

## SECOND TERM LESSON PLAN

### SOCIAL STUDIES – B7

#### WEEK 1

<b>Date:</b> 13 <sup>th</sup> MAY, 2022	<b>Period:</b>	<b>Subject:</b> Social Studies
<b>Duration:</b> 50mins		<b>Strand:</b> Environment
<b>Class:</b> B7	<b>Class Size:</b>	<b>Sub Strand:</b> Mapping Skills
<b>Content Standard:</b> B7.1.2.1. Demonstrate a range of mapping skills	<b>Indicator:</b> B7.1.2.1.1. Demonstrate skills involved in mapping and locating places in the environment	<b>Lesson:</b> 1 of 3
<b>Performance Indicator:</b> Learners can differentiate between a map and a scale	<b>Core Competencies:</b> CP 5.1: CP 5.1: CC 8.1DL 5.1: DL 6.3: CC8.1: DL 5.3:	
<b>References:</b> Social Studies Curriculum Pg. 7-8		
Phase/Duration	Learners Activities	Resources
<b>PHASE 1: STARTER</b>	<p>Revise with learners on how to show direction using the cardinal points and landmarks.</p> <p>Share performance indicators and introduce the lesson.</p>	
<b>PHASE 2: NEW LEARNING</b>	<p>Guide learners to explain the following concepts: “maps” and “scale”.</p> <ul style="list-style-type: none"> <li>• <i>Maps - A map is a representation of the earth's surface or part of it drawn to scale</i></li> <li>• <i>Scale - It is the relationship between a distance measured between two points on the map and the actual distance on the ground.</i></li> </ul> <p>Through demonstrations let pupils take measurements of objects on the ground and represent these distances on paper using a scale,</p> <p>Learners in groups, to take measurements of different distances on the school compound and represent the distances taken on paper, using different scales</p> <p>Guide learners to identify types of maps, including street maps, maps showing landscape features and national maps using an atlas.</p> <p><b>Example:</b></p> <p><i>i. political map – it shows the state and national boundaries of a place</i></p> <p><i>ii. physical map – it shows the physical features of a place or country, like rivers, mountains, forests and lakes.</i></p>	Atlas, Map of Ghana

	<p>iii. <i>climatic maps</i> – it shows the information about the climate of different areas.</p> <p>iv. <i>road map</i> – it shows different roads, highways or railways present in the area.</p> <p><u>Assessment</u></p> <ol style="list-style-type: none"> <li>1. Differentiate between a map and a scale.</li> <li>2. Explain the following types of maps <ol style="list-style-type: none"> <li>a. Political map</li> <li>b. Physical map</li> <li>c. Topographic map</li> </ol> </li> </ol>	
<p>PHASE 3: <b>REFLECTION</b></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>Ask learners how the lesson will benefit them in their daily lives.</p>	

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<b>Class:</b> B7		<b>Class Size:</b>	<b>Sub Strand:</b> Mapping Skills
<b>Content Standard:</b> B7.1.2.1. Demonstrate a range of mapping skills		<b>Indicator:</b> B7.1.2.1.1. Demonstrate skills involved in mapping and locating places in the environment	<b>Lesson:</b> 2 of 3
<b>Performance Indicator:</b> Learners can explain the importance of maps		<b>Core Competencies:</b> CP 5.1: CC 8.1: DL 5.1: DL 6.3:	
<b>References:</b> Social Studies Curriculum Pg. 7-8			
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>	
<b>PHASE 1: STARTER</b>	Revise with learners to review their understanding in the previous lesson.  Share performance indicators with learners.		
<b>PHASE 2: NEW LEARNING</b>	Guide learners to explore the importance of maps to different people, including airline managers, fisher folk, farmers and, for example, a family which has moved from a rural area to a city.  Learners to identify components of maps, including north arrow, scale, map key allowing representation of physical features (including rivers, lakes, mountains and coastline) and human features (including settlements, plantations and industrial developments) using names, symbols and colors.  Pupils go out of the classroom and identify specific landmarks in their locality and represent these features on a sketch.  Pupils in groups, to measure the school compound using tapes, record their findings and convert their records into maps.  <u>Assessment</u> 1. what is a scale of a map? 2. describe the three ways of indicating a scale on a map.	Atlas, Map of Ghana	
<b>PHASE 3: REFLECTION</b>	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.		

**SECOND TERM LESSON PLAN**  
**SOCIAL STUDIES – B7**  
**WEEK 2**

<b>Date:</b> 20 <sup>TH</sup> MAY, 2022	<b>DAY :</b>	<b>Subject:</b> Social Studies
<b>Duration:</b>		<b>Strand:</b> Environment
<b>Class:</b> B7	<b>Class Size:</b>	<b>Sub Strand:</b> Mapping Skills
<b>Content Standard:</b> B7.1.2.1. Demonstrate a range of mapping skills	<b>Indicator:</b> B7.1.2.1.1. Demonstrate skills involved in mapping and locating places in the environment	<b>Lesson:</b> 3 of 3
<b>Performance Indicator:</b> Learners can explain the types of scales.		<b>Core Competencies:</b> CP 5.1: CC 8.1: DL 5.1: DL 6.3:
<b>References:</b> Social Studies Curriculum Pg. 7-8		
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>
<b>PHASE 1: STARTER</b>	<p>Revise with learners to review their understanding in the previous lesson.</p> <p>Share performance indicators with learners.</p>	
<b>PHASE 2: NEW LEARNING</b>	<p>Guide learners to sketch a map of the school compound, marking the main features.</p> <p>Let learners locate some important landmarks in the community using maps. For example, the bank is 500 meters north of the Junior High School.</p> <p>Engage learners to discuss the types of scales. Example: linear scale, statement scale and representative scale.</p> <p>Demonstrate to learners, how to use the types of scales. Example: how to use the statement scale</p> <ul style="list-style-type: none"> <li>• First note the two points involved</li> <li>• Use your ruler or a piece of thread to measure the distance between the two points</li> <li>• Relate the distance measured to the given scale.</li> </ul> <p>Guide learners to convert one scale to another scale. Example: How to change statement scale to representative scale.</p> <ul style="list-style-type: none"> <li>• Change the statement scale to 1 cm to 1 km into R.F.</li> </ul> <p>State both sides of the statement scale in the basic unit. N.B. 1 km = 100000 cm So 1 cm = 100000 cm</p>	Atlas, Map of Ghana

	$= 1 : 100000$ $\text{R.F.} = \frac{1}{100000}$ <p><u>Assessment</u></p> <ol style="list-style-type: none"> <li>1. State and explain the types of scales.</li> <li>2. Change the statement scale 1 cm to 2 km into R.F. or ratio scale</li> <li>3. Change the R.F. scale 1 : 200000 to a statement scale</li> </ol>	
<p><b>PHASE 3:</b> <b>REFLECTION</b></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>	

<b>Date:</b> 20 <sup>TH</sup> MAY, 2022	<b>DAY:</b>	<b>Subject:</b> Social Studies
<b>Duration:</b> 50mins		<b>Strand:</b> Environment
<b>Class:</b> B7	<b>Class Size:</b>	<b>Sub Strand:</b> Understanding Our Natural World
<b>Content Standard:</b> B7.1.3.1. Show understanding of the world around us	<b>Indicator:</b> B7.1.3.1.1. Examine major physical features of the earth	<b>Lesson:</b> 1 OF 2
<b>Performance Indicator:</b> Learners can mention some major physical features of the earth.		<b>Core Competencies:</b> (CP), CP 5.6: CI 5.4: CI 6.4: CP 5.1:
<b>References:</b> Social Studies Curriculum Pg. 9-10		
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>
<b>PHASE 1: STARTER</b>	Revise with learners to review their understanding in the previous lesson.  Share performance indicators with learners.	
<b>PHASE 2: NEW LEARNING</b>	Guide learners to identify some major features of the earth such as mountain ranges, rivers, oceans, hot deserts and tropical rainforest.  With the use of maps, guide learners to find the locations of the following major physical features: i. Mountain ranges, including Akuapim-Togo, Gambaga, Kwahu, Himalayas, Rockies, Andes and Alps  ii. Rivers, including the River Bia, Tano, Ankobra, Pra, Densu, Volta, Nile, Niger, Congo, Ganges, Yangtze, Amazon, Mississippi  iii. Oceans: Atlantic, Arctic, Southern, Indian, Pacific  iv. Hot deserts, including Sahara, Kalahari, Gobi, Arabian  v. Tropical rainforests, including the Amazon Rainforest  <u>Assessment</u> I. Mention any four rivers in Ghana.	Maps and Atlas
<b>PHASE 3: REFLECTION</b>	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.	

**SECOND TERM LESSON PLAN**  
**SOCIAL STUDIES – B7**  
**WEEK 3**

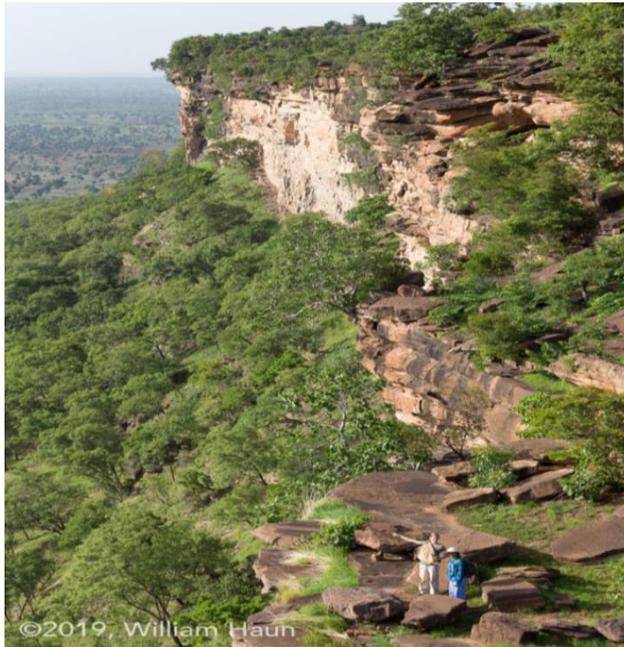
<b>Date:</b> 27 <sup>th</sup> MAY, 2022	<b>DAY:</b>	<b>Subject:</b> Social Studies
<b>Duration:</b>		<b>Strand:</b> Environment
<b>Class:</b> B7	<b>Class Size:</b>	<b>Sub Strand:</b> Understanding Our Natural World
<b>Content Standard:</b> B7.1.3.1. Show understanding of the world around us	<b>Indicator:</b> B7.1.3.1.1. Examine major physical features of the earth.	<b>Lesson:</b> 2 OF 3
<b>Performance Indicator:</b> Learners can explore the major physical features of the earth.		<b>Core Competencies:</b> CP 5.6: CI 5.4: CI 6.4: CP 5.1:
<b>References:</b> Social Studies Curriculum Pg. 9 -10		
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>
<b>PHASE 1: STARTER</b>	<p>Revise with learners to review their understanding in the previous lesson.</p> <p>Share performance indicators with learners.</p>	
<b>PHASE 2: NEW LEARNING</b>	<p>Revise with learners to mention some of the mountain ranges in Ghana.</p> <p>Example:</p>  <p> Wikipedia Kwahu Plateau - Wikipedia</p> <p><a href="#">Visit</a></p>	Pictures and Charts



 Wikimedia Commons

File:The Akwapim-Togo range.jpg

[Visit](#)



©2019, William Haun

 Ghana's North East Region

Gambaga Escarpment - Ghana's

[Visit](#)

Engage learners to discuss human activities that affect the Major mountain ranges.

Example: *mining, grazing by livestock, tourism, energy production, etc.*

Learners discuss ways of maintaining the beauty of the mountain ranges.

Use pictures / photographs to assist pupils Identify some major rivers in Ghana.

Example:



 Dreamstime.com  
River Tano Photos - Free &



 Wikipedia  
Ankobra River - Wikipedia

Engage learners to discuss human activities that affect the Rivers.

Example:

1. *The discharge of industrial chemicals*
2. *Poor fishing methods such as the use of dangerous chemicals like DDT.*
3. *Dumping of solid and liquid waste, etc.*

Discuss the effects of plastic pollution on water bodies including streams, ponds, rivers, dams and lakes.

**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.

<b>Date:</b> 27 <sup>th</sup> MAY, 2022	<b>Period:</b>	<b>Subject:</b> Social Studies
<b>Duration:</b>		<b>Strand:</b> Environment
<b>Class:</b> B7	<b>Class Size:</b>	<b>Sub Strand:</b> Understanding Our Natural World
<b>Content Standard:</b> B7.1.3.1. Show understanding of the world around us	<b>Indicator:</b> B7.1.3.1.1. Examine major physical features of the earth.	<b>Lesson:</b> 3 OF 3
<b>Performance Indicator:</b> Learners can explore the major physical features of the earth.		<b>Core Competencies:</b> CP 5.6: CI 5.4: CI 6.4: CP 5.1:
<b>References:</b> Social Studies Curriculum Pg. 9 -10		

Phase/Duration	Learners Activities	Resources
<b>PHASE 1: STARTER</b>	<p>Revise with learners to review their understanding in the previous lesson.</p> <p>Share performance indicators with learners.</p>	
<b>PHASE 2: NEW LEARNING</b>	<p>Using pictures / photographs, assist learners to explore the major oceans as a feature of the earth. Example:</p>  <p> Phys.org</p> <p>Nonlinear effects of wind on Atlantic ocean circulation <a href="#">Visit</a></p>  <p> Earth.com</p> <p>The Arctic Ocean was filled with <a href="#">Visit</a></p>	Pictures and Charts



TRAFO – Blog for Transregional Rese...

Pacific Ocean – TRAFO – Blog for

Visit

Let learners talk about some importance of the ocean to the humankind.

Example:

- *The ocean produces over half of the world's oxygen and absorbs 50 times more carbon dioxide than the atmosphere.*
- *The oceans regulate our climate and weather patterns.*
- *It serves as a means of transport.*
- *We also get food (fish) from it*

Engage learners to discuss human activities that affect the ocean.

Example: *sewage, toxic chemicals from industries, land runoff, large scale oil spills, ocean mining, littering, etc.*

Discuss the effects of plastic pollution on water bodies including oceans.

**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.

## SECOND TERM WEEKLY LESSON NOTES

## WEEK 4

<b>Date:</b> 3 <sup>rd</sup> JUNE, 2022	<b>DAY:</b>	<b>Subject:</b> Social Studies
<b>Duration:</b>		<b>Strand:</b> Environment
<b>Class:</b> B7	<b>Class Size:</b>	<b>Sub Strand:</b> Understanding Our Natural World
<b>Content Standard:</b> B7.1.3.2 Assess the issue of natural disasters and their management		<b>Indicator:</b> B7.1.3.2.1. Examine natural disasters in the environment.
<b>Performance Indicator:</b> Learners can examine natural disasters in the environment.		<b>Lesson:</b> 1 OF 3
<b>Core Competencies:</b> CP 5.6: CI 5.4: CI 6.4: CP 5.1:		
<b>References:</b> Social Studies Curriculum Pg. 9 -10		
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>
<b>PHASE 1: STARTER</b>	Revise with learners to review their understanding in the previous lesson.  Share performance indicators with learners.	
<b>PHASE 2: NEW LEARNING</b>	Brainstorm learners to explain natural disasters. <i>Natural disaster can be described as any misfortune that occurs from natural phenomena.</i>  Learners share experience from the recent flooding caused by the rains in parts of Accra.  Show pictures or have learners to watch documentaries on some natural disasters.   <p style="text-align: center;">flooding</p>  <p style="text-align: center;">landslide</p>  <p style="text-align: center;">landslide</p>	Pictures and Charts

	Let learners mention examples of natural disasters, including flood, drought, landslide, wildfire, earthquake and sea erosion.	
<b>PHASE 3: REFLECTION</b>	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.	

<b>Date:</b> 3 <sup>rd</sup> JUNE, 2022		<b>DAY:</b>	<b>Subject:</b> Social Studies
<b>Duration:</b>		<b>Strand:</b> Environment	
<b>Class:</b> B7	<b>Class Size:</b>	<b>Sub Strand:</b> Understanding Our Natural World	
<b>Content Standard:</b> B7.1.3.2 Assess the issue of natural disasters and their management		<b>Indicator:</b> B7.1.3.2.1. Examine natural disasters in the environment.	<b>Lesson:</b> 1 OF 3
<b>Performance Indicator:</b> Learners can examine natural disasters in the environment.		<b>Core Competencies:</b> CP 5.6: CI 5.4: CI 6.4: CP 5.1:	
<b>References:</b> Social Studies Curriculum Pg. 9 -10			
<b>Phase/Duration</b>	<b>Learners Activities</b>		<b>Resources</b>
<b>PHASE 1: STARTER</b>	<p>Revise with learners to review their understanding in the previous lesson.</p> <p>Share performance indicators with learners.</p>		
<b>PHASE 2: NEW LEARNING</b>	<p>Revise with learners some examples of natural disasters. Example: flooding, earthquake, etc.</p> <p>Brainstorm learners for the meaning of flooding. <i>Flooding is the over flowing of water onto land that is normally dry.</i></p>  <p>Guide learners to discuss the causes of flooding.</p> <ul style="list-style-type: none"> <li>• Heavy rains</li> <li>• Overflowing rivers</li> <li>• Collapsed dams</li> <li>• Snowmelt</li> <li>• Climate change</li> </ul> <p>In groups, let learners discuss the effects of flooding. Example:</p> <ul style="list-style-type: none"> <li>• Loss of human life</li> <li>• Damage of property</li> <li>• Destruction of crops</li> <li>• Loss of livestock</li> <li>• Deterioration of health conditions owing to waterborne disease</li> </ul>		Pictures and Charts

Again, engage learners to discuss the causes and effect of earthquake.

*Earthquake, also known as tremor or temblor, is the shaking of the surface of the earth resulting from a sudden release of energy in the earth's lithosphere that creates seismic waves.*



*When the stress on the edge overcomes the friction, there is an earthquake that releases energy in waves that travel through the earth's crust and causes the shaking that we feel.*

Assessment

1. Identify and explain three causes of flooding.
2. Explain three effects of Earthquake.

**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.

## SECOND TERM WEEKLY LESSON NOTES

## WEEK 5

<b>Date:</b> 10 <sup>th</sup> JUNE, 2022	<b>DAY:</b>	<b>Subject:</b> Social Studies
<b>Duration:</b>		<b>Strand:</b> Environment
<b>Class:</b> B7	<b>Class Size:</b>	<b>Sub Strand:</b> Understanding Our Natural World
<b>Content Standard:</b> B7.1.3.2 Assess the issue of natural disasters and their management		<b>Indicator:</b> B7.1.3.2.1. Examine natural disasters in the environment.
		<b>Lesson:</b> 1 OF 2
<b>Performance Indicator:</b> Learners can examine natural disasters in the environment.		<b>Core Competencies:</b> CP 5.6: CI 5.4: CI 6.4: CP 5.1:
<b>References:</b> Social Studies Curriculum Pg. 9 -10		
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>
<b>PHASE 1: STARTER</b>	Revise with learners to review their understanding in the previous lesson.  Share performance indicators with learners.	
<b>PHASE 2: NEW LEARNING</b>	Revise with learners some examples of natural disasters. Example: wildfire, earthquake, landslide, etc.  Brainstorm learners for the meaning of Wildfire. <i>Wildfire is an unplanned, uncontrolled and unpredictable fire in an area of combustible vegetation starting in rural and urban areas..</i>   <p style="text-align: center;">wildfire</p> Guide learners to discuss the causes of flooding. <ul style="list-style-type: none"><li>• <i>Burning debris</i></li><li>• <i>cigarette</i></li><li>• <i>Lighting</i></li><li>• <i>Fireworks</i></li><li>• <i>Volcanic eruption</i></li></ul> In groups, let learners discuss the effects of flooding. Example: <ul style="list-style-type: none"><li>• <i>Loss of human life</i></li><li>• <i>Damage of property</i></li></ul>	Pictures and Charts

- *Destruction of crops*
- *Loss of livestock*

Again, engage learners to discuss the causes and effect of landslide.  
*Landslide is the movement of a mass of rock, debris, or earth down a slope.*



Landslide

Causes of landslides

- *Deforestation*
- *Shifting cultivation*
- *Heavy rainfall and earthquakes*
- *Mining*
- *Urbanization.*

In groups, learners discuss the effects of landslide on humans and properties.

*Loss of life*  
*Destruction of infrastructure*  
*Damage to land, etc.*

Leaders of each group presents their findings to the whole class.  
 Encourage learners to ask questions after each presentation.

Assessment

1. State and explain any three causes and effects of landslide
2. State and explain any three causes and effects of wildfire

**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.

<b>Date:</b> 10 <sup>th</sup> JUNE, 2022	<b>DAY:</b>	<b>Subject:</b> Social Studies
<b>Duration:</b>		<b>Strand:</b> Environment
<b>Class:</b> B7	<b>Class Size:</b>	<b>Sub Strand:</b> Understanding Our Natural World
<b>Content Standard:</b> B7.1.3.2 Assess the issue of natural disasters and their management		<b>Indicator:</b> B7.1.3.2.1. Examine natural disasters in the environment.
		<b>Lesson:</b> 2 OF 2
<b>Performance Indicator:</b> Learners can describe how to manage natural disasters in the environment.		<b>Core Competencies:</b> CP 5.6: CI 5.4: CI 6.4: CP 5.1:
<b>References:</b> Social Studies Curriculum Pg. 9 -10		
Phase/Duration	Learners Activities	Resources
<b>PHASE 1: STARTER</b>	Revise with learners to review their understanding in the previous lesson.  Share performance indicators with learners.	
<b>PHASE 2: NEW LEARNING</b>	Engage learners to discuss ways to managing natural disasters. Example: How to reduce the risk of; <u>Landslides</u> <ul style="list-style-type: none"> <li>• <i>Modifying slope geometry</i></li> <li>• <i>Using chemicals agents to reinforce slope material</i></li> <li>• <i>Installing structures such as piles and retaining walls</i></li> <li>• <i>Grouting rock joints and fissures</i></li> <li>• <i>Diverting debris pathways, etc.</i></li> </ul> <u>Wildfire</u> <i>Check weather and drought conditions</i> <i>Build campfire in an open location and far from flammables</i> <i>Keep vehicles off dry grass</i> <i>Regularly maintain your equipment and vehicles, etc.</i>  Guide learners to discuss the role of institutions responsible for early detection and management of natural disasters in Ghana, including Ghana Meteorological Agency (GMA), National Disaster Management Organisation (NADMO).  <u>Assessment</u> <ul style="list-style-type: none"> <li>• State four functions of the Ghana Meteorological Agency (GMA)</li> <li>• Briefly explain the role of the National Disaster Management Organisation (NADMO)</li> </ul>	Pictures and Charts
<b>PHASE 3: REFLECTION</b>	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.	

## SECOND TERM WEEKLY LESSON NOTES

## WEEK 6

<b>Date:</b> 17 <sup>th</sup> JUNE, 2022	<b>DAY:</b>	<b>Subject:</b> Social Studies
<b>Duration:</b>		<b>Strand:</b> Environment
<b>Class:</b> B7	<b>Class Size:</b>	<b>Sub Strand:</b> Socialization
<b>Content Standard:</b> B7.2.3.1. Exhibit knowledge of the importance of socialization	<b>Indicator:</b> B7.2.3.1.1 Examine the place of socialization in developing the individual	<b>Lesson:</b> 1 OF 2
<b>Performance Indicator:</b> Learners can explain the concept of socialization.		<b>Core Competencies:</b> CP 5.6: CI 5.4: CI 6.4: CP 5.1:
<b>References:</b> Social Studies Curriculum Pg. 9 -10		
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>
<b>PHASE 1: STARTER</b>	Revise with learners to review their understanding in the previous lesson.  Share performance indicators with learners.	
<b>PHASE 2: NEW LEARNING</b>	<p>Guide learners to explain the meaning of socialization (adapting behavior to the norms of a culture or society). <i>It is the process through which people are taught to be proficient members of a society.</i></p> <p>Engage learners to discuss the forms of social Example:</p> <ul style="list-style-type: none"> <li>• <b>Primary socialization</b> – the initial training given by parents and siblings at home.</li> <li>• <b>Secondary socialization</b> – the further training that individual receives in the school, community, church and other places.</li> <li>• <b>Anticipatory socialization</b> – the process where the individual tries to copy the life style of a popular person in or outside the community.</li> <li>• <b>Re-socialization</b>– the process whereby the individual neglects the values he or she learns at home and picks up new patterns or behaviors.</li> </ul> <p>Guide learners to explain terms in relation to the concept of socialization.</p> <p>i. Agencies: the social institutions that pass values, attitudes, beliefs and norms to individuals in the community. Example: family, school, church, community and media.</p> <p>ii. Agents: the actual carriers of the work of socialization. Example: teachers, parents, siblings, pastors, imams, police, etc.</p> <p><u>Assessment</u></p>	Pictures and Charts

	<ol style="list-style-type: none"><li>1. What is socialization?</li><li>2. State and explain the forms of socialization.</li><li>3. Differentiate between agents and agencies of socialization.</li></ol>	
<b>PHASE 3: REFLECTION</b>	<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>	

<b>Date:</b> 17 <sup>th</sup> JUNE, 2022	<b>DAY:</b>	<b>Subject:</b> Social Studies
<b>Duration:</b>		<b>Strand:</b> Environment
<b>Class:</b> B7	<b>Class Size:</b>	<b>Sub Strand:</b> Socialization
<b>Content Standard:</b> B7.2.3.1. Exhibit knowledge of the importance of socialization	<b>Indicator:</b> B7.2.3.1.1 Examine the place of socialization in developing the individual	<b>Lesson:</b> 2 OF 2
<b>Performance Indicator:</b> Learners can describe the roles of the agencies in the socialization process.		<b>Core Competencies:</b> CP 5.6: CI 5.4: CI 6.4: CP 5.1:
<b>References:</b> Social Studies Curriculum Pg. 9 -10		

Phase/Duration	Learners Activities	Resources
<b>PHASE 1: STARTER</b>	<p>Revise with learners to review their understanding in the previous lesson.</p> <p>Share performance indicators with learners.</p>	
<b>PHASE 2: NEW LEARNING</b>	<p>Revise with learners to identify the agencies and agents of socialization, including family, schools, parents and teachers.</p> <p>Have learners discuss the roles of agencies and agents in the socialization process.</p> <p>In groups, learners research on the role of the mass media in socialization of an individual. Example:</p> <ul style="list-style-type: none"> <li>• <i>Provision of information on social and political events.</i></li> <li>• <i>Provision of education</i></li> <li>• <i>Provision of entertainment, etc.</i></li> </ul> <p>The role of school in the socialization process</p> <ul style="list-style-type: none"> <li>• <i>Transmission of knowledge</i></li> <li>• <i>Provision of character formation</i></li> <li>• <i>Provision of intellectual and occupational skills, etc.</i></li> </ul> <p>The role of the church in the socialization process</p> <ul style="list-style-type: none"> <li>• <i>Character formation</i></li> <li>• <i>Instils discipline</i></li> <li>• <i>Provision of good moral values, etc.</i></li> </ul> <p>Guide learners to discuss the factors that affects the family in its attempt to socialize the individual. Example:</p> <ul style="list-style-type: none"> <li>• <i>Negative influence of peers</i></li> <li>• <i>Influence of foreign culture</i></li> <li>• <i>Demands of work on the parents, etc.</i></li> </ul> <p><u>Assessment</u></p> <p>I. State and explain three agents and agencies of socialization.</p>	<p>Pictures and Charts</p>

	<ol style="list-style-type: none"><li>2. Briefly explain four roles of the media in the socialization process.</li><li>3. Examine the role of the school in character formation.</li><li>4. Explain why the school has failed to the change in character formation of the youth.</li></ol>	
<b>PHASE 3: REFLECTION</b>	<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>	

## SECOND TERM WEEKLY LESSON NOTES

### WEEK 7

<b>Date:</b> 24 <sup>th</sup> JUNE, 2022	<b>DAY:</b>	<b>Subject:</b> Social Studies
<b>Duration:</b>		<b>Strand:</b> Environment
<b>Class:</b> B7	<b>Class Size:</b>	<b>Sub Strand:</b> Socialization
<b>Content Standard:</b> B7.2.3.1. Exhibit knowledge of the importance of socialization		<b>Indicator:</b> B7.2.3.1.1 Explain the importance of socialization
		<b>Lesson:</b> 1 OF 2
<b>Performance Indicator:</b> Learners can explain the importance of socialization.		<b>Core Competencies:</b> CP 5.6: CI 5.4: CI 6.4: CP 5.1:
<b>References:</b> Social Studies Curriculum Pg. 9 -10		
Phase/Duration	Learners Activities	Resources
<b>PHASE 1: STARTER</b>	Revise with learners to review their understanding in the previous lesson.	
	Share performance indicators with learners.	
<b>PHASE 2: NEW LEARNING</b>	<p>With the use of the Internet, let learners find out the need for socialization and the challenges associated with it.</p> <p>Guide learners to discuss their findings to the whole class.</p> <p><u>Importance of socialization.</u></p> <ol style="list-style-type: none"> <li>1. Socialization prepares the young to acquire skills necessary to enter the economy. Parents and government show interest in this because they desire a secured and fulfilled life for their children and citizens.</li> <li>2. It helps to maintain norms and culture in a society. It ensures conformity and uniformity as it is passed on from generation to generation.</li> <li>3. It helps the individual to become an acceptable member of society. 4. It helps the individual to achieve his or her personal goals and aspirations.</li> <li>5. It enables the individual to participate in his or her environment.</li> <li>6. It helps the individual to elevate his or her national identity.</li> </ol> <p>Engage learners to debate on the effects of lack of socialization.</p> <ol style="list-style-type: none"> <li>1. Deviant behavior proliferates society. E.g. substance abuse, prostitution etc.</li> <li>2. There will be problem of cultural preservation. ie many of our traditional practices will be lost.</li> <li>3. There will be break down of public/social morality. E.g. indecent dressing, foul language, corruption and others.</li> <li>4. Break down of extended family system.</li> <li>5. There will be low productivity as a result of work ethics.</li> <li>6. Due to influence by other cultures, there will be lost of cultural identity.</li> <li>7. Resources will be channeled into maintaining law and other thereby good slowing down development. E.g. maintaining prisoners, mentally challenged and other.</li> </ol> <p><u>Assessment</u></p>	Pictures and Charts

	<ol style="list-style-type: none"><li>1. State four effects of lack of socialization.</li><li>2. Explain three importance of socialization.</li></ol>	
<b>PHASE 3: REFLECTION</b>	<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>	

<b>Date:</b> 17 <sup>th</sup> JUNE, 2022	<b>DAY:</b>	<b>Subject:</b> Social Studies
<b>Duration:</b>		<b>Strand:</b> Environment
<b>Class:</b> B7	<b>Class Size:</b>	<b>Sub Strand:</b> Socialization
<b>Content Standard:</b> B7.2.3.1. Exhibit knowledge of the importance of socialization	<b>Indicator:</b> B7.2.3.1.1 Describe the ways of promoting socialization in our society.	<b>Lesson:</b> 2 OF 2
<b>Performance Indicator:</b> Learners can describe the ways of promoting socialization in our society.		<b>Core Competencies:</b> CP 5.6: CI 5.4: CI 6.4: CP 5.1:
<b>References:</b> Social Studies Curriculum Pg. 9 -10		
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>
<b>PHASE 1: STARTER</b>	Revise with learners to review their understanding in the previous lesson.  Share performance indicators with learners.	
<b>PHASE 2: NEW LEARNING</b>	With the use of the Internet, let learners find ways of promoting socialization in our society. <i>1. Children should be encouraged to participate actively in cultural programmes. Through these programmes children become socialized and our cultural heritage is passed on to them.</i> <i>2. Moral education should be pursued actively in the society. A good moral is the ability of an individual to differentiate good values from bad ones</i> <i>3. The youth should be helped to develop good patterns of behavior. Schools, churches and the home should come together to organize healthy youth programmes. These programmes must be interesting and drawn along the lines of the values of cultural practices of the society.</i> <i>4. The schools need to teach family life education. The families must also show responsible parenthood. Parents need to show care, love, devotion, honesty, etc. for their children to emulate.</i> <i>5. Cultural festivals should be encouraged in the nation and communities to encourage socialization.</i> <i>6. The society must also make a conscious effort to socialize the youth. There is the need to revive societal values that depict good moral values in the society.</i>  Role-play and embark on a socializing project involving the school and the community.  <u>Assessment</u> 1. State four ways of promoting socialization in our society.	Pictures and Charts
<b>PHASE 3: REFLECTION</b>	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.	

## SECOND TERM WEEKLY LESSON NOTES

## WEEK 8

<b>Date:</b> 1 <sup>ST</sup> JULY, 2022	<b>DAY:</b>	<b>Subject:</b> Social Studies
<b>Duration:</b>		<b>Strand:</b> Socio-Economic Development
<b>Class:</b> B7	<b>Class Size:</b>	<b>Sub Strand:</b> Human Resource Development
<b>Content Standard:</b> B7.5.1.1. Demonstrate knowledge of human resource development in Ghana		<b>Indicator:</b> B7.5.1.1.1. Identify the types of resources available to a nation.
		<b>Lesson:</b> 1 OF 2
<b>Performance Indicator:</b> Learners can describe types of resources available to a nation.		<b>Core Competencies:</b> CP 5.1: CC 8.1: CC 8.1: CC 9.1: CP 5.2: CC 7.2: CC 8.1:
<b>References:</b> Social Studies Curriculum Pg. 22-23		
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>
<b>PHASE 1: STARTER</b>	Revise with learners to review their understanding in the previous lesson.  Share performance indicators with learners.	
<b>PHASE 2: NEW LEARNING</b>	Brainstorm learners to explain the following terms; <u>Resources</u> Refers to any form of materials available to societies which are used in the production of goods and services.  <u>Development</u> Is the qualitative and quantitative improvement in the standard of living of people in the society.  <u>Utilization</u> Refers to how a society is able to fully use its resources to improve the quality of life or satisfy human needs.  Guide learners to discuss the types of resources. <ul style="list-style-type: none"> <li>• <i>Natural resources</i></li> <li>• <i>Capital resources</i></li> <li>• <i>Human resources</i></li> </ul> Guide learners to explain the main types of natural resources. <ol style="list-style-type: none"> <li>1. Renewable natural resources <i>These are the natural resource materials which can be replaced after their quality and quantity have been exhausted through man's activities. For instance, tree planting, afforestation, fish farming are forms of natural resource replacement.</i></li> <li>2. Inexhaustible natural resources <i>These are natural resources that can be used over and over without them getting finished or depleted. Example are air, sunlight and the sea.</i></li> <li>3. Non-renewable natural resources</li> </ol>	Pictures and Charts

	<p><i>These refer to resources which cannot be replaced after they have been exhausted through man's activities. Minerals like gold, diamonds and bauxite cannot be replaced after exploitation by man. Man has no control over their provision.</i></p> <p>Have learners discuss the importance of natural resources</p> <p><i>1. Serve as major raw material. Natural resources serve as major raw materials without which production of goods cannot take place. Fish, timber, gold, cotton, cocoa, water and others are all needed for production of goods.</i></p> <p><i>2. Soil as a resource is the basis of agriculture especially land, which is used for the cultivation of crops.</i></p> <p><u>Assessment</u></p> <p>1. Explain the following terms.</p> <ul style="list-style-type: none"> <li>a. Resources</li> <li>b. Development</li> <li>c. Utilization</li> </ul> <p>2. State and explain the types of resources available to a nation.</p>	
<p><b>PHASE 3: REFLECTION</b></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>	

<b>Date:</b> 1 <sup>st</sup> JULY, 2022	<b>DAY:</b>	<b>Subject:</b> Social Studies
<b>Duration:</b>		<b>Strand:</b> Socio-Economic Development
<b>Class:</b> B7	<b>Class Size:</b>	<b>Sub Strand:</b> Human Resource Development
<b>Content Standard:</b> B7.5.1.1. Demonstrate knowledge of human resource development in Ghana	<b>Indicator:</b> B7.5.1.1.1. Mention ways of developing human resource in Ghana	<b>Lesson:</b> 1 OF 2
<b>Performance Indicator:</b> Learners can mention ways of developing human resource in Ghana.		<b>Core Competencies:</b> CP 5.1: CC 8.1: CC 8.1: CC 9.1: CP 5.2: CC 7.2: CC 8.1:
<b>References:</b> Social Studies Curriculum Pg. 22-23		
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>
<b>PHASE 1: STARTER</b>	Revise with learners to review their understanding in the previous lesson.  Share performance indicators with learners.	
<b>PHASE 2: NEW LEARNING</b>	<p>Guide learners to discuss why the natural resources are not fully utilized in Ghana.</p> <ul style="list-style-type: none"> <li>• <i>Lack of technical know-how.</i></li> <li>• <i>Lack of capital .</i></li> <li>• <i>Lack of equipment for exploitation or processing.</i></li> <li>• <i>Undue emphasis placed on grammar schools.</i></li> <li>• <i>Inadequate emphasis on technical and vocational education.</i></li> <li>• <i>Political instability</i></li> <li>• <i>Superstition and conservation</i></li> </ul> <p>Brainstorm learners to explain the following terms.</p> <p><u>Human resource</u> It refers to the size and the abilities of a country's population.</p> <p><u>Human resource development</u> It is the process of increasing the knowledge, skills, and the capabilities of all the people in a society.</p> <p>In groups, engage learners to group human resources into their main groups. Example: <u>Skilled labor</u> The type of human resources involves people having skills and knowledge and do mental rather than sheer physical strength in the production processes. These are highly rated professional like medical practitioners, accountants, engineers, teachers, etc.</p> <p><u>Unskilled labor</u> It is the type of labor without any special training. They tend to use their hands more than their brains. They are manual workers.</p> <p><u>Semi-skilled labor</u></p>	Pictures and Charts

	<p>Semi-skilled labor refers to the human efforts that fall between the skilled and unskilled labor. They are artisans such as carpenters, masons, dressmakers among others</p> <p><u>Assessment</u></p> <ol style="list-style-type: none"> <li>1. Explain the following       <ol style="list-style-type: none"> <li>a. Human resources</li> <li>b. Natural resources</li> <li>c. Human resources development</li> </ol> </li> <li>2. State and explain the main types of human resources available to a nation.</li> <li>3. State and explain four factors affecting the exploitation of natural resources.</li> </ol>	
<p><b>PHASE 3:</b> <b>REFLECTION</b></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>	

## SECOND TERM WEEKLY LESSON NOTES

### WEEK 9

<b>Date:</b> 8 <sup>th</sup> JULY, 2022	<b>DAY:</b>	<b>Subject:</b> Social Studies	
<b>Duration:</b>		<b>Strand:</b> Socio-Economic Development	
<b>Class:</b> B7	<b>Class Size:</b>	<b>Sub Strand:</b> Human Resource Development	
<b>Content Standard:</b> B7.5.1.1. Demonstrate knowledge of human resource development in Ghana		<b>Indicator:</b> B7.5.1.1.1. Mention ways of developing human resource in Ghana	<b>Lesson:</b> 1 OF 2
<b>Performance Indicator:</b> Learners can discuss how human resource developed for national development.		<b>Core Competencies:</b> CP 5.1: CC 8.1: CC 8.1: CC 9.1: CP 5.2: CC 7.2: CC 8.1:	
<b>References:</b> Social Studies Curriculum Pg. 22-23			
Phase/Duration	Learners Activities	Resources	
<b>PHASE 1: STARTER</b>	<p>Revise with learners to review their understanding in the previous lesson.</p> <p>Share performance indicators with learners.</p>		
<b>PHASE 2: NEW LEARNING</b>	<p>Revise with on the types of human resources and state examples in each case.</p> <ul style="list-style-type: none"> <li>• Skilled labor: <i>medical practitioners, accountants, engineers, teachers, etc.</i></li> <li>• Unskilled labor: <i>manual workers.</i></li> <li>• Semi-skilled labor: <i>artisans such as carpenters, masons, dressmakers, etc.</i></li> </ul> <p>Guide learners to discuss how human resources can be developed for national advancement.</p> <p><i>1. Formal education</i> The human resource of Ghana can be developed through education. Education enables an individual to acquire knowledge and attitudes, skills and knowledge necessary for the job that one as learning Thut, education received by the labor force enables them to be instructed in attitudes, skills and knowledge necessary for the job that one m learning</p> <p><i>2. On the job training</i> Training is another way through which human resource can he developed for national development. The trainee is practically taken through the rudiments of the trade or profession by a specialist. This is to make them acquire knowledge, skills and attitude for a specific purpose or jobs. The essence is to help them contribute effectively m national development in order to increase productivity</p> <p><i>3. Re-training of displaced workers</i> Re-training can be provided to people who have been displaced from work to enable them to secure new jobs or go into self-employment. Re-training equips the worker to learn new jobs, new skills and broaden his or her outlook and understanding of job The skills needed in the re-training programme are Vocational and technical skills</p>	Pictures and Charts	

	<p><i>4. In-service training</i>  <i>In-service training can be introduced to improve the skills of workers in the course of discharging their duties. This is vital because we live in an era where new methods and technology are introduced at all times with a view to increasing output. The essence is to make workers prove equal to the changing demands of the task</i></p> <p><i>5. Organized visits or excursions</i>  <i>This is another way by which human resource can be developed. Workers and management can visit workers of other organizations and interact with them to learn a lot and improve upon their performance It will enable workers exchange ideas and techniques, change certain assumed ways of doing things, and explore various ways of solving certain common problems.</i></p> <p><i>6. Guidance and counselling</i>  <i>It is a way of improving human resource. For people to do the type of work they can very well, they need to be advised to make the right choices at the right time and place. It is important that people are encouraged to train in areas where manpower is required. This is possible if potential workers are guided and counseled to choose the right jobs which their capabilities will allow them.</i></p> <p><u>Assessment</u></p> <ol style="list-style-type: none"> <li>1. Identify five ways in which our human resource can be developed for national development.</li> <li>2. Discuss four major factors which hinder the full utilization of human resources in Ghana.</li> </ol>	
<p><b>PHASE 3: REFLECTION</b></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>	

<b>Date:</b> 8 <sup>th</sup> JULY, 2022	<b>DAY:</b>	<b>Subject:</b> Social Studies
<b>Duration:</b>		<b>Strand:</b> Socio-Economic Development
<b>Class:</b> B7	<b>Class Size:</b>	<b>Sub Strand:</b> Human Resource Development
<b>Content Standard:</b> B7.5.1.1. Demonstrate knowledge of human resource development in Ghana	<b>Indicator:</b> B7.5.1.1.1. Mention ways of developing human resource in Ghana	<b>Lesson:</b> 2 OF 2
<b>Performance Indicator:</b> Learners can describe ways of solving the problems of poor utilization of human resources.		<b>Core Competencies:</b> CP 5.1: CC 8.1: CC 8.1: CC 9.1: CP 5.2: CC 7.2: CC 8.1:
<b>References:</b> Social Studies Curriculum Pg. 22-23		

Phase/Duration	Learners Activities	Resources
<b>PHASE 1: STARTER</b>	<p>Revise with learners to review their understanding in the previous lesson.</p> <p>Share performance indicators with learners.</p>	
<b>PHASE 2: NEW LEARNING</b>	<p>Guide learners to discuss why the human resources are not fully utilized in Ghana.</p> <p><i>1. Lack of Job Opportunities</i> In the first place some workers do jobs for which they are not trained, again, most educated people in Ghana are trained for white collar jobs and these job openings are very few, therefore those who do not get this type of jobs do nothing. The above case is due to lack of job opportunities.</p> <p><i>2. Putting unqualified people in certain job positions</i> There is the problem of employing people to do jobs they are not qualified to do. There are many social reasons underlying this factor. This include nepotism, political affiliation, tribalism, etc.</p> <p><i>3. Poor attitude towards work</i> There is poor attitude towards work by Ghanaians. This comes about because there seems to be perpetual conflict between employers and employees. The rank and file of the workers always feel they are not part of the enterprise in which they work. They become apathetic to their work.</p> <p><i>4. Inadequate inventiveness</i> It has been noted already that human resources development has a positive impact on resource utilization. Individuals in a society should be inventive and ready to use their mental faculties to create wealth out of resources. There is the lack of such inventiveness on the part of most Ghanaians. The result has been dependence on foreign good which could easily be made in the country.</p> <p>In groups, learners research solutions to the problems of poor utilization of human resources.</p> <p><i>1. Foreign investment</i> One way to fight underutilization of workers is to attract private foreign investors into the country. The enterprises set up by these foreign investors will absorb the underemployed or the unemployed.</p> <p><i>2. Employment should be on merit</i></p>	Pictures and Charts

	<p><i>There should be the will to employ people only on merit. For instance, requirement for jobs should be based on ownership of appropriate qualifications. There is the need to get rid of nepotism, favoritism and to encourage national integration so as to pull resources together for nation building.</i></p> <p><i>3. Attitudinal change</i>  <i>There is the need to change the work ethics of Ghanaians (that is poor attitude to work). Conditions must be created for the rank and file to feel that they are part and parcel of the enterprise. For instance, workers can be encouraged to be part of the decision making process.</i></p> <p><i>4. Increase in wages</i>  <i>Furthermore, workers should be adequately rewarded. For instance, the minimum wage can be increased substantially. This will provide the needed motivation that will urge workers to work very hard.</i></p> <p><b><u>Assessment</u></b></p> <ol style="list-style-type: none"> <li>1. Discuss any three ways to solve problems of utilization of human resources in Ghana.</li> <li>2. Explain four ways of solving the problems of poor utilization of human resources.</li> </ol>	
<p><b>PHASE 3: REFLECTION</b></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>	

## SECOND TERM WEEKLY LESSON NOTES

## WEEK 9

<b>Date:</b> 15 <sup>th</sup> JULY, 2022	<b>DAY:</b>	<b>Subject:</b> Social Studies
<b>Duration:</b>		<b>Strand:</b> Socio-Economic Development
<b>Class:</b> B7	<b>Class Size:</b>	<b>Sub Strand:</b> Tourism
<b>Content Standard:</b> B7.5.3.1. Demonstrate knowledge on how tourism and leisure promote national development	<b>Indicator:</b> B7.5.3.1.1. Examine the role of tourism and leisure in socio- economic development of Ghana	<b>Lesson:</b> 1 OF 2
<b>Performance Indicator:</b> Learners can describe the role of tourism and leisure in socio-economic development of Ghana.		<b>Core Competencies:</b> CP 5.1: CC 8.1: CC 8.1: CC 9.1: CP 5.2: CC 7.2: CC 8.1:
<b>References:</b> Social Studies Curriculum Pg. 22-23		
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>
<b>PHASE 1: STARTER</b>	<p>Revise with learners to review their understanding in the previous lesson.</p> <p>Share performance indicators with learners.</p>	
<b>PHASE 2: NEW LEARNING</b>	<p>Pupils brainstorm to explain tourism and leisure. Also read form the internet and libraries</p> <p>i. Tourism - an activity involving travelling to see and enjoy facilities and sceneries in other places</p> <p>ii. Leisure - taking time off normal duty for relaxation, games or rest</p> <p>Guide learners to identify some attractive places or sceneries in your locality.</p> <p><i>Natural sceneries include rivers, lakes, lagoons, mountains, rock formations, vegetation, waterfalls and animal habitat. Some examples of natural sceneries in Ghana are Lake Bosumtwi, the Big Tree at Oda, Volta estuary, Cataracts, Mountain Afadjato, Gambaga Scarp, Kwuhu Scarp, Boti falls and Wli falls.</i></p> <p><i>Man-made sceneries include beautiful set of buildings, dams, artificial lakes and forest reserves. Some examples of artificial (or man-made) sceneries in Ghana are Aburi Botanical Gardens, Paga Crocodile Pond, Akosombo Dam and Canopy Walkway at Kakum National Park at Cape Coast.</i></p> <p>Plan a class visit to some selected local sceneries, for them to observe and make notes on their beauty, peculiarities and importance.</p> <p>Learners to name and describe some of the sceneries in the locality.</p>	Pictures and Charts



### Assessment

1. Define the following terms
  - a. Tourism
  - b. Leisure
2. Identify any four natural and man-made sceneries in 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.

<b>Date:</b> 15 <sup>th</sup> JULY, 2022	<b>DAY:</b>	<b>Subject:</b> Social Studies
<b>Duration:</b>		<b>Strand:</b> Socio-Economic Development
<b>Class:</b> B7	<b>Class Size:</b>	<b>Sub Strand:</b> Tourism
<b>Content Standard:</b> B7.5.3.1. Demonstrate knowledge on how tourism and leisure promote national development	<b>Indicator:</b> B7.5.3.1.1. Examine the role of tourism and leisure in socio- economic development of Ghana	<b>Lesson:</b> 2 OF 2
<b>Performance Indicator:</b> <ul style="list-style-type: none"> <li>• Learners can discuss reasons for which people go on tour to different places.</li> <li>• Learners can discuss reasons why Ghanaians do not show interest in tourism.</li> </ul>		<b>Core Competencies:</b> CP 5.1: CC 8.1: CC 8.1: CC 9.1: CP 5.2: CC 7.2: CC 8.1:
<b>References:</b> Social Studies Curriculum Pg. 22-23		

Phase/Duration	Learners Activities	Resources
<b>PHASE 1: STARTER</b>	<p>Revise with learners to review their understanding in the previous lesson.</p> <p>Share performance indicators with learners.</p>	
<b>PHASE 2: NEW LEARNING</b>	<p>Guide learners to examine reasons for which people go on tour to different places.</p> <p>a. <u>For employment and relaxation:</u> People visit places away from their homes in search of job opportunities or take a break from their busy and stressful daily activities.</p> <p>b. <u>For health reasons:</u> People visit sceneries to obtain fresh air, sunshine and to exercise and bathe in medicated waters e.g. visits to Holy Trinity and Spa Farm.</p> <p>c. <u>To engage in sporting activities:</u> People also travel to scenic places to engage in sports activities such as skiing, boating and fishing.</p> <p>d. <u>To acquire new artefacts and obtain information:</u> People also visit places of interests in order to acquire artefacts from places and also store artefacts in museums, forts and castles.</p> <p>e. <u>To appreciate and interact with nature:</u> People visit scenic places to interact with nature ie. observe nature's great wonders e.g. economic trees, animals, rivers, waterfalls and valleys.</p> <p>f. <u>To engage in economic activities:</u> The majority of people visit scenic places to engage in economic activities such as trading, barbering, etc.</p> <p>Guide learners to discuss reasons why Ghanaians do not show interest in tourism.</p> <p>1. <u>Lack of financial resources:</u> The majority of people cannot afford entry fees and transport fares to scenic places because they are poor.</p> <p>2. <u>Lack of appreciation for beauty:</u> The majority of Ghanaians do not appreciate the handiwork of nature and therefore do not show interest in tourism.</p>	Pictures and Charts

	<p>3. <i>Lack of appreciation for value of leisure: Some Ghanaians think visits to scenic places are frivolous and time-wasting because to them such tours do not affect their lives directly.</i></p> <p>4. <i>Poor maintenance of tourism sites.</i></p> <p>5. <i>Lack of information and poor advertisement</i></p> <p><u>Assessment</u></p> <ol style="list-style-type: none"> <li>1. State four reasons for which people go on tour.</li> <li>2. State four reasons why Ghanaians do not show interest in tourism</li> </ol>	
<p><b>PHASE 3: REFLECTION</b></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>	

## SECOND TERM WEEKLY LESSON NOTES

### WEEK 11

<b>Date:</b> 22 <sup>nd</sup> JULY, 2022	<b>DAY:</b>	<b>Subject:</b> Social Studies
<b>Duration:</b>		<b>Strand:</b> Socio-Economic Development
<b>Class:</b> B7	<b>Class Size:</b>	<b>Sub Strand:</b> Tourism
<b>Content Standard:</b> B7.5.3.1. Demonstrate knowledge on how tourism and leisure promote national development		<b>Indicator:</b> B7.5.3.1.1. Examine the role of tourism and leisure in socio- economic development of Ghana
		<b>Lesson:</b> 1 OF 2
<b>Performance Indicator:</b> Learners can discuss how to promote Tourism in Ghana.		<b>Core Competencies:</b> CP 5.1: CC 8.1: CC 8.1: CC 9.1: CP 5.2: CC 7.2: CC 8.1:
<b>References:</b> Social Studies Curriculum Pg. 22-23		
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>
<b>PHASE 1: STARTER</b>	<p>Revise with learners to review their understanding in the previous lesson.</p> <p>Share performance indicators with learners.</p>	
<b>PHASE 2: NEW LEARNING</b>	<p>Guide learners to discuss how to promote Tourism in Ghana.</p> <ol style="list-style-type: none"> <li>1. Educating the populace, <i>Ghanaians should be educated on the importance and value of leisure. The Ghana Tourism Board should partner other stakeholders such as hoteliers, the media and NGO's to encourage local tourism.</i></li> <li>2. Publicizing Ghana's tourism potentials to the outside world. <i>The Ministry of Tourism should organize musical shows, seminars and produce magazines and brochures on tourist attractions in Ghana for distribution through her foreign embassies abroad.</i></li> <li>3. Integrating tourism studies into the school syllabus. <i>We must integrate tourism into the school curriculum at all levels of education to encourage students to show interest in tourism.</i></li> <li>4. Beautifying and maintaining tourism sites. <i>To promote tourism, tourist sites such as castles, game reserves must be well maintained. The tourist sites must be beautified and kept clean.</i></li> <li>5. Providing adequate security. <i>There is the need to provide tourists adequate security to encourage people to show interest in tourism.</i></li> <li>6. Reducing entry fees to tourism sites. <i>Fees collected at entry points at tourist sceneries should be reduced to make visits to such Projected places affordable.</i></li> <li>7. Training tourism personnel.</li> </ol>	Pictures and Charts

*Tour guides, waiters and waitresses should be trained for the tourism industry.*

**8. Providing tourism facilities such as restaurants and hotels.**

*The government should build more tourism facilities such as hotels, restaurants, cinema houses, hospitals and roads in areas having sceneries.*

**Have learners research on the economic Importance or Benefits of Tourism to Ghana's Development**

**1. Source of employment.**

*The tourism industry employs over 115,000 people in Ghana. Tourism workers include tourist guides, hoteliers, waiters, fashion designers, musicians and craftsmen.*

**2. Source of foreign exchange:**

*Tourism is a big foreign exchange earner for the country. In 2003, Ghana's tourism earnings reached \$600 million dollars.*

**3. Provision of infrastructure.**

*Tourism encourages the improvement of infrastructure of the country. The infrastructure includes roads, railways, telephone facilities, hotels, restaurants, electricity and water,*

**4. Cultural preservation.**

*Tourism helps us preserve our cultural heritage through festivals, enstoolment of chiefs, puberty rites and traditional music and dance e.g. Pan African Festival (PANAFEST).*

**5. Source of income or revenue.**

*Tourism serves as a source of revenue to the government in the form of income tax. Tourism also provides income for Ghanaians employed in hotels, restaurants and nightclubs*

**6. Conservation of natural resources.**

*Tourism helps us to conserve or protect our natural resources such as forests, wildlife and water bodies e.g. Kakum Forest, elephants at Mole and waterfalls at Kintampo.*

**7. Growth of local craft industries.**

*Tourism has led to the growth of local craft industries such as wood carving, textiles, straws and leather.*

**8. Projection of Ghana's image abroad.**

*Tourism has projected Ghana abroad as the gateway to Africa and place with the friendliest people. This has made the country popular overseas.*

**Assessment**

- 1. State six economic Importance or Benefits of Tourism to Ghana's Development.**
- 2. Enumerate five ways of promoting Tourism in Ghana.**

<b>PHASE 3:</b> <b>REFLECTION</b>	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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<b>Date:</b> 22 <sup>nd</sup> JULY, 2022	<b>DAY:</b>	<b>Subject:</b> Social Studies
<b>Duration:</b>		<b>Strand:</b> Socio-Economic Development
<b>Class:</b> B7	<b>Class Size:</b>	<b>Sub Strand:</b> Tourism
<b>Content Standard:</b> B7.5.3.1. Demonstrate knowledge on how tourism and leisure promote national development	<b>Indicator:</b> B7.5.3.1.1. Examine the role of tourism and leisure in socio- economic development of Ghana	<b>Lesson:</b> 2 OF 2
<b>Performance Indicator:</b> • Learners can discuss the problems facing the Tourism Industry in Ghana.		<b>Core Competencies:</b> CP 5.1: CC 8.1: CC 8.1: CC 9.1: CP 5.2: CC 7.2: CC 8.1:
<b>References:</b> Social Studies Curriculum Pg. 22-23		

Phase/Duration	Learners Activities	Resources
<b>PHASE 1: STARTER</b>	<p>Revise with learners to review their understanding in the previous lesson.</p> <p>Share performance indicators with learners.</p>	
<b>PHASE 2: NEW LEARNING</b>	<p>Guide learners to discuss the problems facing the Tourism Industry in Ghana.</p> <ol style="list-style-type: none"> <li>1. <i>Problem of external competition.</i> Ghana faces stiff competition from sister African countries such as Senegal, Egypt and Kenya which have a well-developed tourism industry.</li> <li>2. <i>Problem of low domestic patronage.</i> Many Ghanaians do not show interest in tourism and appreciate the value of leisure and therefore do not patronize or contribute to the industry.</li> <li>3. <i>Problem of frequent changes of government.</i> Frequent changes in the political leadership of the country affect tourism.</li> <li>4. <i>Problem of publicity.</i> The Ghanaian media has done little to market our tourism potentials in and outside Ghana.</li> <li>5. <i>Problem of inadequate capital.</i> Ghana lacks adequate capital to develop tourism. Most often, Ghana relies on foreign financial assistance which is not readily available.</li> <li>6. <i>Problem of inadequate skilled workers.</i> Ghana does not have adequate skilled workers such as tour guides, waitresses and travel and tour operators. She often relies on foreign-trained workers which is expensive.</li> <li>7. <i>Problem of inadequate facilities.</i> Tourism centers in Ghana are not linked with proper roads, electricity and water. This makes such centers inaccessible and unattractive to tourists</li> </ol> <p>Guide learners to discuss reasons or factors that favor the Growth of Tourism in Ghana</p>	Pictures and Charts

	<ul style="list-style-type: none"> <li>• Modern physical development. Ghana has modern physical features which attract tourists. Some of these features are the Akosombo Dam and Kpong hydro-electric station.</li> <li>• Attractive and beautiful scenery. Ghana also has beautiful scenes such as beaches, hotels and natural features (i.e. forests, water bodies and wildlife). These beautiful sceneries serve as recreational grounds for most people.</li> <li>• Preservation of nature. Ghana has preserved her natural habitat for plant and animal species. Places with such habitat attract many people (tourists) e.g. Kakum National Park and Paga Crocodile Pond.</li> <li>• Preservation of historical sites. Ghana has preserved historical sites such as Okomfo Anokye's Sword site, forts and castles in Accra and Cape Coast. Such historical sites attract many people.</li> <li>• Celebration of culture. The celebration of cultural festivals such as PANAFEST, Adaekese, Odwira, Homowo and Hogbetsotso encourages many people to visit places in Ghana.</li> <li>• Construction of recreational centers. The Government has built recreational facilities to promote tourism. Some of these centers are the National Cultural Centre in Kumasi and the National theatre in Accra.</li> </ul> <p><u>Assessment</u></p> <ol style="list-style-type: none"> <li>1. State five reasons or factors that favor the Growth of Tourism in Ghana.</li> <li>2. Mention any five problems facing the Tourism Industry in Ghana.</li> </ol>	
<p><b>PHASE 3: REFLECTION</b></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>	

## SECOND TERM WEEKLY LESSON NOTES

## WEEK 12

<b>Date:</b> 29 <sup>TH</sup> JULY, 2022	<b>DAY:</b>	<b>Subject:</b> Social Studies
<b>Duration:</b>		<b>Strand:</b> Socio-Economic Development
<b>Class:</b> B7	<b>Class Size:</b>	<b>Sub Strand:</b> Financial And Investment Issues
<b>Content Standard:</b> B7.5.2.1. Demonstrate understanding of social security and pension issues	<b>Indicator:</b> B7.5.2.1.1. Examine the importance of social security to the individual	<b>Lesson:</b> 1 OF 2
<b>Performance Indicator:</b> Learners can discuss the importance of social security to the individual.		<b>Core Competencies:</b> CP 5.1: CC 8.1: CC 8.1: CC 9.1: CP 5.2: CC 7.2: CC 8.1:
<b>References:</b> Social Studies Curriculum Pg. 24-25		
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>
<b>PHASE 1: STARTER</b>	Revise with learners to review their understanding in the previous lesson.  Share performance indicators with learners.	
<b>PHASE 2: NEW LEARNING</b>	Guide learners to explain the concept of social security.  Discuss the features of social security, including the law which established it.  Identify types of social security schemes, including the Pension Fund  Think-pair-share the benefits of social security to the individual  Have learners to create a poster on the benefits of social security.	Pictures and Charts
<b>PHASE 3: REFLECTION</b>	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.	