessment</u></p> <ol style="list-style-type: none"> 1. How can the skills and talents of individuals contribute to the efficient production of goods and services in Ghana? 2. Name one person in your community who uses their skills to help the community develop. How do they do it? 3. Why is it important for individuals to recognize and hone their unique abilities? 4. Provide one idea on how you can use your skills or talents for the benefit of the community in the future. 	
<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 6

Week Ending:		DAY:	Subject: Social Studies													
Duration:			Strand: Environment													
Class: B9		Class Size:		Sub Strand: Our Natural & Human Resources												
Content Standard: B9.1.1.4. Investigate the natural and human resources around us		Indicator: B9.1.4.1.2. Evaluate the importance of human resources to the development of Ghana		Lesson: 1 OF 2												
Performance Indicator: Learners can identify ways through which human resources can be developed and understand the value of an educated and trained human resource to Ghana's progress.			Core Competencies: Critical Thinking and Problem Solving (CP), Communication and Collaboration (CC), Creativity and Innovation (CI), Personal Development and Leadership (PL)													
References: Social Studies Curriculum Pg. 39																
Keywords: Human Resource, Development, Education, Training																
Phase/Duration	Learners Activities			Resources												
PHASE 1: STARTER	Display images of various professionals in the country (a teacher, a doctor, a farmer, a software developer, etc.). "Look at these pictures. Can anyone tell me what all these people have in common?" Share performance indicators with learners.															
PHASE 2: NEW LEARNING	Explain what is meant by human resource. Discuss the term, breaking it down. (Emphasize that human resource refers to the people who make up the workforce of an organization, sector, or economy) Guide learners to compare human resources to natural resources – while natural resources are things like gold, cocoa, and timber, human resources are the people and the skills they possess. <table border="1"><thead><tr><th>Human Resources</th><th>Natural Resources</th></tr></thead><tbody><tr><td>The people and their skills, abilities, and potential in an organization or society.</td><td>Earth's raw materials, such as minerals, forests, water, and land.</td></tr><tr><td>Renewable; can be trained and upgraded.</td><td>Divided into renewable (e.g., sunlight) and non-renewable (e.g., oil).</td></tr><tr><td>Developed through education and training.</td><td>Managed and conserved, but inherent qualities remain.</td></tr><tr><td>Evaluated by talent, morale, and productivity.</td><td>Quantified by volume, mass, or area.</td></tr><tr><td>Can face burnout or reduced morale but can be rejuvenated.</td><td>Can degrade or deplete if overexploited.</td></tr></tbody></table>			Human Resources	Natural Resources	The people and their skills, abilities, and potential in an organization or society.	Earth's raw materials, such as minerals, forests, water, and land.	Renewable; can be trained and upgraded.	Divided into renewable (e.g., sunlight) and non-renewable (e.g., oil).	Developed through education and training.	Managed and conserved, but inherent qualities remain.	Evaluated by talent, morale, and productivity.	Quantified by volume, mass, or area.	Can face burnout or reduced morale but can be rejuvenated.	Can degrade or deplete if overexploited.	Pictures and Charts
Human Resources	Natural Resources															
The people and their skills, abilities, and potential in an organization or society.	Earth's raw materials, such as minerals, forests, water, and land.															
Renewable; can be trained and upgraded.	Divided into renewable (e.g., sunlight) and non-renewable (e.g., oil).															
Developed through education and training.	Managed and conserved, but inherent qualities remain.															
Evaluated by talent, morale, and productivity.	Quantified by volume, mass, or area.															
Can face burnout or reduced morale but can be rejuvenated.	Can degrade or deplete if overexploited.															

	<p>Handled by HR departments, focusing on recruitment and motivation.</p> <p>Managed through conservation and sustainable practices.</p>	
	<p>Ask learners to think about how we can improve or develop our skills and knowledge.</p> <ul style="list-style-type: none"> • <i>Training Programs: Offer skill-specific training and soft skill workshops.</i> • <i>Continuing Education: Promote higher education and specialized courses.</i> • <i>On-the-Job Training: Provide hands-on experience with mentors.</i> • <i>Performance Reviews: Conduct evaluations, offer feedback, and set goals.</i> • <i>Career Planning: Discuss future roles and prepare employees for them.</i> • <i>Leadership Programs: Identify and train potential leaders.</i> • <i>Team Building: Organize activities that foster teamwork and communication.</i> • <i>Wellness Programs: Offer stress management and fitness programs.</i> • <i>Cultural Training: Conduct diversity and inclusion sessions.</i> • <i>Succession Planning: Prepare employees for future leadership roles.</i> • <i>Rotational Assignments: Allow temporary role changes.</i> <p>Discuss why an educated and trained human resource is the most important asset of the country.</p> <p>Divide learners into small groups and provide them with a scenario to consider: "Imagine Ghana with all its natural resources but without skilled people to harness them. What would happen?"</p> <p>Each group should discuss and then share their thoughts with the class.</p> <p>Guide the discussion towards the importance of skills, knowledge, and innovation in driving the economy, improving health, and raising the overall quality of life.</p> <p><u>Assessment</u></p> <ol style="list-style-type: none"> 1. What is meant by the term "human resource"? 2. Name two ways in which human resources can be developed. 3. Why is training crucial for the development of human resources? 4. In your own words, explain why an educated and trained human resource is vital for Ghana's growth. 	
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:			Strand: Environment	
Class: B9		Class Size:		Sub Strand: Our Natural & Human Resources
Content Standard: B9.1.1.4. Investigate the natural and human resources around us		Indicator: B9.1.4.1.2. Evaluate the importance of human resources to the development of Ghana		Lesson: 2 OF 2
Performance Indicator: Learners can recognize the significance of individuals' skills and talents in community development and propose innovative ways to utilize human resources for community growth.			Core Competencies: Critical Thinking and Problem Solving (CP), Communication and Collaboration (CC), Creativity and Innovation (CI),	
References: Social Studies Curriculum Pg. 39				
Keywords: Efficiency, Production, Community Development, Abilities				
Phase/Duration	Learners Activities			Resources
PHASE 1: STARTER	"Imagine you have a toolkit, but you don't know how to use any of the tools. How effective would that be?" Share performance indicators with learners.			
PHASE 2: NEW LEARNING	Explain how Ghana’s human resource can be efficiently used in the production of goods and services. Draw parallels between a tool kit (where every tool has a purpose) and a community (where everyone has unique skills and talents). Discuss how efficient use of individual skills leads to better production in sectors like agriculture, manufacturing, and services. <ul style="list-style-type: none">Optimized Work Allocation: Tasks are assigned based on individual strengths, leading to higher-quality outcomes.Increased Productivity: Employees work more efficiently within their areas of expertise.Reduced Errors: Proficiency in tasks results in fewer mistakes and less rework.Enhanced Innovation: Working within strengths can foster new, innovative solutions.Boosted Morale: Recognizing and utilizing skills increases employee satisfaction and motivation.Better Collaboration: Valuing individual contributions enhances teamwork. Mention the importance of continuous training and skill upgrading. Investigate how some people in the community use their human resource abilities to help the community develop.			Pictures and Charts

	<p>Present case studies or stories about local entrepreneurs, community leaders, or professionals who have made a difference in their communities.</p> <p>Let learners discuss in groups what these individuals did differently and how they utilized their skills for the betterment of the community.</p> <p>Suggest new ways by which they would use their human resource abilities to help develop the community.</p> <p>Ask learners to think of themselves as resources. What are their current skills? What skills would they like to develop?</p> <p>Have them brainstorm ways they can utilize these skills for the benefit of the community. (This could be through starting small businesses, community projects, or offering training sessions in their area of expertise.)</p> <p><u>Assessment</u></p> <ol style="list-style-type: none"> 1. How can the skills and talents of individuals contribute to the efficient production of goods and services in Ghana? 2. Name one person in your community who uses their skills to help the community develop. How do they do it? 3. Why is it important for individuals to recognize and hone their unique abilities? 4. Provide one idea on how you can use your skills or talents for the benefit of the community in the future. 	
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 7

Week Ending:		DAY:		Subject: Social Studies	
Duration:				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: I 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		Display images of a traditional Ghanaian wedding and a contemporary Ghanaian wedding side by side. Ask learners to discuss the similarities and differences they observe, and what these images signify about the importance of marriage in Ghana. Share performance indicators with learners.			
PHASE 2: NEW LEARNING		Explain the concept of social institutions, emphasizing that they are structures in society that govern the behavior of people in a community. Mention other social institutions such as family and religious sects to provide a broader context. Discuss the various ways people in Ghana contract marriages. This can include traditional customs, religious ceremonies, and civil registrations. Engage learners in a discussion about the significance of each method and the cultural or societal factors influencing them. 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. Focus on the importance of providing a stable environment for raising children and its role in offering economic support for parents.			Pictures and Charts

	<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> <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:	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.	
--------------------------------------	---	--

FIRST TERM

WEEKLY LESSON NOTES

WEEK 9

Week Ending:		DAY:		Subject: Social Studies	
Duration:				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: I OF 2
Performance Indicator: Learners can examine how certain behaviors of children can lead to inappropriate parental reactions and consequences.				Core Competencies: Critical Thinking and Problem Solving (CP), Communication and Collaboration (CC), Creativity and Innovation (CI),	
References: Social Studies Curriculum Pg. 39					
Keywords: Behavior, Parenting, Consequences, Family, Discipline					
Phase/Duration		Learners Activities			Resources
PHASE 1: STARTER		Begin with a scenario-based activity. Share a hypothetical situation with the class: "Imagine a child who refuses to go to school, disobeys their parents, and neglects household chores. What do you think might be the parent's reaction to such behavior?" Encourage learners to brainstorm their ideas and discuss their perceptions. Share performance indicators with learners.			
PHASE 2: NEW LEARNING		Define behavior and introduce the concept of parenting. Discuss the dynamic relationship between children's behavior and parenting. Divide the class into small groups. Provide each group with a list of common behavioral challenges, including disobedience, refusal to attend school, and neglecting chores. In their groups, learners discuss and share their thoughts on how parents might react to each of these challenges. Discuss how certain behaviors by children can lead to inappropriate parenting reactions, such as harsh discipline or neglect. Explore the potential consequences of these parental reactions. Present real-life scenarios related to children's behavior and inappropriate parenting responses.			Chart with a list of common behavioral challenges.

	<p>Encourage learners to analyze these scenarios and discuss the outcomes.</p> <p><u>Assessment</u></p> <ol style="list-style-type: none"> 1. How can a child's disobedience impact their parents' reactions and discipline methods? 2. What are some inappropriate parenting responses to children's refusal to attend school or perform house chores? 3. What could be the consequences of inappropriate parenting behavior on children's development and well-being? 	
<p>PHASE 3: REFLECTION</p>	<p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p>	

Week Ending:		DAY:	Subject: Social Studies
Duration:		Strand: 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 suggest effective ways for handling parent-child conflicts through dialogue and communication and to promote responsible parenting through community education.			Core Competencies: Critical Thinking and Problem Solving (CP), Communication and Collaboration (CC), Creativity and Innovation (CI),
References: Social Studies Curriculum Pg. 39			
Keywords: Conflict resolution, Effective communication, Responsible parenting, Education program			
Phase/Duration	Learners Activities		Resources
PHASE 1: STARTER	<p>Begin with a thought-provoking question: "Have you ever had a conflict with your parents or caregivers?</p> <p>How was it resolved, or was it left unresolved?" Allow learners to share their experiences briefly and how conflicts were handled.</p> <p>Share performance indicators with learners.</p>		
PHASE 2: NEW LEARNING	<p>Discuss the concept of conflicts between parents or caregivers and children.</p> <p>Explain that conflicts are a natural part of relationships and can be resolved through effective communication.</p> <p>Divide the class into small groups. Provide each group with a list of common parent-child conflicts.</p> <p>In their groups, learners brainstorm and suggest ways to resolve these conflicts, emphasizing effective communication and dialogue.</p> <p>Explore the idea of responsible parenting and the importance of providing a loving, nurturing, and supportive environment for children.</p> <p>Discuss the consequences of irresponsible parenting on children's well-being.</p> <p>Create role-play scenarios depicting parent-child conflicts.</p>		Charts for community education ideas.

	<p>Ask learners to perform role-plays where they demonstrate effective communication and conflict resolution strategies.</p> <p>Introduce the concept of organizing an education program in the community to promote responsible parenting.</p> <p>Encourage learners to brainstorm and suggest ideas for this program, such as workshops, seminars, or awareness campaigns.</p> <p><u>Assessment</u></p> <ol style="list-style-type: none"> 1. What are some effective ways to handle parent-child conflicts, and why is communication important in conflict resolution? 2. Why is responsible parenting important for a child's development and well-being? 3. How can role-playing conflict resolution scenarios help in understanding and applying conflict resolution techniques? 4. What are some community education program ideas to promote responsible parenting in your community? 	
<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:				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	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. Encourage them to share their associations. Share performance indicators with learners.				
PHASE 2: NEW LEARNING	Define the concepts of parenthood and parenting. <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> <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> Use visual aids to show images of diverse families. Engage learners in a discussion about what they understand about parenthood and parenting. Encourage them to share their thoughts and ideas about family and their role within it. Explain the key differences between parenthood and parenting. Provide definitions for each and highlight the distinctions. Divide the class into small groups.				Pictures and Charts showing images of families.

	<p>Provide each group with discussion questions related to parenthood and parenting.</p> <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:</p> <p>REFLECTION</p>	<p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p>	

Week Ending:		DAY:	Subject: Social Studies
Duration:		Strand: 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.</p> <p>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.</p> <p>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</i></p>		Pictures and Charts showing images of families.

	<p><i>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> <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? 	
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>	