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| **Learning Plan** |
| **Subject** | *Government*  | **Week** | *4* | **Duration** | *180min* | **Form** |  *1* |
| **Strand** | *Government and Development* | **Sub-Strand** | *Basics of Government* |
| **Content Standard** | *Demonstrate understanding of the meanings, basic concepts, principles, and importance of government* |
| **Learning Outcome(s)** | *Evaluate the meanings, basic concepts, principles, and importance of government* |
| **Learning****Indicator(s)** | *Analyse the basic concepts and principles of government*  |
| **Essential Question(s)**  | * *Why is separation of powers not practically seen in the Ghanaian political system?*
* *How has rule of law positively promoted democratic governance globally?*
* *To what extend can both the study of rule of law and separation of powers enhance critical thinking in solving the disparities among the three arms of government?*
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| **Pedagogical Strategies** | *Talk for Learning, Group Work, Experiential Learning, etc.* |
| **Teaching & Learning Resources** | *Laptop, E-learning resources, Projector, Pictures, Teacher Manual, etc.* |
| **Key Notes on Differentiation** |
| *Lesson 1* 1. ***Learning Tasks***
	1. *State the main features of the rule of law and separation of powers.*
	2. *Explain the significance of the rule of law and separation of powers for the effective functioning of a democracy and the rights of citizens.*
	3. *Discuss the operation of the rule of law and separation of powers in Ghana.*
	4. *Debate the challenges with the rule of law and separation of powers and how these might be addressed.*
2. ***Pedagogical exemplars***

*In small groups, learners describe the features of the rule of law and separation of powers in their own words, discuss why these concepts are important, and explore the challenges to the effective implementation of the principles and how these might be addressed. The teachers should try to ensure that all learners can describe the key features, while proficient learners also address the importance of the principles, and highly proficient learners consider challenges and solutions.*1. ***Key Assessments***

 ***Level 1****: Outline the features of the rule of law and separation of powers.*  ***Level 2****: Explain how the rule of law and separation of powers contribute to ensuring*  *Fairness for all citizens.****Level 3****: Analyse current challenges to fairness and equality and how the rule of law and separation of powers may address these challenges.****Level 4:*** *Taking one or more of the themes, present plan, based on own research, to improve the lives of citizens in Ghana.* *Lesson 2*1. ***Learning Tasks***

*1. State the meaning of inclusion.**2. Explain the problems that inclusion policies seek to address and the main features of exclusion.**3. Discuss current inclusion issues in Ghana and how they might be addressed.*1. ***Pedagogical exemplars***

*Using fishbowl strategy, learners discuss the features of inclusion, current issues and problems and potential measures to address them and make presentations. The teacher moves around the classroom, trying to ensure that all learners grasp the basic principle of inclusion, while more proficient learners also consider the deeper questions of how inclusion may be strengthened. The teacher does so, mainly by asking questions to clarify what learners understand and encourage further thinking.*1. ***Key Assessments***

***Level 1****: Outline the features of inclusion.****Level 2****: Explain how inclusion policies contribute to ensuring fairness for all citizens.****Level 3****: Analyse current challenges to fairness and equality and how inclusion policies may address these challenges.**Lesson 3*1. ***Learning Tasks***
2. *State the meanings of equality and equity and the relationship between two.*
3. *State the meaning of consensus building.*
4. *Explain the key challenges in equality and equity in Ghana and how consensus building can be used to help address these challenges.*
5. ***Pedagogical exemplars***

*Learners independently research and explain contemporary issues on inequality as homework and submit for presentation.* 1. ***Key Assessments***

***Level 1****: State the meanings of equality, equity and consensus building.* ***Level 2****: Explain how equality/equity policies OR consensus building contribute to ensuring fairness for all citizens.****Level 3****: Analyse current challenges to fairness and equality and how equality/equity policies and consensus building may address these challenges.* ***Level 4:*** *Taking one or more of the themes, present plan, based on own research, to improve the lives of citizens in Ghana.*  |
| **Keywords** | *Rule of Law, Separation of Powers, Inclusion, Equity, Equality, Consensus Building, etc.* |
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| **Lesson 1:** **The Principle of Rule of Law and Separation of Powers** |
| **Main Lesson drawing on Concepts, Skills and Competencies to reinforce as in the Subject Teacher Manual** |
| ***Teacher Activity***  | ***Learner Activity*** |
| **Starter *Activity (e.g. 10 minutes)*** *Teacher shows a video portraying separation of powers among the three organs of government and as well engage learners to read out a portion of the 1992 constitution capturing the rule of law.* |
| ***Introductory Activity (e.g. 15minutes)***1. *Make an interactive presentation on the rule of law and separation of powers, using targeted questions to draw out what learners already know and understand.*

***Activity 1 (e.g. 40 minutes)***1. *Engage learners in small groups to describe the features of the rule of law and separation of powers in their own words.*

***Activity 2 (e.g. 40 minutes)***1. *Task learners in mixed ability groups to explain the significance of the rule of law and separation of powers for the effective functioning of a democracy and the rights of citizens.*

***Activity 3 (e.g. 20 minutes)***1. *Engage learners in discussing the operation of the rule of law and separation of powers in Ghana.*
 | ***Introductory Activity (e.g. 15minutes)***1. *In mixed ability groupings, present on the rule of law and separation of powers.*

***Activity 1 (e.g. 40 minutes)***1. *In small groups, describe the features of the rule of law and separation of powers in your own words.*

***Activity 2 (e.g. 40 minutes)***1. *In mixed ability groups to explain the significance of the rule of law and separation of powers for the effective functioning of a democracy and the rights of citizens.*

***Activity 3 (e.g. 20 minutes)***1. *In onion ring activity, discuss the operation of rule of law and separation of powers.*
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| **Assessment DoK aligned to the Curriculum and Subject Teacher Manual** |
| ***Level 3:****Explain the significance of the rule of law and separation of powers for the effective functioning of a democracy and the rights of citizens.* |
| **Lesson Closure** ***In completing this part, refer to the Essential Questions to check that learning has taken place.*** |
| ***Activity (e.g. 15 minutes)*** *Teacher closes the lesson by posing the following questions and soliciting for responses from learners:*1. *Explain separation of powers and rule of law.*
2. *Highlight the main features of rule of law.*
3. *Describe how rule of law can function effectively in a parliamentary system of government.*
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| **Reflection & Remarks** |
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| **Lesson 2:** **The Principle of Inclusion** |
| **Main Lesson drawing on Concepts, Skills and Competencies to reinforce as in the Subject Teacher Manual** |
| ***Teacher Activity***  | ***Learner Activity*** |
| **Starter *Activity (e.g. 10 minutes)***  *Teacher narrates a story about a nuclear family where the father never accepted the views of his wife in decision making neither did he consider the interest of the children as well which finally resulted in him losing all his investment to a new bank because of greed. Teacher finally sought the views of the learners in response to his narration.* |
| ***Introductory activity (e.g. 25 minutes)****I. Lead an interactive whole-class discussion on the principle of inclusion.* ***Hint:*** *Teacher moves round the class to ensure that highly proficient learners are paired with those who are approaching proficiency.****Activity 1 (e.g. 25 minutes)****Ask learners to use the fishbowl technique to discuss the features of inclusion.* ***Activity 2 (e.g. 25 minutes)***1. *Ask learners in their mixed ability groups to research and present to the larger class the current inclusion issues in Ghana and how they might be addressed.*

***Activity 3 (e.g. 25 minutes)***1. *Ask learners to use the activity ball strategy to identify the problems that inclusion policies seek to address.*
 | ***Introductory activity (e.g. 25 minutes)***1. *In pairs, discuss the principle of inclusion.*

***Activity 1(e.g. 25 minutes)***1. *Using the fishbowl technique discuss the features of inclusion.*

***Activity 2 (e.g. 25 minutes)***1. *In mixed ability groups to research and present to the larger class the current inclusion issues in Ghana and how they might be addressed.*

***Activity 3 (e.g. 25 minutes)***1. *In using the activity ball strategy, identify the problems that inclusion policies seek to address.*
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| **Assessment DoK aligned to the Curriculum and Subject Teacher Manual** |
| ***Level 1:***1. *State the meaning of inclusion.*

***Level 2:***1. *Discuss current inclusion issues in Ghana and how they may be addressed.*

***Level 3:***1. *Examine how inclusion as a policy in African politics strengthens the role of women and their choices in politics.*
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| **Lesson Closure** ***In completing this part, refer to the Essential Questions to check that learning has taken place.***  |
| ***Activity (e.g. 15 minutes)*** *Based on the group presentations, the teacher leads a final discussion, summarizing what has been learnt and the main issues that have arisen.* |
| **Reflection & Remarks** |
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| **Lesson 3:** **The Principles of Equality, Equity and Consensus Building** |
| **Main Lesson drawing on Concepts, Skills and Competencies to reinforce as in the Subject Teacher Manual** |
| ***Teacher Activity***  | ***Learner Activity*** |
| **Starter *Activity (e.g. 10 minutes)*** *Teacher composes a short song elaborating on equality, equity and consensus building and sings together with the entire class. After the song, teacher calls on learners to spell out what they heard from the song.* |
| ***Introductory Activity (e.g. 15minutes)****I. Present videos and pictures portraying elements of equality and equity in the environment of learners and ask learners in their mixed groups to reflect on the videos/pictures and come up with their observations.* ***Activity 1 (e.g. 40 minutes)***1. *Ask learners to share with their elbow friend their understanding of equality and equity and establish the relationship between the two.*

***Activity 2 (e.g. 40 minutes)***1. *Ask learners in their gender groups to search for the key challenges in equality and equity in Ghana and how consensus building can be used to help address these challenges.*
 | ***Introductory Activity (e.g. 15minutes)****I. In mixed groups, reflect on the videos/pictures and present your observations to the larger class.****Activity 1 (e.g. 40 minutes)****I. Share with your elbow friend your understanding of equality and equity and establish the relationship between the two.****Activity 2 (e.g. 40 minutes)****I. In gender groups, search for the key challenges of equality and equity in Ghana and how consensus building can be used to help address these challenges.*  |
| **Assessment DoK aligned to the Curriculum and Subject Teacher Manual** |
| ***Level 3:****Analyse current challenges to fairness and equality and how the rule of law and separation of powers, inclusion policies, equality/equity policies and consensus building may address these challenges.*  |
| **Lesson Closure** ***In completing this part, refer to the Essential Questions to check that learning has taken place.*** |
| ***Activity (e.g. 15 minutes)*** *Teacher summarizes the lesson and finally closes it by seeking responses to the questions below;*1. *What is consensus building?*
2. *Examine the relationship between equity and equality.*
3. *How can consensus building help in addressing the challenges of equality and equity in Ghana?*
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| **Reflection & Remarks** |