Fayol Inc. 0547824419

SECOND TERM

WEEKLY LESSON NOTES

WEEK 4

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| **Week Ending:** 02-02-2024 | | **DAY:** | | **Subject:** Social Studies | | | |
| **Duration:** 60MINS | | | | **Strand:** Law & Order | | | |
| **Class:** B8 | | **Class Size:** | | **Sub Strand:** The 1992 Constitution | | | |
| **Content Standard:**  B9.4.3.1. Assess the relevance of the 1992 Constitution | | | **Indicator:**  B9.4.3.1.1 Examine the 1992 Constitution and its significance to national development | | | | **Lesson:**  1 OF 2 |
| **Performance Indicator:**  Learners can explore the concepts of child rights and examine the provisions of child rights in the 1992 Constitution. | | | | | **Core Competencies:**  Communication and Collaboration Critical Thinking and Problem Solving skills | | |
| **References:** Social Studies Curriculum Pg. 90 | | | | | | | |
| **Keywords:** Child Rights, Provisions, National Development, Constitution | | | | | | | |
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| Phase/Duration | Learners Activities | | | | | Resources | |
| PHASE 1: **STARTER** | Begin the lesson with a thought-provoking question: "Why do you think having a constitution is important for a country's development?"  Encourage learners to share their initial thoughts and ideas in pairs or small groups, fostering a brief discussion.  Share performance indicators with learners. | | | | |  | |
| PHASE 2: **NEW LEARNING** | Provide a brief overview of the 1992 Constitution, emphasizing its historical context and the principles it stands for.  Divide the class into small groups and ask them to discuss why they think the 1992 Constitution is significant for national development.  Each group presents their insights, and the class engages in a discussion about the diverse perspectives on the constitution's role in shaping the nation.  Engage the class in an interactive discussion about what child rights mean to them. Encourage learners to share their ideas on what rights children should have.  Provide real-life examples of child rights issues and discuss how these rights contribute to the overall well-being of children in society.  In small groups, ask learners to create a list of fundamental child rights that they believe should be protected in any society.  Assessment   1. What are two key concepts underlying child rights? 2. Briefly explain one right to survival guaranteed by the Constitution. 3. What kind of protection does the Constitution offer children against harmful practices? 4. Why is a separate juvenile justice system important for upholding child rights? | | | | | Pictures and Charts | |
| PHASE 3: **REFLECTION** | Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.  Take feedback from learners and summarize the lesson. | | | | |  | |

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| **Content Standard:**  B9.4.3.1. Assess the relevance of the 1992 Constitution | | | **Indicator:**  B9.4.3.1.1 Examine the 1992 Constitution and its significance to national development | | | | **Lesson:**  2 OF 2 |
| **Performance Indicator:**  Learners can actively engage in a project to explore and showcase the responsibilities of children. | | | | **Core Competencies:**  Communication and Collaboration Critical Thinking and Problem-Solving skills | | | |
| **References:** Social Studies Curriculum Pg. 90 | | | | | | | |
| **Keywords:** Children’s Rights, Responsibilities, Project, Constitution | | | | | | | |
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| Phase/Duration | Learners Activities | | | | | Resources | |
| PHASE 1: **STARTER** | Begin the lesson by asking learners to share their thoughts on what they believe are the rights that all children should have.  Encourage them to consider aspects such as education, health, and protection.  Share performance indicators with learners. | | | | |  | |
| PHASE 2: **NEW LEARNING** | Arrange for a guest speaker, preferably someone with expertise in child rights, to discuss the importance of recognizing and safeguarding children's rights.  This could be a representative from a child rights organization, a social worker, or a legal expert.  Allow learners to ask questions and engage in a discussion with the resource person.  Encourage them to explore the challenges faced by children and the impact of respecting or violating their rights.  Divide the class into small groups. Each group will be responsible for researching and presenting on a specific aspect of children’s responsibilities.  Allocate time for groups to research and gather information on the assigned responsibility.  Allow learners to choose the format for their project—this could be a presentation, poster, video, or any creative medium that effectively conveys their findings.  Each group presents their project to the class. Encourage creativity and critical thinking in their presentations  Assessment   1. What are two ways children can help out at home? 2. Why is attending school and completing assignments important? 3. How can children show kindness in their communities? 4. What does it mean to respect different cultures and backgrounds? | | | | | Pictures and Charts | |
| PHASE 3: **REFLECTION** | Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.  Take feedback from learners and summarize the lesson. | | | | |  | |