

## SECOND TERM WEEKLY LESSON NOTES

### WEEK 9

<b>Date:</b> 15 <sup>th</sup> JULY, 2022	<b>DAY:</b>	<b>Subject:</b> Social Studies
<b>Duration:</b>		<b>Strand:</b> Socio-Economic Development
<b>Class:</b> B7	<b>Class Size:</b>	<b>Sub Strand:</b> Tourism
<b>Content Standard:</b> B7.5.3.1. Demonstrate knowledge on how tourism and leisure promote national development		<b>Indicator:</b> B7.5.3.1.1. Examine the role of tourism and leisure in socio- economic development of Ghana
		<b>Lesson:</b> 1 OF 2
<b>Performance Indicator:</b> Learners can describe the role of tourism and leisure in socio-economic development of Ghana.		<b>Core Competencies:</b> CP 5.1: CC 8.1: CC 8.1: CC 9.1: CP 5.2: CC 7.2: CC 8.1:
<b>References:</b> Social Studies Curriculum Pg. 22-23		
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>
<b>PHASE 1: STARTER</b>	<p>Revise with learners to review their understanding in the previous lesson.</p> <p>Share performance indicators with learners.</p>	
<b>PHASE 2: NEW LEARNING</b>	<p>Pupils brainstorm to explain tourism and leisure. Also read form the internet and libraries</p> <p>i. Tourism - an activity involving travelling to see and enjoy facilities and sceneries in other places</p> <p>ii. Leisure - taking time off normal duty for relaxation, games or rest</p> <p>Guide learners to identify some attractive places or sceneries in your locality.</p> <p><i>Natural sceneries include rivers, lakes, lagoons, mountains, rock formations, vegetation, waterfalls and animal habitat. Some examples of natural sceneries in Ghana are Lake Bosumtwi, the Big Tree at Oda, Volta estuary, Cataracts, Mountain Afadjato, Gambaga Scarp, Kwuhu Scarp, Boti falls and Wli falls.</i></p> <p><i>Man-made sceneries include beautiful set of buildings, dams, artificial lakes and forest reserves. Some examples of artificial (or man-made) sceneries in Ghana are Aburi Botanical Gardens, Paga Crocodile Pond, Akosombo Dam and Canopy Walkway at Kakum National Park at Cape Coast.</i></p> <p>Plan a class visit to some selected local sceneries, for them to observe and make notes on their beauty, peculiarities and importance.</p> <p>Learners to name and describe some of the sceneries in the locality.</p>	Pictures and Charts



### Assessment

1. Define the following terms
  - a. Tourism
  - b. Leisure
2. Identify any four natural and man-made sceneries in Ghana.

### 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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<b>Class:</b> B7	<b>Class Size:</b>	<b>Sub Strand:</b> Tourism
<b>Content Standard:</b> B7.5.3.1. Demonstrate knowledge on how tourism and leisure promote national development	<b>Indicator:</b> B7.5.3.1.1. Examine the role of tourism and leisure in socio- economic development of Ghana	<b>Lesson:</b> 2 OF 2
<b>Performance Indicator:</b> <ul style="list-style-type: none"> <li>• Learners can discuss reasons for which people go on tour to different places.</li> <li>• Learners can discuss reasons why Ghanaians do not show interest in tourism.</li> </ul>		<b>Core Competencies:</b> CP 5.1: CC 8.1: CC 8.1: CC 9.1: CP 5.2: CC 7.2: CC 8.1:
<b>References:</b> Social Studies Curriculum Pg. 22-23		

Phase/Duration	Learners Activities	Resources
<b>PHASE 1: STARTER</b>	<p>Revise with learners to review their understanding in the previous lesson.</p> <p>Share performance indicators with learners.</p>	
<b>PHASE 2: NEW LEARNING</b>	<p>Guide learners to examine reasons for which people go on tour to different places.</p> <p>a. <u>For employment and relaxation:</u> People visit places away from their homes in search of job opportunities or take a break from their busy and stressful daily activities.</p> <p>b. <u>For health reasons:</u> People visit sceneries to obtain fresh air, sunshine and to exercise and bathe in medicated waters e.g. visits to Holy Trinity and Spa Farm.</p> <p>c. <u>To engage in sporting activities:</u> People also travel to scenic places to engage in sports activities such as skiing, boating and fishing.</p> <p>d. <u>To acquire new artefacts and obtain information:</u> People also visit places of interests in order to acquire artefacts from places and also store artefacts in museums, forts and castles.</p> <p>e. <u>To appreciate and interact with nature:</u> People visit scenic places to interact with nature ie. observe nature's great wonders e.g. economic trees, animals, rivers, waterfalls and valleys.</p> <p>f. <u>To engage in economic activities:</u> The majority of people visit scenic places to engage in economic activities such as trading, barbering, etc.</p> <p>Guide learners to discuss reasons why Ghanaians do not show interest in tourism.</p> <p>1. <u>Lack of financial resources:</u> The majority of people cannot afford entry fees and transport fares to scenic places because they are poor.</p> <p>2. <u>Lack of appreciation for beauty:</u> The majority of Ghanaians do not appreciate the handiwork of nature and therefore do not show interest in tourism.</p>	Pictures and Charts

	<p>3. <i>Lack of appreciation for value of leisure: Some Ghanaians think visits to scenic places are frivolous and time-wasting because to them such tours do not affect their lives directly.</i></p> <p>4. <i>Poor maintenance of tourism sites.</i></p> <p>5. <i>Lack of information and poor advertisement</i></p> <p><u>Assessment</u></p> <ol style="list-style-type: none"> <li>1. State four reasons for which people go on tour.</li> <li>2. State four reasons why Ghanaians do not show interest in tourism</li> </ol>	
<p><b>PHASE 3: REFLECTION</b></p>	<p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p>	