

SECOND TERM

WEEKLY LESSON NOTES

WEEK 2

| Week Ending: 19-01-2024 | DAY: | Subject: Social Studies |
|---|--|--|
| Duration: 60MINS | | Strand: Sense Of Purpose |
| Class: B9 | Class Size: | Sub Strand: Culture & National Identity |
| Content Standard: B9.3.3.1. Evaluate the place of culture in national identity | Indicator: B9.3.3.1.1 Assess the significance of symbols, music and ceremonies in promoting national identity | Lesson: 1 OF 2 |
| Performance Indicator: Learners can discuss how national ceremonies contribute to fostering national unity. | | Core Competencies: Communication and Collaboration Critical Thinking and Problem-Solving skills |
| References: Social Studies Curriculum Pg. 88 | | |
| Keywords: National Unity, National Integrity, Fostering Unity, National Ceremonies | | |
| | | |
| Phase/Duration | Learners Activities | Resources |
| PHASE 1: STARTER | <p>Begin the lesson by asking learners to brainstorm and share their thoughts on what factors contribute to national unity and how a nation can defend its integrity.</p> <p>Encourage them to think about historical and contemporary examples.</p> <p>Share performance indicators with learners.</p> | |
| PHASE 2: NEW LEARNING | <p>Divide the class into small groups and ask them to brainstorm ways in which national unity can be fostered.</p> <p>Each group presents their ideas, and the class engages in a discussion about the feasibility and effectiveness of each suggestion.</p> <p>Present a case study or historical example where a nation successfully defended its integrity against external threats.</p> <p>Discuss the strategies employed and the role of the population in maintaining national pride.</p> <p>Divide the class into groups and have them discuss how citizens can contribute to defending the integrity of their nation on a day-to-day basis.</p> <p>Show videos or pictures of national ceremonies from different cultures and historical periods.</p> <p>Discuss the common elements that contribute to a sense of unity during these ceremonies.</p> | Pictures and Charts |

| | | |
|--|--|--|
| | <p>Assign each group a specific national ceremony to analyze. Ask them to discuss how the ceremony fosters unity and what symbols, traditions, or rituals are involved.</p> <p><u>Assessment</u></p> <ol style="list-style-type: none"> 1. What are some strategies discussed for fostering national unity? 2. How can citizens actively contribute to defending the integrity of their nation, based on the case study or historical example? 3. How do the concepts of fostering unity and defending national integrity intersect in the context of a nation? | |
| <p>PHASE 3: REFLECTION</p> | <p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p> | |

| Week Ending: 19-01-2024 | DAY: | Subject: Social Studies |
|--|--|--|
| Duration: 60MINS | | Strand: Sense Of Purpose |
| Class: B8 | Class Size: | Sub Strand: Culture & National Identity |
| Content Standard: B9.3.3.1. Evaluate the place of culture in national identity | Indicator: B9.3.3.1.1 Assess the significance of symbols, music and ceremonies in promoting national identity | Lesson: 1 OF 2 |
| Performance Indicator: Learners can describe the importance of respecting the customs and culture of different ethnic groups in Ghana. | | Core Competencies: Communication and Collaboration Critical Thinking and Problem Solving skills |
| References: Social Studies Curriculum Pg. 88 | | |
| Keywords: Diversity, Customs and Culture, Celebrating Differences, National Unity | | |
| | | |
| Phase/Duration | Learners Activities | Resources |
| PHASE 1: STARTER | <p>Begin the lesson with a short video or a series of images showcasing diverse cultural festivals in Ghana, including Homowo, Hogbetsoto, Kundum, and others.</p> <p>Prompt learners to share their initial reactions and thoughts on the significance of these festivals.</p> <p>Share performance indicators with learners.</p> | |
| PHASE 2: NEW LEARNING | <p>Provide an overview of the customs and culture associated with selected Ghanaian festivals, emphasizing their historical and cultural importance.</p> <p>Assign each group one festival (e.g., Homowo, Hogbetsoto, Kundum) and instruct them to research its customs, rituals, and historical background.</p> <p>Groups present their findings, and the class engages in a discussion about the unique aspects of each festival.</p> <p>Facilitate a discussion on the significance of respecting the customs and culture of other ethnic groups. Encourage learners to share personal experiences or examples from their communities.</p> <p>Divide the class into small groups and have them create short role-playing scenarios that demonstrate the positive outcomes of respecting diversity in daily interactions.</p> <p>Assign each group a festival and ask them to discuss how celebrating such festivals contributes to a sense of national unity.</p> <p>Consider aspects like cultural exchange, shared values, and fostering understanding.</p> | Pictures and Charts |

| | | |
|--|--|--|
| | <p>Groups present their insights, and the class engages in a broader discussion on how diverse festivals help draw the whole nation together.</p> <p><u>Assessment</u></p> <ol style="list-style-type: none"> 1. How does respecting the customs and culture of other ethnic groups contribute to celebrating diversity in Ghana? 2. Choose one festival discussed and explain its significance in fostering national unity. | |
| <p>PHASE 3: REFLECTION</p> | <p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p> | |