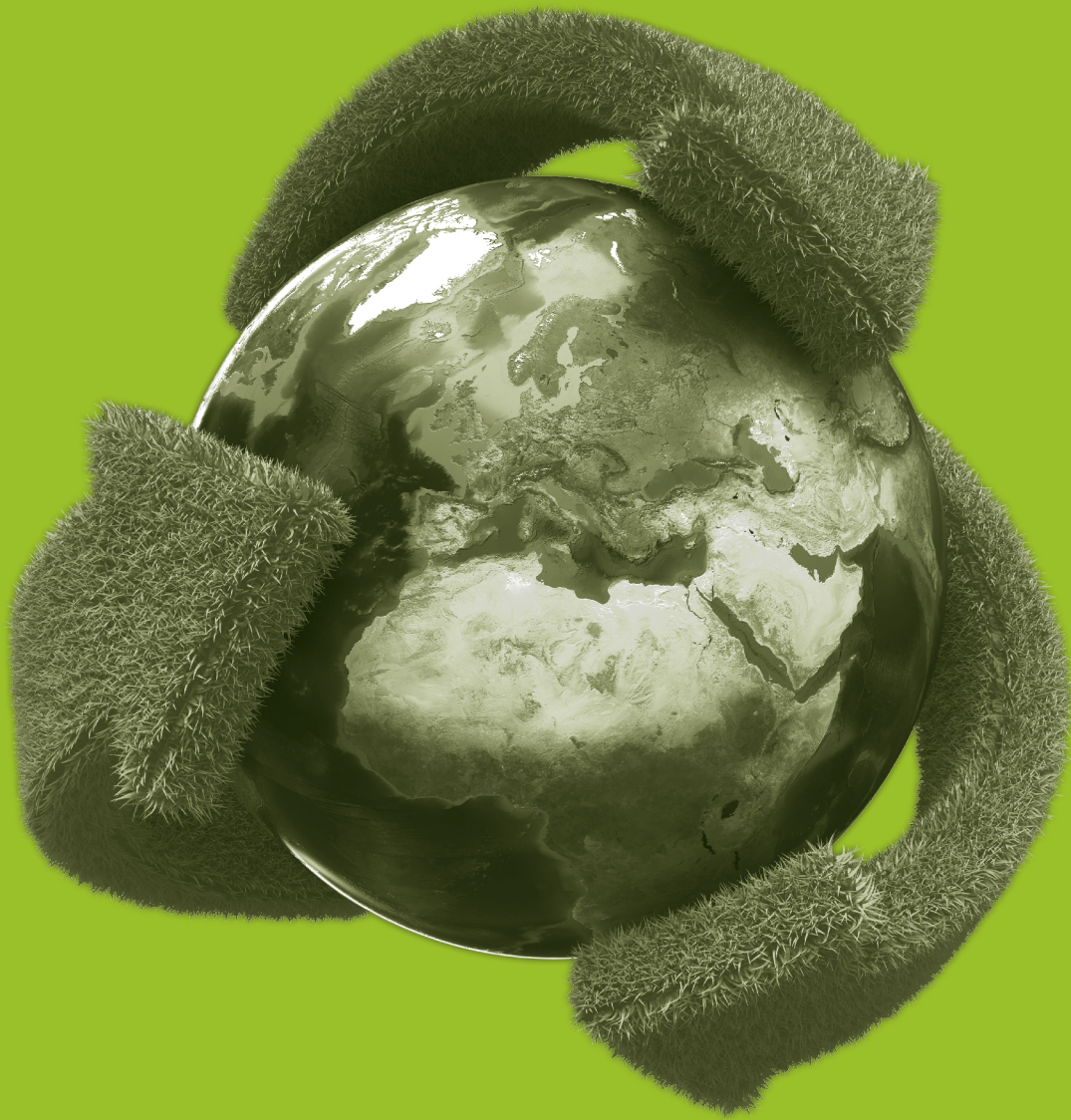


ESSENTIAL



Our World and Our People Primary 4

Teacher's Guide



CAMBRIDGE



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Primary 4

Teacher's Guide

Jacob Agbedam • Dorothy Glover



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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 6 - 18

CONTENT STANDARD
Learners will be able to demonstrate understanding of the Nature of God as the Creator of human beings.

INDICATOR
Explain how special each individual is

CORE COMPETENCIES
Communication and Collaboration
Critical Thinking and Problem Solving
Personal Development and Leadership

SUBJECT SPECIFIC PRACTICES
Stewardship, Loyalty, Protection, Cleanliness, Sustainability, Responsibility Maintenance, Caring, obedience, Respect for right to life

SUGGESTED RESOURCES
Pictures, video clips, pupils, charts, paper, pencils, posters, films, computer, charts, Internet, blackboard/market board and chalk/ marker

OTHER USEFUL MATERIALS
English dictionary

KEY WORDS
demonstrate, creator, intelligent, complexion, uniqueness, intelligent, harmony, preserve, contribute

HELPFUL LINKS
<https://www.indieskriflig.org.za/index.php/skriflig/article/view>
<https://www.mennonitebrethren.ca/bfl-resources/creation-gods-revelatio...>
https://www.huffpost.com/entry/human-nature-and-god_b_8930822

Introduction
Learners have previous knowledge of lesson: *Understanding of oneself and one's uniqueness as an individual, in Learner's Books One (1)*. Facilitator or teacher should discuss with

learners who God is and what He is capable of doing as the creator. Let learners know that God is the creator of the universe and human beings as well as any other thing on earth. They should understand that He created everyone in a very unique way, physically, biologically, psychologically and emotionally. Let learners understand that the unit of identification God put on every human being is the thumb print and that no one has the same thumbprint with another person no matter the person who gave birth to you.

Discuss how each person is created as unique and different from one another
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 Aku. 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. There are many things I like to do, to see and to experience. I like to read and write. There is no one like me in the whole world. I am unique and special for who I am, how I look and where I live. I am a Ghanaian. I am proud to be a Ghanaian.

I am Esilfie. 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

Page reference

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

Resources

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

Key words

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

Helpful links

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

Indicator

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

Content Standard

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

Core competencies

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

Subject specific practices

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

Strand I: ALL ABOUT US

Sub-strand I: Nature of God

LB: pages 6 - 18

CONTENT STANDARD
Learners will be able to demonstrate understanding of the Nature of God as the Creator of human beings.

INDICATOR
Explain how special each individual is

CORE COMPETENCIES
Communication and Collaboration
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Personal Development and Leadership

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KEY WORDS
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Discuss how each person is created as unique and different from one another
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.

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My name is Aku. 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. There are many things I like to do, to see and to experience. I like to read and write. There is no one like me in the whole world. I am unique and special for who I am, how I look and where I live. I am a Ghanaian. I am proud to be a Ghanaian.

I am Esilfie. 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

Introduction
Learners have previous knowledge of lesson: *Understanding of oneself and one's uniqueness as an individual, in Learner's Books One (1)*.
Facilitator or teacher should discuss with

28

Introduction

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

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.

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.

Strand I

SUGGESTED HOMEWORK

- State three ways you can use your God-given unique qualities.
 - to serve God and
 - to serve humanity and
 - protect the environment.
- Briefly describe what you want to do in future. learners answer
- Write five things that can destroy your body.
 - tattooing
 - smoking
 - use of hard drugs
 - drunkenness

Evaluation Exercise

Expected Answers
(Refer to learners book pages 17 and 18 for exercises and activities)

Exercise 1

- colour
- height
- intelligence and abilities
- physical appearance
- likes and dislikes
- body Mass

Exercise 2

- learners answer
- serve God
 - use our unique qualities to protect and preserved our environment.
 - To serve humanity

- aspirations are dreams, hope or ambition to achieve something in life

4. through:

- education
- apprenticeship training
- counselling from a professional Counselor
- advise from experienced 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 learners to do the following by ways of reflecting on the lesson:

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

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.

30

Sub-strand 4: Home and School

Non- academic work includes

Non- academic work requires the use of physical efforts to do work in order to get results.

- Sweeping of the classrooms and school compound.
- Weeding the school compound.
- Planting of trees and flowers on school compound.
- Working on school garden.
- Arranging tables, desks and chairs in the classroom.
- Cleaning of the washrooms.

Work in the community

This work is done for the benefit of all the members of the community.

This work include:

- Tree planting in the community
- Taking part in communal labour
- Taking care of public properties
- Filling of pot holes in the communities
- Weeding our surroundings

In groups, ask learners to talk about the importance of education to work. The learner's discussion should include the following:

Discuss how education is linked to work
Guide learners through questions and answers to discuss the linkage between education and work. Education is becoming increasingly

- Education opens avenues to get work
- Education helps you to realize your potentials which allow you to empower yourself to do more.
- Education gives you a better understanding of the world we live in.

Activity to support learners

- Learners in groups talk about the importance of work at home, school and the community.
- Learners talk about how education is linked to work e.g.
Education opens avenues to get work to do.
Education opens minds to set up work.
Education provides skills to manage work.
- Learners compose a song on the importance of education.
- Learners tell stories of individuals who have been able to create their own jobs.

Evaluation Exercise

Expected Answers
(Refer to learners book page 55 for exercises and activities)

Exercise 1

- work provide money and food for the family.
 - It makes family independent
 - Children get good education
 - It makes family get respect

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.

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.

Strand starter

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.

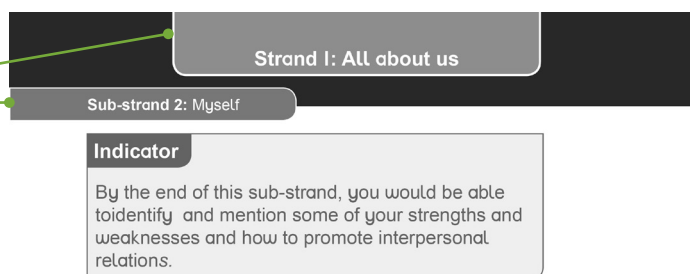


Header labels

Strand: This feature indicates the particular strand from which the lessons are developed.

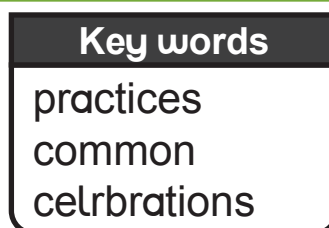
Sub-strand: These are larger groups of related owop topics to be studied under each strand.

Indicator: This feature specifies the indicator that the lessons were developed from.



Key words

- build subject-specific vocabulary gradually, giving learners the confidence to understand it clearly and apply it in context and through different exercises.



ICT boxes

- include research activities
- emphasise the core competencies

ICT

Watch videos and read more about festivals in Ghana on the internet with the help of your parents

Exercise

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

Exercise 1

1. What is prayer?
2. What is worship?
3. State and explain two forms of worship in Islam.....
4. Name the first three daily compulsory prayers of Islam..
5. What other name is given to the Islamic pilgrimage?.....

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 3

In your groups; (teacher will guide you)

1. Pick a piece of paper on the teacher's table
2. Read out what is written on the paper
3. Perform the action written on the paper

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-strand 1: Being a Citizen

Commitment to God
To show our commitment to God, we must:

- a. trust in God always.
- b. pray regularly.
- c. read the word of God regularly.
- d. attend church services and other religious gatherings.
- e. preach the gospel to others.
- f. give offerings and tithes regularly.
- g. Give to the poor in our society.

Key words
preach
gospel
authority




being committed to God

Sub-strand 1: Being a Citizen

Commitment to family
To show our commitment to your family, you must:


- a. Respect your parents and elders at home.
- b. Help to clean the dishes.
- c. Help to wash and iron clothes.
- d. Help keep the house clean.
- e. Support needy members of the family.
- f. Care about the wellbeing of members of the family.



commitment in the family

Commitment to school
To show our commitment to school work, we must:

- a. Keep our school compound and classrooms neat at all times.
- b. Be present in school at all times.
- c. Always go to school on time.
- d. Complete your assignments on time.
- e. Respect school rules and authority.



being committed to school activities

Benefits of showing commitment

- a) It draws you closer to God, your parents and other family members.
- b) It saves you from shame.
- c) It establishes a good interpersonal relationship.
- d) You gain the respect of people.
- e) It leads to national development.
- f) You develop positive self-identity.
- g) You develop self-confidence.
- h) You gain the trust of people.
- i) You succeed in things you plan to do.

Key words
support
wellbeing
interpersonal
self-confidence
succeed

INTRODUCTION

The **Our World and Our People (OWOP)** is an integrated subject that brings together facts, ideas, concepts, or generalisations 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 technological space to develop the learner's cognitive, affective and psychomotor domains.

The subject was specifically designed to focus on standards-based assessment of the learner that applies a learner-centred approach to provide an 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 an 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 a 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 critical areas in day-to-day learning as

they aim to promote 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 of 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 a 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 the use of ICT as a tool for learning.

Instructional Expectations

Our World and Our People provides an 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 an opportunity for learners to develop their skills in the **4Rs** of **R**eading, **cR**eativity, **wR**iting and **aR**ithmetic 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 five 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 support the facilitators/teachers in delivering the curriculum.

The curriculum for Basic 1 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 Landmarks

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 occur within a 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, revisions, and demonstrations when needed due to time-consuming factors 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 give learners 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. In contrast, 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 themselves (at home or in class or to read out loud), work out during your lesson planning which words would 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 in understanding, talking and listening. You will find that other activities can be very valuable when teaching the whole class, for example.

Group work

Class teaching is a 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 organisation 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 so crowded that it is not easy to move the desks around. Whatever the situation is, some kind of group can be organised. At its most basic, the group will have to be learners at one desk. Then, 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. For example, 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, write a poem, or discuss a topic like pollution in their village. You need to ensure that there is a 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 and assess each other.

Working with a deskmate 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 answer comprehension questions individually.

Working with a partner that you have assigned 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 the material you have given them and to enable 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. The material they read must be comprehensible to them so

that you can focus on the class to ensure that all learners are using the time to read and not idle about. Use additional materials 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 that 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, rewriting, 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 synthesise knowledge by integrating several 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 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 the 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 keywords 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, which 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”. It is the ability to use knowledge or apply knowledge and apply rules, methods, principles, theories, etc., to new and unfamiliar situations. It also involves the ability to produce, solve, plan, demonstrate and discover.

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, Generalizing.

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 ask questions and attempt to solve problems. Therefore, learners need to acquire positive attitudes, values and psychosocial skills that will enable them to 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 respect data collected by others.

Reflection: the habit of critically reviewing how 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 and 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 values.

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

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 national 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. Ghanaian learners are from diverse backgrounds that require the provision of equal opportunities to all and that all strive to care for each other 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 live peacefully with all persons.

Truth and Integrity: The curriculum aims to groom learners into individuals who will consistently tell the truth irrespective of the

consequences. In addition, it seeks to make them morally upright, imbued 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 workplace, 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 and appropriate relevant teaching and learning resources to ensure that every learner benefits from the 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 focusing 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 prepared to progress with their cohort. At the primary school, the progression phases are B1 to B2 and B1 to B6.

The Curriculum encourages the creation of a learning-centred 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. A learning-centred 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-centred classroom is to enable learners to take ownership of their learning. It provides the opportunity for 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;
- allows 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 real 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 questions than teachers providing the answers and their opinions in a learning-centred classroom.

The content with reference to learner's activities in class and outside the classroom focuses on learner-centred pedagogy, which emphasises 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 consider these differences.

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 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 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:

- i) task
- ii) support from the Guidance and Counselling Unit and
- iii) learning outcomes.

Differentiation by task involves teachers setting different tasks for learners of different abilities. For example, in sketching the plan and shape of their classroom, some learners could be made to sketch with a 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. For example, weaker learners are allowed more time for complicated tasks.

Scaffolding in education refers to using a 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 keywords/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 would 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 learnt and from their own experiences, analyse situations and choose the most appropriate out of a number of possible solutions. In addition, 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 the 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 learners' ability to use languages, symbols, and texts to exchange information about themselves and their life 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 first by making them understand what it means to be active citizens by inculcating a strong sense of environmental and economic awareness. Learners make use of the knowledge, skills, and attitudes acquired to contribute meaningfully towards the country's socio-economic development. In addition, 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 and how the teacher should handle the lesson of the day. They indicate what to teach, how to teach, when to teach, where to teach, and 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 plans 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 Learner's 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. Therefore, 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 organisation, 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.

Practising skills

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

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 how to concentrate.

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 schools or 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 can 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:

- Laptops 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).

ICT can, by and large, be used to enhance the quality of teaching and learning in schools. Internet systems have made the world a globalised one. It is for this that Professor Ali Mazrui describes globalisation as “the villagisation 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. More information has become accessible anywhere in the world by way of interconnectedness and interdependency. You can communicate with anybody anywhere in the world from the comfort of your room, car and many more places. Therefore, in working towards the rationale of the OWOP curriculum, there is an urgent need for the teacher to display professionalism through the effective use of ICT in teaching and learning.

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

- Integrate ICT in the learning process as a key competence and contributing to the acquisition of skills and knowledge;
- Use ICT in the classroom to work on information processing, authentic communication, and on the learner autonomy as the builder of their own learning process;

- Give ICT a role to help young people be able to arrange, evaluate, synthesise, analyse 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 of learning needs of students, using the copious interactive exercises available on the web.

Assessment

Ensuring 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 reinforcing 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 keywords, names and dates related to the next topic. Ask learners to define keywords and terms.

Formative assessment

Formative assessment is the method teachers use to evaluate and assess learners’ ability to understand and apply what they have learnt during a lesson. This also allows teachers to continually assess learners and use this assessment to address their learning needs, the progress they have made, and 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, 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. It would help if you used different types of formative assessment to address the diverse 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 assessment 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 an entire semester, term or year's work.

To guarantee adequate time for the course coverage and assessment, lessons must be planned 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 the 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 influence 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 their class for their learners' reactions. Are they bored or restive? Is it because the work is too difficult? Is it because I'm speaking too softly? If the learners give 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, 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 valuable tools but be wary of over-testing and never put the results in a class order. Slower

learners should not be made to feel like 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 choose a course of action. It provides teachers and learners with the skills to mentally process learning experiences, identify what they learnt, 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.

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

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

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

For those you think need extra help, find time by giving others extra reading or research work to allow you time with the less successful. When there are so many lessons in a day, it isn't easy to reflect on every one of them. However, if you can think about the best and the worst 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, marking learners' work can be burdensome. If it is postponed, the burden will 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 can be done by learners themselves, swapping papers so that there is a check. You can mark work in class while you are going around 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 essential 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

To help learners 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 use 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, the community and the nation when they are adults.

The Learner's Book

There are different types of text, illustrations, and activities within each theme/strand and sub-strand of the Learner's Book. These are designed to be used in various ways to make lessons captivating, increase learners' knowledge and motivation, and 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, audiotape, 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 seashore, 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, councillors)

Make the most of local examples. You could look outside when it is raining to see how small streams are created, for example. Learn about the different types of clouds 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 local market traders.

SCOPE AND SEQUENCE

STRAND	SUB-STRAND	Basic 4
ALL ABOUT US	Nature of God	✓
	Myself	✓
	My Family and the Community	✓
	Home and School	✓
ALL AROUND US	The Environment and the Weather	✓
	Plants and Animals	✓
	Map Making and Landmarks	✓
	Population and Settlement	✓
OUR BELIEFS AND VALUES	Worship	✓
	Festivals	✓
	Basic Human Rights	✓
	Being a Leader	✓
OUR NATION GHANA	Being a Citizen	✓
	Authority and Power	✓
	Responsible use of Resources	✓
	Farming in Ghana	✓
MY GLOBAL COMMUNITY	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 organised.

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 cooperative and 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 (for example, examinations and special occasions). Leave some spare time in your planning. Very few timetables work out perfectly. Learners, especially at the higher levels, can be very critical if they think a syllabus has not been covered or rushed and cannot keep up.
- Remember all the time that facts are only part of education. Keep in mind the skills you wish to develop, particularly those of easy communication, 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 determine 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 4

This section aims 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 Resource Pack 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) under a key idea. The use of clustered standards for planning and delivery of lessons allows teachers to quickly recognise the different related understandings or skills learners need to develop to fully understand a key idea. Therefore, teachers must carefully read the standards they plan to develop in their learners each week and identify the indicators the learners have to demonstrate to achieve these standards. It is also important for teachers to note that the strands themselves, and the standards for a given strand, are not necessarily organised 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 4

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 Landmarks	Authority and Power
7	My Family and the Community	Map Making and Landmarks	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 4

Date: 14-09-2020 Duration: 60 Minutes Class: B4 Class		Period: 3 size: 45	Subject: OWOP Strand 1: ALL ABOUT US Sub-Strand 2: Myself	
Content Standard: Demonstrate understanding of self-awareness and living peacefully with others		Indicator: Identify one’s strengths and weaknesses and how to promote interpersonal relations		Lesson 1
Performance Indicator: Learners can demonstrate understanding of themselves and live peacefully with others		Core Competencies: Critical thinking, Personal development, Problem-solving, Communication and Collaboration Subject specific practices: Appreciation, Self-confidence, Self-worth Values: Tolerance, Teamwork, Respect		
Key words: Physical, characteristics, appearance, uniqueness, counselling				
Phase/Duration	Learners activities		Resources	
Phase1: Starter (preparing the brain for learning) 5 minutes	Guide learners to sing and recite a rhyme on ‘Myself’ e.g. My head, my nose, my eyes and hand... Recite poem on ‘Myself’			
Phase 2: Main (new learning including assessment) 30 minutes	<p>Use questions and answers to have learners talk about their physical characteristics. In pairs they should describe their friends they are pairing with. Ask. e. g. Talk about your friend’s physical characteristics- complexion, height, weight, eyes. Learners talk about their similarities and differences. Learners use mirror to observe themselves and describe their physical appearance Use questions and answers to have learners talk about their uniqueness.</p> <p>Have learners ‘pick and act’ some of their strengths such as dancing, singing, drawing, drumming, telling of jokes, storytelling etc. Use think-pair-share to have learners talk about how individuals can improve their strengths as they demonstrated during the ‘pick and act’.</p> <p>Assessment Question 1: Write two of your strengths.</p> <p>Question 2: Mention two ways you can improve on your strengths</p>		Mirrors, Posters of different activities such as people dancing, running, singing	

Phase 3: Plenary/Reflections (Learner and teacher) 10 minutes	Let the learners perform these activities to review their understanding of the lesson 1. Have learners read the key words written on the board 2. Have a learner to talk about what he/she has learnt in the lesson End of the lesson
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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 emphasise? Read through the Learner's Book and make sure you know the facts and understand that material and any other material 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 with understanding.

Decide on the methods you will use. Plan your lesson so 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 - 18

CONTENT STANDARD

Learners will be able to demonstrate understanding of the nature of God as the creator of human beings.

INDICATOR

Explain how special each individual is

CORE COMPETENCIES

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

SUBJECT SPECIFIC PRACTICES

Stewardship, loyalty, protection, cleanliness, sustainability, responsibility maintenance, caring, obedience, respect for right to life

SUGGESTED RESOURCES

Pictures, video clips, pupils, charts, paper, pencils, posters, films, computer, charts, Internet, blackboard/market board and chalk/ marker

OTHER USEFUL MATERIALS

English dictionary

KEYWORDS

demonstrate, creator, intelligent, complexion, uniqueness, intelligent, harmony, preserve, contribute

HELPFUL LINKS

<https://youtu.be/rHJTykQklZQ>
<https://youtu.be/Qz7uMeQDQLw>
<https://www.https://youtu.be/XHg5cyac8vI>

learners who God is and what He is capable of doing as the creator. Let learners know that God is the creator of the universe and human beings as well as any other thing on earth. They should understand that He created everyone in a very unique way, physically, biologically, psychologically and emotionally. Let learners understand that the unit of identification God put on every human being is the thumb print and that no one has the same thumbprint with another person no matter the person who gave birth to you.

Discuss how each person is created as unique and different from one another

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 Aku. 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. There are many things I like to do, to see and to experience. I like to read and write. There is no one like me in the whole world. I am unique and special for who I am, how I look and where I live. I am a Ghanaian. I am proud to be a Ghanaian.

I am Esilfie. 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

Introduction

Learners have previous knowledge of lesson: *Understanding of oneself and one's uniqueness as an individual, in Learner's Books One (1)*. Facilitator or teacher should discuss with

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.

Use pictures/video clips to demonstrate the effects of destroying our bodies

Let learners watch pictures or video clips to demonstrate the effects of destroying our human bodies. Let learners know that God is unhappy with people who destroy their bodies by way of bleaching or by any other form. This is likely to make the person get skin diseases or any other such as cancers. Learners be admonished to resist any attempt to make them destroy their bodies.

Discuss how they can use their God-given unique qualities.

Guide learners to understand that each one of us on earth has God-given unique qualities. These qualities can be used in many ways to help ourselves, school and the community. We can use these qualities to worship Him and serve humanity, protect and preserve the environment we live in so that those yet unborn will come to meet this beautiful environment, live together in harmony, and contribute to development. We may have qualities to praise Him, play musical instruments, and sing or preach His word.

Demonstrate the uniqueness of each individual.

Guide learners to critically or painstakingly identify the uniqueness in themselves. Learners should understand that once God created a person He puts some unique features in him or her to look different from others even twins and triplets. We differ in many ways such as our thumb prints, other body features, colour, height, size and speech, movement, how we dress and many more. There is the need for learners to understand that our uniqueness can be found everywhere. It can be seen in our personal life or experiences. It comes out in what we pay attention to. It is found in our beliefs, hobbies, creativity, genetics, and sense

of humor. There is also the need to as much as possible identify these unique qualities of nature in oneself, develop them by acquiring relevant and sufficient knowledge and skills through especially education and maximize them to their benefits, their families, their communities, their nation and to the world as a whole. Learners should be told that it is important to protect these unique qualities of theirs and that is what makes them whom they would like to be in future such as Teachers or professors, medical doctors, and engineers among others.

Talk about their aspiration and how they want to achieve that

Guide learners to understand that everyone has something they aspire to achieve in life. Guide learners to mention what they aspire to achieve in life and how they would achieve them. Give examples of what you the facilitator aspire to achieve and let them follow by mentioning theirs.

Activities to support learners

- i. Use pictures/video clips to demonstrate the effects of destroying our bodies.
- ii. Put learners into groups according to: height, colour, mass, intelligence, etc.
- iii. Learners are to write how different they are from one another.
- iv. Learners in groups should discuss how they can use their God-given unique qualities: Serve God and human beings, protect and preserve the environment, live together in harmony, contribute to development.
- v. Let learners talk about their aspirations and how they can achieve them.
- vi. In groups, let learners discuss how each person is created as unique and different from one another: some are short, tall, dull, intelligent, fair in complexion, black in complexion, etc.
- vii. Let learners demonstrate the uniqueness of each individual. Example, My name is Esi, I am black and beautiful, there is no one like me, I'm special for who I am, how I look and where I live. I am a Ghanaian. I am proud to be a Ghanaian.

SUGGESTED HOMEWORK

1. State three ways you can use your God-given unique qualities.
 - a. To serve God and
 - c. To serve humanity and
 - d. Protect the environment.
2. Briefly describe what you want to do in future.
Learners' answer
3. Write five things that can destroy your body.
 - a. Tattooning
 - b. Smoking
 - c. Use of hard drugs
 - d. Drunkenness

Evaluation Exercise**Expected Answers**

(Refer to learners' book pages 17 and 18 for exercises and activities)

Exercise 1

1.
 - a. Colour
 - b. Height
 - c. Intelligence and abilities
 - d. Physical appearance
 - e. Likes and dislikes
 - f. Body Mass
2. uniqueness
3. education
4. we may get sickness

Exercise 2

1. Learners' answer
2.
 - a. Serve God
 - b. Use our unique qualities to protect and preserved our environment.
 - c. To serve humanity

3. Aspirations are dreams, hope or ambition to achieve something in life
4. **through:**
 - a. Education
 - b. Apprenticeship training
 - c. Counselling from a professional Counselor
 - d. Advise from experienced people

Reflections

Reflect on the following in relation to the indicator and make an informed decision in the following lessons:

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

In thinking about or answering the above questions, use 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 make decisions using skills that are thoughtful and effective for the particular context and type of thinking task. Furthermore, analyse and make judgements 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 reflecting on the lesson:

1. Tell the class what you learnt during the lesson.
2. Tell the class how you will use the knowledge they acquire during the lesson.
3. Which aspects of the lesson did you not understand?

Strand I: ALL ABOUT US

Sub-strand 2: Myself

LB: pages 19 - 35

CONTENT STANDARD

Learners will be able to demonstrate understanding of self-awareness and living peacefully with others

INDICATOR

Identify one's strengths and weaknesses and how to promote interpersonal relations. Mention reasons to live in harmony with one another as a responsible citizen

CORE COMPETENCIES

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

SUBJECT SPECIFIC PRACTICES

Responsibility, love, sharing, commitment, obedience, respect, humility, honesty, trust.

SUGGESTED RESOURCES

pictures charts video clips learner, paper, pencils, posters, films, computer, charts, internet, blackboard/market board and chalk/ marker

OTHER USEFUL MATERIALS

English dictionary

KEY WORDS

Weakness, strength, friendliness, confident, timidity, counseling, harmonious, interpersonal

HELPFUL LINKS

<https://youtu.be/KZn42zsbPN0>
<https://youtu.be/OFvRpYEChwU>
<https://youtu.be/zr0OGUsajco>
<https://byjus.com/kids-learning/myself-essay/>

Introduction

Every one born in this world is unique and is different from others. The thinking of a person, his or her personality, the way he or she talks, his or her capability, his or her skills and even

physical appearance is different and unique in nature and so am I. My name is Bright; I am a Ghanaian. I have many things which are very common among the children of my age. In spite of so much similarities and differences, one thing which stands true always is that everyone is special in his or her own personality. There are certain things I can do and others I cannot do properly and I have my strength and weakness so I believe you do.

Things needed to facilitate the strength and weakness and how to promote interpersonal relations.

Ask learners to talk about the things needed to facilitate the strength and weakness and how to promote interpersonal relations.

Through discussions, ask the learners to talk about how much they know themselves. The discussion should include the following:

1. Self-Identity

Every individual, as we learnt earlier was created unique with special abilities and skills and having unique identity. Self-Identity helps you to know yourself and your abilities and capabilities. Self-identity refers to what you are made of. Self-identity seeks to identify what you can do and what you cannot do. When growing up, the environment around affects the personality, values, as well as belief of an individual. The environment includes friends, family members and the people that affect the life of an individual. So, if the environment is negative, then an individual will have low self-esteem. In the same vein, positive environment would make an individual have high self-esteem.

2. Physical appearance

Your physical appearance is what you look like. Each person is different. Your physical appearance makes you unique. Your face, nose, forehead, lips and body are different. Even identical twins have physical differences that help people to tell them apart. Someone looks like you, but cannot look exactly like you.

Look at the pictures below what can you say about their difference.

3. Personality

Personality refers to the way an individual thinks, feels and behaves. Some people are sociable, quiet, lovely, fun to be with, talkative and others are reserved. Your physical appearance together with your personality make up your identity.

4. Likes and Dislikes

Every individual person has likes and dislikes these are what make us unique and special. Let learners write down five things they like and three things they dislike and exchange it with their friends.

5. Our strengths and weakness

Your strength is basically what you do best or what you are good at and your weakness is what you are not good at. An individual might have the following as his or her strength: friendliness, kindness, confidence, tolerance, caring, discipline, patience, creativity, honesty others may have the following as their weakness: selfishness, shy, timid, lazy, impatient, greedy, stubborn, aggressive, critical of others, unorganized and fearful.

6. Improving ourselves.

In order to improve ourselves we need constant practices. Without practice you would not be able to gain the experience that you need. The more one practices what he or she is good at the more becomes perfect. For example, if you are learning how to play piano, the more you practice it the better you become at it.

We can also improve ourselves through education. **Education** is the process of acquiring knowledge, skills and attitude to improve one's life. Education can be formal or informal. Education is said to be formal where one is taught in a school, college or university while informal education occurs outside the classroom. One learns through experience and practice.

Learners are to talk about good interpersonal relationships and ways of initiating good interpersonal relationships. The learners' discussions should include the following:

Good Interpersonal Relationship

Relationship is the way in which two or group of people feel about each other and behave towards each other. At home, relationship exists between parents and their children as well as siblings and other members of a family. At school, we have a form of relationship with our classmates and teachers. Additionally, in the community in which we live we have some form of relationship with our neighbours. This enables us live in peace with our neighbours. Relationship enables us to easily make new friends.

The way we get along with our friends and neighbours or the people in our lives is called interpersonal relationship. Interpersonal relationship is a strong bond or link between two or more people. It is the way people at home, school, community or at the work live with each other. In order to promote interpersonal relationship we need the following skills:

1. **Respect:** For any relationship to work out well, the people involved must learn to respect one another.
2. **Tolerance:** Tolerance is needed for any relationship to last long. We have to learn to tolerate one another or accept the views of one another.
3. **Patience:** Anybody involved in any kind of interpersonal relationship must learn to be patient.
4. **Honesty:** Honesty is a key to successful and lasting interpersonal relationship. The partners must learn to be honest and truthful to each other. Your yes must be yes which your no must be no.
5. **Forgiveness:** We must learn to easily forgive if we are offended or hurt in our relationship. If we don't it will lead to hatred and eventually leads to conflict in our community. Offence does not make relationships to last.

Discuss ways of improving their abilities and overcoming their weaknesses

Guide learners in a discussion to explain the meaning of strengths and how individuals can improve on their strengths and talents. Strengths are tasks or actions you can do well. These include knowledge, proficiencies, skills, and talents. People use their traits and abilities to complete work, relate with others, and achieve goals. Let learners be aware of the fact

that everyone has areas in life he or she is good at and other areas in life one is not good at and these are called strengths and weaknesses. These two attributes must be identified and steps taken to improve on them and overcome the negatives. Let learners know that often a strength can be a weakness, and vice versa, a weakness can be a strength.

Some other examples of strengths include, enthusiasm, trustworthiness, creativity, discipline, patience, respectfulness, determination, dedication, honesty, and versatility among others. Weaknesses you might mention are being too critical of yourself, attempting to please everyone, and being unfamiliar with the latest software among others.

Some of the ways by which learners can improve on their strengths and talents are as follows:

- i. Pursue education
- ii. Counselling
- iii. Training
- iv. Constant practice
- v. Think about your skills
- vi. Pursue a career
- vii. Contribute to your community
- viii. Have a purpose. Be persistent
- ix. Think or reflect on what makes you happy

Use their assertive skills to express their feelings about what disturbs/hurts them

Guide learners through questions and answers on the meaning of assertiveness and how to use their assertive skills to express their feelings about what disturbs / hurts them. "Assertiveness" is usually defined as "direct, honest, and appropriate ways of standing up for your rights while respecting the rights of others." By contrast, non-assertive behavior involves not speaking up and/or allowing your rights to be violated. Being **assertive** also means being able to stand up for your own or other people's rights in a calm and positive way, without likely to either attack, or passively accepting 'wrong'.

Behaving assertively can help you:

- i. Gain self-confidence and self-esteem;
- ii. Understand and recognize your feelings;
- iii. Earn respect from others;
- iv. Improve communication;
- v. Create win-win situations;
- vi. Improve your decision-making skills;
- vii. Create honest relationships;
- viii. Gain more job satisfaction.

Mention ways of living in harmony with one another

Guide learners through questions and answers on the meaning of harmony. **Harmony** is when you feel happy. **Harmony** is when people are all getting along together. **Harmony** is when people are nice to one another. **Harmony** is the flow of life. Let learners understand that if people are living in harmony with each other, they are living together peacefully rather than fighting or arguing. We must try to live in peace and harmony with ourselves and those around us. Assist learners to mention some of the ways of living in harmony with one another. They should:

- i. Start by connecting with friends, family, partners, and neighbors.
- ii. Focus on dealing with any disharmony in their lives in a generous, compassionate way and giving back to people in their communities.
- iii. Make sure they also maintain their own personal sense of harmony, as this will help them feel in sync with others.
- iv. They should do things that will promote peace and unity.
- v. Always abide by law and order.
- vi. Work together in harmony to promote growth and development in their lives, school, community, and country.

Let learners in a think-pair-share session, discuss attitudes and behaviours that promote harmonious living

Let learners in their groups of two share knowledge on attitude and behaviours that promote harmonious living in the school, community and the country.

- i. We should do things that are beneficial to all.
- ii. We should respect one another.
- iii. We should tolerate the views of other

people irrespective of gender, religion, ethnicity or colour.

- iv. We should obey people in the home, school and community
- v. rules and regulations.
- vi. We should also accept responsibility when we are given one.

Activities to support learners

- i. Let learners talk about their abilities and weaknesses, e.g. of strengths: friendliness, kindness, confidence. Example of weaknesses: selfishness, shyness, timidity, lack of confidence.
- ii. Learners are to talk about ways of initiating good interpersonal relationships, e.g. greetings, respect, tolerance, caring, showing appreciation, etc.
- iii. Learners should talk about ways of improving their abilities and overcoming their weaknesses e.g. education, constant, practice, training, counseling.
- iv. Let learners use their assertive skills to express their feelings about what disturbs/hurts them e.g. being polite to people, being respectful, being firm.
- v. Learners are to mention ways of living in harmony with one another, e. g. to promote peace and unity, law and order, growth and development, etc.
- vi. In a think-pair-share session, learners should talk about attitudes and behaviours that promote harmonious living at home, school, community, etc.

Evaluation Exercise

Expected Answers

(Refer to learner's book pages 34 and 35 for exercises and activities)

Exercise 1

1.

Strengths	Weaknesses
Creativity	Self-criticism
Vesatillity	Insecure
Flexibility	Too detail oriented
Focused	Public speaking
Taking initiatives	Presentation skills

NB. These answers may be different from those of learners.

2.

- a. Developing skills through training
- b. Acquiring quality education
- c. Regular counselling services

3.

- a. Greet people
- b. Be kind to others
- c. Respect people
- d. Showing appreciation

4. I would advise my colleagues in the following ways:

- a. To learn hard so they can achieve their dreams.
- b. They should regularly seek advise of a professional career counselor

Exercise 2

1.

By showing the following attitudes and behaviours:

- a. Offer apology when you go wrong
- b. Show respect towards one another
- c. Tolerate the views of one another
- d. Do things that benefit everyone

2.

I would use my assertive skills in me to express what disturbs or hurts me.

- a. I would express my feelings without being afraid.
- b. firm in taking decision.
- c. I would consider how people would feel
- d. I would disagree with others in a respectful manner.

SUGGESTED HOMEWORK

All about me (Fill in the blank space with the correct word /words to complete the sentence)

I am interested in.....

I am afraid of.....

I am good at.....

I am poor at.....

I have a habit of.....

What is unique about your friend?

3.Mention two ways you can improve on your strength

Reflections

Reflect on the following in relation to the indicator and make an informed decision in the following lessons:

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

In thinking about or answering the above questions, use 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 make decisions using skills that are thoughtful and effective for the particular context and type of thinking task. Furthermore, analyse and make judgements 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 reflecting on the lesson:

1. Tell the class what you learnt during the lesson.
2. Tell the class how you will use the knowledge they acquire during the lesson.
3. Which aspects of the lesson did you not understand?

Strand I: ALL ABOUT US

Sub-strand 3: My family and the community

LB: pages 36- 51

CONTENT STANDARDS

1. Learners will be able to demonstrate understanding of family relationships
2. Learners will be able to recognise and appreciate people in the community

INDICATORS

1. Explain and appreciate the importance of being a committed member of the family
2. Identify people in the community

CORE COMPETENCIES

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

SUBJECT SPECIFIC PRACTICES

Responsibility, love, sharing, commitment, obedience, respect, humility, honesty, trust, unity

SUGGESTED RESOURCES

Pictures, video clips, Charts, paper, pencils, posters, films, computer, charts, Internet, blackboard/market board and chalk/marker

OTHER USEFUL MATERIALS

English dictionary

KEYWORDS

Behaviours, obedience, relatives, initiatives, characteristics, drug addicts, drunkard.

HELPFUL LINKS

<https://education.stateuniversity.com/pages/1981/Family-School-Community-Connections.html>
<https://youtu.be/uVYP8U2I8NA>
https://youtu.be/wP_lbZSxhEs

There are two main family systems, the nuclear family and extended family. The nuclear family is made up of the father, the mother and children while the extended family is made up of father, mother, children, aunts, uncles, nephews, grandfather, grandmother and nieces. Things needed to facilitate the importance of being a committed member of the family.

Ask learners to talk about the things needed to facilitate the importance of being a committed member of the family.

The learners should present their findings to the class.

Assist learners to mention names of members of their families to understand that each of them come from different families.

Let learners talk about the behaviours expected of committed members of the family. The learners should come out with the following: A strong family can be a source of emotional support, love, security and protection, which makes the challenges and trials of day-to-day living easier to face. Children flourish when they feel loved, nurtured and supported by their parents and siblings. A good family life can even have positive effects on your physical and mental health, including improving blood pressure and increasing life expectancy. To improve relations in family, obedience to elders in the family, showing respect to members of the family, tolerating the views and opinion of members in family, dedication and accepting responsibility by performing assigned tasks or duties are some of the behaviours expected of committed members of the family. A strong sense of commitment is the foundation for a strong, fully-functional family.

Importance of being a committed family member

Guide learners through questions and answers to discuss and appreciate the importance of being a committed family member. Learners should be encouraged to be committed to their

Introduction

What is a Family? A family refers to people who are related to one another through marriage, child birth or adoption or by blood. Traditional family consists of a father, mother and children.

respective families to show love to the family they come from. Learners need to know the importance of being a committed member of a family. These include the following:

- iv. to promote unity among family members;
- v. to gain respect in the family;
- vi. to be considered a trustworthy person in the family;
- vii. strengthens values and to reaffirm hopes and dreams of family members;
- viii. appreciate each other by sharing their personal feelings;
- ix. commitment to family gives everyone a sense of worth;
- x. promote sense of belonging;
- xi. it also gives security and a sense of pride.

Through discussions, let the learners talk about the various people in the community. Let the learners' discussions include the following: A community is where people live and work together.

Talk about various people in the community

Guide learners to understand that they do not live in the community alone. Let them know that they live with people of different characteristics of different families. Let learners mention the names of people they live in the communities with. They include all who live, learn, work, play, and pray in communities. Various kinds of people live in our communities. Some of the people who live in our communities are teachers, drivers, chiefs, queen mothers, police, presidents, and food vendors among others. Community members may have a formal leadership role in a community organization, or friends and neighbors may recognize them as the person who gets things done. Individuals in the community have different occupations. The chief rules the community. Doctors, nurses and health workers take care of us when we are sick. Police officers ensure that law and order are maintained in our communities for people to have peace. Teachers are our second parents when we come to school. They teach us to learn and become important people in our community. The farmer produces food for the community and raw materials for our industries. Drivers drive safely to our destinations and also bring to the market the food produced by our farmers

and our role as children in the community is to help our parents with house chores, run errand for the elderly, take care of our siblings and attend school and learn.

Identify characteristics of different people in the community

Assist learners to identify characteristics of different people in the community. Let them understand that a community is made up of families of which each has their own unique qualities, faith or religion, philosophy, and profession among other characteristics. These people include parents, teachers, pastors, imams, chiefs, queens, police, traders, Drivers. Every one of them is important in the building of the community. Each person or group of persons has their own roles they perform to help the community. For example, the teacher teaches learners to get knowledge and skills, the pastor builds our spiritual life by preaching the word of God and the police arrest people alleged to have committed crimes.

Discuss how they can become good people in the community

Guide learners to discover how they can become good people in the community. Let learners know that it pays to be good among people. Learners should be taught what they need in life that can make them good people in the community. In becoming a good person, one should be respectful, obedient, show humility, committed to family and community, hard work, dedication and loyal to people. It also includes being in peace and harmony with people around you, be truthful and trustworthy.

Activities to support learners

- i. Learners are to talk about behaviours expected of committed members of the family e.g. obedience, respect, dedication e.g. 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.
- ii. Let learners talk about the importance of being a committed family member e.g. to promote unity, to gain respect, to be

- considered a trustworthy person.
- iii. Learners are to draw and colour a family member e.g. father, mother
 - iv. Learners talk about various people in the community e.g. parents, teachers, pastors, imams, chiefs, queens, police, traders, drivers.
 - v. Learners are to role-play to bring out the characteristics of different people in the community, e.g. strangers, drug addicts, drunkards and people with questionable character and talk about people who are likely to help or harm others people.
 - vi. Ask learners to draw and colour different people in the community.
 - vii. Let learners talk about how they can become good people in the community.
 - viii. Learners are to pick and act the following in groups:
Family at a meeting; paying the hospital bill for your aunt; at a naming ceremony; at a family funeral
 - a. Put the class in four groups.
 - b. Let each group leader pick a piece of paper from the teacher.
 - c. Guide each group to act what their leader has picked.

Evaluation Exercise

Expected Answers

(Refer to learners' book page 50 for exercises and activities)

Exercise 1

1.
 - a. I would love myself.
 - b. Respect people and their views.
 - c. I would be responsible for my action.
 - d. I would work have to acquire the skills of creativity.
 - e. I would also ensure interpersonal relationship between myself and other people.
 - f. Avoid joining bad groups of people.
 - g. Take advise from people.
2.
A group of people related by blood or by adoption.
4.
Commitment is about sticking to what you want to do.

5.

1. State three importance of being committed family member.
 - b. Promotes unity
 - c. Gives everyone sense of worth
 - d. Gains respect
 - e. Promotes sense of belonging

6.

- a. Take part in family matters
- b. Support family members
- c. Be a role model

7.

various people in my community are:

- a. The chief
- b. Queen mother
- c. Teacher
- d. Nurse
- e. Driver
- f. Trader

8.

these people are:

- g. Armed robbers
- h. Drug users
- i. Smokers

SUGGESTED HOMEWORK

1. List the members of your nuclear family
learner's answer
2. Draw and colour your family members
learner's answer

Homework

1. State three importance of being committed family member
 - c. Promotes unity
 - d. Gives everyone sense of worth
 - e. Gains respect
 - f. Promotes sense of belonging
2. State and explain any three behaviours expected of committed members of the family
 - a. Take part in family matters
 - b. Support family members
 - c. Be a role model
3. What can you say about your family members?
learner's answer

Reflections

Reflect on the following in relation to the indicator and make an informed decision in the following lessons:

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

In thinking about or answering the above questions, use 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 make decisions using skills that are thoughtful and effective for the particular context and type of thinking task. Furthermore, analyse and make judgements 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 reflecting on the lesson:

1. Tell the class what you learnt during the lesson.
2. Tell the class how you will use the knowledge they acquire during the lesson.
3. Which aspects of the lesson did you not understand?

Strand I: ALL ABOUT US

Sub-strand 4: Home and School

LB: pages 52 - 55

CONTENT STANDARD

Learners will be able to demonstrate understanding of work as a civic responsibility

INDICATOR

Explain importance of education and work as a responsible citizen

CORE COMPETENCIES

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

SUBJECT SPECIFIC PRACTICES

Responsibility, love, sharing, honesty, trust

SUGGESTED RESOURCES

Pictures, video clips, charts, paper, pencils, posters, films, computer, charts, internet, blackboard/market board and chalk/marker

OTHER USEFUL MATERIALS

English dictionary

KEYWORDS

Importance, community, education, individuals, create, jobs

HELPFUL LINKS

<https://youtu.be/SesCepncmJ8>

<https://burnabyschools.ca/responsibilities-of-students/>

Introduction

Work is an activity that involves physical or mental effort directed at making or doing something as an occupation in order to earn money or achieve a result. Teachers use mental effort to impart knowledge to their learners and the farmer uses physical efforts to cultivate the land for farming. Work can also be referred to as an activity that brings about change in our environments.

Things needed to explain the importance of education and work as a responsible citizen. Ask learners to talk about the things needed to explain the importance of education and work as a responsible citizen.

The learners should present their findings to the class.

Learners in groups are to talk about the importance of work at home, school and the community. The learners' discussions should include the following:

Work at Home

They are the various activities we perform at home. Some of the work we do at home include the following:

1. Helping our parents to do the household chores.
2. Helping to take care of our siblings.
3. Helping to wash our clothes and cook food for the family.
4. Helping our parents on their farms and businesses.
5. Helping our parents to fetch water.
6. Running errand for the elderly ones.

Work at School

Work done at school can be grouped into two. Academic work and non-academic work. Academic work: This involves the use of mental efforts to get results. This includes:

1. Doing class exercises, homework and project work;
2. Studying your books;
3. Visiting the school library.

Non- academic work includes

Non- academic work requires the use of physical efforts to do work in other to get results.

1. Sweeping of the classrooms and school compound.
2. Weeding the school compound.

3. Planting of trees and flowers on school compound.
4. Working on school garden.
5. Arranging tables, desks and chairs in the classroom.
6. Cleaning of the washrooms.

Work in the community

This work is done for the benefit of all the members of the community.

This work include:

1. Tree planting in the community
2. Taking part in communal labour
3. Taking care of public properties
4. Filling of pot holes in the communities
5. Weeding our surroundings

In groups, ask learners to talk about the importance of education to work. The learners' discussion should include the following:

Discuss how education is linked to work

Guide learners through questions and answers to discuss the linkage between education and work. **Education** is becoming increasingly important to meet the demands of tomorrow's jobs. Learners should understand that education provides the needed knowledge and skills to an individual to career or become professional for work, it opens minds to set up work so that others can be employed, education also provides knowledge to manage work, work gives us money to further our education that is to pay fee and other expenses in school.

Importance of education to work. Education is very important for every country. Education begins at home and continues through our life.

1. Education helps us to lead a good and healthy lives.
2. Education provides us with knowledge and skills for life.
3. Education makes humans complete.
4. Education opens our minds to the world of work.
5. Education opens avenues to get work.
6. Education helps you to realize your potentials which allow you to empower yourself to do more.
7. Education gives you a better understanding of the world we live in.

Activity to support learners

- i. Learners in groups should talk about the importance of work at home, school and the community.
- ii. Let learners talk about how education is linked to work e.g. Education opens avenues to get work to do.
Education opens minds to set up work.
Education provides skills to manage work.
- iii. Instruct learners to compose a song on the importance of education.
- iv. Learners are to tell stories of individuals who have been able to create their own jobs.

Evaluation Exercise

Expected Answers

(Refer to learner's book page 55 for exercises and activities)

Exercise 1

1.
 - a. Work provide money and food for the family.
 - b. It makes family independent
 - c. Children get good education
 - d. It makes family get respect
2.
 - a. It gives us knowledge
 - b. It gives us skills
 - c. It makes us networking with people
3.
 - a. Work provides money to pay school fees
 - b. Recieve support from the community
4.
 - a. To provide basic needs for our family
 - b. To contribute to nation development through taxation

SUGGESTED HOMEWORK

1. What is education?
2. State and explain three kinds of work done at
 - A. Home
 - B. School
 - C. Community
1. What is the difference between academic work and non-academic work?
2. Explain any three importance of education.
3. What is the meaning of work?

4. Fill in the blank spaces with the correct word or words in the bracket (knowledge, potentials, future work, Education, Skills, attitude)

Evaluation Exercise

Expected Answers

Homework

1. What is education?
Education is the process of learning geared or directed towards assisting the individual to acquire knowledge, skills and attitudes that help him or her to improve his or her life.
2. Home
 - i. Helping our parents to do the household chores
 - ii. Helping to take care of our siblings
 - iii. Helping in washing our clothes and cooking food for the family
 - iv. Helping our parents on their farms and businesses
 - v. Helping our parents to fetch water
 - vi. Running errand for the elderly ones
7. School
 - i. Doing class exercises, homework and project work
 - ii. Studying your books
 - iii. Visiting the school library
4. Community
 - i. Tree planting in the community
 - ii. Taking part in communal labour
 - iii. Taking care of public properties
 - iv. Filling of pot holes in the communities
 - v. Weeding our surroundings
6. What is the meaning of work?
Work is an activity that involves physical or mental effort directed at making or doing something as an occupation in order to earn money or achieve a result. The teachers use mental effort to impart knowledge to their learners and the farmer uses physical efforts to cultivate the land

for farming. Work can also be referred to as an activity that brings about change in our environments.

Knowledge, skills

Future

Attitudes

potentials

Reflections

Reflect on the following in relation to the indicator and make an informed decision in the following lessons:

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

In thinking about or answering the above questions, use 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 make decisions using skills that are thoughtful and effective for the particular context and type of thinking task. Furthermore, analyse and make judgements 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 reflecting on the lesson:

1. Tell the class what you learnt during the lesson.
2. Tell the class how you will use the knowledge they acquire during the lesson.
3. Which aspects 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 - 75

CONTENT STANDARD

1. Learners will be able to demonstrate knowledge of environmental safety
2. Learners will be able to demonstrate knowledge of reducing environmental pollution
3. Learners will be able to recognise the sun as an important body in our global environment.

INDICATOR

Explain ways of making the environment safe

CORE COMPETENCIES

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

SUBJECT SPECIFIC PRACTICES

Applying

SUGGESTED RESOURCES

Pictures, charts, video clips, fire extinguisher, paper, pencils, posters, films, computer, charts, Internet, blackboard/market board and chalk/ marker

OTHER USEFUL MATERIALS

English dictionary

KEYWORDS

Environment, sanitation, illegal mining, indiscriminate, deforestation, pollution, extinguisher, accidents, recycling, quarry, pollute.

HELPFUL LINKS

https://youtu.be/A_LOsCaRzNA
<https://youtu.be/IPyHGwS7R9E>
<https://youtu.be/gEk6JLJNg0U>
<https://youtu.be/sn6GLgaTY0M>
<https://youtu.be/JgvDuLcL4yQ>

Introduction

Environment refers to the sum total of all the conditions that surround an organism and influence its life. The organisms can be animals, humans or plants.

Pollution is the introduction of contaminants into the natural environment that have harmful and poisonous effects in the environment. Pollution can take the form of chemical substances introduced into the soil, water bodies such as rivers or into the atmosphere or air. Pollution can also take the form of heat energy, light energy or noise levels that have harmful effects on other organisms in the environment.

Introduce the lesson by referring to insanitary conditions in the environment.

Things needed to explain ways of making the environment safe.

Ask learners to talk about the things needed to explain ways of making the environment safe. The learners should present their findings to the class.

Explain ways of making the environment safe

Guide learners through questions and answers to identify human activities which pollute the land, water and air.

Assign each pollution type to a group to discuss human activities which cause pollution. (Bush burning, smoke from vehicles and factories, effluents from factories, dust from quarry and construction sites.)

Show pictures or video clips of activities that do not make the environment safe.

Guide learners through think-pair-share to talk about ways of making the environment safe. Their contributions must include planting trees, reduce usage of chemicals, and reduce indiscriminate burning, keeping water bodies clean, disposing garbage responsibly, periodic environmental clean-up, good sanitation practices, and recycling rubber and plastic wastes.

Project Work

Put learners in groups to gather information on the following: preventing flooding, preventing fire outbreaks, preventing drowning, using

the fire extinguisher in times of fire outbreaks, ensuring clean environment and preventing road accidents. Let each group brief the class on their assigned project and show how it could be carried out to ensure safe environment.

Through discussion, ask learners to talk about ways of ensuring safety in the community. The learners' discussions should include the following:

1. Preventing flooding;
2. Preventing drowning;
3. Preventing fire outbreaks by putting off electrical gadgets after use;
4. Making fire extinguisher available in our homes;
5. Preventing road accidents;
6. Keeping the home and classroom or schools clean;
7. Planting more trees;
8. Recycling waste papers and plastics.

Through discussion, ask learners to talk about human activities which pollute the land, water and the air. The things discuss should include the following

Pollution is the introduction of contaminants into the natural environment that cause adverse change. Pollution can take the form of chemical substances or energy, such as noise, heat or light. Pollutants, the components of pollution, can be either foreign substances/energies or naturally occurring contaminants.

Land Pollution

This is defined as the destruction and contamination of the land through the direct and indirect actions of humans. The pollution results in changes to the land, such as soil erosion.

Activities that pollute the Land

There are several known activities of land pollution. Of those are six factors that contribute more than others.

1. **Deforestation and soil erosion:** When forests are cleared for development and to meet the demand for wood supply, the soil is loosened in the process. Without the protection of the trees, the land becomes barren over time and the soil starts to erode.
2. **Agricultural chemicals:** Part of the farming process often involves the use of harmful pesticides and insecticides to protect crops. However, the chemicals can cause the land

to become barren. The once-fertile soil is then more susceptible to environmental elements, such as the wind.

3. **Industrialization:** The industrial revolution may have resulted in significant positive changes to the economy and society, but it also led to significant pollution of the land. Through unsafe disposal practices for chemicals used in manufacturing, poor regulation, and the overwhelming number of industries and factories that are polluting the land daily, industrialization has become one of the main contributors to the pollution problem.

4. **Mining Activities:** The mining activities can lead to the creation of large open spaces beneath the surface of the earth. This can result in the land caving in, which compromises the integrity of the land. Mining also results in harmful chemicals, such as uranium, being disturbed and released into the environment.

5. **Landfills:** The garbage found at landfills is filled with toxins that eventually seep into the earth. During rains, the toxins are washed into other areas and the pollution is spread. As the population grows, the amount of garbage filling landfills also grows.

6. **Human sewage:** Untreated human waste can produce toxic gases that can seep into the ground. As with air pollution, the soil quality is negatively impacted, and land nearby can be contaminated. In addition to this, the probability of human diseases occurring increases.

Air pollution

Air pollution is the state in which the air becomes contaminated with harmful substances.

Activities that pollute the Air

1. **Industrial Waste:** Industrial activities oftentimes release gaseous substances into the air making it impure for its use by organisms including humans. Examples of these substances are fume, dust, heat, etc.
2. **Vehicular fumes:** The fuel in the engines of vehicles burns and releases exhaust fumes into the air. In such a situation, the air becomes impure and poisonous to life.
3. **Use of firewood:** The use of firewood for domestic activities releases smoke into the air and makes it impure.
4. **Agricultural activity:** Agricultural activity

like bush burning releases smoke into the atmosphere and this causes the air to be impure.

5. **Quarrying:** This activity involves breaking stones for construction purposes. In the process of quarrying, massive dust is released into the air making it impure for use.

Water pollution

Water pollution is a state in which the natural state of water bodies becomes contaminated with other substances.

Activities that pollute water

1. **Oil spillage:** When oil is spilled into water bodies, it becomes uncomfortable for aquatic life and unsafe for human use also. Ships on our waterway may leak oil into the sea that will be poisonous for marine organisms.
2. **Waste disposal:** When refuse or waste materials are dumped into the water bodies, the water becomes unsafe for use.
3. **Crude methods of fishing:** The use of poisonous chemicals for fishing does not only kill the mature fishes but also the fingerlings. It also renders the use of water dangerous. Aquatic life also becomes dangerous.
4. **Irresponsible use of water bodies:** Bathing in water, defecating in and around water bodies, washing and throwing lather into water bodies and the likes destroy the natural state of the water.
5. **Agent of erosion:** Agents of erosion such as rain water and wind often carry various materials into water bodies and make them unsafe for use.

Through groups discussions, ask learners to talk about the effect of pollution on the environment. Learners' discussions should include the following:

Some effects of pollution on the environment are:

- i. Heat
- ii. Health hazards
- iii. Depletion of natural habitats
- iv. Flooding.

Prevent pollution on the environment by performing simple activities

Introduce this lesson by reviewing the lesson on the activities that pollute the land. These include all forms of land degradation such as indiscriminate rubber and plastic wastes disposal, slash and burn, illegal mining, and sand winning. For water pollution, the activities include: using chemicals to fish, discharge of oil in water bodies and effluents from factories. For air pollution the activities include smoke from vehicles and factory chimneys, dust from quarry and construction sites.

Break the class into small groups and assign the description of the effects of land pollution to some of the groups. Let another set of groups work on the effects of water pollution and the third set of groups work on the effects of air pollution. After about ten minutes of group work, let them take turns to brief the entire class on their submissions.

Effects to be highlighted include: heat waves, health hazards, depletion of natural habitats for animals, and flooding.

Device appropriate games or activities that teach the importance of reducing air, water and land pollution.

Through discussions, ask learners to describe the sun as a source of light and heat to the earth. The learner's discussions should include the following:

Describe the sun as the source of light and heat to earth.

Keywords: planet, rotation, shadow, day, night, axis

Introduction

The sun is the ultimate source of energy and life on earth. The sun is 149.6 million kilometres from the earth. It is the source of natural heat and light. The sun's energy, in the form of heat and light is the source of all other derived energy sources. It is therefore, important to know how this natural energy from the sun affects the planets. It is good to be aware that the moon and the stars reflect the sun's rays.

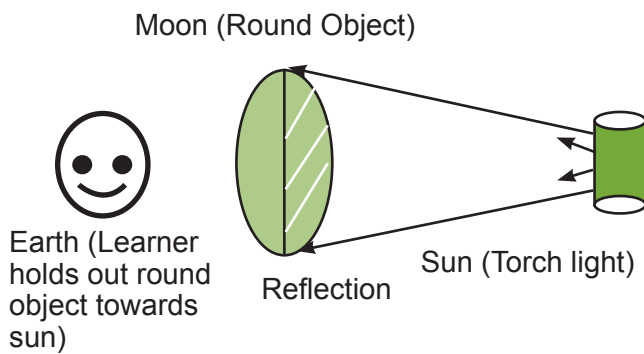
In this unit it would be demonstrated that planets close to the sun are more heated than planets far away from the sun. Rotation of the earth brings about day and night will also be demonstrated. This unit will also demonstrate

the reflection of the sun's rays by the moon and stars. Lastly, we will discuss how to protect oneself from the sun's rays.

Guide the learners through think-pair-share to investigate the source of light at night (Moon) as a reflection of the sun and the stars.

Guide the learners to conduct an experiment or activity as in the textbook to show how we get light and heat from the sun using a learner, torchlight and a cardboard. Learners' set up should show the following

An experiment/activity to show how we get light and heat from the sun



- Put learners in groups and let each group leader and a member perform the experiment while others watch on.
- Let group leader hold the round object at arm's length above shoulder height.
- Let second member of the group lit the torch light onto the round object from the opposite direction for the class to observe.
- Each group records their findings of the demonstration and reports to the class.

Explain why some planets are hotter or colder than others.

Use a source of heat such as coal pot/gas cooker/firewood, guide learners to explain how they feel when they are closer or farther from the source of heat.

Recognise ways of protecting yourself against sun's rays.

Through questions and answers guide learners to talk about some of the ways they can protect themselves against sun rays.

- Use umbrella
- Do not wear heavy clothes
- Do not stare into the sun's brilliant surface
- Do not wear black and red clothes

- Wear white, cream, sea blue clothes on sunny days to reflect the heat

Picture of the solar system with the sun radiating energy



Nearness to the sun

When you placed your hand close to a source of heat such as coal pot, gas cooker or firewood which was burning, you experienced much heat. When you moved your hand away from the source of heat you experienced less heat. Thus planets that are close to the sun such as Mercury, Venus and Earth have much heat. The planets Uranus and Neptune are far from the sun. They therefore, have less heat.

Human activities that can lead to increase in the sun's heat on the earth.

In a class discussion, enumerate human activities that can lead to increase in the sun's heat on earth. Such activities include bush

burning, exhaust fumes from cars and factory chimneys, deforestation, release of greenhouse gases that destroy the ozone layer to allow more sun's rays to reach the earth. Summarise the lesson with the important points.

Questions:

1. When do we call day?
2. What is rotation of the earth?
3. Why does the moon shine?
4. What is sunburn?
5. Which planet is the coldest?

Activities to support learners

- i. Let learners talk about ways of ensuring safety in the environment e.g. keeping the environment clean, planting trees, good sanitation, good roads, safe drinking water, reduce usage of chemicals, reduce burning of things.
- ii. Show pictures and video clips on human activities that do not make the environment safe: illegal mining (galamsey), indiscriminate cutting down of trees (deforestation), pollution of the air and water bodies, throwing plastic bags around.
- iii. Let learners in groups play games or engage in activities/projects that teach ways of ensuring safety in the community e.g. preventing flooding, preventing drowning, preventing fire outbreaks by putting off electrical gadget after use, make fire extinguisher available in homes, preventing road accidents, keeping the home and classroom or school clean, planting trees, recycling waste paper and plastics.
- iv. Prevent pollution on the environment by performing simple activities
- v. Learners should discuss human activities which pollute the land, water and air such as bush burning, smoke from vehicles and factories and dust from quarry and construction sites.
- vi. In groups, let learners in groups talk about the effects of pollution on the environment e.g.
 - a. Heat
 - b. Health hazards
 - c. Depletion of natural habitats for animals
 - d. Flooding

- i. Learners are to play games or do activities that teach the importance of reducing air, water of land pollution.
- ii. Describe the sun as the source of light and heat to the earth.
- iii. Let learners discuss the sun as the ultimate source of energy and life on earth and learn more facts about the sun: it is a star, it is at the centre of the solar system, the earth moves round the sun, the sun is 149.6 kilometers from the earth, it is over one million times bigger than the earth
- iv. Learners are to conduct the above experiment to show how we get light and heat from the sun.
- v. Let learners talk about some of the ways they can protect themselves against sun rays: use umbrella, do not wear heavy clothes, do not wear black and red cloths, wear white, cream, sea blue clothes on sunny days to reflect the heat.
- vi. Learners are to reflect on human activities that can lead to increase in the sun's heat on the earth.

Evaluation Exercise

Expected Answers

(Refer to learner's book page 65 for exercises and activities)

Exercise 1

1.
 - i. Illegal mining
 - ii. Bush burning
 - iii. Bad farming practices
 - iv. Quarrying
 - v. Overgrazing
 - vi. Deforestation (falling or cutting down trees)
 - vii. improper use of electrical gadget
2.
 - i. Clearing choked gutters
 - ii. Planting of trees
 - iii. Disposing refuse and wastes properly
 - iv. Punish offenders of sanitation
 - v. Regular clean up exercises

Exercise 2

1. What is pollution?
Pollution is the introduction of contaminants into the natural environment that causes adverse change

2. State the three types of pollution
 - a. Land pollution
 - b. Water pollution
 - c. Air pollution
3.
 - i. Fruits or vegetables or plants get contaminated
 - ii. Homes animals get destroy through pollution
 - ii. Water bodies also get contaminated through pollution.
4.
 - i. There should be public education on effect of pollution
 - ii. People who are caught polluting the environment should be punished.
 - iii. Think about the safety of others

Exercise 3

1.
 - a. The sun gives us energy called solar energy
 - b. The sun gives vitamins D in the early hours of morning
 - c. It makes our day bright
2.
 - a. Exposure to the sun burns our skin
 - b. It increases the risk of cancer.
 - c. Dry up water bodies
3.
 - a. By the use of umbrella.
 - b. Do not wear heavy clothes
 - c. Do not wear black and red clothes
 - d. Wear white, cream, sea blue clothes on sunny days to reflect the heat.

SUGGESTED HOMEWORK

1. State 4 ways of making the environment safe.
2. State 4 ways of ensuring safety in the community.
3. What is pollution?
4. State 3 human activities each that pollute the
 - a) land
 - b) air
 - c) water
5. State 4 effects of pollution on the environment.
6. Describe the sun.
7. Set up an experiment to show how we get light and heat from the sun.

8. State 4 ways of protecting ourselves against the sun rays.

Evaluation Exercise

Expected Answers

Home work

1. Keeping the environment clean.
 - i. Planting more trees.
 - ii. Maintaining good sanitation
 - iii. Having good roads
 - iv. Having safe drinking water
 - v. Reducing the usage of chemicals
 - vi. Reducing burning of things.
2.
 - i. Preventing flooding.
 - ii. Preventing drowning.
 - iii. Preventing fire outbreaks by putting off electrical gadgets after use.
 - iv. Making fire extinguisher available in our homes.
 - v. Preventing road accidents.
 - vi. Keeping the home and classroom or schools clean.
 - vii. Planting more trees.
 - viii. Recycling waste papers and plastics.
3. Pollution is the introduction of contaminants into the natural environment that cause adverse change.
4.
 - i. Land – illegal mining, human sewage and deforestation
 - ii. Air- industrial waste, vehicular fumes and agriculture activity
 - iii. Water-oil spillage, waste disposal, crude methods of fishing
5.
 - i. Heat
 - ii. Health hazards
 - iii. Depletion of natural habitats
 - iv. Flooding

Reflections

Reflect on the following in relation to the indicator and make an informed decision in the following lessons:

- What went well?
- What went badly?

- What would you improve next time? In thinking about or answering the above questions, use 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 make decisions using skills that are thoughtful and effective for the particular context and type of thinking task. Furthermore, analyse and make judgements 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 reflecting on the lesson:

1. Tell the class what you learnt during the lesson.
2. Tell the class how you will use the knowledge they acquire during the lesson.
3. Which aspects of the lesson did you not understand?

Strand 2: ALL AROUND US

Sub-strand 2: Plants and Animals

LB: pages 76 - 83

CONTENT STANDARD

Learners will be able to demonstrate understanding of how living and non-living things in the environment are related

INDICATOR:

- i. Explore the relationship between living and non-living things in the environment
- ii. Recognise the need to preserve living and non-living things in the environment as a responsible

CORE COMPETENCIES

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

SUGGESTED RESOURCES

Medicines, firewood, clothes, manures, Pictures, Video clips, paper, pencils, posters, films, computer, charts, internet, blackboard/ market board and chalk/marker

OTHER USEFUL MATERIALS

English dictionary

KEYWORDS

Relationship, transport, manufacturing, industrial, medicines

HELPFUL LINKS

https://youtu.be/gQlJL_0RK6U
<https://www.nrcs.usda.gov/wps/portal/nrcs/main/national/plantsanimals/>
<https://www.toppr.com/guides/biology/difference-between/plants-and-animals/>

Introduction

Plants and animals have a unique relationship in the ecosystem. Knowledge of this relationship helps us to improve upon this ecological balance for a successful living.

Living things are the creatures that are alive and compose of tiny particles, i.e. cells. Living things eat, breathe, grow, move, reproduce and have senses. They sense things and react to external stimulus, which maintain a stable internal environment to make cells function. Non-living things refers to those objects or items, that do not exhibit any sign of life. Nonliving things do not eat, breathe, grow, move and reproduce. They do not have senses.

This unit tries to explore this relationship and adapt ways by which the relationship is improved for human comfort and living.

Things needed to explore the relationship between living and non-living things in the environment

Ask learners to talk about the things needed to explore the relationship between living and non-living things in the environment.

The learners should present their findings to the class.

Items needed to explore the relationship between living and non-living things in the environment: pictures, video clips, charts, firewood, medicines

Introduction

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

Through think-pair-share or in a group' ask learners to discuss the relationship between plants and soil, plants and sunlight, plants and water, human and air, human and water and human and land. The learners' discussions should include the following:

Relationship between living and non-living things

Break the class into multiples of three groups, say group 1, 2 and 3. Those who belong to Group 1 should explore the relationship between plants and soil. Group 2 should explore that of plants and sunlight. Group 3 should explore the relationship between plants and water. After documenting their work, each group should present their findings to the whole class in turns. Similar thing should be repeated for exploring the relationships between humans and air, humans and water, and humans and land. The class discussions should include the contents below.

Plants and soil

Soils are the natural sites for all terrestrial plants. Plants develop roots in the soil space that anchor them in the soil, and absorbing water, oxygen and nutrients from the soil through their root system. Furthermore, soils must be able to store sufficient moisture, provide enough gas exchange and warmth, and also contain large enough quantities of available plant nutrients. These properties are significantly determined by the thickness of the rootable soil zone. Because fertile soils are the basis for supplying a growing human population with food and because arable soils are a limited good, they must be protected from damage and destruction, in order to preserve their fertility and to prevent famine among the population. Their capacity to produce any kind of yield is called soil fertility.

Plants and sunlight

The sun is an abundant source of energy. Plants, on the other hand, are masters at using the free energy delivered from the sky. When sunlight hits certain liquids flowing through the leaves, it sparks a chemical reaction.

Sunlight directly influences plant growth and flowering by inducing photosynthesis and feeding plants with energy. Plants are dependent on light to generate food, induce the growing cycle and allow for healthy development. Without light, natural or artificial, most plants would not be able to grow or reproduce, photosynthesis would not occur without the energy absorbed from sunlight and there would not be enough oxygen to support life.

Photosynthesis is the process of converting carbon dioxide into organic compounds using energy from sunlight or artificial light. Plants use water and carbon dioxide to generate food and release oxygen into the atmosphere, a natural process that feeds all other life on our planet. The green pigment chlorophyll, which is present in most plant life, absorbs light. Natural daylight from the blue part of the spectrum is optimum for the initial stage of plant growth.

The flowering stage of plant growth requires light from the red and orange part of the spectrum. By limiting the amount of light and the number of hours exposed, one can induce the flowering stage artificially. The plant knows when to start reproducing and begins its flowering stage. This is followed by the laying of seed for another season and finally reaching dormancy (a stage where nothing happens).

Plants and water

Plants need some form of structure to enable them to grow and maintain rigidity. The majority of plants get structure solely from the pressure of the water in their cells. Within each cell of the plant are a number of elements. One of such elements is mitochondria that converts sugars into energy the plant can use. Another is chloroplast that contain the chlorophyll the plant uses in photosynthesis. But the largest portion of each cell is the vacuole, a space filled with water that ensures the cell maintains its shape. If the plant receives enough water, each vacuole in each cell keeps the cell walls at the right tension, and in combination all the cells give the plant its strength. This water pressure within the cells is called 'turgor' and because the strength is derived from a liquid source, the strength retains a flexibility that animal skeletons lack. This allows the plants to adapt to the surroundings, bend in the wind and move towards the sun as it traverses the sky during the day to get the most energy for photosynthesis.

Photosynthesis

Photosynthesis is the process by which plants produce the energy they need to survive and grow. Water is very important in this process. Photosynthesis uses the energy from the sun to create energy in the form of simple sugars. For the molecules of sugar to form they need carbon dioxide (which they absorb from the air) and

hydrogen, which is taken from the water in the plant, which comes up through the plant from the roots to the leaves. While plants release oxygen as a by-product of the photosynthesis process, they also need a small amount of it in solution to help facilitate the function; water provides this as well.

Translocation

The movement of water through the parts of a plant is called translocation. It is via translocation that nutrients are moved around the plants to where they are needed. A plant absorbs nutrients in solution: so having sufficient water in the soil is essential for good plant growth. Soil nutrients are taken up by the roots in a water solution and moved via a process called capillary action that uses the tension of the water itself to move it around. This allows the plant to get nutrients to the leaves where it is required for photosynthesis. Translocation not only allows the plant to shift nutrient-rich water from the roots to the leaves, it also allows the sugars that result from photosynthesis in the leaves to be transported back down to the roots and out to blossoms and crops to enable them grow.

Transpiration

During photosynthesis, water evaporates from the surface of the leaves in a process called transpiration. This occurs when stomata, a kind of pore, open on the leaf to allow for the exchange of oxygen and carbon dioxide with the atmosphere during photosynthesis. Some of the oxygen that the plant releases are contained in the water vapor that is transpired. Not only does the transpiration effectively provide the space into which the essential carbon dioxide can flow, it also prompts the plant to take up more water from the soil (bringing with it nutrients). This helps to keep the internal system of the plant in balance. It also keeps the plant cool – think of transpiration as being a bit like sweating in humans!

Rates of transpiration in each species of plant varies depending on a number of factors. These include temperature (warmer temperatures cause more transpiration), light (plants transpire less in the dark) and humidity (it is easier for a plant to release moisture into drier rather than saturated air). Wind will also cause more

transpiration to occur, partly as still air tends to become more humid, and the wind moves this air away from the leaves. And transpiration, like photosynthesis and translocation, is affected by the amount of moisture in the soil that is available for uptake by the plant. If there is insufficient water in the soil, transpiration slows, as do the other process, and the plant will begin to exhibit signs of distress, such as curling and browning of leaves.

Humans and Air

Air refers to the invisible mixture of gases that surrounds the planet Earth. Air contains substances like oxygen and nitrogen that most forms of life on the planet require to survive, making it a crucial natural resource. Humans have found many uses of air, but above all else air is required for human bodies to function. Air pulled into lungs oxygenates the blood, allowing cells to power themselves through cellular respiration.

Air harnessed through wind turbines generates electricity, and it is required for the fuel combustion processes that power factories, power plants, and cars, and inflate tyres.

Biological uses of Air

Air is pulled into the body by lungs and used to fill tiny air sacs that allow blood cells to pick up oxygen, which is then distributed across the body's cells. Through the process of cellular respiration, this oxygen can then be used to break down sugars and create energy.

Power Generation and Mechanics

Air is crucial to the generation of electrical power. Oxygen present in air supports combustion – the process that allows fires to form, and as a result powers most fuel-burning generators, machines and vehicles. Air is used to generate power directly. Wind, which is moving air, when passed through a large turbine, or turns wind vanes generates electricity. At the same time, some sensitive mechanical drive systems use pressurized air to move machinery. It should be noted, however, that air pollution is a direct result of many of these uses for air: Despite the crucial, life-supporting role of air in our life, it is often taken for granted. Because it is invisible and surrounds the planet, many companies and factories pay little attention to how pollution affects air quality.

Humans and Water

Water is just as important to our bodies as it is to life on earth. At birth, water accounted for nearly 80 percent of your body weight and accounts for as much as 70 percent as your adult body. Similarly, nearly three-fourths of the earth's surface is covered by water.

Daily fluid intake

Human beings need around 6-8 glasses of water daily for our body to be healthy. The larger part of the water intake comes from the food we eat.

Of course, this also depends on our diet, which is why it's important to eat enough fruits and vegetables throughout the day.

Water usage

Human beings use water in many other ways. We use water to:

- bath
- clean our teeth
- wash our dirty things
- irrigate our crops
- cool our engines
- flush our toilets
- cooking
- transporting goods and people
- Manufacturing processes require water especially in the cooling of engines.

Almost 75% of the world's fresh water supplies are used to produce food. This includes growing crops and for the biggest part producing meat. In other words, everything that we eat has an impact on our water resources.

Humans and Land

Land is the solid part of the earth on which other things rest. Human beings depend on the land for many reasons. Some of these are:

The land is used in building homes and other constructions.

The land is used for agriculture.

Roads, bridges and rail tracks are built on the land.

Waterbodies human beings use is on the land

Forests and all vegetation is on the land

Soils that support plant growth is formed from the land

In conclusion, we can say that land supports both the living and non-living. Everything apart from the sun and other planets rest on the land. The earth's atmosphere also rests on the land through its gravitational pull.

Summarize the lesson by emphasizing the important points and bringing out omissions to the learner's attention.

Preserve living and non-living things in the environment

Land/soil, sunlight, water, air constitute non-living things in our environment. Plants and human beings, as well as other lower animals, constitute living things. It is established that living things depend on the non-living things for life. It is very interesting to note that the non-living things give life to the living things. It is therefore important to preserve both the living and non-living things for the benefit and comfort of human beings themselves. When the environment is clean and non-polluted it enhances plant growth for humans' use. But it is humans' activities that pollute and degrade the environment. The pollution and degradation of the environment is detrimental to humans. We therefore need to preserve both the living and non-living for the ultimate good of human beings.

Activity to support learners

- i. Learners in groups, discuss the relationship between the following living and non-living things:
 - a. Plants and soil
 - b. Plants and sunlight
 - c. Plants and water
 - d. Humans and air
 - e. Humans and water
 - f. Humans and land
- vii. Through group work, guide learners to play games and use specific examples to talk about the importance of living and non-living things to humans. e.g. plants provide oxygen, food, medicine, fuel wood, clothes. Animals provide food, medicine, manure, clothes. Water is used for drinking, washing, cooking, river transport, manufacturing of industrial goods.

Evaluation Exercise**Expected Answers**

(Refer to learner's book page 80 for exercises and activities)

Exercise 1**PLANTS AND SOIL**

- a. Soil is the natural home of plants
- b. When rain falls soil preserve water for plants
- c. Plants also protect soil from erosion.

PLANT AND SUNLIGHT

- a. Plants need sunlight to make their food
- b. Sunlight promote growth of plants

HUMANS AND WATER

- a. Human beings need water to survive
- b. Human beings need water to grow crops

2.

- a. Living things can breathe
- b. It can move
- c. They die

3.

- a. They provide us food
- b. Clothing
- c. Shelter

SUGGESTED HOME WORK

1. State the relationship between the following:
 - a. Plants and soil
 - b. Plants and sunlight
 - c. Plants and water
 - d. Human and air
2. State the three importance of living and non-living things to humans.
3. Mention four uses of water.

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

2. State the three importance of living and non-living things to humans.
 - a. Plants provide oxygen
 - b. Plants provides food
 - c. Plants produces medicines
 - d. Plant provides fuel, wood

- e. Plants produces clothes
- f. Mountains are used for tourism purpose. Mountains/rocks are broken into stones for construction work in building.
3. Mention four uses of water.
 - i. for drinking
 - ii. washing
 - iii. cooking
 - iv. river transport
 - v. manufacturing industrial goods.

Reflections

Reflect on the following in relation to the indicator and make an informed decision in the following lessons:

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

In thinking about or answering the above questions, use 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 make decisions using skills that are thoughtful and effective for the particular context and type of thinking task. Furthermore, analyse and make judgements 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 reflecting on the lesson:

1. Tell the class what you learnt during the lesson.
2. Tell the class how you will use the knowledge they acquire during the lesson.
3. Which aspects of the lesson did you not understand?

Strand 2: ALL AROUND US

Sub-strand 3: Map Making and Land Marks

LB: pages 84 - 87

CONTENT STANDARD

Learners will be able to demonstrate knowledge of the physical features of the school

INDICATOR

Map the school environment

CORE COMPETENCIES

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

SUBJECT SPECIFIC PRACTICES

Analysing
Record keeping

SUGGESTED RESOURCES

Pictures, charts, paper, pencils, posters, films, computer, charts, Internet, blackboard/market board and chalk/marker

OTHER USEFUL MATERIALS

English dictionary

KEYWORDS

Features, environment, playground, laboratory, draw, sketch, map

HELPFUL LINKS

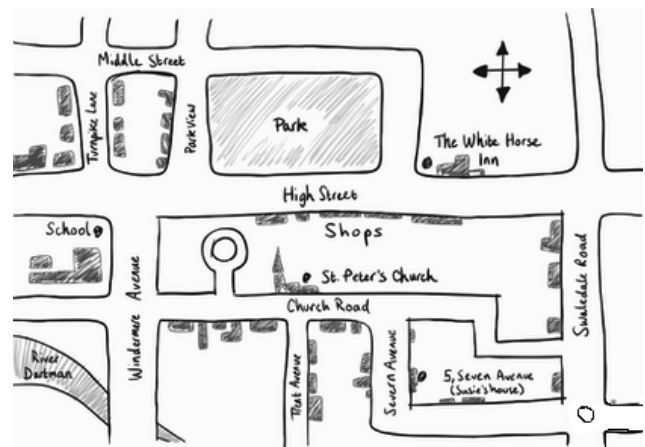
<https://youtu.be/xAXwlfci74>

<https://classroom.synonym.com/map-children-4841927.html>

of familiar places, like a neighborhood. At this age, symbols should represent an object or place in the real world and be a recognizable icon to students. Abstract, unrelated symbols are not understood well at this age. Use the text and prompts below to explore the provided neighborhood map with learners.

Map the school environment

Introduce young students to the concept of maps as representations of places with this neighborhood map. A map is also a drawing or graphical representation of the earth's surface or part of it drawn to scale on a flat surface material.



Sketch map of a school environment

Take the class out to explore the school environment and identify key features such as the lay out of classroom blocks, canteen, library, computer laboratory and the playground. Let the learners sketch into their jotters, the layout of the entire school environment. Major routes and gates should be identified on the sketch. On the far right corner of the paper, draw compass rose, indicating the cardinal points correctly. Put in all important features as identified when exploring the school environment. Let them review the sketch map by using the following prompts:

- Find the school canteen. Where is it located?
- What street has no houses on it?

Introduction

Learners in early elementary class, commonly draw their view of the world using the perspective seen books.

Learners can use maps with this perspective to begin to learn spatial concepts such as identity, location, and symbols. They should be given opportunities to practise with maps

- iii. The school is near a particular landmark. Where is that landmark?
- iv. Find the computer laboratory. Between what types of buildings is it located?
- v. This school has a playground. Find it on the map.

Let them draw the reviewed sketch map in their workbooks.

Things needed to map the school environment. Ask learners to talk about the things needed to map the school environment. The learners should present their findings to the class.

Through discussions, ask the learners to identify the key features of the school environment and draw a sketch of the school environment. Learners' discussions should include the following:

The key features of the school environment are:

1. Classroom blocks
2. Canteen
3. Library
4. Playgrounds
5. Computer laboratory

Activity to support learners

- i. Learners are to identify the key features of the school environment e.g. classroom blocks, canteen, library, playground, computer laboratory.
- ii. Learners are to draw a sketch map of the school environment

Evaluation Exercise

Expected Answers

(Refer to learner's book page 84 to 87 for exercises and activities)

Exercise 1

A map is a drawing or graphical representation of the earth's surface or part of it drawn to scale on flat surface materials.

2. They are physical objects both natural and artificial that are represented on maps.

3.
 - a. Mountain
 - b. Buildings
 - c. Trees
 - d. Water bodies

SUGGESTED HOMEWORK

1. What is a map?
2. State five key features of the school environment
3. Draw a sketch map of your school and indicate key features on it. features of the school environment.

Evaluation Exercise

Expected Answers

Homework

1. A Map is a drawing or graphical representation of the earth's surface or part of it drawn to scale on flat surface materials.

Reflections

Reflect on the following in relation to the indicator and make an informed decision in the following lessons:

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

In thinking about or answering the above questions, use 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 make decisions using skills that are thoughtful and effective for the particular context and type of thinking task. Furthermore, analyse and make judgements 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 reflecting on the lesson:

1. Tell the class what you learnt during the lesson.
2. Tell the class how you will use the knowledge they acquire during the lesson.
3. Which aspects of the lesson did you not understand?

Strand 2: ALL AROUND US

Sub-strand 4: Population and Settlement

LB: pages 88 - 91

CONTENT STANDARD

Learners will be able to demonstrate understanding settlements patterns in Ghana

INDICATOR

Describe the nature of settlements in Ghana.

CORE COMPETENCIES

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

SUBJECT SPECIFIC PRACTICES

Responsibility

SUGGESTED RESOURCES

Charts, pictures, video clips, paper, pencils, posters, films, computer, charts, Internet, blackboard/market board and chalk/marker

OTHER USEFUL MATERIALS

English dictionary

KEYWORDS

Settlements, vacuum, protection, pooling, resources feature, flood, transportation

HELPFUL LINKS

https://youtu.be/a9pW8CLc_MI
<https://youtu.be/FzdVmE17duQ>
<https://youtu.be/JKT7cSFf2ic>
<https://journals.plos.org/plosone/article?id=10.1371/journal.pone.0031743>

Introduction

Settlement is a place where people live and interact through activities such as agriculture, trading, entertainment and other productive activities.

A settlement could be anything from an isolated farmhouse to a mega city settlement with over ten million people. Settlement can be temporary or permanent. Temporary settlements include things such as refugee camps.

Types of settlements help us to understand human being's relationship with his or her environment. In this unit we are going to look at the differences between rural and urban settlements. We will further look at some of the reasons why people settle in a particular community.

Introduce this lesson by asking learners to describe their community. Probe to see what they are like and what they do not like about their community.

In a class discussion, bring to light all the features of rural and urban settlements as detailed below.

Rural and Urban settlement

A rural settlement is a community involved mainly in primary activities such as farming, lumbering and mining. The population size is small (usually below 500 people) as compared to the population size of urban dwellers.

They have simple buildings and homes that are mainly constructed with local materials. Scattered homes, villages, hamlets and huts dominate rural communities.

Rural communities engage mainly in primary activities such as farming, fishing and hunting. Urban settlements, however, engage in mainly secondary and tertiary activities such as food processing and banking. Their population size is bigger (usually above 500 people) as compared to the population size of rural dwellers. They have expensive buildings and homes usually constructed from foreign materials. Some of the buildings are high rising or storey buildings which are packed together in close proximity

Uniqueness of communities

Every settlement or community has a particular reason for people to be attracted to settle there. It could be due to the nature of the land, nearness to water body, fertility of the soil or ease of trading with other communities. Thus there is something unique about every human settlement.

Sanitation is key to the health of everybody. Wherever one settles it is a good practice to develop practical attitudes of tidying one's surroundings to make it clean. Many urban settlements in Ghana are dirty because of the attitude of the citizens. Voluntary and communal service in taking care of one's surroundings enhances our health and well-being. Let two groups of learners role-play the typical behaviours of rural and urban settlers. Highlight the good points and discourage the bad ones for a better living.

Activity 1

Find out the importance of, or uniqueness of your community. Justify why people stay and continue to stay in your community. In pairs, discuss what your community offers to other communities. Find out things your community members depend on from other communities.

Things needed to describe the nature of settlement in Ghana.

Ask learners to talk about the things needed to describe the nature of settlement in Ghana. The learners should present their findings to the class.

Through think-pair-share, ask the learners to discuss the importance of settlement and features to consider when choosing good settlement. Learners' discussions should include the following:

Importance of Settlement

1. It helps people to live with each other.
2. Offers jobs to people.
3. For protection.
4. For pooling resources together.

Features to consider when choosing a good settlement

1. The area must not be prone to flooding.
2. Easy access to local raw materials
3. Easy access to local water supply for drinking and washing
4. Easy access to roads and transportation.

Activities to support learners

- i. Learners are to discuss the importance of settlements e.g. people live with other people, we do not live in vacuum, for protection, for pooling resources together, etc.

- ii. Let learners discuss and write about features that they will consider in choosing a good settlement that would make life easier and comfortable such as areas free of floods, access to local raw materials, local water supply for drinking and washing and access to roads and transportation.
- iii. Learners are to engage in activities that teach them to help keep their settlements safe, peaceful and clean.

Evaluation Exercise

Expected Answers

(Refer to learner's book page 91 for exercises and activities)

Exercise 1

1.
 - a. They are places for many different families
 - b. Cultural is lent among different people within the settlement
 - c. It a place the gives job to people
2.
 - i. The place you will be looking for should have social facilities such as schools, hospitals, etc.
 - ii. The area must be free of flood.
 - iii. Easy access to local raw materials
 - iv. Easy access to local water supply for drinking and washing
 - v. Easy access to roads and transportation.
3.
 - i. form watcdod groups
 - ii. fix stree light at important places in the community
 - iii. Regular communal labbour sould be organised

SUGGESTED HOMEWORK

1. What is settlement?
2. State four importance of settlement

Evaluation Exercise

Expected Answers

Homework

1. What is settlement

A settlement is a place where human beings reside or live. But it also includes the buildings, the roads, streets and pathways which link up the buildings in the settlement and through which the people communicate.

2. State four importance of settlement
- It helps people to live with each other.
 - People do not live in vacuum.
 - For protection.
 - For pooling resources together

Reflections

Reflect on the following in relation to the indicator and make an informed decision in the following lessons:

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

In thinking about or answering the above questions, use 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 make decisions using skills that are

thoughtful and effective for the particular context and type of thinking task. Furthermore, analyse and make judgements 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 reflecting on the lesson:

- Tell the class what you learnt during the lesson.
- Tell the class how you will use the knowledge they acquire during the lesson.
- Which aspects of the lesson did you not understand?

3

Strand:

**Our believes
and values**

Strand 3: OUR BELIEFS AND VALUES

Sub-strand I: Worship

LB: pages 94 - 102

CONTENT STANDARD

Learners will be able to recognise the importance of prayer, worship and other acts of worship

INDICATOR

Show obedience and respect to a supreme being through prayer and worship

CORE COMPETENCIES

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

SUBJECT SPECIFIC PRACTICES

Faithfulness, obedience, respect, commitment, humility, togetherness, gratitude

SUGGESTED RESOURCES

Video clips, charts, pictures, paper, pencils, posters, films, computer, charts, Internet, blackboard/market board and chalk/marker

OTHER USEFUL MATERIALS

English dictionary

KEYWORDS

Worship, communicate, obedience, libation, scriptures, recite, scene

HELPFUL LINKS

https://youtu.be/Ttwi_ScO55k
https://youtu.be/_A0HU07GYHo
<https://youtu.be/87fVtkX5dN4>
<https://youtu.be/99WkcsGsyOc>
<https://youtu.be/jbeFQtaybB8>

Introduction

With the aid of pictures and video clips, guide learners through questions and answers to talk about worshipping God. Prayer is the act of talking or communicating with God or one's object of worship.

Prayer plays important part in any religion. Prayer therefore involves asking God for something or asking God to protect you.

Talk about reasons for worshipping God

Guide learners through demonstration to discuss 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 to draw and colour a worship scene of any of the three main religions in Ghana.

As children of God we must learn to talk to God when we wake up from bed and when we are to bed at night through prayer. Just as we talk to our earthly Fathers, we must learn to talk to God also as our Heavenly Father. As learners we also pray the Lord's Prayer whenever we are at morning assembly.

Things needed to show obedience and respect to a supreme being through worship.

Ask learners to talk about the things needed to show obedience and respect to a supreme being through prayer and worship.

The learners should present their findings to the class.

Items needed to show obedience and respect of a supreme beings through prayer and worship

Through discussions, ask learners to talk about why we pray and worship God. Learners' discussions should include the following:
What do you think is happening in the picture?

Importance of Prayer

1. Prayer draws us closer to God
2. We draw strength from God through prayer
3. Prayer helps our faith in God to be strengthened
4. When we pray we are protected from evil
5. We receive blessings from God when pray

Through prayer, God and human beings communicate with one another.

Worship is an act of showing respect, honour, praise and adoration for God.

Importance of worship

1. Worship draws us closer to God.
2. We receive blessings from God.
3. Our faith is strengthened when we worship God.
4. We have fellowship and communion with God when we worship Him.

Through discussion, ask learners to talk about the forms of worship in the three main religious groups in Ghana. The learners should talk about the following:

Forms of Worship among the three main religious groups in Ghana.

Christian forms of Worship

This involves the act of showing respect, honour, praise and adoration to God. Christians are being called upon to worship God. Worshiping God therefore, primarily is the praising of His Person, character, attributes and

perfection. It is the adoration of God for who and what He is. Psalm 95:6 states: O come, let us worship and bow down, let us kneel before the Lord our maker. In worship, our attention and focus must be on God. We have to remember that we are in the presence of God.

Prayer

Prayer is talking or communion or communication with God. In prayer, Christians put their request before God by asking God to do something for them. In prayer we also listen to God to speak to us. So we can say that we talk to God and God also talks to us in prayer.

How often do you pray to God?

Preaching

Preaching is the act of spreading the gospel of the kingdom of God or spreading the word of God to other people. The Bible commands Christians to "Go ye therefore and teach all nations" as recorded in Matthew 28:18. Every Christian is to help spread the gospel by telling other about the love of God.

Praising and Thanksgiving

Praising and thanksgiving is an expression of our gratitude, honour, admiration and appreciation to God. Christians praise God with their voice, through singing of various songs and dancing. Dancing involves the use of the whole body in order to express joy, praise and worship before God. We thank God for His love, for our lives and the lives of our parents, our friends, our teachers and the world. We must learn to be thankful at all times.

Baptism is an outward act that shows our acceptance of Jesus Christ as our Lord and personal saviour. The purpose of baptism is to give visual testimony of our commitment to God through Christ. In order to identify yourself with what Jesus Christ did for us on the cross after repenting from our sins we need to be baptized. Christians believe that being baptized, their sins have been buried with Christ and have arisen with Christ into a new life.

During the time of Jesus Christ, Christians worshiped God in temples and synagogues. Today many Christians worship God in churches and cathedrals.

Islamic form of Worship

There are several Islamic acts of worship In the name of God, the Most Gracious, the Most Merciful.

In Islam, worship is the very purpose of our existence. God declares in the Quran, the holy book of Islam, *"I did not create ... mankind except to worship Me"* (51:56). Muslims worship God, the Creator and Sustainer of the universe, out of love and submission. They believe that He is the One God (*Allah* in Arabic) who is completely unique and only He deserves to be worshipped.

There are several Islamic forms of worship. Salat(prayer) is one of the forms of worship in Islam. It is the first practice of faith and also the foremost of the basic conditions for the success of the believer. "Successful indeed are the believer who are humble in their prayers" (23:1-2). All Muslims pray five times a day. The daily compulsory prayers that must be observed by all Muslims include

- | | |
|---------------------------|---------|
| 1. Dawn prayer | Fajr |
| 2. Early afternoon prayer | Zuhr |
| 3. Late afternoon prayer | Asr |
| 4. Prayer at sun set | Maghrib |
| 5. Prayer after sunset | Isha |

Apart from salat, Zakat is an act of devotion like prayer. Zakat is the giving of alms to the needy in society which reduces the difference in classes and groups. Every Muslim must practice the act of giving out of their wealth to the needy in society. It is a fair contribution to social stability.

Sawn (Fasting) during the day time of the month of Ramadan. The main function of fasting is to make the Muslim pure from within. Fasting, then awaken the conscience of the individual to realize the suffering of others, the less fortunate brothers and sisters in Islam and thus promote in him a sense of sympathy and kindness to them.

Lastly, we come to Hajj (pilgrimage to the House of God in Mecca).

Pilgrimage to Mecca is performed once a year. Muslims from all corners of the world wearing the same dress, respond to the call of Hajj in one voice and language. Today many Muslims worship God in the mosque.

Traditional Religion

Traditionally, African people believe in the a supreme being who is omnipresent, omniscient

and omnipotent and who is manifested in nature and natural phenomena. They believe He is the creator of the universe and everything in it. However, they believe God must be worshipped through the lesser gods, ancestors and spirits. Worship in traditional religion comes in many forms such as:

Sacrifice and offering

Sacrifice and offerings are common acts of worship. It involves the killing of an animal which is given parts or entirely to God. Offerings to God include things that are not sacrifice. They are in the form of gifts to appease God, to commune with God and to thank God

Prayers

Prayer is the commonest form of worship among traditional African people. Prayers are usual short and accompanied by sacrifice and offerings.

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

Lastly traditional African religion worship God through **singing and dancing**. Music and dance provide means by which trance and possession can be attained within religious rituals. Drums play central role in both songs and dance. Music reflects the beliefs of the people and a form of worship and calls on spirits to influence personal actions.

Activity to support learners

- Learners are to talk about why we worship God: to draw closer to God, to communicate with God, to show obedience to God, etc.
- Let learners talk about the forms of worship in the three main religious groups in Ghana: Christianity, Islam and Traditional: praying, singing, pouring libation, reading scriptures, etc.
- Let learners engage in activities: role play, play games, recite prayers, read scriptures, watch videos, or look at pictures/videos – that teach ways of worship to show respect and obedience to God among the three major religious groups.
- Learners are to draw and model a worship scene.

Evaluation Exercise**Expected Answers**

(Refer to learners book page 101 and 102 for exercises and activities)

Exercise 1

1.

Christian

- i. prayer
- ii. giving tithe

Islam

- i. a visit to Mecca
- ii. zakat (giving of alms)

Traditional

- i. Sacrifice
- ii. Libation

2.

- i. Christian believes in Jesus Christ and worships God through him
- ii. African traditional religious people do not believe in Jesus Christ and worship through smaller gods

Exercise 2

Learner's answer.

- b. They use animals for their sacrifices

Exercise 3

Learner's answer

SUGGESTED HOMEWORK

- 1. What is prayer?
- 2. What is worship?
- 3. How do Christians worship God?
- 4. State and explain one importance of prayer.
- 5. State and explain two forms of worship in Islam.

Homework 2

- 1. What form of worship is common to the three religions?
- 2. State and explain two importance of worship.
- 3. Draw a group of people worshipping God.
- 4. Let learners' role play the pouring of libation.

- 5. Let learners dramatise the need for religious tolerance among the three religions.
- 6. Let learners differentiate between sacrifice and offerings.
- 7. Let learners verbalize all the truths they know about God
- 8. Sing familiar songs of praise with the children. Include songs that have hand motions so learners can praise God.

Reflections

Reflect on the following in relation to the indicator and make an informed decision in the following lessons:

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

In thinking about or answering the above questions, use 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 make decisions using skills that are thoughtful and effective for the particular context and type of thinking task. Furthermore, analyse and make judgements 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 reflecting on the lesson:

- 1. Tell the class what you learnt during the lesson.
- 2. Tell the class how you will use the knowledge they acquire during the lesson.
- 3. Which aspects of the lesson did you not understand?

Strand 3: OUR BELIEFS AND VALUES

Sub-strand 2: Festivals

LB: pages 103 - 115

CONTENT STANDARD

Learners will be able to explore the Significance of cultural practices, traditions and celebrations in Ghana.

INDICATOR

Identify celebrations, positive cultural practices and traditions of different cultures in Ghana

CORE COMPETENCIES

Critical Thinking and
Problem Solving
Communication and Collaboration

SUBJECT SPECIFIC PRACTICES

Faithfulness, obedience, respect, commitment
humility, togetherness, gratitude, sharing,
reconciliation, sacrifice, patriotism

SUGGESTED RESOURCES

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

OTHER USEFUL MATERIALS

English dictionary

KEYWORDS

celebration, tradition, cultures, community,
harvesting

HELPFUL LINKS

<https://myghanadaily.com/the-positive-cultural-practices-in-ghana/>
<https://youtu.be/meBGtjJgvmY>
<https://youtu.be/i-uxXu-l2DM>

Ask learners to talk about the things needed to identify celebration, positive cultural practices and traditions of different cultures in Ghana.

The learners should present their findings to the class.

Through discussions, ask the learners to talk about celebration and traditions of different cultures in the community. Learners discussion should include the following:

Christian Festivals:

Christmas

Christmas is celebrated on 25th of December every year in the whole world to remember the birth of Jesus Christ who Christians believe is the son of God. Christmas in Ghana is celebrated by all meaning Ghanaians. It is a time when families and friends come together and remember the good things they have. People and especially children like Christmas. It is a time of giving and receiving presents. It is time of sharing, merry making, singing and dancing and symbolic decoration and feasting. Christians usually go to church to thank God and after church continue the celebration at home with friends, relatives and neighbours.

Easter

Easter is celebrated to commemorate the death, the burial and resurrection of Jesus Christ. Easter usually occur on any date between the month of March and April. The celebration of Easter begins on the Good Friday. This day is mainly observed by Christians. On this day, some Christians wear black clothes and attend special services to mark the day. Easter ends on Sunday where most Christians wear white attire to church identifying themselves with the resurrection of Jesus Christ. They sing songs and dance to the glory of God.

Introduction

Festivals are special events celebrated on recurring cycles on a calendar. Festivals have become an integral part of human life. There are festivals in Christianity, Islam and African Traditional Religion.

Islamic Festivals

EID-UL-FITR

Eid-ul-Fitr is an important religious festival celebrated by Muslims worldwide. It is celebrated to mark the end of fast in the Islamic holy month of Ramadan. The festival is celebrated on the conclusion of the 30 days of fasting. Eid-ul-Fitr usually falls on the first day of Shawwal, the tenth month on the Islamic calendar. The festival is celebrated for two or three days. On the morning of the first day Muslims gather for prayers. On this day Muslims attend communal prayers, listen to a khutba (sermon) and give Zakat al fitr(charity in the form of food) during the Eid –al –Fitr. In Ghana this day is declared as a public holiday. It is a day for all Ghanaians.

EID-UL-ADHA

Eid-ul-Adha means the “Festival of Sacrifice” is the second of the Islamic holidays celebrated worldwide each year. Muslims commemorate this ultimate act of sacrifice as the willingness of Ibrahim (Abraham) to sacrifice his son, God ultimately prevents the sacrifice, additionally signifying that one should never sacrifice human life, especially not in the name of God.

African Traditional Religious Festivals

There are several religious festivals found in African Traditional Religion. In Ghana these festivals are colorful and vibrant part of our culture. These festivals can be put into three groups namely,: Harvest Festivals, Commemorative Festivals and Festival for the gods.

Harvest Festivals

Harvest Festival is a celebration of the annual harvest. They incorporate group sacrifice, supplication and some form of abstinence. These are some of the harvest festivals celebrated in Ghana: Bakatue, Fetu Afahye, Homowo and Odwira.

Commemorative Festivals

They focus on activities aimed at honouring the memory of the dead and giving offering to the gods and ancestral spirits.

Festivals for the gods

These are festivals which are celebrated annually in honour of specific spirit or gods.

Odwira Festival

The **Odwira festival** is celebrated by the chiefs and people of Fanteakwa in the Eastern region of Ghana. The **Odwira Festival** is also celebrated by the people of Akropong-Akuapim, Aburi, Larteh and Mamfi in the Eastern Region. The Akuapem **Odwira festival** was initiated by the 19th Okuapimhene of Akropong, Nana Addo Dankwa I (1811-1835) and was first **celebrated** in October 1826. Its significance is to **celebrate** the victory over the invincible Ashanti army during the historic battle of Katamansu near Dodowa in 1826.

Other traditional festivals includes the following: Aday Kesse is celebrated by the Asante to remember their great grandparents.

Homowo is celebrated by the Ga people of Accra. It reminds them of their victory over a severe famine their fore-fathers faced in the olden days. Their hunger ended and with great joy they ‘hooted at hunger’. So Homowo means ‘hooting at hunger’

Kundum is celebrated by the Ahanta and Nzema people of Western Region.

Hogbetsotso (Festival of Exodus) is celebrated by the Anlos from the Volta Region signifying their migration from Notsie in present day Togo. The celebration is reminder of their freedom and escape from the rule of the wicked king Agokoli. It is believed that Togbe Tsali aided their escape from king Agokoli to present day Volta Region in Ghana.

Aboakyir also known as the deer hunting celebrated by the people of Effutu of Winneba in the central region. It is celebrated in honour to Penkye Otu, a war god of Winneba and Osim Pam the great warrior who led the Effutus through their migration to their present settlement from the western Sudan Empire. Damba is celebrated by some northern ethnic group in Ghana **like the Dagomba, Gonja and Nanumba**.

Bakatue is celebrated by the people of Elmina in the Central region.

Fetu-Afahye is celebrated by the people of Cape Coast, also in the Central Region.

Through brainstorming, ask learners create stories, songs, poems that teach them about the importance of celebrations and traditions of different cultures of where they come from. Learners should come out with the following importance.

Reasons for the celebration of festivals

- i. For thanksgiving. Festivals are occasions for giving thanks to the Almighty God or the lesser gods and deities.
- ii. They are time sharing with neighbours and loved ones.
- iii. It is a time for unity and togetherness among neighbours, families and the entire community.
- iv. They are period for reconciliation. Festival create a platform for settlement of disputes and reconciliations.
- v. For remembrance of certain events and important personalities.

Activities to support learners

Learners are to talk about celebrations and traditions of different cultures in the community: Christmas, Easter, Eid-ul-Fitr, Eid-ul-Adha, Odwira, Aboakyir, etc.

Let learners use pictures, charts or video clips to demonstrate activities of celebrations and traditions of different cultures.

Learners create stories, songs, poems, that teach them about the importance of celebrations and traditions of different cultures of where they come from. e.g. Christmas teach us about the birth of Christ. Ohum festival teach us about the time for harvesting yam.

Some celebrations remind us where our ancestors came from: Hogbetsotso.

Learners prepare traditional foods such as kenkey and fried fish, banku and okro stew, fufu and palm soup, tuo-zafi or sew traditional clothes for celebration. Reflect and write about traditions of their parents have passed down to them.

Evaluation Exercise

Expected Answers

(Refer to learner's book page 114 and 115 for exercises and activities)

Exercise 1

- i. They are festivals celebrated for religious perposes.

2.
 - i. Congregational prayers
 - ii. Family reunion
 - iii. Mery making
 - iv. Preparing and sharing of food items

3.
 - i. Pouring libation
 - ii. Processions of chiefs

4.
 - Learners answer

5.
 - i. Hogbetsotso festival
 - ii. Aboakyer festival
 - iii. Kundum festival
 - iv. Damba festival
 - v. Odwira festival

6.
 - i. To remeber past events
 - ii. It gives identity to the people
 - iii. They promote tourisim
 - iv. Time for settleing family disputes

Exercise 2

- i. Fill in the blank spaces
- ii. 'hooting at hunger'
- iii. Anlos from the Volta Region
- iv. Eid-ul-Fitr
- v. Purification
- vi. Easter

SUGGESTED HOMEWORK

1. What is Eid-ul-Fitr?
2. List three reasons why festival is celebrated
3. Let learner create stories about importance of festivals
4. What does Christmas teach us?
5. What does the celebration festivals teach us?
6. Let learners prepare a traditional food of their choice
7. Let other learners sew a traditional dress

Evaluation Exercise

Expected Answers

Homework

1. What is Eid-ul-Fitr?
Eid-ul-Fitr is an important religious festival celebrated by Muslims worldwide. It is

celebrated to mark the end of fast in the Islamic holy month of Ramadan. The festival is celebrated on the conclusion of the 30 days of fasting

2. List three reasons why festivals are celebrated
 - i. For thanksgiving. Festivals are occasions for giving thanks to the Almighty God or the lesser gods and deities.
 - ii. They are time sharing with neighbours and loved ones.
 - iii. It is a time for unity and togetherness among neighbours, families and the entire community.
 - iv. They are period for reconciliation. Festival creates a platform for settlement of disputes and reconciliations.
 - v. For remembrance of certain events and important personalities.

Reflections

Reflect on the following in relation to the indicator and make an informed decision in the following lessons:

- What went well?
 - What went badly?
 - What would you improve next time?
- In thinking about or answering the above

questions, use 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 make decisions using skills that are thoughtful and effective for the particular context and type of thinking task. Furthermore, analyse and make judgements 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 reflecting on the lesson:

1. Tell the class what you learnt during the lesson.
2. Tell the class how you will use the knowledge they acquire during the lesson.
3. Which aspects of the lesson did you not understand?

Strand 3: OUR BELIEFS AND VALUES

Sub-strand 3: Basic Human Rights

LB: pages 116 - 120

CONTENT STANDARD

Learners will be able to demonstrate understanding of human rights a citizen.

INDICATOR

Explain fundamental human rights of a child.

CORE COMPETENCIES

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

SUBJECT SPECIFIC PRACTICES

Respect, trust, obedience commitment, responsibility

OTHER USEFUL MATERIALS

English dictionary

SUGGESTED RESOURCES

Charts, pictures, video clips, paper, pencils, posters, films, computer, charts, Internet, blackboard/market board and chalk/marker

KEYWORDS

Human rights, acknowledge, dignity, opportunities, discrimination, individuals, quality, protection

HELPFUL LINKS

<https://www.un.org/en/global-issues/human-rights>

<https://www.unicef.org/child-rights-convention/child-rights-why-they-matter>

Introduction

Human rights are rights enjoyed by all human beings, regardless of race, sex, nationality, ethnicity, language, religion, or any other status. These rights are enshrined in the 1992 constitution of Ghana. These rights are known as Basic Rights. They include:

Everyone in Ghana has right to life. Your rights end where someone's own begin. You don't have the rights to take the life of another person. Right to life is a natural right given to every human being by God.

Ask learners to talk about the things needed to explain fundamental human rights of a child. The learners should present their findings to the class.

Through discussion, ask learners to explain human rights.

Human rights are rights that acknowledge the dignity and worth of an individual and ensure that equal rights and opportunities are available to all without discrimination.

Discuss their rights under equality.

Guide learners to understand right to equality: Thus, the **right to equal** treatment requires that all persons be treated equally before the law, without discrimination. Let learners know the rights under equality for which everyone must be treated equally no matter the characteristics we bear. Some of them are The right to a fair trial, The right to privacy, Freedom of belief and religion, Freedom of opinion, The right to education, The right to health, The right to food and housing.

Learners' discussions should include the following:

1. Everyone in Ghana has right to education. You have the right to free access and equal educational opportunities and facilities.
2. Everyone in Ghana has the right to work. You have the right to decent work if you are eighteen (18) years and above under safe and healthy conditions to earn a living.
3. Everyone in Ghana has the right to vote and be voted for if you are eighteen (18) years and above and of a sound mind.
4. Everyone in Ghana has the right to own property. You have the right to own any property but must be obtained legally.
5. Everyone in Ghana has freedom of worship. Thus, you have the rights to worship without interference.
6. Every one Ghana has the right to be protected under the law, fair hearing and trials, and legal aid.
7. Everyone in Ghana has the right to freedom

from slavery and servitude. Thus, no body shall be made a slave or made to do forced labour.

8. Everyone in Ghana has the right to freedom of movement. You have the right to move across the length and breadth of the country without any restriction.

9. Everyone in Ghana has the right to freedom of speech. Thus, you have the rights to express your views in a civil manner not to infringe on the rights of another person.

10. Everyone in Ghana has the right to personal liberty and security. Thus no one can be imprisoned without trial. When you are arrested by the police you must be told in a language that you understand

11. Everyone in Ghana has the right to freedom of assembly and association. Thus, you have the right to belong to any religious group or belong to any political group recognized by law.

Activities to support learners

- i. Learners are to explain human rights e.g. human rights are rights that acknowledge the dignity and worth of an individual and ensure that equal rights and opportunities are available to all without discrimination.
- ii. Let learners discuss their rights under equality e.g. right to life, right to family, right to protection.
- iii. Learners are to compose songs and rhymes on fundamental human rights in Ghana.
- iv. Learners are to develop posters describing fundamental human rights of a child using pictures and internet.

Evaluation Exercise

Expected Answers

(Refer to learner's book page 114 and 115 for exercises and activities)

Exercise 1

1.
 - i. Human rights are rights that recognise the dignity or the worth of human beings
2.
 - i. Right to education
 - ii. Right to life
 - iii. Right to personal liberty
 - iv. Right to human dignity
3.
 - i. Respect for human rights
 - ii. Be tolerant to other people

SUGGESTED HOMEWORK

1. Let learners explain human rights.
2. Let learners discuss their rights under the 1992 Constitution.

3. Let learners compose songs and rhymes on fundamental human rights in Ghana.
4. Let learners develop posters describing fundamental human rights.

Evaluation Exercise

Expected Answers

Homework

1. Human rights are rights that recognise the dignity or the worth of human beings
2. Learner's answer
3. Learner's answer
4. Learner's answer

Reflections

Reflect on the following in relation to the indicator and make an informed decision in the following lessons:

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

In thinking about or answering the above questions, use 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 make decisions using skills that are thoughtful and effective for the particular context and type of thinking task. Furthermore, analyse and make judgements 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 reflecting on the lesson:

1. Tell the class what you learnt during the lesson.
2. Tell the class how you will use the knowledge they acquire during the lesson.
3. Which aspects of the lesson did you not understand?

Strand 3: OUR BELIEFS AND VALUES

Sub-strand 4: Being a Leader

LB: pages 121 - 129

CONTENT STANDARD

Recognise leadership as an important value and civic duty

INDICATOR

Describe leadership as a valuable skill

CORE COMPETENCIES

Communication and Collaboration

Creativity and Innovation

Digital Literacy

Cultural Identity and Global Citizenship

SUBJECT SPECIFIC PRACTICES

Respect, trust, obedience commitment, responsibility

SUGGESTED RESOURCES

Pictures and videos of some leaders, paper, pencils, posters, films, computer, charts, Internet, blackboard/market board and chalk/marker

OTHER USEFUL MATERIALS

English dictionary

KEYWORDS

leadership organisation images political leader community

Introduction

Who is a leader? A leader is someone who do the right things. They set direction, build an inspiring vision and create something new. Leadership is about mapping out where you need to go to win as a team or organization. Leadership is not about titles, positions or flow charts. It about one life influencing another. Guide learners through brainstorming/ discussion on names of leaders in their school and community.

Recall leaders in the community and others they know of and talk about their good leadership qualities

Guide learners to identify leaders in their communities. Let them know that every community has leaders, who are so important in the lives of community members and that they must be respected. Some of them include Jesus Christ, Mohammed, Okomfo Anokye of the Christian, Islam and the African Traditional Religion respectively. Apart from these, we have N'dewura Jakpa, Togbui Tsali, Yaa Asantewaa, Asantehene (King of Asanteman), and the past and present presidents of the Republic of Ghana. They are Presidents Mahama, Kwame Nkrumah, Edward Akufo-Addo, Jerry John Rawlings, John Kofi Agyekum Kufour, John Evans Atta-Mills, and Nana Addo Dankwa Akufo-Addo. Let learners know that they were/are not just leaders but developed their knowledge and skills in order to lead people and that they should also strive hard to emulate them.

Engage in other leaders' activities that teach good leadership skills in the home, school and community

Guide learners to understand that leadership comes with leadership qualities and that if you do not have such qualities you will mess up. Let them know that leaders who succeed have these qualities and abide by them so they can be successful. Some of these qualities include self- confidence in learners to lead class members as class prefect and assistant, making decisions for the class in a democratic manner by involving everyone and about food to eat, helping in resolving issues among learners and between learners and their teachers, as telling stories about Jesus, Mohammed and Okomfo Anokye. Developing self-confidence needed to lead class members, making decisions about food to eat, and focusing on their leadership qualities of bravery, responsibility, and decision making among others.

Discuss stories about religious personalities and other community leaders who show examples of good leadership

Guide learners to understand that religion basically teaches morality to ensure that we live moral life which pleases God. Religious personalities and community leaders must show examples of good leadership so that the members can follow them without a problem. These religious leaders in our communities include Sheikh Osman Sharubutu (the National Chief Imam), Rev. Dr. Paul Boafo, and Rev. Prof. J.O.Y Mante among others. These leaders are to preach the word of God or Allah to their respective followers and even non-believers. Other community leaders such as the Chief, assembly member and the member of parliament also play key roles in ensuring peaceful atmosphere for community development.

Ask the groups to discuss the good examples of such leaders

Points to note

- inspiring people to be better
- having clear vision
- ability to communicate and understand
- maintain positive attitude
- take risks responsibly
- make good decisions
- encourage team activities.
- courage
- selflessness
- public- spiritedness
- honesty
- humility
- self-sacrifice
- respect
- kindness
- faith
- empathy

Guide learners role-play or engage in other leaders' activities that teach good leadership skills in the home, school and community such as developing self-confidence needed to lead class members, making decisions about food to eat, telling stories about Jesus and Mohammed. Learners are to discuss stories about religious personalities and other community leaders who show examples of good leadership.

Activities to support learners

- i. Ask learners to name some leaders in their communities.
- ii. Learners should indicate what they like about those leaders.
- iii. Learners should compare two leaders in the community to bring out their similarities and differences.
- iv. Learners should draw their favourite leader.

Evaluation Exercise

Expected Answers

(Refer to learner's book page 129 for exercises and activities)

Exercise 1

1.

Learner's answer

2.

i. Head working

ii. Selflessness

iii. dedication

iv. kind and generous

v. visionary

3.

Learners answer

SUGGESTED HOMEWORK

Name two leaders outside your community

Draw one leader in your community

Evaluation Exercise

Expected Answers

Homework

1.

Learners answer

Reflections

Reflect on the following in relation to the indicator and make an informed decision in the following lessons:

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

In thinking about or answering the above questions, use 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 make decisions using skills that are thoughtful and effective for the particular context and type of thinking task. Furthermore,

analyse and make judgements 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 reflecting on the lesson:

1. Tell the class what you learnt during the lesson.
2. Tell the class how you will use the knowledge they acquire during the lesson.
3. Which aspects of the lesson did you not understand?

4

Strand:

**Our nation
Ghana**

Strand 4: OUR NATION GHANA

Sub-strand I: Being a Citizen

LB: pages 132 - 144

CONTENT STANDARDS

1. Learners will be able to demonstrate good manners at appropriate places
2. Learners will be able to demonstrate understanding of who a citizen is
3. Learners will be able to demonstrate understanding of commitment as a civic value and responsibility

INDICATORS

1. Show good manners in the of home, school and community
2. Identify the characteristics responsible citizen

CORE COMPETENCIES

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

SUGGESTED RESOURCES

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

OTHER USEFUL MATERIALS

English dictionary

KEYWORDS

Manners, etiquette, respect, obedient, authorities, constitution, commitment, tolerance patriotism, diligent

HELPFUL LINKS

<https://www.worksheetcloud.com/blog/7-ways-to-teach-good-manners/>
<https://www.csmonitor.com/The-Culture/Family/Modern-Parenthood/2014/0707/Manners-should-be-taught-at-home-not-in-the-classroom>
<https://youtu.be/ZAwI2StlOkQ>

Introduction

Guide learners to identify good manners in the home.

Discuss importance of observing good manners or etiquette in the home

Guide learners in brainstorm sessions/ discussions to mention importance of observing good manners or etiquette in the home. Let learners understand that good manners are good for everyone in the community and that they should try as much as possible to observe them at all times. Let them know that observing good manners is important for the following reasons:

Good manners show the best you have to offer and encourage others to do their best. Practising good manners on a daily basis makes for a more pleasant life.

Manners are important to make a good impression on others in everyday life.

They also help you to feel good about yourself and your identity

They ensure law and order in the family.

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".

Ask learners to talk about the things needed to show good manners in the school,

home, community and the characteristics of responsible citizen

The learners should present their findings to the class.

Through think-pair-share, talk about how citizenship is acquired in Ghana. The learners' discussions should include the following: Citizenship can be acquired through the following:

1. Citizenship by birth: Here there are two main laws. (a) Citizenship by the law of blood. In this case, citizenship is acquired through blood descent. For example, if the mother and father are all Ghanaians and John is born whether in or outside Ghana, John is a Ghanaian. He is a citizen of Ghana because his parents are Ghanaians by blood. (b) Citizenship by the law of place. In this case one becomes a citizen of Ghana if one is born on the soil of this country.
2. Citizenship by adoption refers to a situation whereby a person lawfully takes another person's child and brings him or her up as his or her own child.
3. Citizenship by naturalization refers to the process where a person denounces his or her country citizenship and decides to belong to another country.

Through think-pair-share, ask learners to talk about attitude needed for effective citizenship including active and passive citizen. Learners should come out with the following:

Identify types of citizens

Guide learners to understand the meaning and the types of citizen. Let learners understand that a citizen is a legally recognized national of a state, nation or country, either native or naturalized. It is also a native or naturalized member of a state or nation who owes allegiance to its government and is entitled to its protection (distinguished from alien). An inhabitant of a city or town, especially one entitled to its privileges or franchises. Example, "a Ghanaian citizen." Let learners further understand that everyone of us in any place of the earth belongs to a particular country or nation and therefore, are called citizens of those

countries. They should be aware that besides one being a citizen of one country, you can also be a citizen of another country but before you become a citizen of another country there are legal processes you have to follow to become citizen of that country. You can be citizen by birth, adoption, naturalization or by conferring honorary citizenship (**Honorary citizenship** is a status bestowed by a country on a foreign or native individual whom it considers to be especially admirable or otherwise worthy of the distinction). Citizens are entitled to protection and to exercise their rights and responsibilities as **citizens**. Learners need to know that there are basically two types of citizens namely, active and passive citizens.

An **active citizen** is an individual who contributes to the well-being of his or her community as in crime prevention and neighbourhood watch. They are citizens who love their country or show patriotism at all times by engaging in things of the country and for that matter in everything, country first. He or she shows greater commitment to a course of action that affects the country. Such a citizen can always be seen in communal labour activities organized by his or her community, helping his or her country during voting exercises, ensures that the laws of the country and for his or her community work and are obeyed, and also protects state or government property anywhere he or she finds him or herself.

A **passive citizen** is an individual who does not contribute to the well-being of his or her community. This citizen does not always have love for his or her country and for that matter does not put his or her country first. Such a person is able to say commit crime and other social vices in the community or the country. Greater commitment to the development of his or her community and country is of no use or value to him or her hence, the name passive citizen.

Attitudes needed for effective citizenship

An effective citizen is referred to as one who has the knowledge, skills, and attitudes required to assume the "office of citizen" in our democratic republic.

Attitudes needed for effective citizenship include the following:

1. Loyalty thus the preparedness of a citizen to fight for or even die in defense of their country.
2. Embraces core democratic values and strives to live by them.
3. Accepts responsibility for the well-being of oneself, one's family, and the community.
4. Has knowledge of the people, history, and traditions that have shaped our local communities, our nation, and the world.
5. Has knowledge of our nation's founding documents, civic institutions, and political processes.
6. Aware of issues and events that have an impact on people at local, state, national, and global levels.
7. Seeks information from varied sources and perspectives to develop informed opinions and creative solutions.
8. Uses effective decision-making and problem-solving skills in public and private life.
9. Has the ability to collaborate effectively as a member of a group.
10. Actively participates in civic and community life.

Through think-pair-share, ask the learners to talk about the responsibilities of a citizen. Learners' discussions should include the following:

Responsibilities of a citizen

- Support and defend the constitution.
- Stay informed of the issues affecting your community.
- Participate in the democratic process thus by voting during an election.
- Report crime and cooperate with law enforcement agencies
- Respect the rights, beliefs, and opinions of others.
- Participate in your local community.
- Pay income and other taxes honestly, and on time, to federal, state, and local authorities.
- To foster national unity and harmony, citizens need to be tolerant with one other, to be loyal, to live in peace with others, respect the view of others and not to infringe on the rights of others.
- Through think-pair -share, ask the learners to talk about the characteristics of a good

citizen. The learners should come out with the following characteristics:

Characteristics of a good citizen

A good citizen:

- i. takes care and protects public properties in the community;
- ii. is interested in what is happening in his or her country;
- iii. obeys rules and regulations;
- iv. is hardworking and shows commitment;
- v. takes care of the environment;
- vi. shows respect to elders and authority;
- vii. is honest at work and relationship;
- viii. has the obligation to understand what is going on and how it affects his or her fellow citizen;
- ix. is tolerant, listens and respect the views of others;
- x. is patriotic and takes part in communal labour.

Introduction

Guide learners to discuss/brainstorm the meaning of commitment.

Explain commitment

Let learners understand that commitment is the state or quality of being dedicated to a cause, or activity among others. Commitment is a promise, agreement, or understanding you make to/with someone or something. It is not merely a promise that one makes to do something. It entails dedication, ability to work hard and bear infinite fortitude. One of the basic things about commitment is staying true to yourself.

Mention the ways by which they are expected to show commitment

Guide learners to understand that there are ways by which one can show commitment to another.

Cite example of our commitment to God.

Let learners know that we can show our commitment to God in many ways. Explain or demonstrate the ways by which we get committed to God. Amongst them are as follows:

i. Prayer

What is prayer? Prayer is our direct line with heaven. Prayer is a communication

process that allows us to talk to God. Prayer is an invocation or act that seeks to activate a rapport with an object of worship through deliberate communication. In a narrow sense, the term refers to an act of supplication or intercession directed towards a deity, or a deified ancestor. God wants us to communicate with Him, like a phone call and study His word. Cell phones and other devices have become a necessity to some people in today's society. We have Bluetooth devices, and talking computers. These are means of communication that allow two or more people to interact, discuss, and respond to one another. To many people, prayer seems complicated, but it is simply talking to God.

ii. Caring for the Environment

The environment that surrounds us - the air, soil, water and ecosystems - is equally important for our health and the health and wellbeing of others. A clean environment is essential for healthy living: The more you do not care about our environment, the more it will become polluted with contaminants and toxins that have a harmful impact on our health. Air pollution can cause respiratory diseases and cancer, among other problems and diseases. Let learners understand this and always keep their surroundings clean at all times.

To take care of the environment

- i. Do not throw garbage on the street, or in the park or natural areas in front of them.
- ii. Teach learners about the importance of protecting all living creatures.
- iii. Make recycling a part of your daily life.
- iv. Allow them to be in touch with nature.

Engage in other activities that show the benefits for showing commitment.

Guide learners in groups to mention the benefits derived from showing commitment to God as responsible citizens. They should know that blessing from God is the greatest and most important because, you'll have everything you need on this earth. You'll do not lack anything and for that matter everything will be at your disposal. Let them also know that our commitment to God draws us closer to God and the closer we get to Him the more He opens many doors of opportunities unto

us be it money, job, marriage, knowledge and good health among others. Learners need to know that the most important of all is eternal life. Let learners understand that where we live currently that is on this earth is a temporary place and that we are in transition and for that matter we would go to meet God one day so our commitment to God must be very strong. Guide learners further to talk about their attitudes and actions towards others.

Activities to support learners

- i. Ask learners to talk about the importance of observing good manners or etiquettes at home such as observing good table manners, greetings, helping others, showing respect and obedience to parents, teachers, school authorities, elders and rulers, respecting the elderly, obeying authority and respecting the Constitution of Ghana.
- ii. Learners are to play games, role-play or engage in other activities that teach good manners and etiquette in the home, school and the community.
- iii. Let learners talk about the importance of good manners:
 - a. It ensures law and order in society.
 - b. It helps everyone develop good moral life.
 - c. It encourages hardwork.
 - d. It encourages people to be patriotic etc.
- iv. Learners think-pair-share to write essays on good deeds:

Why should I be courteous?
- v. Discuss with learners the types of citizens e.g.
 - a. Active citizen: An active citizen is an individual who contributes to the well-being of his or her community.
 - b. Passive citizen: A passive citizen is an individual who does not contribute to the well-being of his or her community.

Responsible citizen, e.g.

- a. Obeys rules and regulations
- b. Diligence
- c. Patriotism
- d. Honesty
- e. Respect
- f. Hard work
- g. Commitment
- h. Listening/tolerance to other view points

- ix. Learners, in groups, should identify the characteristics of a good citizen.
Case study
- x. Use a case study approach to raise a variety of issues, e.g. A learner finds money in the classroom and keeps it instead of finding the owner. Learners are to react and state their views on this issue.
- xi. Let learners explain commitment: A promise agreement, or understanding you make to/with someone or something.
- xii. Learners are to mention how they are expected to show commitment.
For example:
 - a. Show commitment to God such as praying every day and reading scriptures, helping others showing charity.
 - b. Show commitment to the family by keeping room clean and taking care of pets and maintaining good relationships.
 - c. Show commitment to school work by doing homework, keeping the classroom neat, and coming to school every day.
- xiii. Learners are to role play scenarios or engage in other activities that show the benefits for showing commitment.
 - a. We show respect to God, teachers, parents and leaders.
 - b. We develop positive self-identity.
 - c. We develop good relationships etc.

Evaluation Exercise

Expected Answers

(Refer to learner's book page 137 for exercises and activities)

Exercise 1

1.
 - i. Make pleasant conversation
 - ii. Apologise when you make mistakes
 - iii. Show kindness
 - iv. Always say please or thank you when people offer you something.
- 2.
- Learners answer
3.
 - i. handle school property with care
 - ii. obey all school rules
 - iii. ask people before you take their things
 - iv. Respect your teachers and other students

Exercise 2

1.
Learner's answer
2.
 - i. An active citizen take part in community work or any activity that concern the nation. The passive citizen does not partake in activities of the community or nation.
 - ii. Active citizens are patriotic or they have love for their country. Passive citizen do not.

Exercise 3

1.
 - i. Help to wash dishes
 - ii. Support needy members of the family
 - iii. Respect your parents and elders
2.
 - i. keep school compound and classrooms neat all the time
 - ii. Be present in school all the time
 - iii. Always go to school on time
3.
 - i. Trust in God always
 - ii. Pray regularly
 - iii. Preach the word of God

SUGGESTED HOMEWORK

1. Explain the term citizenship
2. Identify the characteristics of good citizen
3. Explain how citizen can be obtained
4. Draw a picture of themselves being a good citizen

Evaluation Exercise

Expected Answers

Home work

2. Identify the characteristic of good citizen

A good citizen:

- i. takes care and protects public properties in the community;
- ii. is interested in what is happening in his or her country;
- iii. obeys rules and regulations;
- iv. is hardworking and shows commitment;
- v. takes care of the environment;
- vi. shows respect to elders and authority;
- vii. is honest at work and has good relationship;
- viii. has the obligation to understand what is going on and how it affects his or her fellow citizen;
- ix. is tolerant, listens and respects the views of others;
- x. is patriotic and takes part in communal labour.

Reflections

Reflect on the following in relation to the indicator and make an informed decision in the following lessons:

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

In thinking about or answering the above questions, use 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 make decisions using skills that are thoughtful and effective for the particular context and type of thinking task. Furthermore, analyse and make judgements 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 reflecting on the lesson:

1. Tell the class what you learnt during the lesson.
2. Tell the class how you will use the knowledge they acquire during the lesson.
3. Which aspects of the lesson did you not understand?

Strand 4: OUR NATION GHANA

Sub-strand 2: Authority and Power

LB: pages 145 - 150

CONTENT STANDARD

Learners will be able to demonstrate respect for people with authority and power

INDICATOR

Show respect and obedience to those in authority

CORE COMPETENCIES

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

SUBJECT SPECIFIC PRACTICES

Faithfulness, obedience, respect, commitment, humility, togetherness, gratitude, sharing, reconciliation, sacrifice, patriotism

SUGGESTED RESOURCES

Film, pictures, video clips, paper, pencils, posters, films, computer, charts, Internet, blackboard/market board and chalk/marker

OTHER USEFUL MATERIALS

English dictionary

KEYWORDS

Authority, power, community, parliament, assembly members, harmony, punishment.

HELPFUL LINKS

<https://youtu.be/GkipANiBspE>
<https://youtu.be/bMAHvcO6RDg>
<https://youtu.be/0xXfPdQ8X2A>
<https://youtu.be/MpM8JU218n8>

Introduction

What is authority and power? Authority involves the right to use power to influence or control the behaviour of others. Therefore, authority involves the right to tell others what they should do. Power on the other hand can be defined

as the ability to influence and control the activities of others. When people use power it is said that they have exercised power. The difference between authority and power is that one must have authority before he or she can exercise power. People who are in position of authority may be elected, appointed, and carry responsibilities. They should be respected.

Without power and authority, there would be lawlessness in our communities because no group of people can survive without rules and regulations. The rules and regulations govern the behaviour of the people in the community to ensure peace and order. For this reason, every community has leaders and people in authority.

Ask learners to talk about the things needed to show respect and authority in power. Learners should present their findings to the class.

Through films and pictures, ask learners to identify people with authority and power in the home, school, community and the state. The learner's discussions should include the following:

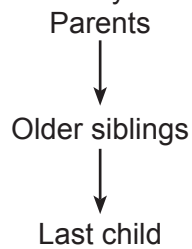
In every community we have people with authority and power. We have levels of authority at home, school, community and in the nation.

AT HOME

At home our parents are in control over the family. They make sure that there is peace and order. They discipline the children who do not conform to rules at home. At home, parents exercise more authority.

The next person in command after the parents are the older siblings. This chain of command continues to the last person in the family.

This is the line of authority at home;



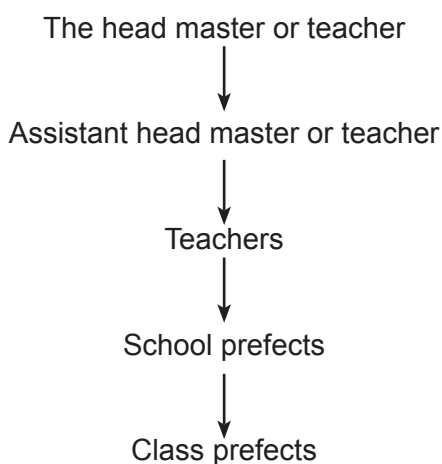
IN THE SCHOOL

At the school level, head teacher has the highest authority. Do you know your head teacher? Is your head teacher a man or woman? The teachers take instructions from the head teacher.

The teachers work in collaboration and harmony with the head teacher to instill discipline in the students and to ensure that students obey rules and regulations in the school.

The next in command is the assistant head master or teacher and the other teachers and the school prefects. In class, authority begins with the class teacher and then the class prefects, assistant class prefect and the rest of the students.

Let us see the chain of command in the school;



IN THE COMMUNITY

In a community, there are two levels of authority. We have the traditional authority and the modern authority. At the traditional authority level we have the paramount chief being at the head of all other chiefs follow by sub-chiefs in other towns and villages. Within the modern authority, there is Metropolitan, Municipal or District Chief Executive, Member of Parliament, Presiding Members, Assembly Members, Unit Committee Members and opinion leaders.

Evaluation Exercise

Expected Answers

(Refer to learner's book page 150 for exercises and activities)

Exercise 1

1. Learners answer
2.
 - i. To avoid punishment
 - ii. To make work effective
 - iii. To promote unity
 - iv. It make people feel secure
3.
 - i. The president
 - ii. Ministers
 - iii. Chiefs
 - iv. Members of Parliament

Reflections

Reflect on the following in relation to the indicator and make an informed decision in the following lessons:

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

In thinking about or answering the above questions, use 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 make decisions using skills that are thoughtful and effective for the particular context and type of thinking task. Furthermore, analyse and make judgements 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 reflecting on the lesson:

1. Tell the class what you learnt during the lesson.
2. Tell the class how you will use the knowledge they acquire during the lesson.
3. Which aspects of the lesson did you not understand?

Strand 4: OUR NATION GHANA

Sub-strand 3: Responsible use of Resources

LB: pages 151 - 156

CONTENT STANDARD

Demonstrate understanding of responsible use of water

INDICATOR

Identify ways to use water responsibly

CORE COMPETENCIES

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

SUBJECT SPECIFIC PRACTICES

Obedience
Patriotism
Commitment

SUGGESTED RESOURCES

Pictures and videos of saving water, paper, pencils, posters, films, computer, charts, Internet, blackboard/market board and chalk/marker

OTHER USEFUL MATERIALS

English dictionary

KEYWORDS

Water fetching, watering vegetables, fruits, sink, climates

HELPFUL LINKS

<https://www.un.org/press/en/2016/sgsm17751.doc.htm>
<https://www.dustingroup.com/en/responsible-use-resources>
<https://youtu.be/b8uJQP08yq0>

Introduction

About 70% of the earth's surface is water, only 3% can be used as drinking water, so we should take care of it and learn to use it responsibly. The challenge of water scarcity is confirmed by the rise in the cost of production. The solution to this is to save water. Water is very essential

to life. Water may seem to be in abundance in some areas. But safe water that is treated for human consumption is quite expensive. Lots of people struggle to get safe water. It is quite expensive treating water and piping it to every home in Ghana. But without treated water, one is exposed to various water borne diseases such as dysentery and cholera. In this unit we will identify ways to use water responsibly so as not to waste this vital resource. With the growing use of modern amenities like dishwashers, washing machines, power showers and swimming pools, it is no wonder the amount of water used in homes has grown tremendously in the past half century. Saving water benefits not only the environment, but our budget as well. Reducing water consumption means there is less water that needs to be treated which means lower sewerage charges in addition to a cheaper water bill.

This is what can be done in your home to make it more water-efficient.

Ways to use water responsibly

People use water in several ways - surprisingly, the biggest way in affluent homes is the toilet, which accounts for a third of a household's daily water use.

Kitchen

- Use a bowl instead of a running tap for washing vegetables - you can save about five litres of water each time.
- Plug the sink and fill it with water to wash dishes and cutlery - try and wait until you have a sink full, if possible.
- Avoid rinsing dishes before loading them into the dishwasher.
- Use washing machines only if you have a full load, as one full load generally uses less water than two half loads.
- Handwash woollen items in the sink.
- Buy energy-efficient appliances and save money on both your electric and water bill.
- Running the tap until the water is cold enough to drink wastes a lot of water - why not collect it and reuse it in your garden?

- Fill your kettle with only the amount of water you need.

Bathroom

- Try not to leave the tap running while you brush your teeth, shave or wash your hands, as this can waste up to five litres of water per minute.
- Take a shower instead of a bath - unless you have a power shower, which can use more water than bath. If you're unsure, check with the manufacturer.
- Fix dripping taps - they can waste at least 5,500 litres of water a year.
- In older, larger capacity toilet cisterns, you can reduce the amount of water you flush by placing a cistern bag or a cut-down plastic bottle in your cistern. The amount the bottle holds will be the amount of water you save with each flush. Don't use these in modern toilets though, as it can create the need for double flushing.

Garden

- Collect rainwater in a water tank and use it to water your garden. Remember to always keep it covered, as children or pets could fall in.
- Don't use a hosepipe to water your garden. Instead, use a watering can, and aim the water at the roots of your plants where it will be most effective.
- You can use collected dishwater on your established plants, but not on edible plants, and make sure the water doesn't have bleach or disinfectants mixed in.
- Use mulch around your plants to reduce evaporation and keep weeds down.
- Don't water your plants in direct sunlight - the sun's scorching rays could damage your plants and most of the water will be lost through evaporation anyway. The best time to water your plants is early morning or evening.
- Use a bucket and sponge to wash your car instead of a hosepipe - running a hosepipe for one minute wastes about 30 litres of water.
- If you have to use a hosepipe, ensure it's fitted with a trigger nozzle. This will stop the flow of water when it's released, preventing wastage.

Ask learners to discuss ways to use water responsibly in groups. The groups should do presentations.

Guide learners to compose poems on how to use water responsibly

Save Water

Save water:

- for our survival and future;
- save our lives;
- it's our planet's most precious resource;
- it's the living source of all other living organisms on this earth;
- it's the lifeline of the ecosphere and the entire universe;
- by stopping unnecessary splurge, flow, or leak.
- by using water efficiently.
- because it's our pride, duty, and responsibility.

Come, join hands, spread the message, and pledge now and forever to save water.

Water seems free, until it ceases to be. Setting a price or value on water is often debated and suggested as a way to encourage sustainable water management. Yet the reality is that the cost curve for water is inelastic and defies standard economic planning. Water is a low-cost feedstock until it's gone. Then, it's worth skyrocketing because there is rarely an easy option to using water for cooking, cleaning and all of its other critical purposes derived from its unique qualities.

Guide learners to compose songs and play games on how to use water responsibly.

Chorus:

Listen to the water, listen to the water,
Rolling down the river.

Listen to the water, listen to the water,
Rolling down the river.

We saw some birds by the waterside,
Saw some birds by the waterside,
We saw some birds by the waterside,
Oh, oh, by the waterside
Oh, oh, by the waterside.

Chorus

We saw some fish by the waterside...

Chorus

We saw some ducks by the waterside...

Chorus

We saw some flowers by the waterside...

Guide learners to draw people using water responsibly.

Learners are to form clubs to serve as ambassadors for responsible use of water

How to Start a Club in School

Step 1: Brainstorm Ideas.

Step 2: Define the Club's Purpose and Goals

Step 3: Register Your Club with the School

Step 4: Spread the Word

Step 5: Hold Your First Club Meeting

Step 6: Assign Duties and Plan Events

Step 7: Establish a Budget

Step 8: Keep Your Club Going!

Activities to support learners

- i. Ask learners to write the benefits of water.
- ii. Learners should tell how they can help to save water.
- iii. Compose simple songs on responsible use of water.
- iv. Compose simple rhymes on responsible use of water.
- v. Compose simple poems on responsible use of water.
- vi. Draw people using water responsibly.
- vii. Create poster to encourage people to use water responsibly.

Evaluation Exercise

Expected Answers

(Refer to learner's book page 155 for exercises and activities)

Exercise 1

1.
 - i. Close the tap after fetching water.
 - ii. Do not use treated water for watering plants.
 - iii. Taps in the kitchen should have a maximum flow of water.
 - iv. Pre-soaking utensils and dishes saves running water.
 - v. Wash vegetables and fruits in a sink of water rather than running water rinse.
 - vi. Avoid thawing food under running water and avoid using water to melt ice in the sink strainers.
 - vii. Do not water the grounds in the heat of the day. In the hot climates, the best time to

water is the evening and early morning.

2.

Learner's answer

3.

i. It makes it unsafe for use

4.

i. To wash dishes

ii. To wash cloths

iv. For bathing

v. To brush our teeth

SUGGESTED HOMEWORK

1. Write three things you do to save water at home.
2. Create a poster on how to save water.
3. Draw yourself using water responsibly.

Evaluation Exercise

Expected Answers

Homework

1. Close the tap after fetching water
2. Do not use treated water for watering plants
3. Taps in the kitchen should have a maximum flow of water.
4. Pre-soaking utensils and dishes save running water.
5. Wash vegetables and fruits in a sink of water rather than running water rinse.
6. Avoid thawing food under running water and avoid using water to melt ice in the sink strainers.
7. Do not water plants in the heat of the day. In the hot climates, the best time to water is the evening and early in the morning.
8. Take shorter showers.
9. Turn off the shower after soaping up, then turn it back on to rinse.
10. Reduce your toilet flush volume.
11. Install a system to pump grey water (from the washing machine, basins, shower and bath) to the garden, most households will eliminate the need for any additional garden watering.
12. Be alert of leaking taps and toilets. Find out how you can fix your leaking toilet.
13. When washing dishes by hand, do not leave the water running for rinsing.
14. If you have a double-basin, fill one with soapy water and the other with rinse water.

Reflections

Reflect on the following in relation to the indicator and make an informed decision in the following lessons:

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

In thinking about or answering the above questions, use 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 make decisions using skills that are thoughtful and effective for the particular context and type of thinking task. Furthermore, analyse and make judgements 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 reflecting on the lesson:

1. Tell the class what you learnt during the lesson.
2. Tell the class how you will use the knowledge they acquire during the lesson.
3. Which aspects of the lesson did you not understand?

Strand 4: OUR NATION GHANA

Sub-strand 4: Farming in Ghana

LB: pages 157 - 167

CONTENT STANDARD

Know about gardening basics such as preparing healthy soil and nursing activities for crop production (seed bed preparation)

INDICATOR

Prepare nursery beds nurse seeds, transplant seedlings and maintain small gardens

CORE COMPETENCIES

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

SUBJECT SPECIFIC PRACTICES

Self confidence

SUGGESTED RESOURCES

Pictures, video clips, hand trowel, pruning shear, garden gloves, rake, digging shovel, garden hoe, standing fork, paper, pencils, posters, films, computer, charts, Internet, blackboard/market board and chalk/marker

OTHER USEFUL MATERIALS

English dictionary

KEYWORDS

Gardening, garden, vegetables, farmers, healthy soil, seedbeds, nursery transplant, transplanting, seedlings.

HELPFUL LINKS

<https://learn.eartheasy.com/guides/how-to-start-a-school-garden-your-complete-guide/>

https://youtu.be/ef_MYWtomjghttps://www.bestchooser.com>importance-of-gardening

Group learners to talk about the things needed to prepare nursery beds, nurse seeds, transplant seedlings and maintain small gardens.

The group should present their findings to the class.

Introduction

Crop production is a basic skill in farming. Ghana is mainly an agricultural country where all soil types support one crop or the other. It is therefore necessary for young learners to learn about the basic skills in farming.

In this unit we will explore crops that needed to be nursed before transplanting in the field. A vegetable nursery is a place or an establishment for raising or handling young vegetable seedlings until they are ready for more permanent planting. The learner will be exposed to seeds that could be nursed successfully. This unit will also consider factors for preparing seedling bed and demonstrate the preparation of seedling bed.

Gardening is the practice of growing and cultivating plants as part of horticulture. In gardens, ornamental plants are often grown for their flowers, foliage or overall appearance; useful plants, such as, root vegetables, fruits, and herbs are grown for consumption, for use as dye, medicinal and cosmetics. Many people see gardening to be a relaxing activity. Introduce this lesson by reviewing the lesson on the relationship between plants and soil, and plants and water. Brief the class on vegetables that are nursed.

Vegetable crops that are nursed.

In vegetable farming, some crops needed to be nursed for the following reasons:

- i. It is convenient to look after the seedlings
- ii. It is possible to provide favourable growth conditions i.e. germination as well as growth
- iii. Eliminates the problem of difficult soils
- iv. Easy weed control
- v. Reduce field management costs
- vi. Improved crop uniformity
- vii. Higher yields
- viii. More optimal use of Hybrid seeds
- ix. Shorter growing season and more efficient use of land

- x. More accurate prediction of harvest date. Through discussions and practical activities, ask learners how to prepare nursery beds, nurse seeds, transplant seedlings and maintain small gardens. Learners' discussions should include the following:

Nursery Beds

A nursery bed is a prepared plot of land for raising seedlings. It acts as a temporary home for young plants until they are eventually planted in a main garden. Vegetables such as cabbages, onions, tomatoes, egg plants are best raised in the nursery bed.

The nursery should be near the main garden to avoid damage of seedlings during transplanting. The water source should also be near for easy irrigation. The nursery bed should be protected from strong winds and should never be located on a slope to avoid erosion of seeds and nutrients, it should face an east-west direction and should never be put in a water logged area.

Bed preparation:

After site selection, clear the land. Measure 1m wide of any convenient length, dig it well at least to a depth of 0.3-0.45m so that stones and roots lying underneath are dug out and thrown outside the nursery. If the soil is gravelly, it should be sieved through a net wire mesh to remove gravel.

The soil should then be mixed with farmyard manure with one wheelbarrow of compost and sand for 3m² to make at least a 7cm layer. Charcoal dust and ashes can also be mixed in the bed to correct the acidity of soil and keep away worms. Note that inorganic fertilizer can also be added during bed preparation at rate of 900gm of 5-10-5 NPK fertilizer per 9m² of bed area.

Planting seeds: Seeds should be planted at spacing of 15cm between rows, cover the seeds lightly and mulch the bed with dry grass. The bed should have been watered thoroughly on the day prior to sowing. Mulching a nursery bed soon after sowing seeds is a must.

Maintenance of nursery bed.

Mulch the seed bed after sowing until germination. Provide enough shade to the crop after germination 1m above bed. Trim the crops properly, remove weak or diseased seedlings and keep the bed weed-free.

Transplanting. Transplant seedlings after 21–30 days. Harden the crop by removing the shade a day before transplanting as this gives the seedlings a chance to get used to the direct sun. Reduce water at this stage. Transplant at recommended spacing per crop early in the morning or late in the evening (from 6:00am to 10:00am or 4:00 to 6:00pm) and plants should receive water as soon as transplanting is done.

Through discussion, ask the learners to talk about the right tools in preparing nursery beds/bags. Learners' responses should include the following: Hand trowel, pruning shears, garden gloves, rake, digging shovel, garden hoe, standing fork, hand trowel.

Guide the learners to outline how to care and maintain small gardens. Learners responses should include the following:.

Care and Maintenance of Small Gardens

1. Mulch the garden bed soon after planting. Use a 2-inch layer of wood chips, straw or pine straw in flower or vegetable gardens. Use a plastic mulch in warm-season vegetable beds. Mulch prevents weeds and helps keep moisture in the soil.

2. Water the garden regularly, providing the amount of water necessary for the specific plant varieties. Most vegetables and some flowers require approximately 1 inch of water from irrigation or rainfall per week. Check soil moisture at least twice weekly and water most plants when the top inch of soil begins to dry, so that the top 6 inches of soil remains moist but not soggy.

3. Keep plant foliage and flowers dry when irrigating the garden. Wet foliage is more prone to foliar diseases, including fungal problems. Avoid overhead watering and instead water near the base of the plants when possible.

4. Weed the bed weekly, or whenever young weeds manage to breach the mulch layer. Prompt weed removal prevents the plants from establishing in the garden, where they rob moisture and nutrients from your garden plants while also providing a haven for pests and disease.

5. Fertilize plants as necessary for the specific plant variety, but avoid fertilizing when plants are undergoing drought or other stress. Apply fertilizer to the soil about 6 inches from the base of the plants because fertilizer in direct contact

with plant leaves or roots can cause burning. Water after fertilizing to dilute the nutrients in the soil.

6. Deadhead flowering plants weekly, removing the old spent flowers to improve the garden's appearance and encourage further blossoms. Harvest mature vegetables often to encourage further production. Prune plants as necessary for the particular plant variety.

7. Check plants weekly for symptoms of disease or pest problems. Treat the plants promptly with appropriate pesticides, such as insecticidal soap for aphids or fungicide for fungal diseases. Destroy badly infected plants to prevent the spread of disease to healthy plants.

8. Rotate crops from year to year to decrease the likelihood of disease and to avoid taxing soil nutrients.

Importance of Gardening

1. Source of fresh and organic food. Organic means could easily be applied.

2. Gardening is a very good physical and mental exercise. Gardening activities like soil preparation, planting, removal of weed, watering, etc. engage most of your body muscles and are very good exercises. Gardening engages your mind too.

3. Supplements family budgets. Many families large expenditure on food is greatly reduced. These are families that actively grow home gardens and they are able to cut down expenditure on food. This has been a major incentive for many to plant home gardening in many households.

4. Year-round food availability for gardens. Since gardens are relatively small in land size, irrigation is easier and so continuous food supply through the seasons.

5. Gardening makes good use of space and protects the soil. When we cover the soil with beneficial cover crops, erosion is reduced and regular bush growth around the house is minimized.

6. Entertainment, fulfillment and creativity. Gardening is a source of entertainment and really brings out lots of creativity in you. The art of planting various crops in the soil, nurturing them and watching them grow by the day and finally so see them blossom into fruits, is such a

good feeling.

Activities to support learners

- i. Let learners talk about the importance of gardening.
- ii. Let learners undertake visits to vegetable gardens of farms or look at pictures of vegetable and fruit farms and talk about what different vegetable farmers in Ghana grow.
- iii. Learners are to undertake practical activities in the home or school that will teach them how to prepare healthy soil for nursing seeds and prepare seedbeds, how to nurse and transplant seedlings, and how to care for small gardens of eggs, pepper, onion, cabbage, lettuce, okra, etc.
- iv. Prepare nursery beds nurse seeds, transplant seedlings and maintain small gardens
- v. Note: learners must use the opportunity to learn good agricultural practices such as:
 - a. Using the right tools in preparing nursery beds/bags.
 - b. Filling nursery beds/boxes/poly bags with fertile soil in preparation for nursing seeds.
 - c. Nursing the seeds in the soil at the required depth and water them.
- iv. Learners are to talk about the importance of gardening.
- v. Learners must undertake visits to vegetable gardens of farms or look at pictures of vegetable and fruit farms and talk about different vegetables farmers in Ghana grow.
- vi. A visit to the school farm/garden or a nursery in the community. Let learners mention vegetables such as beans, okro, tomatoes, garden eggs, pepper, onion and cabbage as grown in the farm. In small groups, let the learners discuss the reasons why an identified vegetable (tomatoes, onions, pepper or cabbage) needed to be nursed.

Evaluation Exercise

Expected Answers

(Refer to learner's book page 155 for exercises and activities)

Exercise 1

What is gardening?

Gardening is the practice of growing and cultivating plants as part of horticulture
Flowers, foliage

2.
 - i. Beautification
 - ii. For food
 - iii. Gives us income
3.
 - i. Pawpaw
 - ii. Oranges
 - iii. Garden eggs

Exercise 2

1.
 - i. It provides food
 - ii. Income
 - iii. They serve ornamental plant
2.
 - i. Garden eggs
 - ii. Pawpaw
 - iii. Okro
 - iv. Tomatoes
3.

a nursery bed is a bed prepare by a farmer to nurse his seeds.
4.
 - i. Tomatoes
 - ii. Okro
 - iii. Onions

Exercise 3

1.
 - i. Watering
 - ii. Weeding
 - iii. Application of fertilizer
 - iv. Pruning
2.
 - i. Rake
 - ii. Hoe
 - iii. Shovel
 - iv. Hand fork
 - v. Hand trowel
3.
 - i. Hoe for weeding grasses and gathering soil
 - ii. Rake for leveling the bed
 - iii. Hand trowel for uprooting seedlings
 - iv. Hand fork for aeration
 - v. Shovel is use in lifting soil
4.
 - i. Mulch the garden bed soon after planting
 - ii. Water the garden regularly.
 - iii. Keep plant foliage and flowers dry when irrigating the garden.
 - iv. Weed the bed weekly, or whenever young weeds manage to breach the mulch layer.
 - v. Fertilize plants as necessary for the specific plant variety, but avoid fertilizing when

- plants are undergoing drought or other stress.
- vi. Deadhead flowering plants weekly, removing the old spent flowers to improve the garden's appearance and encourage further blossoms.
- vii. Check plants weekly for symptoms of disease or pest problems.
- viii. Rotate crops from year to year to decrease the likelihood of disease and to avoid taxing soil nutrients.

Exercise 5

2. Name five tools used in the preparation of nursery beds
 - i. Hand trowel
 - ii. Pruning shears
 - iii. Garden gloves
 - iv. Rake
 - v. Digging shovel

SUGGESTED HOMEWORK

1. What is gardening?
2. In gardening ornamental plants are grown for their----- and-----
3. Name two useful plants grown for consumption.
4. Name three uses of the plants grown.

Homework 2

1. State and explain three importance of gardening.
2. What is a nursery bed?
3. Name five vegetables that can be best raised in the nursery bed.

Homework 3

1. Explain how to prepare nursery
2. Explain how nursery or planting seeds is done.
3. State four ways of maintaining nursery bed.

Homework 4

1. Explain how transplanting is done.
2. Name five tools used in the preparation of nursery of nursery beds.
3. Draw and name five tools used in the preparation of nursery beds.

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

Gardening is the practice of growing and cultivating plants as part of horticulture.

1. Flower and foliage
2. Name three uses of the plants grown.
 - i. For food
 - ii. For medicine
 - iii. For furniture

3. What is a nursery bed?

A nursery bed is a prepared plot of land for raising seedlings.

Exercise 2

1.
 - i. It provides food
 - ii. Income
 - iii. They serve ornamental plant
 - iv. Provide job
2.

A nursery bed is a bed prepare by a farmer to nurse his seeds.
3.
 - i. garden eggs
 - ii. Pawpaw
 - iii. Okro
 - iv. Tomatoes
 - v. Carrot

Exercise 3

1.

Learners answer
2.

Learners answer
3.

Refer to page 98, exercise 3 answer for question 4.

Exercise 4

1. It is done by using the hand trowel

2.
 - i. Hand trowel
 - ii. Pruning shears
 - iii. Garden gloves
 - iv. Rake
 - v. Digging shovel

- 3.

Learners answer

Reflections

Reflect on the following in relation to the indicator and make an informed decision in the following lessons:

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

In thinking about or answering the above questions, use 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 make decisions using skills that are thoughtful and effective for the particular context and type of thinking task. Furthermore, analyse and make judgements 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 reflecting on the lesson:

1. Tell the class what you learnt during the lesson.
2. Tell the class how you will use the knowledge they acquire during the lesson.
3. Which aspects of the lesson did you not understand?

5

Strand:

**My global
community**

Strand 5: MY GLOBAL COMMUNITY

Sub-strand I: Our Neighbouring Countries

LB: pages 170 - 176

CONTENT STANDARD

- 1) Demonstrate knowledge of the cultural exchanges between Ghana and her neighbours
- 2) Demonstrate knowledge of rocks

INDICATOR

- 1) Describe cultural exchanges between Ghana and her neighbours
- 2) Explain the uses of rocks

CORE COMPETENCIES

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

SUBJECT SPECIFIC PRACTICES

Observation skills

SUGGESTED RESOURCES

Mobilise the following resources to make the lesson practical: drums, Kind of food, kaba, smock, kinds of rocks, Pictures, Videos, paper, pencils, posters, films, computer, charts, internet, blackboard/market board and chalk/marker

OTHER USEFUL MATERIALS

English dictionary

KEYWORDS

Culture, exchange, countries, neighbouring

HELPFUL LINKS

<https://oxfordbusinessgroup.com/analysis/key-partners-cultivating-links-neighbouring-countries-well-largest-economies-world>
<https://youtu.be/bM2L8cggVfM>
<https://civiltoday.com/geotechnical-engineering/geology/318-uses-of-rocks>

Introduction

Culture is a way of life of a given people. This way of life is reflected in our religion, languages, food, what we wear, how we wear it, marriage, what we believe is right or wrong, music and dance. It is also the ideas, customs and social behaviours of a particular people or society.

Mention common cultural practices between Ghana and her neighbours.

Guide learners to locate Ghana on the West Africa map as well as her neighbours. Use the Ghana map to locate her neighbours. Guide learners to mention common cultural practices between Ghana and her neighbours. Let learners understand that although we belong to different geographical regions, we share some cultural practices in common. These include language, Food: gari, cassava, yam, Dressing: kaba and slit, smock, food, farming, traditional and other religious festivals such as Christmas, Easter, Eid-ul-Adha, Eid-ul-Fitr and traditional festivals celebrated by those nationals close to the three borders like those in the Upper East, Upper West, Western and Volta regions.

Describe common festivals and other cultural activities between Ghana and her neighbours.

Assist learners to understand the meaning of religious festivals and how they are celebrated. A religious festival is a celebration of beliefs or events by people of same or similar religion. They are celebrated every year by religious leaders and followers. Let learners know that religious festivals in Ghana and elsewhere are celebrated by various religions and people of different ethnic backgrounds.

Guide learners to mention some religious festivals they have witnessed, and how they are celebrated. For instance, Christians celebrate Christmas and Easter to mark the birth and death of Jesus respectively as major festivals in Ghana and throughout the world are mainly in December and in late March and April. The Muslims also celebrate some festivals such as the Eid al Fitr, and Eid al Adha every year. Let

them also know that in the African Traditional Religion, there are several festivals being celebrated. These festivals are celebrated by ethnic groups in the country every year and at different traditional areas. For instance, Akwasidae or Adaye Kesie is celebrated by the peoples of Akan tradition, Asafotu Fiam festival by the chiefs and people of Ada traditional area, Homowo by chiefs and people of Ga-Accra, Hogbetsotso by the chiefs and people of Anlo, Fetu Afahye by the chiefs and people of Cape Coast, and Damba by the chiefs and people of Yendi in the Northern region among others. Learners should also know that these festivals are being celebrated to remember one event or the other that occurred during the time of their forefathers example, the Hogbetsotso symbolizes the migration of the Anlo from the wicked ruler of Notsie king Agorkorli, in olden day Togoland to their present homeland in Ghana. Moreover, learners should know that the celebration of these festivals are marked with some activities such as drumming and dancing, durbar of chiefs and people among others, who come from far and near to support in various ways including the development of the traditional area in terms of educational infrastructure, health facilities and scholarships for needy students.

Festivals are a chance for people to work and connect for a cause. This spreads brotherhood, faith, love, sense of respect and duty between people. That is why festivals are important occasions that have to be celebrated peacefully and without destroying others emotions and beliefs.

Introduction

Rocks are the bedrock of the earth. Without the rocks there is no earth. Essential minerals are found in the rocks. They form the basis of soil formation. Our settlements are on rocks. We use rocks for various constructions and buildings. We therefore need to know more about rocks that is everything to us.

Introduce this lesson by asking learners to identify the different rocks around the school compound. Brief learners about the three main rocks i.e. sedimentary rock, metamorphic rock, and igneous rock.

In whole class discussion explain the uses of rocks.

Explain the uses of Rocks

Igneous rocks

Igneous rocks mean fiery rocks. They are formed from the cooling of magma deep inside the earth. Magma means molten rock. As the molten rock cools down they often have large crystals (you can see them with the naked eye).

Lava flow in Hawaii. Lava is the extrusive equivalent of magma. When magma cools, it turns into rock; if it cools while still underground at high temperatures (but at temperatures still lower than that of the magma), the cooling process will be slow, giving crystals time to develop. That's why you see rocks such as granite with big crystals — the magma had time to cool off.

The most common types of igneous rocks are: andesite, basalt, dacite, dolerite (also called diabase), gabbro, and diorite. By the nature of their formation igneous rocks are very hard. It is therefore used in building bridges, making roads and for general construction works.

Metamorphic Rocks

These are rocks that underwent a metamorphosis; they changed. They were either sedimentary or igneous (or even metamorphic), and they changed so much, that they are fundamentally different from the initial rock. There are two types of metamorphism (change) that can cause this: **contact metamorphism** (or **thermal metamorphism**) — rocks are so close to magma that they start to partially melt and change their properties. You can have recrystallization, fusing between crystals and a lot of other chemical reactions. Temperature is the main factor here. The second type is: **regional metamorphism** (or **dynamic metamorphism**) — this typically happens when rocks are deep underground and they are subjected to massive pressure — so much so that they often become elongated, destroying the original features. Pressure (often times with temperature) is the main factor here.

Sedimentary Rocks

COAL: A sedimentary rock, formed from decayed plants, is mainly used in power plants to make electricity.

LIMESTONE: A sedimentary rock, it is used mainly in the manufacture of Portland cement,

the production of lime, manufacture of paper, petrochemicals, insecticides, linoleum, fiberglass, glass, carpet backing and as the coating on many types of chewing gum.

SHALE: A sedimentary rock, well stratified in thin beds. It splits unevenly more or less parallel to bedding plane and may contain fossils. It can be a component of bricks and cement.

CONGLOMERATE: A sedimentary rock with a variable hardness, consisted of rounded or angular rock or mineral fragments cemented by silica, lime, iron oxide, etc. Usually found in mostly thick, crudely stratified layers used in the construction industry.

SANDSTONE: A sedimentary rock more or less rounded. Generally thick-bedded, varicolored, rough feel due to uneven surface produced by breaking around the grains. It is used principally for construction, it is easy to work, the red-brown sandstone of Triassic age, better known as “brownstone,” has been used in many eastern cities.

GRANITE: An igneous-plutonic rock, medium to coarse-grained that is high in silica, potassium, sodium and quartz but low in calcium, iron and magnesium. It is widely used for architectural construction, ornamental stone and monuments.

PUMICE: An igneous-volcanic rock, it is a porous, brittle variety of rhyolite and is light enough to float. It is formed when magma of granite composition erupts at the earth's surface or intrudes the crust at shallow depths. It is used as an abrasive material in hand soaps, emery boards, etc.

GABBRO: An igneous-plutonic rock, generally massive, but may exhibit a layered structure produced by successive layers of different mineral composition. It is widely used as crushed stone for concrete aggregate, road metal, railroad ballast, etc. Smaller quantities are cut and polished for dimension stone (called black granite).

BASALT: An igneous volcanic rock, dark gray to black, it is the volcanic equivalent of plutonic gabbro and is rich in ferromagnesian minerals. Basalt can be used in aggregate.

SCHIST: A metamorphic uneven-granular, medium to coarse grained, crystalline with prominent parallel mineral orientation. Goes from silvery white to all shades of gray with yellow to brown tones depending on the mineral concentration. Some schists have graphite and some are used as building stones.

GNEISS: A metamorphic uneven granular medium to coarse grained crystalline with more or less parallel mineral orientation. Colors are too variable to be of diagnostic value. Due to physical and chemical similarity between many gneisses and plutonic igneous rocks some are used as building stones and other structural purposes.

QUARTZITE: A metamorphic or sedimentary rock with crystalline texture, consists of rounded quartz grains cemented by crystalline quartz, generally white, light gray or yellow to brown. Same uses as sandstone.

MARBLE: A metamorphic even-granular grain to medium grained and may be uneven granular and coarse grained in calc-silicate rock. The normal color is white but accessory minerals act as coloring agents and may produce a variety of colors. Depending upon its purity, texture, color and marbled pattern it is quarried for use as dimension stone for statuary, architectural and ornamental purposes. Dolomite rich marble may be a source for magnesium and is used as an ingredient in the manufacture of refracting materials.

Guide learners to role play some of the uses of rocks

Activities to support learners

- i. Let learners describe common festivals between Ghana and her neighbours.
- ii. Draw the map of west Africa and identify Ghana and its neighbours.
- iii. Write three types of rock.
- iv. What is culture?
- v. List four cultural commonalities between Ghana and her neighbouring countries.
- vi. State four uses of rock.
- vii. Describe common festivals between Ghana and her neighbours.

Evaluation Exercise**Expected Answers**

(Refer to learner's book page 173 to 176 for exercises and activities)

Exercise 1

1. Gulf of guinea and the atlantic ocean.
2. Christmas, Eid-ul-Adha.
3. Gari, yam, cassava.
4.
 - i. Language
 - ii. Music
 - iii. Farming
 - iv. Festivals
5. Togo, Burkina Faso and Cote d'Ivoire.

Exercise 2

1. Learners can write any five of the following.
 - for constructing roads
 - for making tiles
 - for constructing dams
 - for decorations
 - for building houses
 - for making roofing sheets
 - for making chalk, etc.

SUGGESTED HOME WORK

1. State four uses of rocks.
 - i. for constructing roads
 - ii. for making tiles
 - iii. for constructing dams
 - iv. for decorations
 - v. for building houses
 2. Describe common festivals between Ghana and her neighbours.
 - i. Christmas, Eid-ul-Adha.
 3. Draw the map of West Africa.
- Learners answer

Reflections

Reflect on the following in relation to the indicator and make an informed decision in the following lessons:

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

In thinking about or answering the above questions, use 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 make decisions using skills that are thoughtful and effective for the particular context and type of thinking task. Furthermore, analyse and make judgements 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 reflecting on the lesson:

1. Tell the class what you learnt during the lesson.
2. Tell the class how you will use the knowledge they acquire during the lesson.
3. Which aspects of the lesson did you not understand?

GLOSSARY

A

Acknowledge: To accept something and prepare to admit it.

Authorities: The government or a government department

C

Celebration: Special occasion because something has happened

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

Commitment: A promise to do something or to behave in a certain way

Community: People who live in the same area or town

Complexion: The colour and appearance of someone's skin

Confident: Certain that things will happen as you want them to

Constitution: The system of laws and principles according to which a country is governed

Contribute: To join with others in giving money for a person or cause

Counseling: To advise someone

Creator: The maker of all things

Culture: The art, belief and custom of a particular society

D

Demonstrate: To prove something by reasoning or to explain something by showing clearly

Dignity: Qualities of character or appearance which make people feel respected

Diligent: Showing steady, careful effort

E

Environment: The physical and social conditions in which people live and which influence their life

Etiquette: Proper behaviour in society or in a particular profession

F

Features: The typical part of something or the quality that something has

Flood: To fill or cover with water

H

Harmonious: The state of peaceful agreement

I

Indiscriminate: Not chosen or chosen carefully

Initiatives: The first movement or action which starts something happening

Intelligent: Having or showing powers of reasoning and understanding

Interpersonal: Relating to relationships between people

M

Manners: The way in which something is done or happens or the way in which a person behaves towards or talks to others.

O

Obedient: Always doing what you are told

P

Parliament: The group of people who are elected to make a country's laws and discuss important national affairs

Patriotism: Expressing great love for your country

Pooling: To combine your money, ideas, skills with those of other people so that you can all use them

Power: The ability or the right to control people or events

Preserve: To save something or someone from being harmed or destroyed

Protection: When someone or something is protected

Punishment: To make someone suffer because they have done something wrong or broken the law.

R

Resources: Materials available to be applied for production or even the knowledge, skills and ability of a person available to be harnessed for use in production of goods and services

Respect: When you admire someone, especially because of their personal qualities

Responsibility: A duty to deal with or take care of something

Right: Something which an individual can claim lawfully

S

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

Strength: The physical power and energy that make someone strong

T

Territories: An area of land or sea which is considered as belonging to or connected with a particular country or person

Timidity: Not having courage or confidence

Tolerance: Willingness to allow people to do or say or believe what they want without criticizing or punish them

Tradition: A belief, custom or way of doing something that has existed for a long time

Transportation: A system or method for carrying passengers or goods from one place to another

U

Uniqueness: Usually good and special

V

Vacuum: A space that is completely empty

W

Weakness: A fault in someone's character or in a system or organization or design

ESSENTIAL

Our World and Our People

Primary 4

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 4 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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