FIRST TERM WEEKLY LESSON NOTES

WEEK I

Week Ending: 13-0	01-2023	DAY	AY: Subject: Soci			Studies		
Duration: 60MINS					Strand: Environme	nt		
Class: B8		Clas	s Size:		Sub Strand: Water	r Pollution		
B8.1.1.1 Demonstrate environmental challer	e skills in dealing win	th	Indicator: B8.1.1.1.1. Exami environmental ch		ter pollution as an		Lesson:	
Performance Indicator: Learners can examine water pollution as an environmental challenge. Core Competencies: CP 5.1: CC 8.1: CC 8.1: CC					9.1: C	P 5.2: CC		
References: Social	Studies Curricului	m Pg.	39					
Keywords: human,	animal, industrial,	waste	j					
	1.					_		
Phase/Duration	Learners Activiti					Reso	urces	
PHASE I: STARTER	Revise with learners to review their understanding in the previous lesson.							
DUIACE O NIENA	•		dicators with learn			D:		
PHASE 2: NEW LEARNING	·				Char	res and ts		
PHASE 3: REFLECTION	learners what th	iey hav	nd effective questive learnt during the carners and summa	e lesso	n.			

Week Ending: 13-01-2023				Subject: Social Studies						
Duration: 60MINS					Strand: Environme	nt				
Class: B8		Class	Size:		Sub Strand: Water	Pollut	ion			
Content Standard: B8.1.1.1 Demonstrate skills in dealing with environmental challenges			Indicator: B8.1.1.1.1 Exam environmental cl		ter pollution as an e		Lesson: 2 OF 2			
Performance Indicator: Learners can examine water pollution as an environmental challenge. Core Competencies: CP 5.1: CC 8.1: CC 8.1: CC						9.1: C	P 5.2: CC			
References: Social	Studies Curricul	um Pg.	39							
Keywords: human,	animal, industria	l, waste	2							
Phase/Duration	Learners Activ					Reso	urces			
PHASE I:	Revise with lea									
STARTER	previous lessor	٦.								
	Share performs	ance inc	dicators with learn	iers.						
PHASE 2: NEW		arners to explain pollution.				Pictu	res and			
LEARNING	· · · · · · · · · · · · · · · · · · ·						ts			
	Discuss the causes of water pollution, including human, animal and industrial waste.									
	Examine the effects of water pollution, including death of fish and the contamination of water leading to diseases such as cholera, typhoid and dysentery.									
	Presentation on the need and how to prevent water pollution									
PHASE 3:			nd effective questi		•					

Take feedback from learners and summarize the lesson.

FIRST TERM WEEKLY LESSON NOTES

			WEEK 2					
Week Ending: 20-0	Week Ending: 20-01-2023 DAY:				Subject: Social Studies			
Duration: 60MINS					Strand: Environment			
Class: B8		Clas	s Size:		Sub Strand: Conse	rving E	nergy	
B8.1.1.2. Analyze the	Content Standard: B8.1.1.2. Analyze the sources and ways of conserving energy in Ghana			ne the	means of conserving	g	Lesson:	
Performance Indic			energy		Competencies:	0.1.6	0.50.66	
Learners can discus				CP 5.	1: CC 8.1: CC 8.1: CC	9.1: CI	P 5.2: CC	
References: Social								
Keywords: Conserv	e, energy, unplug, b	ulk, tu	rnoff					
Phase/Duration	Learners Activiti	es				Reso	urces	
PHASE I: STARTER		recit	e rhymes on how	energy	can be conserved	Reso	urces	
	If You Save Ener	gy and	d You Know It, Cla	ар Үоч	ır Hands			
	If You Use Less If You Use Less If You Use Less it. If You Use Less							
	Verse 2: If You Unplug ar Verse 3: If You Reuse and							
	If You Reuse and you know it, wave your hands. Final verse: If You Save Energy and you know it, do all three. Did you enjoy the song? Do you use less or more energy? What does it mean to use more energy? What does it mean to use more energy?							
DLIACE 2: NIENA/	Share performar	nce inc	dicators and introc	luce th		Di servi		
PHASE 2: NEW LEARNING	Conservation. It is the practice of consumption of elements of the consumption of elements of elem	of redu nergy s ff the	come up with the come up with the come up with the come the come the come the come the come up to close the fridge	energy	used or	Char	res and ts	
					ne tap on after use?			

	Guide learners, through think-pair-share, to talk about strategies	
	for energy conservation,	
	e.g.	
	• Using solar or wind energy instead of petroleum,	
	Making efforts to reduce the consumption of energy (e.g.	
	turning off lights when leaving the room	
	 Recycling plastics or paper, using more natural light from the sun). 	
	Guide learners to describe conserving energy in their homes or	
	in the community, using small group drama.	
	Learners talk about ways of conserving energy;	
	i. Turning off the light,	
	ii. Turn off television if not in use.	
	iii. Unplug iron after use	
	iv. Turn off fan after use.	
	Through whole class discussion guide learners to discuss the	
	importance of energy conservation.	
	i. It plays important role of lessening climate change.	
	ii. Low electricity bills, reduced maintenance, operation and service	
	costs for electronic equipment.	
	iii. We save the country a lot of money when save energy.	
	iv. It reduces environmental pollution.	
	Assessment	
	I. What is energy conservation?	
	2. State four importance of energy conservation.	
	3. State three ways we can conserve energy in our homes.	
PHASE 3:	Ask learners series of questions to review their understanding of	
REFLECTION	the lesson	
	Ask learners to summarize what they have learnt	
	Suggested Homework	
	I. What is energy conservation?	
	2. State four importance of energy conservation.	
	3. State three ways we can conserve energy in our homes.	
	4. State three ways we can conserve energy in our homes	

Week Ending: 20-0	ing: 20-01-2023 DAY: Subject: Social Stu						
Duration: 60MINS			Strand: Environment				
Class: B8	s Size:		Sub Strand: Conse	erving E	nergy		
Content Standard: B8.1.1.2. Analyze the sources and ways of conserving energy in Ghana			Indicator: B8.1.1.2.1. Exami energy	Less			Lesson:
Performance Indicate Learners can discus	ss means of conse				e Competencies: I: CC 8.I: CC 8.I: CC	9.1: C	P 5.2: CC
References: Social							
Keywords: Conserv	ve, energy, unplug, b	ulk, tu	rnoff				
Phase/Duration	Loarnors Activiti	ios				Poso	urces
PHASE I: STARTER	Learners Activities Start the lesson with a recap of the previous lesson. Allow learners to reflect on what they learnt from the previous lesson and the homework relating to ways of conserving energy. Set expectations for this lesson including what will be learnt and how learning will occur and assessed						urces
PHASE 2: NEW LEARNING	Conservation. It is the practice of consumption of elements of elements. Output Description of elements of elements. Guide learners of elements of	of redunergy: If the have to the throughout winds to reduce the throughout with the t	light when sleeping to close the fridge your friend if he lead to the pair-share on, If energy instead of educe the consumption leaving the room or paper, using more cribe conserving ends and in use. If the conserving ends in the conservation is a conservation. If of lessening climate educed maintenance, and conservation is a conservation.	g? after u aves th t, to ta petro potion com re natu nergy ma. energy arners	v used or use? ne tap on after use? Ilk about strategies Ileum, of energy (e.g. ural light from the in their homes or to discuss the	Pictu	res and ts

	iii. We save the country a lot of money when save energy.	
	iv. It reduces environmental pollution.	
	Assessment 1. What is energy conservation? 2. State four importance of energy conservation. 3. State three ways we can conserve energy in our homes.	
PHASE 3:	Ask learners series of questions to review their understanding of	
REFLECTION	the lesson	
	Ask learners to summarize what they have learnt	
	Suggested Homework	
	I. What is energy conservation?	
	2. State four importance of energy conservation.	
	3. State three ways we can conserve energy in our homes.	
	4. State three ways we can conserve energy in our homes	

FIRST TERM WEEKLY LESSON NOTES

NA	1, 2022	D 4 1	VVEEK 3			1.		
Week Ending: 27-0	01-2023	DAY	AY: Subject: Social St					
Duration: 60MINS					Strand: Environme			
Class: B8		Clas	s Size:		Sub Strand: Conse	nd: Conserving Energy		
B8.1.1.2. Analyze the conserving energy in	sources and ways o	of	Indicator: B8.1.1.2.1. Exami energy		e means of conserving	rving Lesson:		
Performance Indic		ruina i	norgy	Core	Competencies:		D 5 2: CC	
References: Social				CF 3.	1: CC 6.1: CC 6.1: CC	, 9 .1; C	F 3.2: CC	
Keywords: Conserv	e, energy, unplug, b	ulk, tu	rnoff					
Phase/Duration	Learners Activiti	200				Raso	ources	
PHASE I:			recap of the prev	ious le	esson Allow	11030	ui ces	
STARTER			what they learnt fr					
J. J. L.			lating to ways of co		•			
					8			
	Set expectations	for t	nis lesson including	what	will be learnt and			
	how learning wil			•				
PHASE 2: NEW	Draw a girl turn	ing of	light on the board	l.		Pictu	res and	
LEARNING	Engage learners	to tall	cabout the drawin	g thro	ough questions and	Char	rts	
	answers.							
			on the board?					
	•		k the girl is doing?					
			do we need to off		~			
	What advise	will y	ou give to person	who ι	ises more energy?			
			g a fridge on the book about the drawin		ough questions and			
	answers.							
	•		on the board?					
	•		k the boy is doing?					
	VVhat advise	will y	ou give to person	wno t	ises more energy!			
	Learners in grou	ps, w	rite down three wa	ays of	conserving energy.			
	Engage learners community.	role-p	lay how energy ca	n be c	onserved in the			
	Did you enjo	y the	role you played?					
		-	le would you like t	o play	?			
	Assessment							
	i. What is ene							
		•	nce of energy con					
		-	ve can conserve er		n our homes			
	iv. VVrite a song	g on e	nergy conservation	1				

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

Week Ending: 27-0	01-2023	DA	Y:		Subject: Social Stu			
Duration: 60MINS					Strand: Environment			
Class: B8	ss Size:		Sub Strand: Conse	erving I	Energy			
Content Standard: B8.1.1.2. Analyze the sources and ways of conserving energy in Ghana			Indicator: B8.1.1.2.1. Exami energy		e means of conservin	g	Lesson: 2 OF 2	
Performance Indicate Learners can discuss	9.1: C	P 5.2: CC						
References: Social	Studies Curriculu	m Pg.	39					
Keywords: Conserv	ve, energy, unplug, b	ulk, tu	rnoff					
Phase/Duration	Learners Activit	ies				Reso	urces	
PHASE I: STARTER	Start the lesson with a recap of the previous lesson. Allow learners to reflect on what they learnt from the previous lesson and the homework relating to ways of conserving energy. Set expectations for this lesson including what will be learnt and							
PHASE 2: NEW				1		Pictu	res and	
LEARNING	Set expectations for this lesson including what will be learnt and how learning will occur and assessed Draw a girl turning off light on the board. Engage learners to talk about the drawing through questions and answers. What do you see on the board? What do you think the girl is doing? At what instances do we need to off our light? What advise will you give to person who uses more energy? Draw someone closing a fridge on the board. Engage learners to talk about the drawing through questions and answers. What do you see on the board? What do you think the boy is doing? What advise will you give to person who uses more energy? Learners in groups, write down three ways of conserving energy. Engage learners role-play how energy can be conserved in the community. Did you enjoy the role you played? What different role would you like to play? Assessment V. What is energy conservation? Vi. State four importance of energy conservation						rts	
PHASE 3: REFLECTION	viii. Write a son	g on e	we can conserve er energy conservation questions to revie	1	ir understanding of			
	Ask learners to	summ	narize what they ha	ve lea	rnt			

- I. What is energy conservation?

 State four importance of energy conservation.

 State three ways we can conserve energy in our homes.

 L. State three ways we can conserve energy in our homes.

FIRST TERM WEEKLY LESSON NOTES

Week Ending: 03-0	02-2023	DAY:			Subject: Social Studies			
Duration: 60MINS					Strand: Family Life	<u> </u>		
Class: B8		C	ass Size:		Sub Strand: The Fa	e Family System		
Content Standard B8.2.2.1. Show und family and family lif	lerstanding of the e issues		Indicator: B8.2.2.1.1. Examine to of the nuclear and the			ions	Lesson:	
Performance India Learners can descr		sys	stems in Ghana		Competencies: I: CC 8.I: CC 8.I: CC	9.1: CI	P 5.2: CC	
References: Social	•							
Keywords: family, N	Nuclear, Extended,		-					
Phase/Duration	Learners Activitie	es				Reso	urces	
PHASE I: STARTER	Start the lesson value learners to reflect and the homewood Set expectations							
PHASE 2: NEW LEARNING	E.g. It is a social of marriage or cover Learners identify E. g., Nuclear and Guide learners to the nuclear family children (if any), parents and the orelatives from the With the help of their family tree families. Have learners to systems. Nuclear family sy i. Easy to take care ii. Effective supervision Demerits i. Inadequate or lack	Have learners to discuss the merits and demerits of both family systems. Nuclear family system – Merits i. Easy to take care of the family members. ii. Effective supervision, etc.						

	ii. Ensures security and protection of family members, etc.	
	Demerits i. Encourages laziness ii. Less privacy, etc.	
	Divide class into two and ask them to debate on the motion "The extended family system is more important than the nuclear family system."	
	Assessment I. Explain the nuclear family system 2. Mention any three advantages and thee disadvantages of the extended family system. 3. Which type of family system operates in Ghana?	
PHASE 3: REFLECTION	Ask learners series of questions to review their understanding of the lesson	
	Ask learners to summarize what they have learnt	

Week Ending: 03-0	Veek Ending: 03-02-2023DAY:Subject: Social St			Subject: Social Stu	dies		
Duration: 60MINS		I.			Strand: Family Life		
Class: B8		С	lass Size:		Sub Strand: The F	amily System	
Content Standard B8.2.2.1. Show und family and family lif	erstanding of the e issues	1	Indicator: B8.2.2.1.1. Examine of the nuclear and t		omposition and funct tended families	cions	Lesson: 2 OF 2
Performance Indic Learners can descr nuclear and the ext	ibe the composition	on a	and functions of the		e Competencies: I: CC 8.I: CC 8.I: CC	9.1: C	P 5.2: CC
References: Social	Studies Curricului	m P	g. 50-51				
Keywords: family, N	luclear, Extended,						
						_	
Phase/Duration PHASE I:	Learners Activit		h a recap of the prev			Reso	urces
STARTER	learners to refle and the homework. Set expectations	ect o ork s fo	on what they learnt from the relating to ways of control this lesson including cour and assessed	om th	ne previous lesson ving energy.		
PHASE 2: NEW LEARNING	Let learners und headed by the far Learners to mer languages. Example: Abusua In a discussion, I Example: I. He is in charge 2. He performs to 3. He represent to 4. He settles all for they support 2. They help in the same support 3. They facilitates	ders amil ntio apa lear e of the fi famil iscu the soci e pre	n how they call a fame nyin, weku nukpa, fiag ners identify the role family properties. functions of a religious her family during important of ly disputes and conflicts. The role of the part of family financially alization	ily hea ga, etc s of fa ad of th ccasion	nily system is ad in their local mily head. ne family	Pictu	res and ts
PHASE 3: REFLECTION			tions of each membe of questions to revie				

Ask learners to summarize what they have learnt

FIRST TERM WEEKLY LESSON NOTES

		WEEK 3					
Week Ending: 10-0	Veek Ending: 10-02-2023DAY:Subject: Social Studies						
Duration: 60MINS				Strand: Family Life			
Class: B8		Class Size:		Sub Strand: The F	amily S	ystem	
Content Standard: B8.2.2.1. Show understanding of the family and family life issues Indicator: B8.2.2.1.1. Examine the composition and function of the nuclear and the extended families						Lesson:	
Performance Indic Learners can descr		systems in Ghana		Competencies:	. 9.1: Cl	P 5.2: CC	
References: Social	•	•	1 0. 0.				
Keywords: family, N	luclear, Extended,						
Phase/Duration	Learners Activitie	es			Reso	urces	
PHASE I:		with a recap of the pre	vious le	asson Allow	11030	ui ccs	
STARTER	learners to reflect and the homewood Set expectations	ct on what they learnt ork relating to ways of for this lesson includi	from th conserv	ne previous lesson ving energy.			
PHASE 2: NEW			and dis	advantages of the	Pictu	res and	
LEARNING	Revise with learners on the advantages and disadvantages of the nuclear family systems. This activity should be done in groups. Learners research on the internet to compare the Ghanaian family system and that of any country in the Western world. In groups, discuss the importance of the family as an institution They create a positive family identity They give us a sense of security They give us a sense of belonging and acceptance in society They prepare us for societal demands and norms They satisfy our emotional needs Family helps us in uniting. Family supports us in every bad situation. Family teaches us morals and values Guide learners to discuss the role of the family in supporting gender equality. Assessment State five importance of the family						
PHASE 3:	Ask learners seri	f the family in support es of questions to rev					
REFLECTION	the lesson						
	Ask learners to s	summarize what they h	nave lea	rnt			

Week Ending: 10-0	02-2023	DAY:			Subject: Social Stud	dies	
Duration: 60MINS					Strand: Family Life		
Class: B8		Class Size:			Sub Strand: The Fa	amily S	ystem
Content Standard: B8.2.2.1. Show understanding of the family and family life issues Indicator: B8.2.2.1.1. Examine the composition and function of the nuclear and the extended families						ions	Lesson: 2 OF 2
Performance Indicate Learners can description	. a I. C	D 5 2: CC					
References: Social		-	ına	CF 3.	1: CC 8.1: CC 8.1: CC	, 7.1. C	r 3.2. CC
Keywords: family, N							
Reywords. fairling, 1	delear, Exterided,						
Phase/Duration	Learners Activiti	es				Reso	urces
PHASE I: STARTER	and the homewo	ct on what they ork relating to v for this lesson	r learnt fr vays of co	om th	e previous lesson		
PHASE 2: NEW LEARNING	This activity show Learners research family system and In groups, discusson They create of They give us of They give us of They give us of They prepared They satisfy of Family helps of Family teached Guide learners to gender equality. Assessment State five import Explain 4 roles of	stems. uld be done in a sch on the internal d that of any constitute family in a sense of securing a sense of belong us for societal distributional needs in uniting, arts us in every bears us morals and to discuss the researce of the family in securing and the securing and the family in securing and the secur	groups. net to concurry in ce of the dentity we need. ty ging and of lemands of eds ad situatio values ble of the	mpare the W family accepta and nor n.	restern world. as an institution ance in society arms in supporting	Pictu	res and ts
REFLECTION	the lesson	ics of questions		** GIGI	r understanding of		
	Ask learners to	summarize wha	t they ha	ve lear	rnt		

FIRST TERM WEEKLY LESSON NOTES

			VVEEK 6				
Week Ending: 17-0	Veek Ending: 17-02-2023 DAY: Subject: Social Stu			Subject: Social Stud	dies		
Duration: 60MINS					Strand: Family Life		
Class: B8		C	lass Size:		Sub Strand: Inherit	ance I	n Ghana
Content Standard: B8.2.2.1. Show understanding of the family and family life issues Indicator: B8.2.2.1.2. Discuss the issues of inheritance in Ghana.						Lesson:	
Performance Indic		:	tanaa in Chana	Core	Competencies: I: CC 8.I: CC 8.I: CC	0.1.0	D F 2: CC
Learners can discus			i	CP 5.	1: CC 8.1: CC 8.1: CC	9.1: C	P 5.2: CC
References: Social		11 F	g. 32				
Keywords: family, N	luclear, Extended,						
Phase/Duration	Learners Activiti	05				Roso	urces
PHASE I:			h a recap of the previ	ما ءيام	usson Allow	iveso	ui ces
STARTER	learners to reflect	ct o	on what they learnt fr this lesson including ccur and assessed.	om th	e previous lesson.		
PHASE 2: NEW			groups to discuss the	auesti	ons helow:	Pictu	res and
LEARNING	Have you win members ov Is the act of important? Brainstorm learn Inheritance is the of the owner. In pairs, discuss twith the class. Guide learners to in Ghana, includi Succession. MATRILINEAL SMatrilineal system individual inherit to One can inherit the mother's brother) This means that with mother for this child is traced from PATRILINEAL SMATRILINEAL	the er giviners trained the original or of the original or	essed a conflict or disasthe property of a decing ones property to a sing ones property to a sing ones property to a concept of inheritance dentify and discuss the matrilineal, patrilineal sinheritance is the forming the female line or in a man dies, a male some of inheritance is the is mother's lineage or limited of the female sing of inheritance is a system the father's lineage or limited.	nherita succession of honor of	nent among family relative? essor so ance. essor upon the death share thoughts ems of inheritance entestate eritance where the r's line. ernal uncle (or to her daughters. his sister inherits him. blood relation of a	Char	

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

Week Ending: 17-0	2-2023	-2023 DAY: Subject: Social Stud						
Duration: 60MINS		,	Strand: Family Life	9				
Class: B8		Class Size:	Sub Strand: Inher	itance In Ghana				
B8.2.2.1. Show und family and family life	Lesson:							
Performance Indic Learners can discus		neritance in Ghana	Core Competencies: CP 5.1: CC 8.1: CC 8.1: CC	C 9.1: CP 5.2: CC				
References: Social	Studies Curricului	m Pg. 52						
Keywords: family, N	luclear, Extended,							
Phase/Duration	Learners Activit	ies		Resources				
PHASE I:		with a recap of the prev						
STARTER	Set expectations	•	rom the previous lesson.					
PHASE 2: NEW		e person in the commur	nity to talk about any of	Pictures and				
LEARNING	the systems of ir	-	,	Charts				
	 inheritance system Positive effects Inheritance goodeceased for Inheritance and contributions It serves as an investment metallic 	 Inheritance give us the privilege to inherit the properties of a deceased for continuous usage Inheritance allows recipient to make important investments and contributions as their retirement benefits It serves as a great investment for the remaining family in future. Investment minded children can invest money or sell the property and invest the money they will accrue from it into a business for 						
	destruction of Extravagant of they receive of If you die with according to Misappropriate since success Suggest ways of engage learners' Engage learners	Ige about inheritance may f properties family member they end usefrom their successors hout a valid will, your possithe norms of intestacy and artion and misapplication of ors gain whatever they such the role play one system	sessions will be distributed do not your desires. If properties are paramount acceed on silver platter. It is inheritance system and not inheritance in Ghana. Succession law versus the					

	 Identify four positive and negative effects of each of the inheritance systems in Ghana What are some of the things you do not like about the indigenous inheritance systems? How would you improve the indigenous inheritance system of your people? 	
PHASE 3: REFLECTION	Ask learners series of questions to review their understanding of the lesson	
	Ask learners to summarize what they have learnt	

FIRST TERM WEEKLY LESSON NOTES

Week Ending: 24-0	2-2023	DAY	':		Subject: Social Stud	dies	
Duration: 60MINS					Strand: Sense Of Purpose		
		6:	6:		Sub Strand: The In	•	
Class: B8		Class	Size:		Community		
B8.3.2.1. Demonstr role of the individual Performance Indic	ate knowledge of al in the communi		Indicator: B8.3.2.1.1. Exam the community.		e role of the individu	Lesson: als in I OF 2	
Learners can discus	s the issues of inh				Competencies: I: CC 8.I: CC 8.I: CC	9.1: CP 5.2: CC	
References: Social S	Studies Curricului	m Pg	56				
Keywords: family, N	uclear, Extended,						
DI /D :						T 6	
Phase/Duration	Learners Activiti			: -	ann Allaur	Resources	
PHASE I: STARTER	learners to refle	ct on v	nis lesson including	om th	e previous lesson.		
LEARNING	A community is a location, norms, reand interact with components of out. Engage learners communities and Brainstorm learn community refers common interest, common characted. Development mof something, or Community device the community device at Improversity of the community device. Improversity of the community device.	social eligion, one articolor arcivilizato ward discussive elopment of a ground discussive elopment el	cation. Ich a documentary iss observations. Ich a documentary iss observations. Ich explain community is ple who live in the sown or participate or have mutual relocations and something more ent is the act of grap of people who hasion, guide learner	ty deverations.	stics such as y. We all rely on making them crucial t different elopment A ocation, share ething, share owth, or expansion tive. , expanding, or	Charts	

	Economic growth	
	Assessment	
	What is a community?	
	State and explain the values of community development.	
PHASE 3:	Ask learners series of questions to review their understanding of	
REFLECTION	the lesson	
	Ask learners to summarize what they have learnt	

Week Ending: 24-0	02-2023 DAY: Subje			Subject: Social Stud	dies			
Duration: 60MINS					Strand: Sense Of P	nse Of Purpose		
Class: B8		Class	s Size:		Sub Strand: The In Community	dividua	al & The	
B8.3.2.1. Demonstrrole of the individu Performance Indic Learners can discus	rate knowledge of al in the communicator: ss the issues of inh	ty ieritan	the community.	Core	e role of the individue Competencies: 1: CC 8.1: CC 8.1: CC		2 OF 2 P 5.2: CC	
References: Social			56					
Keywords: commu	nity, developmen	τ,						
Phase/Duration PHASE I: STARTER	learners to refle	with a ct on v	ris lesson including	rom th	esson. Allow ne previous lesson. will be learnt and	Reso	urces	
PHASE 2: NEW LEARNING	Guide learners to development. Organization extent a com Creation of for the group and keep it fi statement" is for which the Analyzing: the community to to solve problem. Communication process be eswith the publicand trustworth. Planning: The strategic plant. Implementation the plan man.	o discontraction in creation in creation; lticablish ic. This ichy.	ting an organizing good development professor statement: It out action. This statement actions operates. It is accessing to localize problement of the lines is important if the action operate of the lines is important if the action operate of the lines of the line	group to essional tlines the tent ough deviatir descrip ok at en ms, or u n effects s of con proces ould de uture vi	o determine to what a will be used. The goals and reasons that to keep it on tracking from it. A "mission obtion of the purpose overy part of the using SWOT analysis are communication open is to be inclusive evelop a thorough ision.	Pictu	res and ts	

	Evaluation: The evaluations should take into account what is wo king well, what issues need to be fixed, and what measures should be taken next to advance the process toward the realization of the community's future vision.
	Celebrate: The greatest way to enjoy success is to share it with others. Smaller celebrations at strategic periods throughout the year are just of vital as annual report and public gathering since it helps others to acknowledge the progress made.
	Sustain: Community development is a process and not an end. A result, in order to ensure its communal usefulness.
	Assessment
	State and explain the process of community development.
PHASE 3:	Ask learners series of questions to review their understanding of
REFLECTION	the lesson
	Ask learners to summarize what they have learnt

FIRST TERM WEEKLY LESSON NOTES

Week Ending: 03-0	03-2023	DAY	' :		Subject: Social Studies		
Duration: 60MINS					Strand: Sense Of F	Purpose	e
Class: B8		Class	s Size:		Sub Strand: Community Decision-Making Process		
B8.3.2.1. Demonstr role of the individu	rate knowledge of al in the communi		Indicator: B8.3.2.1.1. descr making process.		e community decisio	n-	Lesson:
Performance Indic Learners can descr process		y decis	sion-making		e Competencies: 1: CC 8.1: CC 8.1: CC	C 9.1: C	P 5.2: CC
References: Social	Studies Curriculu	m Pg.	57				
Keywords: family, N	luclear, Extended,						
	_						
Phase/Duration	Learners Activit					Reso	urces
PHASE I: STARTER			recap of the prev what they learnt f		esson. Allow ne previous lesson.		
PHASE 2: NEW LEARNING	how learning wi Guide learners t community deci	Set expectations for this lesson including what will be learnt and how learning will occur and assessed. Guide learners to explain the factors to be considered in community decision-making process, including investigating, developing and evaluating alternatives. Investigate the problem Developing alternatives					res and ts
	Imple Invite a resource community deve	menti e perso elopmo	ng and monitoring and to talk about the certific need or probes can help solve it	n g the he imp	decision ortance of		
PHASE 3:			•		ir understanding of		
REFLECTION	the lesson		-		-		
	Ask learners to	summ	arize what they ha	ave lea	rnt		

Week Ending: 03-03-2023 DAY:			':		Subject: Social Studies		
Duration: 60MINS			Strand: Sense Of Purpose				
Class: B8 Class			s Size:		Sub Strand: Volunteerism		
Content Standard: B8.3.2.1. Demonstrate knowledge of the role of the individual in the community Indicator: B8.3.1.1.2. Discuss the relevance of volunteerism to community developm				Lesson:			
Learners can discus	Performance Indicator: Learners can discuss the relevance of volunteerism to community development Core Competencies: CP 5.1: CC 8.1: CC 8.1: CC					C 9.1: C	P 5.2: CC
References: Social	Studies Curriculu	m Pg.	58				
Keywords: commu	nity, development	.,					
Phase/Duration	Learners Activit					Reso	urces
PHASE I:	Start the lesson	with a	recap of the prev	viou	us lesson. Allow		
STARTER	learners to reflect on what they learnt from the previous lesson. Set expectations for this lesson including what will be learnt and how learning will occur and assessed.						
PHASE 2: NEW LEARNING	Brainstorm learners to explain the concept of volunteerism Learners in their groups, examine the ways by which one can volunteer in the community responsibly, including performing household chores, shopping or cleaning for an elderly person and helping clean the community Have learners identify some volunteering roles in the community and their contribution to community development, including reporting crime in the community to the police and avoiding taking the law into one's own hands.				Pictu Char	res and ts	
PHASE 3: REFLECTION	the lesson		questions to revie arize what they ha		their understanding of learnt		

FIRST TERM WEEKLY LESSON NOTES WEEK 9

Week Ending: 10-0	DAY:		Subject: Social Studies			
Duration: 60MINS Strand: Sense Of Pur			oose			
Class: B8	Class Size: Sub St		Sub Strand: Human R	itrand: Human Rights		
Content Standard B8.4.1.1. Investigate responsibilities of a	Indicator: B8.4.1.1.1. Examine the importance of human r in the Ghanaian society volunteerism to comm development.			_	Lesson:	
	Performance Indicator: Learners can examine the importance of human rights in Core Competencies: CP 5 1: CC 8 1: CC					P 5.2: CC
References: Social	Studies Curriculur	n Pg. 58				
Keywords: commu	nity, development	,				
Phase/Duration	Learners Activiti	es			Resources	
PHASE I:	Start the lesson	with a recap of the prev	/iou	is lesson. Allow		
STARTER	learners to reflect on what they learnt from the previous lesson.					
	Set expectations for this lesson including what will be learnt and how learning will occur and assessed.					
PHASE 2: NEW	Explain the concept "human rights".					res and
LEARNING	Examine the United Nations declaration on human rights Identify some examples of human rights enshrined in the 1992 constitution.					ts
PHASE 3:	Assess the importance of the protection of human rights Ask learners series of questions to review their understanding of					
REFLECTION	the lesson Ask learners to summarize what they have learnt					

Week Ending: 10-0	DAY:		Subject: Social Studies			
Duration: 60MINS Strand: Sense Of Pur			pose			
Class: B8	Class Size:	Class Size: Sub Strand: Huma		n Rights		
Content Standard: B8.4.1.1. Investigate the rights and responsibilities of a citizen			B8.4.1.1.1. Examine the importance of human r in the Ghanaian society volunteerism to comm			Lesson: 2 OF 2
Performance Indicator: Learners can examine the importance of human rights in the Ghanaian society Core Competencies: CP 5.1: CC 8.1: CC						P 5.2: CC
References: Social	Studies Curriculun	n P g. 58				
Keywords: commu	nity, development,					
Phase/Duration	Learners Activitie	es			Resources	
PHASE I:	Start the lesson with a recap of the previous lesson. Allow					
STARTER	learners to reflect on what they learnt from the previous lesson.					
	Set expectations for this lesson including what will be learnt and how learning will occur and assessed.					
PHASE 2: NEW	Explain the concept "human rights".				Pictures and	
LEARNING	Examine the United Nations declaration on human rights Identify some examples of human rights enshrined in the 1992 constitution.				Char	ts
	Assess the importance of the protection of human rights					
PHASE 3: REFLECTION	Ask learners series of questions to review their understanding of the lesson					
	Ask learners to summarize what they have learnt					

FIRST TERM WEEKLY LESSON NOTES WEEK 10

REVISION AND END OF TERM ASSESSMENT

Week Ending: 17-03-2023		DAY:			Subject: Social Studies		
Duration: 60MINS					Strand: Strands for the term		
Class: B8	Class Size:			Sub Strand: Sub strands for the term			
Content Standar Demonstrate know in the topics treate	tanding	Indicator: Recall and summarize all what they have learnt within the term			e I OF I		
Performance Indicator: Learners can recall and summarize all what they have learnt within the term Core Competencies: CP 5.1: CC 8.1: CC 8.1: CC 9.1: CC 9.						9.1: C	P 5.2: CC
References: Social	Studies Curricului	m Pg. 58					
Keywords: commu	ınity, development	••					
Phase/Duration	Learners Activit					Reso	urces
PHASE I: STARTER		ct on wha	at they learnt fr	rom	the previous lesson.		
	-			g wr	nat will be learnt and		
PHASE 2: NEW LEARNING	1 0 0/					Pictu	res and ts

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

Week Ending: 17-03-2023		DAY:		Subject: Social Studies			
Duration: 60MINS				Strand: Strands treated for the term			
Class: B8 Class Size:				Sub Strand: Sub strands for the term			
Content Standard: Demonstrate knowledge and understanding in the topics treated so far.			Indica Prepar	tor: ation towards vacation	Lesson:		
Performance Indicator: Learners can answer all end of term assessment questions in their exercise books. Core Competencies: CP 5.1: CC 8.1: CC				C 9.1: C	9.1: CP 5.2: CC		
References: Social	Studies Curriculu	m					
Phase/Duration PHASE 1:		Learners Activities					
STARTER	Ask learners to bring and display all the materials needed for the assessment.					Exercise books, pen, pencils, erasers,	
	Educate them on the consequences of examination mal practice.					wer sheets.	
PHASE 2: NEW LEARNING	Engage learners to arrange themselves properly to sit for the assessment test.					essment stions and	
						cise books.	
	Fill in learner's SBA books and report cards.						
	Distribute lear feedback.						