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| **Learning Plan** | | | | | | | | |
| **Subject** | *Government* | **Week** | | *1* | **Duration** | *180mins* | **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)** | *1.Identify and analyse the meanings of government*  *2. Explain the importance of the study of government* | | | | | | | |
| **Essential Question(s)** | 1. *In what ways can the meaning of government as an art be distinguished from the meaning of government as an institution of state?* 2. *How can the observation in the environment and experiences help in explaining the meanings of government?* 3. *How can 21st century skills, GESI and SEL be integrated into the teaching and learning of the meanings and importance of the study of government?* | | | | | | | |
| **Pedagogical Strategies** | **Talk for Learning, Experiential learning, etc.** | | | | | | | |
| **Teaching & Learning Resources** | *Poster board, marker, e-library resources, Government Teacher Manual, etc.* | | | | | | | |
| **Key Notes on Differentiation** | | | | | | | | |
| 1. ***Learning Tasks:***  * *State the three meanings of government.* * *Explain the main features of each of the three meanings/aspects.* * *Explore the connections between the three meanings/aspects.* * *Identify additional examples of concepts, institutions or mechanisms.*  1. ***Pedagogy:***  * *Talk for Learning:*   *In groups, learners discuss the meanings of government, try to explain them in their own words and think of examples beyond those that the teacher has provided. Teacher should identify and give support to learners who might be struggling to understand the meanings of government. Learners who grasp the three meanings quite easily should be encouraged to discuss the relationships among the three, e.g., how government as an academic discipline might influence government institutions or mechanisms and procedures, or how changes in governmental institutions or practices around the world might stimulate developments in the academic discipline, e.g. studies of authoritarianism. Conscious efforts should be made to include persons with special needs in the discussion of the subject matter.*   1. ***Key Assessments:***  * *Level 1: State the three meanings of government and why each is important.* * Level 3: *Investigate and report on one of the three meanings/aspects of government or an example of the importance of government, showing grasp of relevant concepts*. | | | | | | | | |
| **Keywords** | *Government, basic concepts, meanings, importance, institution, art, etc.* | | | | | | | |
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| **Lesson 1: The meanings of government** | | | | | | | | |
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| **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)***  ***Game****: Put several clues related to the lesson in a box /bag. Invite learners to pull the items out of the box/bag. After each item is pulled out of the box/bag, get the learners to stick it on the board to discuss what the lesson might be based on the clues* *they have.* | | | | | | | | |
| ***Introductory Activity (e.g. 20 minutes)***   1. *Lead a whole class discussion and target questions to draw out what learners already know about the meanings of government in their environment or from their own knowledge and experience.*   ***Activity 1 (e.g. 40 minutes)***   1. *Ask learners to research on the main features of the three meanings of government* 2. *Using the onion ring, ask learners to give two examples each to support meanings of government.*   ***Activity 2 (e.g. 20 minutes)***   1. *Task learners in their gender ability groups to explore the connections between the three meanings of government****.*** | | | ***Introductory Activity (e.g. 20minutes)***   1. *In mixed ability groups, discuss the various meanings of government making reference to your environment.*   ***Activity 1 (e.g. 40 minutes)***   1. *In ethnic groups, make a presentation on the main features of the three meanings of government.* 2. *Using the onion ring approach, give two examples each to support the meanings of government.*   ***Activity 2 (e.g. 20 minutes)***   1. *In gender ability groups, explore the connections between the three meanings of government****.*** | | | | | |
| **Assessment DoK aligned to the Curriculum and Subject Teacher Manual** | | | | | | | | |
| ***Level 1****: State the three meanings of government and why each is important.*  ***Level 2:*** *Distinguish between the three meanings of government.*  ***Level 3:*** *How would government be described per your experience in an extended family system in Ghana?* | | | | | | | | |
| **Lesson Closure**  ***In completing this part, refer to the Essential Questions to check that learning has taken place.*** | | | | | | | | |
| ***Activity (e.g. 10 minutes)***  *Teacher closes the lesson by posing the following questions and soliciting for responses from learners:*   1. *Mention the three aspects of government.* 2. *Examine three features of government.* 3. *Discuss the connections between the three meanings of government.* | | | | | | | | |
| **Reflection & Remarks** | | | | | | | | |
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| **Learning Plan** | | | | | | | | |
| **Subject** | *Government* | **Week** | | *1* | **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)** | *2. Explain the importance of the study of government* | | | | | | | |
| **Essential Question(s)** | * *How will knowledge of the meanings of government help understand the functions/work of government?* * *Why is the study of government relevant to nation building?* * *How can 21st century skills, GESI and SEL be integrated into the teaching and learning of the meanings and importance of the study of government?* | | | | | | | |
| **Pedagogical Strategies** | **Talk for Learning , Experiential learning, etc.** | | | | | | | |
| **Teaching & Learning Resources** | *e-library resources, internet, projector, laptop, pamphlet, Government Teacher Manual, etc.* | | | | | | | |
| **Key Notes on Differentiation** | | | | | | | | |
| 1. ***Learning tasks:*** 2. *Explain why government is so important in people’s lives.* 3. *Explain how the study of government may improve the lives of citizens and the practice of government.* 4. ***Pedagogy***   **Experiential Learning**  *In mixed groups, learners role-play a selected civic issue of their interest (e.g., provision of social amenities) and various functions of government. Learners are assigned their roles. Learners who are experiencing difficulties should receive some guidance and support from the teacher. Learners who are confident act out their roles independently.*  *On completion of the role play, the teacher leads a whole-class discussion on what they learnt from the exercise about the importance of government, highlighting the civic values of hard work, loyalty and patriotism. Proficient and highly proficient learners should be encouraged to expand and develop further ideas on the importance of government.*   1. ***Key assessments***   ***Level 2****: Explain the importance of the study of government with appropriate examples.*  ***Level 3:*** *Investigate and report on one of the three meanings/aspects of government or an example of the importance of government, showing grasp of relevant concepts*. | | | | | | | | |
| **Keywords** | *Government, basic concepts, meanings, importance* | | | | | | | |
| **Lesson 2:** **Explain the importance of the study of government** | | | | | | | | |
| **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 creates a short song narrating the importance of government in three different stanzas and guides learners to sing through after which learners were asked to identify the various importance from the three stanzas****.*** | | | | | | | | |
| ***Introductory Activity (e.g. 10minutes)***   1. *Consolidate the learning of the meanings of government through targeted questioning by inviting some learners from each group to provide examples for the class.*   ***Hint:***  *This should lead into discussion about why government is important.*  ***Activity 1 (e.g. 30 minutes)***   1. *Ask learners in their mixed ability groups to role-play a selected civic issue of their interest (e.g., provision of social amenities) and various functions of government.*     ***Activity 2 (e.g. 20 minutes)***   1. *Task learners in their gender ability groups to explain how the study of government may improve the lives of citizens and the practice of government.* | | | ***Introductory Activity (e.g. 10minutes)***   1. *In mixed ability groups, provide examples under each meaning of government.*   ***Activity 1 (e.g. 30 minutes)***   1. *In mixed ability groups, role-play a selected civic issue of interest (e.g., provision of social amenities) and various functions of government.*   ***Activity 2 (e.g. 20 minutes)***   1. *In gender ability groups, explain how the study of government may improve the lives of citizens and the practice of government.* | | | | | |
| **Assessment DoK aligned to the Curriculum and Subject Teacher Manual** | | | | | | | | |
| ***Level 3:*** *How can the study of government improve the knowledge of citizens in contributing to the economic growth and development of a state?* | | | | | | | | |
| **Lesson Closure**  ***In completing this part, refer to the Essential Questions to check that learning has taken place.*** | | | | | | | | |
| ***Activity (e.g. 5 minutes)***  *Invite questions and contributions from learners. Clarify questions and fill in the gaps of the presentations where necessary.* | | | | | | | | |
| **Reflection & Remarks** | | | | | | | | |
| *What was my best moment in today’s lesson and how can I improve upon it?*  *Were the learners happy and excited about the activities and resources used in teaching the lesson?* | | | | | | | | |