

# FIRST TERM

## WEEKLY LESSON NOTES

### WEEK 6

| <b>Week Ending:</b> 10-11-2023   |  | <b>DAY:</b>   | <b>Subject:</b> Social Studies                   |  |                   |  |  |   |  |   |   |  |                                      |  |  |
|--|--|---|--|--|-------------------|--|--|---|--|---|---|--|--------------------------------------|--|--|
| <b>Duration:</b> 60MINS  |  | <b>Strand:</b> Environment  |  |  |                   |  |  |   |  |   |   |  |                                      |  |  |
| <b>Class:</b> B9   | <b>Class Size:</b>   |   | <b>Sub Strand:</b> Our Natural & Human Resources |  |                   |  |  |   |  |   |   |  |                                      |  |  |
| <b>Content Standard:</b><br>B9.1.1.4. Investigate the natural and human resources around us  |  | <b>Indicator:</b><br>B9.1.4.1.2. Evaluate the importance of human resources to the development of Ghana   | <b>Lesson:</b><br>1 OF 2                         |  |                   |  |  |   |  |   |   |  |                                      |  |  |
| <b>Performance Indicator:</b><br>Learners can identify ways through which human resources can be developed and understand the value of an educated and trained human resource to Ghana's progress. |  | <b>Core Competencies:</b><br>Critical Thinking and Problem Solving (CP), Communication and Collaboration (CC), Creativity and Innovation (CI), Personal Development and Leadership (PL) |  |  |                   |  |  |   |  |   |   |  |                                      |  |  |
| <b>References:</b> Social Studies Curriculum Pg. 39  |  |   |  |  |                   |  |  |   |  |   |   |  |                                      |  |  |
| <b>Keywords:</b> Human Resource, Development, Education, Training  |  |   |  |  |                   |  |  |   |  |   |   |  |                                      |  |  |
|  |  |   |  |  |                   |  |  |   |  |   |   |  |                                      |  |  |
| <b>Phase/Duration</b>  | <b>Learners Activities</b>   | <b>Resources</b>  |  |  |                   |  |  |   |  |   |   |  |                                      |  |  |
| <b>PHASE 1: STARTER</b>  | Display images of various professionals in the country (a teacher, a doctor, a farmer, a software developer, etc.).  |   |  |  |                   |  |  |   |  |   |   |  |                                      |  |  |
|  | "Look at these pictures. Can anyone tell me what all these people have in common?"   |   |  |  |                   |  |  |   |  |   |   |  |                                      |  |  |
|  | Share performance indicators with learners.  |   |  |  |                   |  |  |   |  |   |   |  |                                      |  |  |
| <b>PHASE 2: NEW LEARNING</b>   | Explain what is meant by human resource. Discuss the term, breaking it down.<br>(Emphasize that human resource refers to the people who make up the workforce of an organization, sector, or economy)  | Pictures and Charts   |  |  |                   |  |  |   |  |   |   |  |                                      |  |  |
|  | Guide learners to compare human resources to natural resources – while natural resources are things like gold, cocoa, and timber, human resources are the people and the skills they possess.  |   |  |  |                   |  |  |   |  |   |   |  |                                      |  |  |
|  | <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;">Human Resources</th> <th style="width: 50%;">Natural Resources</th> </tr> </thead> <tbody> <tr> <td>The people and their skills, abilities, and potential in an organization or society.</td> <td>Earth's raw materials, such as minerals, forests, water, and land.</td> </tr> <tr> <td>Renewable; can be trained and upgraded.</td> <td>Divided into renewable (e.g., sunlight) and non-renewable (e.g., oil).</td> </tr> <tr> <td>Developed through education and training.</td> <td>Managed and conserved, but inherent qualities remain.</td> </tr> <tr> <td>Evaluated by talent, morale, and productivity.</td> <td>Quantified by volume, mass, or area.</td> </tr> <tr> <td>Can face burnout or reduced morale but can be rejuvenated.</td> <td>Can degrade or deplete if overexploited.</td> </tr> </tbody> </table> |   |  | Human Resources  | Natural Resources | The people and their skills, abilities, and potential in an organization or society. | Earth's raw materials, such as minerals, forests, water, and land. | Renewable; can be trained and upgraded. | Divided into renewable (e.g., sunlight) and non-renewable (e.g., oil). | Developed through education and training. | Managed and conserved, but inherent qualities remain. | Evaluated by talent, morale, and productivity. | Quantified by volume, mass, or area. | Can face burnout or reduced morale but can be rejuvenated. | Can degrade or deplete if overexploited. |
|  | Human Resources  |   |  | Natural Resources  |                   |  |  |   |  |   |   |  |                                      |  |  |
|  | The people and their skills, abilities, and potential in an organization or society.   |   |  | Earth's raw materials, such as minerals, forests, water, and land.     |                   |  |  |   |  |   |   |  |                                      |  |  |
|  | Renewable; can be trained and upgraded.  |   |  | Divided into renewable (e.g., sunlight) and non-renewable (e.g., oil). |                   |  |  |   |  |   |   |  |                                      |  |  |
|  | Developed through education and training.  |   |  | Managed and conserved, but inherent qualities remain.                  |                   |  |  |   |  |   |   |  |                                      |  |  |
|  | Evaluated by talent, morale, and productivity.   |   |  | Quantified by volume, mass, or area.                                   |                   |  |  |   |  |   |   |  |                                      |  |  |
| Can face burnout or reduced morale but can be rejuvenated.   | Can degrade or deplete if overexploited.   |   |  |  |                   |  |  |   |  |   |   |  |                                      |  |  |
|  |  |   |  |  |                   |  |  |   |  |   |   |  |                                      |  |  |
|  |  |   |  |  |                   |  |  |   |  |   |   |  |                                      |  |  |
|  |  |   |  |  |                   |  |  |   |  |   |   |  |                                      |  |  |
|  |  |   |  |  |                   |  |  |   |  |   |   |  |                                      |  |  |

|                                       |  |  |  |
|---------------------------------------|--|--|--|
|                                       | <p>Handled by HR departments, focusing on recruitment and motivation.</p>  | <p>Managed through conservation and sustainable practices.</p> |  |
| <p><b>PHASE 3:<br/>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> |  |  |

Ask learners to think about how we can improve or develop our skills and knowledge.

- *Training Programs: Offer skill-specific training and soft skill workshops.*
- *Continuing Education: Promote higher education and specialized courses.*
- *On-the-Job Training: Provide hands-on experience with mentors.*
- *Performance Reviews: Conduct evaluations, offer feedback, and set goals.*
- *Career Planning: Discuss future roles and prepare employees for them.*
- *Leadership Programs: Identify and train potential leaders.*
- *Team Building: Organize activities that foster teamwork and communication.*
- *Wellness Programs: Offer stress management and fitness programs.*
- *Cultural Training: Conduct diversity and inclusion sessions.*
- *Succession Planning: Prepare employees for future leadership roles.*
- *Rotational Assignments: Allow temporary role changes.*

Discuss why an educated and trained human resource is the most important asset of the country.

Divide learners into small groups and provide them with a scenario to consider: "Imagine Ghana with all its natural resources but without skilled people to harness them. What would happen?"

Each group should discuss and then share their thoughts with the class.

Guide the discussion towards the importance of skills, knowledge, and innovation in driving the economy, improving health, and raising the overall quality of life.

Assessment

1. What is meant by the term "human resource"?
2. Name two ways in which human resources can be developed.
3. Why is training crucial for the development of human resources?
4. In your own words, explain why an educated and trained human resource is vital for Ghana's growth.

|   |   |  |  |
|---|---|--|--|
| <b>Week Ending:</b> 10-11-2023  |   | <b>DAY:</b>  | <b>Subject:</b> Social Studies                   |
| <b>Duration:</b> 60MINS   |   | <b>Strand:</b> Environment   |  |
| <b>Class:</b> B9  | <b>Class Size:</b>  |  | <b>Sub Strand:</b> Our Natural & Human Resources |
| <b>Content Standard:</b><br>B9.1.1.4. Investigate the natural and human resources around us   |   | <b>Indicator:</b><br>B9.1.4.1.2. Evaluate the importance of human resources to the development of Ghana  | <b>Lesson:</b><br>2 OF 2                         |
| <b>Performance Indicator:</b><br>Learners can recognize the significance of individuals' skills and talents in community development and propose innovative ways to utilize human resources for community growth. |   | <b>Core Competencies:</b><br>Critical Thinking and Problem Solving (CP),<br>Communication and Collaboration (CC),<br>Creativity and Innovation (CI), |  |
| <b>References:</b> Social Studies Curriculum Pg. 39   |   |  |  |
| <b>Keywords:</b> Efficiency, Production, Community Development, Abilities   |   |  |  |
|   |   |  |  |
| <b>Phase/Duration</b>   | <b>Learners Activities</b>  | <b>Resources</b>   |  |
| <b>PHASE 1:<br/>STARTER</b>   | "Imagine you have a toolkit, but you don't know how to use any of the tools. How effective would that be?"<br><br>Share performance indicators with learners.   |  |  |
| <b>PHASE 2: NEW<br/>LEARNING</b>  | Explain how Ghana's human resource can be efficiently used in the production of goods and services.<br><br>Draw parallels between a tool kit (where every tool has a purpose) and a community (where everyone has unique skills and talents).<br><br>Discuss how efficient use of individual skills leads to better production in sectors like agriculture, manufacturing, and services.<br><ul style="list-style-type: none"><li>• <i>Optimized Work Allocation: Tasks are assigned based on individual strengths, leading to higher-quality outcomes.</i></li><li>• <i>Increased Productivity: Employees work more efficiently within their areas of expertise.</i></li><li>• <i>Reduced Errors: Proficiency in tasks results in fewer mistakes and less rework.</i></li><li>• <i>Enhanced Innovation: Working within strengths can foster new, innovative solutions.</i></li><li>• <i>Boosted Morale: Recognizing and utilizing skills increases employee satisfaction and motivation.</i></li><li>• <i>Better Collaboration: Valuing individual contributions enhances teamwork.</i></li></ul> Mention the importance of continuous training and skill upgrading.<br><br>Investigate how some people in the community use their human resource abilities to help the community develop. | Pictures and Charts  |  |

|                                       |   |  |
|---------------------------------------|---|--|
|                                       | <p>Present case studies or stories about local entrepreneurs, community leaders, or professionals who have made a difference in their communities.</p> <p>Let learners discuss in groups what these individuals did differently and how they utilized their skills for the betterment of the community.</p> <p>Suggest new ways by which they would use their human resource abilities to help develop the community.</p> <p>Ask learners to think of themselves as resources.<br/>         What are their current skills?<br/>         What skills would they like to develop?</p> <p>Have them brainstorm ways they can utilize these skills for the benefit of the community. (This could be through starting small businesses, community projects, or offering training sessions in their area of expertise.)</p> <p><u>Assessment</u></p> <ol style="list-style-type: none"> <li>1. How can the skills and talents of individuals contribute to the efficient production of goods and services in Ghana?</li> <li>2. Name one person in your community who uses their skills to help the community develop. How do they do it?</li> <li>3. Why is it important for individuals to recognize and hone their unique abilities?</li> <li>4. Provide one idea on how you can use your skills or talents for the benefit of the community in the future.</li> </ol> |  |
| <p><b>PHASE 3:<br/>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>  |  |