

TERM THREE
WEEKLY LESSON NOTES
WEEK 1

Date: 16 TH SEPT, 2022	DAY:	Subject: Social Studies	
Duration: 50MINS		Strand: Family Life	
Class: B7	Class Size:	Sub Strand: Population	
Content Standard: B7.2.4.1. Analyze the population structure in Ghana and its related issues.		Indicator: B7.2.4.1.1 Examine the components of population growth	Lesson: 1 OF 2
Performance Indicator: <ul style="list-style-type: none"> Learners can explain the term population. Learners can examine the structure of the Ghanaian population. 		Core Competencies: CP 5.1: CC 8.1: CC 8.1: CC 9.1: CP 5.2: CC 7.2: CC 8.1:	
References: Social Studies Curriculum Pg. 22-23			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	<p>Revise with learners to review their understanding in the previous lesson.</p> <p>Share performance indicators with learners.</p>		
PHASE 2: NEW LEARNING	<p>Let pupils brainstorm to explain the meaning of population. <i>Population refers to the number of people living in a specific geographic area at a specific time.</i></p> <p>Guide learners to explain the concept of population growth.</p> <p>Have learners discuss how population in Ghana has changed in the recent past.</p> <p>In groups, learners compare Ghana's population growth with that of some other countries in Africa and in the world.</p> <p>Pupils in groups to investigate the ages of members of their families and illustrate the results on a bar graph.</p> <p><u>Assessment</u> What is population? Describe the age structure of Ghana's population.</p>	Pictures and Charts	
PHASE 3: REFLECTION	<p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p>		

Date: 16 th SEPT, 2022	DAY:	Subject: Social Studies
Duration: 50MINS		Strand: Family Life
Class: B7	Class Size:	Sub Strand: Population
Content Standard: B7.2.4.1. Analyze the population structure in Ghana and its related issues	Indicator: B7.2.4.1.1 Examine the components of population growth	Lesson: 1 OF 2
Performance Indicator: <ul style="list-style-type: none"> Learners can discuss the factors of population change Learners can explain the term "rural-urban drift" and its associated problems 		Core Competencies: CP 5.1: CC 8.1: CC 8.1: CC 9.1: CP 5.2: CC 7.2: CC 8.1:
References: Social Studies Curriculum Pg. 22-23		

Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Revise with learners to review their understanding in the previous lesson.</p> <p>Share performance indicators with learners.</p>	
PHASE 2: NEW LEARNING	<p>Guide learners to discuss the following factors of population change:</p> <ol style="list-style-type: none"> Birth rate Death rate Migration <p>Let learners form two groups; one group to investigate the causes High birth rates and its effect on population; the second group to investigate the causes High death rates its effect on population.</p> <p>Each group to make a presentation for class discussion.</p> <p>Learners in groups, to identify and discuss possible solutions to the high population growth.</p> <p>Guide learners to identify ways by which high population growth rate can be reduced.</p> <p>Let learners in groups explain the meaning of "rural-urban" drift and "rural-rural" drift.</p> <p>Guide pupils in groups to discuss the causes of rural-urban drift.</p> <p><u>Assessment</u></p> <p>Let pupils form two groups; one group to discuss problems created in rural areas due to movement from rural areas to urban areas; the second group to discuss problems created in urban areas due to movement from rural areas into urban areas.</p>	Pictures and Charts
PHASE 3: REFLECTION	<p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p>	

TERM THREE
WEEKLY LESSON NOTES
WEEK 2

Date: 23 rd SEPT, 2022	DAY:	Subject: Social Studies	
Duration: 50MINS		Strand: Family Life	
Class: B7	Class Size:	Sub Strand: Population	
Content Standard: B7.2.4.1. Analyze the population structure in Ghana and its related issues.		Indicator: B7.2.4.1.1 Examine the components of population growth	Lesson: 1 OF 2
Performance Indicator: <ul style="list-style-type: none"> Learners can explain the term population. Learners can examine the structure of the Ghanaian population. 		Core Competencies: CP 5.1: CC 8.1: CC 8.1: CC 9.1: CP 5.2: CC 7.2: CC 8.1:	
References: Social Studies Curriculum Pg. 22-23			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	<p>Revise with learners to review their understanding in the previous lesson.</p> <p>Share performance indicators with learners.</p>		
PHASE 2: NEW LEARNING	<p>Let pupils brainstorm to explain the meaning of population. <i>Population refers to the number of people living in a specific geographic area at a specific time.</i></p> <p>Guide learners to explain the concept of population growth.</p> <p>Have learners discuss how population in Ghana has changed in the recent past.</p> <p>In groups, learners compare Ghana's population growth with that of some other countries in Africa and in the world.</p> <p>Pupils in groups to investigate the ages of members of their families and illustrate the results on a bar graph.</p> <p><u>Assessment</u></p> <ul style="list-style-type: none"> Describe the age structure of Ghana's population. What are some of the effects of rapid population growth in Ghana? Suggest solutions to high population growth in Ghana. 	Pictures and Charts	
PHASE 3: REFLECTION	<p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p>		

Date: 23 rd SEPT, 2022	DAY:	Subject: Social Studies
Duration: 50MINS		Strand: Family Life
Class: B7	Class Size:	Sub Strand: Population
Content Standard: B7.2.4.1. Analyze the population structure in Ghana and its related issues	Indicator: B7.2.4.1.1 Examine the components of population growth	Lesson: 1 OF 2
Performance Indicator: <ul style="list-style-type: none"> Learners can discuss the factors of population change Learners can explain the term "rural-urban drift" and its associated problems 		Core Competencies: CP 5.1: CC 8.1: CC 8.1: CC 9.1: CP 5.2: CC 7.2: CC 8.1:
References: Social Studies Curriculum Pg. 22-23		

Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Revise with learners to review their understanding in the previous lesson.</p> <p>Share performance indicators with learners.</p>	
PHASE 2: NEW LEARNING	<p>Guide learners to discuss the following factors of population change:</p> <ol style="list-style-type: none"> Birth rate Death rate Migration <p>Let learners form two groups; one group to investigate the causes High birth rates and its effect on population; the second group to investigate the causes High death rates its effect on population.</p> <p>Each group to make a presentation for class discussion.</p> <p>Learners in groups, to identify and discuss possible solutions to the high population growth.</p> <p>Guide learners to identify ways by which high population growth rate can be reduced.</p> <p>Let learners in groups explain the meaning of "rural-urban" drift and "rural-rural" drift.</p> <p>Guide pupils in groups to discuss the causes of rural-urban drift.</p> <p><u>Assessment</u> State causes and problems of rural-urban drift and suggest possible solutions to them.</p>	Pictures and Charts
PHASE 3: REFLECTION	<p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p>	

TERM THREE
WEEKLY LESSON NOTES
WEEK 3

Week Ending: 30 th SEPT, 2022	DAY:	Subject: Social Studies
Duration: 50MINS		Strand: Law And Order
Class: B7	Class Size:	Sub Strand: Citizenship & Human Rights
Content Standard: B7.4.1.1. Analyze the responsibilities of a citizen	Indicator: B7.4.1.1.1 Examine the value of citizenship in nation building	Lesson: 1 OF 2
Performance Indicator: <ul style="list-style-type: none"> Learners can explain the term Citizenship. Learners can describe ways in which citizenship is acquired. 		Core Competencies: CP 5.1: CC 8.1: CC 8.1: CC 9.1: CP 5.2: CC 7.2: CC 8.1:
References: Social Studies Curriculum Pg. 22-23		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	Revise with learners to review their understanding in the previous lesson. Share performance indicators with learners.	
PHASE 2: NEW LEARNING	Brainstorm learners to explain the concept of “citizenship”. In groups, learners discuss the various ways of acquiring citizenship in Ghana, including citizenship by birth, adoption, registration and naturalization. <i>1. Citizenship by birth</i> A person becomes a citizen of a country by birth if any of his or her parents is a citizen of that country. Citizenship by birth is acquired under two laws: (a) <i>Citizenship by the law of blood.</i> Under this law, a child born anywhere to a Ghanaian parent or Ghanaian couple becomes a citizen of Ghana. (b) <i>Citizenship by the law of place or by foundling.</i> Under this law, a child born or found in any part of Ghana who is under seven years and whose parents are not known becomes a citizen. 2. <i>Citizenship by registration: A foreigner who marries a Ghanaian can register to become a citizen of Ghana.</i> 3. <i>Citizenship by adoption: A child below the age of 16 years and is adopted by a Ghanaian becomes a citizen of the country even if his or her biological parents are not from Ghana.</i> 4. <i>Citizenship by honorary conferment</i> For example, Dr Kwame Nkrumah conferred Ghanaian citizenship on W.E.B. Du Bois (a black American historian) whose work on Pan-Africanism promoted the civil rights of Africans in the Diaspora. 5. <i>Citizenship by neutralization</i> 6. <i>Citizenship by ancestry/descent</i>	Pictures and Charts

	<p>Guide learners to identify the characteristics desired of citizens for nation building.</p> <p>Example:</p> <ul style="list-style-type: none"> • <i>Democratic living at home and in the work place.</i> • <i>Respecting elders and authority</i> • <i>Exhibiting hard and productive work attitude</i> <p><u>Assessment</u> What is Citizenship? Mention four ways in which citizenship is acquired.</p>	
<p>PHASE 3: REFLECTION</p>	<p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p> <p><u>Homework</u> Differentiate between rights and responsibilities. State three rights and their corresponding duties required of Ghanaians.</p>	

Week Ending: 30 th SEPT, 2022	DAY:	Subject: Social Studies
Duration: 50MINS		Strand: Law And Order
Class: B7	Class Size:	Sub Strand: Citizenship & Human Rights
Content Standard: B7.4.1.1. Analyze the responsibilities of a citizen	Indicator: B7.4.1.1.1 Examine the value of citizenship in nation building	Lesson: 2 OF 2
Performance Indicator: • Learners can identify the rights and responsibilities of a citizen.		Core Competencies: CP 5.1: CC 8.1: CC 8.1: CC 9.1: CP 5.2: CC 7.2: CC 8.1:
References: Social Studies Curriculum Pg. 22-23		

Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Revise with learners to review their understanding in the previous lesson.</p> <p>Share performance indicators with learners.</p>	
PHASE 2: NEW LEARNING	<p>Learners in groups research for the rights and responsibilities of the Ghanaian citizen in the 1992 constitution.</p> <p>Call learners to present their findings to the class for discussion.</p> <p>Brainstorm learners to explain the meaning of Rights and Responsibilities.</p> <p>Guide learners to identify the types of Rights. Example:</p> <ol style="list-style-type: none"> 1. Legal Rights. <i>Legal rights include the rights to be protected under the law, right for fair hearing, fair trial and legal aid.</i> 2. Economic Rights. <i>Economic rights include the rights to own property, right to work and get fair wages or good salaries.</i> 3. Natural Rights. <i>Natural rights include the right to life and freedom of speech.</i> 4. Social Rights. <i>Social rights include the right to decent accommodation, education, freedom of speech, health care, freedom of religion and freedom of movement.</i> 5. Political Rights. <i>Political rights include the right to vote and to be voted for (if a citizen), freedom to join a law-abiding political party, movement or group.</i> <p>In groups, learners discuss the responsibilities of a citizen.</p> <ol style="list-style-type: none"> 1. Defending the 1992 constitution of Ghana 2. Paying our taxes 3. Prevention of criminal acts 4. Protecting national property 5. Behaving in an honest and just manner <p>Engage learners to dramatize the various ways citizens contribute to the development of the country.</p>	Pictures and Charts

	<u>Assessment</u> 1. Differentiate between rights and responsibilities. 2. State three rights and their corresponding duties required of Ghanaians.	
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.	

TERM THREE
WEEKLY LESSON NOTES
WEEK 4

Week Ending: 7 th OCT, 2022	DAY:	Subject: Social Studies
Duration: 60MINS		Strand: Law And Order
Class: B7	Class Size:	Sub Strand: Citizenship & Human Rights
Content Standard: B7.4.1.1. Analyze the responsibilities of a citizen	Indicator: B7.4.1.1.1 Examine the value of citizenship in nation building	Lesson: 1 OF 2
Performance Indicator: • Learners can describe human rights abuse and find out how human rights can be abused		Core Competencies: CP 5.1: CC 8.1: CC 8.1: CC 9.1: CP 5.2: CC 7.2: CC 8.1:
References: Social Studies Curriculum Pg. 22-23		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	Revise with learners to review their understanding in the previous lesson. Share performance indicators with learners.	
PHASE 2: NEW LEARNING	Revise with learners on the rights enjoyed by citizens of Ghana under the 1992 constitution. Guide learners to define the term human rights abuse. <i>Human rights abuse is preventing other citizens from enjoying the freedoms and rights given to them by the constitution.</i> Brainstorm learners to find out how human rights can be abused. Example: domestic slavery, bullying, child abuse, child labor, sex trade and all forms of discrimination. Learners in groups find out the group of people that suffers Human Rights Abuse most in Ghana. Example: women, children, the uneducated, minority, physically challenged and the mentally handicapped. In a class discussion, find out reasons why people suffer human rights abuse. Example: <ul style="list-style-type: none"> • Low level of education • Poverty and ignorance • Lack of political representation • Fear of intimidation • The give it to God attitude <u>Assessment</u> What is human rights abuse? Give three reasons why women are often abused in Ghana.	Pictures and Charts

<p>PHASE 3: REFLECTION</p>	<p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p> <p><u>Homework</u> Identify 3 ways how human rights can be abused. Mention four group of people that suffers Human Rights Abuse most in Ghana.</p>	
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Week Ending: 7 th OCT, 2022	DAY:	Subject: Social Studies
Duration: 60MINS		Strand: Law And Order
Class: B7	Class Size:	Sub Strand: Citizenship & Human Rights
Content Standard: B7.4.1.1. Analyze the responsibilities of a citizen	Indicator: B7.4.1.1.1 Examine the value of citizenship in nation building	Lesson: 2 OF 2
Performance Indicator: <ul style="list-style-type: none"> Learners can identify and discuss the functions of some institutions that help in the prevention of human rights abuse. 		Core Competencies: CP 5.1: CC 8.1: CC 8.1: CC 9.1: CP 5.2: CC 7.2: CC 8.1:
References: Social Studies Curriculum Pg. 22-23		

Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Revise with learners to review their understanding in the previous lesson.</p> <p>Share performance indicators with learners.</p>	
PHASE 2: NEW LEARNING	<p>This activity should be done in groups. Learners are to research ways in which human rights abuse can be prevented.</p> <p>Call groups to present their findings to the class for discussion.</p> <p>Guide learners to identify and discuss the functions of some institutions that help in the prevention of human rights abuse.</p> <ul style="list-style-type: none"> Commission on human rights and administrative Justice (CHRAJ) International federation of women Lawyers National commission on civic education (NCCE) Amnesty international (AI) <p><u>Assessment</u> State three ways of preventing human rights abuse State three functions of a social institution in Ghana involved in the fight against human rights abuse.</p>	Pictures and Charts
PHASE 3: REFLECTION	<p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p>	

TERM THREE
WEEKLY LESSON NOTES
WEEK 5

Week Ending: 14 th OCT, 2022	DAY:	Subject: Social Studies
Duration: 60MINS		Strand: Socio-Economic Development
Class: B7	Class Size:	Sub Strand: Financial And Investment Issues
Content Standard: B7.5.2.1. Demonstrate understanding of Social Security and Pension Issues	Indicator: B7.5.2.1.1. Examine the importance of Social Security to the individual	Lesson: 1 OF 2
Performance Indicator: • Learners can examine the importance of Social Security to the individual		Core Competencies: CP 5.1: CC 8.1: CC 8.1: CC 9.1: CP 5.2: CC 7.2: CC 8.1:
References: Social Studies Curriculum Pg. 64		
Keywords: investment, social security, pension, pension fund		

Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Revise with learners to review their understanding in the previous lesson.</p> <p>Share performance indicators with learners.</p>	
PHASE 2: NEW LEARNING	<p>Revise with learners on the meaning of savings and reasons why people save. <i>Savings is a sacrifice one has to make for the future.</i></p> <p>The reasons may include;</p> <ul style="list-style-type: none"> • Saving money provides future security against unexpected events such as accidents or sickness. • Savings also improves our standard of living • Saving money help us to plan for our retirement. <p>Say, today we are going to learn about the Social Security.</p> <p>Brainstorm learners for the meaning of Social Security, <i>Social Security is the protection that a society provides to individuals and households to ensure access to health care and to guarantee income security, particularly in case of old age, unemployment, sickness, invalidity, work injury, maternity or loss of a breadwinner.</i></p> <p>Drill learners for the pronunciation and meaning of key concepts;</p> <ul style="list-style-type: none"> • Employment: The state of having a paid work • Employer: A person or organization that pays others for their services. • Employee: A person who is paid to work for another. <p>In groups, learners discuss the types of Social Security</p> <ul style="list-style-type: none"> • Retirement • Disability • Dependents • Survivor benefits 	Pictures and Charts

	<p>Let learners understand that a worker who have worked in “covered organization” for a sufficient number of years are eligible for retirement benefits when the person retire.</p> <p>Have learners to discuss the concept of social security and national insurance trust as enshrined in the 1992 constitution. <i>The social security and national insurance trust (SSNIT) is a statutory public trust charged under the national pensions Act 2008 Act 766....</i></p> <p>Guide learners to discuss the obligations of an employer in social security and pension schemes, including registering employees and paying their contributions regularly.</p> <p>In groups, discuss the obligations of an employee towards social security and pension schemes, including checking statement of contribution regularly and updating their records.</p> <p><u>Assessment</u></p> <ol style="list-style-type: none"> 1. Explain the concept of social security. 2. Describe the features of social security in Ghana. 3. Describe the types of social security schemes 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> <p><u>Homework</u></p> <p>Find out which social security/pension scheme their parents are investing in and assign reasons</p>	

Week Ending: 14 th OCT, 2022	DAY:	Subject: Social Studies	
Duration: 60MINS		Strand: Socio-Economic Development	
Class: B7	Class Size:	Sub Strand: Financial And Investment Issues	
Content Standard: B7.5.2.1. Demonstrate understanding of Social Security and Pension Issues		Indicator: B7.5.2.1.1. Examine the importance of Social Security to the individual	Lesson: 1 OF 2
Performance Indicator: • Learners can examine the importance of Social Security to the individual		Core Competencies: CP 5.1: CC 8.1: CC 8.1: CC 9.1: CP 5.2: CC 7.2: CC 8.1:	
References: Social Studies Curriculum Pg. 64			
Keywords: investment, social security, pension, pension fund			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	Revise with learners to review their understanding in the previous lesson. Share performance indicators with learners.		
PHASE 2: NEW LEARNING	Guide learners to discuss the obligations of an employer in social security and pension schemes, including registering employees and paying their contributions regularly. In groups, discuss the obligations of an employee towards social security and pension schemes, including checking statement of contribution regularly and updating their records. Let learners think-pair-share the benefits of social security to the individual. They also create a poster on the benefits of social security. Engage learners to develop posters and charts for awareness creation on the importance of investing in social security/pension plan. <u>Assessment</u> 1. Explain the concept of social security. 2. Describe the features of social security in Ghana. 3. Describe the types of social security schemes in Ghana	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. <u>Homework</u> Find out which social security/pension scheme their parents are investing in and assign reasons		

TERM THREE
WEEKLY LESSON NOTES
WEEK 6

Week Ending: 21 st OCT, 2022	DAY:	Subject: Social Studies
Duration: 60MINS		Strand: Nationhood
Class: B7	Class Size:	Sub Strand: Independent Ghana
Content Standard: B7.6.1.1. Demonstrate understanding of how Ghana became an independent nation	Indicator: B7.6.1.1.1. Explain how events after the 1948 riots accelerated the move towards independence	Lesson: 1 OF 2
Performance Indicator: • Learners can examine how the 1948 riots accelerated the move towards independence.		Core Competencies: CP 5.1: CC 8.1: CC 8.1: CC 9.1: CP 5.2: CC 7.2: CC 8.1:
References: Social Studies Curriculum Pg. 29		
Keywords: British Government, constitution, ex-service, Government business, independence, nationhood, riots, portfolio		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	Revise with learners to review their understanding in the previous lesson. Share performance indicators with learners.	
PHASE 2: NEW LEARNING	Show documentaries/pictures or listen to personal accounts on the 28th February riots in Accra. <i>The riots started on 28th February 1948 in Accra after a protest march by unarmed ex-service men was broken up by the police, leaving several leaders of the group dead. Among those killed were sergeant Nii Adjetey, Corporal Attipoe and Private Odartey Lamptey. The ex-service men were veterans from the word war II. The British Head of Police, superintendent Imray was responsible for the shooting of the ex-service men. etc.</i> Guide learners ask questions and relate to some of the incidents that happened in the documentary. Organize an excursion for learners to visit the spot where the ex-servicemen were killed. On returning, have learners discuss what was witnessed on the visit. Discuss the reasons for the formation of the Watson commission. <i>The Watson commission was set up by the British colonial government to examine the circumstances surrounding the riots.</i> <i>The commission of enquiry into disturbances in the Gold Coast was appointed in march 1948 under the chairmanship of Aiken Watson, to enquire into the disturbances which occurred in the Gold Coast in February and March 1948. The terms of reference was to enquire into and report on the recent disturbances in Gold Coast and</i>	Pictures and Charts

	<p><i>their underlying causes; and to make recommendations on any matter arising from the enquiry.</i></p> <p>Guide learners to report on the findings of the Commission in the form of a paper, performance or role play etc.</p> <ul style="list-style-type: none"> ➤ <i>high prices of imported goods</i> ➤ <i>slow development of educational facilities</i> ➤ <i>the shortage of housing, particularly in the towns and the low standards of houses for Africans</i> ➤ <i>unfair allocation and distribution of goods in short supply by the importing firms.</i> ➤ <i>neglect of the ex-service men who had returned from the world war II</i> <p><u>Assessment</u> Which ex-service men died during the 28th February riots in Accra. Who was responsible for their death</p>	
<p>PHASE 3: REFLECTION</p>	<p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p>	

Week Ending: 21 st OCT, 2022	DAY:	Subject: Social Studies
Duration: 60MINS		Strand: Nationhood
Class: B7	Class Size:	Sub Strand: Independent Ghana
Content Standard: B7.6.1.1. Demonstrate understanding of how Ghana became an independent nation	Indicator: B7.6.1.1.1. Explain how events after the 1948 riots accelerated the move towards independence	Lesson: 2 OF 2
Performance Indicator: • Learners can examine how the 1948 riots accelerated the move towards independence.		Core Competencies: CP 5.1: CC 8.1: CC 8.1: CC 9.1: CP 5.2: CC 7.2: CC 8.1:
References: Social Studies Curriculum Pg. 29		
Keywords: British Government, constitution, ex-service, Government business, independence, nationhood, riots, portfolio		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	Revise with learners to review their understanding in the previous lesson. Share performance indicators with learners.	
PHASE 2: NEW LEARNING	Show documentaries/pictures or listen to personal accounts on the 28th February riots in Accra. <i>The riots started on 28th February 1948 in Accra after a protest march by unarmed ex-service men was broken up by the police, leaving several leaders of the group dead. Among those killed were sergeant Nii Adjetei, Corporal Attipoe and Private Odartey Lamptey. The ex-service men were veterans from the world war II. The British Head of Police, superintendent Imray was responsible for the shooting of the ex-service men. etc.</i> Guide learners ask questions and relate to some of the incidents that happened in the documentary. Organize an excursion for learners to visit the spot where the ex-servicemen were killed. On returning, have learners discuss what was witnessed on the visit. Discuss the reasons for the formation of the Watson commission. <i>The Watson commission was set up by the British colonial government to examine the circumstances surrounding the riots. The commission of enquiry into disturbances in the Gold Coast was appointed in march 1948 under the chairmanship of Aiken Watson, to enquire into the disturbances which occurred in the Gold Coast in February and March 1948. The terms of reference was to enquire into and report on the recent disturbances in Gold Coast and their underlying causes; and to make recommendations on any matter arising from the enquiry.</i>	Pictures and Charts

	<p>Guide learners to report on the findings of the Commission in the form of a paper, performance or role play etc.</p> <ul style="list-style-type: none"> ➤ <i>high prices of imported goods</i> ➤ <i>slow development of educational facilities</i> ➤ <i>the shortage of housing, particularly in the towns and the low standards of houses for Africans</i> ➤ <i>unfair allocation and distribution of goods in short supply by the importing firms.</i> ➤ <i>neglect of the ex-service men who had returned from the world war II</i> <p><u>Assessment</u> Write a short essay describing the 28th February cross-road shooting incident. Examine the impact of the cross-road incident on the political development of Ghana.</p>	
<p>PHASE 3: REFLECTION</p>	<p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p>	

TERM THREE
WEEKLY LESSON NOTES
WEEK 7

Week Ending: 28 th OCT, 2022	DAY:	Subject: Social Studies	
Duration: 60MINS		Strand: Nationhood	
Class: B7	Class Size:	Sub Strand: Independent Ghana	
Content Standard: B7.6.1.1. Demonstrate understanding of how Ghana became an independent nation		Indicator: B7.6.1.1.1. Explain how events after the 1948 riots accelerated the move towards independence	Lesson: I OF 2
Performance Indicator: <ul style="list-style-type: none"> Learners can examine how the 1948 riots accelerated the move towards independence. 		Core Competencies: CP 5.1: CC 8.1: CC 8.1: CC 9.1: CP 5.2: CC 7.2: CC 8.1:	
References: Social Studies Curriculum Pg. 29			
Keywords: British Government, constitution, ex-service, Government business, independence, nationhood, riots, portfolio			
Phase/Duration	Learners Activities		Resources
PHASE 1: STARTER	<p>Revise with learners to review their understanding in the previous lesson.</p> <p>Share performance indicators with learners.</p>		
PHASE 2: NEW LEARNING	<p>Guide learners to examine how the Watson Commission helped the move towards independence.</p> <p>With the use of the Internet or any other sources of information, write down the bio data of the three ex-service men (Sgt. Adjete, Sgt. Odartey Lamptey and Corporal Attipoe) and how this can inspire learners.</p> <p>Learners to prepare posters and present their findings on them.</p> <p><u>Assessment</u> What were some of the findings of the Watson commission.</p>		Pictures and Charts
PHASE 3: REFLECTION	<p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p>		

Week Ending: 28 th OCT, 2022	DAY:	Subject: Social Studies
Duration: 60MINS		Strand: Nationhood
Class: B7	Class Size:	Sub Strand: Independent Ghana
Content Standard: B7.6.1.1. Demonstrate understanding of how Ghana became an independent nation	Indicator: B7.6.1.1.1. Explain how events after the 1948 riots accelerated the move towards independence	Lesson: 1 OF 2
Performance Indicator: <ul style="list-style-type: none"> Learners can examine how the 1948 riots accelerated the move towards independence. 		Core Competencies: CP 5.1: CC 8.1: CC 8.1: CC 9.1: CP 5.2: CC 7.2: CC 8.1:
References: Social Studies Curriculum Pg. 29		
Keywords: British Government, constitution, ex-service, Government business, independence, nationhood, riots, portfolio		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	Revise with learners to review their understanding in the previous lesson. Share performance indicators with learners.	
PHASE 2: NEW LEARNING	Guide learners to examine how the Watson Commission helped the move towards independence. With the use of the Internet or any other sources of information, write down the bio data of the three ex-service men (Sgt. Adjetey, Sgt. Odartey Lamptey and Corporal Attipoe) and how this can inspire learners. Learners to prepare posters and present their findings on them. <u>Assessment</u> What were some of the findings of the Watson commission.	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.	

TERM THREE
WEEKLY LESSON NOTES
WEEK 8

Week Ending: 4 th NOV, 2022	DAY:	Subject: Social Studies
Duration: 60MINS		Strand: Nationhood
Class: B7	Class Size:	Sub Strand: Independent Ghana
Content Standard: B7.6.1.1. Demonstrate understanding of how Ghana became an independent nation	Indicator: B7.6.1.1.2 Recount the formation of the Convention People's Party (CPP) in 1949	Lesson: 1 OF 2
Performance Indicator: • Learners can recount the formation of the Convention People's Party (CPP) in 1949.		Core Competencies: CP 5.1: CC 8.1: CC 8.1: CC 9.1: CP 5.2: CC 7.2: CC 8.1:
References: Social Studies Curriculum Pg. 29		
Keywords: British Government, constitution, ex-service, Government business, independence, nationhood, riots, portfolio		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	Revise with learners to review their understanding in the previous lesson. Share performance indicators with learners.	
PHASE 2: NEW LEARNING	Engage learners to discuss the reasons for the formation of the Convention People's Party (CPP) in 1949. <u>Convention People's Party (C.P.P.)</u> <i>The CPP was the second political party formed in the Gold Coast. It was formed on 12t June 1949 by Dr. Kwame Nkrumah after resigning from the UGCC as General Secretary The party's motto: "Self-government now, was meant to capture governance immediately from the British. Among its members were Dr. Kwame Nkrumah (Chairman), KA Gbedema (Vice-Chairman). Kojo Botsio (General Secretary), NA Welbeck (Propaganda Secretary). Dzenkle Drzewo (Financial Secretary), Krobo Adusel, Ashic Niko, etc The CPP won the first general elections in 1951.</i> With the use of pictures show and discuss the life story and achievements of Kwame Nkrumah, Kojo Botsio and K.A. Gbedemah as leaders of the CPP . Discuss the role of other groups, including trade unions, 'veranda boys' in the activities of the CPP .	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.	

Week Ending: 4 th NOV, 2022	DAY:	Subject: Social Studies
Duration: 60MINS		Strand: Nationhood
Class: B7	Class Size:	Sub Strand: Independent Ghana
Content Standard: B7.6.1.1. Demonstrate understanding of how Ghana became an independent nation	Indicator: B7.6.1.1.2 Recount the formation of the Convention People's Party (CPP) in 1949	Lesson: 2 OF 2
Performance Indicator: • Learners can recount the formation of the Convention People's Party (CPP) in 1949.		Core Competencies: CP 5.1: CC 8.1: CC 8.1: CC 9.1: CP 5.2: CC 7.2: CC 8.1:
References: Social Studies Curriculum Pg. 29		
Keywords: British Government, constitution, ex-service, Government business, independence, nationhood, riots, portfolio		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	Revise with learners to review their understanding in the previous lesson. Share performance indicators with learners.	
PHASE 2: NEW LEARNING	Engage learners to discuss the reasons for the formation of the Convention People's Party (CPP) in 1949. <u>Convention People's Party (C.P.P.)</u> <i>The CPP was the second political party formed in the Gold Coast. It was formed on 12th June 1949 by Dr. Kwame Nkrumah after resigning from the UGCC as General Secretary The party's motto: "Self-government now, was meant to capture governance immediately from the British. Among its members were Dr. Kwame Nkrumah (Chairman), KA Gbedema (Vice-Chairman). Kojo Botsio (General Secretary), NA Welbeck (Propaganda Secretary). Dzenkle Drzewo (Financial Secretary), Krobo Adusel, Ashic Niko, etc The CPP won the first general elections in 1951.</i> With the use of pictures show and discuss the life story and achievements of Kwame Nkrumah, Kojo Botsio and K.A. Gbedemah as leaders of the CPP . Discuss the role of other groups, including trade unions, 'veranda boys' in the activities of the CPP.	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.	

TERM THREE
WEEKLY LESSON NOTES
WEEK 9

Week Ending: 11 th NOV, 2022	DAY:	Subject: Social Studies
Duration: 60MINS		Strand: Nationhood
Class: B7	Class Size:	Sub Strand: Independent Ghana
Content Standard: B7.6.1.1. Demonstrate understanding of how Ghana became an independent nation	Indicator: B7.6.1.1.2 Recount the formation of the Convention People's Party (CPP) in 1949	Lesson: 1 OF 2
Performance Indicator: • Learners can recount the formation of the Convention People's Party (CPP) in 1949.		Core Competencies: CP 5.1: CC 8.1: CC 8.1: CC 9.1: CP 5.2: CC 7.2: CC 8.1:
References: Social Studies Curriculum Pg. 29		
Keywords: British Government, constitution, ex-service, Government business, independence, nationhood, riots, portfolio		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	Revise with learners to review their understanding in the previous lesson. Share performance indicators with learners.	
PHASE 2: NEW LEARNING	Let Learners watch documentaries/pictures or listen to personal accounts, on the 28th February riots in Accra. Learners watch pictures of the spot where the ex-servicemen were killed. Guide learners to use the internet to identify members of the Watson commission. Have learners to discuss the key recommendations made by the Watson Commission Learners in groups discuss in groups the reasons for the formation of the Watson commission Have learners role play these ex-service men (gallant patriots) Engage learners to watch documentaries/pictures/ videos on Kwame Nkrumah, Kojo Botsio and K.A. Gbedemah as leaders of the CPP Let learners examine the activities of groups including trade unions, 'veranda boys', young pioneers under the CPP (show excerpts of Kwao Ansah's Heritage Africa) Learners listen to a resource person (retired educationalist, veteran soldier, retired police officer, senior citizens) to tell learners about the relevance of the 'positive action' <u>Assessment</u>	Pictures and Charts

	<ol style="list-style-type: none">1. Write a short essay describing the 28th February cross-road shooting incident.2. Examine the impact of the cross-road incident on the political development of Ghana	
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: 11 th NOV, 2022	DAY:	Subject: Social Studies
Duration: 60MINS		Strand: Nationhood
Class: B7	Class Size:	Sub Strand: Independent Ghana
Content Standard: B7.6.1.1. Demonstrate understanding of how Ghana became an independent nation	Indicator: B7.6.1.1.2 Recount the formation of the Convention People's Party (CPP) in 1949	Lesson: 1 OF 2
Performance Indicator: • Learners can recount the formation of the Convention People's Party (CPP) in 1949.		Core Competencies: CP 5.1: CC 8.1: CC 8.1: CC 9.1: CP 5.2: CC 7.2: CC 8.1:
References: Social Studies Curriculum Pg. 29		
Keywords: British Government, constitution, ex-service, Government business, independence, nationhood, riots, portfolio		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	Revise with learners to review their understanding in the previous lesson. Share performance indicators with learners.	
PHASE 2: NEW LEARNING	Let Learners watch documentaries/pictures or listen to personal accounts, on the 28th February riots in Accra. Learners watch pictures of the spot where the ex-servicemen were killed. Guide learners to use the internet to identify members of the Watson commission. Have learners to discuss the key recommendations made by the Watson Commission Learners in groups discuss in groups the reasons for the formation of the Watson commission Have learners role play these ex-service men (gallant patriots) Engage learners to watch documentaries/pictures/ videos on Kwame Nkrumah, Kojo Botsio and K.A. Gbedemah as leaders of the CPP Let learners examine the activities of groups including trade unions, 'veranda boys', young pioneers under the CPP (show excerpts of Kwao Ansah's Heritage Africa) Learners listen to a resource person (retired educationalist, veteran soldier, retired police officer, senior citizens) to tell learners about the relevance of the 'positive action' <u>Assessment</u> 1. Write a short essay describing the 28th February cross-road shooting incident.	Pictures and Charts

	2. Examine the impact of the cross-road incident on the political development of Ghana	
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.	

TERM THREE
WEEKLY LESSON NOTES
WEEK 10

Week Ending: 18 th NOV, 2022	DAY:	Subject: Social Studies
Duration: 60MINS		Strand: Nationhood
Class: B7	Class Size:	Sub Strand: Independent Ghana
Content Standard: B7.6.1.1. Demonstrate understanding of how Ghana became an independent nation	Indicator: B7.6.1.1.3. Discuss the outcome of the 1951, 1954 and 1956 elections	Lesson: 1 OF 2
Performance Indicator: • Learners can discuss the outcome of the 1951, 1954 and 1956 elections		Core Competencies: CP 5.1: CC 8.1: CC 8.1: CC 9.1: CP 5.2: CC 7.2: CC 8.1:
References: Social Studies Curriculum Pg. 29		
Keywords: British Government, constitution, dissatisfied, ex-service, Government business, independence, nationhood		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	Revise with learners to review their understanding in the previous lesson. Share performance indicators with learners.	
PHASE 2: NEW LEARNING	Discuss the composition of the Coussey Committee, including Dr. J.B. Danquah, Mr. Arko Adjei, Mr. William Ofori Atta, Mr. Edward Akuffo Addo, Mr. Obetsebi Lamptey Discuss how the recommendations of the Coussey Committee formed the basis of the 1950 Constitution Guide learners to discuss key events in the videos / documentaries on the outcome of the 1951 elections Let learners identify specific roles played by Nkrumah as leader of Government business (1951 up to 1952) In groups, learners discuss the main concerns of the CPP with regard to 1950 constitution Guide learners to enact a parliamentary scene depicting the power-sharing arrangement between the British Government and elected Ghanaian officials Have learners list the advantages and disadvantages of the nature of government from 1957 to 1960. <u>Assessment</u> Explain why Ghana was still not a Republic until 1st July, 1960.	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.	

Week Ending: 18 th NOV, 2022	DAY:	Subject: Social Studies
Duration: 60MINS		Strand: Nationhood
Class: B7	Class Size:	Sub Strand: Independent Ghana
Content Standard: B7.6.1.1. Demonstrate understanding of how Ghana became an independent nation	Indicator: B7.6.1.1.3. Discuss the outcome of the 1951, 1954 and 1956 elections	Lesson: 1 OF 2
Performance Indicator: <ul style="list-style-type: none"> Learners can discuss the outcome of the 1951, 1954 and 1956 elections 		Core Competencies: CP 5.1: CC 8.1: CC 8.1: CC 9.1: CP 5.2: CC 7.2: CC 8.1:
References: Social Studies Curriculum Pg. 29		
Keywords: British Government, constitution, dissatisfied, ex-service, Government business, independence, nationhood		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Revise with learners to review their understanding in the previous lesson.</p> <p>Share performance indicators with learners.</p>	
PHASE 2: NEW LEARNING	<p>Discuss the composition of the Coussey Committee, including Dr. J.B. Danquah, Mr. Arko Adjei, Mr. William Ofori Atta, Mr. Edward Akuffo Addo, Mr. Obetsebi Lamptey</p> <p>Discuss how the recommendations of the Coussey Committee formed the basis of the 1950 Constitution</p> <p>Guide learners to discuss key events in the videos / documentaries on the outcome of the 1951 elections</p> <p>Let learners identify specific roles played by Nkrumah as leader of Government business (1951 up to 1952)</p> <p>In groups, learners discuss the main concerns of the CPP with regard to 1950 constitution</p> <p>Guide learners to enact a parliamentary scene depicting the power-sharing arrangement between the British Government and elected Ghanaian officials</p> <p>Have learners list the advantages and disadvantages of the nature of government from 1957 to 1960.</p> <p><u>Assessment</u> Explain why Ghana was still not a Republic until 1st July, 1960.</p>	Pictures and Charts
PHASE 3: REFLECTION	<p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p>	

TERM THREE
WEEKLY LESSON NOTES
WEEK 11

Week Ending: 25 th NOV, 2022	DAY:	Subject: Social Studies
Duration: 60MINS		Strand: Nationhood
Class: B7	Class Size:	Sub Strand: Independent Ghana
Content Standard: B7.6.1.1. Demonstrate understanding of how Ghana became an independent nation	B7.6.1.1.4 Analyze the nature of government from 1957 to 1960	Lesson: 1 OF 2
Performance Indicator: • Learners can analyze the nature of government from 1957 to 1960		Core Competencies: CP 5.1: CC 8.1: CC 8.1: CC 9.1: CP 5.2: CC 7.2: CC 8.1:
References: Social Studies Curriculum Pg. 29		
Keywords: British Government, constitution, dissatisfied, ex-service, Government business, independence, nationhood		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	Revise with learners to review their understanding in the previous lesson. Share performance indicators with learners.	
PHASE 2: NEW LEARNING	Discuss the composition of the Coussey Committee, including Dr. J.B. Danquah, Mr. Arko Adjei, Mr. William Ofori Atta, Mr. Edward Akuffo Addo, Mr. Obetsebi Lamptey Discuss how the recommendations of the Coussey Committee formed the basis of the 1950 Constitution Guide learners to discuss key events in the videos / documentaries on the outcome of the 1951 elections Let learners identify specific roles played by Nkrumah as leader of Government business (1951 up to 1952) In groups, learners discuss the main concerns of the CPP with regard to 1950 constitution. Guide learners to enact a parliamentary scene depicting the power-sharing arrangement between the British Government and elected Ghanaian officials. Have learners list the advantages and disadvantages of the nature of government from 1957 to 1960. Guide learners to dramatize the independence declaration <u>Assessment</u> 1. Explain why Ghana was still not a Republic until 1st July, 1960. 2. Research on Kwame Nkrumah, K. A. Gbedemah and Kojo Botsio and produce	Pictures and Charts

	<ul style="list-style-type: none">i. Biodataii. Posters to be displayed in class rooms for gallery walk	
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: 25 th NOV, 2022	DAY:	Subject: Social Studies	
Duration: 60MINS		Strand: Nationhood	
Class: B7	Class Size:	Sub Strand: Independent Ghana	
Content Standard: B7.6.1.1. Demonstrate understanding of how Ghana became an independent nation		B7.6.1.1.4 Analyze the nature of government from 1957 to 1960	Lesson: 1 OF 2
Performance Indicator: • Learners can analyze the nature of government from 1957 to 1960		Core Competencies: CP 5.1: CC 8.1: CC 8.1: CC 9.1: CP 5.2: CC 7.2: CC 8.1:	
References: Social Studies Curriculum Pg. 29			
Keywords: British Government, constitution, dissatisfied, ex-service, Government business, independence, nationhood			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	Revise with learners to review their understanding in the previous lesson. Share performance indicators with learners.		
PHASE 2: NEW LEARNING	Discuss the composition of the Coussey Committee, including Dr. J.B. Danquah, Mr. Arko Adjei, Mr. William Ofori Atta, Mr. Edward Akuff o Addo, Mr. Obetsebi Lamptey Discuss how the recommendations of the Coussey Committee formed the basis of the 1950 Constitution Guide learners to discuss key events in the videos / documentaries on the outcome of the 1951 elections Let learners Identify specific roles played by Nkrumah as leader of Government business (1951 up to 1952) In groups, learners discuss the main concerns of the CPP with regard to 1950 constitution Guide learners to enact a parliamentary scene depicting the power-sharing arrangement between the British Government and elected Ghanaian officials Have learners list the advantages and disadvantages of the nature of government from 1957 to 1960. Guide learners to dramatize the independence declaration <u>Assessment</u> 3. Explain why Ghana was still not a Republic until 1st July, 1960. 4. Research on Kwame Nkrumah, K. A. Gbedemah and Kojo Botsio and produce iii. Biodata iv. Posters to be displayed in class rooms for gallery walk	Pictures and Charts	

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