

FIRST TERM

WEEKLY LESSON NOTES – B9

WEEK 7

Week Ending: 17-11-2023	Day:	Subject: Ghanaian Language
Duration: 60MINS		Strand: Customs & Institutions
Class: B9	Class Size:	Sub Strand: Marriage Rites
Content Standard: B9.1.1.1 Demonstrate an understanding of marriage of their culture and compare with other cultures of Ghana		Indicator: B9.1.1.2 Compare and contrast the marriage rites in their culture to other cultures in Ghana.
Performance Indicator: Learners can appreciate the diversity and richness of traditions within Ghana.		Lesson: 1 of 1
Core Competencies: Communication and Collaboration (CC), Cultural Identity and Global Citizenship (CG)		
Reference: Ghanaian Language Curriculum Pg. 50		
New words: Rite, Ceremony, Tradition, Significance, Culture, Diversity		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Begin with a "Cultural Wedding Traditions" activity. Show learners images, videos, or descriptions of wedding ceremonies from different cultures within Ghana.</p> <p>Ask them to observe and note the similarities and differences they see in these traditions.</p> <p>Share performance indicators with learners and introduce the lesson.</p>	
PHASE 2: NEW LEARNING	<p>Discuss the significance of marriage and marriage rites in Ghanaian culture. Explain that these rites may vary between different ethnic groups.</p> <p>Show learners images, videos, or descriptions of wedding ceremonies from diverse Ghanaian cultures.</p> <p>Have learners work in pairs or small groups to observe and note the similarities and differences they see in these cultural traditions.</p> <p>Ask each group to present their findings to the class, highlighting the common elements and unique aspects of the wedding traditions they studied.</p> <p>Engage the class in a discussion about the observed similarities and differences in marriage rites between cultures.</p> <p>Discuss how these traditions reflect the cultural diversity within Ghana.</p>	Word cards, sentence cards, letter cards,

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: 17-11-2023	DAY:	Subject: Ghanaian Language
Duration: 50MINS		Strand: Listening & Speaking
Class: B9	Class Size:	Sub Strand: Conversation
Content Standard: B9.2.1.1 Demonstrate use of appropriate language orally in specific situations	Indicator: B9.2.1.1.2 Ask questions that link the ideas of several speakers and respond to others' questions in a discussion	Lesson: 1 OF 1
Performance Indicator: Learners can respond effectively to questions posed by their peers during discussions.		Core Competencies: Communication and Collaboration (CC), Cultural Identity and Global Citizenship (CG)
References: Ghanaian Language Curriculum Pg. 55		
New words: Register, Formal, Informal, Communication		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Begin by playing a short clip from a panel discussion or debate where multiple people share their opinions on a topic. After watching.</p> <p>Ask learners: "How did participants in the discussion connect or react to each other's points? What would you ask to link their ideas further?"</p> <p>Share the performance indicators with learners</p>	
PHASE 2: NEW LEARNING	<p>Split learners into small groups.</p> <p>Assign each member a specific viewpoint or stance on a pre-selected topic (e.g., bush fires, corruption, sanitation, energy conservation, 'galamsey', corona virus, Gender Equality and Social Inclusion).</p> <p>One person in each group is designated the "Linker." Their responsibility is to listen carefully and try to bridge or link the ideas of the different speakers.</p> <p>After the discussion, groups reflect on the role of the "Linker" and how they helped connect various points.</p> <p>As a class, review the challenges and successes experienced by the "Linkers."</p> <p>Highlight the importance of active listening and its role in effectively linking ideas and formulating responses.</p> <p>Each student writes down one viewpoint on a provided topic.</p> <p>As each student reads their viewpoint aloud, other learners practice formulating and asking questions that link to a previous speaker's point or challenge the current speaker, promoting a deeper discussion.</p>	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library

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Week Ending: 17-11-2023	DAY:	Subject: Ghanaian Language
Duration:		Strand: Reading
Class: B9	Class Size:	Sub Strand: Translation
Content Standard: B9.3.2.1 Demonstrate knowledge of translating texts from source language to the target language.		Indicator: B9.3.2.1.1 Decode the meaning of texts and translate from source to target language.
Performance Indicator: Learners can translate given texts from the source language (e.g., English) to the target Ghanaian language and vice versa.		Lesson: 1 of 1
Core Competencies: Communication and Collaboration (CC), Cultural Identity and Global Citizenship (CG)		
References : Ghanaian Language Curriculum Pg. 60		
New words: Decode, Translate, Language,		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Display a common proverb or saying in English (or another relevant source language) and its equivalent in the target Ghanaian language.</p> <p>Ask learners, "How do the meanings compare? Are there any differences in cultural connotations?"</p> <p>Share the performance indicators and introduce the lesson.</p>	
PHASE 2: NEW LEARNING	<p>Translate texts of about one hundred words from source to a target language.</p> <p>Read and discuss the translated text.</p> <p>Provide learners with short passages in the Ghanaian language that contain idiomatic expressions or cultural references.</p> <p>In groups, learners discuss and decode the meanings of these passages, focusing on context and cultural significance.</p> <p>Provide pairs of learners with sentences in the source language (e.g., English) and ask them to translate them to the target Ghanaian language.</p> <p>Similarly, give them sentences in the Ghanaian language to translate to English.</p> <p>After translating, pairs compare their translations with another pair to discuss any differences and challenges faced.</p> <p>As a class, discuss the importance of cultural context in translation. How do certain phrases or ideas carry cultural weight? Why might some concepts be difficult to translate directly?</p>	Word cards, sentence

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