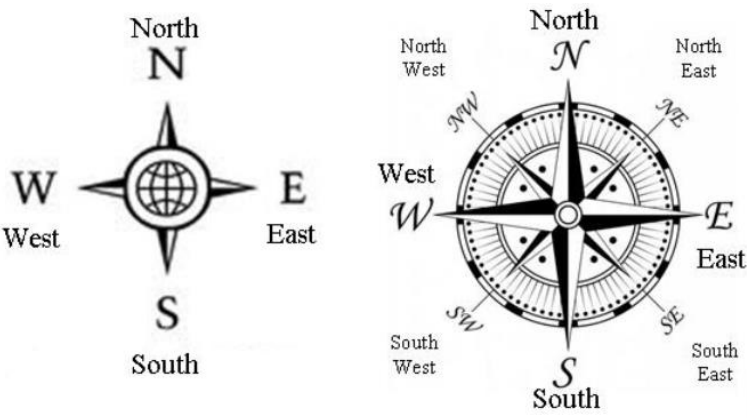
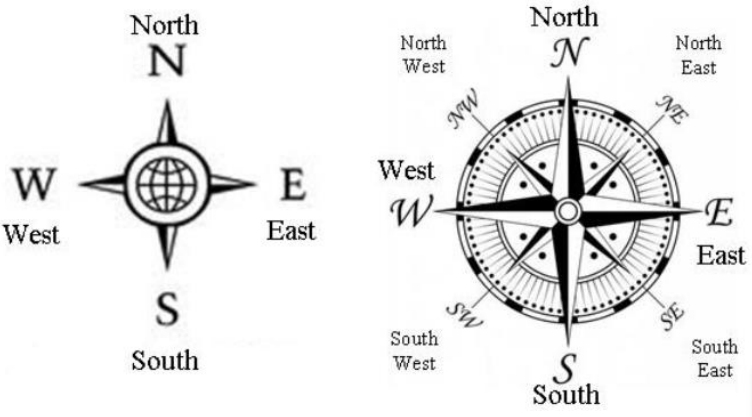


**SECOND TERM**  
**WEEKLY LESSON NOTES**  
**WEEK I**

<b>Week Ending:</b> 06-04-2023	<b>DAY:</b>	<b>Subject:</b> Social Studies
<b>Duration:</b> 60MINS		<b>Strand:</b> Environment
<b>Class:</b> B8	<b>Class Size:</b>	<b>Sub Strand:</b> Mapping Skills
<b>Content Standard:</b> B8.1.2.1. Demonstrate skills in sketching maps and interpreting landscapes from maps		<b>Indicator:</b> B8.1.2.1.1. Sketch maps and interpret landscapes from maps
		<b>Lesson:</b> 1 OF 2
<b>Performance Indicator:</b> Learners can sketch maps and interpret landscapes from maps		<b>Core Competencies:</b> CP 5.1: CC 8.1: CC 8.1: CC 9.1: CP 5.2: CC
<b>References:</b> Social Studies Curriculum Pg. 49		
<b>Keywords:</b>		
Phase/Duration	Learners Activities	Resources
<b>PHASE 1:</b> <b>STARTER</b>	Engage learners to go on a nature to observe physical features of the school compound. Let them sketch a map of the school compound.  They share their maps with the class for further discussion.  Share performance indicators with learners.	
<b>PHASE 2: NEW LEARNING</b>	Revise with learners on the meaning of maps. <i>A map is a description of the whole or a portion of the earth's surface.</i>  Learners in pairs sketch a map of the school compound and paste on the classroom walls to create a gallery.  Guide learners to explain the meaning of compass. <i>A compass is a devise with a magnetized pointer that displays the direction of magnetic north as well as bearings from it.</i>  Guide learners to draw a diagram showing an eight-point compass (showing North, South, East and West; North East, North West, South East, South West).  <div style="text-align: center;">  </div>	Pictures and Charts

	<p>Display a map with grid squares for learners to observe. Let learners to understand that grid squares on a map helps the map reader to locate a place. The vertical lines are called eastings and the horizontal lines are called northings.</p> <p>Using a map with grid squares, guide learners locate some important landmarks</p> <p>Learners draw/ sketch the map of the community indicating important landmarks.</p> <p>Guide learners to sketch a map of the school compound to scale and show directions to important places in the community.</p> <p>Have learners sketch maps showing the positions or directions to your home using a compass directions</p>	
<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>Week Ending:</b> 06-04-2023	<b>DAY:</b>	<b>Subject:</b> Social Studies
<b>Duration:</b> 60MINS		<b>Strand:</b> Environment
<b>Class:</b> B8	<b>Class Size:</b>	<b>Sub Strand:</b> Mapping Skills
<b>Content Standard:</b> B8.1.2.1. Demonstrate skills in sketching maps and interpreting landscapes from maps	<b>Indicator:</b> B8.1.2.1.1. Sketch maps and interpret landscapes from maps	<b>Lesson:</b> 1 OF 2
<b>Performance Indicator:</b> Learners can sketch maps and interpret landscapes from maps		<b>Core Competencies:</b> CP 5.1: CC 8.1: CC 8.1: CC 9.1: CP 5.2: CC
<b>References:</b> Social Studies Curriculum Pg. 49		
<b>Keywords:</b>		

Phase/Duration	Learners Activities	Resources
<b>PHASE 1: STARTER</b>	<p>Engage learners to go on a nature to observe physical features of the school compound. Let them sketch a map of the school compound.</p> <p>They share their maps with the class for further discussion.</p> <p>Share performance indicators with learners.</p>	
<b>PHASE 2: NEW LEARNING</b>	<p>Revise with learners on the meaning of maps. <i>A map is a description of the whole or a portion of the earth's surface.</i></p> <p>Learners in pairs sketch a map of the school compound and paste on the classroom walls to create a gallery.</p> <p>Guide learners to explain the meaning of compass. <i>A compass is a devise with a magnetized pointer that displays the direction of magnetic north as well as bearings from it.</i></p> <p>Guide learners to draw a diagram showing an eight-point compass (showing North, South, East and West; North East, North West, South East, South West).</p> <div style="text-align: center;">  </div> <p>Display a map with grid squares for learners to observe.</p>	Pictures and Charts

	<p>Let learners to understand that grid squares on a map helps the map reader to locate a place. The vertical lines are called eastings and the horizontal lines are called northings.</p> <p>Using a map with grid squares, guide learners locate some important landmarks</p> <p>Learners draw/ sketch the map of the community indicating important landmarks.</p> <p>Guide learners to sketch a map of the school compound to scale and show directions to important places in the community.</p> <p>Have learners sketch maps showing the positions or directions to your home using a compass directions</p>	
<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 2**

<b>Week Ending:</b> 14-04-2023		<b>DAY:</b>		<b>Subject:</b> Social Studies	
<b>Duration:</b> 60MINS				<b>Strand:</b> Family Life	
<b>Class:</b> B8		<b>Class Size:</b>		<b>Sub Strand:</b> Population	
<b>Content Standard:</b> B8.2.4.1. Analyze the population structure in Ghana and its related issues			<b>Indicator:</b> B8.2.4.1.1. Compare the population structure of high-income and middle/low income countries		<b>Lesson:</b> 1 OF 2
<b>Performance Indicator:</b> Learners can compare the population structure of high-income and middle/low income countries				<b>Core Competencies:</b> CP 5.1: CC 8.1: CC 8.1: CC 9.1: CP 5.2: CC	
<b>References:</b> Social Studies Curriculum Pg. 49					
<b>Keywords:</b>					
<b>Phase/Duration</b>	<b>Learners Activities</b>				<b>Resources</b>
<b>PHASE 1: STARTER</b>	<p>In small groups, brainstorm the meaning of population and population structure</p> <p>Share with the entire class what you have discussed or brainstormed.</p> <p>Share performance indicators and introduce the lesson.</p>				
<b>PHASE 2: NEW LEARNING</b>	<p>Write learners responds on the board for further discussion. Population refers to the individuals present in a particular location at a certain period of time. Population structure is the distribution of various social groups within a country or region.</p> <p>Using a population pyramid, guide learners to further discuss the population structure of Ghana.</p> <p>Engage learners to draw/sketch the population structure of your school.</p> <p>Have learners examine the population structure of Ghana as set out in a population pyramid.</p> <p>Examine the population structure of any developed country in the world, for example, China, Norway, Sweden, Singapore, Japan, and Canada.</p> <p><u>Assessment</u> Sketch the population structure of your school.</p>				Pictures and Charts
<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>Week Ending:</b> 14-04-2023		<b>DAY:</b>	<b>Subject:</b> Social Studies
<b>Duration:</b> 60MINS		<b>Strand:</b> Family Life	
<b>Class:</b> B8	<b>Class Size:</b>	<b>Sub Strand:</b> Population	
<b>Content Standard:</b> B8.2.4.1. Analyze the population structure in Ghana and its related issues		<b>Indicator:</b> B8.2.4.1.1. Compare the population structure of high-income and middle/low income countries	<b>Lesson:</b> 2 OF 2
<b>Performance Indicator:</b> Learners can compare the population structure of high-income and middle/low income countries		<b>Core Competencies:</b> CP 5.1: CC 8.1: CC 8.1: CC 9.1: CP 5.2: CC	
<b>References:</b> Social Studies Curriculum Pg. 49			
<b>Keywords:</b>			
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>	
<b>PHASE 1: STARTER</b>	Revise with learners through questions and answers to review learners understanding in the previous lesson.  Share performance indicators and introduce the lesson.		
<b>PHASE 2: NEW LEARNING</b>	Through class discussion, guide learners to discuss the population structures of low, middle and high-income countries.  Suggest reasons for the population pyramids of low, middle and high- income countries with different shapes, including smaller families, higher standards of living, and high-quality healthcare	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 3**

<b>Week Ending:</b> 21-04-2023	<b>DAY:</b>	<b>Subject:</b> Social Studies
<b>Duration:</b> 60MINS		<b>Strand:</b> Law & Order
<b>Class:</b> B8	<b>Class Size:</b>	<b>Sub Strand:</b> Human Rights
<b>Content Standard:</b> B8.4.1.1. Investigate the rights and responsibilities of a citizen	<b>Indicator:</b> B8.4.1.1.1. Examine the importance of human rights in the Ghanaian society	<b>Lesson:</b> 1 OF 2
<b>Performance Indicator:</b> Learners can examine the importance of human rights in the Ghanaian society.		<b>Core Competencies:</b> CP 5.1: CC 8.1: CC 8.1: CC 9.1: CP 5.2: CC
<b>References:</b> Social Studies Curriculum Pg. 59-60		
<b>Keywords:</b> Rights, citizen, constitution, responsibilities.		
Phase/Duration	Learners Activities	Resources
<b>PHASE 1: STARTER</b>	Engage learners to write three things they can do freely at home and school.  Learners share their answers to the class for further discussion.  Share performance indicators and introduce the lesson.	
<b>PHASE 2: NEW LEARNING</b>	Brainstorm learners to explain the concept “human rights”.  Guide learners to examine the United Nations declaration on human rights.  Learners identify some examples of human rights enshrined in the 1992 constitution.  Have learners assess the importance of the protection of human rights.  <u>Assessment</u> What is the meaning of human rights? State four of the united nation declaration on human rights. State five examples of human rights enshrined in the 1992 constitution for citizens.	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.	

<b>Week Ending:</b> 21-04-2023		<b>DAY:</b>	<b>Subject:</b> Social Studies
<b>Duration:</b> 60MINS		<b>Strand:</b> Law & Order	
<b>Class:</b> B8	<b>Class Size:</b>	<b>Sub Strand:</b> Human Rights	
<b>Content Standard:</b> B8.4.1.1. Investigate the rights and responsibilities of a citizen		<b>Indicator:</b> B8.4.1.1.1. Examine the importance of human rights in the Ghanaian society	<b>Lesson:</b> I OF 2
<b>Performance Indicator:</b> Learners can examine the importance of human rights in the Ghanaian society.		<b>Core Competencies:</b> CP 5.1: CC 8.1: CC 8.1: CC 9.1: CP 5.2: CC	
<b>References:</b> Social Studies Curriculum Pg. 59-60			
<b>Keywords:</b>			
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>	
<b>PHASE 1: STARTER</b>			
<b>PHASE 2: NEW LEARNING</b>	<p>In groups, have learners examine the rights and responsibilities of a citizen.</p> <p>Engage learners to role play rights and responsibilities of citizens.</p> <p>Learners in their groups undertake a project in the community on citizens' rights and how to safeguard them. (collect data on human right issues in the community).</p> <p><u>Assessment</u> Write down five rights and responsibilities of a citizen. Distinguish between rights and responsibilities of a citizen.</p>	Pictures and Charts	
<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 4**

<b>Week Ending:</b> 28-04-2023		<b>DAY:</b>	<b>Subject:</b> Social Studies
<b>Duration:</b> 60MINS		<b>Strand:</b> Law & Order	
<b>Class:</b> B8	<b>Class Size:</b>		<b>Sub Strand:</b> Human Rights
<b>Content Standard:</b> B8.4.1.1. Investigate the rights and responsibilities of a citizen		<b>Indicator:</b> B8.4.1.1.1. Examine the importance of human rights in the Ghanaian society	<b>Lesson:</b> 1 OF 2
<b>Performance Indicator:</b> Learners can examine the importance of human rights in the Ghanaian society.		<b>Core Competencies:</b> CP 5.1: CC 8.1: CC 8.1: CC 9.1: CP 5.2: CC	
<b>References:</b> Social Studies Curriculum Pg. 59-60			
<b>Keywords:</b> Rights, citizen, constitution, responsibilities.			
Phase/Duration	Learners Activities	Resources	
<b>PHASE 1:</b> <b>STARTER</b>	Engage learners to write three things they can do freely at home and school.  Learners share their answers to the class for further discussion.  Share performance indicators and introduce the lesson.		
<b>PHASE 2: NEW LEARNING</b>	Brainstorm learners to explain the concept "human rights". <i>Human rights are the basic rights and freedoms that are entitled to every person, regardless of their nationality, ethnicity, gender, religion, or any other status. The protection of human rights is critical to ensuring a just and peaceful society.</i>  Guide learners to examine the United Nations declaration on human rights. <i>The United Nations Declaration on Human Rights is a document that outlines the basic human rights and fundamental freedoms that every person is entitled to, regardless of their nationality, ethnicity, gender, religion, or any other status. The declaration consists of 30 articles that enumerate the basic human rights and freedoms.</i>  Learners identify some examples of human rights enshrined in the 1992 constitution. <ul style="list-style-type: none"> <li>• Right to life (Article 13)</li> <li>• Right to equality before the law and freedom from discrimination (Article 17)</li> <li>• Right to personal liberty (Article 14)</li> <li>• Right to fair trial (Article 19)</li> <li>• Right to freedom of thought, conscience, and religion (Article 21)</li> <li>• Right to freedom of speech and expression (Article 21)</li> <li>• Right to peaceful assembly and demonstration (Article 21)</li> <li>• Right to freedom of association (Article 21)</li> <li>• Right to work (Article 24)</li> <li>• Right to social security (Article 34)</li> </ul>	Pictures and Charts	

	<ul style="list-style-type: none"> <li>• <i>Right to education (Article 25)</i></li> <li>• <i>Right to health (Article 34)</i></li> <li>• <i>Right to own property (Article 18)</i></li> <li>• <i>Right to privacy (Article 18)</i></li> <li>• <i>Right to access information (Article 21)</i></li> </ul> <p>Have learners assess the importance of the protection of human rights.</p> <p><u>Assessment</u>  What is the meaning of human rights?  State four of the united nation declaration on human rights.  State five examples of human rights enshrined in the 1992 constitution for citizens.</p>	
<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>	

<b>Week Ending:</b> 28-04-2023		<b>DAY:</b>	<b>Subject:</b> Social Studies
<b>Duration:</b> 60MINS		<b>Strand:</b> Law & Order	
<b>Class:</b> B8	<b>Class Size:</b>	<b>Sub Strand:</b> Human Rights	
<b>Content Standard:</b> B8.4.1.1. Investigate the rights and responsibilities of a citizen		<b>Indicator:</b> B8.4.1.1.1. Examine the importance of human rights in the Ghanaian society	<b>Lesson:</b> 1 OF 2
<b>Performance Indicator:</b> Learners can examine the importance of human rights in the Ghanaian society.		<b>Core Competencies:</b> CP 5.1: CC 8.1: CC 8.1: CC 9.1: CP 5.2: CC	
<b>References:</b> Social Studies Curriculum Pg. 59-60			
<b>Keywords:</b>			
<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>	In groups, have learners examine the rights and responsibilities of a citizen. Rights and responsibilities are two sides of the same coin for citizens in any society. Citizens have rights that are guaranteed by law and are expected to uphold certain responsibilities to maintain a functioning society. Here are some examples of rights and responsibilities of a citizen:  <u>Rights of a citizen:</u> <ul style="list-style-type: none"> <li>• Right to vote and participate in the democratic process</li> <li>• Right to freedom of speech and expression</li> <li>• Right to a fair trial and due process of law</li> <li>• Right to freedom of religion and worship</li> <li>• Right to own property and pursue happiness</li> <li>• Right to education and healthcare</li> <li>• Right to equal treatment and protection under the law</li> <li>• Right to assemble and protest peacefully</li> <li>• Right to a clean and healthy environment</li> <li>• Right to access information and knowledge</li> </ul> <u>Responsibilities of a citizen:</u> <ul style="list-style-type: none"> <li>• Duty to obey the law and respect the rights of others</li> <li>• Duty to pay taxes and contribute to the common good</li> <li>• Duty to serve on juries when called upon</li> <li>• Duty to defend the nation and support the military</li> <li>• Duty to respect public property and resources</li> <li>• Duty to report crimes and cooperate with law enforcement</li> <li>• Duty to be informed about civic affairs and participate in community activities</li> <li>• Duty to protect the environment and natural resources</li> </ul>	Pictures and Charts	

	<ul style="list-style-type: none"> <li>• Duty to respect cultural and social diversity</li> <li>• Duty to promote peace and justice in society</li> </ul> <p>Engage learners to role play rights and responsibilities of citizens.</p> <p>Learners in their groups undertake a project in the community on citizens' rights and how to safeguard them. (collect data on human right issues in the community).</p> <p><u>Assessment</u> Write down five rights and responsibilities of a citizen. Distinguish between rights and responsibilities of a citizen.</p>	
<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>	

**SECOND TERM**  
**WEEKLY LESSON NOTES**  
**WEEK 5**

<b>Week Ending:</b> 05-05-2023		<b>DAY:</b>	<b>Subject:</b> Social Studies
<b>Duration:</b> 60MINS		<b>Strand:</b> Law & Order	
<b>Class:</b> B8	<b>Class Size:</b>		<b>Sub Strand:</b> Conflict Prevention & Management
<b>Content Standard:</b> B8.4.2.1.Analyze ways of preventing and managing conflict		<b>Indicator:</b> B8.4.2.1.1 Examine ways of preventing and managing conflict in the community	<b>Lesson:</b> 1 OF 2
<b>Performance Indicator:</b> Learners can examine ways of preventing and managing conflict in the community		<b>Core Competencies:</b> CP 5.1: CC 8.1: CC 8.1: CC 9.1: CP 5.2: CC	
<b>References:</b> Social Studies Curriculum Pg. 61			
<b>Keywords:</b> Rights, citizen, constitution, responsibilities.			
<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: i. Conflict - <i>Conflict is a term used to describe a situation where two or more parties have incompatible goals, interests, or beliefs that interfere with each other's ability to achieve their objectives</i>  ii. Conflict prevention - <i>Conflict prevention refers to the proactive measures taken to identify and address the root causes of potential conflicts before they escalate into full-blown disputes.</i>  iii. Conflict management - <i>Conflict management refers to the process of identifying, addressing, and resolving conflicts that have already arisen.</i>  Engage learners to watch and discuss video or pictures on conflict and its effects on the larger society.  Let learners identify and discuss some causes of conflict in your community. There can be several causes of conflict in a community, including:  1. <i>Differences in beliefs or values: People in a community may have different beliefs, values, and customs that can lead to misunderstandings and conflicts.</i>  2. <i>Competition for resources: Scarcity of resources such as land, water, or jobs can create tension and competition among community members, leading to conflicts.</i>  3. <i>Power struggles: Unequal distribution of power and resources can lead to conflicts, as individuals or groups may feel marginalized or excluded from decision-making processes.</i>	Pictures and Charts	

	<p>4. <i>Cultural or ethnic differences: Differences in language, culture, and ethnicity can lead to misunderstandings and conflicts, particularly in diverse communities.</i></p> <p>5. <i>Political differences: Differences in political ideology and affiliation can lead to conflicts, particularly in polarized communities or during election periods.</i></p> <p>6. <i>Social inequality: Discrimination, poverty, and social exclusion can create tensions and conflicts within communities, as marginalized groups may feel neglected or oppressed.</i></p> <p>7. <i>Environmental issues: Disagreements over environmental policies or the impact of development projects can create conflicts within communities, particularly those that rely on natural resources for their livelihoods.</i></p> <p>8. <i>Historical grievances: Past injustices or unresolved conflicts can lead to ongoing tension and resentment within communities.</i></p> <p><u>Assessment</u>  How can community leaders and stakeholders work together to prevent and manage conflicts in their communities?</p> <p>What are some effective strategies for addressing the root causes of conflict in a community, and promoting peace and social cohesion?</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>Week Ending:</b> 05-05-2023		<b>DAY:</b>	<b>Subject:</b> Social Studies
<b>Duration:</b> 60MINS		<b>Strand:</b> Law & Order	
<b>Class:</b> B8	<b>Class Size:</b>		<b>Sub Strand:</b> Conflict Prevention & Management
<b>Content Standard:</b> B8.4.2.1.Analyze ways of preventing and managing conflict		<b>Indicator:</b> B8.4.2.1.1 Examine ways of preventing and managing conflict in the community	<b>Lesson:</b> 1 OF 2
<b>Performance Indicator:</b> Learners can examine ways of preventing and managing conflict in the community		<b>Core Competencies:</b> CP 5.1: CC 8.1: CC 8.1: CC 9.1: CP 5.2: CC	
<b>References:</b> Social Studies Curriculum Pg. 61			
<b>Keywords:</b> Rights, citizen, constitution, responsibilities.			
<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 discuss the effects of conflict in our communities.  <i>1. Loss of life and injury: Conflict can result in physical harm to individuals, including loss of life, injury, and trauma.</i>  <i>2. Destruction of property and infrastructure: Conflict can result in damage or destruction of homes, businesses, and public infrastructure, which can have long-lasting economic and social impacts on communities.</i>  <i>3. Displacement of people: Conflict can result in the displacement of people, either within their own country or as refugees in other countries, leading to further hardship and instability.</i>  <i>4. Disruption of economic activity: Conflict can disrupt economic activity, leading to job loss, decreased investment, and reduced economic growth.</i>  <i>5. Social division and mistrust: Conflict can create divisions and mistrust between different groups in a community, leading to increased polarization and intolerance.</i>  <i>6. Human rights abuses: Conflict can lead to human rights abuses, including violations of civil and political rights, as well as economic, social, and cultural rights.</i>  <i>7. Environmental degradation: Conflict can lead to environmental degradation, as resources may be exploited without regard for sustainability, leading to long-term environmental and health impacts on communities.</i>  <i>8. Psychological trauma: Conflict can result in psychological trauma, including anxiety, depression, and post-traumatic stress disorder, which can have long-lasting effects on individuals and communities.</i>  . <b>Assessment</b>	Pictures and Charts	

	<p>How can communities address and overcome the negative effects of conflict, and promote healing and reconciliation among individuals and groups affected by conflict?</p> <p>What are some best practices for supporting communities affected by conflict, and promoting sustainable peacebuilding and social cohesion?</p>	
<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 6**

<b>Week Ending:</b> 12-05-2023	<b>DAY:</b>	<b>Subject:</b> Social Studies
<b>Duration:</b> 60MINS		<b>Strand:</b> Law & Order
<b>Class:</b> B8	<b>Class Size:</b>	<b>Sub Strand:</b> Conflict Prevention & Management
<b>Content Standard:</b> B8.4.2.1.Analyze ways of preventing and managing conflict	<b>Indicator:</b> B8.4.2.1.1 Examine ways of preventing and managing conflict in the community	<b>Lesson:</b> 1 OF 2
<b>Performance Indicator:</b> Learners can examine ways of preventing and managing conflict in the community		<b>Core Competencies:</b> CP 5.1: CC 8.1: CC 8.1: CC 9.1: CP 5.2: CC
<b>References:</b> Social Studies Curriculum Pg. 61		
<b>Keywords:</b> Rights, citizen, constitution, responsibilities.		
<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 the effects of conflict in your community.</p> <ul style="list-style-type: none"> <li>• <i>Loss of life and property: Conflict often results in the loss of life and property. This can lead to physical and emotional trauma for individuals and communities.</i></li> <li>• <i>Displacement: Conflict can also lead to the displacement of individuals and families. This can result in the loss of homes, jobs, and social support systems.</i></li> <li>• <i>Social fragmentation: Conflict can create divisions within communities and lead to social fragmentation. This can result in a breakdown of trust and cooperation, making it difficult for communities to work together to solve problems.</i></li> <li>• <i>Economic decline: Conflict can have a negative impact on the local economy. It can lead to the closure of businesses, loss of jobs, and decreased economic activity.</i></li> <li>• <i>Psychological trauma: Conflict can cause psychological trauma, such as anxiety, depression, and post-traumatic stress disorder (PTSD).</i></li> </ul> <p>Guide learners to examine attitudes and values needed to prevent conflict in your community.</p> <ul style="list-style-type: none"> <li>• <i>Respect for diversity: Individuals and communities need to have a deep respect for diversity in all its forms, including race, religion, culture, gender, and sexual orientation.</i></li> <li>• <i>Empathy: Empathy is the ability to understand and share the feelings of others. It is a critical component in preventing conflict.</i></li> </ul>	Pictures and Charts

	<ul style="list-style-type: none"> <li>• <i>Open-mindedness: An open-minded approach means being willing to consider different perspectives and ideas, even if they challenge one's own beliefs or values.</i></li> <li>• <i>Cooperation: Cooperation is essential for preventing conflict. It involves working together towards a common goal, and it requires individuals and communities to set aside their personal interests and egos for the greater good.</i></li> <li>• <i>Conflict resolution skills: Conflict resolution skills involve learning how to manage and resolve conflicts in a peaceful manner. These skills include active listening, effective communication, negotiation, and compromise.</i></li> </ul> <p>Learners in their groups assess the role of women in conflict prevention and management.</p> <ul style="list-style-type: none"> <li>• <i>Early warning systems: Women often have unique perspectives and experiences that can help identify early warning signs of potential conflict.</i></li> <li>• <i>Mediation and negotiation: Women have been shown to be effective mediators and negotiators in conflicts, as they often bring a collaborative and empathetic approach to the table.</i></li> <li>• <i>Peacebuilding: Women can play a critical role in peacebuilding efforts, which involve addressing the underlying causes of conflicts and promoting reconciliation and healing.</i></li> <li>• <i>Protection of vulnerable groups: Women are often at risk of sexual and gender-based violence during conflicts.</i></li> <li>• <i>Community mobilization: Women are often the primary caregivers and community builders, and their involvement in conflict prevention and management can help to mobilize communities towards peacebuilding efforts.</i></li> </ul> <p><u>Assessment</u></p> <ol style="list-style-type: none"> <li>1. Identify some specific examples of how women have played a significant role in conflict prevention and management.</li> <li>2. What are some practical ways individuals and communities can cultivate attitudes and values such as respect for diversity, empathy, open-mindedness, cooperation, and conflict resolution skills in order to prevent conflict?</li> <li>3. What are some strategies that communities can employ to prevent and resolve conflicts in a peaceful manner?</li> <li>4. Identify and explain four effects of conflict on the community.</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>Week Ending:</b> 12-05-2023		<b>DAY:</b>	<b>Subject:</b> Social Studies
<b>Duration:</b> 60MINS		<b>Strand:</b> Law & Order	
<b>Class:</b> B8	<b>Class Size:</b>		<b>Sub Strand:</b> Conflict Prevention & Management
<b>Content Standard:</b> B8.4.2.1. Analyze ways of preventing and managing conflict		<b>Indicator:</b> B8.4.2.1.1 Examine ways of preventing and managing conflict in the community	<b>Lesson:</b> 1 OF 2
<b>Performance Indicator:</b> Learners can examine ways of preventing and managing conflict in the community		<b>Core Competencies:</b> CP 5.1: CC 8.1: CC 8.1: CC 9.1: CP 5.2: CC	
<b>References:</b> Social Studies Curriculum Pg. 61			
<b>Keywords:</b> Rights, citizen, constitution, responsibilities.			
<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 the effects of conflict in your community.</p> <ul style="list-style-type: none"> <li><i>Loss of life and property: Conflict often results in the loss of life and property. This can lead to physical and emotional trauma for individuals and communities.</i></li> <li><i>Displacement: Conflict can also lead to the displacement of individuals and families. This can result in the loss of homes, jobs, and social support systems.</i></li> <li><i>Social fragmentation: Conflict can create divisions within communities and lead to social fragmentation. This can result in a breakdown of trust and cooperation, making it difficult for communities to work together to solve problems.</i></li> <li><i>Economic decline: Conflict can have a negative impact on the local economy. It can lead to the closure of businesses, loss of jobs, and decreased economic activity.</i></li> <li><i>Psychological trauma: Conflict can cause psychological trauma, such as anxiety, depression, and post-traumatic stress disorder (PTSD).</i></li> </ul> <p>Guide learners to examine attitudes and values needed to prevent conflict in your community.</p> <ul style="list-style-type: none"> <li><i>Respect for diversity: Individuals and communities need to have a deep respect for diversity in all its forms, including race, religion, culture, gender, and sexual orientation.</i></li> <li><i>Empathy: Empathy is the ability to understand and share the feelings of others. It is a critical component in preventing conflict.</i></li> <li><i>Open-mindedness: An open-minded approach means being willing to consider different perspectives and ideas, even if they challenge one's own beliefs or values.</i></li> </ul>	Pictures and Charts	

	<ul style="list-style-type: none"> <li>• <i>Cooperation: Cooperation is essential for preventing conflict. It involves working together towards a common goal, and it requires individuals and communities to set aside their personal interests and egos for the greater good.</i></li> <li>• <i>Conflict resolution skills: Conflict resolution skills involve learning how to manage and resolve conflicts in a peaceful manner. These skills include active listening, effective communication, negotiation, and compromise.</i></li> </ul> <p>Learners in their groups assess the role of women in conflict prevention and management.</p> <ul style="list-style-type: none"> <li>• <i>Early warning systems: Women often have unique perspectives and experiences that can help identify early warning signs of potential conflict.</i></li> <li>• <i>Mediation and negotiation: Women have been shown to be effective mediators and negotiators in conflicts, as they often bring a collaborative and empathetic approach to the table.</i></li> <li>• <i>Peacebuilding: Women can play a critical role in peacebuilding efforts, which involve addressing the underlying causes of conflicts and promoting reconciliation and healing.</i></li> <li>• <i>Protection of vulnerable groups: Women are often at risk of sexual and gender-based violence during conflicts.</i></li> <li>• <i>Community mobilization: Women are often the primary caregivers and community builders, and their involvement in conflict prevention and management can help to mobilize communities towards peacebuilding efforts.</i></li> </ul> <p><u>Assessment</u></p> <ol style="list-style-type: none"> <li>1. Identify some specific examples of how women have played a significant role in conflict prevention and management.</li> <li>2. What are some practical ways individuals and communities can cultivate attitudes and values such as respect for diversity, empathy, open-mindedness, cooperation, and conflict resolution skills in order to prevent conflict?</li> <li>3. What are some strategies that communities can employ to prevent and resolve conflicts in a peaceful manner?</li> <li>4. Identify and explain four effects of conflict on the community.</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 7**

<b>Week Ending:</b> 19-05-2023	<b>DAY:</b>	<b>Subject:</b> Social Studies
<b>Duration:</b> 60MINS		<b>Strand:</b> Nationhood
<b>Class:</b> B8	<b>Class Size:</b>	<b>Sub Strand:</b> Birth of the First Republic
<b>Content Standard:</b> B8.6.2.1. Analyze the main developments in the Republics between 1960 and 1972	<b>Indicator:</b> B8.6.2.1.1. Explain how the First Republic came into being	<b>Lesson:</b> 1 OF 2
<b>Performance Indicator:</b> Learners can explain how the First Republic came into being		<b>Core Competencies:</b> CP 5.1: CC 8.1: CC 8.1: CC 9.1: CP 5.2: CC
<b>References:</b> Social Studies Curriculum Pg. 61		
<b>Keywords:</b> Rights, citizen, constitution, responsibilities.		
<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 for the meaning of republic.  <i>The term "republic" refers to a form of government in which the country is considered a "public matter" and the head of state is an elected or appointed official, rather than a hereditary monarch. In a republic, the power to govern is typically held by the people or their elected representatives.</i>  Guide learners to discuss when Ghana became a republic.  <i>Ghana became a republic on July 1, 1960. Prior to that, it was a British colony known as the Gold Coast. Ghana gained independence from British colonial rule on March 6, 1957, and initially retained its status as a constitutional monarchy with Queen Elizabeth II as the head of state. However, after a referendum held on April 27, 1960, Ghana transitioned from a constitutional monarchy to a republic, with Dr. Kwame Nkrumah becoming the country's first President. This change marked the establishment of the Republic of Ghana.</i>  Learners in their groups use the Internet, print media and oral sources to find out how the First Republic was established.  <i>The First Republic of Ghana was established through a process of constitutional changes and political developments.</i> <i>1. Independence from British Colonial Rule: Ghana, then known as the Gold Coast, gained independence from British colonial rule on March 6, 1957. This marked the beginning of Ghana's journey as a sovereign nation.</i>	Pictures and Charts

	<p>2. <i>Transition to a Constitutional Monarchy: Following independence, Ghana initially adopted a constitutional monarchy system with Queen Elizabeth II as the ceremonial head of state and a Governor-General representing her in the country. This system was established under the 1957 Constitution.</i></p> <p>3. <i>Push for Republican Status: In the years following independence, there was a growing sentiment and desire among Ghanaians for Ghana to become a republic and have a Ghanaian citizen as the head of state, rather than a British monarch or representative.</i></p> <p>4. <i>Referendum and Constitutional Changes: In 1960, a referendum was held to decide whether Ghana should become a republic or maintain its status as a constitutional monarchy. The referendum took place on April 27, 1960, and the majority of Ghanaians voted in favor of a republic.</i></p> <p>5. <i>Adoption of the 1960 Constitution: Following the referendum, a new constitution was drafted and adopted to establish the First Republic of Ghana. The new constitution came into effect on July 1, 1960. It outlined the structure of the republic, the powers of the president, the roles of various institutions, and the rights and responsibilities of citizens.</i></p> <p>6. <i>Dr. Kwame Nkrumah as the First President: With the establishment of the First Republic, Dr. Kwame Nkrumah, who had been the Prime Minister of Ghana since independence, became the country's first President. He assumed the role on July 1, 1960, leading the nation as the head of state and government.</i></p> <p><u>Assessment</u>  When did Ghana become a Republic?  Narrate how the First Republic was established.</p>	
<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>Week Ending:</b> 19-05-2023		<b>DAY:</b>	<b>Subject:</b> Social Studies
<b>Duration:</b> 60MINS		<b>Strand:</b> Nationhood	
<b>Class:</b> B8	<b>Class Size:</b>		<b>Sub Strand:</b> Birth of the First Republic
<b>Content Standard:</b> B8.6.2.1. Analyze the main developments in the Republics between 1960 and 1972		<b>Indicator:</b> B8.6.2.1.1. Explain how the First Republic came into being	<b>Lesson:</b> 1 OF 2
<b>Performance Indicator:</b> Learners can explain how the First Republic came into being		<b>Core Competencies:</b> CP 5.1: CC 8.1: CC 8.1: CC 9.1: CP 5.2: CC	
<b>References:</b> Social Studies Curriculum Pg. 61			
<b>Keywords:</b> Rights, citizen, constitution, responsibilities.			
<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 discuss the outcome of 27 April 1960 referendum.	Pictures and Charts	
	<i>The referendum held on April 27, 1960, in Ghana had a significant outcome that shaped the country's political landscape. The referendum aimed to determine whether Ghana should transition from a constitutional monarchy to a republic.</i>		
	<i>1. Outcome: The majority of Ghanaians voted in favor of establishing a republic. The exact figures indicate that approximately 88.47% of the electorate supported the republic option, while 11.53% voted against it. This overwhelming majority in favor of a republic demonstrated the strong desire among Ghanaians for a more independent and self-governing political system.</i>		
	<i>2. Establishment of the First Republic: As a result of the referendum's outcome, the First Republic of Ghana was established. The transition from a constitutional monarchy to a republic marked an important milestone in Ghana's post-independence history. It allowed for the appointment of a Ghanaian citizen as the head of state, replacing the British monarch or representative.</i>		
	<i>3. Dr. Kwame Nkrumah as President: Following the establishment of the First Republic, Dr. Kwame Nkrumah, who had been the Prime Minister of Ghana since independence, became the country's first President. His leadership and vision played a crucial role in guiding Ghana's transition and shaping its future as a republic.</i>		
	<i>4. Symbol of Ghanaian Independence:</i>		

	<p><i>The outcome of the referendum and the establishment of the republic were seen as symbols of Ghanaian independence and self-determination. It showcased Ghana's ability to shape its own political destiny and chart its own course, free from external influence.</i></p> <p><i>5. Consolidation of Nkrumah's Power: The referendum's outcome consolidated Dr. Nkrumah's political power. He was a key advocate for the republic and had campaigned extensively for its adoption. With the establishment of the First Republic, he assumed the presidency, consolidating his authority and enabling him to implement his policies and vision for Ghana.</i></p> <p><i>6. Impact on Pan-Africanism: Ghana's transition to a republic also had broader implications for the African continent. Dr. Nkrumah was a prominent advocate for Pan-Africanism, and Ghana's move toward a republic was seen as a significant step in the Pan-African movement. It inspired other African nations to pursue independence and republican forms of governance, contributing to the decolonization process across the continent.</i></p> <p>Learners in their groups discuss the outcome of 27 April 1960 presidential elections.</p> <p>Engage learners to dramatize the inauguration of Kwame Nkrumah as president of the First Republic on 1 July 1960</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>	



**SECOND TERM**  
**WEEKLY LESSON NOTES**  
**WEEK 8**

<b>Week Ending:</b> 26-05-2023	<b>DAY:</b>	<b>Subject:</b> Social Studies
<b>Duration:</b> 60MINS		<b>Strand:</b> Nationhood
<b>Class:</b> B8	<b>Class Size:</b>	<b>Sub Strand:</b> Political Developments Under The First Republic
<b>Content Standard:</b> B8.6.2.1. Analyze the main developments in the Republics between 1960 and 1972	<b>Indicator:</b> B8.6.2.1.2. Explain political developments under the first republic	<b>Lesson:</b> 1 OF 2
<b>Performance Indicator:</b> Learners can explain how the First Republic came into being		<b>Core Competencies:</b> CP 5.1: CC 8.1: CC 8.1: CC 9.1: CP 5.2: CC
<b>References:</b> Social Studies Curriculum Pg. 61		
<b>Keywords:</b> Rights, citizen, constitution, responsibilities.		
<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>	Identify the main features of the 1960 Constitution of the First Republic  <i>1. Republican Status: The constitution established Ghana as a republic, replacing the previous monarchical system under British colonial rule. Ghana's first president, Dr. Kwame Nkrumah, became the executive head of state.</i>  <i>2. Executive Presidency: The constitution introduced an executive presidency, with the president serving as both the head of state and head of government. Dr. Kwame Nkrumah assumed the position of the first president.</i>  <i>3. Bicameral Legislature: The constitution established a bicameral parliament consisting of the National Assembly and the Senate. The National Assembly represented the people, while the Senate represented regional interests.</i>  <i>4. Universal Adult Suffrage: The constitution granted universal adult suffrage, allowing all Ghanaian citizens aged 18 and above to participate in elections and exercise their voting rights.</i>  <i>5. Political Parties: The constitution recognized the existence of political parties and allowed them to participate in the political process. However, during this period, the Convention People's Party (CPP), led by Dr. Kwame Nkrumah, dominated the political landscape.</i>  <i>6. Fundamental Human Rights: The constitution enshrined fundamental human rights and freedoms, including the rights to life,</i>	Pictures and Charts

*liberty, equality, and freedom of expression, assembly, and religion. These rights were protected and could only be limited in certain circumstances as specified by the law.*

*7. Citizenship: The constitution outlined the criteria for Ghanaian citizenship, including birth, descent, or naturalization. It also defined the rights and responsibilities of Ghanaian citizens.*

*8. Regional Governance: The constitution established regional governments and regional ministers to decentralize power and ensure local representation and participation in decision-making processes.*

*9. Judicial Independence: The constitution emphasized the independence of the judiciary as a separate branch of government, tasked with upholding the rule of law and ensuring justice for all citizens.*

*10. Amendments and Supremacy of the Constitution: The constitution provided procedures for its amendment and declared it as the supreme law of Ghana, binding on all citizens and institutions.*

**Guide learners to examine the changes that happened in the country as a result of the 1960 Constitution of the First Republic.**

*1. Presidential System: The 1969 Constitution established a presidential system of government, replacing the parliamentary system that had been in place since Ghana's independence in 1957. Under this system, executive power was vested in a president who was directly elected by the people.*

*2. One-Party State: The constitution also introduced a one-party state system, with the ruling Convention People's Party (CPP) as the sole political party. This meant that all other political parties were banned, and the CPP held a monopoly on political power.*

*3. Executive Powers: The president, as the head of state and government, had broad executive powers. This included the authority to appoint ministers, dissolve Parliament, and issue decrees with the force of law. The president also had the power to declare a state of emergency.*

*4. National Liberation Council (NLC): The constitution formalized the rule of the National Liberation Council, which had come to power through a military coup in 1966. The NLC governed Ghana until elections were held in 1969, leading to the establishment of the First Republic.*

*5. Centralized Decision-Making: The 1969 Constitution centralized decision-making and reduced the powers of regional and local governments. Regional and district commissioners were appointed by*

	<p><i>the central government, diminishing the autonomy of regional and local authorities.</i></p> <p><i>6. Economic Development Plans: The First Republic introduced ambitious economic development plans, such as the Seven-Year Development Plan, which aimed to industrialize the country and reduce dependence on agriculture. The government pursued policies promoting state-led industrialization and the establishment of state-owned enterprises.</i></p> <p><i>7. Human Rights: The 1969 Constitution included provisions protecting basic human rights and freedoms, such as freedom of speech, assembly, and religion. However, the one-party state system limited political pluralism and freedom of association.</i></p> <p><i>8. Centralized Planning and Control: The government implemented centralized planning and control mechanisms in various sectors of the economy, including agriculture, industry, and education. This approach aimed to coordinate national development efforts and achieve specific development targets.</i></p> <p><u>Assessment</u></p> <p>1. How did the introduction of a one-party state under the 1969 Constitution impact political pluralism, democratic governance, and the rights of opposition parties and individuals in Ghana?</p> <p>2. What were some of the key economic policies and development plans pursued by the First Republic under the 1969 Constitution, and how did they shape Ghana's industrialization and economic landscape during that period?</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>Week Ending:</b> 26-05-2023		<b>DAY:</b>	<b>Subject:</b> Social Studies
<b>Duration:</b> 60MINS		<b>Strand:</b> Nationhood	
<b>Class:</b> B8	<b>Class Size:</b>		<b>Sub Strand:</b> Political Developments Under The First Republic
<b>Content Standard:</b> B8.6.2.1. Analyze the main developments in the Republics between 1960 and 1972		<b>Indicator:</b> B8.6.2.1.2. Explain political developments under the first republic	<b>Lesson:</b> 2 OF 2
<b>Performance Indicator:</b> Learners can explain how the First Republic came into being		<b>Core Competencies:</b> CP 5.1: CC 8.1: CC 8.1: CC 9.1: CP 5.2: CC	
<b>References:</b> Social Studies Curriculum Pg. 61			
<b>Keywords:</b> Rights, citizen, constitution, responsibilities.			
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>Learners in groups debate the effects of the changes in the 1960 Republican Constitution on the status of the country. <i>For example, the introduction of a presidential system of government</i></p> <p>Describe the membership of the cabinet under the 1960 Constitution.</p> <ol style="list-style-type: none"> <li>1. <i>President: The President was the head of state and government, elected by the people. The President appointed ministers and chaired the cabinet meetings.</i></li> <li>2. <i>Vice President: The Vice President was appointed by the President and served as the second-highest-ranking official in the government. The Vice President often held specific responsibilities or portfolios within the cabinet.</i></li> <li>3. <i>Ministers: The President appointed ministers to head various government ministries. Each ministry was responsible for a specific area of governance, such as finance, defense, education, health, agriculture, or foreign affairs.</i></li> <li>4. <i>Minister of Finance: The Minister of Finance oversaw the country's financial matters, including budgeting, taxation, economic planning, and management of public funds.</i></li> <li>5. <i>Minister of Defense: The Minister of Defense was responsible for overseeing the armed forces, national security, and defense policies.</i></li> <li>6. <i>Minister of Education: The Minister of Education managed policies and programs related to primary, secondary, and tertiary education,</i></li> </ol>	Pictures and Charts	

	<p><i>including curriculum development, teacher training, and educational infrastructure.</i></p> <p><i>7. Minister of Health: The Minister of Health was responsible for healthcare policies, medical services, public health initiatives, and the management of healthcare facilities.</i></p> <p><i>8. Minister of Agriculture: The Minister of Agriculture oversaw agricultural policies, rural development, food security, and the promotion of agricultural practices and technologies.</i></p> <p><i>9. Minister of Foreign Affairs: The Minister of Foreign Affairs represented Ghana's interests in international relations, managed diplomatic relations with other countries, and facilitated international cooperation.</i></p> <p><i>10. Other Ministers: The cabinet included additional ministers who held portfolios such as trade and industry, transportation, communication, justice, energy, and natural resources.</i></p> <p><u>Assessment</u></p> <p>1. How did the appointment of ministers to specific portfolios in the cabinet under the 1969 Constitution reflect the priorities and challenges of the First Republic of Ghana during that period?</p> <p>2. What were some of the key responsibilities and roles of specific ministers within the cabinet under the 1969 Constitution, and how did their actions and policies shape the governance and development of Ghana during that time?</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>	

**SECOND TERM**  
**WEEKLY LESSON NOTES**  
**WEEK 9**

<b>Week Ending:</b> 02-06-2023		<b>DAY:</b>	<b>Subject:</b> Social Studies
<b>Duration:</b> 60MINS		<b>Strand:</b> Nationhood	
<b>Class:</b> B8	<b>Class Size:</b>		<b>Sub Strand:</b> Political Developments Under The Second Republic
<b>Content Standard:</b> B8.6.2.1. Analyze the main developments in the Republics between 1960 and 1972		<b>Indicator:</b> B8.6.2.1.3. Explain how the Second Republic came into being	<b>Lesson:</b> 1 OF 2
<b>Performance Indicator:</b> Learners can explain how the Second Republic came into being		<b>Core Competencies:</b> CP 5.1: CC 8.1: CC 8.1: CC 9.1: CP 5.2:	
<b>References:</b> Social Studies Curriculum Pg. 70			
<b>Keywords:</b> Rights, citizen, constitution, responsibilities.			
<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>Use the internet, print media and oral sources to find out how the Second Republic was established.</p> <p>The Second Republic of Ghana was established following a military coup that overthrew the government of the First Republic. Here is a brief overview of how the Second Republic came into existence:</p> <p>The Second Republic of Ghana was established through a series of political changes and events. Here is an overview of how the Second Republic came into existence:</p> <ol style="list-style-type: none"> <li><i>1. Overthrow of the First Republic: The First Republic of Ghana, led by President Kwame Nkrumah, was overthrown in a military coup on February 24, 1966. The coup was carried out by a group of military officers known as the National Liberation Council (NLC), who accused Nkrumah of corruption and autocratic rule.</i></li> <li><i>2. Interim Military Rule: Following the coup, the NLC took control of the government and implemented a period of military rule. During this interim period, the NLC introduced several reforms and worked towards stabilizing the country.</i></li> <li><i>3. Constitutional Referendum: In 1968, the NLC organized a constitutional referendum to determine the future political system of Ghana. The referendum allowed Ghanaians to vote on whether they</i></li> </ol>		Pictures and Charts

preferred a one-party or multi-party system. The majority of voters chose a multi-party system.

4. *Adoption of the 1969 Constitution: Based on the outcome of the referendum, the NLC drafted a new constitution, which was adopted in 1969. The constitution established the Second Republic of Ghana, transitioning the country from military rule to civilian democratic governance.*

5. *Elections and Hilla Limann's Presidency: In 1969, the first general elections under the new constitution were held. Dr. Kofi Abrefa Busia and his Progress Party emerged as the winners, and Busia became the Prime Minister. However, in 1972, Busia's government was overthrown in a military coup led by General Ignatius Kutu Acheampong.*

6. *Return to Civilian Rule: In 1979, following a period of military rule, Ghana transitioned back to civilian rule through a series of events known as the SMC (Supreme Military Council) III coup. General Fred Akuffo was overthrown, and a civilian government was established. Dr. Hilla Limann of the People's National Party (PNP) won the presidential election and became the President of the Second Republic of Ghana.*

Guide learners to discuss the outcome of the 1969 general elections.

1. *Victory of the Progress Party: The Progress Party (PP), led by Dr. Kofi Abrefa Busia, emerged as the winner of the elections. The PP campaigned on a platform of democracy, individual liberties, and economic development. Their victory ended the period of military rule and signaled a return to civilian democratic governance.*

2. *Busia becomes Prime Minister: As the leader of the Progress Party, Dr. Kofi Abrefa Busia assumed the role of Prime Minister. He was a prominent scholar and political figure, known for his advocacy of free-market principles and his commitment to restoring democratic values in Ghana.*

3. *Multi-Party System: The 1969 elections were significant because they signaled the transition from a one-party system to a multi-party system. Ghanaians had the opportunity to vote for various political parties, including the Progress Party, the National Alliance of Liberals (NAL), and the Ghana National Party (GNP).*

4. *Peaceful Transition: The elections were conducted in a relatively peaceful manner, with minimal incidents of violence or disruption. This demonstrated Ghana's commitment to democratic processes and set a positive precedent for future elections in the country.*

5. *Challenges and Criticisms: Despite the positive outcome, the Second Republic faced challenges and criticisms. The government struggled with economic issues, including inflation and unemployment. There were also tensions and political divisions within the country, with some factions criticizing the Busia-led government's policies and actions.*

	<p><u>Assessment</u></p> <ol style="list-style-type: none"> <li>1. Who emerged as the winner of the 1969 general elections in Ghana?</li> <li>2. Which political party won the elections?</li> <li>3. What was the role assumed by Dr. Kofi Abrefa Busia after the elections?</li> <li>4. What significant change occurred in the political system as a result of the 1969 elections?</li> <li>5. How were the 1969 general elections viewed in terms of their conduct?</li> <li>6. What challenges did the Second Republic face following the elections?</li> <li>7. Who overthrew the government of the Second Republic in 1972?</li> <li>8. How long did the Second Republic last before being overthrown?</li> <li>9. What was the significance of the 1969 general elections in Ghana's history?</li> </ol> <p>Dramatize the handing over of power from the National Liberation Council (NLC) to Dr K. A Busia's Progress Party.</p> <p>Compare the First Republican Constitution and the second Republican Constitution</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>Week Ending:</b> 02-06-2023		<b>DAY:</b>	<b>Subject:</b> Social Studies
<b>Duration:</b> 60MINS		<b>Strand:</b> Nationhood	
<b>Class:</b> B8	<b>Class Size:</b>		<b>Sub Strand:</b> Political Developments Under The Second Republic
<b>Content Standard:</b> B8.6.2.1. Analyze the main developments in the Republics between 1960 and 1972		<b>Indicator:</b> B8.6.2.1.3. Explain how the Second Republic came into being	<b>Lesson:</b> 2 OF 2
<b>Performance Indicator:</b> Learners can explain how the Second Republic came into being		<b>Core Competencies:</b> CP 5.1: CC 8.1: CC 8.1: CC 9.1: CP 5.2:	
<b>References:</b> Social Studies Curriculum Pg. 70			
<b>Keywords:</b> Rights, citizen, constitution, responsibilities.			
<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>Engage learners to dramatize the handing over of power from the National Liberation Council (NLC) to Dr K. A Busia's Progress Party.</p> <p><i>Handing Over of Power: Following the election results, the NLC peacefully handed over power to Dr. Kofi Abrefa Busia's government. This marked the transition from military rule to civilian democratic governance in Ghana.</i></p> <p><i>Dr. Kofi Abrefa Busia's Government: With the handing over of power, Dr. Kofi Abrefa Busia became the Prime Minister of Ghana. His government focused on implementing policies to promote economic growth, social development, and democracy.</i></p> <p>Learners compare the First Republican Constitution and the second Republican Constitution.</p> <p>1. Form of Government:</p> <ul style="list-style-type: none"> <li><i>First Republican Constitution: Established a parliamentary system of government with a ceremonial president as the head of state.</i></li> <li><i>Second Republican Constitution: Retained the parliamentary system of government but introduced a strong executive president with extensive powers.</i></li> </ul> <p>2. Executive Power:</p> <ul style="list-style-type: none"> <li><i>First Republican Constitution: The executive power was primarily vested in the prime minister and the cabinet, with the president having limited powers.</i></li> </ul>	Pictures and Charts	

- *Second Republican Constitution: The executive power was concentrated in the president, who had significant authority and control over the government.*
3. Term of Office:
- *First Republican Constitution: The president and members of parliament served a term of 5 years, with provisions for re-election.*
  - *Second Republican Constitution: The president and members of parliament served a term of 4 years, also with provisions for re-election.*
4. Composition of Parliament:
- *First Republican Constitution: Parliament consisted of a unicameral legislature with members elected through a constituency-based system.*
  - *Second Republican Constitution: Parliament remained unicameral, but the number of constituencies was increased, and a new electoral system called "Proportional Representation" was introduced.*
5. Political Parties:
- *First Republican Constitution: Recognized multiple political parties and allowed for competitive multi-party elections.*
  - *Second Republican Constitution: While it did not explicitly prohibit multi-party politics, the prevailing political environment limited the activities of opposition parties, leading to a de facto one-party state.*
6. Amendments:
- *First Republican Constitution: Could be amended by a two-thirds majority vote of parliament.*
  - *Second Republican Constitution: Required a referendum and approval by two-thirds of the electorate to amend certain provisions, providing greater protection for constitutional changes.*

Assessment

Read the statements below and write "1" if the statement refers to the First Republican Constitution, "2" if it refers to the Second Republican Constitution, or "Both" if it applies to both constitutions.

1. \_\_\_\_\_ Established a parliamentary system of government.
2. \_\_\_\_\_ Introduced a strong executive president.
3. \_\_\_\_\_ Concentrated executive power in the president.
4. \_\_\_\_\_ Limited powers for the president.
5. \_\_\_\_\_ Had a term of office of 5 years for the president and members of parliament.
6. \_\_\_\_\_ Had a term of office of 4 years for the president and members of parliament.
7. \_\_\_\_\_ Recognized multiple political parties.
8. \_\_\_\_\_ Introduced proportional representation in the electoral system.

	<p>9. _____ Could be amended by a two-thirds majority vote of parliament.</p> <p>10. _____ Required a referendum and approval by two-thirds of the electorate to amend certain provisions.</p>	
<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 10**

<b>Week Ending:</b> 09-06-2023		<b>DAY:</b>	<b>Subject:</b> Social Studies
<b>Duration:</b> 60MINS		<b>Strand:</b> Nationhood	
<b>Class:</b> B8	<b>Class Size:</b>		<b>Sub Strand:</b> Political Developments Under The Second Republic
<b>Content Standard:</b> B8.6.2.1. Analyze the main developments in the Republics between 1960 and 1972		<b>Indicator:</b> B8.6.2.1.4. Explain political developments under the Second Republic	<b>Lesson:</b> 1 OF 2
<b>Performance Indicator:</b> Learners can explain political developments under the Second Republic		<b>Core Competencies:</b> CP 5.1: CC 8.1: CC 8.1: CC 9.1: CP 5.2:	
<b>References:</b> Social Studies Curriculum Pg. 71			
<b>Keywords:</b> Rights, citizen, constitution, responsibilities.			
<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>	Describe the main features of the 1969 Constitution of the Second Republic including the creation of the office of the Prime Minister.  1. <b>Presidential System:</b> <i>The 1969 Ghana Constitution established a presidential system of government, where power was divided between the President and the Prime Minister. This system granted significant executive powers to the President while designating the Prime Minister as the head of government responsible for day-to-day administration.</i>  2. <b>Executive Powers of the President:</b> <i>The President held extensive executive authority, including the power to appoint and dismiss ministers, chair the Council of State, and act as the Commander-in-Chief of the armed forces. The President also had the authority to dissolve Parliament and call for new elections.</i>  3. <b>Creation of the Office of the Prime Minister:</b> <i>The constitution introduced the office of the Prime Minister, who was appointed by the President. The Prime Minister served as the head of government, responsible for policy implementation and overseeing the functioning of various government ministries.</i>  4. <b>Role and Responsibilities of the Prime Minister:</b> <i>The Prime Minister had a crucial role in the governance of Ghana. They were responsible for coordinating government policies, chairing the Cabinet,</i>	Pictures and Charts	

*and advising the President on matters of national importance. The Prime Minister was accountable to the President and worked closely with the President to ensure the effective functioning of the government.*

**5. Parliamentary System:** *The constitution retained a parliamentary system with a unicameral legislature known as the National Assembly. Members of Parliament were elected through general elections and represented various constituencies across the country. The Prime Minister, as the head of government, was expected to be a Member of Parliament.*

**6. Council of State:** *The constitution established a Council of State, which consisted of eminent citizens appointed by the President. The Council served as an advisory body to the President and played a consultative role in matters of national interest.*

**7. Fundamental Rights and Freedoms:** *The 1969 constitution enshrined fundamental rights and freedoms, including the right to life, liberty, and security of the person. It also recognized the freedom of expression, assembly, and association. However, the constitution allowed for certain restrictions on these rights in the interest of national security and public order.*

**Explain the changes that happened in the country as a result of the 1969 Constitution of the Second Republic.**

**1. Shift to a Presidential System:** *One of the major changes introduced by the 1969 Constitution was the shift from a parliamentary system to a presidential system of government. This meant that executive powers were concentrated in the President, who was elected separately from the legislature.*

**2. Creation of the Office of the Prime Minister:** *The constitution established the office of the Prime Minister as the head of government. This position was responsible for policy implementation, overseeing government ministries, and coordinating the administration of the country.*

**3. Strengthening of Executive Authority:** *Under the new constitution, the President held significant executive powers. This included the power to appoint and dismiss ministers, act as the Commander-in-Chief of the armed forces, chair the Council of State, and dissolve Parliament when necessary.*

**4. Introduction of the Council of State:** *The constitution introduced the Council of State, which comprised eminent citizens appointed by the President. The Council served as an advisory body, providing counsel to the President on matters of national importance. It played a consultative role in decision-making processes.*

	<p>5. <b>Emphasis on Fundamental Rights and Freedoms:</b> <i>The 1969 Constitution enshrined fundamental rights and freedoms, including the right to life, liberty, and security of the person. It recognized the freedom of expression, assembly, and association. Although certain restrictions were allowed in the interest of national security and public order, the constitution emphasized the protection of individual rights.</i></p> <p>6. <b>Centralization of Power:</b> <i>The shift to a presidential system, coupled with the significant executive powers vested in the President, resulted in a more centralized system of governance. This allowed for more streamlined decision-making and policy implementation but also concentrated authority in the hands of the executive branch.</i></p> <p>7. <b>Short-lived Second Republic:</b> <i>Despite the significant changes introduced by the constitution, the Second Republic in Ghana was short-lived. The country experienced another military coup in 1972, which led to the suspension of the constitution and the establishment of military rule.</i></p> <p><u>Assessment</u></p> <ul style="list-style-type: none"> <li>• What type of government system was established by the 1969 Ghana Constitution of the Second Republic?</li> <li>• Who held the executive powers in the government according to the constitution?</li> <li>• What was the main purpose of creating the office of the Prime Minister?</li> <li>• What was the composition of the legislative body under the 1969 Ghana Constitution?</li> <li>• What were the fundamental rights and freedoms recognized in the constitution?</li> </ul>	
<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> <p><u>Homework</u></p> <p>1. What type of government system replaced the parliamentary system under the 1969 Constitution?</p> <ol style="list-style-type: none"> <li>a) Presidential system</li> <li>b) Monarchical system</li> <li>c) Communist system</li> <li>d) Federal system</li> </ol> <p>2. What was the main purpose of creating the office of the Prime Minister?</p> <ol style="list-style-type: none"> <li>a) To oversee the functioning of government ministries</li> <li>b) To chair the Council of State</li> <li>c) To appoint and dismiss ministers</li> <li>d) To act as the Commander-in-Chief</li> </ol> <p>3. What role did the Council of State play under the new constitution?</p>	

- a) Legislative body
- b) Judicial body
- c) Advisory body to the President
- d) Electoral commission

4. What rights and freedoms were emphasized in the 1969 Constitution?

- a) Right to vote and run for office
- b) Right to education and healthcare
- c) Right to life, liberty, and security of the person
- d) Right to own property and businesses

5. What led to the end of the Second Republic in Ghana?

- a) Adoption of a new constitution
- b) General elections
- c) Military coup
- d) Economic crisis

Answers:

1. a) Presidential system
2. a) To oversee the functioning of government ministries
3. c) Advisory body to the President
4. c) Right to life, liberty, and security of the person
5. c) Military coup

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<b>Duration:</b> 60MINS		<b>Strand:</b> Nationhood	
<b>Class:</b> B8	<b>Class Size:</b>		<b>Sub Strand:</b> Political Developments Under The Second Republic
<b>Content Standard:</b> B8.6.2.1. Analyze the main developments in the Republics between 1960 and 1972		<b>Indicator:</b> B8.6.2.1.4. Explain political developments under the Second Republic	<b>Lesson:</b> 1 OF 2
<b>Performance Indicator:</b> Learners can explain political developments under the Second Republic		<b>Core Competencies:</b> CP 5.1: CC 8.1: CC 8.1: CC 9.1: CP 5.2:	
<b>References:</b> Social Studies Curriculum Pg. 71			
<b>Keywords:</b> Rights, citizen, constitution, responsibilities.			
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>	Discuss the membership of the cabinet under the 1969 Constitution.  1. Prime Minister: <i>The Prime Minister, as the head of government, was an automatic member of the cabinet. The Prime Minister's role was to coordinate government policies, chair cabinet meetings, and oversee the functioning of various government ministries.</i>  2. Ministers: <i>The cabinet consisted of ministers appointed by the President upon the advice of the Prime Minister. Ministers were responsible for specific government departments or ministries, such as finance, defense, health, education, and agriculture. They played a crucial role in formulating policies, implementing government programs, and overseeing the functioning of their respective ministries.</i>  3. Deputy Ministers: <i>The cabinet also included deputy ministers who were appointed to assist the ministers in their respective ministries. Deputy ministers were responsible for supporting the ministers in their duties, representing the ministry in various forums, and assisting with policy implementation.</i>  4. Other Appointed Members: <i>The President had the discretion to appoint additional members to the cabinet. These appointments could include individuals with specific expertise or representatives from different sectors of society. The inclusion of additional members aimed to bring diverse perspectives and expertise into the decision-making process.</i>  5. Council of State Representatives: <i>The Council of State, which was established as an advisory body to the President, could also have its</i>	Pictures and Charts	



	<p><i>representatives appointed to the cabinet. These representatives served as a link between the Council of State and the cabinet, ensuring that the advice and perspectives of the Council were taken into consideration during cabinet deliberations.</i></p> <p><u>Assessment</u></p> <ol style="list-style-type: none"> <li>1. Who was the head of government and an automatic member of the cabinet?       <ol style="list-style-type: none"> <li>a) President</li> <li>b) Prime Minister</li> <li>c) Council of State Representative</li> <li>d) Minister of Finance</li> </ol> </li> <li>2. What was the role of ministers in the cabinet?       <ol style="list-style-type: none"> <li>a) To assist the Prime Minister in governance</li> <li>b) To represent various constituencies</li> <li>c) To chair cabinet meetings</li> <li>d) To act as the Commander-in-Chief</li> </ol> </li> <li>3. Who appointed the ministers to the cabinet?       <ol style="list-style-type: none"> <li>a) Prime Minister</li> <li>b) Council of State</li> <li>c) President</li> <li>d) National Assembly</li> </ol> </li> <li>4. What was the purpose of deputy ministers in the cabinet?       <ol style="list-style-type: none"> <li>a) To assist the Prime Minister</li> <li>b) To represent the Council of State</li> <li>c) To support and assist the ministers in their duties</li> <li>d) To chair cabinet meetings in the absence of the Prime Minister</li> </ol> </li> <li>5. What other members could be appointed to the cabinet?       <ol style="list-style-type: none"> <li>a) Representatives from the judiciary</li> <li>b) Representatives from the armed forces</li> <li>c) Representatives from the Council of State</li> <li>d) Representatives from the National Assembly</li> </ol> </li> </ol> <p>Answers:</p> <ol style="list-style-type: none"> <li>1. b) Prime Minister</li> <li>2. a) To assist the Prime Minister in governance</li> <li>3. c) President</li> <li>4. c) To support and assist the ministers in their duties</li> <li>5. c) Representatives from the Council of State</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>	