

**FIRST TERM**  
**WEEKLY LESSON NOTES**  
**WEEK 4**

<b>Week Ending:</b> 03-02-2023	<b>DAY:</b>	<b>Subject:</b> Social Studies
<b>Duration:</b> 60MINS		<b>Strand:</b> Family Life
<b>Class:</b> B8	<b>Class Size:</b>	<b>Sub Strand:</b> The Family System
<b>Content Standard:</b> B8.2.2.1. Show understanding of the family and family life issues	<b>Indicator:</b> B8.2.2.1.1. Examine the composition and functions of the nuclear and the extended families	<b>Lesson:</b> 1 OF 2
<b>Performance Indicator:</b> Learners can describe the two-family systems in Ghana		<b>Core Competencies:</b> CP 5.1: CC 8.1: CC 8.1: CC 9.1: CP 5.2: CC
<b>References:</b> Social Studies Curriculum Pg. 50-51		
<b>Keywords:</b> family, Nuclear, Extended,		
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>
<b>PHASE 1: STARTER</b>	<p>Start the lesson with a recap of the previous lesson. Allow learners to reflect on what they learnt from the previous lesson and the homework relating to ways of conserving energy.</p> <p>Set expectations for this lesson including what will be learnt and how learning will occur and assessed</p>	
<b>PHASE 2: NEW LEARNING</b>	<p>Guide learners to explain the concept of family. E.g. It is a social unit whose members are bound by blood ties, marriage or covenant.</p> <p>Learners identify the types of family systems in Ghana. E. g., Nuclear and Extended.</p> <p>Guide learners to describe the two-family systems in Ghana. E.g. the nuclear family system consists of the father, mother and children (if any). The nuclear family can also consist of one of the parents and the children. Extended family system consists of all relatives from the paternal and maternal family relations.</p> <p>With the help of parents, learners create/draw a poster to show their family tree indicating both the nuclear and extended families.</p> <p>Have learners to discuss the merits and demerits of both family systems. Nuclear family system – Merits i. Easy to take care of the family members. ii. Effective supervision, etc.</p> <p>Demerits i. Inadequate or lack of support in the absence of parents. ii. Members suffer if the breadwinner dies (or passes on), etc.</p> <p>Extended Family System – Merits i. Family support in terms of economic assistance and moral guidance</p>	Pictures and Charts

	<p><i>ii. Ensures security and protection of family members, etc.</i></p> <p><b>Demerits</b>  <i>i. Encourages laziness</i>  <i>ii. Less privacy, etc.</i></p> <p>Divide class into two and ask them to debate on the motion  “The extended family system is more important than the nuclear family system.”</p> <p><u>Assessment</u></p> <ol style="list-style-type: none"> <li>1. Explain the nuclear family system</li> <li>2. Mention any three advantages and three disadvantages of the extended family system.</li> <li>3. Which type of family system operates in Ghana?</li> </ol>	
<p><b>PHASE 3: REFLECTION</b></p>	<p>Ask learners series of questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p>	

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<b>Performance Indicator:</b> Learners can describe the composition and functions of the nuclear and the extended families		<b>Core Competencies:</b> CP 5.1: CC 8.1: CC 8.1: CC 9.1: CP 5.2: CC	
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<b>Phase/Duration</b>	<b>Learners Activities</b>		<b>Resources</b>
<b>PHASE 1: STARTER</b>	<p>Start the lesson with a recap of the previous lesson. Allow learners to reflect on what they learnt from the previous lesson and the homework relating to ways of conserving energy.</p> <p>Set expectations for this lesson including what will be learnt and how learning will occur and assessed</p>		
<b>PHASE 2: NEW LEARNING</b>	<p>Guide learners to identify the members in the extended family system.</p> <p>Let learners understand that, the extended family system is headed by the family head.</p> <p>Learners to mention how they call a family head in their local languages. Example: Abusuapanyin, weku nukpa, fiaga, etc.</p> <p>In a discussion, learners identify the roles of family head. Example:</p> <ol style="list-style-type: none"> <li>1. <i>He is in charge of family properties.</i></li> <li>2. <i>He performs the functions of a religious head of the family</i></li> <li>3. <i>He represent the family during important occasions</i></li> <li>4. <i>He settles all family disputes and conflicts.</i></li> </ol> <p>Have learners discuss the role of the parents (father and mother)</p> <ol style="list-style-type: none"> <li>1. They support the family financially</li> <li>2. They help in socialization</li> <li>3. They facilitate procreation</li> <li>4. They help maintain peace, law and order</li> </ol> <p><u>Assessment</u></p> <ol style="list-style-type: none"> <li>1. State the obligations of each member of the family.</li> </ol>		Pictures and Charts
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