LESSON PLANS FOR JUNIOR HIGH SCHOOLS

SOCIAL STUDIES

FAYOL INC

0547824419

TERM

3

BASIC

7

SOCIAL STUDIES – BASIC 7

THIRD TERM SCHEME OF LEARNING

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| WEEKS | STRAND | SUB STRAND | CONTENT STAND. | INDICATORS | RESOURCES |
| 1 | Family Life | Population | B7.2.4.1 | B7.2.4.1.1 | Pictures or videos and charts |
| 2 | Family Life | Population | B7.2.4.1 | B7.2.4.1.1 | Pictures or videos and charts |
| 3 | Law And Order | Citizenship & Human Rights | B7.4.1.1 | B7.4.1.1.1 | Pictures or videos and charts |
| 4 | Law And Order | Citizenship & Human Rights | B7.4.1.1 | B7.4.1.1.1 | Pictures or videos and charts |
| 5 | Socio-Economic Development | Financial And Investment Issues | B7.5.2.1 | B7.5.2.1.1. | Pictures or videos and charts |
| 6 | Nationhood | Independent Ghana | B7.6.1.1 | B7.6.1.1.1. | Pictures or videos and charts |
| 7 | Nationhood | Independent Ghana | B7.6.1.1 | B7.6.1.1.1. | Pictures or videos and charts |
| 8 | Nationhood | Independent Ghana | B7.6.1.1 | B7.6.1.1.2 | Pictures or videos and charts |
| 9 | Nationhood | Independent Ghana | B7.6.1.1 | B7.6.1.1.2 | Pictures or videos and charts |
| 10 | Nationhood | Independent Ghana | B7.6.1.1 | B7.6.1.1.3. | Pictures or videos and charts |
| 11 | Nationhood | Independent Ghana | B7.6.1.1 | B7.6.1.1.3. | Pictures or videos and charts |
| 12 | Nationhood | Independent Ghana | B7.6.1.1 | B7.6.1.1.4 | Pictures or videos and charts |
| 13 | Nationhood | Independent Ghana | B7.6.1.1 | B7.6.1.1.4 | Pictures or videos and charts |

WEEK 1

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| **Week Ending:** | | **DAY:** | | **Subject:** Social Studies | | | |
| **Duration:** 50MINS | | | | **Strand:** Family Life | | | |
| **Class:** B7 | | **Class Size:** | | **Sub Strand:** Population | | | |
| **Content Standard:**  B7.2.4.1. Analyze the population structure in Ghana and its related issues. | | | **Indicator:**  B7.2.4.1.1 Examine the components of population growth | | | | **Lesson:**  1 OF 2 |
| **Performance Indicator:**   * Learners can explain the term population. * Learners can examine the structure of the Ghanaian population. | | | | | **Core Competencies:**  CP 5.1: CC 8.1: CC 8.1: CC 9.1: CP 5.2: CC 7.2: CC 8.1: | | |
| **References:** Social Studies Curriculum Pg. 22-23 | | | | | | | |
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| Phase/Duration | Learners Activities | | | | | Resources | |
| PHASE 1: **STARTER** | Revise with learners to review their understanding in the previous lesson.  Share performance indicators with learners. | | | | |  | |
| PHASE 2: **NEW LEARNING** | Let pupils brainstorm to explain the meaning of population.  *Population refers to the number of people living in a specific geographic area at a specific time*.  Guide learners to explain the concept of population growth.  Have learners discuss how population in Ghana has changed in the recent past.  In groups, learners compare Ghana’s population growth with that of some other countries in Africa and in the world.  Pupils in groups to investigate the ages of members of their families and illustrate the results on a bar graph.  Assessment   * Describe the age structure of Ghana's population. * What are some of the effects of rapid population growth in Ghana? * Suggest solutions to high population growth in Ghana. | | | | | Pictures and Charts | |
| PHASE 3: **REFLECTION** | 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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| **Week Ending:** | | **DAY:** | | **Subject:** Social Studies | | | |
| **Duration:** 50MINS | | | | **Strand:** Family Life | | | |
| **Class:** B7 | | **Class Size:** | | **Sub Strand:** Population | | | |
| **Content Standard:**  B7.2.4.1. Analyze the population structure in Ghana and its related issues | | | **Indicator:**  B7.2.4.1.1 Examine the components of population growth | | | **Lesson:**  1 OF 2 | |
| **Performance Indicator:**   * Learners can discuss the factors of population change * Learners can explain the term "rural-urban drift" and its associated problems | | | | | **Core Competencies:**  CP 5.1: CC 8.1: CC 8.1: CC 9.1: CP 5.2: CC 7.2: CC 8.1: | | |
| **References:** Social Studies Curriculum Pg. 22-23 | | | | | | | |
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| Phase/Duration | Learners Activities | | | | | | Resources |
| PHASE 1: **STARTER** | Revise with learners to review their understanding in the previous lesson.  Share performance indicators with learners. | | | | | |  |
| PHASE 2: **NEW LEARNING** | Guide learners to discuss the following factors of population change:  i. Birth rate  ii. Death rate  iii. Migration  Let learners form two groups; one group to investigate the causes High birth rates and its effect on population; the second group to investigate the causes High death rates its effect on population.  Each group to make a presentation for class discussion.  Learners in groups, to identify and discuss possible solutions to the high population growth.  Guide learners to identify ways by which high population growth rate can be reduced.  Let learners in groups explain the meaning of "rural-urban” drift and “rural-rural” drift.  Guide pupils in groups to discuss the causes of rural-urban drift.  Assessment  State causes and problems of rural-urban drift and suggest possible solutions to them. | | | | | | Pictures and Charts |
| PHASE 3: **REFLECTION** | Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.  Take feedback from learners and summarize the lesson. | | | | | |  |

WEEK 2

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| **Week Ending:** | | **DAY:** | | **Subject:** Social Studies | | | |
| **Duration:** 50MINS | | | | **Strand:** Family Life | | | |
| **Class:** B7 | | **Class Size:** | | **Sub Strand:** Population | | | |
| **Content Standard:**  B7.2.4.1. Analyze the population structure in Ghana and its related issues. | | | **Indicator:**  B7.2.4.1.1 Examine the components of population growth | | | | **Lesson:**  1 OF 2 |
| **Performance Indicator:**   * Learners can explain the term population. * Learners can examine the structure of the Ghanaian population. | | | | | **Core Competencies:**  CP 5.1: CC 8.1: CC 8.1: CC 9.1: CP 5.2: CC 7.2: CC 8.1: | | |
| **References:** Social Studies Curriculum Pg. 22-23 | | | | | | | |
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| Phase/Duration | Learners Activities | | | | | Resources | |
| PHASE 1: **STARTER** | Revise with learners to review their understanding in the previous lesson.  Share performance indicators with learners. | | | | |  | |
| PHASE 2: **NEW LEARNING** | Let pupils brainstorm to explain the meaning of population.  *Population refers to the number of people living in a specific geographic area at a specific time*.  Guide learners to explain the concept of population growth.  Have learners discuss how population in Ghana has changed in the recent past.  In groups, learners compare Ghana’s population growth with that of some other countries in Africa and in the world.  Pupils in groups to investigate the ages of members of their families and illustrate the results on a bar graph.  Assessment   * Describe the age structure of Ghana's population. * What are some of the effects of rapid population growth in Ghana? * Suggest solutions to high population growth in Ghana. | | | | | Pictures and Charts | |
| PHASE 3: **REFLECTION** | 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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| **Week Ending:** | | **DAY:** | | **Subject:** Social Studies | | | |
| **Duration:** 50MINS | | | | **Strand:** Family Life | | | |
| **Class:** B7 | | **Class Size:** | | **Sub Strand:** Population | | | |
| **Content Standard:**  B7.2.4.1. Analyze the population structure in Ghana and its related issues | | | **Indicator:**  B7.2.4.1.1 Examine the components of population growth | | | **Lesson:**  1 OF 2 | |
| **Performance Indicator:**   * Learners can discuss the factors of population change * Learners can explain the term "rural-urban drift" and its associated problems | | | | | **Core Competencies:**  CP 5.1: CC 8.1: CC 8.1: CC 9.1: CP 5.2: CC 7.2: CC 8.1: | | |
| **References:** Social Studies Curriculum Pg. 22-23 | | | | | | | |
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| Phase/Duration | Learners Activities | | | | | | Resources |
| PHASE 1: **STARTER** | Revise with learners to review their understanding in the previous lesson.  Share performance indicators with learners. | | | | | |  |
| PHASE 2: **NEW LEARNING** | Guide learners to discuss the following factors of population change:  i. Birth rate  ii. Death rate  iii. Migration  Let learners form two groups; one group to investigate the causes High birth rates and its effect on population; the second group to investigate the causes High death rates its effect on population.  Each group to make a presentation for class discussion.  Learners in groups, to identify and discuss possible solutions to the high population growth.  Guide learners to identify ways by which high population growth rate can be reduced.  Let learners in groups explain the meaning of "rural-urban” drift and “rural-rural” drift.  Guide pupils in groups to discuss the causes of rural-urban drift.  Assessment  State causes and problems of rural-urban drift and suggest possible solutions to them. | | | | | | Pictures and Charts |
| PHASE 3: **REFLECTION** | Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.  Take feedback from learners and summarize the lesson. | | | | | |  |

WEEK 3

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| **Week Ending:** | | **DAY:** | | **Subject:** Social Studies | | | |
| **Duration:** 50MINS | | | | **Strand:** Law And Order | | | |
| **Class:** B7 | | **Class Size:** | | **Sub Strand:** Citizenship & Human Rights | | | |
| **Content Standard:**  B7.4.1.1. Analyze the responsibilities of a citizen | | | **Indicator:**  B7.4.1.1.1 Examine the value of citizenship in nation building | | | | **Lesson:**  1 OF 2 |
| **Performance Indicator:**   * Learners can explain the term Citizenship. * Learners can describe ways in which citizenship is acquired. | | | | | **Core Competencies:**  CP 5.1: CC 8.1: CC 8.1: CC 9.1: CP 5.2: CC 7.2: CC 8.1: | | |
| **References:** Social Studies Curriculum Pg. 22-23 | | | | | | | |
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| Phase/Duration | Learners Activities | | | | | Resources | |
| PHASE 1: **STARTER** | Revise with learners to review their understanding in the previous lesson.  Share performance indicators with learners. | | | | |  | |
| PHASE 2: **NEW LEARNING** | Brainstorm learners to explain the concept of “citizenship”.    In groups, learners discuss the various ways of acquiring citizenship in Ghana, including citizenship by birth, adoption, registration and naturalization.  *1. Citizenship by birth*  *A person becomes a citizen of a country by birth if any of his or her parents is a citizen of that country. Citizenship by birth is acquired under two laws:*  *(a) Citizenship by the law of blood.*  *Under this law, a child born anywhere to a Ghanaian parent or Ghanaian couple becomes a citizen of Ghana.*  *(b) Citizenship by the law of place or by foundling.*  *Under this law, a child born or found in any part of Ghana who is under seven years and whose parents are not known becomes a citizen.*  *2. Citizenship by registration: A foreigner who marries a Ghanaian can register to become a citizen of Ghana.*  *3. Citizenship by adoption: A child below the age of 16 years and is adopted by a Ghanaian becomes a citizen of the country even if his or her biological parents are not from Ghana.*  *4. Citizenship by honorary conferment*  *For example, Dr Kwame Nkrumah conferred Ghanaian citizenship on W.E.B. Du Bois (a black American historian) whose work on Pan-Africanism promoted the civil rights of Africans in the Diaspora.*  *5. Citizenship by neutralization*  *6. Citizenship by ancestry/descent*  Guide learners to identify the characteristics desired of citizens for nation building.  Example:   * *Democratic living at home and in the work place.* * *Respecting elders and authority* * *Exhibiting hard and productive work attitude*   Assessment  What is Citizenship?  Mention four ways in which citizenship is acquired. | | | | | 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.  Homework  Differentiate between rights and responsibilities.  State three rights and their corresponding duties required of Ghanaians. | | | | |  | |

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| **Week Ending:** | | **DAY:** | | **Subject:** Social Studies | | | |
| **Duration:** 50MINS | | | | **Strand:** Law And Order | | | |
| **Class:** B7 | | **Class Size:** | | **Sub Strand:** Citizenship & Human Rights | | | |
| **Content Standard:**  B7.4.1.1. Analyze the responsibilities of a citizen | | | **Indicator:**  B7.4.1.1.1 Examine the value of citizenship in nation building | | | | **Lesson:**  2 OF 2 |
| **Performance Indicator:**   * Learners can identify the rights and responsibilities of a citizen. | | | | | **Core Competencies:**  CP 5.1: CC 8.1: CC 8.1: CC 9.1: CP 5.2: CC 7.2: CC 8.1: | | |
| **References:** Social Studies Curriculum Pg. 22-23 | | | | | | | |
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| Phase/Duration | Learners Activities | | | | | Resources | |
| PHASE 1: **STARTER** | Revise with learners to review their understanding in the previous lesson.  Share performance indicators with learners. | | | | |  | |
| PHASE 2: **NEW LEARNING** | Learners in groups research for the rights and responsibilities of the Ghanaian citizen in the 1992 constitution.  Call learners to present their findings to the class for discussion.  Brainstorm learners to explain the meaning of Rights and Responsibilities.  Guide learners to identify the types of Rights.  Example:  1. Legal Rights. *Legal rights include the rights to be protected under the law, right for fair hearing, fair trial and legal aid*.  2. Economic Rights. *Economic rights include the rights to own property, right to work and get fair wages or good salaries*.  3. Natural Rights. *Natural rights include the right to life and freedom of speech*.  4. Social Rights. *Social rights include the right to decent accommodation, education, freedom of speech, health care, freedom of religion and freedom of movement*.  5. Political Rights. *Political rights include the right to vote and to be voted for (if a citizen), freedom to join a law-abiding political party, movement or group*.  In groups, learners discuss the responsibilities of a citizen.  1. Defending the 1992 constitution of Ghana  2. Paying our taxes  3. Prevention of criminal acts  4. Protecting national property  5. Behaving in an honest and just manner  Engage learners to dramatize the various ways citizens contribute to the development of the country.  Assessment   1. Differentiate between rights and responsibilities. 2. State three rights and their corresponding duties required of Ghanaians. | | | | | Pictures and Charts | |
| PHASE 3: **REFLECTION** | Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.  Take feedback from learners and summarize the lesson. | | | | |  | |

WEEK 4

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| **Week Ending:** | | **DAY:** | | **Subject:** Social Studies | | |
| **Duration:** 60MINS | | | | **Strand:** Law And Order | | |
| **Class:** B7 | | **Class Size:** | | **Sub Strand:** Citizenship & Human Rights | | |
| **Content Standard:**  B7.4.1.1. Analyze the responsibilities of a citizen | | | **Indicator:**  B7.4.1.1.1 Examine the value of citizenship in nation building | | | **Lesson:**  1 OF 2 |
| **Performance Indicator:**   * Learners can describe human rights abuse and find out how human rights can be abused | | | | **Core Competencies:**  CP 5.1: CC 8.1: CC 8.1: CC 9.1: CP 5.2: CC 7.2: CC 8.1: | | |
| **References:** Social Studies Curriculum Pg. 22-23 | | | | | | |
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| Phase/Duration | Learners Activities | | | | Resources | |
| PHASE 1: **STARTER** | Revise with learners to review their understanding in the previous lesson.  Share performance indicators with learners. | | | |  | |
| PHASE 2: **NEW LEARNING** | Revise with learners on the rights enjoyed by citizens of Ghana under the 1992 constitution.  Guide learners to define the term human rights abuse.  *Human rights abuse is preventing other citizens from enjoying the freedoms and rights given to them by the constitution*.  Brainstorm learners to find out how human rights can be abused.  Example: domestic slavery, bullying, child abuse, child labor, sex trade and all forms of discrimination.  Learners in groups find out the group of people that suffers Human Rights Abuse most in Ghana.  Example: women, children, the uneducated, minority, physically challenged and the mentally handicapped.  In a class discussion, find out reasons why people suffer human rights abuse.  Example:   * Low level of education * Poverty and ignorance * Lack of political representation * Fear of intimidation * The give it to God attitude   Assessment  What is human rights abuse?  Give three reasons why women are often abused in Ghana. | | | | Pictures and Charts | |
| PHASE 3: **REFLECTION** | Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.  Take feedback from learners and summarize the lesson.  Homework  Identify 3 ways how human rights can be abused.  Mention four group of people that suffers Human Rights Abuse most in Ghana. | | | |  | |

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| **Week Ending:** | | **DAY:** | | **Subject:** Social Studies | | | |
| **Duration:** 60MINS | | | | **Strand:** Law And Order | | | |
| **Class:** B7 | | **Class Size:** | | **Sub Strand:** Citizenship & Human Rights | | | |
| **Content Standard:**  B7.4.1.1. Analyze the responsibilities of a citizen | | | **Indicator:**  B7.4.1.1.1 Examine the value of citizenship in nation building | | | | **Lesson:**  2 OF 2 |
| **Performance Indicator:**   * Learners can identify and discuss the functions of some institutions that help in the prevention of human rights abuse. | | | | | **Core Competencies:**  CP 5.1: CC 8.1: CC 8.1: CC 9.1: CP 5.2: CC 7.2: CC 8.1: | | |
| **References:** Social Studies Curriculum Pg. 22-23 | | | | | | | |
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| Phase/Duration | Learners Activities | | | | | Resources | |
| PHASE 1: **STARTER** | Revise with learners to review their understanding in the previous lesson.  Share performance indicators with learners. | | | | |  | |
| PHASE 2: **NEW LEARNING** | This activity should be done in groups. Learners are to research ways in which human rights abuse can be prevented.  Call groups to present their findings to the class for discussion.  Guide learners to identify and discuss the functions of some institutions that help in the prevention of human rights abuse.   * Commission on human rights and administrative Justice (CHRAJ) * International federation of women Lawyers * National commission on civic education (NCCE) * Amnesty international (AI)   Assessment  State three ways of preventing human rights abuse  State three functions of a social institution in Ghana involved in the fight against human rights abuse. | | | | | Pictures and Charts | |
| PHASE 3: **REFLECTION** | Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.  Take feedback from learners and summarize the lesson. | | | | |  | |

WEEK 5

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| **Week Ending:** | | **DAY:** | | **Subject:** Social Studies | | |
| **Duration:** 60MINS | | | | **Strand:** Socio-Economic Development | | |
| **Class:** B7 | | **Class Size:** | | **Sub Strand:** Financial And Investment Issues | | |
| **Content Standard:**  B7.5.2.1. Demonstrate understanding of Social Security and Pension Issues | | | **Indicator:**  B7.5.2.1.1. Examine the importance of Social Security to the individual | | | **Lesson:**  1 OF 2 |
| **Performance Indicator:**   * Learners can examine the importance of Social Security to the individual | | | | **Core Competencies:**  CP 5.1: CC 8.1: CC 8.1: CC 9.1: CP 5.2: CC 7.2: CC 8.1: | | |
| **References:** Social Studies Curriculum Pg. 64 | | | | | | |
| **Keywords:** investment, social security, pension, pension fund | | | | | | |
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| Phase/Duration | Learners Activities | | | | Resources | |
| PHASE 1: **STARTER** | Revise with learners to review their understanding in the previous lesson.  Share performance indicators with learners. | | | |  | |
| PHASE 2: **NEW LEARNING** | Revise with learners on the meaning of savings and reasons why people save.  *Savings is a sacrifice one has to make for the future*.  The reasons may include;   * Saving money provides future security against unexpected events such as accidents or sickness. * Savings also improves our standard of living * Saving money help us to plan for our retirement.   Say, today we are going to learn about the Social Security.  Brainstorm learners for the meaning of Social Security,  *Social Security is the protection that a society provides to individuals and households to ensure access to health care and to guarantee income security, particularly in case of old age, unemployment, sickness, invalidity, work injury, maternity or loss of a breadwinner.*  Drill learners for the pronunciation and meaning of key concepts;   * Employment: The state of having a paid work * Employer: A person or organization that pays others for their services. * Employee: A person who is paid to work for another.     In groups, learners discuss the types of Social Security   * Retirement * Disability * Dependents * Survivor benefits   Let learners understand that a worker who have worked in “covered organization” for a sufficient number of years are eligible for retirement benefits when the person retire.  Have learners to discuss the concept of social security and national insurance trust as enshrined in the 1992 constitution.  *The social security and national insurance trust (SSNIT) is a statutory public trust charged under the national pensions Act 2008 Act 766*….    Guide learners to discuss the obligations of an employer in social security and pension schemes, including registering employees and paying their contributions regularly.    In groups, discuss the obligations of an employee towards social security and pension schemes, including checking statement of contribution regularly and updating their records.  Assessment  1. Explain the concept of social security.  2. Describe the features of social security in Ghana.  3. Describe the types of social security schemes in Ghana | | | | Pictures and Charts | |
| PHASE 3: **REFLECTION** | Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.  Take feedback from learners and summarize the lesson.  Homework  Find out which social security/pension scheme their parents are investing in and assign reasons | | | |  | |

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| **Week Ending:** | | **DAY:** | | **Subject:** Social Studies | | |
| **Duration:** 60MINS | | | | **Strand:** Socio-Economic Development | | |
| **Class:** B7 | | **Class Size:** | | **Sub Strand:** Financial And Investment Issues | | |
| **Content Standard:**  B7.5.2.1. Demonstrate understanding of Social Security and Pension Issues | | | **Indicator:**  B7.5.2.1.1. Examine the importance of Social Security to the individual | | | **Lesson:**  1 OF 2 |
| **Performance Indicator:**   * Learners can examine the importance of Social Security to the individual | | | | **Core Competencies:**  CP 5.1: CC 8.1: CC 8.1: CC 9.1: CP 5.2: CC 7.2: CC 8.1: | | |
| **References:** Social Studies Curriculum Pg. 64 | | | | | | |
| **Keywords:** investment, social security, pension, pension fund | | | | | | |
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| Phase/Duration | Learners Activities | | | | Resources | |
| PHASE 1: **STARTER** | Revise with learners to review their understanding in the previous lesson.  Share performance indicators with learners. | | | |  | |
| PHASE 2: **NEW LEARNING** | Guide learners to discuss the obligations of an employer in social security and pension schemes, including registering employees and paying their contributions regularly.    Employees also have important obligations when it comes to social security and pension schemes. These obligations typically involve contributing to the schemes and complying with relevant regulations. Here are some key obligations of employees:  *1. Social Security Contributions:*  *2. Compliance with Reporting Requirements:*  *3. Knowledge and Understanding:*  *4. Beneficiary Designation:*  *5. Compliance with Eligibility and Vesting Requirements:*  *6. Timely Reporting of Changes:*  *7. Retirement Planning*:  In groups, discuss the obligations of an employee towards social security and pension schemes, including checking statement of contribution regularly and updating their records.  *1. Social Security Contributions:*  *2. Compliance with Reporting Requirements:*  *3. Knowledge and Understanding:*  *4. Beneficiary Designation:*  *5. Compliance with Eligibility and Vesting Requirements:*  *6. Timely Reporting of Changes:*  *7. Retirement Planning:*  Let learners’ think-pair-share the benefits of social security to the individual. They also create a poster on the benefits of social security.  Engage learners to develop posters and charts for awareness creation on the importance of investing in social security/pension plan.  Assessment  1. Explain the concept of social security.  2. Describe the features of social security in Ghana.  3. Describe the types of social security schemes in Ghana | | | | Pictures and Charts | |
| PHASE 3: **REFLECTION** | Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.  Take feedback from learners and summarize the lesson.  Homework  Find out which social security/pension scheme their parents are investing in and assign reasons | | | |  | |

WEEK 6

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| **Week Ending:** | | **DAY:** | | **Subject:** Social Studies | | |
| **Duration:** 60MINS | | | | **Strand:** Nationhood | | |
| **Class:** B7 | | **Class Size:** | | **Sub Strand:** Independent Ghana | | |
| **Content Standard:**  B7.6.1.1. Demonstrate understanding of how Ghana became an independent nation | | | **Indicator:**  B7.6.1.1.1. Explain how events after the 1948 riots accelerated the move towards independence | | | **Lesson:**  1 OF 2 |
| **Performance Indicator:**   * Learners can examine how the 1948 riots accelerated the move towards independence. | | | | **Core Competencies:**  CP 5.1: CC 8.1: CC 8.1: CC 9.1: CP 5.2: CC 7.2: CC 8.1: | | |
| **References:** Social Studies Curriculum Pg. 29 | | | | | | |
| **Keywords:** British Government, constitution, ex-service, Government business, independence, nationhood, riots, portfolio | | | | | | |
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| Phase/Duration | Learners Activities | | | | Resources | |
| PHASE 1: **STARTER** | Revise with learners to review their understanding in the previous lesson.  Share performance indicators with learners. | | | |  | |
| PHASE 2: **NEW LEARNING** | Show documentaries/pictures or listen to personal accounts on the 28th February riots in Accra.  *The riots started on 28th February 1948 in Accra after a protest march by unarmed ex-service men was broken up by the police, leaving several leaders of the group dead. Among those killed were sergeant Nii Adjetey, Corporal Attipoe and Private Odartey Lamptey. The ex-service men were veterans from the word war II. The British Head of Police, superintendent Imray was responsible for the shooting of the ex-service men. etc.*  Guide learners ask questions and relate to some of the incidents that happened in the documentary.  Organize an excursion for learners to visit the spot where the ex-servicemen were killed.  On returning, have learners discuss what was witnessed on the visit.  Discuss the reasons for the formation of the Watson commission.  *The Watson commission was set up by the British colonial government to examine the circumstances surrounding the riots.*  *The commission of enquiry into disturbances in the Gold Coast was appointed in march 1948 under the chairmanship of Aiken Watson, to enquire into the disturbances which occurred in the Gold Coast in February and March 1948. The terms of reference was to enquire into and report on the recent disturbances in Gold Coast and their underlying causes; and to make recommendations on any matter arising from the enquiry*.  Guide learners to report on the findings of the Commission in the form of a paper, performance or role play etc.   * *high prices of imported goods* * *slow development of educational facilities* * *the shortage of housing, particularly in the towns and the low standards of houses for Africans* * *unfair allocation and distribution of goods in short supply by the importing firms.* * *neglect of the ex-service men who had returned from the world war II*   Assessment  Which ex-service men died during the 28th February riots in Accra.  Who was responsible for their death | | | | Pictures and Charts | |
| PHASE 3: **REFLECTION** | Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.  Take feedback from learners and summarize the lesson. | | | |  | |

WEEK 7

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| **Week Ending:** | | **DAY:** | | **Subject:** Social Studies | | |
| **Duration:** 60MINS | | | | **Strand:** Nationhood | | |
| **Class:** B7 | | **Class Size:** | | **Sub Strand:** Independent Ghana | | |
| **Content Standard:**  B7.6.1.1. Demonstrate understanding of how Ghana became an independent nation | | | **Indicator:**  B7.6.1.1.1. Explain how events after the 1948 riots accelerated the move towards independence | | | **Lesson:**  1 OF 2 |
| **Performance Indicator:**   * Learners can examine how the 1948 riots accelerated the move towards independence. | | | | **Core Competencies:**  CP 5.1: CC 8.1: CC 8.1: CC 9.1: CP 5.2: CC 7.2: CC 8.1: | | |
| **References:** Social Studies Curriculum Pg. 29 | | | | | | |
| **Keywords:** British Government, constitution, ex-service, Government business, independence, nationhood, riots, portfolio | | | | | | |
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| Phase/Duration | Learners Activities | | | | Resources | |
| PHASE 1: **STARTER** | Revise with learners to review their understanding in the previous lesson.  Share performance indicators with learners. | | | |  | |
| PHASE 2: **NEW LEARNING** | Guide learners to examine how the Watson Commission helped the move towards independence.    *1. Recognition of Growing Nationalism: The Watson Commission acknowledged the rising tide of nationalism and demands for self-rule within the Gold Coast. It recognized the need to address these aspirations and promote greater political participation by the local population.*  *2. Increased Political Representation: One of the key recommendations of the Watson Commission was to expand the political representation of Ghanaians in the decision-making processes. This led to the introduction of the Burns Constitution in 1946, which provided for an increased number of African representatives in the Legislative Council.*  *3. Formation of Political Parties: The commission's report also encouraged the formation of political parties, allowing Ghanaians to organize and express their political views more effectively. This led to the establishment of various political parties, including the United Gold Coast Convention (UGCC), which played a vital role in the push for independence.*  *4. Electoral Reforms: The Watson Commission recommended electoral reforms to ensure a fair and democratic political process. This included the introduction of universal adult suffrage, granting the right to vote to a broader section of the population, irrespective of gender, property ownership, or educational qualifications.*  *5. Path to Self-Government: The commission's recommendations ultimately led to the establishment of a constitutional framework that provided a clear path towards self-government for the Gold Coast. This paved the way for successive constitutional reforms, with each step bringing Ghana closer to independence.*  *6. Public Consultation and Engagement: The Watson Commission actively engaged with various sections of society in the Gold Coast, seeking input from political leaders, chiefs, and ordinary citizens. This public consultation process helped to legitimize the demand for self-government and created a sense of ownership and participation among Ghanaians.*  *7. International Pressure and Publicity: The Watson Commission's proceedings and recommendations gained international attention, generating support for the cause of Ghana's independence. The commission's findings helped to highlight the aspirations of Ghanaians and put pressure on the British government to respond to the calls for self-rule.*  With the use of the Internet or any other sources of information, write down the bio data of the three ex-service men (Sgt. Adjetey, Sgt. Odartey Lamptey and Corporal Attipoe) and how this can inspire learners.  Sergeant Adjetey, Sergeant Odartey Lamptey, and Corporal Attipoe were Ghanaian ex-servicemen who played significant roles in the struggle for independence in Ghana. Here's a brief bio of each individual:  1. Sergeant Adjetey:  *Sergeant Adjetey, also known as Sergeant Adjetey Lamptey, was a member of the Gold Coast Regiment of the British colonial army. He was born in 1915 in Osu, Accra, Gold Coast (now Ghana). On February 28, 1948, he was among the unarmed ex-servicemen who participated in a peaceful protest march to the Christiansborg Castle (now Osu Castle) to demand the release of the "Big Six" political detainees. The British colonial police opened fire on the protesters, resulting in several casualties. Sergeant Adjetey was tragically shot and killed during the incident, becoming a symbol of the struggle for independence*.  2. Sergeant Odartey Lamptey:  *Sergeant Odartey Lamptey, also known as Sergeant Cornelius Frederick Odartey Lamptey, was another ex-serviceman who participated in the 1948 protest march. He was born on July 4, 1919, in Osu, Accra, Gold Coast. Like Sergeant Adjetey, he bravely stood up for the rights of Ghanaians and demanded independence from British colonial rule. While Sergeant Lamptey survived the protest march, he was later arrested and imprisoned for his role in the independence movement*.  3. Corporal Attipoe:  *Corporal Attipoe, also known as Corporal Emmanuel Attipoe, was another notable ex-serviceman who played a role in Ghana's struggle for independence. Unfortunately, limited biographical information is available about Corporal Attipoe. However, he was among the ex-servicemen who participated in the 1948 protest march and actively contributed to the fight for Ghana's independence*.  Learners to prepare posters and present their findings on them.  Assessment  Fill in the blanks with the appropriate words or phrases to complete each statement.  1. The Watson Commission, officially known as the \_\_\_\_\_\_ Committee, played a significant role in advancing Ghana's journey towards independence.  2. The commission was established by the \_\_\_\_\_\_ colonial government in response to the widespread demands for self-government in the Gold Coast (now Ghana) during the \_\_\_\_\_\_.  3. The Watson Commission recognized the rising tide of \_\_\_\_\_\_ and demands for self-rule within the Gold Coast.  4. The Watson Commission recommended electoral \_\_\_\_\_\_ to ensure a fair and democratic political process.  5. The introduction of \_\_\_\_\_\_ adult suffrage granted the right to vote to a broader section of the population in the Gold Coast.  6. The Watson Commission's recommendations led to the establishment of a \_\_\_\_\_\_ framework that provided a clear path towards self-government for the Gold Coast.  7. The Watson Commission actively engaged with various sections of society, seeking input from political leaders, chiefs, and \_\_\_\_\_\_ citizens.  8. The Watson Commission's proceedings and recommendations gained \_\_\_\_\_\_ attention, generating support for the cause of Ghana's independence.  9. Ghana achieved its independence in \_\_\_\_\_\_, becoming the first sub-Saharan African colony to achieve self-rule. | | | | 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.  Homework  Fill in the blanks with the appropriate words or phrases to complete each statement.  1. One of the key recommendations of the Watson Commission was to expand the \_\_\_\_\_\_ representation of Ghanaians in the decision-making processes.  2. The \_\_\_\_\_\_ Constitution introduced in 1946 provided for an increased number of African representatives in the Legislative Council.  3. The commission's report also encouraged the formation of \_\_\_\_\_\_ parties, allowing Ghanaians to organize and express their political views more effectively.  4. During the protest march, the British colonial police opened fire on the protesters, resulting in several \_\_\_\_\_\_\_\_\_\_.  5. Unfortunately, Sergeant Adjetey was tragically \_\_\_\_\_\_\_\_\_\_ and killed during the incident, becoming a symbol of the struggle for independence.  6. Limited biographical information is available about \_\_\_\_\_\_\_\_\_\_ Attipoe, but he was among the ex-servicemen who participated in the 1948 protest march.  7. The contributions of Sergeant Adjetey, Sergeant Odartey Lamptey, and Corporal Attipoe played a pivotal role in shaping Ghana's path towards \_\_\_\_\_\_\_\_\_\_, which was achieved in \_\_\_\_\_\_\_\_\_\_. | | | |  | |

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| **Week Ending:** | | **DAY:** | | **Subject:** Social Studies | | |
| **Duration:** 60MINS | | | | **Strand:** Nationhood | | |
| **Class:** B7 | | **Class Size:** | | **Sub Strand:** Independent Ghana | | |
| **Content Standard:**  B7.6.1.1. Demonstrate understanding of how Ghana became an independent nation | | | **Indicator:**  B7.6.1.1.1. Explain how events after the 1948 riots accelerated the move towards independence | | | **Lesson:**  1 OF 2 |
| **Performance Indicator:**   * Learners can examine how the 1948 riots accelerated the move towards independence. | | | | **Core Competencies:**  CP 5.1: CC 8.1: CC 8.1: CC 9.1: CP 5.2: CC 7.2: CC 8.1: | | |
| **References:** Social Studies Curriculum Pg. 29 | | | | | | |
| **Keywords:** British Government, constitution, ex-service, Government business, independence, nationhood, riots, portfolio | | | | | | |
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| Phase/Duration | Learners Activities | | | | Resources | |
| PHASE 1: **STARTER** | Revise with learners to review their understanding in the previous lesson.  Share performance indicators with learners. | | | |  | |
| PHASE 2: **NEW LEARNING** | Guide learners to examine how the Watson Commission helped the move towards independence.    *1. Recognition of Growing Nationalism: The Watson Commission acknowledged the rising tide of nationalism and demands for self-rule within the Gold Coast. It recognized the need to address these aspirations and promote greater political participation by the local population.*  *2. Increased Political Representation: One of the key recommendations of the Watson Commission was to expand the political representation of Ghanaians in the decision-making processes. This led to the introduction of the Burns Constitution in 1946, which provided for an increased number of African representatives in the Legislative Council.*  *3. Formation of Political Parties: The commission's report also encouraged the formation of political parties, allowing Ghanaians to organize and express their political views more effectively. This led to the establishment of various political parties, including the United Gold Coast Convention (UGCC), which played a vital role in the push for independence.*  *4. Electoral Reforms: The Watson Commission recommended electoral reforms to ensure a fair and democratic political process. This included the introduction of universal adult suffrage, granting the right to vote to a broader section of the population, irrespective of gender, property ownership, or educational qualifications.*  *5. Path to Self-Government: The commission's recommendations ultimately led to the establishment of a constitutional framework that provided a clear path towards self-government for the Gold Coast. This paved the way for successive constitutional reforms, with each step bringing Ghana closer to independence.*  *6. Public Consultation and Engagement: The Watson Commission actively engaged with various sections of society in the Gold Coast, seeking input from political leaders, chiefs, and ordinary citizens. This public consultation process helped to legitimize the demand for self-government and created a sense of ownership and participation among Ghanaians.*  *7. International Pressure and Publicity: The Watson Commission's proceedings and recommendations gained international attention, generating support for the cause of Ghana's independence. The commission's findings helped to highlight the aspirations of Ghanaians and put pressure on the British government to respond to the calls for self-rule.*  With the use of the Internet or any other sources of information, write down the bio data of the three ex-service men (Sgt. Adjetey, Sgt. Odartey Lamptey and Corporal Attipoe) and how this can inspire learners.  Sergeant Adjetey, Sergeant Odartey Lamptey, and Corporal Attipoe were Ghanaian ex-servicemen who played significant roles in the struggle for independence in Ghana. Here's a brief bio of each individual:  1. Sergeant Adjetey:  *Sergeant Adjetey, also known as Sergeant Adjetey Lamptey, was a member of the Gold Coast Regiment of the British colonial army. He was born in 1915 in Osu, Accra, Gold Coast (now Ghana). On February 28, 1948, he was among the unarmed ex-servicemen who participated in a peaceful protest march to the Christiansborg Castle (now Osu Castle) to demand the release of the "Big Six" political detainees. The British colonial police opened fire on the protesters, resulting in several casualties. Sergeant Adjetey was tragically shot and killed during the incident, becoming a symbol of the struggle for independence*.  2. Sergeant Odartey Lamptey:  *Sergeant Odartey Lamptey, also known as Sergeant Cornelius Frederick Odartey Lamptey, was another ex-serviceman who participated in the 1948 protest march. He was born on July 4, 1919, in Osu, Accra, Gold Coast. Like Sergeant Adjetey, he bravely stood up for the rights of Ghanaians and demanded independence from British colonial rule. While Sergeant Lamptey survived the protest march, he was later arrested and imprisoned for his role in the independence movement*.  3. Corporal Attipoe:  *Corporal Attipoe, also known as Corporal Emmanuel Attipoe, was another notable ex-serviceman who played a role in Ghana's struggle for independence. Unfortunately, limited biographical information is available about Corporal Attipoe. However, he was among the ex-servicemen who participated in the 1948 protest march and actively contributed to the fight for Ghana's independence*.  Learners to prepare posters and present their findings on them.  Assessment  Fill in the blanks with the appropriate information based on your knowledge of the topic.  1. Sergeant Adjetey, also known as \_\_\_\_\_\_\_\_\_\_ Lamptey, was a member of the Gold Coast Regiment of the British colonial army.  2. Sergeant Adjetey was born in \_\_\_\_\_\_\_\_\_\_ in \_\_\_\_\_\_\_\_\_\_, Gold Coast (now Ghana).  3. On \_\_\_\_\_\_\_\_\_\_, 1948, Sergeant Adjetey participated in a peaceful protest march to the \_\_\_\_\_\_\_\_\_\_ Castle.  13. Sergeant Odartey Lamptey, also known as \_\_\_\_\_\_\_\_\_\_ Frederick Odartey Lamptey, was born on \_\_\_\_\_\_\_\_\_\_ \_\_, \_\_\_\_\_\_\_\_\_\_, in \_\_\_\_\_\_\_\_\_\_, Gold Coast.  4. Sergeant Odartey Lamptey bravely stood up for the rights of Ghanaians and demanded independence from \_\_\_\_\_\_\_\_\_\_ colonial rule.  5. While Sergeant Lamptey survived the protest march, he was later \_\_\_\_\_\_\_\_\_\_ and imprisoned for his role in the independence movement. | | | | Pictures and Charts | |
| PHASE 3: **REFLECTION** | Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.  Take feedback from learners and summarize the lesson. | | | |  | |

WEEK 8

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| **Week Ending:** | | **DAY:** | | **Subject:** Social Studies | | |
| **Duration:** 60MINS | | | | **Strand:** Nationhood | | |
| **Class:** B7 | | **Class Size:** | | **Sub Strand:** Independent Ghana | | |
| **Content Standard:**  B7.6.1.1. Demonstrate understanding of how Ghana became an independent nation | | | **Indicator:**  B7.6.1.1.2 Recount the formation of the Convention People’s Party (CPP) in 1949 | | | **Lesson:**  1 OF 2 |
| **Performance Indicator:**   * Learners can recount the formation of the Convention People’s Party (CPP) in 1949. | | | | **Core Competencies:**  CP 5.1: CC 8.1: CC 8.1: CC 9.1: CP 5.2: CC 7.2: CC 8.1: | | |
| **References:** Social Studies Curriculum Pg. 29 | | | | | | |
| **Keywords:** British Government, constitution, ex-service, Government business, independence, nationhood, riots, portfolio | | | | | | |
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| Phase/Duration | Learners Activities | | | | Resources | |
| PHASE 1: **STARTER** | Revise with learners to review their understanding in the previous lesson.  Share performance indicators with learners. | | | |  | |
| PHASE 2: **NEW LEARNING** | Engage learners to discuss the reasons for the formation of the Convention People’s Party (CPP) in 1949.  1. Nationalism and Independence: *The desire for self-rule and independence was a significant factor in the formation of the CPP. Ghanaians had witnessed the success of nationalist movements in other African countries like India, and they aspired to achieve similar independence. Dr. Kwame Nkrumah, a charismatic leader, emerged as the voice of the people and advocated for a united front against colonial rule.*  2. Political Mobilization: *The formation of the CPP aimed to mobilize the masses and create a strong political movement against British colonialism. Nkrumah recognized the need for a political party that would champion the cause of independence and represent the interests of the people. The CPP provided a platform for Ghanaians from all walks of life to unite and work together towards achieving their common goal.*  3. Pan-Africanism: *The CPP was influenced by the ideology of pan-Africanism, which advocated for the unity and liberation of African nations. Nkrumah was an ardent supporter of pan-Africanism and believed in the solidarity and collective strength of African people. The CPP sought to not only liberate Ghana but also contribute to the wider pan-African movement, promoting unity among African nations.*  4. Grassroots Support: *The CPP gained significant support from the grassroots level. Nkrumah and the party leaders organized campaigns, rallies, and meetings across the country, connecting with the ordinary people and addressing their grievances. The party's message of self-determination and freedom resonated with the masses who were eager to break free from colonial rule*.  5. Social and Economic Justice: *The CPP emphasized social and economic justice as part of its platform. The party sought to address issues such as poverty, inequality, and exploitation of Ghana's resources by the colonial administration. By advocating for economic independence and social welfare programs, the CPP attracted support from various sections of society, including workers, farmers, and intellectuals.*  6. Organizational Strength: *The CPP demonstrated strong organizational skills and structure, which helped it gain popularity and support. Nkrumah, as the party's leader, provided a clear vision and direction, while the party's grassroots network effectively mobilized supporters and coordinated activities. This organizational strength was crucial in sustaining the CPP's momentum and consolidating its position as a leading force in the independence movement.*  With the use of pictures show and discuss the life story and achievements of Kwame Nkrumah, Kojo Botsio and K.A. Gbedemah as leaders of the CPP .  1. Kwame Nkrumah:   * *Independence and Nation Building: Nkrumah's most notable achievement was leading Ghana to independence from British colonial rule in 1957. He became the country's first Prime Minister and later its first President. Nkrumah focused on nation-building efforts, establishing strong institutions, and laying the foundation for a modern Ghana.* * *Pan-Africanism: Nkrumah was a staunch advocate of pan-Africanism, promoting the unity and solidarity of African nations. He played a pivotal role in the establishment of the Organization of African Unity (OAU), which aimed to coordinate African states and promote African unity.* * *Social and Economic Development: Nkrumah implemented various social and economic programs to uplift Ghana's population. He introduced policies to improve education, healthcare, and infrastructure. The Volta River Project, including the construction of the Akosombo Dam, aimed at harnessing Ghana's hydroelectric power potential for industrialization and development.* * *Industrialization: Nkrumah emphasized industrialization as a means to reduce Ghana's dependence on primary commodities and foster economic self-sufficiency. His government implemented policies to promote local industries, establish factories, and encourage foreign investment in industrial* ventures.   Assessment  1. The Convention People's Party (CPP) was formed in \_\_\_\_\_\_\_\_\_ in Ghana.  2. Dr. \_\_\_\_\_\_\_\_\_ emerged as the leader of the CPP and played a crucial role in the country's struggle for independence.  3. The CPP aimed to mobilize the masses and create a strong \_\_\_\_\_\_\_\_\_\_ movement against British colonialism.  4. The CPP was influenced by the ideology of \_\_\_\_\_\_\_\_\_\_, which advocated for the unity and liberation of African nations.  5. The CPP gained significant support from the \_\_\_\_\_\_\_\_\_ level, as its message of self-determination and freedom resonated with the people. | | | | 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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| **Week Ending:** | | **DAY:** | | **Subject:** Social Studies | | |
| **Duration:** 60MINS | | | | **Strand:** Nationhood | | |
| **Class:** B7 | | **Class Size:** | | **Sub Strand:** Independent Ghana | | |
| **Content Standard:**  B7.6.1.1. Demonstrate understanding of how Ghana became an independent nation | | | **Indicator:**  B7.6.1.1.2 Recount the formation of the Convention People’s Party (CPP) in 1949 | | | **Lesson:**  2 OF 2 |
| **Performance Indicator:**   * Learners can recount the formation of the Convention People’s Party (CPP) in 1949. | | | | **Core Competencies:**  CP 5.1: CC 8.1: CC 8.1: CC 9.1: CP 5.2: CC 7.2: CC 8.1: | | |
| **References:** Social Studies Curriculum Pg. 29 | | | | | | |
| **Keywords:** British Government, constitution, ex-service, Government business, independence, nationhood, riots, portfolio | | | | | | |
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| Phase/Duration | Learners Activities | | | | Resources | |
| PHASE 1: **STARTER** | Revise with learners to review their understanding in the previous lesson.  Share performance indicators with learners. | | | |  | |
| PHASE 2: **NEW LEARNING** | With the use of pictures show and discuss the life story and achievements of Kwame Nkrumah, Kojo Botsio and K.A. Gbedemah as leaders of the CPP .  Kojo Botsio:   * *Foreign Affairs and Diplomacy: Botsio served as Ghana's Minister of Foreign Affairs under Nkrumah. He played a crucial role in shaping Ghana's foreign policy and strengthening diplomatic ties with other African nations and the international community. Botsio was instrumental in fostering relationships with countries like Guinea, Egypt, and India.* * *African Unity and Liberation Movements: Botsio actively supported liberation movements in other African countries, providing political and material support. He worked to mobilize African nations towards unity and liberation from colonialism, playing a significant role in the pan-African movement.* * *Education and Intellectual Development: Botsio recognized the importance of education in building a strong and enlightened society. He contributed to the development of educational policies and initiatives to improve access to education and promote intellectual growth among Ghanaians*.   K.A. Gbedemah:   * *Economic Planning and Development: Gbedemah served as Ghana's Minister of Finance and Economic Planning. He played a crucial role in formulating economic policies and development plans. Gbedemah focused on implementing strategies to diversify Ghana's economy, attract foreign investment, and strengthen fiscal management.* * *Infrastructure Development: Gbedemah was instrumental in overseeing the development of infrastructure projects in Ghana. He played a key role in the construction of roads, bridges, and public buildings, aiming to improve connectivity and enhance the country's physical infrastructure.* * *Trade and Commerce: Gbedemah worked to promote trade and commerce within Ghana and with other countries. He played a role in establishing policies to support local industries, expand export markets, and enhance Ghana's trade relations*.   Discuss the role of other groups, including trade unions, ‘veranda boys’ in the activities of the CPP.  Trade Unions:  *Trade unions in Ghana played a significant role in the activities of the CPP. They represented the interests of workers and played a crucial role in mobilizing support for the party. The trade unions organized strikes, protests, and demonstrations to advocate for workers' rights and push for political change.*  *The trade unions aligned themselves with the CPP's agenda for social and economic justice. They supported the party's efforts to improve working conditions, increase wages, and promote labor rights. The CPP, in turn, incorporated the demands and interests of workers into its policies and programs*.  Veranda Boys:  *The term "veranda boys" refers to a group of young urban males who were active supporters of the CPP. They were often unemployed or underemployed and were seen congregating on the verandas of buildings, engaging in political discussions, and mobilizing support for the party.*  *The veranda boys represented a significant segment of the CPP's support base, particularly in urban areas. Their involvement helped to strengthen the party's grassroots presence and expand its reach among the urban working-class population*.  Assessment  1. Trade unions played a crucial role in \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and mobilizing support for the CPP.  2. The "veranda boys" were a group of young urban males who actively engaged in \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and were strong supporters of the CPP.  3. The trade unions aligned themselves with the CPP's agenda for \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and advocated for workers' rights.  4. The veranda boys were known for their \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and dedication to the party's cause.  5. The veranda boys played a significant role in grassroots mobilization, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, and expanding the CPP's influence in urban areas. | | | | Pictures and Charts | |
| PHASE 3: **REFLECTION** | Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.  Take feedback from learners and summarize the lesson. | | | |  | |

WEEK 9

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| **Week Ending:** | | **DAY:** | | **Subject:** Social Studies | | |
| **Duration:** 60MINS | | | | **Strand:** Nationhood | | |
| **Class:** B7 | | **Class Size:** | | **Sub Strand:** Independent Ghana | | |
| **Content Standard:**  B7.6.1.1. Demonstrate understanding of how Ghana became an independent nation | | | **Indicator:**  B7.6.1.1.2 Recount the formation of the Convention People’s Party (CPP) in 1949 | | | **Lesson:**  1 OF 2 |
| **Performance Indicator:**   * Learners can recount the formation of the Convention People’s Party (CPP) in 1949. | | | | **Core Competencies:**  CP 5.1: CC 8.1: CC 8.1: CC 9.1: CP 5.2: CC 7.2: CC 8.1: | | |
| **References:** Social Studies Curriculum Pg. 29 | | | | | | |
| **Keywords:** British Government, constitution, ex-service, Government business, independence, nationhood, riots, portfolio | | | | | | |
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| Phase/Duration | Learners Activities | | | | Resources | |
| PHASE 1: **STARTER** | Revise with learners to review their understanding in the previous lesson.  Share performance indicators with learners. | | | |  | |
| PHASE 2: **NEW LEARNING** | Let Learners watch documentaries/pictures or listen to personal accounts, on the 28th February riots in Accra.  Learners watch pictures of the spot where the ex-servicemen were killed.  Guide learners to use the internet to identify members of the Watson commission.  Have learners to discuss the key recommendations made by the Watson Commission  Learners in groups discuss in groups the reasons for the formation of the Watson commission  Have learners role play these ex-service men (gallant patriots)  Engage learners to watch documentaries/pictures/ videos on Kwame Nkrumah, Kojo Botsio and K.A. Gbedemah as leaders of the CPP  Let learners examine the activities of groups including trade unions, ‘veranda boys’, young pioneers under the CPP (show excerpts of Kwao Ansah’s Heritage Africa)  Learners listen to a resource person (retired educationalist, veteran soldier, retired police officer, senior citizens) to tell learners about the relevance of the ‘positive action’  Assessment  1. Write a short essay describing the 28th February cross-road shooting incident.  2. Examine the impact of the cross-road incident on the political development of Ghana | | | | Pictures and Charts | |
| PHASE 3: **REFLECTION** | Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.  Take feedback from learners and summarize the lesson. | | | |  | |

WEEK 10

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| **Week Ending:** | | **DAY:** | | **Subject:** Social Studies | | |
| **Duration:** 60MINS | | | | **Strand:** Nationhood | | |
| **Class:** B7 | | **Class Size:** | | **Sub Strand:** Independent Ghana | | |
| **Content Standard:**  B7.6.1.1. Demonstrate understanding of how Ghana became an independent nation | | | **Indicator:**  B7.6.1.1.3. Discuss the outcome of the 1951, 1954 and 1956 elections | | | **Lesson:**  1 OF 2 |
| **Performance Indicator:**   * Learners can discuss the outcome of the 1951, 1954 and 1956 elections | | | | **Core Competencies:**  CP 5.1: CC 8.1: CC 8.1: CC 9.1: CP 5.2: CC 7.2: CC 8.1: | | |
| **References:** Social Studies Curriculum Pg. 29 | | | | | | |
| **Keywords:** British Government, constitution, dissatisfy ed, ex-service, Government business, independence, nationhood | | | | | | |
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| Phase/Duration | Learners Activities | | | | Resources | |
| PHASE 1: **STARTER** | Revise with learners to review their understanding in the previous lesson.  Share performance indicators with learners. | | | |  | |
| PHASE 2: **NEW LEARNING** | Discuss the composition of the Coussey Committee, including Dr. J.B. Danquah, Mr. Arko Adjei, Mr. William Ofori Atta, Mr. Edward Akuff o Addo, Mr. Obetsebi Lamptey  *The Coussey Committee, officially known as the Committee on Constitutional Reform, was established in 1948 by the British colonial government in response to growing demands for self-government in the Gold Coast (now Ghana). The committee, chaired by Sir Hugh Clifford Coussey, was tasked with examining the constitutional arrangements and making recommendations for political reforms.*  Discuss how the recommendations of the Coussey Committee formed the basis of the 1950 Constitution  *1. Introduction of Universal Adult Suffrage: One of the key recommendations of the Coussey Committee was the introduction of universal adult suffrage. Previously, voting rights were limited to a small portion of the population based on property qualifications. The committee advocated for the inclusion of all adult citizens in the electoral process, regardless of wealth or social status. This principle of universal suffrage was incorporated into the 1950 Constitution, allowing every adult Ghanaian to participate in elections.*  *2. Creation of a Legislative Assembly: The Coussey Committee recommended the establishment of a Legislative Assembly with a majority of elected members. This was a significant departure from the existing legislative framework, which had limited representation and authority. The 1950 Constitution adopted this recommendation and created the Legislative Assembly, composed of elected representatives, to ensure a more democratic and representative political system.*  *3. Executive Council: The Coussey Committee proposed the establishment of an Executive Council to assist the Governor in the administration of the country. The Executive Council would include both elected and appointed members and provide an opportunity for Ghanaians to participate in the decision-making process. The 1950 Constitution implemented this recommendation and created the Executive Council as a step towards self-government.*  *4. Creation of Regional Councils: The Coussey Committee recognized the importance of local governance and recommended the creation of Regional Councils. These councils would have elected representatives and would be responsible for addressing regional issues and promoting local development. The 1950 Constitution incorporated this recommendation, establishing Regional Councils as a means to decentralize power and ensure grassroots representation.*  *5. Protection of Individual Rights: The Coussey Committee emphasized the need to protect individual rights and liberties. It recommended the inclusion of a Bill of Rights in the constitution to safeguard fundamental freedoms, such as freedom of speech, assembly, and association. The 1950 Constitution reflected this recommendation by including a chapter on fundamental human rights, providing legal protections to citizens*.  Guide learners to discuss key events in the videos / documentaries on the outcome of the1951 elections  Let learners Identify specific roles played by Nkrumah as leader of Government business (1951 up to 1952)  Assessment  Explain why Ghana was still not a Republic until 1st July, 1960.  1. The Coussey Committee was established in \_\_\_\_\_\_\_\_\_ by the British colonial government in response to demands for self-government in the Gold Coast.  2. The Coussey Committee recommended the introduction of \_\_\_\_\_\_\_\_\_, allowing every adult Ghanaian to participate in elections.  3. The creation of a \_\_\_\_\_\_\_\_\_ was proposed by the Coussey Committee to ensure a more democratic and representative political system.  4. The Coussey Committee advocated for the establishment of \_\_\_\_\_\_\_\_\_ to address regional issues and promote local development.  5. The inclusion of a \_\_\_\_\_\_\_\_\_ in the constitution was recommended by the Coussey Committee to protect individual rights and liberties. | | | | 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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| **Week Ending:** | | **DAY:** | | **Subject:** Social Studies | | |
| **Duration:** 60MINS | | | | **Strand:** Nationhood | | |
| **Class:** B7 | | **Class Size:** | | **Sub Strand:** Independent Ghana | | |
| **Content Standard:**  B7.6.1.1. Demonstrate understanding of how Ghana became an independent nation | | | **Indicator:**  B7.6.1.1.3. Discuss the outcome of the 1951, 1954 and 1956 elections | | | **Lesson:**  1 OF 2 |
| **Performance Indicator:**   * Learners can discuss the outcome of the 1951, 1954 and 1956 elections | | | | **Core Competencies:**  CP 5.1: CC 8.1: CC 8.1: CC 9.1: CP 5.2: CC 7.2: CC 8.1: | | |
| **References:** Social Studies Curriculum Pg. 29 | | | | | | |
| **Keywords:** British Government, constitution, dissatisfy ed, ex-service, Government business, independence, nationhood | | | | | | |
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| Phase/Duration | Learners Activities | | | | Resources | |
| PHASE 1: **STARTER** | Revise with learners to review their understanding in the previous lesson.  Share performance indicators with learners. | | | |  | |
| PHASE 2: **NEW LEARNING** | In groups, learners discuss the main concerns of the CPP with regard to 1950 constitution  *1. Limited Powers: The CPP believed that the 1950 Constitution did not grant sufficient powers to the newly established Legislative Assembly. They argued that the Governor, who was appointed by the colonial authorities, still retained significant control over the decision-making process. The party felt that this limited the ability of the Legislative Assembly to effectively represent and govern the interests of the people.*  *2. Lack of Full Self-Government: The CPP was committed to achieving full self-government and eventual independence from colonial rule. While the 1950 Constitution provided some degree of autonomy, the party believed that it did not go far enough in granting Ghana complete self-governance. The continued presence of the Governor and the retention of certain powers by the colonial authorities were seen as hindrances to true independence.*  *3. Inadequate Representation: The CPP expressed concerns about the representation of Ghanaians in the political system outlined in the 1950 Constitution. They argued that the composition of the Legislative Assembly, with a combination of elected and appointed members, favored the colonial establishment and undermined the principle of popular representation. The party believed that a fully elected legislative body would better reflect the will of the people.*  *4. Economic Control: The CPP also raised concerns about the economic control that the colonial authorities still maintained despite the constitutional reforms. The party believed that economic independence was crucial for Ghana's development and that the 1950 Constitution did not adequately address the issue of economic sovereignty. They sought greater control over the country's resources and the ability to implement policies that would benefit the Ghanaian people directly.*  *5. Social Justice and Welfare: The CPP emphasized the importance of social justice and welfare programs as part of their political agenda. They believed that the 1950 Constitution did not sufficiently address the socio-economic needs of the Ghanaian population. The party advocated for policies that would address poverty, inequality, and social welfare, and felt that the constitution did not provide a strong framework to pursue these goals effectively.*  Guide learners to enact a parliamentary scene depicting the power-sharing arrangement between the British Government and elected Ghanaian officials  Have learners list the advantages and disadvantages of the nature of government from 1957 to 1960.  Advantages of the Ghanaian government from 1957 to 1960:  *1. Independence and Self-Governance: One of the significant advantages of the Ghanaian government during this period was the attainment of independence from British colonial rule. Ghana became the first sub-Saharan African country to gain independence, marking a milestone in the decolonization process. This allowed Ghana to exercise its sovereignty and make decisions that aligned with its national interests.*  *2. National Unity and Pride: The government of Ghana under Kwame Nkrumah's leadership focused on fostering a sense of national unity and pride. The country celebrated its independence and African identity, instilling a sense of patriotism among its citizens. This unity helped to consolidate Ghanaian society and promote a collective spirit of progress and development.*  *3. Infrastructure Development: The Ghanaian government embarked on an ambitious program of infrastructure development during this period. It invested in building roads, schools, hospitals, and other public facilities across the country. These infrastructure projects aimed to improve the quality of life for Ghanaians and lay the foundation for economic growth and development.*  *4. Pan-African Leadership: Ghana, under Nkrumah's leadership, played a prominent role in promoting pan-Africanism and supporting liberation movements across the continent. The government provided financial and logistical support to anti-colonial struggles in other African countries, fostering a sense of solidarity and cooperation among African nations.*  Disadvantages of the Ghanaian government from 1957 to 1960:  *1. Authoritarian Tendencies: While the government championed independence and self-governance, it also displayed authoritarian tendencies. Nkrumah's administration consolidated power and implemented policies that curtailed political dissent and limited the freedom of the press and opposition parties. This undermined the democratic ideals that Ghana had initially aspired to.*  *2. Economic Challenges: Despite efforts to promote economic development, Ghana faced significant economic challenges during this period. The government pursued an ambitious industrialization agenda, but its implementation faced difficulties. Economic mismanagement, excessive government spending, and reliance on loans led to high levels of debt and inflation, causing economic instability and hardship for many Ghanaians.*  *3. Suppression of Opposition: The government's efforts to consolidate power often involved suppressing political opposition and dissent. Opposition parties were restricted, and their leaders were imprisoned or exiled. This limited the political diversity and stifled the checks and balances necessary for a vibrant democratic system.*  *4. Decline in Democratic Institutions: The government's authoritarian tendencies resulted in a decline in democratic institutions and processes. The independence of the judiciary was compromised, and the Parliament became largely subservient to the executive. This erosion of democratic principles undermined the functioning of democratic governance in Ghana.*  Assessment  1. The Ghanaian government from 1957 to 1960 achieved \_\_\_\_\_\_\_\_\_ and exercised self-governance.  2. The government's focus on fostering \_\_\_\_\_\_\_\_\_ promoted national unity and pride among Ghanaians.  3. Infrastructure development during this period aimed to improve the quality of life by building \_\_\_\_\_\_\_\_\_ and other public facilities.  4. Ghana's government played a prominent role in promoting \_\_\_\_\_\_\_\_\_ and supporting liberation movements across Africa.  5. However, the government also faced challenges such as \_\_\_\_\_\_\_\_\_ tendencies and economic instability. | | | | Pictures and Charts | |
| PHASE 3: **REFLECTION** | Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.  Take feedback from learners and summarize the lesson. | | | |  | |

WEEK 11

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| **Week Ending:** | | **DAY:** | | **Subject:** Social Studies | | |
| **Duration:** 60MINS | | | | **Strand:** Nationhood | | |
| **Class:** B7 | | **Class Size:** | | **Sub Strand:** Independent Ghana | | |
| **Content Standard:**  B7.6.1.1. Demonstrate understanding of how Ghana became an independent nation | | | B7.6.1.1.4 Analyze the nature of government from 1957 to 1960 | | | **Lesson:**  1 OF 2 |
| **Performance Indicator:**   * Learners can analyze the nature of government from 1957 to 1960 | | | | **Core Competencies:**  CP 5.1: CC 8.1: CC 8.1: CC 9.1: CP 5.2: CC 7.2: CC 8.1: | | |
| **References:** Social Studies Curriculum Pg. 29 | | | | | | |
| **Keywords:** British Government, constitution, dissatisfy ed, ex-service, Government business, independence, nationhood | | | | | | |
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| Phase/Duration | Learners Activities | | | | Resources | |
| PHASE 1: **STARTER** | Revise with learners to review their understanding in the previous lesson.  Share performance indicators with learners. | | | |  | |
| PHASE 2: **NEW LEARNING** | Discuss the power-sharing arrangement between the British government and elected Ghanaian officials.   * *The power-sharing arrangement between the British government and elected Ghanaian officials began in 1957, when Ghana gained independence from colonial rule.* * *The British government and Ghanaian officials agreed to a transitional period of power sharing to facilitate a smooth transition from colonial rule to full independence.* * *During this period, the British government retained certain powers and responsibilities, while the Ghanaian officials held key positions in the government.* * *The Governor-General, appointed by the British government, represented the Queen as the ceremonial head of state.* * *The Prime Minister of Ghana, elected by the Ghanaian people, held executive power and was responsible for running the day-to-day affairs of the country.* * *The Ghanaian officials had control over internal affairs, including governance, legislation, and administration.* * *However, the British government retained control over defense, foreign policy, and certain aspects of the economy.* * *This power-sharing arrangement aimed to gradually transfer full authority to the Ghanaian officials while maintaining a level of British influence and support.* * *Over time, the Ghanaian officials gained more autonomy and control as they worked towards complete independence.* * *The power-sharing arrangement lasted until March 6, 1960, when Ghana became a republic and fully severed its ties with the British monarchy, establishing a new constitution and electing its own president.*   Discuss the advantages and disadvantages of power-sharing from March 1957 to July 1960.  Advantages of Power-Sharing (March 1957 to July 1960):  *1. Smooth Transition: Power-sharing allowed for a smooth transition from colonial rule to independence, providing stability and continuity in governance during a critical period.*  *2. Ghanaian Representation: The arrangement provided Ghanaian officials with a platform to participate in decision-making and governance, ensuring their voices were heard and their interests represented.*  *3. Skill Development: Ghanaian officials had the opportunity to gain valuable experience in governing a country, as they worked alongside British counterparts who had more expertise and knowledge in administration.*  *4. International Support: The continued involvement of the British government provided Ghana with international support and recognition, which could be beneficial in terms of diplomatic relations and access to resources.*  *5. Gradual Transfer of Power: Power-sharing allowed for a gradual transfer of power from the British government to Ghanaian officials, enabling a more controlled and organized process of governance*.  Disadvantages of Power-Sharing (March 1957 to July 1960):  *1. Limited Sovereignty: The power-sharing arrangement meant that certain key areas, such as defense and foreign policy, remained under the control of the British government. This limited Ghana's full sovereignty and decision-making power.*  *2. Unequal Influence: The British government had a greater level of influence and authority due to their control over crucial aspects of governance. This could lead to imbalances in decision-making and hinder the ability of Ghanaian officials to fully exercise their autonomy.*  *3. Dependency: The reliance on the British government for support and resources could create a sense of dependency on external powers, potentially impacting Ghana's ability to assert its own national interests.*  *4. Delayed Self-Determination: The power-sharing arrangement extended the period of British involvement in Ghanaian affairs, delaying the full realization of Ghana's self-determination and independence.*  *5. Potential Conflict: Differences in priorities and perspectives between the British government and Ghanaian officials could lead to conflicts and disagreements, affecting the efficiency and effectiveness of the power-sharing arrangement.*  Assessment  Discuss the advantages and disadvantages of the power-sharing arrangement between the British government and elected Ghanaian officials from March 1957 to July 1960. How did this arrangement contribute to Ghana's transition to independence? Evaluate the impact of limited sovereignty and the role of international support in shaping Ghana's governance during this period. | | | | 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.  Homework  Analyze the role of power-sharing in fostering stability and continuity in Ghana's governance during its transition from colonial rule to independence. How did the arrangement facilitate a smooth transition and provide opportunities for Ghanaian officials to develop skills in governance? Assess the potential tensions and challenges that emerged from the unequal influence between the British government and Ghanaian officials. | | | |  | |

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| **Week Ending:** | | **DAY:** | | **Subject:** Social Studies | | | |
| **Duration:** 60MINS | | | | **Strand:** Nationhood | | | |
| **Class:** B7 | | **Class Size:** | | **Sub Strand:** Independent Ghana | | | |
| **Content Standard:**  B7.6.1.1. Demonstrate understanding of how Ghana became an independent nation | | | B7.6.1.1.4 Analyze the nature of government from 1957 to 1960 | | | | **Lesson:**  1 OF 2 |
| **Performance Indicator:**  Learners can analyze the nature of government from 1957 to 1960. | | | | | **Core Competencies:**  CP 5.1: CC 8.1: CC 8.1: CC 9.1: CP 5.2: | | |
| **References:** Social Studies Curriculum Pg. 29 | | | | | | | |
| **Keywords:** British Government, constitution, dissatisfy ed, ex-service, Government business, independence, nationhood | | | | | | | |
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| Phase/Duration | Learners Activities | | | | | Resources | |
| PHASE 1: **STARTER** | Revise with learners to review their understanding in the previous lesson.  Share performance indicators with learners. | | | | |  | |
| PHASE 2: **NEW LEARNING** | Use the Internet and other sources of information to find out the portfolios held by British officials and Ghanaian officials from 1957 to 1960.  British Officials:  *1. Governor-General: The Governor-General represented the British monarchy and held a ceremonial role as the head of state. This position was appointed by the British government.*  *2. Defense: The British government retained control over defense matters, including the armed forces and national security.*  Ghanaian Officials:  *1. Prime Minister: The Prime Minister, elected by the Ghanaian people, held executive power and was responsible for running the day-to-day affairs of the country.*  *2. Internal Affairs: Ghanaian officials had control over internal affairs, including governance, legislation, and administration.*  *3. Finance: Ghanaian officials held portfolios related to finance and economic management.*  *4. Foreign Affairs: Ghanaian officials were involved in managing diplomatic relations and representing Ghana on the international stage.*  *5. Education: Ghanaian officials were responsible for overseeing the education system and promoting educational development.*  *6. Health: Ghanaian officials held portfolios related to healthcare and public health initiatives.*  *7. Agriculture: Ghanaian officials were involved in the management and development of the agricultural sector.*  *8. Infrastructure: Ghanaian officials had responsibilities in infrastructure development and transportation networks.*  Discuss the composition of the cabinet from March 1957 to July 1960  *1. Prime Minister: Kwame Nkrumah*  *- As the head of government, Nkrumah held significant authority and was responsible for leading the cabinet and overseeing the overall governance of Ghana.*  *2. Minister of Finance: Komla Agbeli Gbedemah*  *- Gbedemah was in charge of managing the financial affairs of the country, including budgeting, taxation, and economic planning.*  *3. Minister of Foreign Affairs: Kojo Botsio*  *- Botsio played a crucial role in managing Ghana's diplomatic relations with other countries and representing Ghana's interests on the international stage.*  *4. Minister of Defense: British Official*  *- Defense matters were under the control of the British government, represented by a British official. They were responsible for overseeing the armed forces and national security.*  *5. Minister of Education: V. C. Crabbe*  *- Crabbe was responsible for the development and management of the education sector, including policies, curriculum, and infrastructure.*  *6. Minister of Health: Kofi Asante Ofori-Atta*  *- Ofori-Atta oversaw the health sector, including healthcare policies, public health initiatives, and the provision of medical services.*  *7. Minister of Agriculture: Krobo Edusei*  *- Edusei held the portfolio of agriculture, focusing on agricultural development, rural policies, and food security.*  *8. Minister of Trade and Industry: Imoru Egala*  *- Egala was responsible for promoting trade, commerce, and industrial development in Ghana, including policies to stimulate economic growth and employment.*  Assessment  Discuss the significance of Kwame Nkrumah as the Prime Minister of Ghana from March 1957 to July 1960. What were his key responsibilities and how did his leadership shape the composition and functioning of the cabinet during this period? | | | | | 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.  Homework  Analyze the role of the Minister of Finance, Komla Agbeli Gbedemah, in managing Ghana's financial affairs from 1957 to 1960. How did Gbedemah's policies and actions contribute to the economic development and stability of the country during this transitional period? Evaluate the challenges he faced and the impact of his strategies on Ghana's fiscal landscape. | | | | |  | |