

# ESSENTIAL



# Our World and Our People Primary 6

Teacher's Guide



**CAMBRIDGE**  
UNIVERSITY PRESS



# **ESSENTIAL**

# **Our World and Our People**

# **Primary 6**

**Teacher's Guide**

Jacob Agbedam • Dorothy Glover

 **CAMBRIDGE**  
UNIVERSITY PRESS



NNF Esquire Limited  
P.O. Box AN 8644, Accra - North, Ghana.  
024 4608 305  
020 2113 117

**CAMBRIDGE**  
UNIVERSITY PRESS

University Printing House, Cambridge CB2 8BS, United Kingdom  
One Liberty Plaza, 20th Floor, New York, NY 10006, USA  
477 Williamstown Road, Port Melbourne, VIC 3207, Australia  
314–321, 3rd Floor, Plot 3, Splendor Forum, Jasola District Centre, New Delhi – 110025, India  
79 Anson Road, #06–04/06, Singapore 079906  
The Water Club, Beach Road, Granger Bay, Cape Town, 8005, South Africa

Cambridge University Press is part of the University of Cambridge.  
It furthers the University's mission by disseminating knowledge in the pursuit of  
education, learning and research at the highest international levels of excellence.

[www.cambridge.org](http://www.cambridge.org)

© Cambridge University Press and NNF Esquire Limited 2020  
This publication is in copyright. Subject to statutory exception  
and to the provisions of relevant collective licensing agreements,  
no reproduction of any part may take place without the written  
permission of Cambridge University Press and NNF Esquire Limited.

First published 2020  
20 19 18 17 16 15 14 13 12 11 10 9 8 7 6 5 4 3 2 1

ISBN 978-9988-8974-7-5  
Authors: Jacob Agbedam, Dorothy Glover

---

Every effort has been made to trace copyright holders. Should infringements occur,  
please inform the publishers who will correct these in the event of a reprint.

---

Cambridge University Press and NNF Esquire Limited have no responsibility for the persistence  
or accuracy of URLs for external or third-party internet websites referred to in this publication,  
and does not guarantee that any content on such websites is, or will remain, accurate or  
appropriate.

---

If you want to know more about this book or any other NNF Esquire Limited publication, phone  
us at +233 20 211 3117, +233 24 460 8305 or send an e-mail to [nnfstareducation@gmail.com](mailto:nfstareducation@gmail.com)

# CONTENTS

<b>Structure of the Teacher’s Guide</b>	<b>4</b>
<b>Organisation and Structure of the Learner’s Book</b>	<b>7</b>
<b>Introduction</b>	<b>9</b>
General aim	9
Organisation of the curriculum	10
Time allocation	10
Classroom management	11
Learning domain (Expected learning behaviours)	12
Pedagogical approach	14
Core competencies	16
Teaching instructions	16
Use of ICT	17
Assessment	18
<b>Scope and Sequence</b>	<b>21</b>
<b>Sample Yearly Scheme of Learning</b>	<b>23</b>
<b>Sample Lesson</b>	<b>24</b>
<b>Strand 1: All about us</b>	<b>27</b>
<b>Sub-strand 1:</b> Nature of God	28
<b>Sub-strand 2:</b> Myself	31
<b>Sub-strand 3:</b> My Family and the Community	39
<b>Sub-strand 4:</b> Home and School	41
<b>Strand 2: All around us</b>	<b>45</b>
<b>Sub-strand 1:</b> The Environment and the Weather	46
<b>Sub-strand 2:</b> Plants and Animals	49
<b>Sub-strand 3:</b> Map Making and Landmarks	52
<b>Sub-strand 4:</b> Population and Settlement	55
<b>Strand 3: Our beliefs and values</b>	<b>59</b>
<b>Sub-strand 1:</b> Worship	60
<b>Sub-strand 2:</b> Festivals	63
<b>Sub-strand 3:</b> Basic Human Rights	66
<b>Sub-strand 4:</b> Being a Leader	69
<b>Strand 4: Our nation Ghana</b>	<b>73</b>
<b>Sub-strand 1:</b> Being a Citizen	74
<b>Sub-strand 2:</b> Authority and Power	82
<b>Sub-strand 3:</b> Responsible use of Resources	88
<b>Sub-strand 4:</b> Farming in Ghana	91
<b>Strand 5: My global community</b>	<b>93</b>
<b>Sub-strand 1:</b> Our Neighbouring countries	94
<b>Glossary</b>	<b>103</b>

## Structure of the Teacher's Guide

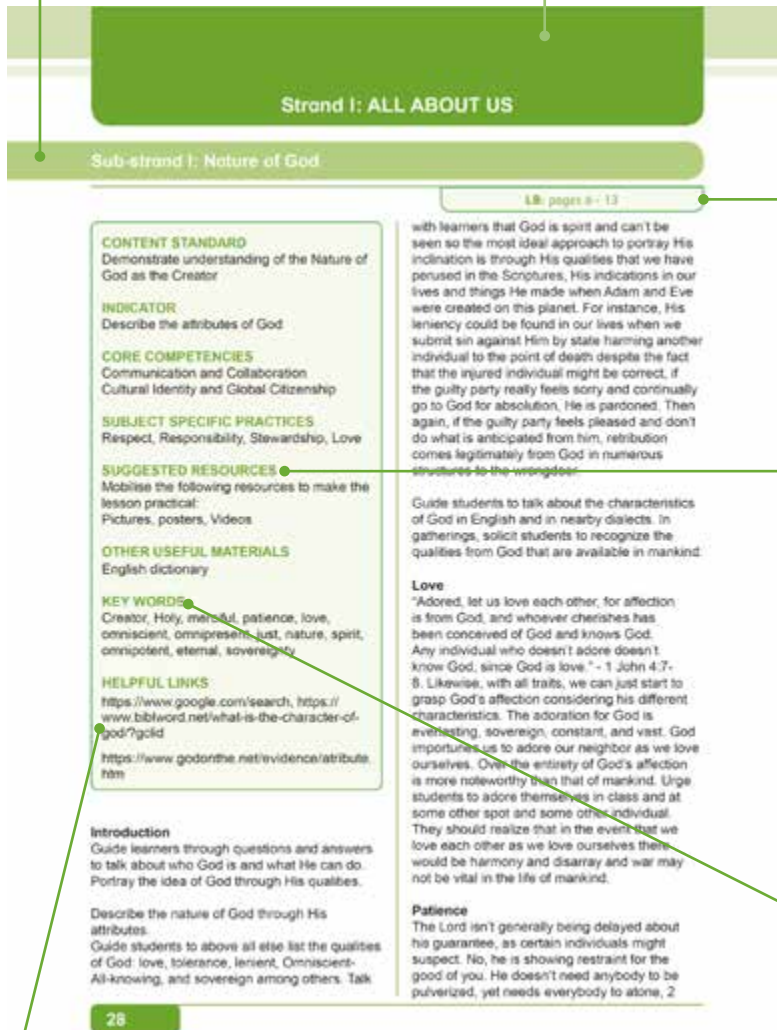
The concise Teacher's Guide is organized under the following headings and features.

### Sub-Strand

NaCCA, Ministry of Education 2019 curriculum Sub-strand covered.

### Strand

The relevant NaCCA, Ministry of Education 2019 curriculum Strand covered is in the top bar.



### Page reference

You will find the Learner's Book page references on the top right/left for each sub-strand.

### Resources

Helps to aid preparation. The series identifies all the relevant resources necessary to deliver a successful lesson. Resources identified are mostly "NO COST" or "LOW COST" materials that teachers can easily acquire to make their lessons more meaningful and enjoyable.

### Key words

Every lesson in the series identifies key words that learners are expected to know and use appropriately. These are relevant to the lesson.

### Helpful links

Comprehensive site of helpful links for educational or teaching tips and ideas.



**Indicator**

This feature indicates the specific things that learners need to know and be able to demonstrate in order to achieve the content standards. Modules (lessons) are generated from these indicators.

**Content Standard**

This feature indicates the broad expectations under the strands that learners are expected to achieve in the course of completing that grade level.

**Core competencies**

The universal core competencies as stated under each sub-strand in the curriculum is outlined here.

**Subject specific practices**

This is the specific methods or practices which are used to teach a particular lesson under the sub-strand.

**Strand I: ALL ABOUT US**

Sub-strand I: Nature of God

LB: pages 9-13

<p><b>CONTENT STANDARD</b> Demonstrate understanding of the Nature of God as the Creator</p> <p><b>INDICATOR</b> Describe the attributes of God</p> <p><b>CORE COMPETENCIES</b> Communication and Collaboration Cultural Identity and Global Citizenship</p> <p><b>SUBJECT SPECIFIC PRACTICES</b> Respect, Responsibility, Stewardship, Love</p> <p><b>SUGGESTED RESOURCES</b> Mobilise the following resources to make the lesson practical: Pictures, posters, Videos</p> <p><b>OTHER USEFUL MATERIALS</b> English dictionary</p> <p><b>KEY WORDS</b> Creator, Holy, merciful, patience, love, omniscient, omnipresent, just, nature, spirit, omnipotent, eternal, sovereignty</p> <p><b>HELPFUL LINKS</b> <a href="https://www.google.com/search">https://www.google.com/search</a>, <a href="https://www.bibword.net/what-is-the-character-of-god/?gclid">https://www.bibword.net/what-is-the-character-of-god/?gclid</a> <a href="https://www.godonthe.net/evidence/attributes.htm">https://www.godonthe.net/evidence/attributes.htm</a></p>	<p>with learners that God is spirit and can't be seen so the most ideal approach to portray His inclination is through His qualities that we have perused in the Scriptures, His indications in our lives and things He made when Adam and Eve were created on this planet. For instance, His leniency could be found in our lives when we submit sin against Him by state harming another individual to the point of death despite the fact that the injured individual might be correct, if the guilty party really feels sorry and continually go to God for absolution, He is pardoned. Then again, if the guilty party feels pleased and don't do what is anticipated from him, retribution comes legitimately from God in numerous structures to the wrongdoer.</p> <p>Guide students to talk about the characteristics of God in English and in nearby dialects. In gatherings, solicit students to recognize the qualities from God that are available in mankind.</p> <p><b>Love</b> "Adored, let us love each other, for affection is from God, and whoever cherishes has been conceived of God and knows God. Any individual who doesn't adore doesn't know God, since God is love." - 1 John 4:7-8. Likewise, with all traits, we can just start to grasp God's affection considering his different characteristics. The adoration for God is everlasting, sovereign, constant, and vast. God importunes us to adore our neighbor as we love ourselves. Over the entirety of God's affection is more noteworthy than that of mankind. Urge students to adore themselves in class and at some other spot and some other individual. They should realize that in the event that we love each other as we love ourselves there would be harmony and disarray and war may not be vital in the life of mankind.</p> <p><b>Patience</b> The Lord isn't generally being delayed about his guarantee, as certain individuals might suspect. No, he is showing restraint for the good of you. He doesn't need anybody to be pulverized, yet needs everybody to atone, 2</p>
---	--

**Introduction**  
Guide learners through questions and answers to talk about who God is and what He can do. Portray the idea of God through His qualities.

Describe the nature of God through His attributes.  
Guide students to above all else list the qualities of God: love, tolerance, lenient, Omniscient-All-knowing, and sovereign among others. Talk

28

**Introduction**

This gives the teacher an overview of what the particular sub-strand entails. Some have introductory activities prior to a lesson.

## Activities to support learners

This section offers the facilitator extra activities to do with learners after the main activities under each sub-strand. Role-play activities are also captured here.

Sub-strand 2: Myself

**Activities to support learners**

- Draw two items used to maintain personal hygiene.
- List five items we can use to maintain personal hygiene.
- Explain how you will help your family and the community with the knowledge on personal hygiene.
- Compose a song on personal hygiene.
- What is personal hygiene?
- State five ways to maintain personal hygiene.
- State and explain five ways adolescence problems affect national development.
- Explain how you will help your family and community with the knowledge on personal hygiene.
- 

**Evaluation Exercise**  
**Expected Answers**  
 (Refer to Learner's Book 6, pages 38 to 40 for exercises and Activities)

**Exercise 1**

- Keeping their teeth clean to prevents tooth cavity, gum diseases and tooth decay.
- Bathing regularly to prevent bad body odour.
- Keeping their clothes clean to always look neat.
- Keeping our rooms and environment clean to prevent the spread of diseases and germs in our environment.
- Trimming our nails and hair short to avoid germs from hiding in them.
- Taking care of genital organs of the body such as under our armpits by regularly shaving them to keep us fresh and healthy.
- Ladies must change pad regularly during menstruation. This prevents possible infections.

**Exercise 2**  
 When many of the active people in the country are affected by Sexually Transmitted Infections (STIs) like HIV/AIDS they become less productive and decrease national productivity.

When people are involved in unprotected sex they are pregnant at teen ages. They become a burden on the nation.

**Exercise 3**  
 It makes us healthy, we do not easily get germs, it make us feel confident. It helps us to mingle with others.

**Exercise 4**  
 Learners are to briefly describe how they can effectively practice personal hygiene.

**Exercise 5**  
 Drug abuser: involved in criminal activities

**SUGGESTED HOME WORK**

- Compose a song on promotion of personal hygiene  
 Learners answer
- State and explain four ways of maintaining personal hygiene
  - Keeping their teeth clean to prevents tooth cavity, gum diseases and tooth decay.
  - Bathing regularly to prevent bad body odour.
  - Keeping their clothes clean to always look neat.
  - Keeping our rooms and environment clean to prevent the spread of diseases and germs in our environment.

**Reflections**  
 Teacher reflects on the following in relation to the indicator and makes informed decision in the next lessons:

- What went well?
- What went badly?
- What would you improve next time?

In thinking about or answering the above questions, the teacher should make use of those cognitive skills or strategies that increase the probability of a desirable outcome. Use thinking that is purposeful, reasoned and goal directed; the kind of thinking involved in solving problems, formulating inferences, calculating likelihoods, and making decisions when the teacher is using skills that are thoughtful and effective for the particular context and type of thinking task. The teacher should also analyze and make judgments about what has happened or been taught.

Also, learners should be aware of and control their learning by actively participating in reflective thinking – assessing what they know, what they need to know, and how they bridge that gap during learning situations.

Ask the learners to do the following as a way of reflection:

- Tell the class how you will help your family and community with the knowledge on personal hygiene.
- Tell the class what you have learnt from the lesson.
- Tell the class which aspect of the lesson you didn't understand.

35

## Suggested Homework

In every sub-strand, an exploration of the concepts learned in the classroom is further extended to the home. The series suggests relevant home activities that help learners to augment and consolidate what has been learnt in the classroom and its real life application where necessary.

## Reflections

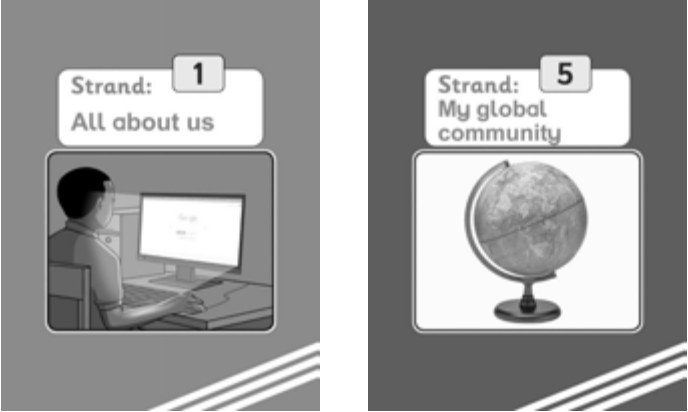
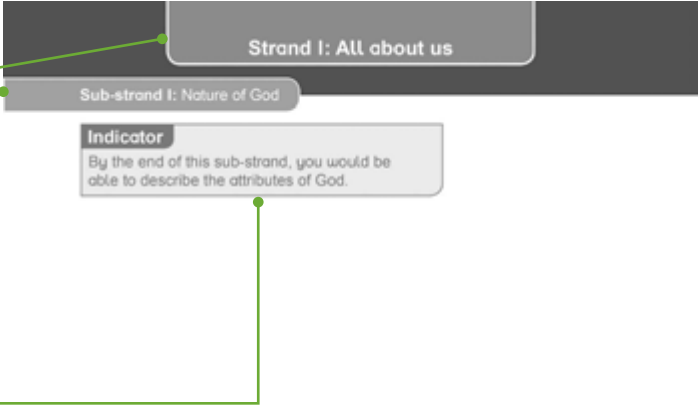
After every lesson, the facilitator is expected to engage learners to reflect on 3 key outcomes. This will help the teacher plan well for the next lesson.

## Answers

Expected answers are provided for all exercises under every sub-strand. Where answers are to vary from one learner to the other, it is mentioned.

## Organisation and structure of the Learner's Book

The user-friendly Learner's Book tackles the new standard-based Mathematics curriculum features and criteria with a clear and logical structure that incorporates the following features.

<p><b>Strand starter</b> There are five “strands” in the Learner's Book – one for each of the Our World Our People curriculum. This precedes the beginning of contents under each strand.</p>	
<p><b>Header labels</b> <b>Strand:</b> This feature indicates the particular strand from which the lessons are developed. <b>Sub-strand:</b> These are larger groups of related owop topics to be studied under each strand. <b>Indicator:</b> This feature specifies the indicator that the lessons were developed from.</p>	
<p><b>Key words</b></p> <ul style="list-style-type: none"> <li>• build subject-specific vocabulary gradually, giving learners the confidence to understand it clearly and apply it in context and through different exercises.</li> </ul>	<p><b>Key words</b></p> <p>mental illnesses domestic violence aggressive</p>
<p><b>ICT boxes</b></p> <ul style="list-style-type: none"> <li>• include research activities</li> <li>• emphasise the core competencies</li> </ul>	<p><b>ICT</b></p> <p>Watch a video on:</p> <ol style="list-style-type: none"> <li>1. creation of God</li> <li>2. do more search on the internet about attribute of God</li> </ol>



**Exercise**

- learners practice and consolidate what they have been taught. This provides an opportunity for all learners to strengthen their newly acquired knowledge.

**Exercise 1**

1. What is agricultural value chain?

.....

.....

.....

2. State three job opportunities in the agricultural value chain.

.....

.....

.....

**Activities and exercise**

- incorporate accurate and current individual, pair and group work activities that help learners to explore and practise what they have learnt
- incorporate exercises that allow learners to answer questions about what they have learnt and consolidate learning
- address the syllabus content standards and core competencies
- are representative of the indicators and exemplars
- have instructions and text that are consistent and clearly presented to learners
- promote problem-solving and subject understanding

**Activity**

**Group discussion (Teacher will guide you)**  
In groups of fours and fives

1. Select one farm produce (each group will select a different crop).
2. Write down the value chains from the time the crop is planted till it gets to the consumer.
3. Present you work to the class
4. Your class will comment on your work

**Text and content**

- use language that is appropriate to the level, age, knowledge and background of the learners
- are representative of Ghana's diversity
- have a good gender balance and portray no gender stereotypes

**Illustrations and photos**

- are high-quality and representative of Ghana's diversity
- balance the text on every page and add to learners' understanding of the content
- have captions and labels that are simple, relevant, appropriate, and clear
- reflect a variety of learners (including learners with special needs)
- show no gender stereotypes

Sub-award 2: Rural

Get information about the careers or goals. For any project you set for yourself, it is important that you get to know about it. You should find out how it is done, what the prospects are, or how to move on from where you are starting.

Key words: career, qualifications, evidence

Is it a job or career that you can do by yourself or someone has to employ you? All these and other questions regarding the career can be answered through reading. Read about the job and other jobs. Talk to people who are in that job or know about the job. Talk to your role models.

Reading about your aspirations will provide information about the type of education or skills you need to enable you achieve what you want to do in the future. Information also tells you about qualifications required to enter the career.

The information will let you know if what you can pursue that dream. Yes, you may have the interest, but the information you gathered after you read, and spoke to people about your goal, may let you feel that, may be, that career is not suitable for you after all. For example, you may want to be a medical doctor, you have all the economic ability to study in that field or subject, but you cannot stand the sight of blood.

When you see blood, you feel as if you're going to pass out. If you remember the reason on knowing your strengths and weaknesses, this is when you apply it. You are afraid of the sight of blood, so you cannot be a medical doctor. So therefore, the information you gather about the job will help you to know what to do.

A teacher teaching learners in class

Policeman

A baker

A female doctor

A carpenter

A farmer

## INTRODUCTION

The **Our World and Our People (OWOP)** is an integrated subject that brings together facts, ideas and concepts or generalization from interrelated subjects of the Social Sciences. The discipline, Our World and Our People, aims at producing a morally upright Ghanaian, who is responsible and capable of maintaining a healthy lifestyle and preserving their environment for sustainable development.

The subject being the first of its kind in the history of Ghana's education seeks to explore social, cultural/religious, geographical, and the technological space to develop the cognitive, affective and psychomotor domains of the learner.

The subject was specifically designed to focus on standards-based assessment of the learner that applies learner-centered approach to provide opportunity for the learner to develop their knowledge and skills in the **4Rs** of **R**eading, **cR**eativity, **wR**iting and **aR**ithmetic.

The objective of this Teacher's Guide is to make teaching and learning more interactive, practical, useful and to bring out the ingenuity of teacher professionalism in the teacher to produce well equipped learners for national development.

### Philosophy of Teaching Our World and Our People

OWOP provides opportunity for teachers to adopt thematic and creative pedagogic approaches such as talk for learning, project-based learning, games, modelling, questioning, songs, storytelling and role-play necessary for achieving conducive learning environment and developing learners into creative, honest and responsible citizens. The OWOP classrooms should be learning-centred where the teacher, acting as a facilitator, introduces the topics for the day and assists learners to describe and analyse issues raised. In addition, the teacher helps learners to interact and share ideas among themselves based on their knowledge of Ghana and the world. The class will be encouraged to explore topics through **enquiry-based questions**. The OWOP curriculum is underpinned by five themes broken into specific learning areas. The teacher should emphasise

these important areas in the day-to-day learning as they are aimed at promoting higher order thinking among learners.

### Philosophy of Learning Our World and Our People

Through the learning of Our World and Our People learners will specifically acquire:

1. **critical thinking and problem-solving skills** to be able to compare and contrast, analyse, evaluate and apply geographical knowledge with little or no supervision
2. **creative thinking skills** to be able to reconstruct important information confidently
3. **digital literacy skills** to be able to use IT tools and resources efficiently for investigations and project works
4. **effective communication skills** to be able to share information at various levels of interaction
5. **values** to live as global citizens capable of learning about other peoples and cultures of the world.

### General Aim

The curriculum, Our World and Our People, aims at producing a morally upright Ghanaian, who is responsible and capable of maintaining a healthy lifestyle and preserving their environment for sustainability.

### Subject Specific Aims

The aims of the Our World and Our People curriculum are to enable learners to:

1. Develop awareness of their creator and the purpose of their very existence.
2. Appreciate themselves as unique individuals.
3. Exhibit sense of belonging to the family and community.
4. Demonstrate responsible citizenship.
5. Explore and show appreciation of the interaction between plants, animals and their physical environment;
6. Show love and care for the environment.
7. Develop attitudes for a healthy and peaceful lifestyle.
8. Appreciate use ICT as a tool for learning.

### Instructional Expectations

Our World and Our People provides opportunity for teachers to:

- adopt thematic and creative pedagogic approaches such as talk for learning, project-based learning, games, modelling, questioning, songs, storytelling and role-play necessary for achieving learner-centred classrooms;
- nurture and develop learners into creative, honest and responsible citizens;
- provide opportunity for learners to develop their skills in the **4Rs** of **Reading**, **creativity**, **wRiting** and **aRithmetic** through thematic and creative approaches to learning. Learning and learning progression are central to the OWOP curriculum;
- adopt collaborative approaches to lesson preparation within and across disciplines and grade levels to develop communities of OWOP learners;
- use multiple methods to systematically gather data about learners' understanding and ability in order to guide the teaching and learning of OWOP;
- put necessary arrangements in place to provide feedback to both learners and parents.

### Organisation of the Curriculum

There are four integrated learning areas organised under five themes. The learning areas are:

1. Religious and Moral Education
2. Citizenship Education
3. Geography
4. Agricultural Science

The thematic areas are organised under five strands:

1. First Theme: All About Us
2. Second Theme: All Around Us
3. Third Theme: Our Beliefs and Values
4. Fourth Theme: Our Nation Ghana
5. Fifth Theme: My Global Community

#### **Interpretation of key words in the Curriculum**

**Strands** are the broad areas/sections of Our World and Our People curriculum to be studied.

**Sub-strands** are larger groups of related indicators. Indicators from sub-strands may sometimes be closely related.

**Content Standards** indicate what all learners should know, understand and be able to do.

**Indicators** are clear statements of specific things learners should know and be able to do within each content standard.

**Exemplars** refer to support and guidance, which clearly explain the expected outcomes of an indicator and suggest what teaching and learning activities could take to support the facilitators/teachers in the delivery of the curriculum.

The curriculum for Basic 6 is organised under five strands with twenty sub-strands:

**Strand 1: ALL ABOUT US**

**Sub-strand 1: Nature of God**

**Sub-strand 2: Myself**

**Sub-strand 3: My Family and the Community**

**Sub-strand 4: Home and School**

**Strand 2: ALL AROUND US**

**Sub-strand 1: The Environment and the Weather**

**Sub-strand 2: Plants and Animals**

**Sub-strand 3: Map Making and Land Marks**

**Sub-strand 4: Population and Settlement**

**Strand 3: OUR BELIEFS AND VALUES**

**Sub-strand 1: Worship**

**Sub-strand 2: Festivals**

**Sub-strand 3: Basic Human Rights**

**Sub-strand 4: Being a Leader**

**Strand 4: OUR NATION GHANA**

**Sub-strand 1: Being a Citizen**

**Sub-strand 2: Authority and Power**

**Sub-strand 3: Responsible use of Resources**

**Sub-strand 4: Farming in Ghana**

**Strand 5: MY GLOBAL COMMUNITY**

**Sub-strand 1: Our Neighbouring Countries**

### Time allocation

For effective learning to take place within specified timeframe, 30 minutes as on time table be adhered to for lesson for the day. Remember that other lessons will be taught the same day with OWOP. Two periods of 60 minutes could be allocated for practical lessons, revision and demonstrations where needed due to time consuming factor during class activity lessons. If possible, there should be internal arrangements for more time for activities outside the classroom

such as excursions and other educational visits. This will make learners have enough time for practical lessons.

## Class management

Most teachers in Ghana teach large classes. Such classes are in the range of 40 to 100 learners or more. The teachers, based on their professional experience over the years have developed skills in classroom methodology. Here are a few reminders about whole class, group, pair and individual work that could be helpful with large classes.

### Whole class teaching

Much of your teaching, especially when your class is large, will involve you standing at the front of the class explaining and listening to your learners. You can set out facts and concepts which everyone can understand. However, your class will vary in ability. More able learners should be given additional tasks to stretch their capabilities while those who find understanding more difficult should be given the time and attention they need.

When you introduce a topic make sure you use learners' existing knowledge and build upon it. The basic information for your lesson is in the text. If you are going to ask learners to read for themselves (at home or in class or to read out loud), work out during your lesson planning which words will be difficult for them to understand and explain these first. Make sure that all your learners have understood your explanation and give time to those having difficulty as well as talking and listening you will find other activities can be very valuable during whole-class teaching, for example:

### Group work

Class teaching is large group work but sometimes there are advantages in working in pairs or groups of four to six learners: some children make more progress when working in a group of the same ability. On other occasions more able learners can help those who are not quite so quick at understanding. Groups of friends and groups working on different topics are other possible divisions that you could make.

For group work to be successful some thought must be given to the organization of class

furniture. In most of our classrooms we still see rows of desks with several children to each desk. The classrooms are also often crowded so that it not easy to move the desks around. Whatever the situation some kind of group can be organized. At its most basic the group will have to be learners at one desk. It might be possible for those at one desk to turn around to face those at the desk behind.

There are many advantages in allowing a number of children to consider a topic, work jointly and bring their findings back to the whole class: each group will think in a slightly different way and have different experiences to share. Sometimes learners are better able to discuss sensitive areas in same - sex groups. Such work encourages co-operation and mutual support. Individual groups can study a picture together, or write a poem or discuss a topic like pollution in their village. You need to ensure that there is follow-up to group work so that work is not done in isolation but is instead considered by the class as a whole.

### Pair work

Learners are often instructed to work in pairs – either with their desk mate, or with a partner. This is an ideal opportunity for learners to assist each other, and for them to assess each other. Working with a desk mate offers the least classroom disturbance. The learners are already seated side-by-side. They ask and answer questions during Picture talk, and they discuss the readings before they write comprehension answers individually.

Working with a partner that you have allocated to the learner means that you can pair a slower learner with a faster learner, so that they can help one another. You may also choose to pair learners of similar abilities together, so that they can proceed more quickly with the work, while you assist the slower pairs.

### Learner self-study

There will be times when you want the class to work as individuals to allow them to become familiar with material you have given them and to allow you to work with Learners of different abilities. It is worth bearing in mind that while there is a need for Learners to learn how to read and study on their own; there are also dangers in this approach. It is essential that the material they read is understandable to them, and that



your attention is still focused on the class to ensure that all learners are using the time to read and not misbehave. Use additional material at different levels to ensure that some learners do not finish more quickly than others.

### Teaching tip

One of the most important skills in classroom management is the ability to ensure your learners are occupied for the whole lesson. If a group has finished its task and has nothing else to do it is likely to become disruptive. Break up your lesson and make sure it has several different parts:

- full class work
- individual work
- practical activities

## Learning domains (expected learning behaviours)

In order to achieve Standards-based Assessment, teaching and learning should be measured in line with three integrated learning domains. These are discussed in the following text.

### Knowledge, Understanding and Application

Under this domain, learners acquire knowledge through learning experiences. They may also show understanding of concepts by comparing, summarising, re-writing etc. in their own words and constructing meaning from instruction. The learner may also apply the knowledge acquired in some new context. At a higher level of learning behaviour, the learner may be required to analyse an issue or a problem. At a much higher level, the learner may be required to synthesize knowledge by integrating a number of ideas to formulate a plan, solve a problem, compose a story, or a piece of music. Further, the learner may be required to evaluate, estimate and interpret a concept. At the last level, which is the highest, learners may be required to create, invent, compose, design and construct. These learning behaviours “knowledge”, “application” “understanding”, “analysis”, “synthesis”, ‘evaluation’ and ‘creation’, fall under the integral domain “Knowledge, Understanding and Application”.

In this curriculum, the learning indicators are stated with action verbs to show what the learner should know and be able to do.

For example, ‘The learner will be able to describe something’. Being able to “describe” something after teaching and learning has been completed means that the learner has acquired “knowledge”. Being able to explain, summarise, and give examples etc. means that the learner has understood the concept taught.

Similarly, being able to develop, defend, etc. means that the learner can “apply” the knowledge acquired in some new context. You will note that each of the indicators in the curriculum contains an “action verb” that describes the behaviour the learner will be able to demonstrate after teaching and learning has taken place. “Knowledge, Understanding and application” is a domain that should be the prime focus of teaching and learning in schools. Teaching in most cases tends to stress knowledge acquisition to the detriment of other higher-level behaviours such as application, analysis etc.

Each action verb in any indicator indicates the underlying expected outcome. Read each indicator carefully to know the learning domain towards which you have to teach. The focus of the new form of teaching and learning, as indicated in this curriculum, is to move teaching and learning from the didactic acquisition of “knowledge” where there is memorisation, heavy reliance on formulae, remembering facts without critiquing them or relating them to real world – **surface learning** – to a new position called – **deep learning**. Learners are expected to deepen their knowledge through activities that involve critical thinking to generate creative ideas to solve real life problems in their school lives and later in their adult lives. This is the position where learning becomes beneficial to the learner.

The explanation and key words involved in each of the learning domains are as follows:

**Knowing:** This is the ability to remember, recall, identify, define, describe, list, name, match, state principles, facts and concepts. Knowledge is the ability to remember or recall material already learnt and this constitutes the lowest level of learning.

**Understanding:** The ability to explain, summarise, translate, rewrite, paraphrase, give examples, generalise, estimate or predict consequences based upon a trend.



Understanding is generally the ability to grasp the meaning of some concept that may be verbal, pictorial or symbolic.

**Applying:** This dimension is also referred to as “Use of Knowledge”. The ability to use knowledge or apply knowledge, apply rules, methods, principles, theories, etc. to situations that are new and unfamiliar. It also involves the ability to produce, solve, plan, demonstrate, and discover among others.

### Skills and processes

These are specific activities or tasks that indicate performance or proficiency in a given learning area. These skills and processes include Observing, Classifying, Comparing, Communicating/Reporting, Predicting, Analysing, Generating possibilities, Evaluating, Designing, Interpreting, Recording, Generalising.

### Attitudes

To be effective, competent and reflective citizens, who will be willing and capable of solving personal and societal problems, learners should be exposed to situations that challenge them to raise questions and attempt to solve problems. Learners therefore need to acquire positive attitudes, values and psychosocial skills that will enable them participate in debates and take a stand on issues affecting them and others. The Our World and Our People curriculum thus focuses on the development of these attitudes, values and skills:

**Commitment:** the determination to contribute to national development

**Tolerance:** the willingness to respect the views of others

**Patriotism:** the readiness to defend the nation.

**Flexibility in ideas:** the willingness to change opinion in the face of more plausible evidence.

**Respect for evidence:** the willingness to collect and use data on one’s investigation and also have respect for data collected by others.

**Reflection:** the habit of critically reviewing ways in which an investigation or observation has been carried out to see possible faults and other ways in which the investigation or observation can be improved upon.

**Comportment:** the ability to conform to acceptable societal norms.

**Co-operation:** the ability to work effectively with others.

**Responsibility:** the ability to act independently

and make decisions; morally accountable for one’s action; capable of rational conduct.

**Environmental Awareness:** the ability to be conscious of one’s physical and socio-economic surroundings.

**Respect for the Rule of Law:** the ability to obey the rules and regulations of the land.

### Values

At the heart of this curriculum is the belief in nurturing honest, creative and responsible citizens. As such, every part of this curriculum, including the related pedagogy should be consistent with the following set of values.

**Respect:** This includes respect for the nation of Ghana, its institutions, laws, the culture and respect among its citizens and friends of Ghana.

**Diversity:** Ghana is a multicultural society in which every citizen enjoys fundamental rights and responsibilities. Learners must be taught to respect the views of all persons and to see national diversity as a powerful force for nation development. The curriculum promotes social cohesion.

**Equity:** The socio-economic development across the country is uneven. Consequently, it is necessary to ensure an equitable distribution of resources based on the unique needs of learners and schools. Ghana’s learners are from diverse backgrounds, which require the provision of equal opportunities to all, and that all strive to care for each other both personally and professionally.

### Commitment to achieving excellence:

Learners must be taught to appreciate the opportunities provided through the curriculum and persist in doing their best in whatever field of endeavour as global citizens. The curriculum encourages innovativeness through creative and critical thinking and the use of contemporary technology.

**Teamwork/Collaboration:** Learners are encouraged to become committed to team-oriented working and learning environments. This also means that learners should have an attitude of tolerance to be able to live peacefully with all persons.

**Truth and Integrity:** The curriculum aims to develop learners into individuals who will consistently tell the truth irrespective of the consequences. In addition, it aims to make them become morally upright with the attitude of doing the right thing even when no one is watching be true to themselves and be willing to live the values of honesty and compassion.

Equally important, the ethos or culture of the work place, including integrity and perseverance must underpin the learning processes to allow learners to see and apply skills and competencies in the world of work.

### Pedagogical Approaches

These include the approaches, methods, strategies, appropriate relevant teaching and learning resources for ensuring that every learner benefits from teaching and learning process.

The curriculum emphasises the: creation of learning-centred classrooms through the use of creative approaches to ensure learner empowerment and independent learning; positioning of inclusion and equity at the centre of quality teaching and learning; use of differentiation and scaffolding as teaching and learning strategies for ensuring that no learner is left behind; use of Information Communications Technology (ICT) as a pedagogical tool; identification of subject specific instructional expectations needed for making learning in the subject relevant to learners; integration of assessment as learning, for learning and of learning into the teaching and learning processes and as an accountability strategy; and questioning techniques that promote deep learning.

#### Learning-Centered Pedagogy

The learner is at the centre of learning. At the heart of the national curriculum for change and sustainable development is the learning progression and improvement of learning outcomes for Ghana's young people with a focus on the **4Rs** – **R**eading, **wR**iting, **aR**ithmetic and **cR**eativity. It is expected that at each curriculum phase, learners would be offered the essential learning experiences to progress seamlessly to the next phase. Where there are indications that a learner is not sufficiently ready for the next phase, a compensatory provision through differentiation should be provided to ensure that such a learner is ready to progress with his/her cohort. At the primary school, the progression phases are B1 to B2 and B1 to B6.

The Curriculum encourages the creation of a learning centered classroom with the opportunity for learners to engage in meaningful “hands-on”

activities that bring home to the learner what they are learning in school and what they know from outside of school. The learning centered classroom is a place for the learners to discuss ideas through the inspiration of the teacher. The learners then become actively engaged in looking for answers, working in groups to solve problems. They also research for information, analyse and evaluate information. The aim of the learning-centered classroom is to enable learners to take ownership of their learning. It provides the opportunity for deep and profound learning to take place.

The teacher as a facilitator needs to create a learning environment that:

- makes learners feel safe and accepted;
- helps learners to interact with varied sources of information in a variety of ways;
- helps learners to identify a problem suitable for investigation through project work;
- connects the problem with the context of the learners' world so that it presents realistic opportunities for learning;
- organises the subject matter around the problem, not the subject;
- gives learners responsibility for defining their learning experience and planning to solve the problem;
- encourages learners to collaborate in learning; and
- expects all learners to demonstrate the results of their learning through a product or performance.

It is more productive for learners to find answers to their own questions rather than teachers providing the answers and their opinions in a learning-centered classroom.

The content with reference to learner's activities in class and outside classroom focusses on learner-centered pedagogy, which emphasizes active participation in class activities, making teaching and learning more practical and toward achieving positive learning outcomes that largely benefit the learner.

Effective teaching and learning in Our World and Our People depends upon the use of actively participatory methods including the following:

- Discussion
- Drama, role play and simulation
- Song and dance
- Case studies and interviews

- Research
- Miming
- e-Learning
- Group work
- Question and answer
- Games.

### Inclusion

Inclusion is ensuring access and learning for all learners especially those disadvantaged. All learners are entitled to a broad and balanced curriculum in every school in Ghana. The daily learning activities to which learners are exposed should ensure that the learners' right to equal access and accessibility to quality education is met. The Curriculum suggests a variety of approaches that address learners' diversity and their special needs in the learning process. When these approaches are effectively used in lessons, they will contribute to the full development of the learning potential of every learner. Learners have individual needs and learning experiences and different levels of motivation for learning. Planning, delivery and reflection on daily learning experiences should take these differences into consideration.

The curriculum therefore promotes: learning that is linked to the learner's background and to their prior experiences, interests, potential and capacities learning that is meaningful because it aligns with learners' ability (e.g. learning that is oriented towards developing general capabilities and solving the practical problems of everyday life); and the active involvement of the learners in the selection and organisation of learning experiences, making them aware of their importance and also enabling them to assess their own learning outcomes.

### Differentiation and scaffolding

This curriculum is to be delivered through the use of creative approaches. Differentiation and scaffolding are pedagogical approaches to be used within the context of the creative approaches:

**Differentiation** is a process by which differences (learning styles, interest and readiness to learn) between learners are accommodated so that all learners in a group have the best possible chance of learning. Differentiation could be by task, support and outcome. Differentiation as a way of ensuring

each learner benefits adequately from the delivery of the curriculum can be achieved in the classroom through:

- task
- support from the Guidance and Counselling Unit and
- learning outcomes.

**Differentiation by task** involves teachers setting different tasks for learners of different abilities. Example in sketching the plan and shape of their classroom some learners could be made to sketch with free hand while others would be made to trace the outline of the plan.

**Differentiation by support** involves the teacher giving the needed support and referring weak learners to the Guidance and Counselling Unit for academic support.

**Differentiation by outcome** involves the teacher allowing learners to respond at different levels. Weaker learners are allowed more time for complicated tasks.

**Scaffolding** in education refers to the use of variety of instructional techniques aimed at moving learners progressively towards stronger understanding and ultimately greater independence in the learning process. It involves breaking up the learning task, experience or concepts into smaller parts and then providing learners with the support they need to learn each part. The process may require a teacher assigning an excerpt of a longer text to learners to read and engaging them to discuss the excerpt to improve comprehension. The teacher goes ahead to guide them through the key words/vocabulary to ensure learners have developed a thorough understanding of the text before engaging them to read the full text.

Common scaffolding strategies available to the teacher are:

- giving learners a simplified version of a lesson, assignment, or reading, and then gradually increases the complexity, difficulty, or sophistication over time;
- describing or illustrating a concept, problem, or process in multiple ways to ensure understanding;
- giving learners an exemplar or a model of an assignment, they will be asked to complete;
- giving learners a vocabulary lesson before they read a difficult text;
- describing the purpose of a learning activity

- clearly and the learning goals they are expected to achieve; and
- describing explicitly how the new lesson builds on the knowledge and skills learners were taught in a previous lesson.

### Core competencies

Through the pedagogy and learning areas envisaged for our OWOP as a body of knowledge in the school curriculum, it is expected that as is the case for other subjects in the school curriculum learners will demonstrate the following universal and core competencies:

#### **Critical thinking and problem solving (CP)**

Develop learners' cognitive and reasoning abilities to enable them to analyse issues and situations, leading to the resolution of problems. This skill enables learners to draw on and demonstrate what they have learned and from their own experiences analyse situations and choose the most appropriate out of a number of possible solutions. It requires that learners embrace the problem at hand, persevere and take responsibility for their own learning.

#### **Creativity and Innovation (CI)**

Learners acquire entrepreneurial skills through their ability to think about new ways of solving problems and developing technologies for addressing the problem at hand. It requires ingenuity of ideas, arts, technology and enterprise. Learners that possess this competency are also able to think independently and creatively.

#### **Communication and collaboration (CC)**

This competency aims to promote in learners the ability to make use of languages, symbols and texts to exchange information about themselves and their live experiences. Learners actively participate in sharing their ideas and engage in dialogue with others by listening to and learning from others in ways that respect and value the multiple perspectives of all persons involved.

#### **Cultural identity and global citizenship (CG)**

This competency aims to develop learners who put country and service as foremost through an understanding of what it means to be active citizens, by inculcating in them a strong sense of environmental, and economic awareness. Learners make use of the knowledge, skills,

attitudes acquired to contribute meaningfully towards the socio-economic development of the country. They build skills to critically analyse cultural trends, identify and contribute to the global community.

#### **Personal development and leadership (PL)**

This means improving self-awareness, self-knowledge, skills and health; building and renewing self-esteem; identifying and developing talents, fulfilling dreams and aspirations and developing other people or meeting other people's needs. It involves recognising the importance of values such as honesty and empathy; seeking the well-being of others; distinguishing between right and wrong; fostering perseverance, resilience and self-confidence; exploring leadership, self-regulation and responsibility, and developing a love for lifelong learning.

#### **Digital literacy (DL)**

It involves developing learners to discover, acquire skills in, and communicate through ICT to support their learning and using digital media responsibly.

### Teaching instructions

The teaching instructions provide guidelines or suggestions for each of three phases (Phase 1, Phase 2 and Phase 3) in the lesson plan as to how the teacher should go about handling the lesson of the day. They indicate what to teach, how to teach, when to teach, where to teach as well as responses from learners to a particular strand or by extension, sub-strand taught in the class or outside the classroom. Several suggestions are provided for each phase, so that there are sufficient options to cover all of the required lesson plan for the relevant exemplar(s) in that section of content.

#### **Learner activities**

The types of activities used to ensure on-level, age-appropriate and multi-ability learning include:

- true or false activities
- cloze activities
- role play
- songs and games
- crosswords and word searches
- matching activities
- case studies (for the higher grades) and interviews



- diary entries, newspaper articles, brochures, posters and timelines.

Activities included in the text are intended to serve several purposes:

- They break up the lesson to aid concentration and increase learner participation.
- They extend the knowledge gained from the text.
- They develop academic skills such as reading with understanding, writing, presenting and organising information, map drawing and map reading, interpreting pictures and diagrams, problem solving.
- Some activities will develop communication skills: discussing, co-operating, and reporting.

In later primary years the activities should also help learners to look beyond the material easily available to them by encouraging them to ask other adults, visit libraries (if there are any) and use the internet if it is available.

The Learners' Book aims to use a variety of approaches in order to offer as many ways of learning as possible. No one way suits every learner. As an example, there are many ways to teach reading. The best teachers use every method they know so as to suit each individual in their class. Some people learn quickly by reading with understanding. Others need to learn through practical experience. You will have all types of learners in your class.

Each theme in the Learner's Book contains activities that will help your learners achieve the objectives of that theme. They are designed to develop a range of skills and you can adapt individual tasks to the needs of each learner. You will need additional activities to broaden the learning experience, some tailored to the needs of more or less able learners and others to add variety and depth to various topics.

### Practical activities

When we talk about practical activities we tend to think of working with our hands but in this context the term covers all activities which include a practical skill. The obvious ones are writing and drawing related to the factual material of the lesson but an equally valuable practical activity might be the making of a model of some aspect of the learners' surroundings, such as a house or the local market. Another

might be the writing and performing of a play based upon a traditional story.

All practical activities need careful organization but they can add a good deal of fun to the learning process. Learning needs to be made enjoyable if children are to grow up wishing to carry on developing their knowledge and skills. Playing team games, reading stories to each other and making up and acting simple plays can all contribute to the promotion of learning.

### Practicing skills

Acquisition of study skills and knowledge has by and large been through practical lessons. Oral lesson cannot necessarily and abundantly give the learner the required skills and knowledge. Learners need to practice:

**Reading:** Learners need to be able to read easily. In Ghana, as we grow older, we need to be able to speak and read in English and our Ghanaian languages to develop our studies further.

**Writing:** Learners need to develop writing skills through activity-based lessons so their writings will look legible to themselves and others for correct interpretation of what they have written.

**Listening:** Learners need to know how to listen carefully, especially when someone is not speaking clearly. This is a matter of practising concentration.

**Research skills** are important too. You can encourage learners to go beyond the Learner's Book in these later years of their primary schooling to look for additional materials, and to store only those facts which will be of long-term use and lifelong learning.

### Use of ICT

Some schools in urban areas have access to computers in school or in libraries. Rural areas will become linked in the future. You should learn how to use a computer as soon as you are able. They open up the world as your resource. The internet can provide as much additional material as you will ever need. Once your learners have the chance to use a computer they too will have access to a world of information. This can be done through effective use of the following ICT tools:

- Laptop or desktop computers
- Smartphones
- Tablets
- CD players



- Projectors
- Calculators
- Radios
- Cameras
- Television sets
- Computer and related software, such as Microsoft Office packages (Word, PowerPoint and Excel).

ICTs are a useful communication technology that can by and large be used to enhance the quality of teaching and learning in schools. Internet systems have made the world a globalized one. It is for this that Professor Ali Mazrui describes globalization as “the villagization of the world” hence, the world being a “global village” (Marshall McLuhan and Quentin Fiore, 1968). This means all parts of the world are being brought together by the internet and other electronic communication interconnections. That is more information has become accessible anywhere in the world by way of interconnectedness and interdependency. You can communicate to anybody anywhere in the world from the comfort of your room, car and many more places. In working towards the rationale of the OWOP curriculum, there is the urgent need for the teacher to display professionalism through effective use of ICTs in teaching and learning.

The teacher should try as much as possible use whatever technological resources available such as any of those stated above to assist in teaching and learning. The use of ICTs in teaching and learning activities promotes a paradigm shift to learner-centered environment. Here are some useful ideas on how to go about this:

Integrate ICT’s in the learning process, as a key competence and contributing to the acquisition of skills and knowledge;

- Use ICT’s in the classroom to work on information processing, authentic communication, and on the learner autonomy, as the builder of his or her own learning process;
- Give ICT’s a role to help young people be able to arrange, evaluate, synthesize, analyze and decide on the information that comes to them;
- Challenge students with different types of supports and formats and, therefore, a great variety of activities in which they pass from receivers to makers;

- Attend to the diversity or learning needs of students, using the copious offer of interactive exercises available on the web.

## Assessment

Making sure that learners have actually absorbed the lessons taught and not just had fun through the entire lesson is equally important. There are assessments at the end of each lesson in the Learner’s Book that are useful tools for reinforcement of lessons taught. You can also adopt other forms of assessment during the lessons to ensure learners are on the same level of understanding. Some of these assessments include the following:

### Diagnostic assessment

This examines learners’ prior knowledge and is used to establish links to the new lesson: Test learners’ prior knowledge by asking them to respond to key words, names and dates related to the next topic

Ask learners to define key words and terms

### Formative assessment

Formative assessment is the methods that teachers use to evaluate and assess a learner’s ability to understand and apply what they have learnt during a lesson. This also gives teachers the opportunity to continually assess learners and to use this assessment to address their learning needs, the progress they have made, and to address any barriers to learning or learning difficulties that they may have.

Formative assessment in the form of teacher observations and assessments, as well as self-assessment and peer-assessment done by the learners, will help to identify areas of difficulty so that these areas can be targeted and any problems addressed immediately before moving on to the next section of work.

Formative assessment is an important step in the teaching and learning process. It allows you as the teacher to observe your learners in a wide variety of learning situations and to collect, record and use this information, which you can then use to inform further teaching and learning.

You should use different types of formative assessment to address the different learning abilities of the learners in your class. These assessments could take the form of formal

and informal observations during whole class and individual, pair and group work activities, through the assessing of written work, projects, tasks and tests.

You can record your assessments as short notes in a record book or as a simple checklist on a class list of learners' names.

### Summative assessment

Summative assessment is used to test whether the learners have achieved the objectives of the whole unit or series of topics, or a whole semester, term or year's work.

To guarantee adequate time for the course coverage and assessment, lessons must be planned in advance for the week or the month. The best advice is to be well informed about the lesson content and teach with passion. The facilitator is always the best determinant of the time frame to adapt and diverge lessons based on the capability of the class. Irrespective of the time frame, each lesson should be as interactive and enjoyable as possible to ensure attentiveness and involvement of every learner.

Be positive, confident about the subject matter and explicit in your directions on what learners need to do. Remember: Your attitude in delivering the lessons will definitely determine the attitude of the learners towards the lesson!

### Methods of assessment

Some type of assessment is going on all the time during a lesson. Throughout every lesson a good teacher is always watching his or her class for their reactions. Are they bored or restive? Is it because the work is too difficult, is it because I'm speaking too quietly? If the learners are giving you their full attention the lesson is going well and the learners are learning.

At the end of every lesson some form of assessment is necessary. It could be a question and answer session; it could be a class quiz or a short test. You need to know if the learners have achieved the lesson's indicators.

Written tests marked after the class is over are useful tools but be wary of over testing and never put the results in a class order. Slower learners should not be made to feel failures, but helped to catch up.

### Reflection and self-evaluation

**Reflective thinking** is the ability to look at the past and develop understanding and insights about what happened and using this information to develop a deeper understanding or to choose a course of action. It provides teachers and learners with the skills to mentally process learning experiences, identify what they learned, modify their understanding based on new information and experiences, and transfer their learning to other situations. Never be too critical of yourself; teaching large classes with limited resources is a difficult task. No lesson is perfect but given a little time you can learn from every one of them.

1. What went well?
2. What went badly?
3. What would you improve next time?

When you mark your tests (oral or written) you need to assess the results quite formally:

What proportion of the learners showed real understanding of the themes and has achieved the specific indicators?

For those who you think need extra help you must find time by giving others some extra reading or research work to allow you time with the less successful. When there are so many lessons in a day it is difficult to reflect on every one of them. If you can think about the best and the worst in order to compare them, you might gain some insight into how you are doing. Do not be afraid to share your thoughts with colleagues. If you work in a caring school, you should be helping each other.

When considering a particular lesson, you might ask yourself these questions:

- Did the learners understand what I was trying to explain?
- Did they pay attention?
- Was there a quiet, hardworking atmosphere or was it too noisy?
- Did my learners enjoy my lesson, did we work well together?
- Were there smiles and some fun?
- Did the lesson achieve its indicators?

Evaluation of your lessons should help you to work out which parts of your course need to be repeated in some form.

### Reinforcement and revision

Sometimes you will need to revise parts of the theme with the whole class. You will certainly need to start the next lesson by asking learners what they remember of the last one. Children need reinforcement. A few revision notes on the board to cover earlier work will be a very valuable start to every lesson.

### Marking work

When you have a large class the marking of learners' work can become a burden. If it is postponed the burden can become unbearable. Learners need to have their work marked and returned promptly with constructive criticism and as much encouragement as you can give them.

### Teaching tips

Some marking of work can be done by learners themselves, swapping papers so that there is a check. You can mark work in class while you are going round supervising and encouraging the learners as they work. This has the advantage of offering instant praise and correction. Do not let your marking pile up from one day or one week to another.

It is important to create an atmosphere of trust in which learners feel confident enough to ask you questions without feeling embarrassed.

Learners should never be allowed to make fun of a learner who asks a question to which other learners already know the answer. Make it clear that such a response is not acceptable.

### Using resources effectively

In order to help learners, gain the most benefit from this Our World Our People course you will need to draw on as many resources as possible and use them imaginatively. This section contains some suggestions on how best to use the resources in the Learner's Book and how to make use of other resources that may be available. The factual material in the Learner's Book is useful but it should be used alongside other information that the learners find out for themselves. It is important that learners learn techniques for finding out additional information.

Education is not just about learning facts; it is about learning **how and where** to find information. Learners may forget individual facts but they will remember how to find the information when they need it again. By

following this course, therefore, they will be helped to develop skills and attitudes benefiting themselves, community and the nation when they are adult.

### The Learner's Book

Within each theme/strand and sub-strand of the Learner's Book there are different types of text, illustrations and activities. These are designed to be used in a variety of ways to make lessons interesting, to increase learners' knowledge and motivation and to encourage them to be inquisitive, skilled, confident and mutually supportive.

### Other resources

You can use a variety of resources in your lessons. Below are some of them.

**Equipment:** weather stations, gardening tools, craft tools, and computers

**Buildings:** churches, workshops, shops, houses, memorials

**Sound resources:** radio, audio tape, musical instruments

**Places to visit:** farms, offices, forest and woodland, rivers, factories, museums, national parks, game reserves

**Living resources:** plants, seedlings, animals, local people

**Personal treasures:** photos, diaries, possessions, memories

**Print resources:** magazines and newspapers, books, atlases, workbooks

**Pictures:** photographs, maps, drawings, diagrams, cartoons, illustrations

### Using the local environment

The study of Our World Our People is about the whole of your learners' physical, social and cultural surroundings. Your resources lie all around you, in the classroom and outside. Do not just rely on the written word or pictures; use your own knowledge, and that of your learners, of the world around you.

**Go outside and look with new eyes at your surroundings.** Take the learners out into their environment (farms, rivers, lakes, the sea shore, offices, workshops, factories) and encourage them to do the same.

**Bring people into the school to talk about their roles in the community** (farmers, nurses, engineers, councilors)

**Make the most of local examples.** You could look outside when it is raining to see how miniature streams are created, for example. Learn about the different types of cloud and what they might indicate about future weather

by encouraging learners to look into the sky when they are in the playground. Learn about the economics of running a business from the local shop owner or from local market traders.

## SCOPE AND SEQUENCE

STRAND	SUB-STRAND	Basic 6
<b>ALL ABOUT US</b>	Nature of God	✓
	Myself	✓
	My Family and the Community	✓
	Home and School	✓
<b>ALL AROUND US</b>	The Environment and the Weather	✓
	Plants and Animals	✓
	Map Making and Land Marks	✓
	Population and Settlement	✓
<b>OUR BELIEFS AND VALUES</b>	Worship	✓
	Festivals	✓
	Basic Human Rights	✓
	Being a Leader	✓
<b>OUR NATION GHANA</b>	Being a Citizen	✓
	Authority and Power	✓
	Responsible use of Resources	✓
	Farming in Ghana	✓
<b>MY GLOBAL COMMUNITY</b>	Our Neighbouring Countries	✓
	Introduction to Computing	
	Sources of Information	
	Technology in Communication	

Source: NaCCA, Ministry of Education 2019

### Scheme of learning

Never go into a class unprepared even if you have taught a lesson many times before. Have your ideas, plans and materials ready. You should make sure you are confident with your material. Classes are easier to manage and behaviour is better when a lesson is tightly organized.

You might want to develop a regular pattern such as:

- A brief period of revision. What did we do last time?
- The introduction of new material given in the form of a class lesson.
- Activities, undertaken in pairs, groups or singly.
- Whole class discussion of what everyone has done.

When Learners are used to being occupied for the whole time they tend to be more co-operative and to value the lesson more.

### Points to remember in preparing scheme of learning

Here are some points to remember when developing a scheme of learning:

Know your syllabus.

Make a preliminary plan based on the time you think you will need to cover each unit.

Be prepared to change that plan as you learn how much time each theme really takes.

Take into account school events which take up time (example, examinations and special occasions). Leave some spare time in your planning. Very few timetables work out absolutely perfectly. Learners, especially at the higher levels, can be very critical if they think a syllabus has not been covered or if it is rushed and they cannot keep up.

Remember all the time that facts are only part of education. Keep in your mind the skills you wish to develop, particularly those of easy communication, of co-operation and the development of mutual tolerance and respect. Make sure you have all the materials ready at hand for each lesson. If classes are sharing resources make sure the ones you want are

available when you want them. Before you start on any theme, check on your aims and work out how you can find out if you have achieved them. This is called **evaluation**.

When preparing materials and activities, take into account the different abilities of your Learners. Try to organise additional activities for the quicker learners to give you time to help those who are finding the lesson difficult. This Teacher's Resource Pack will help you to plan further activities.

### Sample scheme of learning for Year 5

The aim of this section is to set out in a simple form the way you might look at each theme comprising strands and sub-strands as a progression, from an introduction to a finale. Remember as you read the Teacher's Guide that it is not telling you what you must do. It is making suggestions which you might find useful. Your teaching style is individual. There is no 'best' way to teach any topic. You will work out your own way.

In the new curriculum, teachers are expected to make connections across standards within a given strand, and that is why in the Scheme of Learning (SOL) related standards are "clustered" (i.e. grouped together) under a key idea. The use of clustered standards for planning and delivery of lessons allows teachers to quickly recognize the different related understandings or skills learners need to develop in order to achieve full understanding of a key idea. Teachers are therefore required to carefully read the standards they plan developing in their learners each week and identify the group of indicators the learners have to demonstrate for achieving these standards. It is also important for teachers to note that the strands themselves, and the standards for a given strand, are not necessarily organized sequentially. For example, just because standard A comes before standard B does not mean that standard A should be addressed before standard B. Teachers might want to address standard B before standard A or address the two standards at the same time.



## SAMPLE YEARLY SCHEME OF LEARNING – BASIC 6

Weeks	Term 1 (List term 1 Sub-strands)	Term 2 (List term 2 Sub-strands)	Term 3 (List term 3 Sub-strands)
1	Nature of God	The Environment and the Weather	Being a Leader
2	Nature of God	The Environment and the Weather	Being a Citizen
3	Myself	Plants and Animals	Being a Citizen
4	Myself	Plants and Animals	Being a Citizen
5	Myself	Plants and Animals	Authority and Power
6	My Family and the Community	Map Making and Land Marks	Authority and Power
7	My Family and the Community	Map Making and Land Marks	Responsible use of Resources
8	My Family and the Community	Population and Settlement	Responsible use of Resources
9	Home and School	Worship	Farming in Ghana
10	Home and School	Festivals	Farming in Ghana
11	The Environment and the Weather	Festivals	Our Neighbouring Countries
12	The Environment and the Weather	Basic Human Rights	Our Neighbouring Countries

Source: NaCCA, Teacher Resource Pack - 2019

**Learning planning**

**Planning lessons within a theme/strand**

Once you have allocated the time available for each part of the term's strands and sub-strands you can begin on that lesson planning. Work out

how many lessons each theme/strand needs and then plan individual lessons.

You can use a table like the one below as a planning format:

**SAMPLE LESSON – BASIC 6**

<b>Date:</b> 14-09-2020 <b>Duration:</b> 60 Minutes <b>Class:</b> B6 Class	<b>Period:</b> 3 <b>size:</b> 45	<b>Subject:</b> OWOP <b>Strand 2:</b> ALL AROUND US <b>Sub-Strand 4:</b> Population and settlement
<b>Content Standard:</b> Show understanding of internal migration in Ghana	<b>Indicator:</b> Describe internal migration in Ghana	<b>Lesson 1</b>
<b>Performance Indicator:</b> Learners can demonstrate understanding of internal migration in Ghana	<b>Core Competencies:</b> Critical Thinking and Problem solving, Communication and Collaboration Digital literacy, Cultural identity and Global Citizenship  <b>Subject specific practices:</b> Observation, Applying  <b>Values:</b> Tolerance, Teamwork	
<b>Key words:</b> Rural, urban, farming, trading, slums		
<b>Phase/Duration</b>	<b>Learners activities</b>	<b>Resources</b>
<b>Phase1: Starter (preparing the brain for learning)</b> 5 minutes	Guide learners to tell you where they travelled to from their homes. Ask them if they spent the last christmas holidays in another place.	
<b>Phase 2: Main (new learning including assessment)</b> 30 minutes	Show pictures/videos of the map of Ghana for learners to talk about them. In a whole class discussion describe the internal migration in Ghana.  Use think-pair-share to have learners talk about internal migration in Ghana.  Learners brainstorm the reasons for migration in Ghana.  <b>Assessment Question 1:</b> Write two reasons why people migrate.  <b>Question 2:</b> State five challenges associated with migration..	Pictures, Charts, Videos, Map of Ghana
<b>Phase 3: Plenary/Reflections (Learner and teacher)</b> 10 minutes	Let the learners perform these activities to review their understanding of the lesson 1. Have learners read the key words written on the board 2. Have a learner to talk about what he/she has learnt in the lesson  <b>End of the lesson</b>	

Source: NaCCA, Teacher Resource Pack - 2019

### Planning an individual lesson

The two most important steps in your planning are as follows:

Choose your topic

Know your objectives

What factual knowledge do you want to pass on, and what skills do you want to develop? What attitudes and values do you want to emphasize? Read through the material in the Learner's Book and make sure you know the facts and understand that material and any other material which you are planning to introduce. A good maxim is 'Teach from knowledge.'

There are certain general rules to keep in mind when planning your lesson. **Check the reading level of the material you are using.** The language levels in each of the six books are carefully chosen but your learners will have different levels of reading ability. Check first for words which might pose difficulties for some of your learners and decide how you will help those who might have problems of understanding.

Decide on the methods you will use. Plan your lesson in such a way that your Learners can learn the factual material while developing skills like participation, co-operation and communication. Content and skills are equally important. We tend to concentrate on facts but we need to keep the skills content of a lesson in our minds all the time.

Decide how you will measure whether the lesson has been successful or not (evaluation). This can be by class discussion, marking work or giving tests.

Remember the following four elements when planning your lesson:

Knowing

Understanding

Applying

Values and attitudes



**1**

**Strand:**

**All about us**



# Strand 1: ALL ABOUT US

## Sub-strand 1: Nature of God

LB: pages 6 - 13

### CONTENT STANDARD

Demonstrate understanding of the Nature of God as the Creator

### INDICATOR

Describe the attributes of God

### CORE COMPETENCIES

Communication and Collaboration  
Cultural Identity and Global Citizenship

### SUBJECT SPECIFIC PRACTICES

Respect, Responsibility, Stewardship, Love

### SUGGESTED RESOURCES

Mobilise the following resources to make the lesson practical:

Pictures, posters, Videos

### OTHER USEFUL MATERIALS

English dictionary

### KEY WORDS

Creator, Holy, merciful, patience, love, omniscient, omnipresent, just, nature, spirit, omnipotent, eternal, sovereignty

### HELPFUL LINKS

<https://www.google.com/search>, <https://www.biblword.net/what-is-the-character-of-god/?gclid>

<https://www.godonthenet.net/evidence/atribute.htm>

### Introduction

Guide learners through questions and answers to talk about who God is and what He can do. Portray the idea of God through His qualities.

Describe the nature of God through His attributes.

Guide students to above all else list the qualities of God: love, tolerance, lenient, Omniscient-All-knowing, and sovereign among others. Talk

with learners that God is spirit and can't be seen so the most ideal approach to portray His inclination is through His qualities that we have perused in the Scriptures, His indications in our lives and things He made when Adam and Eve were created on this planet. For instance, His leniency could be found in our lives when we submit sin against Him by state harming another individual to the point of death despite the fact that the injured individual might be correct, if the guilty party really feels sorry and continually go to God for absolution, He is pardoned. Then again, if the guilty party feels pleased and don't do what is anticipated from him, retribution comes legitimately from God in numerous structures to the wrongdoer.

Guide students to talk about the characteristics of God in English and in nearby dialects. In gatherings, solicit students to recognize the qualities from God that are available in mankind:

### Love

"Adored, let us love each other, for affection is from God, and whoever cherishes has been conceived of God and knows God. Any individual who doesn't adore doesn't know God, since God is love." - 1 John 4:7-8. Likewise, with all traits, we can just start to grasp God's affection considering his different characteristics. The adoration for God is everlasting, sovereign, constant, and vast. God importunes us to adore our neighbor as we love ourselves. Over the entirety of God's affection is more noteworthy than that of mankind. Urge students to adore themselves in class and at some other spot and some other individual. They should realize that in the event that we love each other as we love ourselves there would be harmony and disarray and war may not be vital in the life of mankind.

### Patience

The Lord isn't generally being delayed about his guarantee, as certain individuals might suspect. No, he is showing restraint for the good of you. He doesn't need anybody to be pulverized, yet needs everybody to atone, 2 Peter 3:9.

Persistence is maybe one of the most troublesome characteristics for us to create right now, touchy world, yet it is one that receives incredible benefits of harmony and expectation. God is a patient God, holding on for us through the entirety of our transgressions. How honored we are that God doesn't become upset with us, as we do with others. He doesn't annihilate us as our deeds request, yet in delicate continuing on, He filters us (Malachi 3:3). We ought to express gratitude toward God day by day for his understanding with us since one day his judgment will go to the wicked world. Tell learners that numerous life circumstances have bore witness to the way that tolerance creates truly necessary outcomes in the lives of humankind.

### Kind

"I will show kindness toward whom I show leniency, and I will have empathy on whom I have sympathy." So then it doesn't rely upon the man who wills or the man who runs, however on God who shows benevolence. - Romans 9:15-16. As noted over, God's leniency is indistinguishable from his justness. He is unendingly, unchangeably, unfailingly benevolent - pardoning, affectionately kind toward us. He is boundlessly, effectively caring. His benevolence is additionally undeserved by us. There is no privilege on the miscreant's part. Without the benevolence of God, we would have no expectation of paradise. Due to our defiant hearts, we merit passing. Students be urged to show leniency toward individuals, who insult them since God is kind and can show kindness toward anybody.

### Forgiveness

"On the off chance that we admit our transgressions, he is reliable and just and will excuse us our wrongdoings and clean us from all indecency" (1 John 1:9). At the point when God pardons, it is finished without the remainders of blame or disgrace. His pardoning is uninhibitedly given to the individuals who are happy to admit their wrongdoings. The absolution of the Lord depends on the penance of Jesus Christ which covers the transgressions of the entire world. No other god can excuse so altogether to permit individuals to stroll in the opportunity of Christ for this life and interminably. Students be encouraged to pardon

any individual who affronts them on the grounds that nobody is dependable with the exception of God and once you excuse your sibling or sister you are likewise pardoned in paradise. Learners should attempt to rehearse pardoning in life as it would one day assist them with trip of difficulty.

Let learners comprehend that not all qualities of God can be found in man, for example, Omniscient – All knowing, thoughtful, loyal, and blessed among others and these by themselves disclose to us that God can be depicted through His attributes, subsequently a spirit.

### Other attributes of God

Omniscient – God is all knowing

Omnipresent – God is every where

Omnipotent- God is all powerful

God is Holy

God is just

God is Spirit

God is faithful

God is Good

God is Eternal

God is Self –existent

God is Immutable – God does not change

God is Immortal – God lives forever, He does not die

God is all wise

God is Incorruptible

God is righteous

God is Invisible – God cannot be seen with our naked eyes

God is sovereign

### Activities to support learners

- i. Learners state and explain the attributes of God
- ii. Learners role-play scenarios to reflect the attributes of God in their lives
- iii. Learners role –play the woman caught in adultery to depict the attribute of God
- iv. Learners write an essay on the attributes of God in relations to themselves.
- v. Define the following terms
  - a. Omnipresent
  - b. Omniscient
  - c. Omnipotent
- vi Explain the trinity of God
- vii. Learners answer the question: Who is God?
- viii. What is God like?

**Evaluation Exercise****Expected Answers**

(Refer to Learners Book 6, pages 12 and 13 a for exercises and Activities)

**Exercise 1**

1. attributes of God
2. God is omniscient
3. God is without sin

**Exercise 2**

Learners to explain in own words attributes of God.

Omniscient – God is all knowing

Omnipresent – God is every where

Omnipotent- God is all powerful

God is Holy

**Exercise 3**

Similar response

Learners are to briefly explain how they will apply three attributes of God in their daily life.

Focusing on attributes such as merciful, forgiveness, kindness, love

**SUGGESTED HOME WORK**

State and explain five attributes of God

Explain the term trinity

Write an essay on the attributes of God

**Reflections**

Teacher reflects on the following in relation to the indicator and makes informed decision in the next lessons:

- What went well?
- What went badly?
- What would you improve next time?

In thinking about or answering the above questions, the teacher should make use of those cognitive skills or strategies that increase the probability of a desirable outcome. Use thinking that is purposeful, reasoned and goal directed; the kind of thinking involved in solving problems, formulating inferences, calculating likelihoods, and making decisions when the teacher is using skills that are thoughtful and effective for the particular context and type of thinking task. The teacher should also analyze and make judgments about what has happened or been taught.

Also, learners should be aware of and control their learning by actively participating in reflective thinking - assessing what they know, what they need to know, and how they bridge that gap during learning situations.

Ask learners to do the following as a way of reflection

1. Tell the class what you have learnt from the lesson.
2. Tell the class how you are going to apply the knowledge you have gained.
3. What aspect of the lesson you didn't understand?

# Strand 1: ALL ABOUT US

## Sub-strand 2: Myself

LB: pages 14 - 32

### CONTENT STANDARD:

Demonstrate the understanding of the challenges that occur during adolescence

### INDICATOR

- i) Explain problems associated with adolescence
- ii) Explain how to manage the problems that occur during adolescence

### CORE COMPETENCIES

Personal Development and Leadership  
Communication and Collaboration  
Cultural Identity and Global Citizenship

### SUBJECT SPECIFIC PRACTICES

Respect, Trust, Obedience Commitment, Responsibility

### SUGGESTED RESOURCES

Mobilise the following resources to make the lesson practical:

Pictures, Videos, Posters, Water, Soap, Tooth brush, Tooth paste, Nail cutter, Chewing stick, Brooms, Pressing iron, chart, computer, projector, paper, pencils, pen, blackboard/marker board and chalk/marker

### OTHER USEFUL MATERIALS

English dictionary

### KEY WORDS

Counselling, peer pressure, abuse, poverty, pregnancy, adolescent, adolescence, parenthood, acquiring, streetism, transmitted, infections, challenges, associated, clothes, bath, diet, teeth, trim, toilet, tooth brush, tooth paste, nail cutter, chewing stick

### HELPFUL LINKS

<https://www.google.com/search>, <https://www.Momjunction.com/article/personal-hygiene-tips-for-kids>

[www.theschoolrun.com/personal-hygiene-learning-children](http://www.theschoolrun.com/personal-hygiene-learning-children)

### Introduction

Learners brainstorm on the meaning of adolescence.

The following points should be considered Adolescence is the period of psychological and social transition between childhood and adulthood. It is derived from the Latin verb, 'adore' meaning 'to grow up'. It starts from thirteen to nineteen years. The ages of the adolescence vary from culture to culture. The world Health Organization (WHO) defines adolescence as the period of life between 10 and 19 years of age.

Guide learners in their groups to discuss the changes that take place in their own sex during adolescence and present to class. Let learners understand that as we grow as human beings our body features or organs also grow for changes to occur. These changes occur mostly as one is in transition from a young person to an adult. Let them know that these changes with boys and girls are not necessarily the same with the two sexes and that these changes mainly come about as a result of biological factors. Some of these changes are as follows:

Through a whole class discussion Learners talk about and list changes that occur during adolescence with the help of the posters or pictures.

The following points should be considered:

Physical Changes in boys and girls

Physical changes in boys	Physical changes in girls
Breaking of voice	Development of breast
Broadening of chest	Broadening of the hips
Growth in the armpit: facial and pubic hairs	Growth of armpit and pubic hairs
Enlargement of testes and penis	Onset of ovulation and menstruation

Acquisition of excess energy	Acquisition of excess energy
Acne on the face	Acne on the faces
Growth in height	Growth in height

**Emotional Changes**

The following points should be considered:

- i. Strong feeling and intense emotions at different time
- ii. Physical attraction towards the opposite sex
- iii. Self-conscious and feeling shy
- iv. Easily irritated over trivial things
- v. Feeling of inferiority and superiority

**Psychological changes**

- i. The following points should be considered:
- ii. Eating disorder
- iii. Depression
- iv. Poor self –image
- v. Self –esteem or confidence issues

Through pair-share guide learners to talk about problems associated with adolescence. Learners should understand that as the changes occur in them, they come with challenges and we are expected to deal with those challenges. Some are moral and social problems. These include the following:

- i. engaging in sexual activity can result in acquiring sexually transmitted infections (STIs) including HIV
- ii. teenage pregnancy and parenthood
- iii. streetism and poverty
- iv. drug use and abuse
- v. negative peer pressure leading to criminal activities
- vi. Bullying
- vii. Cyber addiction
- viii. Depression

Learners in groups discuss how to manage the challenges that come with changes during adolescence.

Groups to present reports for class discussion. The following points should be considered:

- i. counselling from a responsible adult
- ii. discussing problems with peers and siblings
- iii. dressing in a modest way to avoid enticing the opposite sex

- iv. engaging in exercise as physical activity to help keep the serotonin level up
- v. being assertive (self-confidence to say ‘NO’ to sex and other actions which may destroy your future plans)
- vi. respecting the sexual rights of others
- vii. not forcing to have sex with learners,
- viii. participation in creative activities
- ix. Mutual understanding

**Activities to support learners**

Write five physical changes in the adolescent.

Write three emotional changes in the adolescent. State and explain two challenges that the adolescent goes through.

Let learners share some of the challenges facing the adolescent.

Let learners in groups discuss how to manage the challenges that come with adolescence

What is adolescence?

State five challenges facing adolescence.

State five ways to manage the challenges that come with changes during adolescence.

**Evaluation Exercise**

**Expected Answers**

(Refer to Learner’s Book 6, pages 24 to 32 exercises and Activities)

**Exercise 1**

- 1. Adolescence is the period of psychological and social transition between childhood and adulthood.
- 2.
  - i. Breaking of the voice
  - ii. Broadening of the chest
  - iii. Enlargement of the penis and testes
  - iv. Growth of hair in the armpit
  - v. Acquisition of excess energy

**Exercise 2**

- i. engaging in sexual activity can result in acquiring sexually transmitted infections (STIs) including HIV
- ii. teenage pregnancy and parenthood
- iii. streetism and poverty
- iv. drug use and abuse
- v. negative peer pressure leading to criminal activities
- vi. Bullying
- vii. Cyber addiction
- viii. Depression



**Exercise 3**

1. Guidance and counselling, regular exercise of the body.

Note: Learners are to explain the themselves on exercises 1,2, and 3.

**Exercise 4**

- i. Adolescence
- ii. World Health Organization
- iii. Sexually Transmitted Diseases STDs.
- iv. Premarital sex, unprotected sex
- v. Drop out from school

**SUGGESTED HOME WORK**

1. What is adolescence?
2. State four problems of the adolescence
3. State and explain four ways to manage the challenges that come with changes during adolescence
4. Write five physical changes that takes place during adolescence

**Answers**

1. Adolescence is the period of psychological and social transition between childhood and adulthood.
2.
  - i. engaging in sexual activity can result in acquiring sexually transmitted infections (STIs) including HIV
  - ii. teenage pregnancy and parenthood
  - iii. streetism and poverty
  - iv. drug use and abuse
3. Guidance and counselling, regular exercise of the body.
4.
  - i. Breaking of the voice
  - ii. Broadening of the chest
  - iii. Enlargement of the penis and testes

- iv. Growth of hair in the armpit
- v. Acquisition of excess energy

**Reflections**

Teacher reflects on the following in relation to the indicator and makes informed decision in the next lessons:

- What went well?
- What went badly?
- What would you improve next time?

In thinking about or answering the above questions, the teacher should make use of those cognitive skills or strategies that increase the probability of a desirable outcome. Use thinking that is purposeful, reasoned and goal directed; the kind of thinking involved in solving problems, formulating inferences, calculating likelihoods, and making decisions when the teacher is using skills that are thoughtful and effective for the particular context and type of thinking task. The teacher should also analyze and make judgments about what has happened or been taught.

Also, learners should be aware of and control their learning by actively participating in reflective thinking - assessing what they know, what they need to know, and how they bridge that gap during learning situations.

Ask learners to do the following as a way of reflection:

Tell the class what you have learnt from the lesson.

Tell the class how you manage the challenges adolescence face.

Tell the class your personal experience as an adolescent.

# Strand 1: ALL ABOUT US

## Sub-strand 2: Myself

LB: pages 33 - 40

### CONTENT STANDARD

Demonstrate understanding of personal hygiene during adolescence

### INDICATOR

Explain how to maintain personal hygiene during adolescence

### CORE COMPETENCIES

Personal Development and Leadership  
Communication and Collaboration  
Cultural Identity and Global Citizenship

### SUBJECT SPECIFIC PRACTICES

Respect, Trust,  
Obedience Commitment,  
Responsibility

### SUGGESTED RESOURCES

Pictures, chart, computer, projector, paper, pencils, pen, blackboard/marker board and chalk/marker

### OTHER USEFUL MATERIALS

English dictionary

### Introduction

Assist learners through questions and answers to talk about keeping themselves clean all the time.

Personal hygiene is maintaining cleanliness of one's body, clothing and the person's immediate surroundings to prevent sickness. It also means the act of taking good care of our health and wellbeing by keeping ourselves clean. Personal hygiene is an individual's responsibility. Children are guided by their parents, teachers, and other adults to have this experience.

Group learners to talk about things they need to promote personal hygiene. The groups should present their findings to the class.

### Items Needed to Show Personal Hygiene

1. Soap
2. Tooth brush and paste
3. Nail cutter
4. Water
5. Facial tissues
6. Shaving brushes

Other examples are comb, chewing stick, pressing iron etc.

Learners think-pair-share on how to maintain personal hygiene

The following points should be considered:

1. Bathing twice a day
2. Washing of clothes regularly.
3. Bath at least ones a day
4. Keep rooms and environment clean
5. Clean your teeth
6. Trim and comb your hair every day after taking bath
7. Wash your hands properly after visiting the toilet, before eating, after eating and before cooking
8. Cover the mouth when coughing, sneezing or yawning
9. Take good care of their genital organs
10. Changing their pads regularly during menstruation
11. Keep themselves healthy and happy

Learners discuss how adolescent problems affect national development e.g.

- i. The most active segment of the population (between 15-45 years) can be affected by STIs such as HIV/AIDS
- ii. Productivity decreases
- iii. Increase in cost of health care
- iv. Increases the number of people in the poverty bracket
- v. Increase in crime wave due to drug abuse resulting in insecurity in community  
Educate the young people to be responsible

**Activities to support learners**

- i. Draw two items used to maintain personal hygiene
- ii. List five items we can use to maintain personal hygiene
- iii. Explain how you will help your family and the community with the knowledge on personal hygiene
- iv. Compose a song on personal hygiene
- v. What is personal hygiene?
- vi. State five ways to maintain personal hygiene
- vii. State and explain five ways adolescence problems affect national development
- viii. Explain how you will help your family and community with the knowledge on personal hygiene

**Evaluation Exercise****Expected Answers**

(Refer to Learner's Book 6, pages 38 to 40 for exercises and Activities)

**Exercise 1**

- a. Keeping their teeth clean to prevents tooth cavity, gum diseases and tooth decay.
- b. Bathing regularly to prevent bad body odour.
- c. Keeping their clothes clean to always look neat.
- d. Keeping our rooms and environment clean to prevent the spread of diseases and germs in our environment.
- e. Trimming our nails and hair short to avoid germs from hiding in them.
- f. Taking care of genital organs of the body such as under our armpits by regularly shaving them to keep us fresh and healthy.
- g. Ladies must change pad regularly during menstruation. This prevents possible infections.

**Exercise 2**

When many of the active people in the country are affected by Sexually Transmitted Infections (STIs) like HIV/AIDS they become less productive and decrease national productivity.

When people are involved in unprotected sex they are pregnant at teen ages. They become a burden on the nation.

**Exercise 3**

it makes us healthy, we do not easily get germs, it make us feel confident, it helps us to mingle with others.

**Exercise 4**

Learners are to briefly describe how they can effectively practice personal hygiene.

**Exercise 5**

Drug abuser: involved in criminal activities.

**SUGGESTED HOME WORK**

1. Compose a song on promotion of personal hygiene  
Learners answer
2. State and explain four ways of maintaining personal hygiene
  - a. Keeping their teeth clean to prevents tooth cavity, gum diseases and tooth decay.
  - b. Bathing regularly to prevent bad body odour.
  - c. Keeping their clothes clean to always look neat.
  - d. Keeping our rooms and environment clean to prevent the spread of diseases and germs in our environment.

**Reflections**

Teacher reflects on the following in relation to the indicator and makes informed decision in the next lessons:

- What went well?
- What went badly?
- What would you improve next time?

In thinking about or answering the above questions, the teacher should make use of those cognitive skills or strategies that increase the probability of a desirable outcome. Use thinking that is purposeful, reasoned and goal directed; the kind of thinking involved in solving problems, formulating inferences, calculating likelihoods, and making decisions when the teacher is using skills that are thoughtful and effective for the particular context and type of thinking task. The teacher should also analyze and make judgments about what has happened or been taught.

Also, learners should be aware of and control their learning by actively participating in reflective thinking -assessing what they know, what they need to know, and how they bridge that gap during learning situations.

Ask the learners to do the following as a way of reflection:

1. Tell the class how you will help your family and community with the knowledge on personal hygiene
2. Tell the class what you have learnt from the lesson
3. Tell the class which aspect of the lesson you didn't understand

# Strand 1: ALL ABOUT US

## Sub-strand 2: Myself

LB: pages 41 - 50

### CONTENT STANDARD

Demonstrate how adolescents can harness their potentials to achieve their goals in life.

### INDICATORS

Explain how to prepare and accomplish aspiration in life

### CORE COMPETENCIES

Personal Development and Leadership  
Communication and Collaboration  
Cultural Identity and Global Citizenship

### SUBJECT SPECIFIC PRACTICES

Respect, Trust, Obedience Commitment, Responsibility

### Introduction

If we come to see adolescence as a period of time, and adolescent as individual, filled with untapped potential, we are much more likely to see the realization of that possibility and power in positive directions.

### Identify what they want to become in life

Let learners understand that everyone has aspirations he or she wants to achieve in life and discuss why they chose particular vocations. Learners be encouraged that in as much as we have aspirations, we have to work hard towards meeting or achieving those goals or aspirations so we can become the very persons we want to be in future. Let them know that one way is through Education. Some of them include the following:

Driver	Doctor	Carpenter
Police officer	Engineer	
Pilot	Chief	Teacher
Nurse	Banker	
Etc.		

Let learners understand that it is good to prepare oneself towards achieving their aspirations. They should know that, it affords

learners or people opportunity to equip oneself with significant knowledge and skill so that the learner becomes responsible person in the home, school and the community. Some of the views include the following:

#### i. Reflect with the child

Perhaps a child in your class has done a task really well. Sit down with the child and reflect together on what went so well with this task. Talk about how it made them feel and what steps they made to achieve this task. Brainstorm and write the points down. This is a great start at helping the child set goals.

#### ii. Help children set realistic goals

It is important to make sure that when children start setting goals for the first time that they start off with smaller goals. Completing small goals sets them up properly to set larger goals and be able to work towards them in the right way.

#### iii. Teach children the art of not giving up

Just as with adults, people can become deterred from their goals when things go wrong or get too hard. It is important to remind children that having perseverance is very important when setting goals and to teach them in a 'solution-focused' way so it sets them up to be successful in achieving their goals and aspirations.

#### iv. Let children choose their own goals

A child will most likely choose a goal that is important and relevant to them. It helps the process of goal setting by sitting down with the child and asking them what they are interested in or what they want to be when they grow up. If, for example, they say 'a veterinarian', then perhaps they work on a goal now that has something to do with animals.

**Discuss why they chose particular vocations.**

Let learners in whole class discussion understand that there are lots of vocations but depending on your willingness to study and acquire knowledge and skills in a particular vocation is what matters. Learners should be encouraged to take their study seriously so they can identify their God-given talents/vocation through counselling sessions or units in the school. Let them know that each of us has his or her reasons for choosing a particular vocation and it is basically through education they can take very good decisions as to which vocation to choose. Let learners have very good reasons towards choosing vocations for future. They should also know that other reasons could be social, economic or cultural.

Through whole class discussion, let learners share their views about how they intend to prepare themselves towards achieving their aspirations.

Learners in groups discuss things that could prevent them from achieving their goals. Learners present their findings to the class.

The following points should be considered:

- i. HIV/AIDS,
- ii. early pregnancy and motherhood or fatherhood,
- iii. loss of a parent
- iv. Accident
- v. Drug abuse
- vi. Peer pressure
- vii. Broken homes
- viii. Financial
- ix. Relationship

**Discuss how to overcome challenges that could prevent them from accomplishing their aspirations.**

Guide learners to discuss how to overcome challenges that could prevent them from accomplishing their aspirations. Let learners understand that the challenges that could prevent them from accomplishing their aspirations can be surmounted. One surest way is through acquisition of quality education and hard work to produce good academic performance for a brighter future. Others are

acquisition of skills, training and re-training of oneself to open up chances or opportunities. Learners role play scenarios on how to overcome challenges that could prevent them from accomplishing their aspirations.

**Identify skills necessary for achieving aspirations in life.**

Guide learners in discussion/brainstorming to identify skills necessary for achieving aspirations in life. Let learners understand that in achieving aspirations in life, skills are much needed. It is important to acquire skills through education, informal or non-formal education. Learners for that matter should diligently identify their individual skills and develop them so they can achieve their aspirations in life. Let them know that practical skills are as good as knowledge so theory and practice must go together so as to equip learners very well for the job market.

**Some of the skills are as follows:**

- i. Critical thinking and problem-solving.  
"Schools need to teach children to ask questions and think for themselves."
- ii. Collaboration and leading by influence.
- iii. Agility and adaptability.
- iv. Initiative and entrepreneurialism.
- v. Good oral and written communication.
- vi. Accessing and analysing information.
- vii. Curiosity and imagination.

**Activities to support learners**

- i. Learners describe one career that is of interest to them
- ii. Write down any five jobs they aspire to do
- iii. Write an essay what they desire to become in the future and why
- iv. State and explain three challenges to their aspirations in life
- v. State and explain four skills needed for them to achieve their aspirations in life
- vi. Describe how you intend to prepare in order to achieve your aspirations in life
- vii. Learners in groups discuss things that could prevent them from achieving their goal e.g. HIV/AIDS, early pregnancy and motherhood or fatherhood, loss of a parent etc.
- viii. Learners role play scenarios on how to overcome challenges that could prevent them from accomplishing their aspirations.
- ix. Learners write essay on skills necessary for achieving aspirations.



**Evaluation Exercise****Expected Answers**

(Refer to Learner's Book 6, pages 49 and 50 exercises and Activities)

**EXERCISE 1**

1.

- a. Avoid pre-marital or early sex.
- b. We should focus on education as we
- c. Parental advice is very important in overcoming challenges that could prevent one from achieving their aspirations in life.

**Exercise 2**

Financial management skills  
Time management skills  
Entrepreneurial Skills  
Good decision making Skills

**Exercise 3**

Learners are to describe one career that is of interest to them.

**SUGGESTED HOME WORK**

1. Write an essay how you intend to achieve your aspirations in life. in life

**Learner's answer**

2. Explain any four skills needed to achieve your aspirations
  - a. Financial management skills
  - b. Time management skills
  - c. Entrepreneurial Skills
  - d. Good decision making Skills

**Reflections**

Teacher reflects on the following in relation to the indicator and makes informed decision in the next lessons:

- What went well?
- What went badly?
- What would you improve next time?

In thinking about or answering the above questions, the teacher should make use of those cognitive skills or strategies that increase the probability of a desirable outcome. Use thinking that is purposeful, reasoned and goal directed; the kind of thinking involved in solving problems, formulating inferences, calculating likelihoods, and making decisions when the teacher is using skills that are thoughtful and effective for the particular context and type of thinking task. The teacher should also analyze and make judgments about what has happened or been taught.

Also, learners should be aware of and control their learning by actively participating in reflective thinking - assessing what they know, what they need to know, and how they bridge that gap during learning situations.

Ask learners to do the following as a way of reflection

1. Tell the class how you intend to achieve your aspirations in life
2. Tell the class what you want to become in future and why
3. Tell the class what you have learnt from the lesson
4. Tell the class how you intend to use the knowledge gained from the lesson

# Strand 1: ALL ABOUT US

## Sub-strand 3: My Family and the Community

LB: pages 51 - 56

### CONTENT STANDARD

Demonstrate understanding of attitudes and behaviours of a responsible family member

### INDICATOR

Explain the need for cordial relationships among family members

### CORE COMPETENCIES

Personal Development and Leadership  
Communication and Collaboration  
Cultural Identity and Global Citizenship

### SUBJECT SPECIFIC PRACTICES

Commitment, Loyalty, Respect Obedience, Humility, Unity Responsibility, Togetherness Tolerance

### SUGGESTED RESOURCES

mobilise resources to make the lesson practical:  
Pictures, Video, chart, computer, projector, paper, pencils, pen, blackboard/marker board and chalk/marker

### OTHER USEFUL MATERIALS

English dictionary

### KEY WORDS

Family, respect, trustworthy, obedience, togetherness, commitment, humility, unity, loyalty, leadership, tolerance

### Introduction

What is a Family? A family refers to people who are related to one another through marriage, child birth or adoption or by blood. Traditional family consists of a father, mother and children. There are two main family systems, the nuclear family and extend family. The nuclear family is made up of the father, the mother and children while the extended family is made up of father, mother, children, aunts, uncles, nephews, grandfather, grandmother and nieces.

Assist learners through role-play/questions and answers to explain who a committed person is and to mention behaviours that show that a person is committed. A committed person is simply one who regularly keeps their commitments, what he or she has signed up to do or not do.

Guide Learners in groups to discuss attitudes and behaviours of a responsible family member. Let learners understand that family members, who are committed to helping others involuntarily do so. They show obedience to the elders of the family, respect for family members, accepting responsibility (performing assigned duties), taking initiatives, helping needy relatives, take part in family activities, support family members in need, and many more.

Guide learners through questions and answers to discuss the importance of being a committed family member. Learners should be encouraged to be committed to their respective families to show love to the family they come from. Learners need to know the importance of being a committed member of a family. These include the following:

- i. to promote unity
- ii. to gain respect
- iii. to be considered a trustworthy person
- iv. to uplift family image
- v. to enable the weak and the poor ones to ask for assistance in any form from those who can help.

Guide learners in role-play such as drama, demonstration or discussion so that learners will get to know what it takes to be a committed family member. Tell learners in discussion that family members have to take whole or full responsibility of other members of the family even though it might be challenging. Let them know that it is this same family one looks up to especially in times of funerals in the home so there is no need turning back on that same family when anyone of them is in need of something. At least, as a committed family member, do let the others know that you have done your best to save a situation. Learners

engage in role-play and other activities that will teach them to become family members who are committed e.g. mock family meetings, naming ceremonies

### Activities to support learner

- i. Draw members of your family
- ii. Draw the family tree
- iii. Name members of your family
- iv. Learners role-play activities that will teach them to become family members who are committed such as naming ceremony
- v. State and explain three importance of being committed to the family
- vi. State any four attitudes and behaviours of responsible family member
- vii. Write an essay on why it is important to be committed to the family

### Evaluation Exercise

#### Expected Answers

(Refer to Learner's Book 6, pages 56 exercises and Activities)

#### Exercise 1

1.
  - a. Learners are to name members of their families.
  2.
    - a. To promote unity, peace, progress and happiness in the family.
    - b. To gain respect from other family members.
    - c. To be considered a trustworthy person in the family.

**Note:** Learners are to explain two of the above answers.

3.
  - i. taking part in family activities responsibly
  - ii. obedience to elders of the family
  - iii. respect for family members
  - iv. accepting responsibility (performing assigned duties)
  - v. taking initiatives
  - vi. helping needy relatives

### SUGGESTED HOME WORK

1. Draw the family tree of your family  
Learner's to answer
2. Explain four attitudes and behaviours of responsible family member
  - i. taking part in family activities responsibly
  - ii. obedience to elders of the family
  - iii. respect for family members
  - iv. accepting responsibility (performing assigned duties)

### Evaluation Exercise

#### Expected Answers

### SUGGESTED HOMEWORK

1. to promote unity
2. to gain respect
3. to be considered a trustworthy person
4. to uplift family image
5. to enable the weak and the poor ones to ask for assistance in any form from those who can help.

### Reflections

Teacher reflects on the following in relation to the indicator and makes informed decision in the next lessons:

- What went well?
- What went badly?
- What would you improve next time?

In thinking about or answering the above questions, the teacher should make use of those cognitive skills or strategies that increase the probability of a desirable outcome. Use thinking that is purposeful, reasoned and goal directed; the kind of thinking involved in solving problems, formulating inferences, calculating likelihoods, and making decisions when the teacher is using skills that are thoughtful and effective for the particular context and type of thinking task. The teacher should also analyze and make judgments about what has happened or been taught.

Also, learners should be aware of and control their learning by actively participating in reflective thinking -assessing what they know, what they need to know, and how they bridge that gap during learning situations.

Ask learners to do the following as a way of reflection:

- i. Tell the class how you will improve your relationship with the family
- ii. Tell the class why you think it is important to be committed to your family
- iii. Tell the class the aspect of the lesson you didn't understand

# Strand 1: ALL ABOUT US

## Sub-strand 4: Home and School

LB: pages 57 - 64

### CONTENT STANDARD

Demonstrate the knowledge of food safety practices

### INDICATOR

Identify ways of promoting food safety

### CORE COMPETENCIES

Personal Development and Leadership  
Communication and Collaboration  
Cultural Identity and Global Citizenship

### SUBJECT SPECIFIC PRACTICES

Trust, Commitment, Loyalty Respect,  
Obedience, Humility Unity, Responsibility  
Togetherness

### SUGGESTED RESOURCES

mobilise the following resources to make the lesson practical:

Food chart, samples of various food stuffs  
Pictures, Videos, Posters, Plates, Cooking  
utensils, Cutlery, Stove, Table clothes, Table  
mat, Cups, chart, computer, projector, paper,  
pencils, pen, blackboard/marker board and  
chalk/marker

### OTHER USEFUL MATERIALS

English dictionary

### KEY WORDS

Proper, safety, bacteria, hygiene, harm, clean,  
etiquette, manners, table, hot.

### HELPFUL LINK

<https://www.teacherlink.ed.usu.edu>,

<https://www.study.com>academy>food...>

### Introduction

Guide learners through whole class discussion talk about how they prepare and keep food before, during and after cooking.

Food safety refers to handling, preparing and storing food in a way to best reduce the risk

of individual becoming sick from food borne illnesses. The principle of food safety is to prevent food from becoming contaminated and causing food poisoning. Food is important to a person's growth and survival; however, food can also hurt people. Therefore, without using proper food safety and hygiene, your food can do more harm than good.

Guide learners to discuss ways of ensuring food safety in their homes and in the school. Let learners understand that food that is not kept safe is not good for consumption. Let them know that such food will develop fungi and may act as poison and when taken one may be sick for which you will spend money to treat yourself. Learners should know that food stuff must be cleaned or washed, kept in a safe place that is in freezers, good containers, wrappers, and other places under good hygienic conditions.

Others are:

1. Serving food in a clean plate
2. When serving food at a buffet, keep food hot within chafing dishes, slow cookers and warming trays.
3. Storing perishable foods in the refrigerator
4. Covering of food well

Guide learners in a practical demonstration of how to cook and serve food safely. Let learners bring to school some food stuff and cooking utensils and other items to partake in this exercise. Learners will learn the skills involved in cooking and how to serve food safely to their families, community and strangers alike. This will develop in them good cooks and chefs for future.

Each group after cooking show case the food for inspection.

Through class discussion learners discuss the requirements for table setting.

The following points should be considered:

1. Table covering including table clothes and napkins, place mats, oil clothes should be spotless and smoothly ironed.
2. Flatware – includes fork, knives and spoons
3. Dinner ware- Plates, cup, saucers and bowls
4. Glassware –all types of drinking glasses

Through whole class discussion learners discuss table manners

The following points should be considered:

1. Be on time for meals
2. Wait until everyone is seated before you start to eat
3. Pass food to others or ask politely for it
4. Eat slowly and quietly. Chew with your mouth closed
5. Take small bites especially when eating with others in the same bowl
6. Lift food to your mouth when you eat, do not lower your head
7. Use cutlery correctly when eating and place them back correctly at the end of the meal
8. Do not play with cutlery
9. Do not talk when your mouth is full.

Through role-play learners demonstrate table manners.

#### Activities for slow learners

- i. Draw a chart of the six food groups
- ii. Cook a simple meal in groups
- iii. Demonstrate the proper use of the cutlery set
- iv. Learners name two equipment needed for setting a table.
- v. What is food safety?
- vi. State and explain three ways of handling food safely
- vii. What is table manners?
- viii. Learners give any four proper table etiquettes.
- ix. Let learners demonstrate how to set a table.

#### Evaluation Exercise

##### Expected Answers

(Refer to Learner's Book 6, pages 62 to 64 exercises and Activities)

##### Exercise 1

1. Food safety refers to handling, preparing and storing food in a way to best reduce the risk of individual becoming sick from food borne illnesses.

##### 2.

- a. Store perishable foods in the refrigerator at an acceptable temperature.
- b. Cover of food well to avoid germs from flies and dust.
- c. Wash all utensils, plates, platters, and cutlery as soon as used.
- d. Cook food thoroughly, to the appropriate temperature.

##### 3.

- i. Banku
- ii. Rice and stew
- iii. Gari and bean

##### Exercise 3.

1. Learners answer (practical work)

2. Write any four proper table etiquettes.

- i. Be on time for meals
- ii. Wait until everyone is seated before you start to eat
- iii. Pass food to others or ask politely for it
- iv. Eat slowly and quietly. Chew with your mouth closed
- v. Take small bites especially when eating with others in the same bowl
- vi. Lift food to your mouth when you eat, do not lower your head
- vii. Use cutlery correctly when eating and place them back correctly at the end of the meal
- viii. Do not play with cutlery
- ix. Do not talk when your mouth is full

3. cutlery, plates

##### Exercise 4

Learners are to briefly describe how to set a table for lunch or dinner.



**SUGGESTED HOME WORK**

1. State three importance of table manners
2. What is food safety
3. State and explain four importance food safety
4. Write four table etiquettes

**Evaluation Exercise****Expected Answers****Exercise 1****SUGGESTED HOME WORK**

- i. Be on time for meals
- ii. Wait until everyone is seated before you start to eat
- iii. Pass food to others or ask politely for it
- iv. Eat slowly and quietly. Chew with your mouth closed
- v. Take small bites especially when eating with others in the same bowl
- vi. Lift food to your mouth when you eat, do not lower your head
- vii. Use cutlery correctly when eating and place them back correctly at the end of the meal
- viii. Do not play with cutlery
- ix. Do not talk when your mouth is full.

**Reflections**

Teacher reflects on the following in relation to the indicator and makes informed decision in the next lessons:

- What went well?
- What went badly?
- What would you improve next time?

In thinking about or answering the above questions, the teacher should make use of those cognitive skills or strategies that increase the probability of a desirable outcome. Use thinking that is purposeful, reasoned and goal directed; the kind of thinking involved in solving problems, formulating inferences, calculating likelihoods, and making decisions when the teacher is using skills that are thoughtful and effective for the particular context and type of thinking task. The teacher should also analyze and make judgments about what has happened or been taught.

Also, learners should be aware of and control their learning by actively participating in reflective thinking - assessing what they know, what they need to know, and how they bridge that gap during learning situations.

Ask learner to do the following as a way of reflection:

- i. Tell the class how you will to use the knowledge gained to educate the family on food safety.
- ii. Tell the class how you behave at a table.



**2**

**Strand:**

**All around us**

## Strand 2: ALL AROUND US

### Sub-strand 1: The environment and the weather

LB: pages 66 - 69

#### CONTENT STANDARD

Demonstrate understanding of the importance of trees in our environment

#### INDICATOR

Plant trees in their communities as a civic duty.

#### CORE COMPETENCIES

Communication and Collaboration, Cultural Identity and Global Citizenship

#### SUBJECT SPECIFIC PRACTICES

Respect, Responsibility, Stewardship, Love

#### SUGGESTED RESOURCES

mobilise resources to make the lesson more practical:

Seedlings, Agricultural tools, video, Pictures, chart, computer, projector, paper, pencils, pen, blackboard/marker board and chalk/ marker

#### OTHER USEFUL MATERIALS

English dictionary

#### KEY WORDS

Seedlings, daily, watering can, forestry, erosion, planting, important

#### HELPFUL LINKS

<https://www.savatree.com>>why

<https://www.klientsolutech.com>>important

involve learners in planting trees in their communities as their civic duty.

Introduce the lesson by asking questions on the importance of tree planting. After listening to various answers, engage the whole class in discussing the importance of tree planting.

#### Plant trees in their communities as a civic duty

Tree planting gives us a lot of benefits. Trees may provide us with shade, trees check erosion, and they may provide us with fruits, or medicine as well as remove carbon dioxide from the atmosphere and provide us with oxygen. Harvested trees give us fuelwood, timber or charcoal. Thus anytime we embark on tree planting we create favourable conditions for our future benefits.

Which trees will you like to plant? It could be an economic tree such as mango tree or shea tree. It could be flowers or hedging tree. Whatever tree you decide on could be obtained from Forestry Commission or from your nursed seedlings in the school garden.

Select erosion prone areas around the school. Plant sufficient selected trees to check soil erosion. Such trees may also give you shade in the near future as they prevent erosion of the top soil.

Monitor and care for these trees by watering them regularly and take data on its growth. The data would help you to compare the growth rates of various trees. Select areas within the community to plant trees and maintain them some of the trees grown will serve as windbreak for the school and the community.

#### Windbreak

Windbreaks serve as a check on strong winds that may cause havoc in the community by taking of roofs of buildings or cause any other destruction during wind storms.

#### Benefits of planting trees

Understanding the environmental, economic, and social/community benefits of nature, in

#### Introduction

Trees are living things and a perennial plant with an elongated stem, or trunk, with supporting branches and leaves in most species.

Tree planting and afforestation is a good effort towards ecological balance. Day in day out human activities tend to pollute the atmosphere. But the trees we plant absorb the pollutants for a cleaner environment. This unit will therefore

particular trees and forests, can lead to better vegetation management and designs to optimize environmental quality and human health for current and future generations. Computer models have been developed to assess forest composition and its associated effects on environmental quality and human health. While research is still needed regarding many of the environmental services that trees provide, resource managers can utilize existing models to better understand the role of vegetation in improving human health and environmental quality, lower costs of maintenance, and increase resource stewardship as an effective means to provide substantial economic savings to society. Understanding the myriad of potential services and costs associated with forests are critical to estimating net benefits of vegetation and for guiding appropriate vegetation management plans.

However, while many of the ecosystem services and costs of vegetation cannot be adequately quantified or valued at this time, it is important to understand within decision-making processes that these services or costs do exist. Discounting nature or vegetation as having no value leads to uninformed decisions regarding nature. Trees provide numerous economic and ecosystem services that produce benefits to a community, but also incur various economic or environmental costs. Through proper planning, design, and management, trees can improve human health and well-being in urban areas by moderating climate, reducing building energy use and atmospheric carbon dioxide (CO<sub>2</sub>), improving air quality, providing an aesthetic environment and recreational opportunities, mitigating rainfall runoff and flooding, lowering noise levels and producing other social/environmental services, provide shade, conserving water, preserving soil, supporting wildlife. During the process of photosynthesis, **trees** take in carbon dioxide and produce the oxygen we breathe. Assessing the benefits and economic values of trees. These potential costs must be weighed against the environmental benefits in developing natural resource management programmes. Specific attributes of the vegetation resource structure such as abundance, size, species, health and location affect the amount of services and costs provided by vegetation. Many of the

services and costs provided by vegetation and their management affect human health. Thus, designing nature and management to maximize these benefits and minimize the costs can help improve human health.

### Care and maintenance

Tree planting should not be taken for granted. Scheduled time should be planned to water, maintain and care for the trees to give maximum returns. It is important to take data on the trees planted at the school in monitoring its growth rate and foliage.

### Project Work

After the whole class discussion embark on a project work by acquiring seedlings from the nearest Forestry Commission. Let the learners plant the seedlings and take care of them at a designated school site.

Let the learners monitor and document the entire process of the project on daily watering, measuring the height of trees weekly, number of leaves, etc.

### Project

Learners undertake a tree planting project in the school to check erosion or provide shade

1. Project activities procedures:
2. A visit to the Forestry Commission for seedlings and planting the seedlings,
3. Taking care of the seedlings in the school.

Guide learners to plant trees and do documentation on the trees.

Documentation process for the project should include:

Daily watering of the seedlings

Measuring the height of the trees weekly

Counting and recording the number of leaves

### Activities to support learners

- i. Undertake a project of tree planting in the school to check erosion or to provide a shade
- ii. Learners document the process of the project
- iii. Learners write down the processes about their project
- iv. State five importance of trees in the environment



**Evaluation Exercise****Expected Answers**

(Refer to Learner's Book 6, pages 68 to 69 exercises and Activities)

**Exercise 1**

- i. providing oxygen,
- ii. improving air quality,
- iii. climate amelioration,
- iv. conserving water,
- v. preserving soil,
- vi. supporting wildlife.

**Exercise 2**

1.
  - i. A visit to the Forestry Commission for seedlings
  - ii. Planting the seedlings
  - iii. Taking care of the seedlings in the school.
2.
  - i. Daily watering of the seedlings
  - ii. Measuring the height of the trees weekly
  - iii. Counting and recording the number of leaves

**SUGGESTED HOME WORK**

1. State five importance of trees to the environment
2. Learners undertake a tree planting project
3. Learners write down the processes about the project

**Evaluation Exercise****Expected Answers****Suggested Home work**

1.
  - i. providing oxygen,
  - ii. improving air quality,

- iii. climate amelioration,
- iv. conserving water,
- v. preserving soil,
- vi. supporting wildlife.

**Reflections**

Teacher reflects on the following in relation to the indicator and makes informed decision in the next lessons:

- What went well?
- What went badly?
- What would you improve next time?

In thinking about or answering the above questions, the teacher should make use of those cognitive skills or strategies that increase the probability of a desirable outcome. Use thinking that is purposeful, reasoned and goal directed; the kind of thinking involved in solving problems, formulating inferences, calculating likelihoods, and making decisions when the teacher is using skills that are thoughtful and effective for the particular context and type of thinking task. The teacher should also analyze and make judgments about what has happened or been taught.

Also, learners should be aware of and control their learning by actively participating in reflective thinking - assessing what they know, what they need to know, and how they bridge that gap during learning situations.

Ask learners do the following as a way of reflection:

1. Tell the class what you have learnt from the lesson
2. Tell the class how you would help to protect trees in your community.

## Strand 2: ALL AROUND US

### Sub-strand 1: The environment and the weather

LB: pages 70 - 73

#### CONTENT STANDARD

Demonstrate understanding of the importance of animals to plants in the environment

#### INDICATOR

Explain the importance of animal's waste to plants

#### CORE COMPETENCIES

Communication and Collaboration  
Critical Thinking and Problem Solving  
Creativity and Innovation  
Personal Development and Leadership

#### SUGGESTED RESOURCES

mobilise resources to make the lesson more practical:  
Manure, Dry leaves, Fertilizer, Pictures, chart, computer, projector, paper, pencils, pen, blackboard/marker board and chalk/marker

#### OTHER USEFUL MATERIALS

English dictionary

#### KEY WORDS

Manure, Compost, Organic matter, plant, animal waste, pit, heap, straw,

#### Introduction

Introduce this lesson by drawing the attention of learners to loamy soils and plant growth. Engage the whole class to explore the relationship between phosphorus and animal biomass.

Animals depend on plants for survival directly or indirectly. Plant are the only organisms that trap sun's energy to make their food. Animals take plants food in order to survive. But when animals die their remains also benefit the plants. Their droppings are also used as manure for plants.

Manure is organic matter, mostly derived from animal faeces except in the case of green

manure, which can be used as organic fertilizer in agriculture.

Through group discussion learners discuss the importance of manure

#### Explain the importance of animal waste to plants.

Animal wastes have been applied as organic manure in traditional farming. These wastes remain relatively large source of recyclable phosphorus in modern agriculture. Only the phosphorus in confined animal wastes is considered to be recyclable for croplands, while unconfined animal wastes mainly return to pastures. Assuming that animal biomass remains relatively constant, the amount of phosphorus in animal wastes is equal to the consumption of phosphorus contained in all kinds of feeds. Some part of crop residues is used as animal fodder. However, the reuse ratio of crop residues as fodder considerably varies globally.

Plants and animals have a unique relationship in the eco system. Knowledge of this relationship helps us to improve upon this ecological balance for a successful living. This unit tries to explore this relationship and adapt ways by which the relationship is improved for human comfort and living.

Manure is comparable to commercial fertilizer as a plant food. If it is applied correctly it has environmental benefits over commercial fertilizer. It contains most elements required for plant growth including nitrogen, potassium and micronutrients. Manure organic matter contributes to improved soil structure. This results in improved water infiltration and greater water-holding capacity leading to decreased crop water stress, soil erosion, and increased nutrient retention. The ability of manure to maintain or build soil organic matter levels has a direct impact on enhancing the amount of carbon removal from the atmosphere that is readily available in cropped soils. We can therefore summarize the advantages of using manure over other commercial fertilizers as follows:

- i. Increased soil carbon and reduced atmospheric carbon levels
- ii. Reduce soil erosion and runoff
- iii. Reduce nitrate leaching
- iv. Reduce energy demands for natural gas-intensive nitrogen fertilizers

### Preparation of Manure.

Engage learners in the preparation of manure

#### Activity 1

Guide Learners to obtain different plants and animal waste from the community and use such materials to prepare manure.

The following points should be considered:

- i. Arrange composting materials in a pit or heap
- ii. Compost is decomposed by fungi and bacteria
- iii. Add enough water to keep compost moist
- iv. Turn the compost pit or heap at 30-40 intervals for proper aeration
- v. Cover the compost pit or heap with mud or straw or plastic sheets

### Relationship between Plants and Animals

Crops sown in the manured garden soil should be monitored throughout their growth.

- i. It would be realized that the crops grow well to attract animals.
- ii. Many animals depend solely on plants as their source of nutrients.
- iii. Birds and mammals also disperse seed
- iv. Animals such as bats and hummingbirds act as pollinators
- v. Plants also obtain their nutrients from animal remains or manure.

This is a clear interdependence relationship. Pollination and dispersal benefit both the plants and the animals.

### Project Work

Obtain different plant and animal waste from the community and use such materials to prepare manure.

#### Activities to support learners

- i. Learners obtain different plants and animal waste from the community and use such materials to prepare manure
- ii. Learners watch videos of manure
- iii. Learners describe how to prepare manure

- iv. Learners obtain different plants and animal waste from the community and use such materials to prepare manure
- v. State four importance of manure

### Evaluation Exercise

#### Expected Answers

(Refer to Learner's Book 6, pages 72 and 73 exercises and Activities)

#### Exercise 1

- i. Manure is organic matter, mostly derived from animal faeces except in the case of green manure, which can be used as organic fertilizer in agriculture.
- ii. Dead plants, soil
- iii. Manure contains nitrogen, phosphorus, and other nutrients that plants need to grow.
  - a. Farmers can often save money by properly using manure as a fertilizer. ...
  - b. Proper use of manure as a fertilizer minimizes nutrient pollution to water resources and
  - c. Helps build healthy soils.
  - d. Improve soil fertility
  - e. It reduces soil erosion risk

#### Exercise 2

- i. Arrange composting materials in a pit or heap
- ii. Compost is decomposed by fungi and bacteria
- iii. Add enough water to keep compost moist
- iv. Turn the compost pit or heap at 30-40 intervals for proper aeration
- v. Cover the compost pit or heap with mud or straw or plastic sheets

### SUGGESTED HOME WORK

1. Write down the materials used in making manure
2. Describe how manure is prepared
3. State four importance of manure

### Evaluation Exercise

#### Expected Answers

### SUGGESTED HOME WORK

- i. Manure contains nitrogen, phosphorus, and other nutrients that plants need to grow.
- ii. Farmers can often save money by properly using manure as a fertilizer. ...
- iii. Proper use of manure as a fertilizer minimizes nutrient pollution to water resources.

**Reflections**

Teacher reflects on the following in relation to the indicator and makes informed decision in the next lessons:

- What went well?
- What went badly?
- What would you improve next time?

In thinking about or answering the above questions, the teacher should make use of those cognitive skills or strategies that increase the probability of a desirable outcome. Use thinking that is purposeful, reasoned and goal directed; the kind of thinking involved in solving problems, formulating inferences, calculating likelihoods, and making decisions when the teacher is using skills that are thoughtful and effective for the particular context and type of thinking task. The teacher should also analyze and make judgments about what has happened or been taught.

Also, learners should be aware of and control their learning by actively participating in reflective thinking - assessing what they know, what they need to know, and how they bridge that gap during learning situations.

Ask learners to do the following as a way of reflection:

1. Tell the class how you are going to use the knowledge gained to help your community
2. Tell the class your experience in preparing a manure.

## Strand 2: ALL AROUND US

### Sub-strand 3: Map Making and Land Marks

LB: pages 74 - 80

#### CONTENT STANDARD

Demonstrate understanding of the map of Ghana

#### INDICATOR

Identify the political regions on a sketch map of Ghana

#### CORE COMPETENCIES

Creativity and Innovation  
Critical Thinking and Problem Solving

#### SUBJECT SPECIFIC PRACTICES

Observation, Planning, Applying

#### SUGGESTED RESOURCES

Mobilize the following resources to make the lesson more practical:  
Map of Ghana, Map of West Africa, Map of Africa, Atlas, Globe Pictures, chart, computer, projector, paper, pencils, pen, blackboard/ marker board and chalk/marker

#### OTHER USEFUL MATERIALS

English dictionary

#### KEY WORDS

Regions, capital, locations, political, border

#### Introduction

Introduce this lesson by displaying the political map of Ghana. Invite learners to identify the sixteen regions, their names and their capitals. Display the political map of West Africa or that of Africa and let learners observe and write out the countries which border Ghana to the North, East and West.

Ghana is a country located along the Gulf of Guinea and the Atlantic Ocean, in the sub region of West Africa. Ghana shares the same boundaries with Togo in the East, Cote d'Ivoire in the West and Burkina Faso in the north, in the south is the Gulf of Guinea.

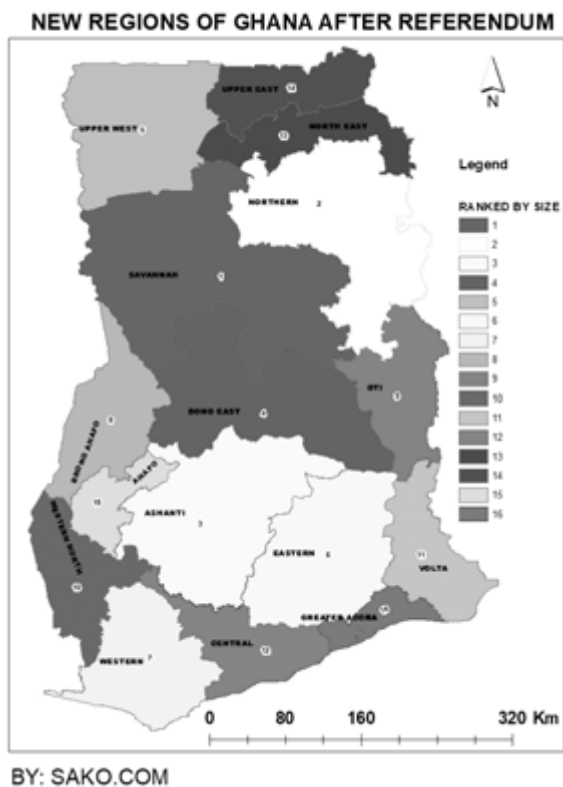
Through whole discussion with the help of the map of Ghana Learners talk about the political regions of Ghana and their capitals.

The following points should be considered:

REGIONS	CAPITAL
Upper West	Wa
Upper East	Bolgatanga
Savannah	Damongo
North East	Nalerigu
Bono East	Techiman
Bono	Sunyani
Northern	Tamale
Oti	Dambai
Ahafo	Goaso
Ashanti	Kumasi
Volta	Ho
Western North	Sefwi -Wiawso
Eastern	Koforidua
Western	Takoradi
Central	Cape Coast
Accra	Greater Accra

This is the map of Ghana showing the sixteen Regional boundaries. It used to be ten regions. Additional six were created after the December 2018 referendum to have more political administration and meet regional developmental demands.





Ghana is bordered on the East by Togo and on the West by La Cote D’ivoire. Burkina Faso bordered Ghana on the North but the South borderline is washed by the Gulf of Guinea. Gulf of Guinea is part of the main Atlantic Ocean.

Let learners show the locations of the political regions on a sketch map of Ghana. Guide learners to sketch the map of Ghana indicating the region and their capitals. Guide learners to observe a map of Africa and write out the countries, which border Ghana to the North, East and West. The following points should be considered:  
 Togo in the East  
 Ivory Coast in the West  
 Burkina Faso in the North  
 Gulf of Guinea to the South

Guide learners to compose a song that locates the position of Ghana in relation to other countries along the Coast of West Africa.

The following points should be considered:  
 From Senegal to Gambia and Guinea Bissau,  
 Guinea Bissau to Guinea.  
 From sierra Leone to Liberia.

We go to Ivory coast,  
 Ghana to Togoland, Benin,  
 Nigeria to Cameroon.

**Activities support learners**

- Draw or sketch the map of Ghana
- Write down the regions and their capitals
- Compose a song on the regions and their capitals
- Name the countries that border Ghana to the North -----
- East-----
- West-----
- South-----

Draw or sketch the map of Ghana indicating the regions and their capitals

Compose song that locate the position of Ghana in relation to other countries along the coast of West Africa

**Evaluation Exercise**

**Expected Answers**  
 (Refer to Learner’s Book 6, pages 79 and 80 exercises and Activities)

**Exercise 1**

1.

REGIONS	CAPITAL
Upper West	Wa
Upper East	Bolgatanga
Savannah	Damongo
North East	Nalerigu
Bono East	Techiman
Bono	Sunyani
Northern	Tamale
Oti	Dambai
Ahafo	Goaso
Ashanti	Kumasi
Volta	Ho
Western North	Sefwi –Wiawso
Eastern	Koforidua
Western	Takoradi
Central	Cape Coast
Accra	Greater Accra

**Exercise 2**

1.

- i. Burkina Faso and Niger
- ii. Togo and Benin

- iii. Liberia and Ivory Coast
  - iv. Gulf of Guinea and Atlantic Ocean
- 2.

Learners are to write a song locating the position of Ghana in relation to other countries along the coast.

### Exercise 3

Learners are to trace the new Ghana map and indicate the regions.

### SUGGESTED HOME WORK

1. Draw or sketch the map of West Africa  
Learner's answer
2. Draw or sketch the map of Ghana  
Learners answer

### Reflections

Teacher reflects on the following in relation to the indicator and makes informed decision in the next lessons:

- What went well?
- What went badly?
- What would you improve next time?

In thinking about or answering the above questions, the teacher should make use of

those cognitive skills or strategies that increase the probability of a desirable outcome. Use thinking that is purposeful, reasoned and goal directed; the kind of thinking involved in solving problems, formulating inferences, calculating likelihoods, and making decisions when the teacher is using skills that are thoughtful and effective for the particular context and type of thinking task. The teacher should also analyze and make judgments about what has happened or been taught.

Also, learners should be aware of and control their learning by actively participating in reflective thinking - assessing what they know, what they need to know, and how they bridge that gap during learning situations.

Ask learners to do the following as a way of reflection:

- i. Tell the class what you have learnt from the lesson
- ii. Tell the class how you are going to use the knowledge gained
- iii. Tell the class which aspect of the lesson you didn't understand.

## Strand 2: ALL AROUND US

### Sub-strand 4: Population and Settlement

LB: pages 81 - 88

#### CONTENT STANDARD

Show understanding of internal migration in Ghana

#### INDICATOR

Describe internal migration in Ghana

#### CORE COMPETENCIES

Critical Thinking and  
Problem solving  
Communication and Collaboration  
Digital literacy  
Cultural identity and Global Citizenship

#### SUBJECT SPECIFIC PRACTICES

Observation, Applying

#### SUGGESTED RESOURCES

Mobilized the following resources to make the lesson more practical:  
Pictures, Charts, Videos, Map of Ghana, computer, projector, paper, pencils, pen, blackboard/marker board and chalk/marker

#### OTHER USEFUL MATERIALS

English dictionary

#### KEY WORDS

Migration, movement, family, internal,

#### HELPFUL LINKS

<https://www.statsghana.gov.gh>>Mi

<https://www.wider.unu.edu>>files,

#### Introduction

Introduce this lesson by defining migration as the movement of people across a specified boundary for the purpose of establishing a new or semi-permanent residence. In Ghana people leave their homes to places where they could find work to do for their survival.

#### Describe internal migration in Ghana

In whole class discussion describe the internal migration in Ghana. Movement of individuals, groups of people or family units tends to move from economic deprived areas to commercial and industrial towns or cash crop farming areas in order to get employment. Employment avenues are scarce in Ghana's rural areas. Though the rural areas rely on primary production, earnings from peasant farming cannot sustain the rural folks. This is because farmers who rely on the rain are most times disappointed when the rain is good and there is good harvest but prices fall. When the weather is not favourable for crops and prices go high, they have less yield to sell. The rural – urban migration is therefore very rampant in the Northern territories of Ghana where rainfall is scanty. In these Northern territories there are family units migrating from their homes to places they think they can get better employment.

Guide Learners in groups to discuss the patterns of internal migration in Ghana

The following points should be considered:

- i. movement from the north to the south,
- ii. movement from the south to the north,
- iii. movement to commercial and industrial towns,
- iv. movement to cash crop farming areas.

Learners brainstorm the reasons for migration in Ghana.

The following points should be considered:

- i. better living conditions,
- ii. find work,
- iii. for marriage,
- iv. Inadequate road networks,
- v. lack or inadequate social amenities (hospital, portable drinking water, schools and electricity).

With the help of the map of Ghana guide Learners to show the migration pattern on a sketch map of Ghana.

### Challenges associated with urban settlements

Use brainstorming technique for the learners to come out with the challenges associated with urban settlements.

As the youth between the ages of 10 years to 35 years drift to Accra in search of non-existent jobs, there is pressure on social amenities.

Garbage generated by these large numbers of people are beyond the capabilities of the city authorities. Sanitation become very poor in Accra and other urban centers.

Pollution is very high to the extent that one could see “mountains” of garbage in city centers. Gutters are also choked making effluents to be stagnant and breeding harmful insects like mosquitoes.

Traffic congestion is both in vehicular movement and human movement. The city’s carrying capacity overflowed leading to irregular behaviours and social vices.

Let learners discuss in their small groups measures that can be taken to solve challenges associated with rural and urban settlements.

Such measures will include provision of social amenities in the rural areas, creation of job opportunities for both rural and urban areas.

In groups discuss measures that can be taken to solve challenges associated with rural and urban settlements.

- i. provision of social amenities in the rural areas,
- ii. creation of job opportunities for both rural and urban areas.
- iii. Instituting appropriate land tenure systems that may attract the youth to go into farming.
- iv. Provision of entertainment facilities like stadia, cinema houses, tourist centers.

### Activities to support learners

- i. State five reasons for migration in Ghana.
- ii. Learners to show the migration pattern on a sketch map of Ghana.
- iii. Draw the map of Ghana showing migration pattern
- iv. What is migration?
- v. Describe the internal pattern of migration in Ghana.
- vi. State four challenges associated with urban settlement.

- vii. State four measures that can be taken to solve challenges associated with rural – urban settlement.

### Evaluation Exercise

#### Expected Answers

(Refer to Learner’s Book 6, pages 87 and 88 exercises and Activities)

#### Exercise 1

1. Migration is the movement of people from one place to another with the intention of settling there.
2. The pattern of internal migration in Ghana are movement from the North to the South, movement from the South to the North, movement to commercial and industrial towns, and movement to cash crop farming areas among others.

Note: Learners are to explain the pattern.

#### Exercise 2

- i. For better living condition,
- ii. Find work or jobs
- iii. For marriage
- iv. Because of inadequate road networks
- v. Lack or inadequate social amenities such as hospitals, portable drinking water, schools and electricity.

#### Exercise 3

1.
  - i. Poor sanitation
  - ii. Environmental pollution
  - iii. Traffic congestion
  - iv. Pressure on facilities such as health, education and electricity
  - v. Increase in crime waves due to lack of jobs and income
2.
  - i. Provision of social amenities in the rural areas.
  - ii. Creation of job opportunities for both rural and urban areas.
  - iii. Instituting appropriate land tenure systems that may attract the youth to go into farming.
  - iv. Provision of entertainment facilities like stadia, cinema houses, tourist centers

**SUGGESTED HOME WORK**

- i. Describe the internal pattern of migration in Ghana.

The pattern of internal migration in Ghana are movement from the North to the South, movement from the South to the North, movement to commercial and industrial towns, and movement to cash crop farming areas among others.

**Reflections**

Teacher reflects on the following in relation to the indicator and makes informed decision in the next lessons:

- What went well?
- What went badly?
- What would you improve next time?

In thinking about or answering the above questions, the teacher should make use of those cognitive skills or strategies that increase the probability of a desirable outcome. Use thinking that is purposeful, reasoned and goal directed; the kind of thinking involved in solving

problems, formulating inferences, calculating likelihoods, and making decisions when the teacher is using skills that are thoughtful and effective for the particular context and type of thinking task. The teacher should also analyze and make judgments about what has happened or been taught.

Also, learners should be aware of and control their learning by actively participating in reflective thinking - assessing what they know, what they need to know, and how they bridge that gap during learning situations.

Ask learners to do the following as a way of reflection

1. Tell the class how you will educate people on the challenges associated with migration.
2. Tell the class how the lesson has affected your perception about migration.
3. Tell the class which aspect of the lesson you didn't understand.





**3**

**Strand:**

**Our beliefs  
and values**

## Strand 3: OUR BELIEFS AND VALUES

### Sub-strand 1: Worship

LB: pages 90 - 100

#### CONTENT STANDARD

Demonstrate understanding of the importance of prayer, worship and other acts of worship

**Indicator:** Describe the importance of prayer in our lives

#### CORE COMPETENCIES

Communication and Collaboration  
Personal Development and Leadership  
Creativity and Innovation  
Cultural Identity and Global Citizenship

#### SUBJECT SPECIFIC PRACTICES

Faithfulness, Obedience, Respect, Commitment, Humility, Togetherness, Cultural Identity, Gratitude

#### SUGGESTED RESOURCES

The following resources should be mobilized to make the lesson more practical:

Bible, Quran, Water, Drinks, Picture, Videos, chart, computer, projector, paper, pencils, pen, blackboard/marker board and chalk/marker

#### OTHER USEFUL MATERIALS

English dictionary

#### KEY WORDS

Prayer, worship, confession, supplication, thanksgiving, worshipper, intercession, communication, congregation, Christianity, traditional, Islam, dependence, closer.

#### HELPFUL LINKS

<https://www.kidssundayschool.com>>

Let learners discuss/brainstorm the meaning of **prayer**: a communication between the worshipper and the object of worship. Prayer is the act of talking or communicating with God or one's object of worship. Prayer plays important part in any religion. Prayer therefore, involves asking God for something or asking God to protect you.

Let learners understand that prayer is very important in the life of every humankind. Learners should know that prayer is good for our spiritual life for which we get the results on earth as well. It builds our spiritual life against evil intentions. Let learners understand that God is always happy when we pray to Him as the creator of the universe and all other things including human beings,

Through whole class discussion guide Learners to talk about the types of prayer.

The following points should be considered:

#### Christianity–

- i. Prayer of thanksgiving,
- ii. Prayer of intercession,
- iii. Prayer of supplication,
- iv. Prayer of confession,
- v. Prayer of invocation
- vi. Prayer of consecration
- vii. Prayer for healing and deliverance
- viii. Prayer of adoration
- ix. Prayer of petition
- x. Congregational prayer

Guide Learners to pray the Lord's prayer.

Islam

- i. Salat (five daily compulsory prayers),
- b. Dawn prayer, before sunrise - Fajr
- c. Early afternoon or midday prayer, after the sun passes its highest -Zuhr
- d. Late afternoon prayer - Asr
- e. Prayer at sun set - Maghrib
- f. Prayer after sunset, it is between sunset and midnight - Isha
- vii. congregational (Ju`mah),
- viii. Farz or Faed(Obligatory). This is the part of prayer commanded by Allah Himself

#### Introduction

Guide learners through questions and answers to talk about how committed they have been to religious worship.

- ix. Sunnat: This is the one the Holy Prophet added to what Allah commanded

Guide learners to do the congregation prayer in Islam.

#### Traditional–

- i. thanksgiving,
- ii. intercession,
- iii. supplication,
- iv. confession,
- v. invocation
- vi. petition

Learners demonstrate using water how libation is made by the traditionalist as means of prayer.

Through whole class discussion guide Learners to discuss the importance of prayer.

The followings points should be considered:

- i. brings us closer to God
- ii. It shows our dependence on God,
- iii. Prayer helps our faith in God to be strengthened
- iv. When we pray we are protected from evil
- v. We receive blessings from God when we pray
- vi. Through prayer God and human beings communicate with one another
- vii. Prayer helps us to do the will of God
- viii. Prayer gives victory over the enemy
- ix. Prayer helps us to overcome temptations

Guide learners to brainstorm on worship

The following points should be considered:

- i. Worship is an act showing respect, honour, praise and adoration for God.
- ii. Through whole class discussion learners discuss the importance of worship

The following points should be considered:

- i. Worship draw closer to God
- ii. We receive blessings from God
- iii. Our faith is strengthened when we worship God
- iv. We have fellowship and communion with God when we worship Him

Guide learners in practical demonstrations how prayer is done in all the three religions in Ghana and elsewhere in the world. Let them understand that per the regions, there are different ways prayer is offered to God. In

Christian religion, some do it in standing position with both palms closed and with a focus on the Creator. Others do it in standing position in same manner. There are others who also do it in groups and so on. In Islam, one uses mat or a good and acceptable material for prayer and faces the eastern direction, which is the location of the Kaaba in Mecca. In the African Traditional Religion, it takes the form of libation using hard drink or water with incantations or a message for which in all religions results are expected. Facilitator should show pictures of people praying in the three religions.

#### Activities to support learners

- i. Learners demonstrate how prayer is done in the three major religions.
- ii. What is prayer?
- iii. What is worship?
- iv. How do Christians worship God?
- v. State and explain four importance of prayer.
- vi. State and explain two forms of worship in Islam.
- vii. Let learners dramatised the need for religious tolerance among the three religions.
- viii. Let learners differentiate between sacrifice and offerings.

#### Evaluation Exercise

##### Expected Answers

(Refer to Learner's Book 6, pages 98 to 100 exercises and Activities)

##### Exercise 1

1. Prayer is communication, talking or commune with God.
2. Learners are to briefly describe how Christians pray to God?

##### Exercise 2

Learners are to explain two.

Prayer draws us closer to God.

We draw strength in faith from God through prayer.

When we pray we are protected from evil.

We receive blessings from God when pray.

Through prayer God and human beings communicate with one another.

##### Exercise 3

Christians - Church

Muslims - Mosque

Traditionalists - Shrine

2.
  - i. Farz or Faed (Obligatory). This is the part of prayer commanded by Allah Himself.
  - ii. Sunnat: This is the one the Holy Prophet added to what Allah commanded.
  - iii. Nafil or Nafilah (Optional prayer).

3.
  - Prayer of Adoration
  - Prayer of thanksgiving
  - Intercessory prayer
  - Prayer of consecration
  - Prayer of petition
  - Prayer of confession
  - Congregational prayer

Note: Learners are to explain any two.

3. Libation is used for contacting and communicating with the lesser gods, ancestor and spirits. Libation is also used to seek guidance from the gods and also for thanksgiving.

### SUGGESTED HOME WORK

1. What is prayer?
2. State and explain any four types of the Christian prayer.
3. State and explain three importance of prayer.
4. What is worship?
5. State three importance of worship.

### Evaluation Exercise

#### Expected Answers

### SUGGESTED HOME WORK

1. Prayer is talking or communicating or communion with God or object of worship
4. This involves the act of showing respect, honour, praise and adoration to God. Christians are being called upon to worship God.

5.
  - Worship draws us closer to God
  - We receive blessings from God
  - Our faith is strengthened when we worship God
  - We have fellowship and communion with God

when we worship Him

### Reflections

Teacher reflects on the following in relation to the indicator and makes informed decision in the next lessons:

- What went well?
- What went badly?
- What would you improve next time?

In thinking about or answering the above questions, the teacher should make use of those cognitive skills or strategies that increase the probability of a desirable outcome. Use thinking that is purposeful, reasoned and goal directed; the kind of thinking involved in solving problems, formulating inferences, calculating likelihoods, and making decisions when the teacher is using skills that are thoughtful and effective for the particular context and type of thinking task. The teacher should also analyze and make judgments about what has happened or been taught.

Also, learners should be aware of and control their learning by actively participating in reflective thinking - assessing what they know, what they need to know, and how they bridge that gap during learning situations.

Ask learners to do the following as a way of reflection:

- i. Tell the class what has changed your perception about prayer
- ii. Tell the class how the lesson affects your life
- iii. Tell the class what you have learnt from the lesson



## Strand 3: OUR BELIEFS AND VALUES

### Sub-strand 2: Festivals

LB: pages 101 - 107

#### CONTENT STANDARD

Demonstrate knowledge of the significance of celebration of festivals in Ghana

#### INDICATOR

Identify two ways of making festivals beneficial to the communities

#### CORE COMPETENCIES

Communication and  
Collaboration

Personal Development and Leadership  
Creativity and Innovation  
Cultural Identity and Global Citizenship

#### SUGGESTED RESOURCES

Mobilize the following resources make the lesson more practical:  
Pictures, Videos, chart, computer, projector, paper, pencils, pen, blackboard/marker board and chalk/marker

#### OTHER USEFUL MATERIALS

English dictionary

#### KEY WORDS

Celebration, festivals, beneficial, development, inclusive, settle, disputes, participation

#### HELPFUL LINKS

<https://www.touringghana.com>festival>

#### Introduction

Guide learners through questions and answers to talk about types of religious festivals.

In Ghana, there are different types of festivals. These festivals differ from one community to another. Some of the festivals are Odwira which is celebrated by Akuapems, Akwambo by the people of Gomoa Ajumako, Enyan, Ekumfi and Agona, all in the Central Region. We also have

Aboakyer which is celebrated by the people of Winneba(Effutus), Kotoklo and Nmayem by the Krobos , Homowo by the Ga people , Hogbetsoso by the people of the Anlo , Kundum by the Nzema and Ahanta , Damba by the Northern and Upper Regions. What festival do the people in community celebrate?

Through whole class discussion guide Learners to talk about significance of celebrations of festivals to the communities.

The following points should be considered:

- i. use festival occasions to plan for development,
- ii. encourage youth participation,
- iii. gender and inclusivity,
- iv. settle disputes,
- v. honour hardworking people,
- vi. showcasing the culture of the people
- vii. renew the people's loyalty to their chiefs by paying homage to them
- viii. perform the customary purification of the land and the people by the chiefs and the traditional priests. This purification is to strengthen them spiritually and socially to enable them to face the coming year successfully.
- ix. teach the youth about their traditions. At all traditional festivals, there is a lot of merrymaking, drumming and dancing. Various activities take place throughout the town.

Learners draw a durbar of chiefs during festival celebrations.

Guide learners through questions and answers to talk about ways that can be used to make celebrations of festivals beneficial to the communities. Learners should know that apart from historical remembrance of events that brought about the celebration of festivals, festivals are beneficial to the communities that organize the festival. These may come in different form such as spending large sum of money in the community so that others can

get access to money, which within the period creates short term jobs and increases income of the local people, use festival occasions to plan for development, encourage youth participation, gender and inclusivity, settle disputes, honour hardworking people, showcasing the culture of the people for revenue generation.

These other points should be considered:

- i. To be celebrated in way to attract visitors to
- ii. the community which will stimulate the growth of tourism and other businesses in the community, town or region.
- iii. To foster community pride, teach people new things and strengthen relationship
- iv. For people to bring their connections and collective knowledge and skills to improve the community.
- v. To provide free marking and advertising for local businesses as visitors talk about the experiences when they go back home.
- vi. To generate revenue for the communities. For example, visitors stop at a local filling stations, souvenir shops, restaurants to spend money.

#### Activities to support learners

- i. Draw a durbar of chiefs during festival celebration.
- ii. Write down five festivals celebrated in Ghana.
- iii. Describe the festival celebrated in your community.
- iv. State three ways of making festival celebration beneficial to the community
- v. Write down the names of five festivals celebrated in Ghana and the people who celebrate .
- vi. State and explain three significance of festival.

#### Evaluation Exercise

##### Expected Answers

(Refer to Learner's Book 6, pages 105 to 107 exercises and Activities)

##### Exercise 1

- 1
- i. Akwambo by the people of Gomoa Ajumako, Enyan,
- ii. Ekumfi and Agona, all in the Central Region.

- iii. A boakyer, which is celebrated by the people of Winneba (Effutus),
- iv. Kotoklo and Nmayem by the Krobos,
- v. Homowo by the Gas,
- vi. Hogbetsoso by the people of the Anlo,
- vii. Kundum by the Nzema's and Ahanta,
- viii. Damba by the people of Tamale, Yendi, etc.

#### Exercise 2

- ix. To be celebrated in a way to attract visitors to the community which will stimulate the growth of tourism and other businesses in the community, town or region.

#### Exercise 3

- i. To foster community pride, teach people new things and strengthen relationships
- ii. For people to bring their connections and collective knowledge and skills to improve the community.
- iii. To provide free marketing and advertising for local businesses as visitors talk about the experiences when they go back home.
- iv. To generate revenue for the communities. For example, visitors stop at a local filling stations, souvenir shops, restaurants to spend money.

#### SUGGESTED HOME WORK

1. Draw the durbar of chiefs during festival  
Learners answer
2. Describe how festival is celebrated in your area or community  
Learners answer
3. State and explain three significance of festival
  - i. It tells the history of people
  - ii. A time community members pay homage to their chiefs
  - iii. An opportunity for community members to initiate projects.

#### Reflections

Teacher reflects on the following in relation to the indicator and makes informed decision in the next lessons:

- What went well?
- What went badly?
- What would you improve next time?

In thinking about or answering the above questions, the teacher should make use of those cognitive skills or strategies that increase

the probability of a desirable outcome. Use thinking that is purposeful, reasoned and goal directed; the kind of thinking involved in solving problems, formulating inferences, calculating likelihoods, and making decisions when the teacher is using skills that are thoughtful and effective for the particular context and type of thinking task. The teacher should also analyze and make judgments about what has happened or been taught.

Also, learners should be aware of and control their learning by actively participating in reflective thinking - assessing what they know,

what they need to know, and how they bridge that gap during learning situations.

- i. Ask learners to do the following as a way of reflection:
- ii. Tell the class what you have learnt from the lesson
- iii. Tell the class how you will advocate for celebration of festivals in your area
- iv. Tell the class how you are going to be involved in the celebration of festivals.

## Strand 3: OUR BELIEFS AND VALUES

### Sub-strand 3: Basic Human Rights

LB: pages 108 - 112

#### CONTENT STANDARD

Demonstrate understanding of fundamental human rights

#### INDICATOR

Identify the sources of help

#### CORE COMPETENCIES

Communication and Collaboration,  
Personal Development and Leadership  
Creativity and Innovation  
Cultural Identity and Global Citizenship

#### SUGGESTED RESOURCES

Mobilize the following resources to make the lesson more practical:  
Placards, Posters, Pictures, Videos, chart, computer, projector, paper, pencils, pen, blackboard/marker board and chalk/marker

#### OTHER USEFUL MATERIALS

English dictionary

#### KEY WORDS

Human right, abuse, neglect, emotional, child labour, fundamental

#### HELPFUL LINKS

[www.google.com/search](http://www.google.com/search) <https://www.un.org/issues-depth>, <https://www.definitions.net/human>,

#### Introduction

Learners brainstorm on human rights. Human rights are rights inherent in all human beings, regardless of race, sex, nationality, ethnicity, language, religion, or any other status. These rights are enshrined in the 1992 constitution of Ghana. These rights are known as Basic Rights.

#### Basic Rights

Through whole class discussion learners discuss their basic rights in groups and present their findings to the class.

The following points should be considered:

- i. Right to life
- ii. Right to education
- iii. Right to shelter
- iv. Right to work
- v. Right to vote when you are 18 years and above
- vi. Right to own property
- vii. Freedom of movement
- viii. Freedom of speech
- ix. Right to join any political party
- x. Right to personal liberty

Learners discuss human rights abuses against children.

Guide learners to discuss human rights abuses against children in the home, school and the community. Let learners understand that everyone has some form of rights to enjoy in life and that is protected by law and anybody who infringes on the rights of another, the law takes its course on him or her. Let them know that as children, they also have such rights such as rights to quality education, health, and rights to life among others. Let them know that although these rights exist in our law books, people abuse them. Some of the abuses include the following:

- i. physical abuse includes hitting ('smacking', 'slapping', 'spanking') children, with the hand or with an implement – whip, stick, belt, shoe, wooden spoon, etc. But it can also involve, for example, kicking, shaking or throwing children, scratching, pinching, biting, pulling hair or boxing ears, forcing children to stay in uncomfortable positions, burning, scalding or forced ingestion
- ii. sexual abuse
- iii. psychological maltreatment or neglect
- iv. neglect,
- v. emotional abuse,
- vi. physical and sexual abuse,
- vii. child labour
- viii. bullying
- ix. child trafficking
- x. child kidnapping
- xi. All forms of discrimination

Learners discuss the various group people who suffer abuses

The following points should be considered:

1. Children
2. Women
3. Foreigners
4. The minority in the society
5. Those not educated

Learners discuss how to get help in case of abuse

The following points should be considered:

- i. Report all forms of human right abuses to CHRAJ (Commission for Human Right and Administrative Justice).
- ii. Seek help from DOVVSU (Domestic Violence Victim Support Unit)
- iii. Report all forms of abuses the Police,
- iv. social welfare and responsible adult.

Learners discuss how to speak.

Guide learners on how to speak out abuses meted to them by people in the community. Let them understand that crime is crime and has no colours or is no respecter of persons and that irrespective of the perpetrator, it must be reported to the appropriate office for redress. Encourage learners to always report such crimes and not to keep quiet under intimidation for fear of being killed or harmed. Let them know that they can also join advocacy groups on this issue right from school or in the community by raising red flags if need be. Let them also know that creating posters in speaking against child abuse is a powerful tool in telling the public that child abuse is a crime punishable by law.

Learners create posters speaking against child abuse and also show where to go for help in case of abuse

#### Activity to support learners

- i. Learners prepare posters on human rights awareness.
- ii. Learners prepare poster speaking against child abuse and also show where to go for help in case of abuse.
- iii. What is human right?
- iv. State and explain any three rights the individual enjoys,
- v. Write down three sources from human right abuse.

- vi. State and explain three forms of human right abuse.
- vii. Write three groups of people who suffer human right abuses.

#### Evaluation Exercise

**Expected Answers**  
(Refer to Learner's Book 6, pages 112 exercises and Activities)

##### Exercise 1

1. Human rights are rights inherent in all human beings, regardless of race, sex, nationality, ethnicity, language, religion, or any other status.
2.  
Right to quality education  
Right to quality health  
Right to vote

##### Exercise 2

- a. Child labour  
Child abuse  
Domestic slavery
- b. Learners are to explain them or any other three.

Note: Learners are to explain.

#### SUGGESTED HOME WORK

1. What is human right?
2. Write down four rights the individual enjoys,
3. State four human right abuses.
4. State three places where one can seek help.

#### Evaluation Exercise

**Expected Answers**

##### Exercise 1

1. Human rights are rights inherent to all human beings, regardless of race, sex, nationality, ethnicity, language, religion, or any other status.
3.  
i. Domestic slavery  
ii. Childlabour  
iii. Sexual abuse  
iv. Bullying:
4.  
i. Report all forms of human right abuses to CHRAJ (Commission for Human Right and Administrative Justice).
- ii. Seek help from DOVVSU (Domestic Violence Victim Support Unit)
- iii. Report all of abuses to the Police, Social Welfare and responsible adult.



**Reflections**

Teacher reflects on the following in relation to the indicator and makes informed decision in the next lessons:

- What went well?
- What went badly?
- What would you improve next time?

In thinking about or answering the above questions, the teacher should make use of those cognitive skills or strategies that increase the probability of a desirable outcome. Use thinking that is purposeful, reasoned and goal directed; the kind of thinking involved in solving problems, formulating inferences, calculating likelihoods, and making decisions when the teacher is using skills that are thoughtful and effective for the particular context and type of thinking task. The teacher should also analyze and make judgments about what has happened or been taught.

Also, learners should be aware of and control their learning by actively participating in reflective thinking - assessing what they know, what they need to know, and how they bridge that gap during learning situations.

Ask learners to do the following as a way of reflection:

- i. Tell the class how you will ensure your right is not abused
- ii. Tell the class how you will use the knowledge gained from the lesson to help others whose rights have been abused
- iii. Tell the class how you will become an ambassador of human rights

## Strand 3: OUR BELIEFS AND VALUES

### Sub-strand 4: Being a Leader

LB: pages 113 - 127

#### CONTENT STANDARD

Demonstrate understanding of the latter lives of the leaders of the three major religions in Ghana

#### INDICATOR

Narrate the story of the latter lives of the leaders of the major religions

#### CORE COMPETENCIES

Communication and Collaboration,  
Creativity and Innovation  
Digital Literacy  
Cultural Identity and Global Citizenship

#### SUBJECT SPECIFIC PRACTICES

Respect, Trust, Obedience, Commitment,  
Responsibility, Personal Development and  
Leadership

#### SUGGESTED RESOURCES

Mobilized the following resources to make the lesson practical  
Pictures, Videos, chart, computer, projector, paper, pencils, pen, blackboard/marker board and chalk/marker

#### OTHER USEFUL MATERIALS

English dictionary

#### KEY WORDS

Last supper, triumphant, leaders, major, religion, crucifixion, traditional, Makkah, prophet,

#### HELPFUL LINKS

<https://www.muslimsseekingjesus.co>site>

Through whole discussion guide Learners to discuss the latter lives of the religious leaders  
The following points should be considered:

- I. Jesus Christ
  - d. His triumphant entry into Jerusalem
  - e. Last supper
  - f. Prayer at Gethsemane
  - g. His arrest and trails
  - h. Crucifixion,
  - i. His death and burial and resurrection
- II. Prophet Mohammad
  - a. His triumphant entry into Makkah
  - b. His farewell message
  - c. His sickness and death
- III. Okomfo Anokye
  - a. His priesthood
  - b. His miracles
  - c. Other activities and death

Show pictures or video clips on the latter lives of Jesus Christ and a traditional leader to learners.

Learners in groups explore moral lessons in the latter lives of the religious leaders which they can relate to their lives in nation building.

Through questions and answers, guide learners to talk about the moral lessons of the latter lives of the religious leaders. Learners should understand that the leaders of the three main religions in Ghana showed a lot of moral lessons during their life time on earth and there is the need for us to emulate them as believers of same religion. They spread the word of God to nook and cranny of the world, performed lots of miracles and other things to let humankind believe that truly there was a Creator of this universe and that we are not alone. A key message they emphasized was repentance because they knew this earth is a transit to an eternal one, where one can go not in a form of flesh but in spirit after death and thereafter, judgement. Learners should endeavor to always show these moral lessons in their everyday lives,

#### Introduction

The three major religions are Christianity, Islam and Traditional religion. The three religions have leaders whose birth and early life have been looked at already.

The following points should be considered :

- Humble
- Trustworthy
- Hard work
- Truthful
- Righteous
- Wish good for others
- Kind
- Forgiveness
- Patriotism
- perseverance
- Love
- Coverage
- Sacrifice
- Piet
- Obedience
- Honest

Learners role play the moral lessons they have learnt in the latter lives of the religious leaders Through questions and answers, guide learners to recognise the need to be focused and contribute to nation building as responsible citizens. Learners need to understand that being a responsible citizen requires of you, patriotism and the ability to focus on whatever you are doing to help your country. Let learners know that apart from patriotism there are other moral values needed of a citizen in contributing quota to the development of his or her country. There is the need for every citizen to participate in the nation building process in order to be an active citizen. Through questions and answers guide learners to talk about other moral values needed to contribute their quota to nation building example, commitment, love for the nation, honesty, dedication, resilience etc.

#### Activities to support learners

- i. Name three disciples who were with Jesus Christ before he was betrayed
- ii. Write the names of three of the women who were at the tomb of Jesus Christ
- iii. Sketch Jesus triumphant entry to Jerusalem
- iv. Write down four miracles performed by Okomfo Anokye
- v. Describe the arrest and trail of Jesus Christ
- vi. State and explain four moral lessons from these religious leaders
- vii. Describe the triumphant entry of Prophet Mohammad to Makkah

#### Evaluation Exercise

##### Expected Answers

(Refer to Learner's Book 6, pages 125 to 127 exercises and Activities)

##### Exercise 1

- i. Judas
- ii. Joseph of Arimathea
- iii. Third day, sunday
- iv. Donkey
- v. Gethsemane

##### Exercise 2

Learners are to draw Jesus triumphant entry to Jerusalem.

##### Exercise 3

1.
  - i. Mary Magdalene
  - ii. Mary the mother of James
  - iii. Joana
  - iv. Salome
2.
  - i. John
  - ii. James
  - iii. Peter

##### Exercise 4

Learners are to give an account of how Muhammad entered into Mecca (Mekka).

##### Exercise 5

- i. He saved a festival by stopping rain from falling during a festival
- ii. It is believed that the Suben stream was brought to life
- iii. One night when he accompanied his parents to the farm, it started raining. It is rumored that Okomfo Anokye briefly entered the forest and came back a while later having collected some leaves. He gave his parents the leaves and instructed them to shut their eyes. When they finally open their eyes, they miraculously find themselves in their house
- iv. It was rumored that Okomfo Anokye at one time disposed remnants palm wine on the floor and immediately gave birth to a palm tree.
- v. He carved the Oware game board all by himself using his two hands
- vi. He bashed eggs on stone and they did not break
- vii. He produced holy water for the Adadifo

**Exercise 6**

Moral lessons of the leaders.

- i. Learners are to be obedient to their parents, teachers and other people in society.
- ii. Learners should be hard working so that they get good results in whatever they do.
- iii. They have to love one another as showed by religious leaders.
- iv. Learners should show compassion towards one another in times of difficulty.

**Note: Learners are to explain four moral lessons.**

**SUGGESTED HOME WORK**

1. Write down four miracles performed by Okomfo Anokye
2. Describe the arrest and trail of Jesus Christ
3. State and explain four moral lessons from these religious leaders

**Evaluation Exercise****Expected Answers****SUGGESTED HOME WORK**

- i. He saved a festival by stopping rain from falling during a festival
- ii. It is believed that the Suben stream was brought to life
- iii. One night when he accompanied his parents to the farm, it started raining. It is rumored that Okomfo Anokye briefly entered the forest and came back a while later having collected some leaves. He gave his parents the leaves and instructed them to shut their eyes. When they finally open their eyes, they miraculously find themselves in their house
- iv. It was rumored that Okomfo Anokye at one time disposed remnants palm wine on the floor and immediately gave birth to a palm tree.
- v. He carved the Oware game board all by himself using his two hands

- vi. He bashed eggs on stone and they did not break
- vii. He produced holy water for the Adadifo

**Reflections**

Teacher reflects on the following in relation to the indicator and makes informed decision in the next lessons:

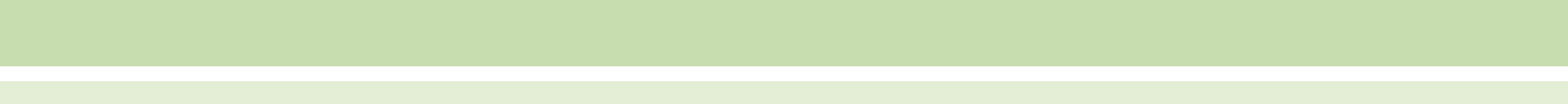
- What went well?
- What went badly?
- What would you improve next time?

In thinking about or answering the above questions, the teacher should make use of those cognitive skills or strategies that increase the probability of a desirable outcome. Use thinking that is purposeful, reasoned and goal directed; the kind of thinking involved in solving problems, formulating inferences, calculating likelihoods, and making decisions when the teacher is using skills that are thoughtful and effective for the particular context and type of thinking task. The teacher should also analyze and make judgments about what has happened or been taught.

Also, learners should be aware of and control their learning by actively participating in reflective thinking - assessing what they know, what they need to know, and how they bridge that gap during learning situations.

Ask learners to do the following as a way of reflection

- viii. Tell the class what you have learnt from the life of these leaders
- ix. Tell the class which of the moral values you would hold in high esteem
- x. Tell the class how the lives of the religious leaders have impacted your life
- xi. Tell the class which aspect of the lesson you didn't understand



4

**Strand:**

**Our nation  
Ghana**



# Strand 4: OUR NATION GHANA

## Sub-strand 1: Being a citizen

LB: pages 130 - 139

### CONTENT STANDARD

Demonstrate understanding of behaviours and attitudes for peaceful living

### INDICATOR

1. Describe activities for peaceful living
2. Describe skills for resolving conflict in the community

### CORE COMPETENCIES

Personal Development and Leadership  
Communication and Collaboration  
Cultural Identity and Global Citizenship

### SUBJECT SPECIFIC PRACTICES

Commitment, Loyalty, Respect, Obedience, Humility, Unity, Responsibility, Togetherness  
Tolerance

### SUGGESTED RESOURCES

mobilized the following resources to make the lesson practical  
Pictures, Posters, Videos, chart, computer, projector, paper, pencils, pen, blackboard/ marker board and chalk/marker

### OTHER USEFUL MATERIALS

English dictionary

### KEY WORDS

Domestic, violence, conflict, peacefully, tolerance, development, security, self-control, family

### Introduction

Citizen according to the 1992 Constitution is a person who has been accepted as Ghanaian either by reason of birth, or by adoption or by registration (naturalization). Article 6 clause (1) of the 1992 constitution states that "Every person who, on the coming into force of this Constitution, is a citizen of Ghana by law shall continue to be a citizen of Ghana". Clause (2) also states that "Subject to the provisions of this Constitution, a person born in or outside Ghana

after the coming into force of this Constitution, shall become a citizen of Ghana at the date of his birth if either of his parents or grandparents is or was a citizen of Ghana".

Through whole class discussion guide Learners to discuss ways of living peacefully with each other. Let learners know that there are ways by which we can live with one another in the home, school, and the community such that development will always reign because of peace. As learners, there is the need to live in peace so they can work together as classmates to achieve their goals.

The following points should be considered:

- i. Seeking love,
- ii. Being tolerance,
- iii. forgiveness,
- iv. self-control
- v. Being yourself
- vi. Being peaceful

Learners in groups discuss the importance of peaceful living.

Guide learners in groups to understand that living in peace has a lot of advantages to all who do that. Encourage learners to always live in peace with each other otherwise that will affect their academic work and social life.

Below are some of the importance of peaceful living.

- a. It improves our ability to focus our mind. In today's world there are many distractions which cause us anxiety and worry. Peace teaches us the proper coping methods so that we can turn our anxiety and worry into action steps while maintaining the focus of our minds on what is truly important in our lives.
- b. It helps us to show patience and tolerance. If you have any dealings with social media you are fully aware of the lack of tolerance and patience people seem to have these days. Peace allows us to be patient and

tolerant of the views of others without the need for anger, reactions or responses. Peace teaches us that through patience we can better understand the situation and therefore, better understand solutions to the problems.

These points too, should be considered:

- i. It brings about togetherness,
- ii. It ensures security,
- iii. It leads to development
- iv. Productivity improves
- v. Peace building avoids conflict
- vi. Inter-marriages are encouraging
- vii. The rights and freedoms of people are respected

Learners engage in a role -play and other activities to demonstrate peaceful living people of different ethnic groups celebrating together.

Guide learners in groups to brainstorm on living peacefully with different ethnic groups. Let them know that it is in unity that strength lies and that they should unite as people from different ethnic groups to promote peaceful living. They should also know that once people are of different ethnic groups they contribute in diverse ways to ensure the development of the community and nation in terms of knowledge, skills, and finance among others. Let them know that there are other activities to demonstrate peaceful living of people of different ethnic groups including:

- i. Make a conscious decision to establish friendships with people from other cultures.
- ii. Put yourself in situations where you will meet people of other cultures.
- iii. Examine your biases about people from other cultures.
- iv. Ask people questions about their cultures, customs, and views.
- v. Read about other people's culture's and histories
- vi. Listen to people tell their stories
- vii. Notice differences in communication styles and values; don't assume that the majority's way is the right way
- viii. Risk making mistakes
- ix. Learn to be an ally.

Guide learners through brainstorming to explain the meaning of the following key words:

The following points should be considered:

Every day, women around the world are by violence within the four walls of their homes. This violence may be experienced by a relative, a friend, a co-worker or even learners. Domestic violence has many names such as: violence against women, sexual violence, partner abuse and many more. Domestic violence is the assault against women behind closed doors.

Through whole class discussion Learners discuss the causes of domestic violence and conflict in the family.

To develop creative skills, guide learners to draw a scene depicting domestic violence. Let learners discuss the drawings and draw lessons from them. Learners discuss the causes of domestic violence and conflict in the family. Let learners understand that domestic violence is bound to happen. Violence in the home can be caused by many factors. Among them are the following:

The following points should be considered:

- i. Alcohol
- ii. Family history of violence
- iii. Mental illness
- iv. Culture
- v. Anger
- vi. Poverty
- vii. Lack of communication between married man and woman
- viii. Work-family balance or putting work before family
- ix. Family arguments
- x. Parenting styles of child upbringing

Learners share experiences of domestic violence and conflict in the community.

Through whole class discussion learners discuss the effects of domestic violence on the family.

Guide learners through questions and answers to discuss the effects of domestic violence on the family. Domestic abuse has significant health and public health consequences. Such victimization is also associated with health care costs and lost work productivity per year.

Domestic violence sufferers are at higher risk of facing discrimination in securing any form of insurance, including health, life, disability, and property insurances. Victims of domestic violence are more likely to experience trouble raising their children and suffer family disruption, as well. Victims of intimate partner violence are vulnerable to developing depression, anxiety, and substance abuse disorders.

The following points should also be considered:

1. Physical health: It affects the physical health of the victim
2. Mental health such as depression, fear, anxiety low self-disorder and post-traumatic stress disorder
3. Psychological trauma occurs due to verbal abuse executed through excessive intonation, threatening remarks as well as sexual abuse.
4. Sadness
5. Death
6. Degree of injury inflicted on the victim.
7. Pain

Guide Learners to brainstorm on the term conflict.

The following points should be considered: Conflict is a disagreement among individuals or groups of people which affects peace and stability in the community. Conflict can create stress, tension or negative feelings between people. A conflict can take the form of fight, clash, or the use of force or arms.

Through whole class discussion guide learners to discuss types of conflict.

The following points should be considered:

- i. Inter-personal conflict: This refers to a conflict between two individuals. It occurs typically due to how people are different from one another.
- ii. Intra- group conflict: This is a type of conflict that happens among individuals within a community.
- iii. Inter-group conflict: This takes place when a misunderstanding arises among different families, schools or ethnic groups living within the community.
- iv. Clashing views or personalities: When there are opposing views of people who are unwilling to accept the views of others they

often create conflicts at homes, school and the community.

In groups learners discuss how conflict can be prevented.

The following points should be considered:

- i. Tolerating opposing views: To prevent conflicts in the society, we must show tolerance to opposing views of others at home, school or in the community.
- ii. Respecting others: To prevent conflicts in the society, we must show respect for others while avoiding looking down on or disrespecting people at home, school or in the community.
- iii. Respect for human right: Conflicts can be prevented by having respect for the fundamental human rights of individuals at home, schools or in the neighbourhood.
- iv. Use of negotiation and compromise: Conflicts can also be prevented through using negotiations and compromise at home, school or in the community.

Through whole class discussion guide learners to discuss the causes of conflict in the family.

The following points should be considered:

- v. A family conflict develops when members of the family have different beliefs or viewpoints.
- vi. When people misunderstand one another.
- vii. When people get hurt feelings and develops resentments.
- viii. When miscommunication leads to mistaken assumption and subsequent argument.

Through whole class discussion guide learners to discuss the effects of domestic violence in the family.

The following points should be considered:

- i. Violence and the threat of violence at home creates fear and can destroy family environments and lead to the break-up of families
- ii. Frequent moving to avoid the abuser
- iii. Regular household conflict
- iv. Child protection or police involvement

Guide Learners to role play peaceful resolution of conflict in the school, family and community. Through whole class discussion guide learners to discuss peaceful ways of resolving conflicts.

The following points should be considered:  
 Amicable settlement of disputes: This is where the parties involved in the conflict come together to discuss the causes of their disagreement and amicably arrive at an understanding to settle the dispute between them.

Use of alternative dispute resolution methods: This involves negotiation and mediation with a third party which helps the parties involved in the disputes to resolve the conflicts. The third parties are specially trained individuals or group purposely to handle disputes.

Use of the law courts: This happens when the parties involved in a particular disputes or conflict resort to litigation. In such a case the matter is referred to the law court to apply appropriate laws to settle such dispute.

Guide learners to Role play peaceful resolution of conflict in the school, family and community. Before role-play, take learners through questions and answers, guide learners to brainstorm to identify the skills for resolving family conflict. Let learners understand that people have their own style or strategy for managing conflict. A person's style for managing conflicts comes from their values, feelings, self-concept, and perceived needs. The conflict resolving styles are: Win-Lose, Lose-Lose, Lose-Win, Compromise and Win-Win.

#### **Win-Lose**

This is the style used by people who have high concern for themselves and low concern for others.

#### **Lose-Lose**

The common style of people who have low concern for themselves as well as low concern for others is Lose-Lose.

#### **Lose-Win**

Lose-Win is the style that is characteristic of persons with a high concern for others and low concern for self. In conflict situations they have a strong need to maintain harmony and

thus they avoid facing issues, rarely state their opinion, and readily give in.

#### **Compromise**

This is the style favoured by persons who have concern for self as well as for others.

#### **Win-Win**

Win-Win is the style of persons who hold a high concern for self and for others.

#### **Activities to support learners**

- i. Learners to role play peaceful resolution of conflict in the school, family and community
- ii. Learners share experiences of domestic violence and conflict in the community
- iii. State three importance of peaceful living
- iv. Who is a citizen?
- v. State and explain three ways of peaceful living
- vi. What is domestic violence?
- vii. State three effects of domestic violence
- viii. Write down four causes of domestic violence

#### **Evaluation Exercise**

(Refer to Learner's Book 6, pages 138 and 139 exercises and Activities)

#### **Expected Answers**

##### **Exercise 1**

- i. It brings about togetherness,
- ii. It ensures security,
- iii. It leads to development
- iv. Productivity improves
- v. Peace building avoids conflict

##### **Exercise 1b.**

6. Being tolerant
7. Being peaceful
8. Seeking to forgive when offended
9. Seeking to love
10. Being self-control

##### **Exercise 2**

1. Citizen according to the 1992 Constitution is a person who has been accepted as Ghanaian either by reason of birth, or by adoption or by registration (naturalization).
2. It is any behaviour the purpose of which is to gain power and control over it victims.
3.
  - i. Physical health: It affects the physical health of the victim
  - ii. Mental health such as depression, fear, anxiety low self-disorder and post-traumatic stress disorder

- iii. Psychological trauma occurs due to verbal abuse executed through excessive intonation, threatening remarks as well as sexual abuse.
- iv. Sadness
- v. Death
- vi. Degree of injury inflicted on the victim.
- vii. Pain

**Exercise 3**

- i. Alcohol
- ii. Family history
- iii. Mental illness
- iv. Anger
- v. Culture
- vi. Poverty

**Exercise 4**

- i. Children
- ii. Women
- iii. The weak in society
- iv. The poor
- v. The minority

**Exercise 5**

- a. Physical abuse
- b. Emotional abuse
- c. Sexual abuse

**Note: Learners are to explain them.**

**Conflict:****Exercise 1**

1. Conflict is disagreement between individuals or group of people which affect peace and stability in the community.
2.
  - i. A family conflict develops when members of the family have different beliefs or viewpoint.
  - ii. When people misunderstand one another.
  - iii. When people get hurt feelings and develops resentments.
  - iv. When miscommunication leads to mistaken assumption and subsequent argument.
3.
  - i. Effects of domestic violence on the family
  - ii. Violence and the threat of violence at home creates fear and can destroy family. This could lead to the break-up of families
  - iii. Regular household conflict
  - iv. Regular police involvement.

**Exercise 2**

1. Inter-person conflict: This refers to a
2. Intra- group conflict: This is a type of
3. Inter-group conflict: This takes place when
4. Clashing views or personalities: When

**Exercise 3**

- i. Tolerating opposing views: To prevent conflicts in the society, we must show tolerance to opposing views of others at home, school or in the community.
  - ii. Respecting others: To prevent conflicts in the society, we must show respect for others while avoiding looking down on or disrespecting people at home, school or in the community.
  - iii. Respect for human rights: Conflicts can be prevented by having respect for the fundamental human rights of individuals at home, schools or in the neighbourhood.
  - iv. Use of negotiation and compromise: Conflicts can also be prevented through using negotiations and compromise at home, school or in the community.
3.
    - i. Amicable settlement of disputes: This is where the parties involved in the conflict come together to discuss the causes of their disagreement and amicably arrive at an understanding to settle the dispute between them.
    - ii. Use of alternative dispute resolution methods: This involves negotiation mediation with a third party which helps the parties involved in the disputes to resolve the conflicts. The third parties are specially trained individuals or group purposely to handle disputes.
    - iii. Use of the law courts: This happens when the parties involved in a particular disputes or conflict resort to litigation. In such a case the matter is referred to the law court to apply appropriate laws to settle such dispute.

**SUGGESTED HOME WORK**

1. Write down three people who are victims of domestic violence
2. State and explain three types of domestic abuse
3. State three effects of domestic violence
4. Write down four causes of domestic violence



**Evaluation Exercise****Expected Answers****Exercise 1**

1.

- i. Children
- ii. Women
- iii. The poor
- iv. The Minority in society

2.

- i. Alcohol
- ii. Family history
- iii. Mental illness
- iv. Anger
- v. Culture
- vi. Poverty

**Reflections**

Teacher reflects on the following in relation to the indicator and makes informed decision in the next lessons:

- What went well?
- What went badly?
- What would you improve next time?

In thinking about or answering the above questions, the teacher should make use of those cognitive skills or strategies that increase

the probability of a desirable outcome. Use thinking that is purposeful, reasoned and goal directed; the kind of thinking involved in solving problems, formulating inferences, calculating likelihoods, and making decisions when the teacher is using skills that are thoughtful and effective for the particular context and type of thinking task. The teacher should also analyze and make judgments about what has happened or been taught.

Also, learners should be aware of and control their learning by actively participating in reflective thinking - assessing what they know, what they need to know, and how they bridge that gap during learning situations.

Ask learners to do the following as a way of reflection:

1. Tell the class how you would become an ambassador of peaceful living
2. Tell the class how you intend to educate your family members about domestic violence
3. Tell the class which aspect of the lesson they didn't understand



# Strand 4: OUR NATION GHANA

## Sub-strand 1: Being a citizen

LB: pages 140 - 144

### CONTENT STANDARD

Demonstrate understanding of the importance of social accountability

### INDICATOR

Explain the importance of public accountability

### CORE COMPETENCIES

Personal Development and Leadership  
Communication and Collaboration  
Creativity and Innovation  
Digital Literacy  
Cultural Identity and Global Citizenship

### SUBJECT SPECIFIC PRACTICES

Respect, Trust, Obedience, Commitment, Responsibility

### SUGGESTED RESOURCE

mobilized the following resources to the lesson more practical  
Pictures, Videos, Posters, chart, computer, projector, paper, pencils, pen, blackboard/ marker board and chalk/marker

### KEY WORDS

Conflict, accountability, development, contributes, self-consciousness, compliance,

### HELPFUL LINKS

<https://www.opengovernment.org.uk>

### Introduction

Guide learners to explain and understand clearly the meaning of **public accountability**: Public Accountability is a process by which people are held responsible for their actions and activities in the society. Public accountability involves the obligation to provide information about performance; to explain decision making; and to justify conduct. Public Accountability is the process by which people are held responsible for their actions and activities in the society.

Through a whole class discussion guide Learners to discuss the importance of public accountability in promoting social justice. Let learners know that public accountability is very important for some number of reasons and that it must be done and done very well as leaders in public positions.

The following points should be considered:

- i. Peace building avoids conflicts.
- ii. When there are no conflicts people work together.
- iii. People see themselves as one people.
- iv. Everybody contributes to development.
- v. Check malfeasance (malpractices) at workplace and in the community

In groups learners identify ways by which people can be held accountable for their stewardship. Let learners know that once you hold public office in trust there is the need to be transparent and accountable to the people but if you fail, you will face the consequences thereof. Some ways by which people can be held accountable are as follows:

- i. development of self-consciousness about accountability
- ii. ensuring compliance to rules and regulations
- iii. awareness that there are societal institutions to ensure your compliance e.g. court action,
- iv. report to the police any misconduct regarding accountability
- v. make sure expectations are clear
- vi. open and honest
- vii. institution of effective monitoring systems and procedures

### Activities to support learners

- i. Learners to role play peaceful resolution of conflict in the
  - b. school
  - c. family
  - d. community
- ii. Explain term conflict
- iii. Discuss three causes of domestic violent and conflict in the family.
- iv. State four effects of domestic violence con the family.

- v. State and explain three types of conflicts.
- vi. State four ways in which conflicts can be prevented in our communities
- vii. State five causes of conflict in the family.
- viii. Explain the term public accountability
- ix. State and explain five importance of public accountability.

**(Refer to Learner's Book 6, pages 143 and 144 exercises and Activities)**

#### **Exercise 4**

1. Public accountability involves the obligation to provide information about performance and to explain decision making and to justify conduct.
2.
  - a. It promotes social justice
  - b. It makes one aware that his/her own actions have effects.
  - c. It ensures accountability among citizens.
  - d. It ensures transparency in executing individual responsibilities.
  - e. It checks malfeasance (malpractices) at workplace and in the community.

#### **Exercise 5**

1. Development of self-consciousness about accountability.
2. Ensuring compliance to rules and regulations.
3. Institutions should have effective monitoring systems and procedures.

#### **SUGGESTED HOME WORK**

1. State four peaceful ways of resolving conflict.
2. State and explain four ways by which people can be held accountable for their stewardship.

3. State and explain five importance of public accountability.
4. State and explain three types of conflicts.

#### **Reflections**

Teacher reflects on the following in relation to the indicator and makes informed decision in the next lessons:

- What went well?
- What went badly?
- What would you improve next time?

In thinking about or answering the above questions, the teacher should make use of those cognitive skills or strategies that increase the probability of a desirable outcome. Use thinking that is purposeful, reasoned and goal directed; the kind of thinking involved in solving problems, formulating inferences, calculating likelihoods, and making decisions when the teacher is using skills that are thoughtful and effective for the particular context and type of thinking task. The teacher should also analyze and make judgments about what has happened or been taught.

Also, learners should be aware of and control their learning by actively participating in reflective thinking - assessing what they know, what they need to know, and how they bridge that gap during learning situations.

1. Tell the class what you have learnt from the lesson
2. Tell the class what you intend to do with the knowledge gained
3. Tell the aspect of the lesson you didn't understand

## Strand 4: OUR NATION GHANA

### Sub-strand 2: Authority and power

LB: pages 145 - 146

#### CONTENT STANDARD

Demonstrate understanding of the need to obey and submit to authority

#### INDICATOR

Identify the role of children in promoting harmony with other family members

#### CORE COMPETENCIES

Personal Development and Leadership  
Communication and  
Collaboration  
Cultural Identity and Global

#### SUBJECT SPECIFIC PRACTICES

Commitment, Loyalty, Respect, Obedience, Humility, Unity, Responsibility and Togetherness Tolerance.

#### SUGGESTED RESOURCES

Mobilise the following resources to make the lesson more practical:  
Pictures, Videos, chart, computer, projector, paper, pencils, pen, blackboard/marker board and chalk/marker

#### OTHER USEFUL MATERIALS

English dictionary

#### KEY WORDS

Respectful, defensive, harmony, obedient, protective, caring, character,

#### HELPFUL LINKS

<https://www.csmonitor.com>>

Power is the ability to do things. When one is given power or has power the person can control and direct other people. When people make use of power, it is said to have exercised their power.

Through whole class discussion guide Learners to discuss what it takes to live in harmony. The following points should be considered: Family harmony is the ability to trust and support, communicate difference in a constructive manner and look beyond the self. Let learners understand that family harmony is critical to the growth and development of the family for now and future generations. Admonish learners to cherish harmony in their respective families and eschew things that will bring about disunity. Learners be encouraged to talk more on issues that are non-controversial, listen to people when they talk to you, and respect the views of others as you want others to do unto you. Learners should be aware of the numerous benefits derived from being in harmony with others be it home, school or the community.

Children can promote harmony with other family members by practicing these values of life.

- Honesty
- Integrity
- Caring
- Supportive
- Togetherness
- Generosity
- Respect
- Obedient
- Humility

Family members also have their individual roles to play in ensuring harmony in the family. They have the ultimate responsibility to do without hesitation.

- Some responsibilities must be shared by the husband and the wife. Parents should teach their children the Gospel. Parents should also teach their children to pray and to obey the Lord's commandments.
- They should work together to provide for the spiritual, emotional, intellectual, and physical needs of the family.

#### Introduction

Learners brainstorm on authority. The following points should be considered: Authority is the right to use power to influence or control the behaviours of others. Therefore, authority involves the right to tell others what to do. People in authority have power.

- iii. Parents can provide an atmosphere of reverence and respect in the home if they teach and guide their children with love.
- iv. Parents should also provide happy experiences for their children.

The following points should also be considered:

- i. Children must be respectful,
- ii. obedient,
- iii. humble,
- iv. Caring
- v. Protective
- vi. Defensive
- vii. Tolerant
- viii. Supportive

Guide learners to understand that their grandparents, uncles, cousins, and aunts among others have a role in molding their character. The reason being that they act as the foundation of the family with worth of experiences in life.

The following should be considered:

- i. Ensure living in peace
- ii. Loving and caring
- iii. Caring and sharing
- iv. Good neighbourliness
- v. Respect other people's views in the family
- vi. Equality and mutual benefits
- vii. Mutual non-aggression
- viii. Tolerate one another in the family
- ix. Say "No" to any form of violence
- x. Accommodate individual differences
- xi. Relatives must be respectful, obedient, caring, protective, defensive, humble.
- xii. Mentoring the young ones
- xiii. Supportive of the young ones in every area of their life
- xiv. Teach the young values necessary life

#### Activities for slow learners

- i. What is the difference between authority and power?
- ii. State four ways other family members can ensure harmony in the family
- iii. State 3 duties of grandparents, uncles and aunts
- iv. Learners list roles they can play to promote harmony in the family
- v. State four ways children can play roles to promote harmony in the family
- vi. What is family harmony?
- vii.

#### Evaluation Exercise (Refer to Learner's Book 6, pages 146 exercises and Activities)

#### SUGGESTED HOME WORK

1. State four ways children can play roles to promote harmony in the family.
2. What is family harmony?
3. State four ways other family members can ensure harmony in the family.
4. State 3 duties of grandparents, uncles and aunts.

1.
  1. Honesty
  2. Integrity
  3. Caring
  4. Supportive
  5. Togetherness
  6. Generosity
  7. Respect
  8. Obedient
  9. Humility

2. Family harmony is the ability to trust and support, communicate differences in a constructive manner and look beyond the self.

3.
  - i. Children must be respectful,
  - ii. obedient,
  - iii. humble,
  - iv. Caring
  - v. Protective
  - vi. Defensive
  - vii. Tolerant
  - viii. Supportive

4.
  - i. Mentoring the young ones
  - ii. Supportive of the young ones in every area of their life
  - iii. Teach the young, values necessary in life

#### Reflections

Teacher reflects on the following in relation to the indicator and makes informed decision in the next lessons:

- What went well?
- What went badly?
- What would you improve next time?

In thinking about or answering the above questions, the teacher should make use of those cognitive skills or strategies that increase

the probability of a desirable outcome. Use thinking that is purposeful, reasoned and goal directed; the kind of thinking involved in solving problems, formulating inferences, calculating likelihoods, and making decisions when the teacher is using skills that are thoughtful and effective for the particular context and type of thinking task. The teacher should also analyze and make judgments about what has happened or been taught.

Also, learners should be aware of and control their learning by actively participating in reflective thinking - assessing what they know, what they need to know, and how they bridge that gap during learning situations.

1. Tell the class how you would promote harmony in your family.
2. Tell the class how you share the knowledge gained with the members of the community.
3. Tell the class what you have learnt from the lesson.

## Strand 4: OUR NATION GHANA

### Sub-strand 2: Authority and power

LB: pages 147 - 155

#### CONTENT STANDARD

Demonstrate understanding of the need for good governance

#### INDICATOR

Explain and appreciate the importance of democratic governance

#### CORE COMPETENCIES

Personal Development and Leadership  
Communication and Collaboration,  
Cultural Identity and Global Citizenship

#### SUBJECT SPECIFIC PRACTICES

Commitment, Loyalty, Respect, Obedience,  
Humility, Unity, Responsibility, Togetherness,  
Tolerance

#### SUGGESTED RESOURCES

mobilise resources to make the lesson more practical:

Charts, Poster, Videos, Pictures, chart, computer, projector, paper, pencils, pen, blackboard/marker board and chalk/marker

#### OTHER USEFUL MATERIALS

English dictionary

#### KEY WORDS

Government, democracy, governance, election, democratic, governing, responsible

#### HELPFUL LINKS

<https://www.en.m.wikipedia.org>wiki>

Government comprises of the individuals who have the power to settle on choices and control the undertakings of the nation. Governments initially advanced as individuals found that assurance was simpler on the off chance that they remained together in gatherings and in the event that they all concurred that one (or a few) in the gathering ought to have more force than others. The greater part of them are picked for that position through political race by the individuals of the country. Let learners comprehend that it is critical to have government for different purposes behind conditions outside our ability to control.

Let learners conceptualize on why we ought to have government as a country. Learners should realize that there are reasons we have to have an administration including keep up peace, Government gives the parameters to ordinary conduct for residents, shield them from outside impedance, and frequently accommodate their prosperity and joy. Government gives open merchandise, at a level important to guarantee an internationally serious economy and a well-working society. In any case, at every possible opportunity, government ought to put resources into resident abilities to empower them to accommodate themselves in quickly and ceaselessly evolving conditions.

Learners recognize different people and bodies who are mindful of overseeing their school. Let learners comprehend the ideal administering body: An overseeing body is a gathering of individuals that has the position to practice administration over an association or political substance. Let learners comprehend administering body so they can value its significance to the school. It is to guarantee the smooth organization of the educational system including exhort Head educator on instructive approaches, foundation, understudy's welfare and execution and some other issues of significant concern. This incorporates

- The Employer
- The head master

#### Introduction

Assist learners through questions and answers to understand the meaning of government.

#### Identify various persons and bodies who are responsible in governing their school

Guide learners to conceptualize significance of government referring to the home where guardians are the leader of the family.



- iii. Other school pioneers (P.T.A and S.M.C chairpersons)
- iv. Members of staff
- v. School prefects

Learners talk about how their school gathering adds to the improvement of their school. The board is likewise the overseeing body, which urges guardians to effectively take interest in the instructive framework by going to P.T.A meetings, consistently reminding learners in school to watch learners social and scholarly practices, cultivate shared cooperation among guardians and individuals from staff for the prosperity of learners and their facilitators among others.

Let learners, in gatherings, examine what they anticipate that the legislature should do to advance improvement. Tell learners that administration is the significant partner in the government funded instruction area as in it gives tremendous appropriations to student's charge by causing tutoring free at the fundamental level, to give school outfits, stationery, paying compensations to Facilitators/Teachers, and arrangement of framework among others. Let different gatherings present their report in class for discourse and evaluation.

Learners in groups recommend manners by which administration could be improved. Let learners comprehend that they are significant partners in the instructive framework and whatever choice that is taken goes far to legitimately influences them particularly in their scholarly exhibition. There is the need to propose ways by which administration could be improved to lift the image of the school not just when performances are declining. Some ways may include the following:

- i. Facilitator/Teacher should utilize proper strategies and methods to instruct learners;
- ii. They ought to likewise utilize significant Teaching and Learning Materials of both unmistakable and intangibles to instruct so learners can comprehend the exercises.
- iii. There ought to be favorable learning climate, where all study halls, furniture and all other instructing and learning assets are fit as a fiddle, promptly accessible and with tranquil condition

- iv. Educational strategies ought to be understudied, well-disposed and should be towards understanding the hypothesis and practice with direct linkage with industry so that there ought not be confusion.
- v. Facilitators/Teachers ought to be dependable and ordinary in class and train what is recommended in the educational program.
- vi. Learners ought to likewise do their offer by coming to class routinely and on schedule, adapt hard to procure information as well as down to earth abilities that can make them employable and set up their own organizations so they can utilize others to lessen joblessness on government.

Talk about the significance of good governance in their school.

Through questions and answers, direct learners to comprehend the significance of good governance. It includes measures set up to ensure that our networks become agreeable and upbeat spots to live through judicious government strategies. Learners must be urged to consistently include themselves in majority rule forms in the nation. Tell learners that it is through acceptable administration that the individuals will get improvement extends in their networks. A portion of the significance of good administration are that:

- i. it brings development in the school
- ii. school administration is made opened to the staff and student leadership
- iii. it makes the leadership of the school to be transparent
- iv. students are well governed because the school is run on democratic principles

#### **Identify ways in which school governance could be improved**

Let learners understand that there are ways by which good governance could be improved in the school if the otherwise happens. Some of the ways include the following:

- i. Ensure that classroom strategies for improvement address the needs of students at all levels of learning. Assess students in a variety of ways and develop strategies for improving the level of student achievement.

- ii. There should be introductory seminars on new and relevant topics to improve the quality of teaching and on basic concepts of the subjects of students that are not clear. For that teachers should work hard for initial two three months so students get skills of learning reading books, writing work and then understanding of concepts

### Evaluation Exercise

#### Expected Answers

(Refer to Learner's Book 6, pages 154 and 155 exercises and Activities)

#### Exercise 2

1. Good governance is the process by which decisions are taken by all stakeholders before implemented. It also involves accountability and transparency.

#### Exercise 2

1. Democratic governance is the process by which decisions are taken by all stakeholders before implemented. It also involves accountability and transparency.
2.
  - i. Democratic governance promotes quality education.
  - ii. It helps in the building of more and better classrooms.
  - iii. Fair distribution of the national resources to all schools.
  - iv. It helps in the provision of teaching and learning materials for our schools.
  - v. It helps to raise performance in the school.
  - vi. It puts the head teacher and teachers on their toes to do the right thing.

3. Learners answer

### SUGGESTED HOME WORK

1. State three importance of democratic governance.

#### Expected Answers

1.
  - a. It builds a strong culture in everyone is keen and willing to work
  - b. It improved accountability
  - c. It improved accademic performance

#### Reflections

Teacher reflects on the following in relation to the indicator and makes informed decision in the next lessons:

- What went well?
- What went badly?
- What would you improve next time?

In thinking about or answering the above questions, the teacher should make use of those cognitive skills or strategies that increase the probability of a desirable outcome. Use thinking that is purposeful, reasoned and goal directed; the kind of thinking involved in solving problems, formulating inferences, calculating likelihoods, and making decisions when the teacher is using skills that are thoughtful and effective for the particular context and type of thinking task. The teacher should also analyze and make judgments about what has happened or been taught.

Also, learners should be aware of and control their learning by actively participating in reflective thinking - assessing what they know, what they need to know, and how they bridge that gap during learning situations.

Ask learners to do the following as a way of reflection

1. Tell the class what you have learnt from the lesson:
2. Tell the class what aspect of the lesson you didn't understand
3. Tell the class how you will use the knowledge acquired from the lesson

## Strand 4: OUR NATION GHANA

### Sub-strand 3: Responsible use of resources

LB: pages 156 - 160

#### CONTENT STANDARD

Demonstrate understanding of individual responsibilities in protecting water bodies

#### INDICATOR

Identify individual responsibilities in protecting water bodies

#### CORE COMPETENCIES

Personal Development and Leadership  
Communication and Collaboration  
Cultural Identity and Global Citizenship

#### SUBJECT SPECIFIC PRACTICES

Commitment, Loyalty, Respect Obedience,  
Humility, Unity, Responsibility, Togetherness  
Tolerance

#### SUGGESTED RESOURCES

mobilise resources to make the lesson more practical  
Pictures, Videos, chart, computer, projector,  
paper, pencils, pen, blackboard/marker board  
and chalk/marker

#### OTHER USEFUL MATERIALS

English dictionary

#### KEY WORDS

Chemical, defecating, water bodies, dumping,  
accumulation, materials, harmful, planting,

#### HELPFUL LINKS

[www.wdhopperwaterwells.com](http://www.wdhopperwaterwells.com)>protect

#### Identify individual responsibilities in protecting water bodies

In small groups let the learners identify responsibilities of individuals in protecting water bodies. The various groups may come out with the following points: At the household level, there are many ways to conserve water, such as taking shorter showers and installing water-efficient appliances like dual-flush toilets, front-loading washing machines and low-flow showerheads. Another approach is to plant water-efficient gardens with native species or rain gardens that don't require much water.

Reusing or recycling water and using alternative water supplies are key to reducing the pressure on our water resources. It is important to choose the most appropriate alternative water source in terms of the risk, resource and energy requirements. You should also consider when and how much water is needed and available. Further information is available on reusing and recycling water and alternative water supplies including rainwater, storm water, greywater, sewage and industrial water.

Everybody can play an important role in preventing pollution in the following ways:

- If you observe someone dumping anything down a storm water drain you can call Environmental Protection Agency or report it to the District Assembly. You should record as many details of the incident as possible.
- Litter dropped in the street will be swept into street drains next time it rains, ending up in our creeks, rivers, beaches and bays. Report litterers to EPA's Officers or to the District Assembly.

Individuals can get together to form clubs to embark on campaigns to protect water bodies.

#### Project

Let learners undertake tree planting exercise along water bodies.

#### Introduction

Introduce this lesson by asking learners to share their views on the importance of water. Water is vital for all organisms. The rate at which water is polluted is becoming alarming. Everybody cannot sit down unconcerned. Action must be taken to safeguard water bodies so that together we survive by ensuring that our vital resource is protected.

Learners watch pictures/videos on strategies to protect water bodies.

The following points should be considered:

- i. Not discharging liquid wastes into our water bodies
- ii. Planting trees along water bodies
- iii. Not dumping waste materials into water bodies
- iv. Not defecating into our water bodies
- v. Not using harmful chemicals in fishing
- vi. Not washing our clothes and vehicles in water bodies
- vii. Not farming along our water bodies
- viii. Regulation of the activities of landfills, quarries and mines
- ix. Enactment and enforcement of laws regarding our water bodies and fines impose on offenders by the government.
- x. Educating the public on the importance of our water bodies
- xi. Water waste recycling plants should be built to process liquid waste, waste water from kitchen sinks and bathtubs.

Learners discuss the pictures/videos and suggest individual responsibilities for protecting water bodies.

Guide Learners to form protecting water bodies clubs to demonstrate their responsibilities in protecting water bodies.

Guide Learners to undertake tree planting exercise along water bodies.

### Activities to support learners

- i. Learners to undertake tree planting exercise along water bodies.
- ii. Learners prepare post cards on how to protect our water bodies
- iii. Compose a song on how to protect our water bodies
- iv. What is a water body?
- v. Write four individual responsibilities of protecting water bodies
- vi. Which water body do you like the most?
- vii. Match the following words to the definition.
  - i. Lake      a) small area of fresh water
  - ii. Ocean    b) water starts at the top of a cliff and drops into a body of water below.
  - iii. Pond     c) Large area of water surrounded by land

- iv. Waterfall    d) Very large water with animals and plants inside of it.
- v. River        e) Narrow body of water that connects larger water bodies.

### Evaluation Exercise

#### Expected Answers

(Refer to Learner's Book 6, pages 159 and 160 exercises and Activities)

#### Exercise 1

1. Water body is any significant accumulation of water such as lakes, lagoon, rivers and the sea.
2.
  - i. Not discharging liquid wastes into our water bodies
  - ii. Planting trees along water bodies
  - iii. Not dumping waste materials into water bodies
  - iv. Not defecating into our water bodies
  - v. Not using harmful chemicals in fishing
  - vi. Not washing our clothes and vehicles in water bodies
  - vii. Not farming along our water bodies
  - viii. Regulation of the activities of landfills, quarries and mines
  - ix. Enactment and enforcement of laws regarding our water bodies and fines impose on offenders by the government.
  - x. Educating the public on the importance of our water bodies
  - xi. Water waste recycling plants should be built to process liquid waste, waste water from kitchen sinks and bathtubs.

#### Exercise 2

- i. Water
- ii. Safe
- iii. Healthy
- iv. Earth
- v. Human

### SUGGESTED HOME WORK

- i. What is a water body?
- ii. Write four individual responsibilities of protecting water bodies
- iii. State four strategies to protect water bodies

**Evaluation Exercise****Expected Answers****Exercise 1**

1. Water body is any significant accumulation of water such as lakes, lagoon, rivers and the sea.

2.

- i. Not discharging liquid wastes into our water bodies
- ii. Planting trees along water bodies
- iii. Not dumping waste materials into water bodies
- iv. Not defecating into our water bodies
- v. Not using harmful chemicals in fishing
- vi. Not washing our clothes and vehicles in water bodies
- vii. Not farming along our water bodies
- viii. Regulation of the activities of landfills, quarries and mines
- ix. Enactment and enforcement of laws regarding our water bodies and fines impose on offenders by the government.
- x. Educating the public on the importance of our water bodies
- xi. Water waste recycling plants should be built to process liquid waste, waste water from kitchen sinks and bathtubs.

3.

- i. Planting of trees
- ii. Avoid dumping of waste into waterbodies
- iii. Avoid farming along water bodies
- iv. Avoid using of harmful chemicals in fishing
- v. Avoid cutting down trees

**Reflections**

Teacher reflects on the following in relation to the indicator and makes informed decision in the next lessons:

- What went well?
- What went badly?
- What would you improve next time?

In thinking about or answering the above questions, the teacher should make use of those cognitive skills or strategies that increase the probability of a desirable outcome. Use thinking that is purposeful, reasoned and goal directed; the kind of thinking involved in solving problems, formulating inferences, calculating likelihoods, and making decisions when the teacher is using skills that are thoughtful and effective for the particular context and type of thinking task. The teacher should also analyze and make judgments about what has happened or been taught.

Also, learners should be aware of and control their learning by actively participating in reflective thinking - assessing what they know, what they need to know, and how they bridge that gap during learning situations.

Ask learners to do the following a s away of reflection:

1. Tell the class what you learnt from the lesson
2. Tell the class how you are going to apply the knowledge gained from the lesson
3. Tell the class why you think tree planting is important.



# Strand 4: OUR NATION GHANA

## Sub-strand 4: Farming in Ghana

LB: pages 161 - 164

### CONTENT STANDARD

Demonstrate knowledge of job opportunities in the agricultural value chain

### INDICATOR

Describe the agricultural value chain and the job opportunities

### CORE COMPETENCIES

Critical Thinking and  
Problem Solving  
Personal Development and Leadership

### SUGGESTED RESOURCES

mobilise resources necessary to make the lesson more practical  
Pictures, Videos, chart, computer, projector, paper, pencils, pen, blackboard/marker board and chalk/marker

### OTHER USEFUL MATERIALS

English dictionary

### KEY WORDS

Livestock, value chain, industry, agro-chemical, agriculture, processing

### HELPFUL LINKS

<https://www.agricinghana.com>

### Introduction

Introduce this lesson by asking learners to define agriculture and agricultural value chain. Agriculture may be defined as the practice or science of farming. In the general sense of farming the consideration of fish farming and fishing in all forms is regarded as an aspect of agriculture.

Guide Learners to brainstorm the meaning of agricultural value chain.

The following points should be considered:

Agricultural value chain refers to the whole range of goods and services necessary for an

agricultural product to move from the farm to the final customer or consumers. Agricultural value chain can also be defined as the people and activities that bring a basic agricultural product like maize, or vegetable or cotton from obtaining inputs and production in the field to the consumer through stages such as processing, packaging and distribution.

Learners talk about job opportunities in the agricultural value chain.

The following points should be considered:

- i. Crop farming.
- ii. Livestock farming.
- iii. Fisheries.
- iv. Agro-chemical industries.
- v. Meat processing.
- vi. Manufacturing

Learners brainstorm the importance of Agriculture in creating job opportunities.

It is very apparent that agriculture contributes so much in jobs creation along the value chain. From food production to food products, marketing opportunities, financial and credit line opportunities as well ICT technologies and applications in supporting farmers to remain in business. This importance of agricultural value chain in creating job cannot be overemphasized.

### Activities to support learners

- i. Draw any two agricultural products
- ii. Name four agricultural products
- iii. Name any two agro-chemical industries in Ghana
- iv. What is agricultural value chain?
- v. State three job opportunities in the agricultural value chain.
- vi. Write essay on the choice of job opportunities in the agricultural value chain.



**Evaluation Exercise****Expected Answers**

(Refer to Learner's Book 6, pages 164 exercises and Activities)

**Exercise 1**

1. Agricultural value chain refers to the whole range of goods and services necessary for an agricultural product to move from the farm to the final customer or consumer. Agricultural value chain can also be defined as the people and activities that bring a basic agricultural product like maize, or vegetable or cotton from obtaining inputs and production in the field to the consumer through stages such as processing, packaging and distribution.
2.
  - i. Crop farming.
  - ii. Livestock farming.
  - iii. Fisheries.
  - iv. Agro-chemical industries.
  - v. Meat processing.

**SUGGESTED HOME WORK**

What is agricultural value chain?

**Answer**

1. . Agricultural value chain refers to the whole range of goods and services necessary for an agricultural product to move from the farm to the final customer or consumer.

**Reflections**

Teacher reflects on the following in relation to the indicator and makes informed decision in the next lessons:

- What went well?
- What went badly?
- What would you improve next time?

In thinking about or answering the above questions, the teacher should make use of those cognitive skills or strategies that increase the probability of a desirable outcome. Use thinking that is purposeful, reasoned and goal directed; the kind of thinking involved in solving problems, formulating inferences, calculating likelihoods, and making decisions when the teacher is using skills that are thoughtful and effective for the particular context and type of thinking task. The teacher should also analyze and make judgments about what has happened or been taught.

Also, learners should be aware of and control their learning by actively participating in reflective thinking - assessing what they know, what they need to know, and how they bridge that gap during learning situations.

Ask learners to do the following as a way of reflection

1. Tell the class the job you will like to do in agricultural value chain
2. Tell the class what you have learnt from the lesson
3. Tell the class how you will apply the knowledge gained from the lesson

**5**

**Strand:**

**My global  
community**

## Strand 5: MY GLOBAL COMMUNITY

### Sub-strand 1: Our Neighbouring countries

LB: pages 166 - 173

#### CONTENT STANDARD

Demonstrate understanding of how Ghana cooperates with other nations

#### INDICATOR

Explain how Ghana co-operates with other nations

#### CORE COMPETENCIES

Communication and Collaboration  
Creativity and Innovation  
Digital Literacy  
Cultural Identity and Global Citizenship

#### SUBJECT SPECIFIC PRACTICES

Respect, Trust, Obedience, Commitment, Responsibility, Subject Specific Practices, Respect, Trust, Obedience, Commitment, Responsibility

#### SUGGESTED RESOURCES

mobilise the following resources to make the lesson more practical:  
Map of Ghana, Map of West Africa, Map of Africa, Globe, Atlas, Poster, Videos, Pictures, chart, computer, projector, paper, pencils, pen, blackboard/marker board and chalk/marker

#### OTHER USEFUL MATERIALS

English dictionary

#### KEY WORDS

Borders, cooperation, services, political countries, neighbouring, trade, nations, goods,

#### HELPFUL LINKS

[www.google.com/serach](http://www.google.com/serach), <https://www.nationsonline.org>westafrica>, <https://www.virtu-alkollage.com>westafrica>, <https://www.gitbook.com>bookjhs2-social studies>

#### Introduction

Introduce the lesson by displaying the map of West Africa and asking learners to identify the countries that surround Ghana. Brief learners on cooperation among Nations.

Learners recall countries that surround Ghana.

The following points should be considered:

Ghana is a country located along the Gulf of Guinea and the Atlantic Ocean, in the sub region of West Africa. Ghana shares the same boundaries with Togo in the East, Cote d'Ivoire in the West and Burkina Faso in the north, in the south is the Gulf of Guinea.

Learners identify countries surrounding Ghana on a map of West Africa.

The following points should be considered

- i. Togo
- ii. Benin
- iii. Liberia
- iv. Niger
- v. Nigeria
- vi. Burkina Faso
- vii. Guinea
- viii. Guinea Bissau
- ix. Senegal
- x. Sierra Leone
- xi. Gambia
- xii. Ivory Coast
- xiii. Cameroon

#### How Ghana cooperates with other nations

Co-operation is the act of coming together to work towards a common goal. Nations and people co-operate with one another for benefits. Ghana co-operates with other countries politically, culturally and economically. Co-operation is how individuals, groups and countries live side by side, helping one another through union or friendship and sometimes an agreement made by those countries.

In a brainstorming session let learners come out with types of cooperation.

**Types of co-operation**

- i. Political co-operation
- ii. Cultural co-operation
- iii. Economic co-operation

**Bilateral and multi-lateral co-operation**

Ghana is a member of the following key inter-governmental groupings and co-operates with them politically, economically and culturally:

Commonwealth, United Nations (UN) and its specialized agencies, Economic Community of West African States (ECOWAS), New Partnership for Africa Development (NEPAD) and the African Union (AU)

Apart from the inter-governmental groupings Ghana also co-operates with countries such as Burkina Faso, Togo, Cote D'Ivoire, and others in Africa, Europe, north and south Americas, Canada and Australia among others.



West Africa map showing some countries Ghana co-operates with

**Identify reasons why it is necessary for Ghana to Co-operate with other nations**

Let learners identify reasons for Ghana to cooperate with other nations.

Ghana needs to co-operate with other countries in order to:

- To maintain friendly relations
- Be part of a global fight against hunger, diseases, human right abuses, poverty, drug trafficking and terrorism.
- Benefit from the knowledge and help especially in times of difficulty.
- To provide cultural solidarity
- To help maintain international peace and

security

- Some ethnic groups cut across political boundaries. E.g. Ewe in Ghana, Togo and Benin; Sissala in Ghana and Burkina Faso.
- She cannot supply all her needs. As a developing nation, Ghana gets many goods and services from other nations e.g. petroleum from Nigeria, tomatoes from Burkina Faso, eggs from La Cote D'Ivoire.
- Ghana also trades with some of her neighbours. e.g. Ghana used to sell electricity to Togo and Cote D'Ivoire
- Ghana cooperates with other nations so that it can enter into other major markets of the world to sell her products.
- Most of Ghana's main exports are primary raw products like cocoa, coffee, manganese, etc. Though she produces these products, she does not have the power to determine their international prices. By cooperating with other nations Ghana can get the leverage it so badly needs to negotiate better prices for her exports.
- The acquisition of foreign technology and capital are very crucial for Ghana's development. this is so because the successful economies all over the world have been driven by science and technology. By cooperating with other nations, especially the developed ones, Ghana could get all the technical assistance that she needs to develop as a nation.
- Through her cooperation with other nations, Ghana helps to ensure that there is respect for international law.
- To help maintain international peace and security. Ghana sends troops of soldiers for peace keeping in Somalia, Liberia, and Lebanon among others.

Through Ghana's cooperation with other nations, Ghana can contribute to the establishment of a just world economic order in the form of.

- i. Respect for International Law.
- ii. Good prices for her exports like gold and cocoa.
- iii. Transfer of Technology
- iv. African Unity.

### The processes to follow in accepting help from other nations

Let learners dramatize the processes to follow in accepting help from other nations by taking into consideration the following points.

#### **Basic Rules for Accepting Aid, Help or Cooperation**

- i. Investigate whether the co-operation will not lead to any negative effects on the country
- ii. The assistance should be given in good faith
- iii. Assistance should strengthen the bonds of friendship.
- iv. Examine co-operation agreements very well to make sure there is fairness.

#### **Guide Learners to dramatize the processes to follow in accepting help from other nations**

- i. Be wise so that the help will not be used as a way to control your country
- ii. Find out whether that help will not lead to negative effects on individuals or the country
- iii. Find out if there is a hidden motive
- iv. Decide on whether your nation is willing to be a friend to the nation giving the help out
- v. Accept the help if it is in the best interest of the co-operation
- vi. The assistance should be given in good faith
- vii. The assistance should strengthen the bond of friendship
- viii. The cooperation agreement must be examined very well to make sure there is fairness.

#### **Activities support learners**

- i. What is cooperation?
- ii. Write the four immediate neighbour countries of Ghana
- iii. write down six countries that surrounds Ghana on the map of West Africa
- iv. Sketch the map of West Africa
- v. What is the difference between bilateral agreement and multilateral agreement?
- vi. Explain three ways Ghana cooperates with other nations
- vii. Give three reasons why Ghana cooperates with other nation
- viii. Write three ways Ghana cooperates with other nations
- ix. State four processes to follow in accepting help from other countries

### Evaluation Exercise

#### **Expected Answers**

(Refer to Learner's Book 6, pages 170 and 173 exercises and Activities)

#### **Exercise 1**

1.
  - i. Togo
  - ii. Burkina Faso
  - iii. Ivory Coast
2.
  - i. Togo
  - ii. Benin
  - iii. Liberia
  - iv. Niger
  - v. Nigeria
  - vi. Burkina Faso
  - vii. Guinea
  - viii. Guinea Bissau
  - ix. Senegal
  - x. Sierra Leone
  - xi. Gambia
  - xii. Ivory Coast
  - xiii. Cameroon

#### **Exercise 2**

- i. Gulf of Guinea
- ii. East
- iii. Neighbours
- iv. North

#### **Exercise 3**

1. Cooperation is the act of coming together and working together with people towards a common goal. Nations and people co-operate with one another for the benefits. Ghana co-operates with other countries, Economically, politically, and culturally.

2.
  - Economic
  - Sports
  - Cultural
  - Political

#### **Exercise 4**

To maintain friendly relations

- i. Be part of a global fight against hunger, diseases, human right abuses, poverty, drug trafficking and terrorism.
- ii. Benefit from the knowledge and help especially in times of difficulty
- iii. To provide cultural solidarity

- iv. To help maintain international peace and security.
- v. Some ethnic groups cut across political boundaries.  
E.g. Ewe in Ghana, Togo and Benin; Sissala in Ghana and Burkina Faso.
- vi. She cannot supply all her needs. As a developing nation, Ghana gets many goods and services from other nations e.g. petroleum from Nigeria, tomatoes from Burkina Faso, eggs from La Cote D'Ivoire.
- vii. Ghana also trades with some of her neighbours.  
e.g. Ghana used to sell electricity to Togo and Cote D'Ivoire
- viii. Ghana cooperates with other nations so that it can enter into other major markets of the world to sell her products.
- x. Most of Ghana's main exports are primary raw products like cocoa, coffee, manganese, etc. Though she produces these products, she does not have the power to determine their international prices. By cooperating with other nations Ghana can get the leverage it so badly needs to negotiate better prices for her exports.
- xi. The acquisition of foreign technology and capital are very crucial for Ghana's development. this is so because the successful economies all over the world have been driven by science and technology. By cooperating with other nations, especially the developed ones, Ghana could get all the technical assistance that she needs to develop as a nation.
- xii. Through her cooperation with other nations, Ghana helps to ensure that there is respect for international law.

**Exercise 5**

When an agreement is signed between two countries it is called Bilateral Agreement.  
Example, Ghana and Togo.

**Exercise 6**

- i. Be wise so that the help will not be used as way to control your country.
- ii. Find out whether the help will not lead to negative effects on individuals or the country.
- iii. Find out if there is a hidden motive.
- iv. Decide on whether your nation is willing to be a friend to the nation giving the help or not.

- v. Accept the help if it will not have negative effects on the nation.
- vi. The assistance should be given in good faith
- vii. The assistance should strengthen the bond of friendship
- viii. The cooperation agreement must be examined very well to make sure there is fairness.

**Exercise 7**

- i. Economic Community of West African States
- ii. New Partnership for African Development
- iii. African Union
- iv. Federation of International Football Association
- v. United Nations

**SUGGESTED HOME WORK**

1. Write the full meaning of the following
  - a. ECOWAS
  - b. NEPAD
  - c. AU
  - d. FIFA
  - e. UN

**Answer expected**

1.
  - i. Economic Community of West African States
  - ii. New Partnership for African Development
  - iii. African Union
  - iv. Federation of International Football Association
  - v. United Nations

**Reflections**

Teacher reflects on the following in relation to the indicator and makes informed decision in the next lessons:

- What went well?
- What went badly?
- What would you improve next time?

In thinking about or answering the above questions, the teacher should make use of those cognitive skills or strategies that increase the probability of a desirable outcome. Use thinking that is purposeful, reasoned and goal directed; the kind of thinking involved in solving problems, formulating inferences, calculating likelihoods, and making decisions when the teacher is using skills that are thoughtful and effective for the particular context and type of thinking task. The teacher should also analyze and make judgments about what has happened or been taught.



Also, learners should be aware of and control their learning by actively participating in reflective thinking - assessing what they know, what they need to know, and how they bridge that gap during learning situations.

Ask learners to do the following as a way of reflection

- i. Tell the class what you have learnt from the lesson
- ii. Tell the class the knowledge you have acquired from the lesson
- iii. Tell the class which aspect of the lesson you didn't understand

# Strand 5: MY GLOBAL COMMUNITY

## Sub-strand 1: Our Neighbouring countries

LB: pages 174 - 183

### CONTENT STANDARD

Demonstrate understanding of climate change

### INDICATOR

Investigate the effects climate change on the environment

### CORE COMPETENCIES

Communication and Collaboration  
Creativity and Innovation  
Digital Literacy  
Cultural Identity and Global Citizenship

### SUGGESTED RESOURCES

mobilise the following resources to make the lesson more practical  
Pictures, Videos, chart, computer, projector, paper, pencils, pen, blackboard/marker board and chalk/marker

### OTHER USEFUL MATERIALS

English dictionary

### KEY WORDS

Green house, temperature, rainfall pattern, climate change, agriculture, methane, carbon dioxide, emission, vapour

### HELPFUL LINKS

<https://www.plt.org/educator-tips/videos-climate-change-middle-school>

<https://www.climategen.org/our-core-programs/climate-change-education/curriculum/our-changing-climate-for-grades-6-12/>

### Introduction

Guide learners to brainstorm on climate change. The following points should be considered: Climate change is the significant, long – term changes in the global climate. The global climate is the connected system of the sun, earth and oceans, wind, rain and snow, forests, deserts and savannas, and everything people do too. Some human activities are increasing

the concentration of greenhouse gases in the atmosphere. The over concentration of these gases are leading to greenhouse effect where ultraviolet rays are allowed to reach the earth but the heat these rays create on earth cannot escape into outer space. This is leading to global warming and causing climate change. This unit will expose some of these human activities that increase the greenhouse gases. Its effect would be explored and examined for possible climate change. The climate of a place say Ghana can be described as its rainfall, changing temperatures during the year and so on.

### Over concentration of greenhouse gases in the atmosphere and climate change

A greenhouse gas is a gas that absorbs and emits radiant energy or solar energy onto the earth. The primary greenhouse gases in Earth's atmosphere are water vapor, carbon dioxide, methane, nitrous oxide and ozone. When these gases absorb radiant energy from the sun and emit them to the earth, the heat generated is not allowed to escape into outer space. This phenomenon is known as the greenhouse effect. Without greenhouse gases, the average temperature of Earth's surface would be about -18 °C.

Use video clips, field trips and pictures to help learners identify the effects of over concentration of greenhouse gases and climate change on the environment

The following points should be considered:

- i. change in rainfall pattern,
- ii. change in temperature,
- iii. agriculture,
- iv. health.

### Human activities that lead to the increase of greenhouse gases in the atmosphere.

Let learners in their small groups discuss human activities in their communities that contribute to the emission of greenhouse gases.

Bush burning and fumes from vehicles release a lot of carbon dioxide into the atmosphere. Where there is incomplete burning, carbon monoxide is released into the atmosphere besides the carbon dioxide. Carbon monoxide as an unstable gas quickly absorbs one atom of oxygen from the atmosphere to increase the concentration of carbon dioxide further.

When dead animals are not properly buried and they get rotten and decayed methane gas is released into the atmosphere. This is also another greenhouse gas.

Mining industries that releases Sulphur dioxide fumes to the atmosphere also pollutes the air and acid rain is caused by such fumes.

Our destruction of vegetation lessens the amount of carbon dioxide that plants could absorb and maintain the natural balance of carbon dioxide concentration in the atmosphere. Thus by our actions, we increase the level of greenhouse gases in the atmosphere and rather reduce the vegetation that could restore the balance. These actions lead to over concentration of greenhouse gases. They absorb more radiant energy from the sun. This radiant energy is changed into heat energy. More heat is therefore produced on the earth's surface. Unfortunately, the very gases that allow the radiant energy to reach the earth's surface could not allow the heat created to escape back to space.

This phenomenon is known as the greenhouse effect. Erratic rainfall sets in, there may be drought in some areas and too much rainfall leading to flooding in other areas. Heat waves are generated leading to unpredictable weather patterns. This climate change results in famine and hunger as well as causing much natural disasters like hurricanes and typhoons with its attendant destruction of settlements and causing havocs.

Glacial ice in the poles are melting due to the high temperatures experienced on earth. These melting ice releases its waters into the oceans leading to the rising of sea levels to submerge coastal lands.

The higher temperatures also cause skin cancer and other chronic lung diseases.

Through whole class discussion guide learners to discuss the effects of climate change

The following points should be considered:

- Torrential downpours and powerful storms leading to flooding
- Melting ice leading to rising sea levels
- Heatwaves and drought leading to reduction in food security.
- Changing ecosystems thus shift in forest types
- Pests and diseases
- Global warming
- Desertification
- Extinction of animal and plants species
- Rising maximum temperatures resulting in warmer atmospheres
- Increase in hunger and water crises, especially in developing countries

Guide learners to brainstorm on adapting to climate change.

With all these problems we need to think of taking appropriate measures to restore sanity in the atmosphere and adapt to climate change.

Let learners in their small groups suggest ways by which human beings can adapt to climate change.

In **adapting to climate change** we must have the ability to prepare and plan for, absorb, recover from, and more successfully adapt to adverse events. In adapting to adverse events, we need to adjust to natural or human systems in response to actual or expected climate change, including increases in the frequency or severity of weather-related disasters. Some of the weather-related disasters are tropical cyclones, drought, wildfires, floods, and other forms of severe storms.

Adapting to climate change is about assisting communities to continue to live their lives and earn their livelihoods without having to move. Through whole class discussion learners discuss ways by which human beings can adapt to climate change

The following points should be considered:

- i. Use of wind power: Since wind turbines use the wind, a renewable source of energy to generate electricity has little to no impact on the environment
- ii. Green buildings: Using light bulbs that uses less energy and more efficient heating and cooling systems help in reducing the amount of carbon dioxide that is being emitted from the buildings.
- iii. Technological solutions such as coastal defenses
- iv. Changes in consumption habits
- v. Policy planning regulations

### Activities to support learners

- i. What is climate change?
- ii. Write down three human activities that contributes to climate change
- iii. Write three elements that contribute to global climate
- iv. What is greenhouse effect?
- v. States three effects of climate change
- vi. Write down one way by which human beings can adapt to climate change
- vii. What is adaptation?

### Evaluation Exercise

#### Expected Answers

(Refer to Learner's Book 6, pages 181 and 183 exercises and Activities)

#### Exercise 1

1. Climate change is the significant, long – term changes in the global climate. The global climate is the connected system of the sun, earth and oceans, wind, rain and snow, forests, deserts and savannas, and everything people do too. The climate of a place say Ghana can be described as its rainfall, changing temperatures during the year and so on.
2.
  - i. bush burning,
  - ii. fumes from vehicles) in their community that contribute to the emission of greenhouse gases (e.g. carbon dioxide),
  - iii. methane, water vapour and nitrous oxide
  - iv. Mining activities
  - v. Deforestation
  - vi. Waste disposal
  - vii. Fossil fuel

#### Exercise 2

- i. Temperature
  - ii. Sun
  - iii. Ocean current
  - iv. Atmospheric circulation
2. When radiation from the earth is hindered from flowing from the earth to space it is called "greenhouse effects" and the gasses that cause it by interacting with the radiation are called greenhouse gasses.

#### Exercise 3

- i. Natural
- ii. Energy
- iii. Oxygen
- iv. Fumes

#### Exercise 4

- i. Torrential downpours and powerful storms leading to flooding
  - ii. Melting ice leading to rising sea levels
  - iii. Heatwaves and drought leading to reduction in food security.
  - iv. Changing ecosystems thus shift in forest types
  - v. Pests and diseases
  - vi. Global warming
  - vii. Desertification
  - viii. Extinction of animal and plant species
  - ix. Rising maximum temperatures resulting in warmer atmospheres
  - x. Increase in hunger and water crises, especially in developing countries
2.
  - i. Use of wind power
  - ii. Green buildings
  - iii. Technological solutions such as coastal or sea defenses.
  - iv. Changes in consumption habits.
  - v. Policy planning regulations.
3. Adapting to climate change is about assisting communities to continue to live their lives and earn their livelihoods without having to move.

### SUGGESTED HOME WORK

1. Write down three human activities that contributes to climate change
2. Write three elements that contribute to global climate

3. State three effects of climate change
4. Write down one way by which human being can adapt to climate change
5. What is adaptation?

### Evaluation Exercise

#### Expected Answers

#### Suggested Home work

1.
  - i. bush burning,
  - ii. fumes from vehicles in their community that contribute to the emission of greenhouse gases (e.g. carbon dioxide),
  - iii. methane, water vapour and nitrous oxide
  - iv. Mining activities
  - v. Deforestation
  - vi. Waste disposal
  - vii. Fossil fuel
2. Bush burning, deforestation, mining,
3.
  - i. Torrential downpours and powerful storms leading to flooding
  - ii. Melting ice leading to rising sea levels
  - iii. Heatwaves and drought leading to reduction in food security.
  - iv. Changing ecosystems thus shift in forest types
  - v. Pests and diseases
  - vi. Global warming
  - vii. Desertification
  - viii. Extinction of animal and plant species
  - ix. Rising maximum temperatures resulting in warmer atmospheres
  - x. Increase in hunger and water crises, especially in developing countries
4.
  - i. Use of wind power
  - ii. Green buildings
  - iii. Technological solutions such as coastal or sea defenses.
  - iv. Changes in consumption habits.
  - v. Policy planning regulations.

5. Adapting to climate change is about assisting communities to continue to live their lives and earn their livelihoods without having to move.

### Reflections

Teacher reflects on the following in relation to the indicator and makes informed decision in the next lessons:

- What went well?
- What went badly?
- What would you improve next time?

In thinking about or answering the above questions, the teacher should make use of those cognitive skills or strategies that increase the probability of a desirable outcome. Use thinking that is purposeful, reasoned and goal directed; the kind of thinking involved in solving problems, formulating inferences, calculating likelihoods, and making decisions when the teacher is using skills that are thoughtful and effective for the particular context and type of thinking task. The teacher should also analyze and make judgments about what has happened or been taught.

Also, learners should be aware of and control their learning by actively participating in reflective thinking - assessing what they know, what they need to know, and how they bridge that gap during learning situations.

Ask learners to do the following as a way reflection

1. Tell the class what you have learnt from the lesson
2. Tell the class how you are going to use the knowledge
3. Tell the class which aspect you didn't understand

**A**

**Accountability:** the process of being responsible for your decisions or actions

**Accumulation:** to collect a large number of things over a long period of time

**AIDS:** Acquired Immune Deficiency Syndrome

**Alternative:** a thing you can choose to do or have from two options

**B**

**Bilateral:** between two countries

**C**

**Commitment:** is devoting oneself to something worthwhile

**Compliance:** willing to do what others want you to do

**Compromise:** an agreement after everyone involved accepts less than they wanted

**Conflict:** an active disagreement between people with opposing views, opinions or principles

**Cooperate:** to work with someone else to achieve something that you both want

**Crucifixion:** is an ancient method of deliberate and painful execution in which the condemned person is tied or nailed to a large wooden cross and left to hang until he is dead

**D**

**Defecating:** doing a poo

**Democratic:** controlled by representatives who are elected by people of a country

**Domestic**

**Disputes:** argument when two countries or groups of people quarrel or disagree with each other

**Drug abuse:** is the use of illicit drugs or the used of prescribe drug

**E**

**Easter:** A festival celebrated to commemorate the resurrection of Jesus Christ from death

**Erosion:** the process of being gradually destroyed by rain wind, the sea

**Eternal:** lasting forever or for a very long time

**Etiquette:** these are rules or customs which controls accepted behaviour

**Extract:** to find and skillfully remove something which is hidden or not seen

**G**

**Government:** a group of people who control a country

**Green house:** a glass building used for growing plants that need warmth, light and protection

**H**

**Harmony:** when people live and work in a peaceful and friendly way

**HIV:** virus that enters the body through blood or sexual activity and causes AIDS

**I**

**Infestation:** appearance of a large number of insect rats when they cause damage

**Intercession:** a prayer which ask God for help on behave another person

**L**

**Leisure:** is the time when a person is not working, can relax and do things that the person enjoys

**Libation:** is the act of pouring water, alcohol to the gods

**Locations:** a place especially one where something is or where something happens

**Loyal:** firm and not changing in your friendship

**M**

**Menstruation:** the regular monthly flow of blood from a girl or a woman

**Migration:** movement from one place to another

**Neighbouring:** someone living near you

**Omnipotent:** All powerful

**Omnipresent:** having effect every where

**Omniscient:** knows all things or having unlimited knowledge

**P**

**Personal hygiene:** looking after and washing your body to stay healthy

**Pollute:** to make air, water, land unsafe for living things

**R**

**Reliability:** can be depended upon

**Renewable energy:** sources that replace themselves so that they never run out

**Resources:** useful land or minerals

**Responsibility:** duty to be in charge of someone or something for which you can be blamed if something happens



## GLOSSARY

### S

**Sacrifice:** offering of animal or food to an object of worship either wholly or partially

**Self-Conscious:** aware what other people think about you

**STD:** Sexually Transmitted Diseases

### T

**Tolerance:** willing to accept a behaviour and belief which are different from yours

**Triumphant:** Showing pleasure and pride because of victory

**Trustworthy:** able or deserving to be trusted

### V

**Value Chain:** the whole range of goods and services necessary for an agricultural product to move from the farm to the final customer or consumer.

**Violence:** actions or words which are intended to hurt people

### W

**Waterbodies:** accumulation of water on the earth surface

**Waterfall:** water or river or stream dropping from higher to a lower point.

**Water pollution:** Introduction of harmful substance into water bodies to make it unsafe for living things

# ESSENTIAL

## Our World and Our People

### Primary 6

Teacher's Guide

**ESSENTIAL Our World and Our People** is an integrated subject that brings together facts, ideas and concepts from interrelated subjects of the Social Sciences.

**ESSENTIAL Our World and Our People Primary Book 6** meets the full requirements of the current New Standards-based curriculum by the National Council for Curriculum and Assessment (**NaCCA**) with a problem-solving approach to learning. It provides full coverage of all indicators outlined in the curriculum.

The Teacher's Guide offers the approaches, methods, strategies, and appropriate relevant teaching and learning resources to ensure that every learner benefits from the teaching and learning process. A variety of resources (low or no cost) are provided for use in your lessons.

Each theme in the Learner's Book contains activities that will help your learners achieve the objectives of that theme. They are designed to develop a range of skills and you can adapt individual tasks to the needs of each learner. You will need additional activities to broaden the learning experience, some tailored to the needs of more or less able learners and others to add variety and depth to various topics.

- Helpful links have been provided to help the teacher find and acquire additional knowledge to help the learners.
- Answers to all exercises in the Learner's Book have been provided.



**CAMBRIDGE**  
**UNIVERSITY PRESS**  
[www.cambridge.org](http://www.cambridge.org)