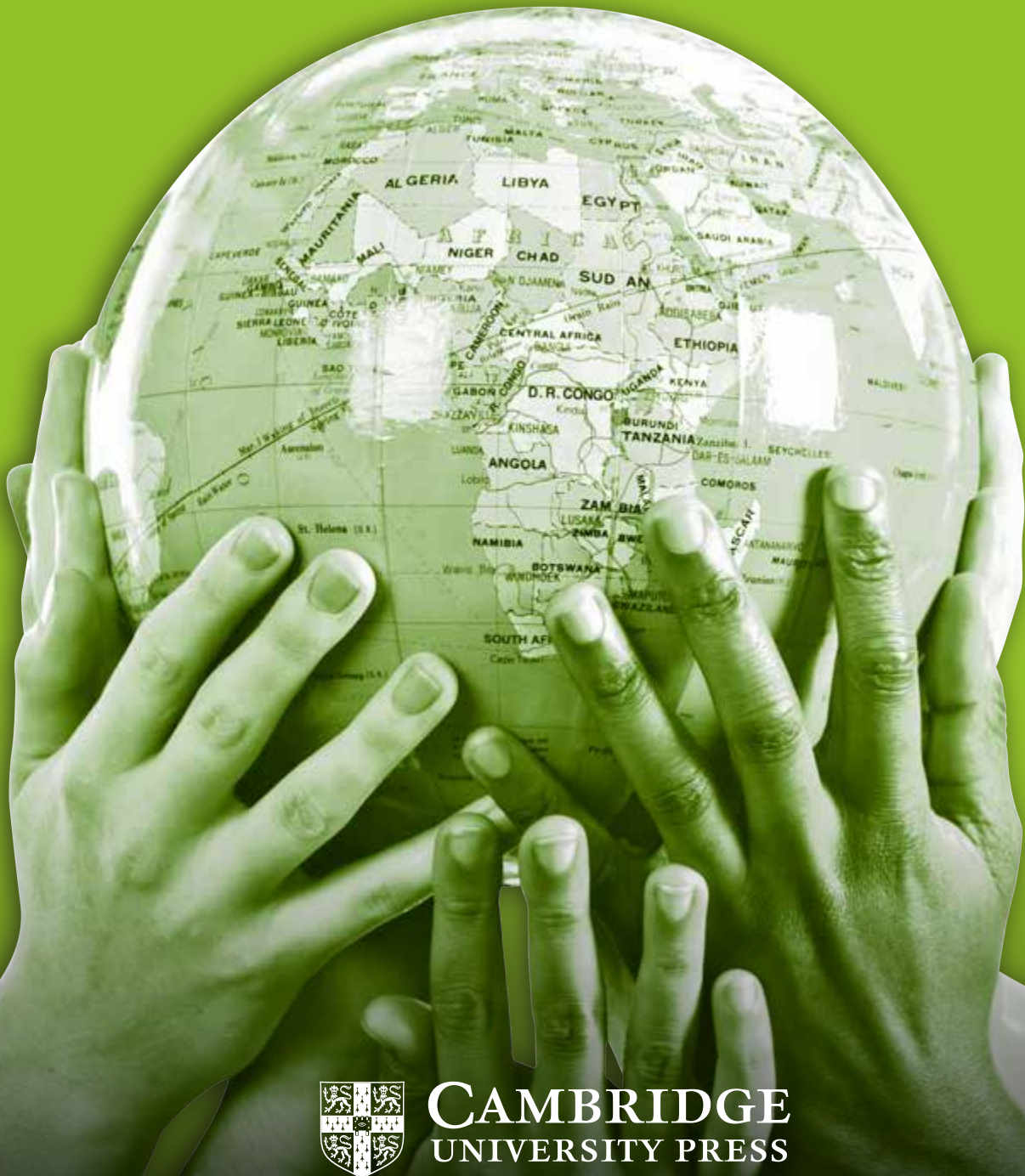


# ESSENTIAL



# Our World and Our People Primary 5

Teacher's Guide



CAMBRIDGE  
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# **ESSENTIAL**

## **Our World and Our People**

### **Primary 5**

**Teacher's Guide**

Jacob Agbedam • Dorothy Glover

 **CAMBRIDGE**  
UNIVERSITY PRESS



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## 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.

**Strand I: ALL ABOUT US**

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

**LB: pages 5 – 15**

**CONTENT STANDARD**  
Learners will demonstrate understanding of the uniqueness of human beings among God's creation.

**INDICATOR**  
Explain that human beings are unique compared to other creatures

**CORE COMPETENCIES**  
Critical Thinking  
Communication and Collaboration  
Cultural Identity and Global Citizenship

**SUBJECT SPECIFIC PRACTICES**  
Respect, Caring, Responsibility, Stewardship, Love, Leadership

**SUGGESTED RESOURCES**  
Pictures, Posters, video clips, Paper, pencils, posters, films, computer, charts, Internet, blackboard/marker board and chalk/marker

**OTHER USEFUL MATERIALS**  
English dictionary

**KEY WORDS**  
Creation, creator, characteristic, judgement, creatures

**HELPFUL LINKS**  
<https://singularityhub.com/> | 2017/12/28 | what is it that makes humans u...  
[www.bbc.com/](http://www.bbc.com/) | future > story | 20150706-the-mail-list-of-things-that-ra...  
<https://www.godandscience.org/> | evolution | imageofgod

**Introduction**  
Guide learners through questions and answers to discuss how different they are in height, colour, and speech among others. Learners look at themselves, pictures of different human beings, and animals and reflect on how they are different from animals and present their findings to the class for discussion.

Recall and retell stories about Creation. They talk about the nature of God as the Creator. Guide learners through storytelling to talk about the nature of God as the creator of the universe. Let learners know that God is spirit and was the one who created them as well as other living and non-living things such as trees, animals, water bodies, mountains, and stones among others. Let learners understand that God created all these for human beings and made them superior to all other creatures. Let learners understand that the nature of God cannot be understood by any man but He created all things to satisfy humankind. He created light and sky, dryland and plants, sun, moon and stars, sea and flying creatures, land animals and human beings on different days for six days and on the seventh day He rested.

Let learners know that He does not come from nothing. Let them critically look at how complex the human brain functions, stores large amount of information throughout life time and has the ability to remember and produce complex machines such as computers, medical and mining equipment, aeroplanes, ships, space crafts and submarines among others. Learners should know that major world religions have stated that God is the creator of everything in the universe.

Teacher should take learners on nature walk to observe and write things created by God - example, human beings, trees, animals, water and bodies among others. Let each group of learners put their findings together and present them to the class for discussion.

Let learners understand that God is the owner of the universe and any other things in it including human beings. We did not create any natural thing rather we depend on things He created for further production of good and services and that we must take good care of the things God created.

In groups, guide learners to discuss how each person is specially created as unique and different from one another.

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### 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.

**Introduction**

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

**Strand I: ALL ABOUT US**

Sub-strand I: Nature of God

LB pages 9 – 16

<p><b>CONTENT STANDARD</b> Learners will demonstrate understanding of the uniqueness of human beings among God's creation.</p> <p><b>INDICATOR</b> Explain that human beings are unique compared to other creatures</p> <p><b>CORE COMPETENCIES</b> Critical Thinking Communication and Collaboration Cultural Identity and Global Citizenship</p> <p><b>SUBJECT SPECIFIC PRACTICES</b> Respect, Caring, Responsibility, Stewardship, Love, Leadership</p> <p><b>SUGGESTED RESOURCES</b> Pictures, Posters, video clips, Paper, pencils, posters, films, computer, charts, Internet, blackboard/marker board and chalk/marker</p> <p><b>OTHER USEFUL MATERIALS</b> English dictionary</p> <p><b>KEY WORDS</b> Creation, creator, characteristic, judgement, creatures</p> <p><b>HELPFUL LINKS</b> <a href="https://singularityhub.com/">https://singularityhub.com/</a>   2017/12/28   what-is-it-that-makes-humans-u... <a href="http://www.bbc.com/future/story/20150706-the-smallest-of-things-that-ma...">www.bbc.com/future/story/20150706-the-smallest-of-things-that-ma...</a> <a href="https://www.godandscience.org/evolution/imageofgod">https://www.godandscience.org/evolution/imageofgod</a></p>	<p>Recall and retell stories about Creation. They talk about the nature of God as the Creator. Guide learners through storytelling to talk about the nature of God as the creator of the universe. Let learners know that God is spirit and was the one who created them as well as other living and non-living things such as trees, animals, water bodies, mountains, and stones among others. Let learners understand that God created all these for human beings and made them superior to all other creatures. Let learners understand that the nature of God cannot be understood by any man but He created all things to satisfy humankind. He created light and sky, dryland and plants, sun, moon and stars, sea and flying creatures, land animals and human beings on different days for six days and on the seventh day He rested.</p> <p>Let learners know that life does not come from nothing. Let them critically look at how complex the human brain functions, stores large amount of information throughout life time and has the ability to remember and produce complex machines such as computers, medical and mining equipment, aeroplanes, ships, space crafts and submarines among others. Learners should know that major world religions have stated that God is the creator of everything in the universe.</p> <p>Teacher should take learners on nature walk to observe and write things created by God example, human beings, trees, animals, water and bodies among others. Let each group of learners put their findings together and present them to the class for discussion</p> <p>Let learners understand that God is the owner of the universe and any other things in it including human beings. We did not create any natural thing rather we depend on things He created for further production of good and services and that we must take good care of the things God created.</p> <p>In groups, guide learners to discuss how each person is specially created as unique and different from one another.</p>
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**Introduction**  
Guide learners through questions and answers to discuss how different they are in height, colour, and speech among others. Learners look at themselves, pictures of different human beings, and animals and reflect on how they are different from animals and present their findings to the class for discussion.

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**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.

**Strand 4**

- make holes at correct spacing and water ready for seedlings.
- Ensure that seedlings are ready for transplanting.
- Water seedlings before transplanting.

Guide learners to visit transplanted seedlings daily to record number of leaves and height (growth) of transplanted seedlings. Use record to write daily, weekly and monthly reports.

**Daily Record Book/Sheet**

Day	Date	Number of leaves	Height of seedling or plant	Pests and disease attack	Activity performed in the garden today	Observation
1						
2						
3						
4						
5						
6						
7						

Let learners use such table above to prepare recording book. Let them visit their seedlings daily and record what they observe into their record book. You can move on to monthly reports until seedlings have been transplanted.

**Exercise 2**

- Hand trowel is used to lift seedlings from seed bed.
- Dibber is used to make holes at the right depth.

**SUGGESTED HOME WORK**

- What is transplanting?
- State the processes of transplanting seedlings.
- Name two right tools and their uses for transplanting seedlings.

**Evaluation Exercise Expected Answers Homework**

- Transplanting is the process of moving a fully germinated seedling (or mature plant) and replanting it in a permanent location for the growing season.
- Pre-plant use or beds for transplanting
  - Fill with fertile soil or plant medium.
  - Make holes at the correct spacing and water ready for seeding

**Expected Answers Exercise 1**

- Seedlings are young plants that developed from seeds through nursing.
- Pre-plant use or beds for transplanting
  - Fill with fertile soil or plant medium.
  - Make holes at the correct spacing and water ready for seeding

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**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.

**Evaluation Exercise Expected Answers Homework**

- Day and night
- Seasons (dry and wet)

**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:

**Expected Answers Exercise 1**

**Exercise 1**

Q1. Rotation is the movement of the earth on its own axis. It takes the earth twenty-four (24) hours on the average to move round or turn round on its own axis. This is equal to one day.


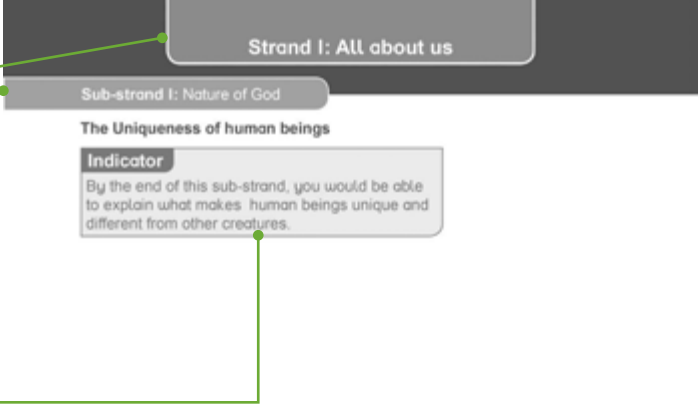
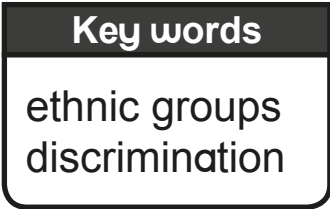
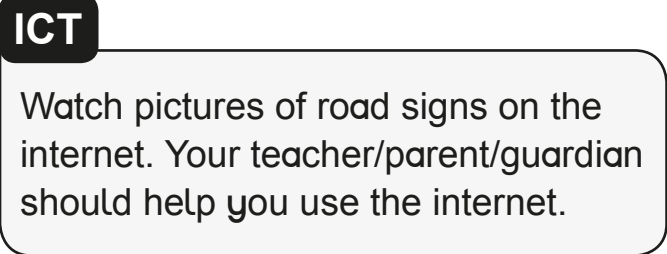
Rotation brings day and night. As the earth turns or rolls or moves on its axis, one part of it faces the sun and receives light from the sun.

When this happens, people on that part have day time. However, the other part which is not facing the sun also has no light. It is dark and night for people on that part.

- Q2. It causes day and night.
- Q3. Two
- Q4. 12 months (365<sup>th</sup> days)
- Q5. Revolution
- Q6. Sun
- Q7. Rotation
- Q8. Eclipse of the moon
- Q9. Dry and wet seasons

## 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>ICT boxes</b></p> <ul style="list-style-type: none"> <li>• include research activities</li> <li>• emphasise the core competencies</li> </ul>	



**Exercise**

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

**Exercise 2**

Answer the following questions.

1. Write four benefits of associating yourself with good peer groups.
2. Identify four negative effects of relating with members of a bad peer group.

**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 1**

1. Be in groups of fours or fives;
2. Reflect on what you learnt so far;
3. Mention three good activities that you think the adolescent should engage in;
4. Explain why you think the activities are important;
5. Present your work to the class;
6. Compare what the other groups also presented.

**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-ahmed 3: My family and the community**

When you show respect for family, you live the good examples they show at home.

Respect also involves accepting others for who they are even if when they are different from you. You may not agree with others on certain issues but that should not lead to a fight between you. Respect promotes healthy relationship among family members, which would lead to development.

**Helping family relatives**  
It is the responsibility of family to support one another. Family members should seek the well-being of others who need our support.

**Be responsible**  
As children you are expected to sweep the compound, wash your clothes, run errands for your parents, take care of a younger sibling, and help in the kitchen.

**Attend family gatherings**  
Family gatherings are important. Matters that affect the family are discussed there. If there is any misunderstanding between some members, the issues is discussed and resolved there.

As a member of your family you should attend family gatherings if you are invited. It is not all meetings you will be asked to attend. When you are asked to attend one, be sure to be there and take part in the discussion. Sometimes you may not need to speak, but as you listened to how matters are discussed, you learn a lot from it.

When your parents ask you to join them at morning ceremony, wedding or graduation from school or one's apprenticeship be sure to attend. You are part of the family.

**Respond to other family needs**  
We show commitment to our family when we help to provide the needs of the members. A family member may have problems such as accommodation, payment of school fees or hospital bill. As a child, you may not be able to provide such needs, but you can ask your parents to help if you know they have the means to do so.

**Key words:** authority, values, family gathering, apprenticeship, accommodation.

**Children sweeping the compound**  
When you perform all these activities, you are learning to be responsible. This becomes part of you as you grow. You become more diligent and responsible. Accepting to be responsible shows commitment to the family.

**Child washing clothes at a stream**

**Helping the elderly**

**Helping the sick**

## 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 5 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 5
<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 5

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 5**

<b>Date:</b> 14-09-2020		<b>Period:</b> 3	<b>Subject:</b> OWOP
<b>Duration:</b> 60 Minutes			<b>Strand 2:</b> ALL AROUND US
<b>Class:</b> B5 Class		<b>size:</b> 45	<b>Sub-Strand 4:</b> Population and settlement
<b>Content Standard:</b> Demonstrate knowledge of the features of settlements		<b>Indicator:</b> Explain the features of rural settlements	<b>Lesson 1</b>
<b>Performance Indicator:</b> Learners can demonstrate knowledge of the features of settlements		<b>Core Competencies:</b> Creativity, Observation Critical thinking and problem-solving Application	
		<b>Subject specific practices:</b> Appreciation, Self-confidence, Self-worth	
		<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 mention names of some towns and villages in Ghana		
<b>Phase 2: Main (new learning including assessment)</b> 30 minutes	<p>Show pictures/videos of different settlements and activities there for learners to talk about them Use questions and answers to have learners talk about features of rural settlements.</p> <p>Use think-pair-share to have learners talk about features of urban settlements.</p> <p>Put posters of different activities in different settlements on the chalkboard and let learners talk about them</p> <p><b>Assessment Question 1:</b> Write two features of rural settlements in Ghana</p> <p>Question 2: Write two features of urban settlements in Ghana.</p>		Videos/Pictures and posters of different features and activities in various settlements
<b>Phase 3: Plenary/Reflections (Learner and teacher)</b> 10 minutes	<p>Let the learners perform these activities to review their understanding of the lesson</p> <ol style="list-style-type: none"> <li>1. Have learners read the key words written on the board</li> <li>2. Have a learner to talk about what he/she has learnt in the lesson</li> </ol>		
		<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 I: ALL ABOUT US

## Sub-strand I: Nature of God

LB: pages 6 - 16

### CONTENT STANDARD

Learners will demonstrate understanding of the uniqueness of human beings among God's creation.

### INDICATOR

Explain that human beings are unique compared to other creatures

### CORE COMPETENCIES

Critical Thinking  
Communication and Collaboration  
Cultural Identity and Global Citizenship

### SUBJECT SPECIFIC PRACTICES

Respect, Caring, Responsibility, Stewardship, Love, Leadership

### SUGGESTED RESOURCES

Pictures, Posters, video clips, Paper, pencils, posters, films, computer, charts, Internet, blackboard/marker board and chalk/marker

### OTHER USEFUL MATERIALS

English dictionary

### KEY WORDS

Creation, creator, characteristic, judgement, creatures

### HELPFUL LINKS

<https://singularityhub.com> › 2017/12/28 › what-is-it-that-makes-humans-u...  
[www.bbc.com](http://www.bbc.com) › future › story › 20150706-the-small-list-of-things-that-ma...  
<https://www.godandscience.org> › evolution › imageofgod

### Introduction

Guide learners through questions and answers to discuss how different they are in height, colour, and speech among others. Learners look at themselves, pictures of different human beings, and animals and reflect on how they are different from animals and present their findings to the class for discussion.

Recall and retell stories about Creation. They talk about the nature of God as the Creator. Guide learners through storytelling to talk about the nature of God as the creator of the universe. Let learners know that God is spirit and was the one who created them as well as other living and non-living things such as trees, animals, water bodies, mountains, and stones among others. Let learners understand that God created all these for human beings and made them superior to all other creatures. Let learners understand that the nature of God cannot be understood by any man but He created all things to satisfy humankind. He created light and sky, dryland and plants, sun, moon and stars, sea and flying creatures, land animals and human beings on different days for six days and on the seventh day He rested.

Let learners know that life does not come from nothing. Let them critically look at how complex the human brain functions; stores large amount of information throughout life time and has the ability to remember and produce complex machines such as computers, medical and mining equipment, aeroplanes, ships, space crafts and submarines among others. Learners should know that major world religions have stated that God is the creator of everything in the universe.

Teacher should take learners on nature walk to observe and write things created by God example, human beings, trees, animals, water and bodies among others. Let each group of learners put their findings together and present them to the class for discussion

Let learners understand that God is the owner of the universe and any other things in it including human beings. We did not create any natural thing rather we depend on things He created for further production of good and services and that we must take good care of the things God created.

In groups, guide learners to discuss how each person is specially created as unique and different from one another.

Let learners understand that we are not created the same as some are short, tall, dull, intelligent, fair in complexion, and dark in complexion among others.

Also, everyone has his or her own brain anatomy different from another as well as finger print, which are never the same even with twins, triplets or quadruplets. We also have different ways of speaking, walking and other ways of doing things which are all unique to each one of us. Guide learners to demonstrate the uniqueness of each individual using themselves,

For example,

My name is Esinam. I am dark in complexion and beautiful. I am short. I can draw excellently so I am always first in class when it comes to arts. I am not good in Mathematics.

I am Obrempong. I am fair in complexion. I am a tall boy. I am good in Mathematics and always being first in class. I cannot draw well.

Between these two students one can say that they have different names, colour, heights, and capabilities among others. One is weak in one subject area while the other exhibits his strength in the other subject area. This is so with everyone anywhere in the world. Let learners understand that this uniqueness is the result of a combination of genetic factors and individual life experiences.

### Look at themselves, pictures of different human beings, and animals and reflect on how they are different from animals

Guide learners in their groups to identify and explain the **uniqueness** of humankind from other creatures. Learners should be aware of the fact that per features or characteristics human beings are unique creatures far different from other creatures in the animal kingdom. Let them know some of our unique features such as wearing of clothing, grasping fingers with nails instead of claws, making meaningful noise (talk), work for money and can think and reason. Others are:

Characteristics of human beings that make them different from other creatures

HUMANKIND	ANIMALS
Humankind has thinking ability	Animals do not reason
Ability to speak	Do not have ability to speak
Knows what is good and what is bad	Do not know what is good and what is bad
Can produce to feed themselves	Cannot produce to feed themselves
Design and build machines for production	Animals cannot design and build machines for production
Humankind can walk upright	Animals cannot walk upright
Ability to collaborate	Do not have ability to collaborate

Also, learners should know that apart from the characteristics of humankind and animals stated above, there are special unique features between the two creatures such as the following:

**Creativity:** humankind is creative in areas such as art, music, and literature and in scientific and technological inventions shown by every human being who “fixes” something that just was not working correctly.

**Emotions:** large difference in degree and complexity of emotion or feelings, remember you do express joy, anger, sadness, fear of punishment when you have done wrong.

**Thinking:** ability to reason and think logically and learn that sets us apart from the animal world, develops greater skill and complexity in technology, in agriculture, in science, and in nearly every field of endeavour.

**Moral judgments:** an inner sense of right and wrong that sets us apart from animals (who have little if any innate sense of morality or justice but simply respond from fear of punishment).

**Social skills:** we show deep interpersonal harmony experienced in human marriage, in a human family.

Let learners also know that perhaps God knew the reasons He created these two creatures differently. Learners by this should see God as spirit that created everything and themselves as special creatures with special characteristics within the animal kingdom. They should appreciate the effort of God in respect of the animals by preserving them in their natural environment and that they had been part of the Garden of Eden since the creation of this earth.

Reflect on why God created human beings and why God made man different from other creatures.

Guide learners to reflect on the need for God to create human beings. Let learners know that as humans as they are, God created us to worship Him, take good care of the environment and help one another among others. God wants man to be fruitful. That can mean reproduction in terms of having children. On the other hand, let learners look at themselves critically and tell why God made man different from other creatures. Facilitator should assist learners to mention some features they have that look different from those of animals.

Learners in groups reflect and make a poster on the characteristics of human beings that make them different from other creatures. Learners display their posters for class discussion and peer-review. Learners debate on the topic 'animals do not reason'.

**Evaluation Exercise**  
(Refer to Learner's Book 5 pages 14-14 for exercises and activities)

**Expected Answers**

**Exercise 1**

1. Physical
2. Exercise books
3. Unknowing
4. Judgement
5. children

**Exercise 2**

- Ability to communicate and collaborate
- Ability to exercise judgement and make choices between right and wrong
- Ability to be creative and think rationally
- Unique personality
- Ability to reason

**Exercise 3**

Similarities	Differences
Humans talk and make meaning of it	animals do not talk
can produce to feed the earth	cannot produce to feed themselves
Human beings receive blessing from God	Animals do not
Human beings are governed by law	Animals are not governed by any law.
Human beings can walk upright on two legs	Animals cannot, most walk on four legs.

**4. Exercise 4**

1. Natural
2. Natural
3. Artificial
4. Natural
5. Artificial
6. Natural
7. Artificial
8. Artificial
9. Natural
10. Artificial

**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 by ways of reflecting on the lesson:

- i. Tell the class what you have learnt during the lesson.
- ii. Tell the class how you will use the knowledge acquired during the lesson.
- iii. What aspect of the lesson did you not understand?



# Strand I: ALL ABOUT US

## Sub-strand 2: Myself

LB: pages 17 - 23

### CONTENT STANDARD

Learners will demonstrate understanding of positive attitudes towards the changes that occur during adolescence.

### INDICATOR

Describe changes 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

Pictures, Video clips, posters, Paper, pencils, films, computer, charts, Internet, blackboard/ marker board and chalk/marker

### OTHER USEFUL MATERIALS

English dictionary

### KEY WORDS

Adolescence, Irritate, excitement, attachment, adventurous, menstruation, acquisition, pubic hair, ovulation, enlargement

Helpful links

<https://www.stanfordchildrens.org> › topic › id=the-growing-child-adolesc...

<https://raisingchildren.net.au> › development › puberty-sexual-development

<https://medlineplus.gov> › Medical Encyclopedia

### Introduction

Human population on earth is classified in stages. That is infancy, early childhood, adolescence, early adulthood, middle adulthood and late adulthood which is sixty years and above.

Anyone, whether male or female, goes through these stages of life.

Do you know the stage of life you find yourself now? At your age you will not be wrong to say you are a young person.

### Brainstorm on the term, Adolescence

In groups, guide learners to brainstorm on the term Adolescence and a Teenager. Who are then young people? Young people are people within the ages of 10-24 and the adolescent falls within this group. Adolescence is a period of transition between childhood and adulthood. It occurs between the ages of 10 and 19 years (WHO, 1968). A teenager refers to a person in his/her teen years that is between 13 to 19 years.

Things needed to describe changes that occur during adolescence.

Ask learners to talk about the things needed to describe changes that occur during adolescence

The learners should present their findings to the class.

Items needed to describe changes that occur during adolescence

1. pictures
2. posters
3. video clips

Through brainstorming ask learners to discuss adolescence. The learner's discussion should include the following:

Adolescence is a period of transition between childhood and adulthood. It is a gradual transitional process and last from 10 years to 19 years.

This period marks rapid growth and changes in all aspects of the child's life. The changes that occur in adolescence can start earlier, during the pre-teen or 'tween' years (ages 9 through to 12). We now know that adolescence is a process.

This means that adolescence does not happen just a day not even one or two years. The changes are more gradual and steadier. These changes occur in some children as early as 10 years and others 13 years and continue till about 19 years.

The changes in the individual's body during adolescence can be categorised into:

- Physical
- Emotional
- Social changes

Group learners in their sex groups to discuss the physical changes that take place in their own sex during adolescence. The learner's presentation should include the following:

### Physical Changes in Boys

These include:

1. Breaking of voice: adolescent boys develop deep voice. Their vocal cords grow and as a result, the pitch changes into heavier tone.
2. Broadening of the chest and shoulders: boys develop broader chest and shoulders during this period.
3. Enlargement of the penis and testes: the scrotum starts to grow during adolescence. The penis also increases in size and shape.
4. Growth of facial and pubic hair: during this period, some boys experience the growth of hair on the side of the face (side burns) and the growth of hair under the chin (beard).
5. Acquisition of excess energy.
6. Development of acne (pimples) on the face.
7. Growth in height and weight.

### Physical Changes in Girls

The breasts begin to develop and thus increase in size.

Onset of ovulation and menstruation: ovulation is the release of egg or eggs by the ovaries in a girl. Menstruation is the periodic flow of blood in the life of the adolescent girl until about 50 years. This occurs about once in a month.

Broadening of hips: the adolescent girl experiences broadening of the hips.

The adolescent girls may develop acne (pimples) on the face.

Growth in height and weight.

Group learners in their sex groups to discuss the emotional changes that take place in their own sex during adolescence. The learner's presentation should include the following:

### Emotional and Psychological Changes

During adolescence, the boys and girls show emotional instability.

The adolescent body undergoes many changes as a result they may feel irritated quite easily, lose their temper or feel depressed. The adolescent gets angry very easily. Sometimes, the adolescent emotional state makes them put up certain behaviours that portray them as being aggressive or disobedient. During this period, the adolescent happens to be full of energy and desire to do something remarkable so that others may be attracted to him or her.

Socially, adolescents show great concern about their appearance. They develop strong love for the opposite sex. At this stage, the adolescent boys and girls may try to distance themselves from their parents and have intimate relationship with their peers.

If this period is well utilised some adolescents may turn out into outstanding players, sportsmen and others. Due to hormonal changes, adolescents have mood swings and frequently change their temperaments. They can be happy and feel sad when they are in the mood. They can get excited or feel shy on certain issues easily. A child at this age may take to gather new experiences related to drinking, smoking, tobacco use and substance abuse. They easily entertain fears and mostly adventurous and experiment risky experiences.

### Activities to support learners

1. Learners brainstorm on the term, Adolescence example, young people are people within the ages 10 -24 and the adolescent falls within this group. Adolescence is a period of transition between childhood and adulthood. It occurs between the ages of 10 and 19 years (WHO, 1968).
2. Group learners in their sex groups to discuss the changes that take place in their own sex during adolescence and present to class example.

### Physical changes in boys

Breaking of voice, broadening of the chest, enlargement of testes and penis, growth of armpit, facial and pubic hair, acquisition of excess energy, acne (pimples) may develop on the face, growth in height and weight.

**Some physical changes in girls**

Development of breast, broadening of hips, growth of armpit and pubic hair, onset of ovulation and menstruation, acquisition of excess energy, growth in height and weight, acne (pimples) on the face.

**Some emotional and psychological changes in both boys and girls**

Boys and girls easily get irritated (anger), worry/fear, love (strong attachment to the opposite sex), shyness, excitement, happiness/sadness, adventurous

**Suggested homework 1**

Choose the correct answer from the list of answers provided below

1. Adolescence occurs within the ages of .....
  - a. 8 and 17
  - b. 10 and 19
  - c. 12 and 18
  - d. 9 and 19
2. The changes that are experienced outwardly during adolescence are known as .....
  - a. Physical changes
  - b. Emotional changes
  - c. Social changes
  - d. Observable changes
3. The following changes are peculiar to boys only during adolescence except .....
  - a. Broadening of the chest and shoulders
  - b. Breaking of voice
  - c. Increase in size and height
  - d. Enlargement of the penis and testes
4. Lose of temper show ..... changes in adolescents.
  - a. Physical
  - b. Physiological
  - c. SocialIntimate
5. .... is the periodic flow of blood in the life of the adolescent girl.
  - a. Ovulation
  - b. Fusion
  - c. Fertilization
  - d. Menstruation

**Homework 2**

1. State four physical changes that occur in adolescent boys only.
2. State four physical changes that occur in adolescent girls only.
3. Explain the following terms:
  - a. Adolescence
  - b. Menstruation
  - c. Ovulation
4. Mention three characteristics that occur in both adolescent boys and girls.
5. State five emotional changes that occur during adolescence.

**Evaluation Exercise (Refer to Learner’s Book 5 pages 21-23 for exercises and activities)**

**Expected Answers**

**Exercise 1**

1. 10 and 19
2. Physical changes
3. Enlargement of the penis and testes
4. Social
5. Menstruation

**Exercise 2**

1.
  - a. Broadening of the chest and shoulders
  - b. Breaking of voice
  - c. Increase in size and height
  - d. Enlargement of the penis and testes
  - e. Acquisition of excess energy
  - f. Development of acne (pimples) on the face
  - g. Growth in height and weight
2.
  - a. The breasts begin to develop and thus increase in size.
  - b. Onset of ovulation and menstruation
  - c. Broadening of hips
  - d. The adolescent girls may develop acne (pimples) on the face.
  - e. Growth in height and weight.
  - f. Acquisition of excess energy

**EXERCISE 3**

Explain the following terms:

- a. Adolescence: Adolescence is a period of transition between childhood and adulthood. It occurs between the ages of 10 and 19 years (WHO, 1968).

- b. Menstruation: Menstruation is the monthly flow of blood in the life of the adolescent girl until about 50 years.
- c. Ovulation: Ovulation is the release of eggs by the ovaries in a girl.

#### Exercise 4

- a. Growth in height and weight
- b. Development of acne on the face
- c. Acquisition of excess energy
- a. The adolescent gets angry very easily.
- b. loose their temper or feel depressed
- c. being aggressive or disobedient
- d. They can get excited or feel shy
- e. They easily entertain fears and mostly adventurous and experiment risky experiences.

#### Exercise 5

Fill in the blanks to complete the sentence

- a. Adolescence
- b. 10 and 19
- c. Fallopian tube
- d. Social
- e. 19

#### 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 by ways of reflecting on the lesson:

- i. Tell the class what you have learnt during the lesson.
- ii. Tell the class how you will use the knowledge acquired during the lesson.
- iii. What aspect of the lesson did you not understand?

# Strand I: ALL ABOUT US

## Sub-strand 3: My family and the community

LB: pages 24 - 47

### CONTENT STANDARDS

Learners will demonstrate understanding of how to be committed to one's Family.

Learners will show understanding of staying safe on the road.

Learners will demonstrate understanding of gender related issues in the environment.

### INDICATORS

1. Explain the need to be a committed member of the family
2. Identify things to do to stay safe on the road.
3. Explain how gender equity can be promoted

### 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

1. Pictures, Video clips, Charts, posters, Paper, pencils, films, computer, Internet, blackboard/ marker board and chalk/marker

### OTHER USEFUL MATERIALS

English dictionary

### KEY WORDS

Behaviours, attitude, committed, obedience, responsibility, climax, pavement

### HELPFUL LINKS

<https://ctb.ku.edu> › leadership-functions › build-sustain-commitment

<https://www.integro.com.au> › commitment-five-behaviors-of-a-cohesive-te...

<https://www.theline.org.au> › promoting-gender-equity-in-the-classroom

<https://believe.earth> › 10-ways-to-promote-gender-equality-in-daily-life

### Introduction

In book 3 we learnt about the family systems and the role each member of the family plays. What role do you play to support your family? If you play your roles well as part as a member of a family, then you are a committed member. What then is commitment? Commitment therefore, means to perform our responsibilities at home, school, work or in the community to meet the societal expectations. Commitment may also mean to undertake certain acts that we are obliged to perform or avoid certain acts because of a promise that we have made.

Things needed to explain the need to be a committed member of the family.

Ask learners to talk about the things needed to explain the need to be a committed member of the family. The learners should present their findings to the class.

Let learners mention behaviours and attitudes needed to be a committed family member.

The learner's responses should include the following:

Some of the attitudes needed to be a committed member of the family are:

- Taking part in family activities. As children we must perform our chores within a given time. We should not spend the whole day doing one thing. We save time if we work with time to support our parents at home. We must be prepared to work in co-operation with our siblings when necessary.
- Obedience to elders of the family. In our daily life with our family at home we must be obedient to our parents and elders of the family. Obedience is compliance with an order or submission to authority. When we obey our parents, life would be better for the family. The parents would be pleased with us. When we obey rules and regulations at home it keeps us away from many troubles. Obedient child makes his or her family happy because our parents and children obey rules and regulations at home. A child who is committed to his or her family respects the elderly and those in authority to ensure peace.

We must do our chores as it is expected of us and abide by the rules of the family. This will help us avoid breaking rules that will end us in prison.

- **Respect for family members.** Respect for our family members is very important. We must be aware that we receive training from our family to help us live acceptable life in the society. If we respect our family members, they show love for us and are willing to support us to become responsible citizens. Respect means that they accept us or they don't agree with us. We may not agree with them. We may not agree with others on certain issues but that should not lead into conflict. Respect for our family memberS build feelings of trust, safety and well-being. To respect our parents is our religious duty. God commands us to respect our parents. We must also respect our siblings and all other members of the family to maintain peace and order in the home.

- **Helping the needy relatives.** We must not think of ourselves only but to seek the wellbeing of others who need our support. For some reasons, other members in the family may need our assistance. We must be ready to support them. It is not good to ignore members of our family who are in need. It is our responsibility to show love and respect our relatives. It is not a good habit to neglect our relatives who are in need or are physically weak. When we develop the habit of helping one another as relatives we build a strong family. This behaviour promotes healthy relationship among family members which will lead to development.

- **Accepting responsibility.** As children we have a lot of responsibility to perform in our families. We are to sweep the compound, wash our clothing, run errand for our parents, take care of our younger siblings, help them cook etc. We should learn how to be responsible members of the family. When we accept responsibility as members of a family it means we are showing concern for the wellbeing of our family. We must make sure we finish all duties assigned us and complete them on time. When our parents assign us duty to perform and we are not ready because we are sick or we don't have the skills to do it, we must approach them politely to let them know why we cannot do that. If we accept responsibilities and we fail to perform them, our parents may not be happy with us.

- **Present at family meetings.** When we are committed to our family issues, we always try to participate in all family meetings and help to take decisions that are to the interest of the family. When a member of the family is organising any social activity such as naming ceremony, wedding or graduating from school or as apprentice we should be present to give our support. People who participate in family meetings are highly respected for our family contributions. At family meetings members get to know one another and share their problems and success stories.

- **Respond to family needs.** We show commitment to our family when we help to provide the need of the family. The family may be confronted with problems such as accommodation, payment of school fees of some members of the family, payment of medical bills etc. We must have feeling for other members of the family and respond to the needs. If we identify a member of our family who is not in school because of financial difficulties, we must as soon as possible show love to support the person. When we ignore them, it will not speak well of the family. They may go way ward which will tarnish the image of the family. When we respond to the needs of our family members it makes us responsible and unite the family. When our parents are sick, we should not leave them alone in the house to suffer. We should sit by them and attend to their call. When any member of the family is sick that is when the person needs our encouragement and comfort so we must stay with them and respond to their needs.

In a group, ask learners to talk about the need to be a committed family member. Learners responses should include the following:

### **The need for being a committed family member**

A committed family member works for the good of others and not only for himself or herself. Such a person feels better when he or she sees other people in his or her family doing well or progressing. A committed family member identifies the needs of his or her people and help find solutions to their needs. Below are some of the things a committed family member would do to improve the lives of his or her family members.

- Promote unity: Unity is strength. When people live in a group such as family system, the most important value they need to continue to live in peace is unity. Without unity the family may not exist. It is therefore paramount for members of the family to work hard to promote unity. To promote unity members must be kind, friendly and forgive one another of their mistakes. When one is committed to his or her family, one does not keep accounts of people's offences. He is ready to provide assistance to members who are in need. When people live in unity and in harmony they make positive impact to develop in peace. In the absence of unity, the family may definitely fail to exist.
- To gain respect: When members of a family shows commitment to one another they gain respect from other members in the community. Everybody loves to be part of a family that considers the welfare of others. A family where members offer support for one another, becomes a role model in the community.
- Unity and peace in the family: In a family where every member performs his or her own assigned duty may promote unity and peace. When the individuals in the family observe rules and regulations of the family and respect other people's views the family may be united and live in peace. A committed member of a family will not do anything that will disturb the unity and peace the family is enjoying. It is good for us to live in unity and in peace with our family members. A family that is committed to live in unity and in peace may not engage in any activity that may bring conflict to destroy the unity and peace.
- Trustworthy person: A member of a family is expected to be a trustworthy person. A trustworthy person is someone who is honest and can be entrusted with anything of importance. Trustworthy people are respectful. They respect themselves and others too. To live happily and more successfully, we need trustworthy people in our families. When family members are trustworthy people show genuine interest in others and support them. Trustworthy people are consistent in what they say and what they do. They are the same at work, at home and everywhere else. They are reliable, responsible, accountable and peaceful.
- Strengthened family support system: We need to be committed members of our families by strengthening support system.

- Strengthening family support system means we should take good care of our family members.

### Indicator 2

Identify things to do to stay safe on roads

Learners have been crossing over the road daily to school and to other places in the community.

### Introduction

Guide learners through questions and answers to discuss the road safety regulations regarding traffic lights.

### Talk about the things they need to know to stay safe on the road

Guide learners to understand the need for safety on the road. Let them know that crossing the road safely and observing other road regulations is important to human life. Road traffic safety refers to the methods and measures used to prevent road users from being killed or seriously injured.

There are basic things learners have to know so you can stay safe on the road. These include the following:

- i. traffic light,
- ii. road signs,
- iii. stick to the pavement,
- iv. do not walk on the road,
- v. crossing road only at the pedestrian crossing

Encourage learners to know these things very well so as to help them when crossing the road.

### Discuss the use of the traffic lights/lollipop

Guide learners to understand the use of traffic light system in our cities. Let learners know that traffic lights are mounted for the purpose of congestion of vehicles on the road especially during busy or rush hours. **Traffic Lights** are a set of automatically operated coloured lights, typically red, amber, and green, for controlling traffic at road junctions, pedestrian crossings, and roundabouts. Let them know that traffic lights (or traffic signals) are lights used to control the movement of traffic. They are placed on roads at intersections and crossings. The different colors of lights tell drivers what to do.

They consist of green for go, yellow for caution as the lights change, red for stop.

Generally, traffic lights have the following uses:

- i. The traffic lights give messages of both what you must do and what not to do as a driver and pedestrian.
- ii. The primary function of the traffic signals as we know is to assign the right of way to the contradicting movements of traffic in an intersection.
- iii. The signals provide an orderly movement of many vehicles and pedestrians by means of assigning the right of way alternately to various movements of the traffic.
- iv. They increase the traffic handling capacity in an intersection.
- v. They improve the safety of both the vehicular traffic and the pedestrian.
- vi. They help in reducing various types of accidents.

**Indicator 3:** Explain how gender equity can be promoted

To appreciate the concept of gender equity let us explain the following:

- Gender
- Equity
- Sex
- Stereotypes
- Gender Equity

### Gender

Gender is a social construct which defines roles of men and women in the society or family.

### Sex

Sex is a biological attribute of an individual and such words may be used right from birth: Females and Males.

### Equity

Equity is the quality of being fair and impartial.

### Gender Equity

Gender equity is the process of being fair to men and women. To ensure fairness, measures must be put in place to compensate for the historical and social disadvantages that prevent women and men from operating on a level playing field.

Learners, in groups identify roles that are to be performed by the sexes. Learners discuss and cross out responses the classes considered as stereotypes.

### Stereotypes

These are beliefs that are often unfair and untrue. Males and females see themselves as different from each other. This issue of gender in males and females is brought about by our traditional society.

It is the society that have tagged or labelled some occupations as exclusive for males or females. For example, males are considered as heads of families and women's place is the kitchen or house chores are traditional expectations.

This means while men take care of finances, work on the car, and do home repairs, the women on the other hand, are to take care of the children, cook, wash, clean the house and must also be submissive to men.

Some occupations such as teaching, nursing and petty trading are assumed to be performed by women while men are to do medicine, engineering and driving. When women are seen taking a job which is perceived to be for men, they suffer a lot of humiliations. For example, they are giving names such as 'Yaa Asantewaa,' a witch etc.

These practices do not help the women to come out of their full potentials. Some women are capable of performing certain jobs which are traditionally classified exclusively for men even better. This is a serious form of discrimination against women.

What males or females can do is not about the sex but it is all about the interest of the person in question and the training acquired.

### Gender Roles:

Gender roles in society means how the individuals are expected to act, speak, dress, groom, and conduct ourselves based upon our assigned sex.

For example, girls and women are generally expected to dress to be polite and dress in a certain way. Men are also expected to be bold, strong and aggressive.

Guide learners to discuss some gender issues in the community that affect the individuals,



community and nation building- window rites, trokosi, witch camp etc. Learners discussion should include the following:

- **The Individual**

The traditional expectations have relegated the women to the background. Most girls are traditionally not sent to school or are dropped out to allow the male child the opportunity to school.

Until recently, most of the top jobs of both private and public organisations were dominated by men. story is now changing where the traditional expectation is putting pressure on the men as they are required to cater for all the expenditure in the house.

Some women have also been forced by their husbands to abandon their professions to be house wives. The huge potentials they possess are locked up in them. This situation affects the individual economic progress and does not help in nation building.

- **Community**

The stereotyping also has serious effects on the development of the community. When women are educated it helps them to handle their children well and also contribute to the economic growth of the family.

This explains the saying by Dr. Emman Kwegyir Aggrey that 'If you educate a man, you educate an individual but if you educate a woman you educate a nation'.

The truth is that the women have long contact hours with the children at home than their men counterparts, so if the woman is not educated it will have negative effect on the children and the community in general.

The neglect of the girl child some years back has affected the economy of Ghana negatively. Because most of the girls did not receive formal education they ended up being pregnant at their teen age. This is one of the causes of high population growth in the country currently.

- **Nation Building**

Needless to say, this gender issues have negative consequences for nation building. Some women are subjected to inhuman treatment. They are compelled to go through certain cultural practices that do not help their

well been or encourage development.

Let us discuss a few of the traditional practices that are discriminatory against women's development.

- **Trokosi System**

Trokosi system involves unlawful arrest and detention of young girls in the Trokosi shrine to serve in atonement for crimes committed by their relatives. These innocent young girls are made to spend the rest of their lives as slaves in the shrine.

They are also forced to marry the priest of the shrines. This practice affects nation building because the young girls are denied formal education and are also not allowed to learn any trade. This does not help them contribute meaningfully towards the economic growth of the country.

- **Widowhood Rites**

Do you know who a widow is? A widow is a woman whose husband has died and has not married again. In an event of death of a woman's husband, she is made to go through certain cultural practices which make her lose her dignity as human.

The purpose of this ritual is to ward-off or dispel the ghost of the deceased person from following them. Among the Akan, the widow is obliged by custom to wear black mourning clothes for one year. The elderly women lead her to the outskirts of the town or a cemetery to bath three times a day. Is this not waste of time and other resources? The widow is not allowed to mix with people and not to talk much with others.

Within the first forty days of her husband's death, she is not allowed to cook on her own. The relatives of the deceased who cook for widow intentionally starve her as a form of punishment. They do this because the deceased family normally suspect that the widow played a role in the death of their relative.

Special end of widowhood rites is also performed to declare the widow cleansed. This rite of cleansing is very costly for widows of coastal towns of the Central Region. This is because of the high cost; it can take up to five years or more before some windows can get prepared to perform it.

You know why this discriminatory act against women should not be encouraged. It is a counter productive and does not help in nation building.

- **Female circumcision**

It involves cutting or the removal of parts of the female reproductive organs (clitoris). Special women and sometimes men do this operation. The traditional operators may not have clean knives or blade for the operation.

This can cause infections such as tetanus, HIV/AIDS and other related diseases to the girl child. Some of the girls who are not fortunate may bleed to death during the circumcision. Later in life, the circumcised girl may not enjoy sex with her partner. This practice does not promote progress in nation building.

- **Witch camp**

A witch camp is a settlement where women suspected of being witches can flee for safety, usually in order to avoid being lynched by neighbours. Witch camps exist only in Ghana and not any other part of the earth.

There are at least six of the camps housing about one thousand women. The camps can be found at Bonyasi, Gambaga, Gnani, Kpatinga, Kukuo and Naabuli all in the Northern Region.

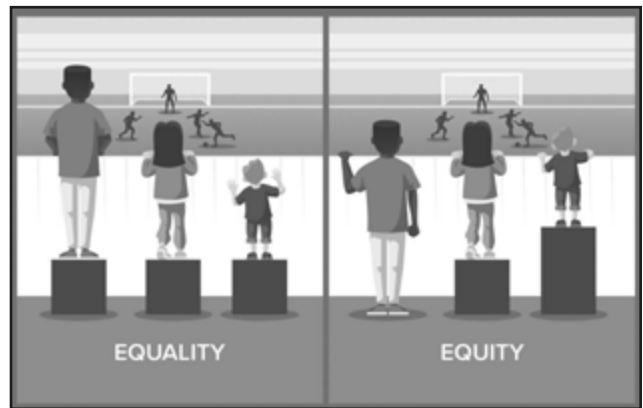
Some of the camps are thought to have been set up over hundred years ago. Many of such camps are made up of widows and it is thought that relatives accused them of witchcraft in order to take control of their husbands' possession.

Many women are also mentally ill. In Gambaga, the witches in one of the camps are protected by the local chieftain and in return, pay him and work in his fields.

### **Promotion of Gender Equity**

The concept of gender equity refers to 'fairness of treatment for women and men, according to their respective needs. This does not mean that women and men have to become the same but that their rights, responsibilities, and opportunities will not depend on whether they are born male or female.

### **Gender equity can be promoted through:**



#### **EQUALITY = SAMENESS**

##### **Giving Everyone same thing**

It only works if everyone starts from the same place.

#### **EQUITY = FAIRNESS**

##### **The Access To The Same Opportunity**

We must first ensure equity before we can enjoy equality.

##### a. Women Empowerment

The term women empowerment refers to empowering women with education, employment, decision making and better health in view of an equal and just society. It is a process to make the women financially independent, educated and progressive, enjoying a good social status. When women are empowered it benefits the whole society because they are the main source of family life.

##### b. Respect for the right of all including women

To promote gender equity, the government, gender activists, non-governmental organisations (NGOs) and other human rights groups must all support educational campaigns to stop all unfairness and injustice against women.

Almost all the traditional practices against women are connected to human rights abuse that is why it is paramount to intensify the campaign to liberate women from these wicked acts.

##### c. Education

People must be educated to be aware of the numerous benefits the society will enjoy when women are treated with dignity and

respect. Women are equally capable as men but because they are relegated to the background they are not able to realize their full potentials. To promote gender equality women must be given equal opportunity as men to help them contribute their quota to national development.

d. Legislation

There are many customary rites that inhibit the progress of women. Some of the customs inflict severe pain to the victim. Some of the practices also enslave the victims the rest of their lives which does not encourage women to reach their full potentials. To protect the rights and freedoms of women there should be legislation that will empower women to give off their best.

e. Involving women in policies

We should as a matter of urgency involve women at all levels to participate in decision making. There should be fair women representation in all government departments including Parliament.

f. Challenge traditional male and female stereotypes when giving examples to students, example, 'a female soldier' or 'a male nurse'.

g. Women empowerment (example, provide education. If you educate girls, you give them the power to conquer the world, appreciate the women around you, invest in small businesses owned by women, be a mentor to a girl child, help young women to join a youth engagement program that will push them to learn and acquire a skill.)

h. When you do see/hear examples of gender stereotypes use them as an opportunity for 'teachable moments' and ask learners to discuss what they mean and why they use them.

i. Aim to use gender neutral language (example, it, their, they).

j. Avoid statements that generalize, 'girls tend to...' or 'boys are more...'

k. Don't limit what you ask your learners to do example, ask female students to carry sports equipment.

l. Consider the way you interact with students and avoid being, for example, 'blocky' with boys or 'gentle' with girls. Instead, interact in the way you'd expect them to in the real world.

m. Actively encourage students to engage in activities that might sit outside their gender's comfort-zones (example, sports, dance, drama etc.)

n. Take note of how often you draw on either males or females to answer different types of questions and make an effort to rectify any inequity

o. Encourage mixed gender group work and seating arrangements

### Activities to support learners

1. Learners mention behaviours and attitudes needed to be a committed family member example, taking part in family activities, obedience to elders of the family, respect for family members, accepting responsibility (performing assigned duties), taking initiatives, helping needy relatives, be present at family meetings, respond to family needs, etc.
2. Learners talk about the need to be a committed family member example, to promote unity, to gain respect, to bring unity and peace in the family, to strengthen the family support system, to be considered a trustworthy person, etc.
3. Learners role play commitment to the family. The role play should act as a climax reward for being committed.
4. Learners talk about the things they need to know to stay safe on the road example, traffic light, road signs, stick to the pavement, do not walk on the road, crossing road only at the pedestrian crossing.
5. Learners visit the nearest traffic light/lollipop or watch pictures/video clips of the use of traffic lights/lollipop

6. Learners in groups discuss and present their findings on the use of the traffic lights/lollipop
7. Learners demonstrate the use of traffic lights/lollipop example, yellow means get ready to stop, red means stop, and green means go.
8. Learners draw and colour the traffic light.
9. In groups learners work to elicit gender stereotypes in their community.
10. Learners, in groups identify roles that are to be performed by the sexes. Learners discuss and cross out responses the class considers as stereotypes.
11. Learners discuss some gender issues in the community and how they affect the:
  - i. Individual
  - ii. Community
  - iii. Nation building example, widowhood rites, trokosi, witch camps etc.
12. Learners find out from parents and other people in the community some of the customs they consider discriminatory.
13. In groups, learners discuss and present their findings in class.
14. Learners in groups discuss how they will promote gender equity in their community. example, women empowerment.

**Evaluation Exercise**  
(Refer to Learner's Book 5 pages 30-31 for exercises and activities)

**Expected Answers**

**Exercise 1**

1. Committed
2. Helping the needy relatives
3. Understand one another
4. Neglecting responsibilities

**Exercise 2**

1. Commitment therefore means to perform our responsibilities at home, school, work or in the community to meet societal expectations. Commitment may also mean to undertake

certain acts that we are obliged to perform or avoid certain acts because of a promise that we have made.

2. Helping needy family members  
Taking part in family activities such as meetings.  
Obedience to family elders
3. Learners answer

**Indicator 2**

(Refer to Learner's Book 5 pages 36-37 for exercises and activities)

**Exercise 1**

1. Road traffic safety refers to the methods and measures used to prevent road users from being killed or seriously injured.
2. Stop
3. Zebra crossing
4. Pedestrian walkway
5. White
6. pavement

**Exercise 2**

1. A pedestrian is a person travelling on foot, whether walking or running. It also refers to someone walking on a road or pavement.

2.
  - i. traffic light.
  - ii. the pavement.
  - iii. avoid walking on the road.
  - iv. road signs.
  - v. crossing road only at the pedestrian crossing.

Learners are to explain three of the above.

3.
  - i. They should use pedestrian walkway
  - ii. They should use footbridge
  - iii. Use pavement
4.
  - i. the traffic lights give messages of both what you must do and what not to do as a driver and pedestrian.
  - ii. they increase the traffic handling capacity in an intersection.
  - iii. they improve the safety of both the vehicular traffic and the pedestrian.
  - iv. they help in reducing various types of accidents.

**Indicator 3**

(Refer to Learner's Book 5 pages 46-47 for exercises and activities)

**Exercise 1**

1. Gender rules
2. Male and female
3. Gender equality
4. Female Genital Mutilation (F.G.M)
5. Gender stereotype
6. roles
7. Widowhood rite
8. early marriages, agree
9. male and female

**EXERCISE 2**

1. Gender roles are a set of roles given to people because they are males or females.
2.
  - a. Males are heads and bread winners of families.
  - b. Males need to be educated and not females.
  - c. Females are not to be part of decision making for the family or community.
  - d. Females are the ones who should perform household chores.
3. Learners are to explain any cultural practice that discriminate against women.
  - a. Female Genital Mutilation
  - b. Early marriage
4. Learners are to suggest solution to these problems.
  - a. People who are into FGM must be arrested and prosecuted.
  - b. Same as in 'a'.
5.
  - a. Educating the public on gender misconceptions.
  - b. Making and enforcing laws.
  - c. Respect for the rights of all persons including women and girls.

**SUGGESTED HOMEWORK 1**

Choose the correct answer from the list provided below

1. A ..... is a woman whose husband has died and has not married again.
  - a. Spinster
  - b. Bachelor
  - c. Widow
  - d. Widower
2. Which of the following settlements is a witch camp?
  - a. Yendi
  - b. Bawku
  - c. Gambaga
  - d. Nkawkaw
3. The saying, 'when you educate a man, you educate an individual but when you educate a woman you educate a nation'. This quote was made by .....
  - a. Dr. Kwagyir Aggrey
  - b. Mahatma Ghandi
  - c. Nelson Mandela
  - d. William Shakespeare
4. When a particular task or job is believed to be for a particular gender it is known as .....
  - a. Democracy
  - b. Stereotyping
  - c. Transparency
  - d. Vigilante
5. In which of the following are innocent young girls made to spend the rest of their lives as slaves in shrines?
  - a. Widowhood rites
  - b. Trokosi system
  - c. Female Circumcision
  - d. Trafficking
  - v. Stereotyping
5. State four customs that are considered discriminatory against women

**Evaluation Exercise****Expected Answers****Home Work 1**

1. Widow
2. Gambaga
3. Dr. Kwagyir Aggrey
4. Stereotyping
5. Trokosi system

**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 by ways of reflecting on the lesson:

- i. Tell the class what you have learnt during the lesson.
- ii. Tell the class how you will use the knowledge acquired during the lesson.
- iii. What aspect of the lesson did you not understand?

# Strand I: ALL AROUND US

## Sub-strand 4: Home and school

LB: pages 48 - 55

### CONTENT STANDARD

Learners will demonstrate understanding of skills for using peer groups for the benefit of the community.

### INDICATOR

Describe skills for dealing with peer pressure.

### CORE COMPETENCIES

Communication and Collaboration  
Cultural Identity and Global Citizenship

### SUBJECT SPECIFIC PRACTICES

Respect, Responsibility Stewardship, Love

### SUGGESTED RESOURCES

Video clips, Pictures, Posters, charts

### OTHER USEFUL MATERIALS

English dictionary

### KEY WORDS

Peer groups, respectfulness, obedience, courteous, dangers, drugs

### HELPFUL LINKS

<https://www.accreditedschoolsonline.org/resources/peer-pressure>  
<https://yourlifecounts.org/learning-center/20-ways-to-avoid-peer-pressure>  
<https://www.skillsyouneed.com/ips/peer-resistance>

### Introduction

Guide learners through questions and answers to discuss the groups they have joined for studies. Let them know that those in their study groups may be called peers. People who are of similar age, sex, interest and habits as you are your peers. The peer group has certain things in common. We normally refer to this group of people as friends. They mostly meet and do things together.

For example, they spend more time with their age mates than they have for their parents at home.

They eat together, chat and laugh when they are together, play together and sometimes express their feelings, secrets and thoughts together.

### Peer Group

The members of this group who share common interest and beliefs are what we refer to as peer group. A peer group is, therefore, a group of people of approximately the same age, sex, status, interest and habits.

Peer groups mainly talk about school and their careers with their parents but they enjoy talking about sex and other interpersonal relationships with their peers. Children engage with peers who accept them even if the group is involved in negative activities.

This is the reason why parents and teachers must work closely with the adolescent girl or boy to be of good behaviour. If we leave them alone they may associate themselves with people with questionable characters.

Peer groups work hard to persuade members to behave in a particular way. The behaviour the group may adopt could either be positive or negative.

Positive peer pressure is when someone's peers influence them to do good or useful things in line with the societal values. Negative peer pressure on the other hand means that the individual can easily be influenced to adopt dangerous habits.

Things needed to describe skills for dealing with peer pressure

Ask learners to talk about the things needed to describe skills for dealing with peer pressure.

The learners should present their findings to the class.

Items needed to describe skills for dealing with peer pressure

1. Video clips
2. Pictures
3. Posters
4. charts

Let learners talk about the benefits of belonging to good peer groups. Learners discussions should include the following:

### **Benefits of Belonging to Good Peer Groups**

At a certain stage in life, particularly adolescent stage, it is normal for a young person to belong to a peer group. Members of a peer group would like to imitate certain life styles of others that may project them as 'guys in town'.

The adolescent always want to be seen wherever they find themselves. As children we must not associate ourselves or join a peer group that shows gross disrespect to parents and school authority. We must look for a group with good and noble character and move with them.

Good peer groups may exhibit the following attitude:

- **Learning New Things**

Peers with positive attitudes and behaviours towards education always want to learn new things which enable them look smart. Sometimes in the process of learning new things they discover or acquire more knowledge and skills which help them to do well in life.

- **Respectfulness**

Good peer groups would not want to be called bad names. They, therefore, show respect to parents, teachers, and the elderly in the society. When good peers demonstrate the value of respect in their daily activities the people in the community admire and see them as role models.

- **Obedience**

Obedience is behaviour that is respectful and mindful of rules and laws. Parents, teachers and the society in general appreciate obedience. Good peer groups are law abiding and always make sure they conform to the ways of social group, by which he or she wants to be accepted.

- **Achieving One's Goals**

People who aspire to achieve greater things in life try to belong to good peer groups. This helps them to be focused and work hard to achieve their goals in life.

These people are always purposeful and make sure they do everything possible to achieve something positive in life. They commit their time and other resources to make it happen.

- **Being Courteous**

Someone who is courteous is polite and respectful to others. Good peer groups are courteous and show good manners to all kinds of people. Such people are friendly and respect the feeling of others. This group does useful things that help them gain favour from the society.

Through discussion, ask learners to talk about the dangers of belonging to bad peer groups. Learners, discussions should include the following:

- **Dangers of Belonging to Bad Peer Groups**

Discussing the dangers of belonging to bad peer groups in groups, let learners understand the dangers of belonging to bad peer groups. To give pictorial description of the subject, let learners role-play a scenario in which an older pupil is putting pressure on a younger one to do any of the following:

- drink alcohol
- take drugs
- have pre-marital sex
- bully peers

Caution learners on the dangers of belonging to bad peer groups as it can easily lead you to prison or premature death. Let them know that their parents and entire family will not be happy with them if they associate themselves with bad peer groups. Admonish learners to refrain from belonging to bad peer groups.

Let learners understand that people who join bad peer groups do not take it easy in life. You are therefore advised to stay away from such peer groups whose activities are not in conformity with the acceptable behaviour and norms of the society. The bad peer groups normally do not comply to rules and regulations.

The following are some of the dangers of belonging to bad peers:

- **Engage in Pre-Marital Sex**

Young people out of bad influence from peers may engage themselves in pre-marital sex. Pre-marital sex is sex before marriage. Young people who indulge in pre-marital sex can contract sexually transmitted diseases such as syphilis, gonorrhoea and HIV/AIDS. This can also lead to teenage pregnancy.



● **Taking Drugs**

Another danger of belonging to bad peer group is the use of drugs. A person who takes drugs without prescription or takes overdose of drugs is called drug addict. Illegal use of hard drugs such as cocaine, heroin, marijuana and hashish can cause madness or can die from abusing them. It is bad to use illegal drugs, sell them or even support a drug dealer.

● **Drinking Alcohol**

It is bad to drink alcohol. When bad peer groups involve themselves in alcoholic drinks they become intoxicated and lose self-control. This can make them behave in a bad way without being aware of what they have done.

● **Activity to support learners**

1. Learners talk about the benefits of belonging to good peer groups example, learning new things, respectfulness, obedience, achieving goals, being courteous
2. Learners discuss the dangers of belonging to bad peer groups example, drink alcohol, take drugs, have pre-marital sex
3. Learners role play a scenario in which an older learner is putting pressure on a younger one to do any of the following:
  - i. drink alcohol
  - ii. take drugs
  - iii. have pre-marital sex

**Evaluation Exercise**

(Refer to Learner's Book 5 pages 53-55 for exercises and activities)

**Expected Answers**

**Exercise 1**

4. Ages
5. learn new things
6. having sex before marriage
7. Aspirin

**Exercise 2**

1. Learning New Things
- b Respectfulness
- c Obedience
- d Achieving One's Goals
- e Being Courteous

- 2a. They may engage in pre-marital sex
- b. Drug use
- c. Drinking alcoholic beverages
- d. Engage in criminal activities like stealing

**Exercise 3**

1. A peer group is a group of people of similar interests and habits.
2. Peer pressure is the direct influence on people by peers, or the effect on an individual who gets encouraged to follow their peers by changing their attitudes, values or behaviors to conform to those of the influencing group or individual. This can result in either a positive or negative effect, or both.

**Exercise 4**

- 1a. teenage pregnancy.
- b. school drop out.
- c. Burden on parents and other family members.
- d. Contract diseases like HIV/AIDS
2.
  - a. Drinking alcohol - liver disease, misbehaviour
  - b. Taking drugs - stealing/armed robbery, affect internal organs
  - c. Having pre-mature sex - teenage pregnancy, HIV/AIDS, gonorrhoea, syphilis, etc.

**SUGGESTED HOMEWORK**

**Homework 1**

Choose the correct answer from the list provided below

1. Peer group consist of people who are of similar .....
- a. Age
- b. Religion
- c. Complexion
- d. Income
2. When peers influence their friends to do good things that conform to societal values they are termed as .....
- a. Bad peer pressure
- b. Negative peer pressure
- c. Positive peer pressure
- d. Good peer pressure
3. When we associate ourselves with good peer groups we are likely to .....
- a. Engage in pre-marital sex
- b. Beat up weak people
- c. Deal in hard drugs
- d. Learn new things

4. Pre-marital sex refers to .....
  - a. Family planning
  - b. Fun during childhood
  - c. Having sex before marriage
  - d. Obedient behaviour
5. The following are hard drugs except.....
  - a. Weed
  - b. Heroine
  - c. Tramadol
  - d. Aspirin

### Homework 2

1. What are the benefits of associating yourself with good peer groups?
2. What are the effects of relating yourself with members of a bad peer group?
3.
  - i. Explain the term Peer Pressure.
  - ii. List three characteristics of a peer group.
4.
  - i. What is a peer group?
  - ii. State three reasons why you would join a good peer group.
5. Indulging in pre-marital sex is a danger of relating yourself with bad peer groups. Enumerate three consequences of pre-marital sex to the individuals.

### Evaluation Exercise

(Refer to Learner's Book 5 pages ----- for exercises and activities)

### Expected Answers

#### Homework 2

1. Learning New Things
2. Respectfulness
3. Obedience
4. Achieving One's Goals
5. Being Courteous

### 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 by ways of reflecting on the lesson:

- i. Tell the class what you have learnt during the lesson.
- ii. Tell the class how you will use the knowledge acquired in your during the lesson.
- iii. What aspect of the lesson did you not understand?



**2**

**Strand:**

**All around us**

## Strand 2: ALL AROUND US

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

LB: pages 58 - 63

#### CONTENT STANDARDS

Learners will demonstrate understanding of human activities that contribute to abundant greenhouse gases in the atmosphere.  
Learners will demonstrate understanding of how to care for the environment.  
Learners will demonstrate knowledge of the shape of the earth.

#### INDICATORS

Record human activities that cause over concentration of greenhouse gases and climate change  
Explain ways to care for the environment  
Describe the shape of the earth

#### CORE COMPETENCIES

Critical Thinking and Problem Solving  
Communication and Collaboration,  
Cultural Identity and Global Citizenship

#### SUBJECT SPECIFIC PRACTICES

Communication, Cultural Identity, Respect, Caring, Responsibility, stewardship, Love

#### SUGGESTED RESOURCES

Posters, Pictures, Video clips, charts Paper, computer, projector, pencils, blackboard/ marker board and chalk/marker

#### OTHER USEFUL MATERIALS

English dictionary

#### KEY WORDS

Climate, adaptation, emission, greenhouse, atmosphere, globe, deforestation, pollution.

#### HELPFUL LINKS

<https://www.fastweb.com> › student-life › articles › eight-simple-ways-to-hel...  
<https://www.ronitbaras.com> › Health / Wellbeing  
<https://www.ck12.org> › earth-science › earths-shape › lesson › Earths-Shap...  
<https://www.quora.com> › How-do-scientists-describe-the-shape-of-the-earth  
<https://www.johndcook.com> › blog › 2009/03/02 › what-is-the-shape-of-th...

#### Introduction

What is climate change and human adaptation? Climate change is a change in the pattern of weather, and related changes in oceans, land surfaces and ice sheets, occurring over time scales of decades or longer. Climate change means a significant change in the measures of climate, such as temperature, rainfall, or wind, lasting for an extended period – decades or longer. The Earth's climate has changed many times during the planet's history, with events ranging from ice ages to long periods of warmth. What's different about this period of the earth's history is that human activities are significantly contributing to natural climate change through our emissions of greenhouse gases. This interference is resulting in increased air and ocean temperatures, drought, melting ice and snow, rising sea levels, increased rainfall, flooding and other influences. Human adaptation is explained as the process whereby human beings can change or adjust or adapt to the environmental conditions.

Things needed to record human activities that cause over concentration of greenhouse gases and climate change and ways to care for the environment as well as describing the shape of the earth.

Ask learners to talk about the things needed to record human activities that cause over concentration of greenhouse gases and climate change and ways to care for the environment as well as describing the shape of the earth. The learners should present their findings to the class.

Items needed to record human activities that cause over concentration of greenhouse gases and climate change and ways to care for the environment as well as describing the shape of the earth.

1. Pictures
2. Video clips
3. Charts
4. posters

Through discussion, ask learners to list human activities that contribute to the emission of greenhouse gases. Learners' discussions should include the following:

**Human activities that cause over concentration of greenhouse gases and climate change**

***Environmental pollution***

Pollution is the introduction of contaminants into the natural environment. The contaminants make the environment less useful, harmful or not suitable for use. One form of pollution is air pollution. It occurs when harmful substances such as carbon dioxide, sulphur dioxide, dust particles, smoke particles and biological molecules are released into the atmosphere.

***Effects***

***Climate change, Acid rain, Global warming, flooding.***

When too much of carbon dioxide is introduced into the atmosphere it leads to climate change. There will be more heat everywhere. This is known as global warming. The global warming may lead to the rise of the sea water levels causing flooding. It may also lead to too much rain in some areas and drought in other areas. Too much sulphur dioxide in the atmosphere leads to acid rain. Acid rain damages crops and vegetation. Harvest will be scanty and there will be a shortage of food. Dust particles in the atmosphere affect the lungs of organisms. Human beings do not get good air to breathe. This also leads to lung diseases and early death.

**Water pollution**

Water pollution is the contamination of water bodies as a result of human activities. When human beings release sewage into rivers, pour garbage into water bodies then the water bodies become polluted. At times chemicals are used in fishing. These chemicals poison the water. Oil tankers release oil or petroleum into the oceans. This makes organisms die. Fish may die and be thrown by the sea onto the beaches. Factories also release chemical wastes from their factories into rivers and lakes. This also poisons such water bodies.

Farmers using pesticides and weedicides in farms close to rivers also cause water pollution.

High concentrations of chemicals seep into the rivers to poison the water.

***Effects***

When the water is poisoned, plants and fish in these rivers die. The water will not be good for drinking. Organisms that depend on these water bodies die. Fish, crabs, birds, sea gulls and dolphins die in polluted water bodies.

**Others include the following:**

1. Indiscriminate cutting down of trees (Deforestation).
2. Application of fertilizers.
3. Smoke from vehicles.
4. Bush burning.
5. Burning of refuse and charcoal.
6. Smoke from industries.

The atmosphere can be preserved for quality air through the following

1. Tree planting
2. Avoid cutting down trees
3. Avoid burning refuse and charcoal.

**Introduction**

Introduce this lesson by reviewing the last lesson on human activities and its effects on the environment.

Using Think-Pair-Share. Ask learners to talk about ways of caring for the environment and the importance of keeping the environment. Learners' discussions should include the following:

In small groups ask learners to explain ways to care for the environment. Let them discuss and document their findings for presentation to the rest of the class in turns. Teacher to guide the presentations to cover all the points as noted below.

1. Embark on tree planting and afforestation programmes

There must be conscious programmes of tree planting and afforestation so that the vegetation would absorb the carbon dioxide from the atmosphere. Expanding forests, restoring existing forests and managing forests can help remove carbon dioxide from the atmosphere.

2. We need to moderate our consumption. Population pressure is pushing man to consume the earth's natural resources faster than it can replenish.

This consumption is something we need to moderate and try our best to find alternatives so that we can give planet earth time to recuperate. If we can find renewable energy alternatives, reduce wastage of water and food, among other items then we will have played an important part in saving planet earth.

### 3. We need to stop wastage by adopting a recycling

One of the main reasons we have landfills that have completely degraded our soils and even polluted our water sources is because we rarely recycle. People have a tendency not to see the value of things and that's why they will throw them away rather than recycle. It's always a good idea to explore other potential uses of items before we dump them in the trash.

### 4. We need to reduce emissions

Every so often, we should opt to walk or cycle if we don't have to drive. Not only will it be a good opportunity to do some exercise but it will have tremendous benefits to the environment because we will have given the environment a break from the emissions from our vehicles.

After the group presentations let each group design a poster and flyers to create awareness on cleanliness in their school.

Other ways are as follows:

1. Legal mining
2. Clean-up exercises
3. Avoiding environmental pollution
4. Checking erosion
5. Cleaning choked gutters

## IMPORTANCE OF KEEPING THE ENVIRONMENT

- a. It helps to improve climate conditions such as oxygen
- b. It balances the temperature on earth
- c. It prevents global warming.
- d. It lengthens the lives of people
- e. It helps grow the best green leafy vegetables
- f. It gives an excellent inheritance to generations.

Guide learners to describe and sketch the globe to illustrate the shape and angle of the earth on its axis. Learners presentation include the following.

## Earth's Shape

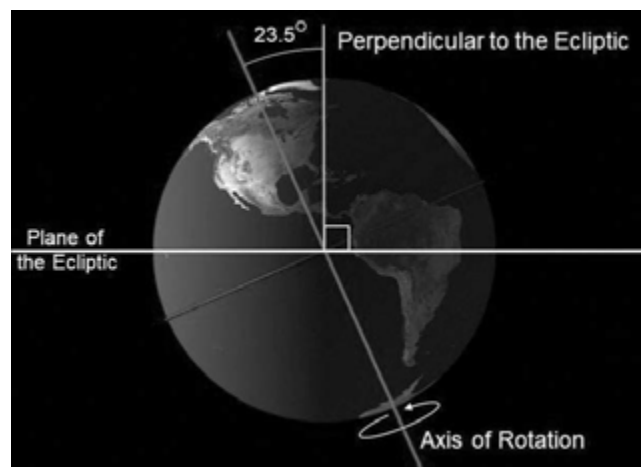
Earth is a sphere or, more correctly, an oblate spheroid, which is a sphere that is a bit squished down at the poles and bulges a bit at the Equator. To be more technical, the minor axis (the diameter through the poles) is smaller than the major axis (the diameter through the Equator). Half of the sphere is a **hemisphere**. North of the Equator is the northern hemisphere and south of the Equator is the southern hemisphere. Eastern and western hemispheres are also designated.

What evidence is there that Earth is spherical? What evidence was there before spaceships and satellites?

Try to design an experiment involving a ship and the ocean to show Earth is round. If you are standing on the shore and a ship is going out to sea, the ship gets smaller as it moves further away from you. The ship's bottom also starts to disappear as the vessel goes around the arc of the planet. There are many other ways that early scientists and mariners knew that Earth was not flat.

The Sun and the other planets of the solar system are also spherical. Larger satellites, those that have enough mass for their gravitational attraction to have made them round, are spherical as well.

Earth's actual shape is not spherical but an oblate spheroid. The planet bulges around the equator due to mass collecting in the middle due to rotational momentum.



*The angle of the earth on its axis*

The **axis** of rotation of the **Earth** is tilted at **an angle** of 23.5 degrees away from vertical, perpendicular to the plane of our **planet's** orbit around the sun. The tilt of the **earth's axis** is important, in that it governs the warming strength of the Sun's energy.

### Activities to support learners

- i. Learners explain climate change and human adaptations.
- ii. Learner list human activities in their community that contribute to the emission of greenhouse gases example, deforestation, application of fertilizers, smoke from vehicles, bush burning, burning of refuse and charcoal, smoke from industries.
- iii. Learners talk about how the atmosphere can be preserved for the provision of quality air, example, tree planting, do not cut trees, do not burn refuse etc.
- iv. Learners talk about the human activities in the environment.
- v. Learners sketch the globe to illustrate the shape and angle of the earth on its axis
- vi. Show pictures and video clips on human activities that destroy the environment: illegal mining (galamsey), indiscriminate cutting down of trees (deforestation), pollution of water bodies, air pollution, etc.
- vii. Learners write the effects of human activities on the environment: climate change – heat, floods, rainstorms, less rainfall, famine, draught, etc.
- viii. Using Think-Pair-Share, learners talk about ways of caring for the environment through: tree planting, proper disposal of wastes, legal mining, clean-up exercises, avoiding environmental pollution, etc.
- ix. Learners in groups do a project on any of the following: clearing a rubbish dump in the school, planting trees, checking erosion, clearing choked gutters, etc.
- x. Learners discuss the importance of caring for the environment: It helps to improve climatic conditions such as oxygen, balanced temperature on earth, etc.
- xi. Let learners present their work in class for discussion to create awareness on cleanliness in their school.
- xii. Learner design posters and flyers in groups
- xiii. Show video clips that show the shape of the earth especially the video on an approaching ship over the horizon from the high seas.

- xiv. Let the learners in their small groups discuss what they have observed. The group leaders should report their conclusions to the class in turns.
- xv. In whole class discussion, show video of an approaching ship from the horizon coming towards the shore again. Ask learners to describe their observations on what they saw as the ship emerges from the horizon. The mast will be seen rising from the horizon gradually, then the top of the ship becomes visible, and then the entire ship. The shape of the earth is almost spherical. The proper description of the shape of the earth is geoid. Use the globe to indicate the poles and the imaginary axis on which the earth rotates
- xvi. Learners sketch the globe to illustrate the shape and angle of the earth on its axis

**Evaluation Exercise**  
(Refer to Learner's Book 5 pages 73-75 for exercises and activities)

### Expected Answers

#### EXERCISE 1

1. Climate change is a change in the pattern of weather, and related changes in oceans, land surfaces and ice sheets, occurring over a long time of decades or longer.

Climate change means a great change in the elements of climate, such as temperature, rainfall, or wind, for a long period of time say, decades or longer.

2. Human adaptation in relation to climate change is the process whereby human beings can change or adjust or adapt to current environmental conditions.

#### EXERCISE 2

1.
  - a. Land pollution (galamsey)
  - b. Deforestation
  - c. Air pollution
  - d. Water pollution
  - e. Water/land pollution
  - f. Land pollution



2

Learners are to explain any two ways of caring for the environment.

- a. Tree planting
- b. Recycling of wastes

3

- A. Gallamsey
- B. Timber lumbering
- C. Burning of electronic waste
- D. Burning of fossil fuels
- E. liquid waste into water body
- F. dumping of solid waste

#### Exercise 4

Earth is a sphere or, more correctly, an oblate spheroid, which is a sphere that is a bit squished down at the poles and bulges a bit at the Equator. Half of the sphere is a hemisphere. North of the Equator is the northern hemisphere and south of the Equator is the southern hemisphere.

#### Exercise 5

1. hemisphere
2. Northern hemisphere
3. Southern hemisphere
4. spherical
5. an oblate spheroid

#### SUGGESTED HOMEWORK

1. What is climate change?
2. Describe climate change.
3. Explain human adaptation.
4. Mention five human activities in the community that can contribute to the emission of greenhouse gasses.
5. State three ways by which the atmosphere can be preserved.
6. Explain three ways of caring for the environment.
7. State five importance of keeping the environment.
8. Describe the shape of the earth.

#### Evaluation Exercise

##### Expected Answers

##### Home work

5.
  - i. Tree planting
  - ii. Proper disposal of waste

- iii. Legal mining
- iv. Clean-up exercises
- v. Avoiding environmental pollution
- vi. Checking erosion
- vii. Cleaning choked gutters

#### PROJECT WORK

Design posters and flyers in groups to create awareness on cleanliness in the school.

#### 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 by ways of reflecting on the lesson:

- i. Tell the class what you have learnt during the lesson.
- ii. Tell the class how you will use the knowledge acquired in your during the lesson.
- iii. What aspect of the lesson did you not understand?

## Strand 2: ALL AROUND US

### Sub-strand 2: Plants and animals

LB: pages 76 - 79

#### CONTENT STANDARD

Learners will demonstrate knowledge of animal housing and how to care for pets.

#### INDICATOR

Design and make a simple animal house and keep a pet

#### CORE COMPETENCIES

Creativity and Problem Solving  
Communication  
Creativity and Problem Solving  
Personal Development  
Problem Solving

#### SUBJECT SPECIFIC PRACTICES

Innovation

#### SUGGESTED RESOURCES

Pictures, Films, Charts, posters, Paper, computer, projector, pencils, blackboard/ marker board and chalk/marker

#### OTHER USEFUL MATERIALS

English dictionary

#### KEY WORDS

Domestic, pets, design, responsible, committed

#### HELPFUL LINKS

<https://www.bobvila.com> › articles › 369-how-to-create-a-pet-friendly-home

<https://www.shutterstock.com> › search › animal+house

<https://www.pinterest.com> › cgirl1671 › animal-houses

#### Introduction

**Domestic animals** like pets; dogs, cats or other tame **animals** or birds serve some purpose for its owner or others. The term **domestic animal** is often defined in a statute, such as legislation dealing with cruelty to **animals** or residential tenancy.

Some animals are friends to humans and are kept as pets. The pets go beyond friendship to render other services to humans. The dog for instance hunts and goes on errands for the master the human being. This unit looks at keeping some domestic animals and providing simple shelter for them. Protecting domestic animals give them comfort and safety from other predators.

Introduce this lesson by reviewing the lesson on the relationship between Humans and animals. Through questions and answers, establish the values gained in keeping pets.

Keeping a pet and taking good care of them gives us the following values:

- Care
- Patience
- Love
- Empathy
- Responsibility.
- Time consciousness
- Commitment
- Companionship.
- Understanding.

#### Caring for pets

Pets are our companions. The way they are trained and loved is very essential. Pets normally communicate with their masters in various ways and situations. Dogs will snarl and get back to its master when it sensed a danger beyond its might. They go on errand at the master's prompt. Cats likewise also communicate with humans in various ways. Can you tell us any two ways cats communicate with humans? We therefore need to take good care of them in the following ways:

- Let your pet feel loved and wanted around you.
- Vaccinate pets to protect them from diseases.
- Seek the appropriate medical attention for your pet immediately you notice symptoms of illness.
- It is also important to look out for the things your pet is allergic to.

- e. Make sure your pet and its surroundings are always clean.
- f. Provide a good and comfortable shelter for your pet.
- g. Your pet's drinking water must always be fresh and clean.
- h. Make sure you feed your pet with healthy foods.
- i. Allow your pets to freely move around as a form of exercise. This will keep them active and healthy.
- j. Train your pet to follow simple rules. Some of the basic rules are where to defecate, time to move around, time to sleep, who to attack, how to relate with people.

### Housing your pets

How do you feel when you come home to a comfortable place after a long day's work? Doesn't it feel good and very relieving? Your pets should feel the same way when its time rest after playing around all day. You can provide your pet with a very basic but comfortable shelter. Housing is also important for your pets because it protects them from the harsh weather conditions.

The type of housing you provide for your pets must meet their needs. Example as kennel for a dog, cage for a cat, etc. You can consider the following factors when choosing a housing design for your pet.

- i. The environment. The structure should be put up in a secured environment.
- ii. The structure should be secured. Pets must not have any chance to escape.
- iii. The animal you have as your pet. E.g. a cage for a cat, a kennel for a dog.
- iv. The reason for keeping that animal as your pet e.g. just as a companion, for reproduction, etc.
- v. The structure should be clean.
- vi. The structure should have adequate ventilation.
- vii. Access to food and water in the structure should be easy.
- viii. The structure should not expose the animal to injury or predators.



### Designing structures for animals.

Let learners watch pictures/films on different housing for domestic animals and pets. In whole class discussion let them justify the reasons for providing animals with shelter.

It is often beneficial to provide animals with enrichment areas outside of their cages or kennels for exercise, play and interaction. This becomes even more urgent when cages are small and/or length of stay extends beyond a week or two. Areas for out-of-cage time should be incorporated into a shelter design plan and can often be retrofitted into an existing structure. For cats, out-of-cage areas can include sufficiently large enclosures within a room, outdoor areas enclosed by one means or another (e.g. cat fencing), and/or designated rooms.

Most dogs enjoy outdoor play areas and walking trails, but dogs also benefit from quiet out of cage time in a more home-like indoor setting. Consider that many adopters want a dog that will mostly hang out with them in the house, quietly by their side as they go about their day.

### Protection from Predators

As predators such as coyotes, fox, raccoons, opossums, and hawks there is the need to protect our domestic animals from these predators. One of the biggest and most important tasks as a poultry owner will be to keep your birds safe from predators. Before you even get birds, consider the predators that live in your area. Keep that in mind as you put together your chicken coop design.



### Pen for sheep and goats

Goats and sheep can be housed in open and closed pens. Their pens are designed for sufficient ventilation. The size of the pen depends on the number of animals. The roofing should protect the animals from sun rays and rainfall. Goats and sheep can stay together in one pen. The pen should be large enough to enable them have their individual freedom. Fill the floor with saw dust and allow sufficient water cans to be placed about a meter apart.

Things needed to design and make a simple animals house and keep a pet.

Ask learner to talk about the things needed to design and make a simple animal house and keep a pet.

The learners should present their findings to the class.

Items needed to design and make a simple animal house and keep a pet

1. Pictures
2. Video clips
3. Charts
4. Posters
5. Wood
6. Nails
7. Hammer
8. Wire mesh
9. Roofing sheets

Learners watch or films on different housing for domestic animals and pet and name the houses. Learners should give the following answers:

- i. House for hen is called coop.
- ii. House for dog is called cage.
- iii. House for rabbit is called warren.

- iv. House for sheep and goat is called pen.
- v. House for pig is called sty or pigsty.

Through discussion, ask learners to talk about the values of keeping animals. Learner discussion should include the following:

### VALUES FOR KEEPING ANIMALS

We keep animals for the following:

1. Meat
2. Milk
3. Leather

### Activity to support learners

- i. Learners watch pictures/films on different housing for domestic animals and pets or visit farms in the community to observe different types of housing for animals example, sheep, goats, rabbits, poultry and pigs.
- ii. Learners engage in practical activities to design and make simple animal houses such as:
  - iii. pens for goats and sheep
  - iv. coop for hen
  - v. cage for dog
- vi. Learners sketch domestic animals and their housing
- vii. Learners talk about values of keeping animals such as learning to become responsible and committed to hard work, etc.

### Evaluation Exercise

(Refer to Learner's Book 5 page 79 for exercises and activities)

### Expected Answers

#### Exercise 1

1. Pen
2. Pen
3. Coop
4. Cage
5. Warren
6. Sty or pigsty

#### Exercise 2

- i. Animals are used for food.
- ii. For transportation of people and goods.
- iii. As pets and for security.
- iv Meat
- v Milk
- vi Leather

**SUGGESTED HOMEWORK**

What is the name of the following animal's houses.

- a. Goat-----
- b . Sheep-----
- c. Hen -----
- d. Dog-----
- e. Rabbit-----
- f. pig-----

**Homework 2**

1. Draw a simple animal house in the box.
2. Draw three domestic animals
3. State three values for keeping animals.

**PROJECT WORK**

Practically design and make a simple animal houses?

**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 by ways of reflecting on the lesson:

- i. Tell the class what you have learnt during the lesson.
- ii. Tell the class how you will use the knowledge acquired during the lesson.
- iii. What aspect of the lesson did you not understand?

## Strand 2: All AROUND US

### Sub-strand 3: Map making and landmarks

LB: pages 80 - 82

#### CONTENT STANDARD

Learners will demonstrate knowledge of major landmarks in the community.

#### INDICATOR

Locate major land marks on a sketch map of the community

#### CORE COMPETENCIES

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

#### SUGGESTED RESOURCES

Pictures, Video clips, Charts, poster, Paper, computer, projector, pencils, blackboard/ marker board and chalk/marker

#### OTHER USEFUL MATERIALS

English dictionary

#### KEY WORDS

Landmarks, community, direction, sketches

#### HELPFUL LINKS

<https://en.wikipedia.org/wiki/Landmark>  
<https://www.edutopia.org/naturemapping-lesson-maps-directions-coordin...>  
<https://www.directionsmag.com/article>

#### Introduction

To represent features on the earth on a piece of paper and to be able to read what others represent and understand helps one to locate places and find targets in a new or strange area.

Introduce this lesson by reviewing cardinal directions and identification of land marks.

A **landmark** is a recognizable natural or artificial feature used for navigation, a feature that stands out from its near environment and is often visible from long distances.

In modern use, the term can also be applied to smaller structures or features, that have become local or national symbols.

Let learners identify major land marks of the community such as:

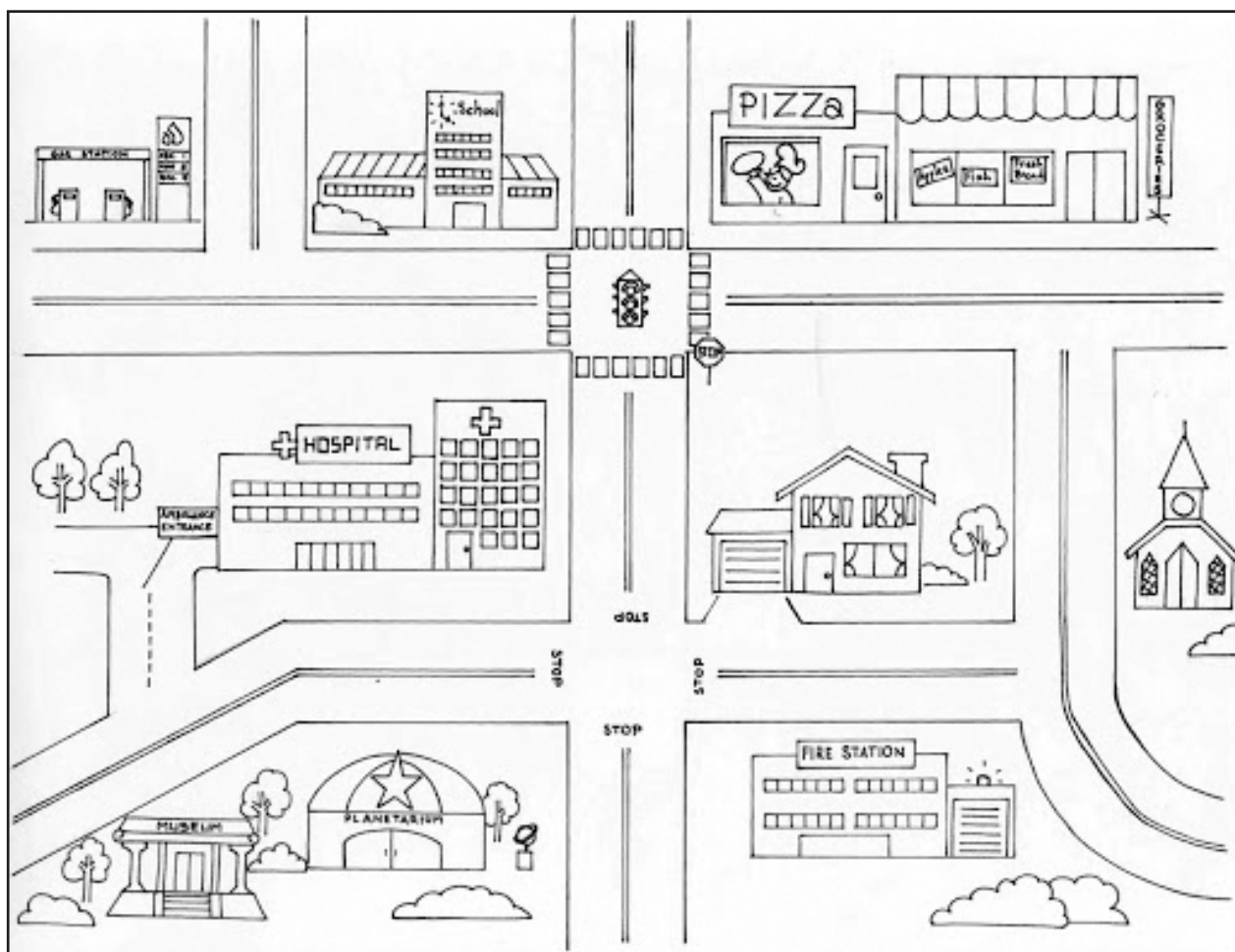
- i. Bus stations
- ii. Schools
- iii. Market centres
- iv. Palaces
- v. Hospitals
- vi. Mosque
- vii Post office
- viii Banks
- ix Police stations
- x Churches

Let learners explore the community and take note of the land marks they have identified. Let them describe the various routes linking each place to the other. Let them describe the route each of them use from home to the school. The distance between features should be noted.

The relative distance between three or four features should also be noted. The learners can use far, near, opposite, adjacent in describing the locations of various notable features. For example, the police station is near the Post office, or the palace is far from the lorry station. Learners can also use the cardinal directions in describing one feature to the other.

Let the learners discuss their findings and land marks identified. Each learner should study the sketch map below and discuss it in a think- pair-share session. Learners should now sketch a map of the community and indicate major land marks.

Sample sketch map of a community.



Things needed to locate major landmarks on a sketch map of the community

Ask learner to talk about the things needed to locate major landmarks on a sketch maps of the community.

The learners should present their findings to the class.

Items needed to locate major landmarks on a sketch maps of the community

1. Pictures
2. Charts
3. Posters
4. Video clips

#### Activity to support learners

- i. Learners identify major land marks in the community example, the school, post office, police station church, mosque
- ii. Using landmarks, learners take turns in showing directions to places in the community
- iii. Learners sketch a map of the community indicating major landmarks.

**Evaluation Exercise**  
(Refer to Learner's Book 5 page 82 for exercises and activities)

#### Expected Answers Exercise 1

1. Landmarks are key features on the land or location that are easily identified by people.

They are generally referred to as land use features.

2. land use features

3. Name five examples of landmarks

- i. Hospital
- ii. School
- iii. Mosque
- iv. Church
- v. Market
- vi. Post Office
- vii. Football park
- viii. Rivers
- ix. Castle
- x. Farm

- xi. Dam
- xii. waterfall

### SUGGESTED HOMEWORK

Identify five major land marks on a sketch map in a community.

### PROJECT WORK

Sketch a map of your community and indicate major land marks.

### 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 by ways of reflecting on the lesson:

- i. Tell the class what you have learnt during the lesson.
- ii. Tell the class how you will use the knowledge acquired during the lesson.
- iii. What aspect of the lesson did you not understand?



## Strand 2: ALL AROUND US

### Sub-strand 4: Population and settlement

LB: pages 83 - 89

#### CONTENT STANDARD

Learners will demonstrate knowledge of the features of rural settlements.

#### INDICATOR

Explain the features of rural settlements

#### CORE COMPETENCIES

Creativity and Innovation  
Critical thinking and problem-solving  
Application

#### SUBJECT SPECIFIC PRACTICES

Team work, Tolerance, Responsibility,  
Observation and Application

#### SUGGESTED RESOURCES

Pictures, Clips, Charts, posters, Paper, computer, projector, pencils, blackboard/ marker board and chalk/marker

#### OTHER USEFUL MATERIALS

English dictionary

#### KEY WORDS

Features, urban, settlement, population, rural.

#### HELPFUL LINKS

[www.studylecturenotes.com](http://www.studylecturenotes.com) › social-sciences › sociology › 360-characteris...  
[www.oas.org](http://www.oas.org) › usde › publications › Unit  
<https://www.quora.com> › What-are-the-features-of-a-rural-community

#### Introduction

What is population?

Population refers to the number of people that live in a given geographical area at a specific time.

The settlement where the occupation of majority of people relate to the local natural resources are called rural settlement for example, (1) settlement of fisheries along a sea coast, (2) settlement of tribal people in the forest area and (3) settlement of farmers along the banks of rivers.

This is in contrast with urban settlement where tertiary and secondary activities are the main occupations of the people. This unit will explain the features of the rural settlement and those of the urban settlement.

Introduce this lesson by inviting learners to describe their communities. Using their description, explain the features of their community as rural or urban. Display pictures of rural communities and pictures of urban communities for a whole class discussion. Break the class into two groups where each group will explain the features of rural community and the other group to explain the features of urban community. Let the groups also talk about the activities of each settlement type.

Things needed to explain the features of rural and urban settlement.

Ask learner to talk about the things needed to explain the features of rural and urban settlement.

The learners should present their findings to the class.

Items needed to explain the features of rural and urban settlement

1. Pictures
2. Video clip
3. Posters
4. Charts

Through discussion, ask learners to talk about the features of rural and urban settlement. Learners discussion should include the following:

#### Features /characteristics of rural community

Rural community is an area which is underdeveloped and not civilized, based on geographical conditions. The characteristics of rural community are as follows:

1. Rural area is sparsely populated because many people leave rural areas and settle in the urban areas more facilities.

2. Rural society has homogeneity. In its profession that is the only source of earning is agriculture and this transmitted from generation to generation
3. Rural areas have very slow rate of change because of lack of education and modern technology.
4. Areas have got simple culture transmitted from generation to generation
5. Rural areas have got informal social life that is they spent their life in a simple way

### Features / characteristics of urban community.

Urban community is a community which is developed and civilized, based on geographical conditions. The characteristics are as follows: geographical conditions. The characteristics are as follows:

1. Urban society is thickly populated because many people come from rural areas and settle down here for better facilities of life.
2. This society has heterogeneity in profession, it means there are many professions through which people can earn a living.
3. In urban areas there is difference in dress, language and customs because there are a variety of people having different backgrounds.
4. In these areas there is high rate of population because of factories and auto mobiles.
5. The areas have got fast rate of change because of education and modern technology. Learners in group talk about the main activities in rural and urban settlements of Ghana. Learners' talks should include the following.

### MAIN ACTIVITIES IN RURAL SETTLEMENT OF GHANA

A rural settlement is a community involved predominantly in primary activities such as crop farming, animal rearing, hunting, lumbering and mining.

The main activities in urban settlement is a community involved predominantly in secondary and tertiary activities such as food processing and banking.

### Activities to support learners.

- i. Learners talk about the features of rural and urban settlements. Example, in rural settlements there is small population, few

buildings, people living far apart. In urban settlements the population is large, there is large market, etc.

- ii. Learners in groups talk about the main activities in the rural and urban settlements of Ghana.
- iii. What can you do to get food and money? Example, rural settlement: crop farming, animal rearing, hunting
- iv. Learners draw a rural and urban settlements, showing some features.

### Evaluation Exercise (Refer to Learner's Book 5 pages 88-89 for exercises and activities)

#### Expected Answers

##### Exercise 1

Population refers to the number of people that live in a given geographical area

##### Exercise 2

1.
  - i. crop farming,
  - ii. animal rearing,
  - iii. hunting,
  - iv. Lumbering
  - v. Mining
2.
  1. Food processing
  - ii. Buying and selling
  - iii. Hawking
  - iv. Banking
  - v. Trading
  - vi. Driving
  - vii. Teaching

### SUGGESTED HOMEWORK

1. What is population?
2. Explain four features of rural settlement.
3. Explain four features of urban settlement.
4. Name three main activities in the rural settlement of Ghana. People can do to get food and money

### Evaluation Exercise

#### Expected Answers

##### Home work

1.
  - i. crop farming,
  - ii. animal rearing,
  - iii. hunting,
  - iv. Lumbering
  - v. Mining

**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 by ways of reflecting on the lesson:

- i. Tell the class what you have learnt during the lesson.
- ii. Tell the class how you will use the knowledge acquired during the lesson.
- iii. What aspect of the lesson did you not understand?

**3**

**Strand:**

**Our beliefs  
and values**

## Strand 3: OUR BELIEFS AND VALUES

### Sub-strand I: Worship

LB: pages 92 - 103

#### CONTENT STANDARD

Appreciate the importance of prayer, worship and other acts of worship

#### INDICATOR

Identify the moral significance of Sacred Passages and Oral Traditions in the three main religions

#### CORE COMPETENCIES

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

#### SUBJECT SPECIFIC PRACTICES

Communication and Collaboration,  
Faithfulness, Obedience, Respect,  
Commitment, Humility, Togetherness, Unity,  
Cultural Identity, Gratitude

#### SUGGESTED RESOURCES

Mobilise resources to make the lesson more practical:

The Holy Bible, Quran, Pictures, Videos,  
Paper, charts, computer, projector, pencils,  
blackboard/marker board and chalk/marker

#### OTHER USEFUL MATERIALS

English dictionary

#### KEY WORDS

Evangelism, religious, ministration, worship,  
commandments, creator, sacred passages,  
oral tradition

#### HELPFUL LINKS

<https://biblestudiesforlife.com/why-prayer-and-worship-are-vital-to-the-christian-life/>  
<http://jamaica-gleaner.com/article/news/20160924/african-traditional-religionthe-worship-god-part-iii>  
<http://islamicpamphlets.com/the-importance-of-prayer>

#### Introduction

Assist learners through questions and answers to discuss reasons they visit the church on Sunday, pray in the mosque and the shrine.

#### Recall the modes of worship

Learners are guided through questions and answers to mention the various forms of worship in the three main religious groups in Ghana. Let learners observe pictures depicting various forms of worship and discuss them by helping them to interpret them appropriately. In groups, instruct learners to write down the activities that go on during worship. Facilitator/Teacher et learners role-play/dramatise the modes of worship among the three major religious groups. Let learners understand that worshipping God in the three main religions in Ghana, namely Christian, Islam and the African Traditional Religion can be done in varied ways including reading the Scriptures, prayers, giving alms to the needy, praises, offering, singing dancing to religious songs, pouring libation and sacrifices.

#### Give reasons why we worship

Guide learners through demonstration to recognise the need to take active part in worship. Let learners understand that God seeks true worshippers, and He identifies them as those who “worship Him in spirit and in truth”. Worshipping God in spirit means that it must be done from the heart. Worshipping God in truth means that it must be done according to what God has specified in the Bible. Worshipping God in spirit and in truth is a serious matter which must not be taken lightly. If we have any regard for our own souls, we will want to make sure we are worshipping God in spirit and in truth. Let learners understand that in all the three main religions God is worshipped for a purpose. The purposes of worship of God in a religion is to achieve the goals of salvation for oneself and others, and to render due worship and obedience to God. Some other purposes are as follows:

1. to obtain fuller knowledge of god
2. to draw near to God
3. to reinforce our hope

4. to receive strength
5. to bear fruit
6. to communicate with God
7. to show obedience to God
8. we worship God so that we can know Him more. The more we know Him, the more we will want to worship Him.

In order to develop creative skills in learners assist learners draw and colour a worship scene of any of the three main religions in Ghana.

### Recite selected passages and, or oral traditions

Guide learners to identify important Sacred passages in the Holy Bible and the Holy Quran as well as remember Oral Traditions of the African Traditional Religion that learners or Facilitator might have read or been told.

In groups, give selected passages and, or oral traditions to learners to study and make presentation to the class. Example, The Ten Commandments- (Exodus 20), Al-Fathiha, Folktales, and show how they can apply them in their daily lives.

### The Ten Commandments- (Exodus 20)

- i. "I am the Lord thy God, thou shalt not have any strange gods before Me."
- ii. "Thou shalt not take the name of the Lord thy God in vain."
- iii. "Remember to keep holy the Sabbath day."
- iv. "Honor thy father and mother."
- v. "Thou shalt not kill."
- vi. "Thou shalt not commit adultery."
- vii. "Thou shalt not steal."
- viii. "Thou shalt not bear false witness against thy neighbour."
- ix. "Thou shalt not covet thy neighbour's wife."
- x. "Thou shalt not covet thy neighbour's goods."

### Al-Fatiha (The Opening)

#### Surah 1

*Bismillaah ar-Rahman ar-Raheem  
Al hamdu lillaahi rabbil 'alameen  
Ar-Rahman ar-Raheem Maaliki yaumid Deen  
Iyyaaka na'abudu wa iyyaaka nasta'een  
Ihdinas siraatal mustaqeem  
Siraatal ladheena an 'amta' alaihim  
Ghairil maghduubi' alaihim waladaaleen  
Aameen*

In the name of God, the infinitely Compassionate and Merciful.  
Praise be to God, Lord of all the worlds.  
The Compassionate, the Merciful. Ruler on the Day of Reckoning.  
You alone do we worship, and You alone do we ask for help.  
Guide us on the straight path,  
the path of those who have received your grace;  
not the path of those who have brought down wrath, nor of those who wander astray.  
Amen. **Translated by Kabir Helminski**

### Folktale

Ɔtofoɔ: Kwaku Ananse yi, ɔnam ho saa (ara) na, agya, ɔɔpɛ (ɔɔɔpɛ) kakra bi. Ɔnam mu, nam mu aa (ara) na okopiee kokoraa no bi so. Ɔyɛɛ n'adwene sɛ ootu aa (ɔɔretu ara), ɔɔbɛhwɛ a, kokora no nkyɛn, abɔfra ketekete bi bɛyɛ sɛ kokromotie. Ananse ohunuu akɔdaa yi pɛ na, agya, ɔmaa akɔdaa no so hyɛɛ n'apiretwiwa mu na, agya, ɔɔpɛ kokora no kakra na ɔde baa fie.

### Literally meaning:

(Narrator: This Kwaku Ananse! He was walking around trying to look for some of the wild yam to take home for a meal. He combed through the forest till he found some. Just when he made up his mind to harvest it, he noticed a little child as tiny as the human thumb standing right beside the yam. Immediately Ananse saw the child, he lifted and put it into his hunter's sack, then harvested a small quantity of the wild yam to take home)

Let learners identify and write moral elements that can be found in the passages and narratives: reinforces trust in God, helps to control stress, gives hope, guide our behaviours, help others in need, show love to people, give charity to the needy and poor for reward from God (Allah), express kindness towards one another, service to humanity, sacrificing our time for another or God, and do not steal.

### Relate the moral values they have learned to their lives

In groups, learners dramatize portions of the scripture that depict moral lessons example, submissiveness, humility, loyalty, and how they can emulate such values as individuals in everyday life situations. Learners can emulate the moral values by studying the Scriptures in their children service lessons during church services or reciting the Quran in the Mosque led by an Imam, by practicing the moral lessons taught them, learners can also take up religious roles in the Mosque and Church and by reciting texts in the Scriptures during occasions and at all times.

### Activities to support learners

- i. Recite the Ten Commandment
- ii. Recite the Apostle creed
- iii. List four Christian sacred passages
- iv. List four Islamic sacred passages
- v. List four oral traditions
- vi. Explain the term
  - a. Myth
  - b. Fatiha
  - c. Folk –tale
  - d. Sacred passages
- vii. Write down the shahada
- viii. List four proverbs and explain them

### Evaluation Exercise (Refer to Learner's Book 5 pages 101-103 for exercises and activities)

#### Expected Answers

##### Exercise 1

1. Christian
2. Profession of faith
3. Proverbs
4. Myths
5. Lord's Prayer

##### Exercise 2

1.
  - i. The Lord's prayer
  - ii. The Apostles' creed
  - iii. Psalm 1, 23, 47, 93, 94, 103 etc.
  - iv. Proverbs 10 11, 12, 13 and 14
2.
  - i. Shahada
  - ii. Adhan
  - iii. Fatiha
  - iv. The Hadith

3.
  - i. Proverbs
  - ii. Folk-tales
  - iii. Myths
  - iv. Riddles
  - v. Wise sayings

### Exercise 3

1.
  - i. A myth is a story which ancient people told, to explain certain things or origins of people.
  - ii. The Fatiha is the opening chapter of the Holy Qur'an. Muslims recite it during prayers.
  - iii. A folk-tale is an old story that is being told again and again, often from generations to another by word of mouth.
  - iv. Sacred passages are passages in the holy Scriptures believers hold or see as holy and recite them if need be especially during worship.
  - v. The Shahada  
"I bear witness that there is god but God  
I bear witness that Mohammed is the messenger of God."

### Exercise 4

Examples of proverb are:  
A crab does not give birth to a bird.  
No one shows God to the child.  
Salt does not praise itself.  
What one person does not know another person knows.

### Exercise 5

#### The Lord's Prayer

Our father who art in Heaven  
Hallowed be thy name  
Thy kingdom come  
Thy will be done on earth  
As it is in heaven  
Give us this day our daily bread  
And forgive us our trespasses  
As we forgive those who trespass against us  
And lead us not into temptation  
But deliver us from evil  
For thy is the kingdom  
The power and the glory  
Forever and ever. Amen.

**SUGGESTED HOME WORK**

1. Write down the full text of the Lord's prayer
2. Write down four moral lessons
3. State five importance of worship
4. List four Christian sacred passages

**Evaluation Exercise****Expected Answers****Homework 1****1. The Lord's Prayer**

Our father who art in Heaven hallowed be thy name. Thy kingdom come. Thy will be done on earth, as it is in heaven. Give us this day our daily bread and forgive us our trespasses. As we forgive those who trespass against us and lead us not into temptation. But, deliver us from evil For thy is the kingdom The power and the glory Forever and ever. Amen.

**2.**

- i. Honesty,
- ii. Sacrifice,
- iii. Dedication,
- iv. Commitment,
- v. Forgiveness,
- vi. Forbidding Evil
- vii. Cleanliness

**3.**

- i. human beings are under the authority of the Creator,
- ii. we demonstrate that we depend on God for survival,
- iii. Worship draw us closer to God
- iv. We receive blessings from God
- v. Our faith is strengthened when we worship God
- vi. We have fellowship and communion with God when we worship

**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 the moral lesson learnt from the lesson.
- ii. Tell the class how the lesson has impact your life.
- iii. Tell the class how you are going to apply the knowledge you have gained from the lesson.
- iv. Tell the class which aspect of the lesson you didn't understand.



## Strand 3: OUR BELIEFS AND VALUES

### Sub-strand 2: Festivals

LB: pages 104 - 114

#### CONTENT STANDARD

Demonstrate knowledge Celebrations in Ghana

#### INDICATOR

Describe various celebrations in Ghana

#### CORE COMPETENCIES

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

#### SUGGESTED RESOURCES

Mobilised the following resources to make the lesson more practical:

Pictures, Videos, Paper, charts, computer, projector, pencils, blackboard/marker board and chalk/marker

#### OTHER USEFUL MATERIALS

English dictionary

#### KEY WORDS

Generosity, reconciliation, brotherliness, forgiveness, celebration, bravery, kindness

#### HELPFUL LINKS

<https://touringghana.com/festivals/>

<https://www.ghanaweb.com/GhanaHomePage/tourism/festivals.php>

#### Introduction

Celebrations are very important in the life of every individual as well as the nation as a whole. It brings about brotherliness, togetherness and reconciliation.

Guide Learners to talk about types of celebrations in Ghana in groups

Guide learners to mention the types of celebrations done in their communities.

Let learners understand that such celebrations at least naming ceremony have been performed by our parents for all of them and each one of them signifies an important milestone in the life of humanity. Encourage learners to participate in some of these ceremonies to learn useful lessons. Examples are Birthday, Naming babies, festivals.

Through whole class discussion ion guide Learners to talk about importance of celebrations in Ghana

The following points should be considered:

- i. Celebrations are used as an occasion to meet and plan developmental projects in the area since most citizens are likely to attend.
- ii. Celebrations are used for purification of gods, example, festivals. The period is used to clean ancestral stools and perform important rites.
- iii. Some celebrations in Ghana attract many foreign tourists to the country example, Independence Day and festivals.
- iv. They help unite and educate us
- v. Celebrations are a chance to whole people of the country and world to work and connect for a cause.
- vi. Celebrations bring meaning to what is being celebrated and help bond us to those we love.
- vii. Celebrations teach about love and sacrifice, unity, brotherliness, appreciation, generosity, kindness, forgiveness, bravery, reconciliation

Guide Learners to role play various celebrations, showing important activities like

- i. sharing,
- ii. reconciliation
- iii. unity
- iv. brotherliness

Guide Learners to write essay on any of the celebrations.

**Activities to support learners**

- i. Write down four celebrations in Ghana
- ii. Learners role-play various celebrations in Ghana
- iii. State four importance of celebrations in Ghana
- iv. Write essay on any of the celebrations

**Evaluation Exercise**

(Refer to Learner's Book 5 pages 111-114 for exercises and activities)

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

1. Penkye Oto
2. Friday
3. Hogbetsotso
4. King Agorkoli
5. Homowo
6. Naming ceremony
7. Kwaku
8. Christmas
9. Yearly
10. September

**Exercise 2**

1. Sunday
2. Accra
3. Nmaadumo.
4. libation
5. corn dough mixed with palm oil

**Exercise 3**

Learners are to write a brief essay on any of the celebrations they have learnt in the lesson.

**Exercise 4**

1.
  - a. to thank God for the special gift.
  - b. to welcome the new born baby into the family and the community
  - c. recognize the baby as a full member of the family
  - d. Naming ceremony gives the family opportunity to teach the new baby moral values such as truthfulness, honesty,

**Exercise 5**

Hogbetsotso - Anlo  
 Homowo - Ga-Dangme  
 Aboakyer - Efutu of Winneba

**Exercise 6**

- Homowo
- a. Teshie
  - b. Nungua
  - c. La
  - d. Tema
  - e. Ningo

Hogbetsotso

- a. Anlo
- b. Keta
- c. Kedzi
- d. Vodza
- e. Whuti

**Exercise 7**

The Independence Day is celebrated on the 6th of March every year.

The Independence Day marks the declaration of independence Ghana gained from the colonial master the British, on 6th March, 1957.

The Independence Day celebration is held throughout the country. Parades are mostly attended by students from public and private schools, market men and women and other voluntary organisations.

Also, the state invites the president and vice president, government officials, security forces such as the military, Police, Prisons, Parliamentarians, chiefs, Rev. Ministers, Chief Imam, the Diplomatic Corps in the country and few African heads of state.

**Exercise 8**

Learners are to answer based on information given by themselves.

**SUGGESTED HOME WORK**

1. State four importance of celebrations in Ghana.
2. Write essay on any of the celebrations.
3. Write down four celebrations.

**Importance of celebrations**

- i. Special prayers are said for the people and the community.
- ii. On-going and completed projects are inaugurated during the period by political leaders.

- iii. There is exchange of gifts among the people. Special meals are prepared and eaten.
- iv. It helps showcase and preserve traditional culture.
- v. It encourages tourism
- vi. It encourages socialization and the making of friends
- vii. It helps promote peaceful coexistence among the people
- viii. It is time to pay homage and confirm allegiance to the chiefs
- ix. The occasion is used to renew faith and commitment to the gods or ancestors or families or communities
- x. It is an occasion to announce government policies to the people

### 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

- i. Tell the class the celebrations you enjoy celebrating.
- ii. Tell the class what you learnt from the lesson.
- iii. Tell the class how you intend to apply the knowledge gain in the lesson.

## Strand 3: OUR BELIEFS AND VALUES

### Sub-strand 3: Basic human rights

LB: pages 115 - 119

#### CONTENT STANDARD

Demonstrate understanding of how to respect human rights as a citizen

#### INDICATOR

Describe fundamental human rights in the family

#### CORE COMPETENCIES

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

#### SUBJECT SPECIFIC PRACTICES

Obedience, Respect, Commitment, Humility  
Unity

#### SUGGESTED RESOURCES

Mobilised the following resources to make the more practica: Posters , Pictures ,Videos, Paper, charts, computer, projector, pencils, blackboard/marker board and chalk/marker

#### OTHER USEFUL MATERIALS

English dictionary

#### KEY WORDS

Fundamental, rights, respect, education

#### HELPFUL LINKS

[www.google.com/search](http://www.google.com/search), [https:// www.un.org>issues](https://www.un.org/issues) ,[https://www.judicial.gov.gh>index.php](https://www.judicial.gov.gh/index.php)

#### Introduction

Guide learners to understand the meaning of **human rights**. Human rights are rights inherited to all human beings regardless of race, sex, nationality, ethnicity, language, religion or any other status. Human rights are rights or norms that are good, upright and check human behaviour of every person and are protected by law.

Let them know that they have rights like any other person and such rights are being protected by law and that in case any of the rights have been violated they can seek redress in the appropriate legal department. Let learners understand that family members have fundamental human rights to enjoy such as right to live with family, right to guardianship, right to education and right to health among others.

Learners describe fundamental human rights as a family member

The following points should be considered.

- i. right to live with family,
- ii. right to guardianship,
- iii. right to education,
- iv. right to health
- v. right to shelter
- vi. right to life
- vii. guardianship
- viii. right to protection

Learners compose songs and rhymes on the right to belong to a family.

Learners develop posters describing the right to education using pictures or the internet.

#### Activities to support learners

- i. Learners develop posters describing the right to education using pictures or the internet
- ii. Learners compose songs and rhymes on the right to belong to a family
- iii. Learners do exercise one from their text book
- iv. Explain the following rights
  - a. Right to health
  - b. Rights to education
  - c. Rights to live with the family
  - v. Define the following:
    - a. Human rights
    - b. Fundamental human right Guardian
    - c. State and explain four causes of separation of children from their parents

**Evaluation Exercise**  
(Refer to Learner's Book 5 pages 117-119 for exercises and activities)

**Expected Answers**

**Exercise 1**

- i. Fundamental human rights
- ii. Right to record songs
- iii. Guardian
- iv. Education
- v. Tourism

**Exercise 2**

**Right to Health**

Right to health of the child means parents should decide on the care to give their child, treatments, he or she will undergo, authorization for hospital admission, consent for operations.

**Right to Education**

Every child of school going age should have access to quality quality education with the goal to give the child all the knowledge and training needed for living in a society as a man or woman.

**Exercise 3**

Guardianship is part of the fundamental human rights. It allows a person to take legal responsibility for caring for another person.

**Exercise 4**

- i. Human rights are the basic rights and freedoms that belong to every person in the world, from birth until death.  
Example, rights to quality education, health, right to life and many more.
- ii. Fundamental Human Rights are rights "to which a person is inherently entitled simply because she or he is a human being" and which are "inherent in all human beings", regardless of their age, ethnic origin, location, language, religion, ethnicity, or any other status.
- iii. A guardian is someone who has been legally appointed to look after the affairs of another person, for example a child or someone who is mentally ill.

**Exercise 5**

1. Ways by which children can be separated from parents are:
  - i. Divorce
  - ii. Legal procedure
  - iii. Death
  - iv. Kidnapping
2.
  - i. Right to freedom of speech.
  - ii. Right to freedom of movement.
  - iii. Right to freedom of association.

**Exercise 6**

1. Home
2. Hospital
3. School

**SUGGESTED HOME WORK**

1. Mention three rights that are basic to human beings
2. Define the following
  - a. Human rights
  - b. Fundamental human rights
  - c. Guardian

**Evaluation Exercise**

**Expected Answers**

**Homework 1**

Right to:

- i. live with family,
- ii. guardianship,
- iii. education,
- iv. health
- v. shelter
- vi. life
- vii. guardianship
- viii. protection

**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 are going to apply the lesson learnt.
- ii. Tell the class how you will educate your family members about their rights.
- iii. Tell the class how you would be an ambassador of human rights

## Strand 3: OUR BELIEFS AND VALUES

### Sub-strand 4: Being a Leader

LB: pages 120 - 128

#### CONTENT STANDARD

Show Understanding of the Ministry of the major religious leaders

#### INDICATOR

Describe the key events in the Ministry of the leaders of the three religions

#### 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

Mobilise the following resources to make the lesson more practical: Pictures , Videos, aper, charts, computer, projector, pencils, blackboard/marker board and chalk/marker

#### OTHER USEFUL MATERIALS

English dictionary

#### KEY WORDS

Religion leaders, baptism, traditional, triumphant, temptation.

#### Introduction

Guide learners through questions and answers to describe the key events associated with the ministry of the leaders of the three main religions. Let learners understand that these religious leaders went through certain spiritual activities though physical to the glory of God and to show humankind the power God vested in them. These include the following:

- i. The Lord Jesus Christ- Baptism, temptation, call of the disciples, teaching, etc.
- ii. The Holy Prophet Muhammad (S.A.W.) - call, triumphant entry to Makkah etc.

- iii. Traditional Leader- training, teaching, etc.

Learners describe the key events associated with the ministry of the leaders of the three main religions:

The following points should be considered:

- i. The Lord Jesus Christ–
  - a. Baptism- One day while John was baptizing people in the Jordan River, Jesus joined the crowd to also be baptized by John the Baptist. When John noticed the presence of Jesus he asked Jesus to baptize him. But Jesus insisted that John should rather baptize him. When Jesus had been baptized, He came up immediately from the water; and behold the heavens were opened to Him, and He saw the spirit of God descending like a dove and a lightning upon him. And suddenly a voice came from heaven, saying, “this is My beloved son, in whom I am well pleased”.
  - b. Temptation – Devil tempted Jesus Christ after fasting for forty days and forty nights. Satan told Jesus if you are the son of God command these stone into bread, But Jesus answered and said, it is written, man shall not live by bread alone”. Secondly, Satan led Jesus to a high place and showed him the kingdoms of the earth. He then told Jesus to bow and worship him so that he would give it all to Him. Jesus answered; it is written “worship the Lord your God and serve Him alone”. Thirdly, Satan asked him to throw himself down from the pinnacle of the temple in Jerusalem for the angel of God to rescue him. But Jesus told him: “it is wrong to test the Lord your God.”
  - c. Call of the disciples- After Jesus was baptized, He started preaching to the people. He had many disciples but he chose twelve of them to work with him.

1. Andrew, the First Chosen
2. Simon Peter
3. James Zebedee

4. John Zebedee
5. Philip the Curious
6. Honest Nathaniel
7. Matthew Levi
8. Thomas Didymus
9. James
10. Judas Alpheus
11. Simon the Zealot
12. Judas Iscariot

- d. Teaching –includes the parable of the sower, the prodigal son, the parable of the rich fool, the sermon on the Mount. This parable teaches us moral lessons. This includes the following:
- i. We should confess our sins and plead for forgiveness.
  - ii. God is ready to forgive our sins whenever we confess so we must also forgive one another.
  - iii. God loves sinners so we should accept everybody in the society.
  - iv. God is merciful to us all so we must also be merciful to one another.
  - v. Whatsoever we do to our neighbour, we do unto God.
  - vi. Sins draw us far away from God so we must avoid sinful acts.
  - vii. We must use our properties wisely so as not to get in need.
  - viii. We must serve everybody fairly without expecting a reward.

1. The Holy Prophet Muhammad (S.A.W.) – call, triumphant entry to Makkah  
The teachings of Mohammed include the following:
  - i. Bear witness that there is no deity (god) except God (Allah)
  - ii. Belief in the Angels of God
  - iii. Belief in the Holy books of God. These include the Tawrat or the Torah, Zabur, Ingil and the Qur'an
  - iv. Belief in all the Prophets of God
  - v. Belief in the Judgement day
  - vi. Belief in predestination
  - vii. Kindness
  - viii. Respect for parents and elders
  - ix. Charity and generosity
  - x. Hospitality
  - xi. Love
  - xii. Unity

2. Traditional Leader–training, teaching,

In groups, learners role-play some aspects of the Ministry of:

- a. The Lord Jesus Christ
- b. The Holy Prophet Muhammad
- c. A Traditional Religious Leader

Guide Learners in groups to identify the significant roles by the religious leaders in their ministries:

The following points should be considered:

- i. commitment:
- ii. patience
- iii. leadership
- iv. sacrifice
- v. perseverance
- vi. hard work
- vii. loyalty
- viii. obedience

Let learners know that in all the activities of these religious leaders, they performed significant roles during their stay on earth in their respective ministries and these have molded the lives of humanity.

Let learners be encouraged to show these attitudes in their daily lives.

In groups, guide learners to dramatize portions of the scripture that depict moral lessons, and how they can emulate such values as individuals.

The following points should be considered:

- i. humility
- ii. loyalty
- iii. patience
- iv. dedication
- v. serviceable
- vi. hard work
- vii. Submissiveness
- viii. dependable
- ix. sacrifice

**Moral lessons of the leaders of the three main religions that learners have to emulate in life.**

Let learners understand that during happening of the various key events that occurred in the lives of the three religious leaders, they as well exhibited moral values that are useful for our daily life as humankind.



They can shape our lives for a better future. Put learners in groups to identify the significant moral lessons exhibited by the religious leaders in their ministries: obedience, commitment, patience, leadership, sacrifice, and humility among others.

In groups, learners dramatize portions of the scripture that depict moral lessons example, submissiveness, humility, loyalty, and how they can emulate such values as individuals in everyday life situations. Learners can emulate the moral values by studying the Scriptures in their children service lessons during church services or reciting the Quran in the Mosque led by an Imam, by practicing the moral lessons taught them, learners can also take up religious roles in the Mosque and Church and by reciting texts in the Scriptures during occasions and at all times.

#### Activities to support learners

- i. Learners dramatize portion of the scriptures
- ii. Write down five significant roles by the religious leaders
- iii. Learners role-play some aspects of the Ministry of Jesus Christ and Prophet Mohammed
- iv. Give five basic messages of Prophet Mohammed
- v. Name the twelve disciples of Jesus Christ:
- vi. Write four moral lessons the parable of the prodigal son teaches us
- vii. Write five teachings of Prophet Mohammed

#### Evaluation Exercise

(Refer to Learner's Book 5 pages 126-128 for exercises and activities)

#### Expected Answers

##### Exercise 1

- i. We should confess our sins and plead for forgiveness.
- ii. God is ready to forgive our sins whenever we confess so we must also forgive one another.
- iii. God loves sinners so we should accept everybody in the society.
- iv. God is merciful to us all so we must also be merciful to one another.
- v. Whatsoever we do to our neighbour, we do unto God.
- vi. Sins draw us far away from God so we must avoid sinful acts.

- vii. We must use our properties wisely so as not to get in need.
- viii. We must serve everybody fairly without expecting a reward.

##### Exercise 2

1. 40
2. Hijrah
3. Jordan
4. Parable
5. The Holy Quran

##### Exercise 3

- i. Peter
- ii. Andrew his brother
- iii. James the son of Zebedee
- iv. John his brother
- v. Philip
- vi. Bartholomew
- vii. Thomas
- viii. Matthew the tax collector
- ix. James the son of Alphaeus,
- x. Lebbaeus, whose surname as Thaddaeus
- xi. Simon the Cananite,
- xii. Judas Iscariot, who also betrayed him.

##### Exercise 4

- i. Bear witness that there is no deity (god) except God (Allah)
- ii. Belief in the Angels of God
- iii. Belief in the Holy books of God. These include the Tawrat or the Torah, Zabur, Injil and the Qur'an
- iv. Belief in all the Prophets of God
- v. Belief in the Judgement day
- vi. Belief in predestination
- vii. Kindness
- viii. Respect for parents and elders
- ix. Charity and generosity
- x. Hospitality
- xi. Love
- xii. Unity

#### SUGGESTED HOME WORK

1. Write down the temptations of Jesus Christ
2. Write down four teachings of Jesus Christ
3. Write four moral lessons the parable of the prodigal son teaches us:
4. Write five basic messages of Prophet Mohammed

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

2.

- i. The parable of the prodigal son
- ii. The parable of the sower
- iii. The sermon on the mount
- iv. The parable of the rich fool

3.

- i. We should confess our sins and plead for forgiveness.
- ii. God is ready to forgive our sins whenever we confess so we must also forgive one another.
- iii. God loves sinners so we should accept everybody in the society.
- iv. God is merciful to us all so we must also be merciful to one another.
- v. Whatsoever we do to our neighbour, we do unto God.
- vi. Sins draw us far away from God so we must avoid sinful acts.
- vii. We must use our properties wisely so as not to get in need.
- viii. We must serve everybody fairly without expecting a reward.

4.

Basic messages of Prophet Mohammed

- i. Bear witness that there is no deity (god) except God (Allah)
- ii. Belief in the Angels of God
- iii. Belief in the Holy books of God. These include the Tawrat or the Torah, Zabur, Ingil and the Qur'an
- iv. Belief in all the Prophets of God
- v. Belief in the Judgement day
- vi. Belief in predestination
- vii. Kindness
- viii. Respect for parents and elders
- ix. Charity and generosity
- x. Hospitality
- xi. Love
- xii. Unity

**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 the moral lessons you have learnt from the lesson
- ii. Tell the class the knowledge you have gained from the lesson
- iii. Tell the class the aspect of the lesson you didn't understand



4

**Strand:**

**Our nation  
Ghana**

## Strand 4: OUR NATION GHANA

### Sub-strand I: Being a citizen

LB: pages 130 - 144

#### CONTENT STANDARD

Show understanding of attitudes needed for effective citizenship  
Demonstrate an understanding of how responsible citizens can contribute to national development

#### INDICATOR

Describe the attitudes needed for effective citizenship  
Discuss the importance of being a responsible citizen

#### CORE COMPETENCIES

Communication and Collaboration  
Critical Thinking and Problem Solving

#### SUBJECT SPECIFIC PRACTICES

Appreciation, Truth, Caring, Protection, Love, Responsibility

#### SUGGESTED RESOURCES

Mobilised the following resources to make the lesson more practical:  
Posters, Pictures, Videos, Paper, charts, computer, projector, pencils, blackboard/ marker board and chalk/marker

#### OTHER USEFUL MATERIALS

English dictionary

#### KEY WORDS

Compromise, citizen, team work, citizenship, peaceful, promote, attitudes, collaboration  
Tourism, national development, national gathering, cultural, artefact, inter-ethnic marriage

#### 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".

Further elaborations in clause (3) also state that "A child of not more than seven years of age found in Ghana whose parents are not known shall be presumed to be a citizen of Ghana by birth".

Through whole class discussion guide Learners to identify attitudes necessary for effective citizenship

The following points should be considered

- i. compromise
- ii. tolerance
- iii. collaboration
- iv. dialogue
- v. teamwork

Guide Learners to role play the importance of living in harmony with others

The following points should be considered:

- i. peaceful coexistence
- ii. unity
- iii. love
- iv. respect

Through whole class discussion guide Learners to describe attitudes and behaviours that show that a person is responsible and present their findings to the class for discussion

The following points should be considered:

- i. obedience to rules and regulations
- ii. respect others
- iii. accepting responsibility (performing assigned duties)
- iv. taking initiatives
- v. helping needy people

Through whole class discussion guide Learners to discuss the importance of being a responsible citizen.

The following points should be considered:

- i. to promote unity
- ii. to gain respect
- iii. to be considered a reliable person

Guide Learners to role-play activities of responsible citizens.

Through whole class discussion guide Learners to identify and talk about what they can do to help the country to develop.

The following points should be considered

- i. payment of their taxes
- ii. reporting criminal to the authority
- iii. protecting public property
- iv. taking part in communal labour
- v. serving the nation when called upon
- vi. safe guarding the image and interest of the nation
- vii. hard work and productive work
- viii. democratic living
- ix. defending the constitution
- x. loyalty and patriotism
- xi. respecting the rights of others
- xii. protecting the environment

Through whole class guide Learners to describe how ethnic diversity can promote national development

The following points should be considered

- i. promotion of tourism
- ii. sale of artefacts
- iii. inter-ethnic marriage

### Activities to support learners

- i. Who is a citizen?
- ii. State four attitudes necessary for citizenship
- iii. State three importance of living in harmony with others
- iv. Describe three attitudes and behaviours that show a person is responsible
- v. State three importance of being a responsible citizen
- vi. Describe five things you can do as a citizen to help the nation to develop

### Evaluation Exercise (Refer to Learner's Book 5 pages 137-139 for exercises and activities)

#### Expected Answers

##### Exercise 1

1. Disobedience
2. Evading taxes
3. Negative attitude
4. Constitution
5. Initiative

##### Exercise 2

1.
  - i. Attitude is a good or bad feeling you have towards something or somebody.

Attitude can also be defined as our response to people, places, things or events in life.

- ii. Responsible behaviour is the behaviour responsible for the wellbeing of a people.

2.
  - i. Protecting the environment.
  - ii. Respect law and order.
  - iii. Consider the interest of others first.

3. Citizens do everything lawfully to protect the environment.

4. Learners answers

##### Exercise 3

Positive attitudes at work place.

- i. Tolerance
- ii. Compromise
- iii. Dialogue
- iv. Collaboration

Negative attitudes at work place.

- i. intolerance
- ii. laziness
- iii. lateness to work
- iv. absenteeism

**Exercise 4**

Harmonious living ensures:

1. Peaceful coexistence  
Love  
Unity  
Respects
2. Tolerance  
Compromise  
Dialogue  
Collaboration

**Exercise 5**

1. Team work
2. Citizen
3. Democracy
4. Honesty
5. Active citizens

**SUGGESTED HOME WORK**

1. State four attitudes necessary for citizenship
2. State three importance of living harmony with others
3. State three attitudes and behaviours that show a person is responsible
4. State three importance of being a responsible citizen
5. State five things you can do as a citizen to help the nation to develop

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

1.
  - i. payment of their taxes
  - ii. reporting criminal to the authority
  - iii. protecting public property
  - iv. taking part in communal labour
  - v. serving the nation when called upon
  - vi. safe guarding the image and interest of the nation
  - vii. hard work and productive work
  - viii. democratic living
  - ix. defending the constitution
  - x. loyalty and patriotism
  - xi. respecting the rights of others
  - xii. protecting the environment

2.
  - i. peaceful coexistence
  - ii. unity
  - iii. love
  - iv. respect
3.
  - i. to promote unity
  - ii. to gain respect
  - iii. to be considered a reliable person

**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 will do to help the nation to develop
- ii. Tell the class how you will educate your family members on the knowledge you have gained
- iii. Tell the class how you intend to be a responsible citizen

## Strand 4: OUT NATION GHANA

### Sub-strand 2: Authority and power

LB: pages 145 - 151

#### CONTENT STANDARD

Demonstrate knowledge of the need to obey and submit to authority

#### INDICATOR

Recognise parents as source of discipline and character formation

#### 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

Mobilised the following resources to make the lesson more practical: Posters , Picures, Videos, Paper, charts, computer, projector, pencils, blackboard/marker board and chalk/ marker

#### OTHER USEFUL MATERIALS

English dictionary

#### KEY WORDS

Discipline, character, punishment, authority, emulate, regulations, parents, family, behaviours, regulation.

#### Introduction

Every human being on earth is born into a family. In our previous lesson, we defined a family as a group of people who are related either by marriage or by blood.

Guide learners to understand rules and regulations they are expected to follow at home. Let learners know that every house is being governed by rules and regulations set by the parents just like the school. Learners should know that they are to obey such rules and

regulations so as to have good relationship with their parents. Anything short of that, they will be punished. Encourage learners to obey home rules and regulations all the time.

The following points should be considered:

- i. Sweeping of their rooms and compound
- ii. Respecting the elderly
- iii. Performing household chores
- iv. Assisting their parents
- v. Protecting family properties
- vi. Cleaning their surroundings
- vii. Bathing regularly

Through whole class discussion guide learners to discuss why it is important to obey rules and regulations at home.

Guide learners to come to terms with the need to obey rules and regulations at home. Let them know that it is important to obey them otherwise they will always have problem with their parents at home.

Some of the reasons for obeying rules and regulations of the house are that it brings orderliness, and get respect from people. It is also to have a disciplined society, prevents chaos all around. Rules are made for easy smooth working of society. Rules are made to maintain uniformity at places.

The following points too, should be considered:

- i. It brings harmony among and between members of the family
- ii. It leads to unity in the family
- iii. It brings peaceful co-existence
- iv. It enables the family to develop
- v. It brings love in the family

Through whole class discussion guide Learners to identify ways by which they can be responsible:

Guide learners to understand that it is important to take responsibility for certain actions and inactions as a responsible citizen of a country.



Let learners know that there are ways by which they can be responsible. Some of them are:

- i. Follow a chore time table
- ii. Do not argue with your parents
- iii. Create clear, simple expectations
- iv. Do not give in to cry, complaining, begging or any other
- v. bad behaviour
- vi. Teach manner words.
- vii. Be a role model
- viii. Be polite
- ix. Do chores together
- x. Help take care of your siblings
- xi. Respect your time
- xii. Finish your homework
- xiii. Make peace with your siblings

The rest are as follows:

- i. be a good child to avoid punishment
- ii. emulate parents and other family members,
- iii. by doing their house chores on time
- iv. being obedient in all things
- v. running errands
- vi. taking care of their siblings
- vii. Assisting their parent in their business or on their farm

Learners role play responsible behaviours as parents and children at home.

Learners write essays on how to become responsible adults.

### Activities to support learners

- i. In what fairways can children be responsible
- ii. In a few sentences describe how to become responsible adults
- iii. Write three responsible behaviour and two irresponsible behaviours
- iv. Learners role play responsible behaviours as parents and children at home.
- v. Write essay on how to become responsible adults
- vi. Write three ways by which they can be responsible
- vii. State three reasons why it is important to obey rules and regulations at home
- viii. Write four rules and regulations they are expected to follow at home

### Evaluation Exercise (Refer to Learner's Book 5 pages 149-151 for exercises and activities)

#### Expected Answers

##### Exercise 1

1. character formation.
2. violent behaviour.
3. punishment.
4. Quarrelling
5. sleep all the time
6. to make children responsible
7. chores
8. house rules

##### Exercise 2

- i. Helping people who are in need
- ii. Performing our house chores and run errands for our parents
- iii. Keeping or environments clean
- iv. Telling the truth at all times
- v. Respect our parents and the elderly at home and in the community
- vi. Taking care of siblings

##### Exercise 3

Learners are to describe in a few sentences how to become responsible adults.

##### Exercise 4

1. House rules are the rules of the house or home that we abide by.
2.
  - i. it brings orderliness.
  - ii. get respect from people.
  - iii. it brings about peaceful co-existence.
  - iv. it is also to have a disciplined society.
3. Learners discretion.
4. Learners discretion.

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 educate the family about responsible behaviour

- iii. Tell the class some of the irresponsible behaviours we should avoid from being punished

## Strand 4: OUR NATION GHANA

### Sub-strand 2: Authority and power

LB: pages 152 - 158

#### CONTENT STANDARD

Demonstrate understanding of the need for good governance

#### INDICATOR

Explain and appreciate the importance of democratic governance

#### SUGGESTED RESOURCES

Mobilised the following resources to make the lesson more practical:

Posters, Pictures, Videos, Paper, charts, computer, projector, pencils, blackboard/ marker board and chalk/marker

#### OTHER USEFUL MATERIALS

English dictionary

#### KEY WORDS

Governance, democratic, responsible, election,

#### HELPFUL LINKS

[https://www.governancetoday.com/GT/Material/Governance\\_\\_what\\_is\\_it\\_and\\_why\\_is\\_it\\_important\\_.aspx?WebsiteKey=0cf4306a-f91b-45d7-9ced-a97b5d6f6966](https://www.governancetoday.com/GT/Material/Governance__what_is_it_and_why_is_it_important_.aspx?WebsiteKey=0cf4306a-f91b-45d7-9ced-a97b5d6f6966)

#### Introduction

Good governance is the process by which decisions are implemented. Schools, whether public or private institutions, also have a number of stake-holders in their activities. Their governance is therefore done through a coalition of interests working together, but performing different functions, all aimed at enabling each school to operate and to achieve its aims and objectives. The head is responsible for directing and overseeing the day to day activities of the school

#### School governance system

Guide learners to brainstorm meaning of **government** citing the home where parents are the head of the family. Government consists of the people who have the authority to make decisions and control the affairs of the country.

Governments first evolved as people discovered that protection was easier if they stayed together in groups and if they all agreed that one (or some) in the group should have more power than others. Most of them are chosen for that position through election by the people of the nation. Let learners understand that it is important to have government for various reasons for circumstances beyond our control.

Let learners brainstorm on why we should have a government as a nation. Learners should know that there are reasons we need to have a government including maintain law and order, Government provides the parameters for everyday behavior for citizens, protect them from outside interference, and often provide for their well-being and happiness. Government provides public goods, at a level necessary to ensure a globally competitive economy and a well-functioning society. But wherever possible, government should invest in citizen capabilities to enable them to provide for themselves in rapidly and continually changing circumstances.

Learners identify various persons and bodies who are responsible in governing their school. Let learners understand the concept **governing body**: A governing body is a group of people that has the authority to exercise governance over an organization or political entity. Let learners understand the role played by this governing body so they can appreciate its importance to the school. It is to ensure the smooth administration of the school system including advise Head teacher on educational policies, infrastructure, learner's welfare and performance and any other issues of major concern. This includes

- i. The employer
- ii. The head teacher
- iii. Other school leaders (P.T.A and S.M.C chairpersons)
- iv. Members of staff
- v. School prefects.

Learners discuss how their school council contributes to the improvement of their school. The council is also the governing body, which encourage parents to actively participate in the educational system by attending P.T.A meeting, regularly checking on learners in school to observe learners social and academic behaviours, foster mutual collaboration among parents and members of staff for the well-being of learners and their Facilitators among others.

Let learners, in groups, discuss what they expect the government to do to promote development. Let learners know that government is the major stakeholder in the public education sector in the sense that it gives huge subsidies to learner's fee by making schooling free at the basic level, provide school uniforms, stationery, paying salaries to Facilitators/Teachers, and provision of infrastructure among others. Let various groups present their report in class for discussion and assessment.

Learners in groups suggest ways in which governance could be improved. Let learners understand that they are major stakeholders in the educational system and whatever decision that is taken goes a long way to directly affect them especially in their academic performances. There is the need to suggest ways by which governance could be improved to lift the image of the school not only when performances are declining. Suggested ways may include the following:

- i. Facilitator/Teachers should use appropriate methods and techniques to teach learners;
- ii. They should also use relevant Teaching and Learning Materials of both tangible and intangibles to teach so learners can understand the lessons.
- iii. There should be conducive learning atmosphere, where all classrooms, furniture and all other teaching and learning resources are in good shape, readily available and in serene environment
- iv. Educational policies should be learner friendly and must be towards realising the theory and practice with direct linkage with industry so that there should not be mismatch

- v. Facilitators/Teachers should be punctual and regular in class and teach what is prescribed in the curriculum
- vi. Learners should also do their bid by coming to school regularly and on time, learn hard to acquire not only knowledge but practical skills that can make them employable and establish their own businesses so they can employ others to reduce unemployment on government.

### Importance of good governance

Through questions and answers, guide learners to understand the importance of good governance. It involves measures put in place to make sure that our communities become comfortable and happy places to live through prudent government policies. Learners must be encouraged to always involve themselves in democratic processes in the country. Let learners know that it is through good governance that the people will get development projects in their communities. Some of the importance of good governance are that:

- i. Improvement in discipline
- ii. Improvement in academic performance
- iii. Accountability
- iv. Transiency
- v. Good tone of the school
- vi. Improvement in teaching and learning
- vii. cooperation

Learners in groups suggest 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 learners do not understand. For that teachers should work hard for initial two three months so learners get skills of learning how to read books, writing work and then understanding concepts.

Other ways include:

- i. Focus on professional development (Empowering teachers)
- ii. Cultural competence and culturally responsive
- iii. More work load on teachers
- iv. Improves the attendance of teaching staff
- v. Hold the head teacher to account for a school's performance
- vi. Make sure the budget is spent wisely

The following points should also be considered:

- i. Respecting the views of others
- ii. Obeying the law
- iii. Voting during election
- iv. Expression of view
- v. Transparency
- vi. Effective reporting system

Groups present their report in class.

Guide Learners to demonstrate how to elect a leader in a democratic way. Guide learners to do mock voting so that they know the processes involved and the need to vote during nationwide elections. Learners should understand that voting is necessary because it is the only exercise that gives one the opportunity to elect leaders (Assembly members, Members of Parliament, etc.) of the community or constituency and the nation as a whole and government is formed or constituted. It is also a time one exercises his or her civic right. It is an acceptable means through which development projects are done by the government in power for communities. It acts as checks and balances. In this case if you are happy with the government you vote them into office or retain them but if you are not happy with them you do the otherwise.

Through whole class discussion guide learners to discuss why good governance is important for national development.

Let learners understand that good governance brings about national development to the extent that when governments apply the democratic principles well to the benefit of the people and properly harness all resources for equitable distribution throughout the country growth and development will be achieved with stipulated timeframe.

Let them know that other countries that were within the Third World Country category of Low income did it within stipulated timeframe and are now in the Upper - Middle and High income brackets.

Let learners understand that the relationship that exists between good governance and national development stems from the fact that if there is good governance, there would be quality of education resulting in greater number of children going to school to become productive, greater improvement in the quality of health care resulting in the decrease of the number of babies that die (mortality and morbidity issues), improvement in infrastructure resulting in more good roads for easy transportation of goods and people, generally equitable distribution of the wealth of the country, availability and provision of more goods and services throughout the country, high productivity resulting in increase in production of foods, and other goods and general security improvement of the people throughout the country.

The following points are also worth noting: It ensures/makes:

- respect for the rights and freedom of the people
- observance of the rule of law
- Free and fair election
- Independence media
- the independence judiciary
- transparency
- participation in formation of development strategies
- the government accountable to the public

#### Activities to support learners

- i. Learners do exercise one from their text book.
- ii. Learners prepare posters on good governance
- iii. Write four persons responsible for governing schools
- iv. Write down four sentences to explain the importance of school governance.
- v. What is good governance.
- vi. State four ways school governance can be improved.
- vii. Give four reasons good governance is necessary for national development.

**Evaluation Exercise**  
(Refer to Learner's Book 5 pages 156-158 for exercises and activities)

**Expected Answers**

**Exercise 1**

- i. Democracy
- ii. Dictatorship
- iii. Mason
- iv. Election
- v. Head teacher

**Exercise 2**

- a. Respecting the views of others
- b. Obeying the law
- c. Voting during school election
- d. Expression of view

**Exercise 3**

1.
  - i. It brings about good decisions on learner's performance.
  - ii. it promotes co-operation and working environment
  - iii. it prevents authoritative leadership.
  - iv. It helps in the smooth running of the school.
2. Democracy is a system of government in which the wishes of the people are taken into account in the process of governance.

**Exercise 4**

1. True
2. False
3. True
4. True
5. True

**Exercise 5**

Learners to briefly describe how their schools are governed.

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

- i. Respecting the views of others
- ii. Obeying the law
- iii. Voting during election
- iv. Expression of views
- v. Transparency
- vi. Effective reporting system

**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 the knowledge you have gained from the lesson
- ii. Tell the class how you will contribute good governance in schools
- iii. Tell the class the aspect of the lesson you didn't understand

## Strand 4: OUR NATION GHANA

### Sub-strand 3: Responsible use of resources

LB: pages 159 - 161

#### CONTENT STANDARD

Demonstrate understanding of responsible use of water

#### INDICATOR

Identify ways of keeping water bodies safe

#### 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 the following resources to make the lesson practical:

Posters, Pictures, Videos, Paper, charts, computer, projector, pencils, blackboard/ marker board and chalk/marker

#### OTHER USEFUL MATERIALS

English dictionary

#### KEY WORDS

Safe, rubbish, contamination, water bodies, defecate,

#### HELPFUL LINKS

[www.wdhopperwaterwells.com](http://www.wdhopperwaterwells.com)>protect

#### Introduction

We need several liters of water daily for our domestic needs. Polluted water can cause diseases like cholera, diarrhea, typhoid, jaundice, dysentery, etc. This unit will identify ways of keeping water bodies safe.

Introduce this lesson by asking learners to explain the importance of water. In whole class discussion let learners identify ways of keeping water bodies safe.

#### Water

Water body is any significant accumulation of water such as lakes, lagoon, rivers and the sea. Seventy percent (70%) of the earth is covered with water. In order to be free from illnesses and diseases there is need to protect our water bodies.

In groups learners discuss the uses of water

The following points should be considered:  
For:

- i. irrigation
- ii. transportation
- iii. generating hydroelectricity
- iv. industrial uses
- v. domestic uses

Through whole class discussion guide Learners to discuss ways of keeping water bodies safe.

The following points should be considered:  
Do not

- i. throw rubbish into water bodies,
- ii. wash in water bodies,
- iii. defecate in water bodies
- iv. discharging liquid waste into water bodies
- v. harmful chemicals in fishing
- vi. farm along our water bodies

Guide Learners to compose slogans and create poster on how to keep water bodies safe.

Guide Learners to compose songs and rhymes on ways to keep water bodies safe.

#### Activities to support learners

- i. What is water body
- ii. Learners to compose slogans and create poster on how to keep water bodies safe.
- iii. Learners to compose songs and rhymes on ways to keep water bodies safe.
- iv. Write four individual responsibilities of protecting water bodies
- v. Write five water bodies
- vi. State five uses of water
- vii. State three ways to keep our water bodies safe

**Evaluation Exercise**  
(Refer to Learner's Book 5 pages 159-161 for exercises and activities)

**Expected Answers**

**Exercise 1**

1.
  - i. Avoid throwing rubbish into water bodies
  - ii. Avoid washing in water bodies
  - iii. Avoid defecating or urinating in water bodies
  - iv. Help clean up streams. organize or participate in stream cleanup
  - v. Never pour chemicals down sinks or toilets in water bodies
  - vi. Plant vegetation along our water bodies to serve as protection
  
2.
  - i. A drop of water is worth more than a sack of gold to a thirsty man.
  - ii. Don't let the water run in the sink, our lives on the brink!
  - iii. Water = Life, Conservation = Future!
  - iv. Every drop in the ocean counts.
  - v. When you conserve water, you conserve life!
  - vi. The wars of the twenty-first century will be fought over water.
  - vii. Water, water everywhere but not a drop to drink Just think about it.
  - viii. You are 60% water. Save 60% of YOURSELF.
  - ix. We never know the worth of water till the well is dry. Save Water!!
  - x. SAVE WATER – Don't waste the world's blood
  - xi. Waste water today – Live in desert tomorrow.
  - xii. A river is more than an amenity; it is a treasure.
  
3. Learners are to create five posters on how to keep water bodies safe.

**SUGGESTED HOME WORK**

1. Write four individual responsibilities of protecting water bodies
2. Write five water bodies
3. State five uses of water
4. State three ways to keep our water bodies safe

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

**Homework**

1.
  - i. Avoid throwing rubbish into water bodies
  - ii. Avoid washing in water bodies
  - iii. Avoid defecating or urinate in water bodies
  - iv. Help clean up streams. organize or participate in stream cleanup
  - v. Never pour chemicals down sinks or toilets in water bodies
  - vi. Plant vegetation along our water bodies to serve as protection
  
2.
  - i. Lakes
  - ii. Rivers
  - iii. Ocean
  - iv. Spring
  - v. Wells
  - vi. Waterfalls
  
3. For
  - i. irrigation
  - ii. transportation
  - iii. generating hydroelectricity
  - iv. industrial uses
  - v. domestic uses
  
4. Do not
  - i. throw rubbish into water bodies,
  - ii. wash in water bodies,
  - iii. defecate in water bodies
  - iv. discharging liquid waste into water bodies
  - v. using harmful chemicals in fishing
  - vi. farm along our water bodies

**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 class how you educate the community to keep water bodies safe
- ii. Tell the class the effects of the lesson on your life
- iii. Tell the class what you are going to do differently to protect water bodies
- iv. Tell the which aspect of the lesson you didn't understand

## Strand 4: OUR NATION GHANA

### Sub-strand 4: Farming in Ghana

LB: pages 162 - 1165

#### CONTENT STANDARD

understanding of basic farming practices (transplanting)

#### INDICATOR

Participate in transplanting seedlings

#### CORE COMPETENCIES

Critical Thinking and Problem Solving  
Communication and Collaboration

#### SUGGESTED RESOURCES

Mobilise the following resources to make the lesson more practical:

Seedlings, Seeds, Agricultural tools, Paper, pictures, charts, computer, projector, pencils, blackboard/marker board and chalk/marker

#### OTHER USEFUL MATERIALS

English dictionary

#### KEY WORDS

Replanting, seedlings, germinated, mature plant, watering, greenhouse, farming practices, season

#### HELPFUL LINKS

<https://byjus.com/biology/agriculture-agricultural-practices/>

<http://www.farmingsolutions.org/different-farming-methods-you-should-know/>

<https://www.agclassroom.org/teacher/matrix/lessonplan.cfm?lpid=298>

#### Introduction

Learners have been taking part in nursing various vegetable seeds in the farms with their parents. They water seedlings in the morning and in the evening. Before transplanting, some practices must have gone into the nursing of the seedlings. Learners need to process the seedlings on the nursing beds before transplanting on the vegetable bed.

#### Transplanting

Guide learners to brain storm on transplanting. Transplanting is the process of moving a fully germinated seedling (or mature plant) and replanting it at a permanent location for the growing season.

Take learners through the process of transplanting seedlings

#### Activity

Take learners to the school farm or garden for practical involvement of all learners. Through demonstration let every learner get involved in the basic farming practices. Brief the learners on seedling transplanting.

#### Transplanting seedlings

- Gently remove seedlings from the nursery bed.
- Carefully place it in a bucket or basket.
- Quickly transport the seedling to the planting site.
- Plant it with the roots pointing downwards. It should be planted at the same depth it was on the nursery bed.
- Firmly cover the roots with soil.
- Water the seedlings.
- Cover with dry grass to protect it from the heat of the sun.
- Remove the dry grass after a week.
- Reduce watering to twice a week.
- Add more water as the crop grows bigger.

Through whole class discussion learners discuss the right tools for transplanting depending on weather

The following points should be considered:

- Hand trowel to lift seedlings from seed beds
  - Dibber to make holes at the right depth.
- Guide Learners to prepare plant house or garden boxes/pots/trays, containers or garden beds for transplanting.

The following points should be considered:

- Fill with fertile soil or plant medium.

- ii. make holes at correct spacing and water ready for seedlings.
- iii. Ensure that seedlings are ready for transplanting.
- iv. Water seedlings before transplanting.

Guide learners to visit transplanted seedlings daily to record number of leaves and height (growth) of transplanted seedlings. Use record to write daily, weekly and monthly reports.

**Daily Record Book/Sheet**

Day	Date	Number of leaves	Height of seedling or plant	Pests and disease attack	Activity performed in the garden today	Observation
1						
2						
3						
4						
5						
6						
7						

Let learners use such table above to prepare recording book. Let them visit their seedlings daily and record what they observe into their record book. You can move on to monthly reports until seedlings have been transplanted.

**Activities to support learners**

Learners to prepare plant house or garden boxes/pots/trays, containers or garden beds for transplanting

Write two tools for transplanting

State the process of transplanting seedling

What is transplanting?

State the processes of transplanting seedlings

Name two right tools and their uses for transplanting seedlings.

**Evaluation Exercise**

(Refer to Learner’s Book 5 pages 164-165 for exercises and activities)

**Expected Answers**

**Exercise 1**

- 1. Seedlings are young plants that developed from seeds through nursing.
- 2
  - i. Pre plant use or beds for transplanting
  - ii. Fill with fertile soil or plant medium.
  - iii. Make holes at the correct spacing and water ready for seedling

**Exercise 2**

- 1. Hand trowel is used to lift seedlings from seed bed.
- 2. Dibber is used to make holes at the right depth.

**SUGGESTED HOME WORK**

- 1. What is transplanting?
- 2. State the processes of transplanting seedlings
- 3. Name two right tools and their uses for transplanting seedlings.

**Evaluation Exercise**

**Expected Answers**

**Homework**

- 1. Transplanting is the process of moving a fully germinated seedling (or mature plant) and replanting it in a permanent location for the growing season
- 2
  - i. Pre plant use or beds for transplanting
  - ii. Fill with fertile soil or plant medium.
  - iii. Make holes at the correct spacing and water ready for seedling

3.
  - i. Hand trowel
  - ii. Dibber

### 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 will plant seedlings
- iii. Tell the class the processes for transplanting seedlings



**5**

**Strand:**

**My global  
community**

# STRAND 5: MY GLOBAL COMMUNITY

## Sub-strand I: Our Neighbouring Countries

LB: pages 168 - 177

### CONTENT STANDARD

Demonstrate knowledge of the economic exchanges between Ghana and her neighbours

Demonstrate knowledge of the Rotation and Revolution of the Earth

### INDICATOR

Describe the economic exchanges between Ghana and her neighbours

Describe the rotation and revolution of the Earth

### CORE COMPETENCIES

Communication and Collaboration

Creativity and Innovation

Digital Literacy

Critical thinking and Problem Solving

### SUBJECT SPECIFIC PRACTICES

Analysing

### SUGGESTED RESOURCES

Mobilise the following resources to make the lesson practical:

Various vegetables, Pictures, Video, Map of west Africa, Map of Africa, Globe, Touch light, Paper, charts, computer, projector, pencils, blackboard/marker board and chalk/marker

### OTHER USEFUL MATERIALS

English dictionary

### KEY WORDS

Countries, economic exchange, neighbours, importance, rotation, earth, revolution, axis

### HELPFUL LINKS

<https://www.schoolworkhelper.net>the-effect>

<https://www.nationsonline.org>westafrica>

### Introduction

In our previous lessons, we learnt about cultural exchanges with our neighbouring countries. Do you remember these cultural exchanges?

Let's now focus our attention on the economic exchanges between our country and her neighbours. We will also study something about the rotation and revolution of the earth.

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.

Guide learners to watch picture/videos of economic exchanges between Ghana and her neighbours in the area of trade, and transport among others.

Ghana and her neighbouring countries support each other economically by exchanging goods and services. We collaborate with each other in the areas of railway transport, road transport, security, trade, agriculture, housing works, and energy, water, etc.

### Air and Road Transports

Air and road transports connect Ghana to her neighbouring countries. It facilitates the movement of goods and people. It also generates economic benefits along the airports and transport terminals.

### Agriculture

Ghana exports some of the products we are good at producing to our neighbouring countries and import products we also need but are not able to grow them in large quantities. Example, we export our cereals to Burkina Faso and import their vegetables to add to what we produce in our country. Income from these exchanges enhance economic growth.

### Security

Ghana exchanges information about tackling terrorism, violence, robberies and organized crime, etc with her neighbouring countries. This helps address issues of corruption and illegal activities especially at the borders. A secured country develops economically.

**Trade**

Traders from Ghana send items like food and clothing to neighbouring countries to sell while traders from these neighbouring countries also bring in items from their countries to be sold in Ghana. This enhances the economy of both countries.

Through whole discussion guide Learners to describe the types of goods exchanged between Ghana and her neighbours.

The following points should be considered:

- i. tomatoes,
- ii. onions,
- iii. clothes
- iv. timber
- v. cocoa
- vi. oil palm
- vii. petroleum

Learners describe the types of goods exchanged between Ghana and her neighbours example, tomatoes, onions, clothes

**Importance of Economic Exchange**

1. Builds trust among countries.
2. Provides countries with varieties to choose from.
3. Enhances security.
4. It helps in national development.
5. Unites countries.
6. Provides a sources of living for citizens.

**Indicator 2****Introduction**

Guide learners to brainstorm on the solar system.

The solar system refers to the sun and its family. It consists of the sun and the eight planets: moon, stars, comets and satellites. The sun is a huge star at the center of the solar system. It produces light and heat for the whole solar system.

The rotation of the earth on its axis brings about day and night. The revolution of the earth on its orbit around the sun brings about the seasons. This revolution of the earth around the sun at times is interspersed with the moon, where the shadow of the moon is cast on earth. At other times it is the earth that casts its shadow on the moon.

It is important that these phenomena are understood. This unit will demonstrate these phenomena to the understanding of learners. It would further reveal the spatial movement of the planets for a complete comprehension of the Solar system.

Introduce this lesson by asking questions on the causes of the seasons of the year what bring about day and night. After the introductory questions brief learners in whole class discussions on the rotation and revolution of the earth as noted below. Use relevant pictures for the description.

**Describe the Rotation and Revolution of the Earth**

Guide Learners to explain rotation and revolution of the Earth.

The earth spins round on its own axis. The axis of the earth is the imaginary line that passes through the center of the earth from its North to the south. This movement of the earth on its axis is called rotation. As the earth rotates in front of the sun, the part of the earth that faces the sun is lighted by the rays of the sun, is called day. The part which is not facing the sun is dark (not lighted), is called night. A complete rotation takes 24 hours. The Earth rotates counterclockwise; this is why the Sun “rises” in the East and “sets” in the West. It is not the Sun’s movement that causes days, but rather the Earth turning around in front of the Sun. Apart from the earth spinning in front of the sun, it also moves around the sun. This movement of the earth around the sun is called revolution. Revolution is when one object completes a circular path around another object. The path on which the earth moves around the sun is called orbit. A complete revolution around the sun takes 365 days 6 hours. This is why a year is 365 days long. During the year the earth is angled differently towards the sun. These changing angles provide us different Sun intensities and therefore, we get four different seasons. All the planets in our solar system orbit the Sun in the same direction Earth does.



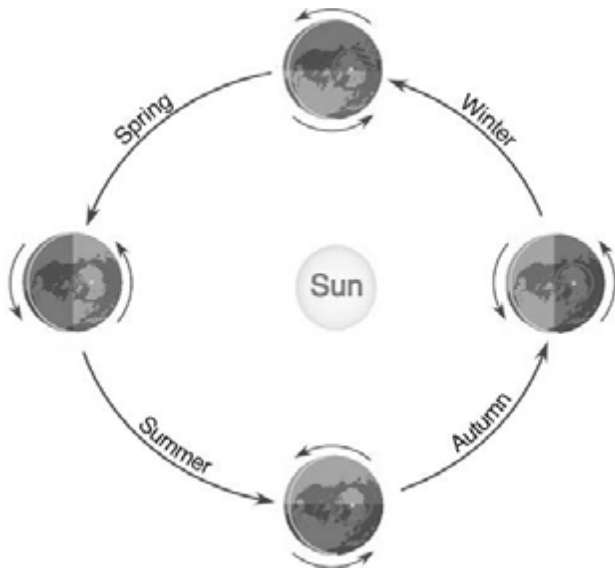


Figure 17: The earth rotates on its axis

As the earth rotates on its axis, the part of it that faced the sun is in day and the opposite side is in night.

### Revolution of Earth

Revolution is the circular movement of an object around another object. An example is the movement of the earth around the sun. The earth moves around the sun on its orbits. It takes the earth 365 days to completely orbit around the sun in one cycle. This complete cycle is called a year. This explains why we have 365 days in a year.

The revolution of the earth around the sun on its path, called orbit, brings about the seasons.

### Difference between Rotation and Revolution of the Earth

The earth is said to be rotating when it is spinning on its own axis but it is said to be revolving when it is moving around another object.

The earth takes 24 hours to completely rotate on its axis but it takes 365 days to completely revolve around the sun.

Learners undertake activities describing the rotation of the earth on its axis and revolution of the earth round the sun. Learners demonstrate the solar and lunar eclipses. Discuss their findings on the experiment in groups.

### Activity 1

Involve learners to try this experiment to help us understand the difference between rotation and revolution.

#### Materials needed:

A firm hard surface, e.g. a table.  
A desktop globe. This represents the earth.  
A rechargeable lamp or bulb. This represents the sun.

### Experiment 1

#### Rotation

1. Place the rechargeable lamp on one side of the firm table and the desktop globe on the other side of the table.
2. Turn on the rechargeable lamp.
3. Spin the globe around its axis. Make sure you do not move it around the table.

#### Observation

At any point in time, there is a side of the spinning globe that comes in contact with the light from the rechargeable lamp. In the same way, there are other parts of the same spinning globe that away from the light from the rechargeable lamp. The part of the globe that comes in contact with the light will have a day time zone and the part away from the light will have a night time zone. Do you realize you just create Day and Night by your experiment?

### Experiment 2

#### Revolution

1. Just as we did with the first experiment, place the rechargeable lamp on one side of the table and the desktop globe on the other side of the table.
2. Turn on the rechargeable lamp.
3. Spin the desktop globe and gradually move the spinning globe around the rechargeable lamp.

#### Observation

In this experiment, the earth is not only moving on its axis but it is completely moving around the sun.

#### Conclusion

From the two experiment, we observe that rotation has to do with the movement of an object (e.g. Earth) around its own self while revolution has to do with the movement of an

object (e.g. the earth) around another object (e.g. The sun).

### Solar Eclipse

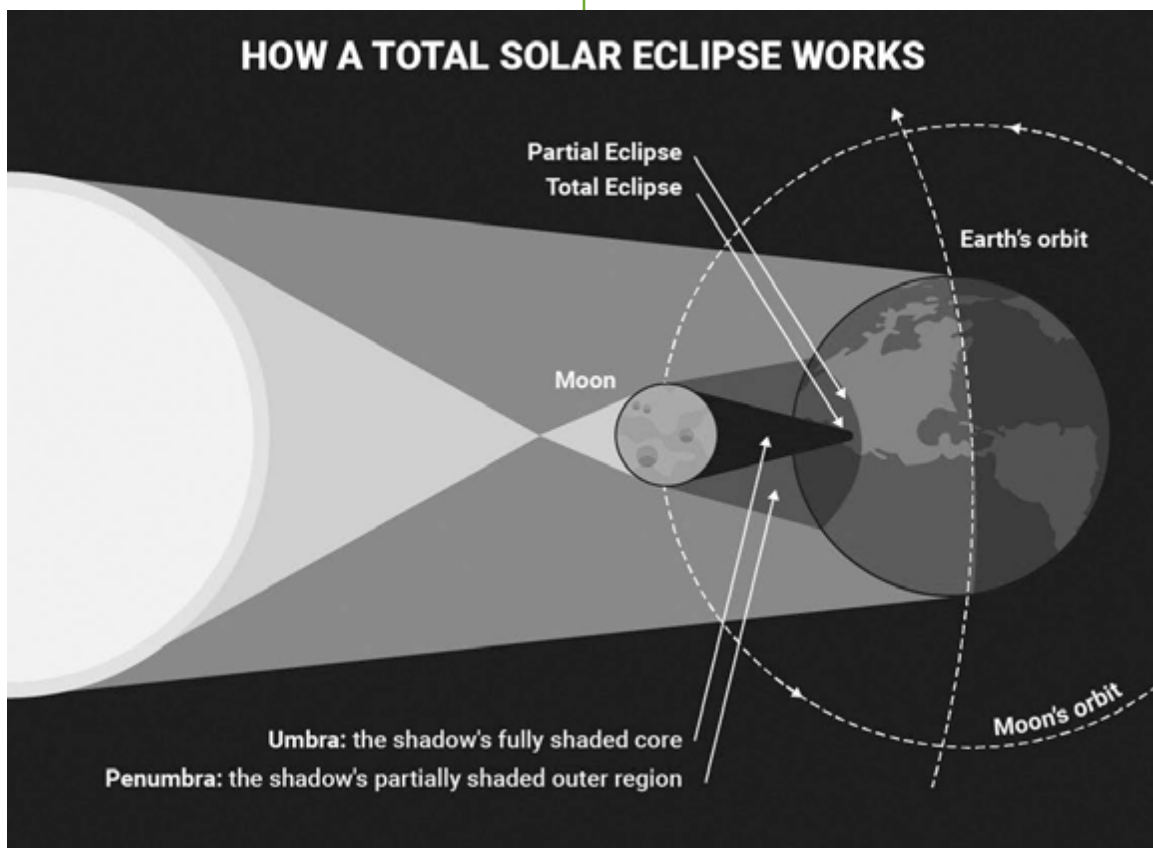
Solar eclipse occurs when the moon comes in between the sun and earth. Solar eclipse happens only during the day and it lasts for only few minutes. A total solar eclipse is when the sun is completely covered by the moon. This causes total darkness on earth for a period of time. A partial solar eclipse is when the sun is not completely covered by the moon. It is also known as annular solar eclipse. This causes partial darkness on earth.

It is not advisable to view solar eclipse without specially made eye protectors.

### Eclipses

Solar eclipse happens when the moon gets in the way of the sun's light and casts its shadow on Earth. That means during the day, the moon moves over the sun and it gets dark.

This **total eclipse** happens about every year and a half somewhere on Earth. A partial eclipse, when the moon doesn't completely cover the sun, happens at least twice a year somewhere on Earth.



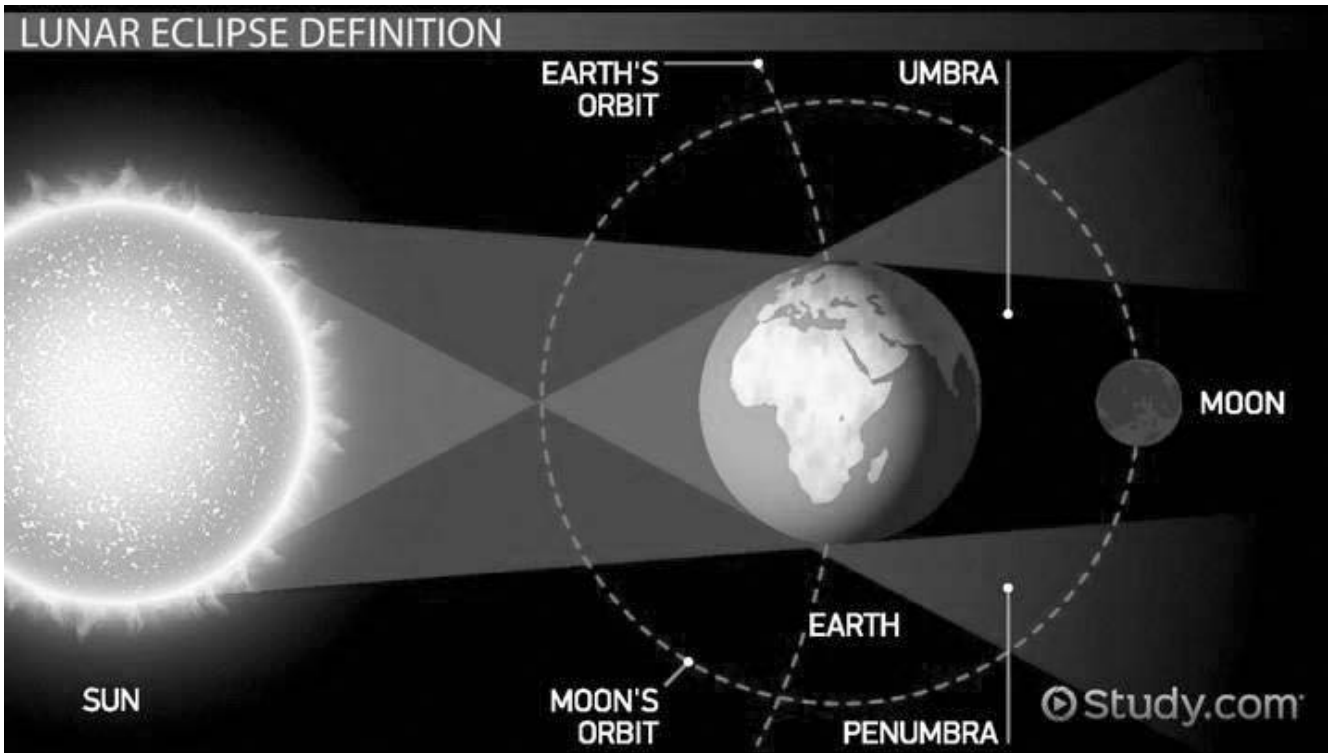
The moon blocks the rays of the sun from parts of the Earth.

### Lunar Eclipse

Lunar eclipse occurs when the earth comes in between the sun and the moon. That means during the night, a full moon fades away as Earth's shadow covers it up.

The moon can also look reddish because Earth's atmosphere absorbs the other colors while it bends some sunlight toward the moon. Sunlight bending through the atmosphere and absorbing other colors is also why sunsets are orange and red.

During a total lunar eclipse, the moon is shining from all the sunrises and sunsets occurring on Earth.



The Earth blocks the rays of the sun from the moon.

The face of the moon is blurred dark red in colour due to refracted rays.

**Activity 2**

Another experiment to demonstrate the solar and lunar eclipse.

- a. Class should break into groups of three. This represents the sun, moon and earth.
- b. Members of each group should label themselves as either the 'sun', 'moon' or 'earth'.
- c. The person representing the 'Moon' should walk in circles around the person representing the 'Earth'.
- d. While the 'Moon' is still in orbit, the 'Earth' should also start moving round in circle around 'Group Sun'.

Share your observation with the class

- i. What did you observe when the representative of the 'Moon' completely got in between the representatives of 'the Sun' and the 'Earth'?
- ii. What did you observe when the representative of the 'Moon' partially got in between the representatives of 'Sun' and 'Earth'?

- iii. What did you observe when the representative of 'Earth' completely got in between the representatives of the 'Sun' and the 'Moon'?
- iv. What did you observe when the representative of the 'Earth' partially got in between the representatives of the 'Sun' and the 'Moon'?

**Activities to support learners**

- i. Learners demonstrate the solar and lunar eclipses.
- ii. Learners undertake activities describing the rotation of the earth on its axis and revolution of the earth round the sun.
- iii. Write five goods Ghana exchanges with her neighbour.
- iv. Name the nine planets.
- v. What is solar system?
- vi. Describe the rotation of the earth
- vii. Draw and label solar and lunar eclipses
- viii. Draw and label the solar system

**Evaluation Exercise**  
 (Refer to Learner's Book 5 pages 170-171 for exercises and activities)

**Expected Answers**

**Exercise 1**

- i. Togo, Ivory Coast, Burkina Faso
- ii. UN, AU, ECOWAS

- iii. By trading her commodities with other countries on the international market
- iv. TRUE  
Cocoa, Timber, Coffee, Palm oil, tomatoes, onions, clothes, timber, petroleum
- v. Trade, Banking and business, Work

### SUGGESTED HOME WORK

What is the difference between rotation and revolution?

Describe the solar eclipse.

Describe the lunar eclipse.

State two effects of the revolution of the earth.

### Evaluation Exercise

#### Expected Answers

#### Homework

1.
  - i. Day and night
  - ii. Seasons (dry and wet)

### 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 describe the rotation of the earth to the ordinary man on the street.
- ii. Tell the class the knowledge you have gained from the lesson.
- iii. Tell the class how the lesson has impacted your life.

### Rotation and revolution of the Earth

#### Evaluation Exercise

(Refer to Learner's Book 5 pages 176-177 for exercises and activities)

### Expected Answers

#### Exercise 1

Q1.

Rotation is the movement of the earth on its own axis. It takes the earth twenty-four (24) hours on the average to move round or turn round on its own axis. This is equal to one day.

Rotation brings day and night. As the earth turns or rolls or moves on its axis, one part of it faces the sun and receives light from the sun.

When this happens, people on that part have day time. However, the other part which is not facing the sun also has no light. It is dark and night for people on that part.

Q2. It causes day and night.

Q3. Two

Q4. 12 months (366 <sup>1</sup>/<sub>4</sub> days)

Q5. Revolution

Q6. Sun

Q7. Rotation

Q8. Eclipse of the moon

Q9. Dry and wet seasons

## GLOSSARY

### A

**Acquisition:** The process by which you gain knowledge or learn a new skill

**Adaptation:** The process of changing something to make it suitable for a new situation

**Adolescence:** Transition from childhood into adulthood. This transition takes place between the age of 10 and 19 years

**Adventurous:** Not afraid of taking risk or starting a new thing

**Attachment:** A feeling that you like or love someone

### B

**Baptism:** Christian religious ceremony in which someone is touched or covered with water to welcome into Christianity

**Bravery:** An action or behaviour or an attitude which shows one is courageous

### C

**Citizen:** A member of a particular country

**Citizenship:** The state of being a member of a particular country and having rights because of that membership

**Climate:** The average weather conditions of a place or region that has been studied over a long period of time

**Climax:** The most exciting or important part of a story or experience which usually comes near the end

**Collaboration:** When you work together with another person or group to achieve something

**Compromise:** To reach an agreement in an argument in which the people involved reduce their demands or change their opinion in order to agree.

**Contamination:** To make place or substance harmful

### D

**Defecate:** To get rid of waste matter from your bowels

**Deforestation:** The cutting or burning down of trees in a large area

**Discipline:** Obeying rules and controlling your behaviour

### E

**Election:** When people vote to choose someone for an official position

**Emission:** Gas or other substance sent into the air

**Emulate:** To do something or behave in the same way as someone else.

### G

**Generosity:** Generous attitude

**Greenhouse:** A glass building used for growing plants that need warmth, light and protection

### I

**Importance:** The quality of being important

**Irritate:** To make someone feel annoyed or impatient especially by doing something many times

### L

**Leadership:** The position of being a leader of a group, organization or country

### N

**Neighbours:** People who live very close to you

### P

**Pollution:** the introduction of substance into an aspect of the environment to make it unsafe for living things

### R

**Reconciliation:** A situation in which two people, countries become friendly with each other again after quarrelling.

**Rotation:** Movement around something

### S

**Settlement:** A place where people have come to live and make their homes:

### T

**Team Work:** When a group of people work effectively together

**Triumphant:** Showing pleasure and pride because of victory

### W

**Water pollution:** Introduction of harmful substance into water bodies to make it unsafe for living things

# ESSENTIAL

## Our World and Our People

### Primary 5

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 5** 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.



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