

ESSENTIAL



Religious and Moral Education

Basic 9

Facilitator's Guide



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Approved



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Basic 9

Facilitator's Guide

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Introduction

The new Common Core Programme (CCP) is a Standards-based Curriculum for Basic 7 to Basic 9. It follows on the Standards-based Curriculum for Primary School and offers a seamless progress from Basic 7 to Basic 9.

The GES new curriculum is standards based, meaning that every learner must demonstrate competency and mastery of knowledge. It has a strong focus on building the character of learners, to create individuals who will excel in the world and in the workplace.

It emphasises a set of high internationally benchmarked career and tertiary education readiness standards, forming a strong foundation for learners to continue their studies or prepare for the workplace, or both.

Religious and Moral Education is one of the nine learning areas included in the CCP.

This Facilitator's Guide clearly sets out the standards recorded in the Religious and Moral Education Common Core Programme Curriculum for Basic 7/8/9, how they should be taught and how they should be assessed. It provides a set of core competencies and standards that learners should know, understand and demonstrate as they progress through the content standards and phases.

Rationale

Morality and religion inform how human beings interact with one another and with the world. It forms a critical part of global human development, as well as the development of society, such as in Ghana. This learning area aims to build on the education learners receive at home and in their communities.

Moral issues, such as corruption and disregard for the environment, require citizens to be aware of the dangers it could pose. Both individuals and society need to have a strong foundation, so they may address these challenges backed by the proper attitudes and values. It is not always possible for parents or caregivers to offer adequate learning opportunities. This has necessitated the need for schools to step in and help shape morally responsible and patriotic citizens.

Philosophy for teaching and learning Religious and Moral Education

The teaching of Religious and Moral Education (RME) should be learner centred. This means that when learners are fully involved in teaching and learning processes, they tend to develop great interest and subsequently contribute actively to lessons.

Table 1: Teaching and learning philosophy for teaching Religious and Moral Education

Teaching philosophy	Learning philosophy
RME teachers should not attempt to impart information solely by themselves, but encourage active participation and provide opportunities for learners to be fully engaged. Teachers should incorporate resources such as charts, audio-visual resources or other relevant materials. Teachers should guide learners during group activities, so there is order and balance. This will cultivate a spirit of teamwork, agreement and tolerance. Teachers should always be sensitive of culture and religion. A fundamental belief of the curriculum is that education should be inclusive and gender responsive, so that every learner can participate and enjoy learning. The role of the teacher is maintaining this.	Learners should learn through practical activities, such as demonstrations, role plays, recitals and games. Learners often work in groups. They carry out some of the functions of the teacher and act as leaders of groups. The rationale of this is to instil in learners the spirit of teamwork, consensus building and tolerance to ensure peace and unity. The focus is to move teaching and learning from the didactic acquisition of "knowledge" where there is fact memorisation without critiquing them or relating them to the real world (surface learning) to a new position, called deep learning.

Aims

General aims

The curriculum is aimed at developing learners who are literate, good problem solvers and creative thinkers. They should have the confidence and competence to participate fully in local and global society as responsible citizens. This course endorses these aims by including material that challenges learners to offer their own opinion and to make informed interpretations, for example:

- The 'Let's talk' activity introduces concepts through peer discussion, in which learners consider each other's interpretations and explanations. Creativity is encouraged by the interpretation of images.
- The 'Let's reflect' activities encourage learners to apply what they have learnt to their own lives, and to give a personal and independent response to questions, based on moral principles.
- The 'Let's explore' activities allow learners to engage with content relating to the topic in more depth and detail, often with a focus on problem-solving.

By including these activities, the series contributes to developing the type of skills described above.

Specific aims

The content and approach in this course support the curriculum guidelines for teaching and learning Religious and Moral Education, which is to encourage and enable learners to:

- develop an awareness of their Creator and the purpose of their existence
- develop an understanding and tolerance of other faiths and cultures
- draw the difference between acceptable and unacceptable behaviours so that they can make the right decisions in any situation and thus become responsible citizens
- acquire the socio-cultural values inherent in the three major religions in Ghana (Christianity, Islam and Indigenous African Religion), which will help them cope with the variety of moral choices they have to make
- develop a spirit of teamwork, collaboration and togetherness in nation-building
- develop the ability to respond to religious beliefs and practices in an informed and responsible way
- acquire the ability to challenge stereotypes that limit their socio-cultural development, such as gender, disability, religion and ethnicity, among others.

Expected learning behaviours

There are three integral learning domains that should be the basis for instruction and assessment:

- Knowledge, understanding and application
- Skills and processes
- Attitudes and values.

Knowledge, understanding and application

Under this domain, learners may acquire some knowledge through a number of 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 contexts.

At a 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 learners 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.

Each action word in any indicator outlines the underlying expected outcome. The following key words reflect coverage of the domain:

- Knowing
- Applying
- Synthesising
- Creating.
- Understanding
- Analysis
- Evaluating

The activities in this course are carefully planned to cover each of these actions.

Skills and processes

These are the specific activities or tasks that indicate a learner's grasp of the learning content. They are useful benchmarks for planning lessons, developing exemplars and are the core of inquiry-based learning.

The following key words reflect coverage of the domain and are all included in the activities in this course:

- Observing
- Comparing
- Predicting
- Generating possibilities
- Designing
- Recording
- Classifying
- Communication (reporting)
- Analysing
- Evaluating
- Interpreting
- Generalising.

Attitudes and values

To be effective, competent and reflective citizens who can solve personal and societal problems, learners should be exposed to situations that challenge them to raise questions and attempt to solve problems. Learners therefore need to acquire positive attitudes, values and psychosocial skills that will enable them to participate in debates and take a stand on issues affecting them and others.

The curriculum aims to nurture honest, creative and responsible citizens. As such, every part of this curriculum, including the related pedagogy, should be consistent with a certain set of values.

These key words have been considered in the activities in this Learner's Book and the methodological support in the Facilitator's Guide to ensure that learning is in line with the attitudes promoted by the curriculum:

- Curiosity
- Flexibility in ideas
- Reflection.
- Perseverance
- Respect for evidence

Similarly, these key words have been considered in both this Learner's Book and Facilitator's Guide to ensure that learning is in line with the values promoted by the curriculum:

- Respect
- Equity
- Teamwork/collaboration
- Integrity
- Diversity
- Commitment to achieving excellence
- Truth
- Equity.

Pedagogical approaches

This Facilitator's Guide provides teaching methodology for each lesson and concept to ensure that the correct pedagogical approach is used. However, this may need to change based on the skills levels of your class in any year, so use your own experience and discretion to adapt these methodologies as needed.

Religious and Moral Education should be taught in such a way that continually develops learners' ability to respond to religious beliefs and practices in an informed, rational and responsible way. Learners should be able to distinguish the differences between acceptable and unacceptable behaviours, so that they may become responsible citizens who make correct and informed choices.

In addition to covering the core competencies, teachers should apply creative and inclusive approaches, methods and strategies to facilitate collaborative, cooperative, differentiated, holistic and cross-disciplinary learning (i.e. the 4Rs across the curriculum). The teacher should:

- create learning-centred classrooms using creative approaches
- position inclusion and equity at the centre of quality teaching and learning
- use differentiation and scaffolding as teaching and learning strategies
- use Information Communications Technology (ICT) as a pedagogical tool
- identify subject-specific instructional expectations to make the subject relevant
- integrate all assessment strategies
- use questioning techniques that promote deep learning.

Learning-centred pedagogy

A learning-centred classroom creates the opportunity for learners to engage in meaningful hands-on activities that relate what they are learning to the real world. It is a place for learners to discuss ideas, become actively engaged in looking for answers, working in groups to solve problems. They also research, analyse and evaluate information. The aim of the learning-centred classroom is to enable learners take ownership of their learning.

Inclusion

Inclusion is ensuring access and learning for all learners in Ghana. Learners' experiences in the classroom should support their right to equal access to a quality education.

Learners come from different backgrounds and as such, have different needs. These requirements need to be respected and supported throughout learners' education. There are various approaches that may be adopted that will contribute to the development of each learner. Each individual learner also has unique needs, learning styles and varying levels of motivation. Furthermore, some learners in a classroom may be disadvantaged. This may refer to gender, ability, ethnicity, socio-economic status or religious beliefs, to name a few.

To be considerate of the varying backgrounds in a classroom, the curriculum advises that:

- learning is linked to the learner's prior experiences, interests, potential and capacity
- learning aligns with the learner's ability
- learners should be encouraged to take an active role in the selection and organisation of their learning experience and that they be allowed to assess their own learning outcomes.

Differentiation and scaffolding

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 content, tasks, questions, outcome, groupings and support.

Table 2: Differentiation and scaffolding

Technique	Process	Example
Differentiation by task	Teachers set different tasks for learners of different abilities.	When sketching the plan and shape of their classroom, some learners could be asked to sketch with free hand while others could be asked to trace the outline of the plan.
Differentiation by support	The teacher gives needed support.	The teacher refers weak learners to the Guidance and Counselling Unit for academic support.
Differentiation by outcome	The teacher allows learners to respond at different levels.	Weaker learners are allowed more time for complicated tasks.
Scaffolding	The teacher uses a variety of instructional techniques to progress learners towards stronger understanding.	Break up the learning task, experience or concept into smaller parts and then provide learners with the support they need to learn each part.

- identify subject-specific instructional expectations to make the subject relevant
- integrate all assessment strategies
- use questioning techniques that promote deep learning.

Classroom strategies

Teachers are encouraged to make use of different activity styles to engage learners while developing different thinking and problem-solving skills. This will allow the teacher to gauge learners' grasp of curriculum content. The table below offers guidance on how to present the different styles in the classroom.

Table 3: Classroom strategies

Type	Application
Brainstorming	This is a method to get learners to produce ideas in a group or as a class. Learners share their ideas quickly. Encourage all learners to participate.
Case study analysis	Collect short, interesting and relevant current news items and stories. Ask questions to develop the learning and skills you want to focus on as highlighted in the curriculum. Learners are interested in the events of the day of local and national, as well as international, importance. For example, if a local religious festival is due to take place and a news article appears, use that as a case study. Similarly, there could be a local news article about solutions to illegal tree felling, which can again be used as a case study.
Debate	Get learners to prepare for debates by studying the facts and necessary information and by preparing their motions and speeches. Allow them to practise their critical-thinking and decision-making skills when deciding which viewpoint to support. Also get them to practise their communication skills by being good listeners, by not interrupting others and by speaking clearly and briefly. Guide them to keep to the topic and to keep to time limits.
Demonstration	Give learners opportunities to show what they have learnt, fixed, made or created and what they can do. This also helps the class to learn from one another.
Discussion	When learners discuss, always give a specific topic, and ask well-planned and structured questions to stimulate discussion. Ensure learners keep to the topic. In this Learner's Book there are many examples of excellent discussion questions that will hold learners' interest. It is useful to follow up with a short, written exercise, after a discussion, to consolidate what learners have discussed and learnt. Ensure they keep to the topic.

Type	Application
Drama	<p>Get learners to create, direct and present a short play, drama or skit to show a problem situation and to explore a range of solutions. Learners have such enthusiasm, energy and creativity to participate in drama, so it becomes a most useful educational tool.</p> <p>Keep the dramas short. They should not present for more than 3–5 minutes. The shorter the play, the stronger the educational message that will be retained.</p> <p>All participants should always face the rest of the class so they can be heard and learners can see what they do.</p>
Drawings, mind maps, cartoons	Drawing is a useful activity because it encourages thinking and is an alternative to using words and writing. It promotes visual literacy as well. Drawing also helps learners with reading and writing challenges.
Pair-share and group work	Let learners share their understanding in pairs, work in small groups and discuss content matter.
Peer-teaching	Use an 'each one teaches one' approach where learners take turns to present lessons or work in small groups to teach each other. They do learn a great deal from teaching.
Presentations	Let learners showcase and explain their group discussion findings, items they made, posters or reports, for example.
Problem solving	Let learners solve real-life problems related to curriculum content.
Projects	Get learners to do investigations, conduct research, gather information, take part in events, create products, volunteer to help others, find out more about a topic and write essays or short reports to describe what they had done and learnt.
Questions	Ask questions that arouse interest to help learners to focus on the topic, to find out what they know and where they need more information and to assess their progress. Ask open-ended questions that require more than a yes or no answer.
Role plays	By playing a specific role, learners practise their skills and prepare for real-life scenarios. Prepare short scenarios that learners can act out or let them prepare their own scenarios. Give learners opportunities to discuss what they learnt from the role play and write short notes on their learning. Role play should have more than merely entertainment value; it is a core teaching and learning tool if used correctly.
Scenarios	These are short, relevant descriptions of issues or problems that learners can discuss, act out, role-play, give advice on and practise skills in 'what if' situations.
Storytelling	This is a useful method for teaching much of the curriculum content. Always follow a story up by asking good questions and giving short written tasks. Get learners to also write or tell stories on subject-related themes and use these as the central content of your lesson.
Visuals	Use pictures, mind maps, graphs, images, posters, cartoons, photographs, drawings, flashcards and real-life items to promote visual literacy and interactive learning.
Written work	Ensure you give learners time to do written work. For example, they can summarise a discussion, make a mind map of what they have learnt during a role play, write sentences or a paragraph, write letters or give written answers to questions.

Participation

To further enhance learners' experiences, ensure that all learners participate. Avoid the situation where only a few learners participate and speak up in class. Use these ideas:

- Ask the class a question, then throw a soft ball or wad of paper to a learner and ask the learner to respond to the question. The learner can then throw the ball back to you for the next question, or you can ask the learner to throw it to someone else to respond to the next question.
- Write each learner's name on a piece of paper. Put the papers in a container. Ask the class a question. Then, pull a piece of paper with the learner's name from the container and ask him/her to respond to the question. Leave his/her name out of the container. Then, pull other learners' names out and ask them to answer the other questions. When everyone has answered a question, return all the names to the container. Another option is to put the learner's name back into the container immediately. If you replace each name into the container, they will need to be prepared to answer all further questions.
- Make use of pair work; often shy learners do better in a one-on-one situation.
- When you ask questions, always wait for learners to respond. Give them enough thinking time. Shy learners especially need time to think and prepare their responses.
- Gender inequality plays a big role in how learners participate in discussions. Often, male learners are more confident to participate and take leadership roles, while female learners keep quiet. Similarly, when deciding on group spokespersons, it is often the male learner rather than the female learner who is chosen. Ensure you address this by building confidence in female learners, assigning group roles and choosing female learners as spokespersons in equal measure.

Group work

Learners should often work in pairs for pair share or small groups of three, four or five during the lessons. If your group is too large, some learners will not participate. Even if your classes are large, please consider using small groups. To save time when it comes to group feedback or presentation, each group could present only one idea, answer or item.

Small groups give time for more learners to share ideas. It is easier for the shy learners to share their thoughts in a small group of three or four learners than when discussing an issue in a larger group. Small groups allow several learners to practise a skill or technique at the same time. These simultaneous practice sessions save time, as it takes too much time if each learner has to practise a skill in the large group.

Please change the membership of the groups often. To save time, you can keep the members of a group together for a period or lesson but change again in the next lesson. However, keep groups the same if they must remain in the same group for an extended time because they are working on a group project that continues over a few weeks.

A group must always sit or stand in a circle or half-circle; every group member needs to see and hear all other group members. Do not let learners sit or stand in a row when they work in a group.

Do not spend a long time creating groups. Use interesting ways to get learners into groups, so they quickly learn how to not waste time. It should never take more than 2–3 minutes.

When managing group feedback sessions, you are encouraged to be firm. Make these five rules:

- All groups must be back from the group activity. They need to stop working on their group tasks once you call them back.
- All learners must listen to group feedback and presentations. They cannot still talk to group members.

- If learners are demonstrating how to do something, for example, ensure they face the class and speak towards the class so everybody can hear.
- There should be no teasing, no name-calling and no interrupting those who present.
- Presenters must keep to the time limit you give them for presenting.

When learners give group feedback, do not let them report back on everything they have written down – let them choose, for example, the best one statement not mentioned by other groups. If there are many groups, learners easily get bored listening to long presentations that are often repetitive.

When selecting a spokesperson for the group, there is often arguing about who will give the group feedback. Often male learners get to do the feedback instead of female learners and shy learners don't get a chance. Girls must also be spokespersons and group leaders.

Use quick ways to select a spokesperson, for example:

- The learner who travelled the longest/shortest distance to the school will be the spokesperson.
- The learner with the longest or shortest last name in each group will be the spokesperson.
- The learner with the largest/smallest shoe size can be the spokesperson.
- The youngest learner in the group can be the spokesperson.
- The shortest learner in the group can be the spokesperson.

For some activities, assign group roles to learners to ensure they all participate. For example, have a scribe, leader, presenter, timekeeper and mediator who keeps the peace and ensures they keep to the topic.

Information and Communication Technology (ICT)

ICT has been integrated into the Religious and Moral Education Curriculum as a tool to promote deep and independent learning. It can be used to achieve certain outcomes:

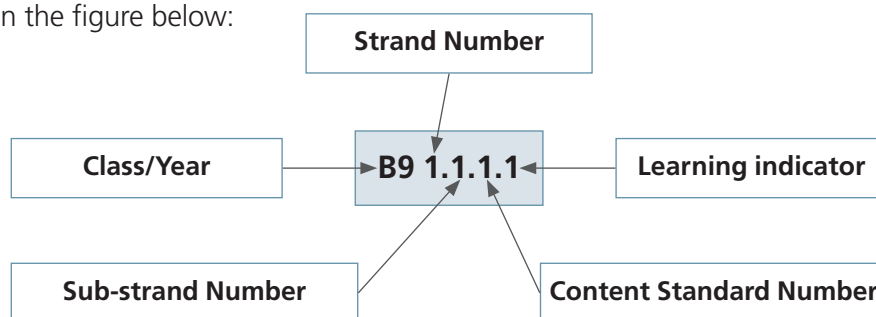
- improved teaching and learning processes
- improved consistency and quality of teaching and learning
- increased opportunities for more learner-centred pedagogical approaches
- improved inclusive education practices by addressing inequalities in gender, language and ability
- improved collaboration, creativity and higher-order thinking skills
- enhanced flexibility and differentiated approach of delivery.

The use of ICT as a teaching and learning tool is to provide learners with access to large quantities of information online and offline. It also provides the framework for analysing data to investigate patterns and relationships within context. Once learners have made their findings, ICT can help them organise, edit and print the information in different ways.

The exposure that learners are given at the primary school level to use ICT in exploiting learning will build their confidence and will increase their level of motivation to apply ICT in later years, both within and outside of education. ICT use for teaching and learning is expected to enhance the quality and competence level of learners.

Organisation and structure of the RME Curriculum

The Learner's Book follows the curriculum in organising its content under key headings and annotations as shown in the figure below:



- Class is the level or year being studied, Basic 9 in this case.
- Strands are the main branches of the Religious and Moral Education content to be studied. Note that Strands are referred to as *Modules* in the Learner's Book.
- Sub-strands are the sub-divisions of Strands. These are referred to as *Chapters* in the Learner's Book.
- Content Standards are the expected level of knowledge, skill and/or attitude that a learner must attain at each grade level. These are referred to as Units in the Learner's Book.
- Indicators are learning outcomes that define what learners should know and be able to do at completion of each Content Standard.
- Exemplars clearly explain the Indicators. They support and guide the facilitator/teacher in helping learners achieve the Content Standards.

Scope and sequence

Strands and Sub-strands are organised and covered in this course as follows:

Table 4: Organisation of Strands and Sub-strands

Strand (Module)	Sub-strands (Chapters)
1. God, His creation and attributes	<ul style="list-style-type: none"> • God, His nature and attributes (Basic 7) • The Creation Stories of the three major religions in Ghana (Basic 8) • The purpose and usefulness of God's creation and the environment (Basic 9)
2. Religious practices	<ul style="list-style-type: none"> • Worship (Basic 7) • Religious songs and recitations (Basic 7) • Rites of passage (Basic 8) • Religious festivals (Basic 9)
3. The family and the community	<ul style="list-style-type: none"> • Family systems (Basic 7) • Authority and obedience (Basic 8) • Religion and social cohesion (Basic 9)
4. Religious leaders and personalities	<ul style="list-style-type: none"> • Religious leaders (Basic 7) • Prophets and Caliphs (Basic 8) • Women in religion and leadership positions (Basic 9)
5. Ethics and moral life	<ul style="list-style-type: none"> • Manners and decency (Basic 7) • Substance abuse (Basic 7) • Moral teachings in the three major religions in Ghana (Basic 8) • Reward, punishment and repentance (Basic 9)
6. Religion and economic life	<ul style="list-style-type: none"> • Work, entrepreneurship and social security (Basic 7) • Money, bribery and corruption (Basic 8) • Time and leisure (Basic 9)

Suggested time allocation

Religious and Moral Education is allocated three periods per week, each consisting of 50 minutes.

Assessment

Assessment is the process of collecting and evaluating information about learners and using the information to make decisions to improve their learning. Assessment should always promote learning.

In CCP, it should involve all three these forms of assessment:

- **Assessment for learning (AFL)**, which includes all the activities undertaken by the teacher and by their learners that provide information to be used as feedback to modify the teaching and learning activities. This is part of formative assessment. The activities in the Learner's Book, as well as the Revision Summary (class test) and the Class Assessment Task (CAT) are suitable for this.
- **Assessment as learning (AAL)**, occurs when learners reflect on and monitor their own progress by doing self-assessment and peer reviews. Since it informs their future learning goals, AAL is also formative assessment. Learners' portfolios, journal entries and project work are all suitable ways of conducting this form of assessment.
- **Assessment of learning (AOL)** provides a picture of the achieved standards of the teacher and performance of learners at the terminal stage of the learning. It is therefore also called summative assessment. The Class Assessment Tasks (CAT), End of term test and End of year tests are used for this form of assessment. A national standards assessment test is conducted in Basic 9 to provide national level indicators on learners' achievement.

Table 5: Summary of the different forms and modes of assessment related to purposes of assessment

Diagnostic	Formative	Summative
Form of assessment		
Everyday classroom assessment	Everyday classroom assessment	
Class exercises (from textbook or teacher directed)	Class exercises (from textbook or teacher directed)	
Quizzes		
Class tests		Class tests
	SBA internal assessment tasks	
		Examinations <ul style="list-style-type: none">• School level: end-of-term• School level: end-of-year• District level• International level
Mode of assessment		
Test with objective response questions (e.g. multiple-choice questions) only	Enquiry activities; information searching	Test with objective response questions (e.g. multiple-choice questions) only
Test with a combination of objective and constructed response questions		Test with a combination of objective and constructed response questions
Oral	Oral	Oral

Diagnostic	Formative	Summative
	Aural	Aural
	Practical	Practical
Portfolio	Portfolio	Portfolio
	Project work	Project work
Group activity	Group activity	
Self-assessment	Self-assessment	
Peer assessment	Peer assessment	
	Checklist	Checklist
Method of assessment		
On paper	On paper	On paper
On screen	On screen	On screen
Assessment by questioning	Assessment by questioning	Assessment by questioning
Assessment by observation	Assessment by observation	Assessment by observation

School-based Assessments (SBAs)

Broadly, the SBA is simply all forms/modes of assessment that can be undertaken internally by any school-level actor (learner, teacher, head teacher): class tests, class exercises, group work, portfolio, rubric, homework, projects and other assessment procedures to measure what learners have achieved through a teaching/learning process. This means that SBA can include formative assessments and summative assessments that can be completed while at the school.

For describing the overall learner achievement at the end of a term/grade-level or programme, the following must be generated and put together:

- An Internal Assessment Score (IAS), contributing 30% to the process of describing learner achievement
- An End-of-Term Exam Score (ETES), contributing 70% to the process of describing learner achievement.

Internal Assessment Score (IAS)

The score is the total score of four (4) different assessments completed at distinct times in a term, as shown in this table.

Table 6: Summary of SBA (Learners' Progress) for Terms 1–3

Class Assessment Task (CAT)			Modes	Weeks of the Term													
				1	2	3	4	5	6	7	8	9	10	11	12	13	14
1.	5.	9.	Group work														
2.	6.	10.	Class test														
3.	7.	11.	Group work														
4.	8.	12.	Project														

SBA involves the teacher in the final grading of the learner. Details for use, such as grading and reporting, are provided in the revised SBA Document, which is available on NaCCA's website.

The CCP uses a criterion-referenced model of presenting and reporting school-based assessment data. School-based assessment throughout the three-year duration of CCP is done against criteria linked to performance standards and not against the work of other learners. The CCP provides levels of proficiency to be attained and descriptors for all grade levels of the programme (see Table 7). These levels and descriptors cannot be changed by individual schools and are, therefore, common to all learners as well as learning areas nationwide. For each assessment criterion (benchmark for the level of proficiency), a few descriptors are defined as shown in Table 7 below.

Table 7: Benchmarks, levels of proficiency and the grade level descriptors

Level of Proficiency	Benchmark	Grade Level Descriptor
1: Highly proficient (HP)	80% +	Learner shows high level of proficiency in knowledge, skills and values and can transfer them automatically and flexibly through authentic performance tasks.
2: Proficient (P)	68–79%	Learner demonstrates sufficient level of proficient knowledge, skills and core understanding; can transfer them independently through authentic performance tasks.
3: Approaching Proficiency (AP)	54–67%	Learner is approaching proficiency in terms of knowledge, skills and values with little guidance and can transfer understanding through authentic performance tasks.
4: Developing (D)	40–53%	Learner demonstrates developing level of knowledge, skills and values but needs help to perform authentic tasks.
5: Emerging (E)	39% and below	Learner is emerging with minimal understanding in terms of knowledge, skills and values but needs a lot of help.

The grading system presented, shows the letter grade system and equivalent grade boundaries. In assigning grades to learners' test results, or any form of evaluation, the above grade boundaries and the descriptors may be applied. The descriptors (Highly Proficient [HP], Proficient [P], Approaching Proficiency [AP], Developing [D] and Emerging [E]) indicate the meaning of each grade.

End-of-Term Exam Score (ETES)

Internal end-of-term and end-of-year examinations are to be conducted by teachers. These examinations should focus on how well learners can demonstrate their thinking, communication and problem-solving skills relevant to the areas of the curriculum that are most essential for continuing to the next grade. Guidelines on internal assessment is captured in the revised SBA including how teachers will plan and deliver this form of assessment.

Keeping accurate records

The following are possible ways of keeping records of the learner's learning:

- Learner's Progress Record (Cumulative Record)
- Learner's Report Card
- School-Based Assessment Termly Recording Register.

Introduction

In this module, you will work through these chapters and units:

Chapter 1: Purpose and usefulness of God's creation

Unit 1.1: Identifying the purpose and usefulness of God's creation

Unit 1.2: How the complex nature of things created by God reveals His nature

Chapter 2: Caring for the environment

Unit 2.1: Human activities that destroy the environment

Unit 2.2: Indigenous Ghanaian culture cares for the environment

Unit 2.3: Reasons for taking care of the environment

Objectives

By the end of this chapter, you should be able to achieve the following Content Standards:

B9 1.1.1 Describe and explain the purpose and usefulness of God's creation.

B9 1.2.1 Explain why it is important to care for the environment and how to do so.

Outcomes

- Identify the purpose and usefulness of God's creation. (Unit 1.1)
- Explain how the complex nature of things created by God reveals His nature. (Unit 1.2)
- Describe human activities that destroy the environment. (Unit 2.1)
- Identify and describe how indigenous Ghanaian culture helps in taking care of the environment. (Unit 2.2)
- Discuss reasons for taking care of the environment. (Unit 2.3)

Introduction

One of the main aims of teaching and learning Religious and Moral Education is to encourage and enable learners to develop an awareness of the Creator and the purpose of their very existence. Another key aim is for learners to develop an understanding and tolerance of other people's faiths and cultures.

This chapter allows you to introduce the idea of God the Creator – it is a concept of God that is common to all religions, which means that all learners should be able participate in discussions and activities quite easily. It therefore makes a good start to the year's work.

Unit 1.1: Identifying the purpose and usefulness of God's creation

Resources

- B8 textbooks with creation stories (for reference in *Participate 1* and *2*)
- crayons, pencils, felt-tip pens for learners
- paper and materials for making posters (*Participate 4*)
- Science books covering diversity of matter (for reference *Participate 5*)

Use of ICT

Some tips for helping learners make the most of ICT:

- As you know, there is a lot of information on the internet but not all of it is suitable. It may be written at a level that is too complex for learners, or it may be factually incorrect or from an untrustworthy source. Learners must learn to do a quick scan of the search results and ignore any that are too complicated. They can also refine their search terms. It can be useful to type in a phrase like "classroom resources", or "for kids".
- You can help them to identify trustworthy sources by getting them to share URLs as a class. You can then discuss the website from the point of view of how trustworthy or up to date the information is.
- When they do research, they need to document the source by copying the URL and dating it, for example: <https://www.ghanawildlifesociety.org> (accessed 15 March 2021). Teach learners that they must respect the fact that information on the internet has a source and that providing the URL not only helps you to go back to it on another day but also credits the original source of the information.

For the *Internet interact* activities in this chapter, give learners a specific task to do, for example:

- Work in pairs to do research for 15 minutes and find one interesting article. Learners should read the article, take notes and share what they have found in a group or with the class.
- Work in pairs to identify six possible websites to look at and identify which look most interesting. Use this activity to help learners to start to identify how to find suitable information for themselves.

Teaching methodology

The text covers content and concepts that the learners need to understand.

The Participate activities offer opportunities for active participation. Try to group the learners in mixed-ability pairs and groups, but monitor them carefully to make sure that all learners have a chance to contribute.

The “Did you know?” on page 5 covers an important point that you must discuss with the class in this section – the fact that there are differing interpretations of creation stories (and religious texts) even within a single religion. For example, not all Christians and Muslims are fundamentalists. This raises an important point about Religious and Moral Education – learners are not in the classroom to pass judgement on the beliefs of others but to gain knowledge and understanding of their own and others’ beliefs.

Make sure that you spend time finding out what learners already know, for example, under the heading “Recalling creation stories”, you can ask learners to contribute ideas about what creation stories they remember – this will prepare them for *Participate 1*, where they have to list and tell the stories. If learners do not remember the creation stories covered in Basic 8, Module 1, then adapt the lesson, covering information from the Basic 8 textbook.

Clarify that a central learning goal for the first section is to assess how well learners remember creation stories and whether they can describe similarities and differences between them. You could write this on the chalkboard and return to it at the end of the section, when you can ask learners to give a thumbs up or thumbs down to indicate whether they feel they have achieved the goal (or use your own strategy for class feedback).

Make sure you establish any new concepts through discussion and questioning. For example, in *Participate 1*, learners are asked to find similarities between creation stories. To scaffold the learning experience, first make sure they understand the concept of “similarities” by discussing the four bulleted points on page 3. Then discuss how stories may show differences using the examples in the text.

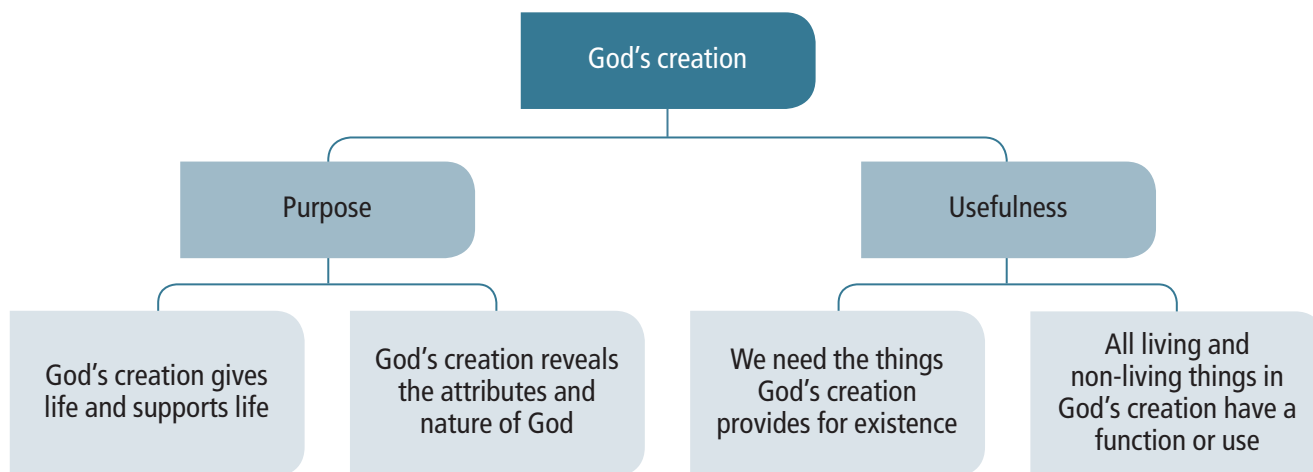
Spend time discussing new words and concepts too; for example, talk about what the oral tradition is. Ask them why they think stories from the oral tradition are not always exactly the same (in the way that Bible stories, or stories from the Qur’an, stay the same).

For the section “Lessons from creation stories” you can establish that the learning goal is to identify moral lessons from creation stories (at the end, use your preferred method to get learners to give you feedback). They will need to have a good understanding of what a moral lesson is, and what attributes are, before they can do *Participate 2* in pairs. Make sure you prepare them for the activity by giving them the conceptual building blocks to complete it.

Ask learners to brainstorm the attributes of God that they remember from previous years (B7 and B8), such as everlasting, omnipotent and the sustainer. Then move on to discussing the concept of “moral lessons” (page 5). List ideas for moral lessons on the chalkboard so that learners can draw on this when they work in pairs to complete *Participate 2*.

Before learners start *Participate 2*, refer back to the discussion about the oral tradition and point out the Adinkra symbol on page 5 of the Learner’s Book. Ask learners for ideas about other ways that people remind themselves of moral lessons in everyday life (for example, by having a quote on their email signature, hanging icons or signs in their car or at their doorway, parts of their attire, songs, etc.).

The section “What is the purpose and usefulness of God’s creation?” returns to the idea that God’s creation has purpose and usefulness. Summarise the key points on the chalkboard as shown on the next page:



Briefly discuss the ideas on pages 6 and 7. Learners will discuss this in more detail later on.

By getting learners to list ingredients needed in a meal, *Participate 3* should consolidate in a concrete way the concept of “usefulness”.

“Humans created to serve and worship God” covers the idea that humans were created with the purpose of serving and worshipping God. (Stewardship is covered in the next section.) Use questioning while you read and discuss the text to assess whether the class has remembered what they have learnt in previous years. Remind them that in serving others, they are also serving God (page 8).

Note that you are not covering the information learnt in previous years in detail here. You just need to establish that they understand that humans are created to worship God and that they still remember what this means. Use this as an opportunity to build confidence and participation.

A good technique to use here is to question – wait – get answers. Tell learners that you are going to give them a few minutes to remember what they know about worship in all the different religions and that you are then going to call on volunteers to share ideas with you. Tell five or six learners whom you suspect can answer but who do not always participate that you will call on them.

Read the section on Christianity (pages 8–9) and then ask, “Can some of you please tell me what you remember about how Christians worship?” Repeat this question for Islam and African Traditional Religion.

In “Humans created to care for other creatures (stewardship)” the concept of stewardship over living things is introduced. Discuss the meaning of stewardship, and then read the religious (Christian and Islamic) texts supporting the concept of stewardship in each of those religions (pages 9–10).

When you discuss the role of stewardship in African Traditional Religions, point out that this is something shown in practice, rather than in texts. Discuss the examples on page 11 and ask if learners can think of other examples of how traditional religions in Ghana protect the Earth and living things. Learners may remember some taboos about the environment or sacred spaces.

The *Internet interact* activity is an opportunity for learners to research how the environment is protected in Ghana.

Use the poster-making activity in *Participate 4* to get learners to start thinking about how they can work productively in pairs. Give them the task and the poster-making materials, and then ask them to decide how they will organise their work.

For example:

- How will they decide what they want to say on the poster?
- What role will each of them have? (For example, one can create artwork that explains the meaning of the writing, while the other can work on the lettering.)

Participate 5 is at the start of the section “The usefulness and purpose of animals, plants, water bodies and heavenly bodies”. Read through *Participate 5* with the class, explaining that they will use the mind map to read actively. Reading actively means making notes and getting ideas. Learners will add their own ideas about the purpose of God’s creation to the mind map as they work through the section. If you do not have a large enough sheet of paper, they can make separate, smaller mind maps for the six main categories.

You can read and discuss the text with the whole class, with the learners sitting in groups ready to discuss and make notes for each key idea in turn.

They will start by reading, brainstorming and skimming through books to get ideas about the usefulness of plants, then animals, then water bodies, then heavenly bodies. If you are concerned that you will run out of time in this section, you can plan around this, for example by dividing the class into two smaller groups and asking one group to cover animals and heavenly bodies and another to cover plants and water bodies.

It is important to keep this section moving quite swiftly. The goal is for learners to get an idea of the enormous range of God’s creation, rather than to go into a lot of detail – they are reading to spark interest rather than to retain knowledge. You could even make the point that it is not possible to cover all of creation in a few lessons. Tell them that they will be able to select four things created by God to research for a project (in *Participate 6*).

A good strategy would be to give them a time limit for adding ideas to each of the key ideas in the mind map, based on how much time you have available. Allow time for them to do some internet research too if possible (see the *Internet interact* suggestions in the Learner’s Book), but they should just look for ideas (looking at URLs and skimming web pages) rather than doing deep research (reading articles thoroughly). They can note any very interesting URLs.

Assessment

LET’S TALK

(Learner’s Book page 3)

Use assessment as learning in the *Let’s talk* activity. Ask learners if they think other learners have explained the meaning of the words “usefulness” and “purpose”. Get them to continue refining the explanations until all learners understand.

PARTICIPATE 1

(Learner’s Book page 4)

As each learner tells a creation story, the other learners can use this checklist for formative assessment:

- Did they tell the story in the right order?
- Did they leave anything out?
- Does anyone have anything to add?

PARTICIPATE 1

(continued from the previous page)

Get learners to ask themselves as a group whether they have told all the creation stories that they know of or if they have more to share, and whether they have correctly listed the creation stories under the correct religion.

Also ask them to listen carefully to other learners when they explain why they chose a particular story as their favourite. Did the learners in the group understand the reason that each learner gave? If not, they can question the learner to explain his or her choice.

PARTICIPATE 2

(Learner's Book page 6)

Make use of assessment as learning and ask each pair to write two questions that they could ask another pair to see if they can explain how a specific moral lesson can be learnt from a creation story. For example, "How does the story of Mawu teach the moral lesson of orderliness?" Get the pairs to test each other's comprehension before you ask the class whether they understand the work covered.

Note that this is a complex activity that builds on prior learning. Learners need to know the creation stories, and understand how they teach moral lessons, to be able to complete it. There are right or wrong answers, but learners' answers should reveal sense and understanding.

PARTICIPATE 3

(Learner's Book page 7)

Use this activity to assess whether there are any learners who need remedial help. Call on learners who seldom speak in class to give the group feedback. This should be a simple task that is easy to complete and will get all learners to participate. If they struggle, assess whether the learners need more support with social skills, such as speaking aloud or gaining confidence, or whether there is a more serious problem that needs to be addressed.

PARTICIPATE 4

(Learner's Book page 11)

Ask learners to look at the posters when they are displayed and to each identify their top ten. Their choices must be based on which posters share the message most successfully. They must base this on how easy the text is to read, how attractive they find the poster and how well any artwork supports the message of the words.

PARTICIPATE 5

(Learner's Book page 12)

Each group should check in with all group members as they finish each key idea and ask: Do we all understand why we have added these ideas to the mind map? Does anyone have anything to add?

PARTICIPATE 6

(Learner's Book page 18)

Share these assessment criteria with the learners.

Does the table:

- list four things created by God?
- explain the purpose and use of each thing?
- contain two or more sentences about each?
- have spelling and punctuation checked?
- include pictures or illustrations?

Homework activities

1. Ask learners to identify two Ghanaian crafts that use natural resources. They should write a paragraph and include an illustration (a drawing or photo) explaining how the resources are used to make the item. For example, a wooden stool, a cowhide drum, kente cloth.
2. Ask learners to write a paragraph about how water or land help people in their community to survive.

Answers

LET'S TALK

(Learner's Book page 3)

This activity is intended to get learners to realise that they understand what the meanings of "purpose" and "usefulness" are. In other words, it activates prior knowledge and creates confidence, enabling learners to participate in discussion.

To start with, the learners should be able to describe what the various people in the picture are doing: carrying water, fishing, using the water for travel. This will lead them to understand that water is useful: its usefulness is apparent in how people and animals and plants use it. It can be used for different purposes or reasons.

They can look up the meaning of the words in the Glossary and then explain them using their own words.

They can explain the purposes and usefulness of water by describing how it is used in the picture and also in their own life.

PARTICIPATE 1

Recall creation stories

(Learner's Book page 4)

CP 5.1, CP 6.4, CI 6.7, CI 6.8

Learners work in pairs and then in groups.

1. Learners' answers to this question will depend on what they remember. They should remember the Christian creation story in which God creates the world in seven days and where God creates Adam out of clay and then produces Eve from his rib. The main Islamic creation story states that God first created the world, followed by Adam, who was created as God's successor or deputy.

PARTICIPATE 1**Recall creation stories**

(continued from the previous page)

They should remember at least one or two creation stories from traditional religions, such as Mawu, and the woman pounding her fufu, described on page 4 of the Learner's Book.

2. Learners should list the creation stories under the headings "Christianity", "Islam" and "Traditional religions".
3. Learners take turns to tell the stories in a group. Working in a larger group creates an opportunity for learners to remember stories they might have not recalled during pair work. They should listen respectfully, remembering that they are not promoting a particular belief but rather sharing and learning information about different beliefs.
4. If learners struggle to identify what is similar, refer them to the bulleted points on page 3 of the Learner's Book. Learners should identify that although characters, gods, deities and time frames differ, there is a shared belief that God created the world (for example, there are shared ideas about how the Earth, sky and water came into being; how the Earth became filled with plants and animals and other non-living things, such as rocks and water; how humans were made; the relationship God has with creation).
5. Learners should identify the story they like the most. Their reason for choosing it can be different for each person. Some may choose a story because they believe it, others might like a story because they find it interesting and unfamiliar.

PARTICIPATE 2**Share lessons from creation stories** (Learner's Book page 6)

CP 5.1, CI 6.7, CI 6.8

Learners work in pairs.

1. Learners should find the following moral lessons in the picture: God is your Creator/God is great, etc.; Use the gifts of creation wisely; Care for everything in the world; Give praise to God for the blessing of creation; Respect life because it comes from God; Follow the way of God all your life.
2. Learners can add to the list of moral lessons by drawing on ideas generated in class, for example in B8 they learnt about the moral lessons of hard work, orderliness, creativity, responsibility, caring and giving.
3. The links learners draw in should make sense. For example, the Ewe myth of Mawu creating the world could link with the moral lesson of creativity and orderliness, while the Islamic creation story could link with the idea that God is your Creator.
4. The pairs should identify three or four attributes of God and link them to the Creation stories – for example, God the Creator, God the All-powerful, God the loving Father.

PARTICIPATE 3**Show the usefulness of God's creation in what we eat**

(Learner's Book page 7)

CI 6.9

Learners work in groups.

Learners' own recipes and ingredients.

PARTICIPATE 4**Spread a message about stewardship**

(Learner's Book page 11)

CI 6.7, CI 6.8, CI 6.9, CI 7.4

Learners work in pairs.

Learner's own choice and ideas.

PROJECT WORK**PARTICIPATE 5****Learn about God's creation and its purpose**

(Learner's Book page 12)

CP 5.1, CP 6.4, CI 6.7, CI 6.8, CI 6.9, CI 7.4

Learners work in groups.

1. Make sure that each group has paper and a surface to write on. Learners must decide who will write down the ideas – will they all have a pencil and add ideas, or will there be a scribe?
2. Learners start by creating a template for the mind map. Explain to learners that they must leave plenty of space on the page for adding ideas about the purpose of creation as they brainstorm.
3.
 - a. Learners read the text and make notes about the information they cover in each section using only keywords, for example: hibiscus flowers provide us with tea, but also with beauty.
 - b. Learners brainstorm and add their own ideas about the use and purpose of creation, for example: Ghana grows cocoa beans, which are used in the making of chocolate.
 - c. A quick skim through Science textbooks may provide some more ideas.
 - d. The *Internet interact* features on pages 14–17 of the Learner's Book give suggestions for topics to research online. Give the class a time limit for internet research, or get them to do it as homework. Stress that they are just doing the research to get ideas to add to the mind map at this point. They can note any URLs they may want to go back to.

PROJECT WORK**PARTICIPATE 6****Learn about God's creation and its purpose**

(Learner's Book page 18)

CP 5.1, CP 6.4, CI 6.7, CI 6.8, CI 6.9, CI 7.4

Learners work on their own.

1. Learners consolidate all the ideas they have generated by selecting four to focus on.
2. They write their headings in a table (using pen and paper or a computer).
3. They research and write a few sentences about their chosen topics. See the checklist in the assessment section on page 5 of this Facilitator's Guide.
4. Learners must illustrate their table (see the assessment checklist).
5. Whether the table is prepared electronically or by hand, it must be neat and attractive. Attention must be paid to spelling and punctuation.
6. Learners can display their tables in the classroom.

1. The aim of the group discussion is to get learners to reflect on why they prefer the things they do. Some people tend to pick as favourites things they believe over things that others believe. While this approach is fine, it is also helpful to be open to things that people of other religions can teach you or that you find interesting about other religions. As religious intolerance grows in Africa and other parts of the world, Ghana can remain proud that it is a tolerant and diverse society. Give learners some tips for creating tolerant spaces for discussion, such as:
 - Do not only talk, but make sure you listen to others and ask for their opinion too.
 - Learn how to voice disagreement with others without insulting them.
2. Learners start thinking about local (or bigger) environmental problems and what they can do to fix them.
3. Learners think about what creation means to them personally. This is an important step towards stewardship.

LINKING LESSONS: Unit 1.1 and Unit 1.2

Questions

1. We learned in Unit 1.1 that God created the world for a reason. Think of examples from the complexity of creation (Unit 1.2) that demonstrate this purpose.
2. How does the design found in nature (Unit 1.2) support the idea that humans were created to serve and worship God (Unit 1.1)?
3. Imagine there were no plants on Earth. How would this impact the concept of stewardship (Unit 1.1)? Explain your answer.
4. Think about the concept of interdependence in creation (Unit 1.2). How does this connect with the idea that everything God created has a purpose (Unit 1.1)?
5. How can understanding the complexity of creation help us fulfil our role as stewards (Units 1.1 and 1.2)?

Answers

1. The complex design of nature, for example, the way plants convert sunlight into energy (photosynthesis) or the intricate food chains that sustain all living things, demonstrate God's purpose in creation. These complex systems ensure the survival and wellbeing of all created things.
2. The design found in nature, such as the mathematical patterns in spirals and the beauty of flowers, suggests a purposeful and intelligent creator. This reinforces the idea that humans, created in God's image, are called to serve and worship such a magnificent being.
3. Without plants, the food chain would collapse. Animals rely on plants for food, and humans rely on both plants and animals. This disruption would demonstrate the interconnectedness of creation and highlight the importance of stewardship – caring for all parts of God's creation.
4. Interdependence in creation shows that everything has a role to play and contributes to the whole system. This aligns with the idea that everything God created has a purpose. No single element exists in isolation, but each plays a part in the grand design.
5. Learners' answers will vary. See Teacher guidance below.

Teacher guidance for open-ended questions

- Question 5: Encourage learners to consider specific examples of complexity in creation. Ask them to explain how understanding these complexities might influence the way they care for the environment and other living things. You may also want to prompt them to consider how this understanding can influence their relationship with God.

Unit 1.2: How the complex nature of things created by God reveals His nature

Resources

- large sheets of paper (*Participate 7* and *11*)
- materials such as clay, beads, stones, paint, embroidery thread and cloth
- coloured pencils and paper for making an artwork or poster (*Participate 10* and *11*)
- library or other resources about the wonders of the world or about interdependence in creation (photosynthesis, food chains that occur in ponds or on a farm, symbiotic relationships in nature reserves in Ghana, underwater ecosystems such as a coral reef, the water cycle, the solar system, etc.) for *Participate 11*

Use of ICT

- The *Internet interact* activities in this chapter include YouTube videos of animals and birds. These can make wonderful educational resources, and if you are able to make use of them, you should do so. It is a great way to bring the outdoors into the classroom.
- Learners are asked to do internet research in *Participate 11*. Help them to identify the most relevant and useful sites, as some of them may contain information that is too complex for learners at this level.

Teaching methodology

As in Unit 1.1, you should move swiftly through this section – do not feel you have to cover all the examples of complexity in detail. The important thing to demonstrate is the vast range of creation while giving learners a taste of how much more there is to explore and discover in the wonderful world around them. The *Let's talk* activity, for example, is designed to get learners to start thinking, rather than to exhaustively cover the interactions between bees, crocodiles and other living and non-living things.

Establish that the learning goals for the section “How complexity in creation reveals God’s nature” are to be able to 1) describe some of the complexity in creation (revealing God as planner and designer), and 2) describe some examples of how created things depend on each other (revealing God’s caring nature). Spend some time reminding learners of God’s nature and attributes, including some of the names of God. Ask learners to contribute their own ideas about names and the nature of God, revising what they have previously learnt in RME.

Participate 7 is designed to get the learners to actively listen and take notes for the duration of this section, over several lessons. They will need to stay in the same groups, seated near each other, as you read and discuss the text with the whole class. Allow the class time to break into groups to make notes from time to time. The same groups will work together in *Participate 11*.

Learners begin reading from page 22, making notes of examples that show God as planner and designer.

Participate 8, 9 and 10 offer opportunities for the class to reflect on their personal experiences of God's creation, using their senses and creative skills. It is important that learners encounter God's creation in a range of different ways, not only through science and texts. These activities encourage learners to think about what they find beautiful in God's creation and to be more creative.

You could enhance *Participate 9* by taking learners outside into nature and allowing them to experience the sun or the rain, water or grass, by singing songs that express the beauty of God's creation, and so on. Use *Participate 9* as an opportunity to include the experiences of learners with disabilities. Ask them to think about what someone might miss about hearing or seeing. Ask how a learner with a disability might compensate for the loss of one sense. If you have learners with disabilities in your class, give them a chance to describe the strategies they employ to get around the world.

Participate 10 is an opportunity for creative self-expression. Try to allow at least one full lesson for it. Make sure they understand they must choose a word to describe God's nature. They will design a poster around the word. Use this activity as an opportunity to discuss how different religions have certain rules or restrictions. For example, according to Islamic law, Allah or Mohammad may not be represented visually. Being aware of these restrictions will help Ghanaians of different faiths to get along well with one another.

Before learners do *Participate 10*, discuss the meanings of the concepts "global", "national" and "personal" with them, using religion, music and fashion as examples. Explain that they can choose to show a personal style or a global or national influence in their design. For example, they can use any typical Ghanaian style (national), a Christian, Islamic, contemporary American, African or other global style, or just do their own thing (personal style).

Take a break for formative assessment of the class at the end of the section "Design in nature – God as planner and designer" on page 28 after *Participate 10*. Make sure all the groups have listed examples that show God as planner and designer before continuing with the section "How things depend on each other for survival – the caring nature of God" (pages 28–31).

For the section "How things depend on each other for survival – the caring nature of God" learners use the second sheet of paper for their notes. Remind them that they are noting down examples that show how things depend on each other for survival, revealing the caring nature of God. Continue to read and discuss the text as you did before, giving learners time to break and talk in groups and to do extra internet research.

The research project in *Participate 11* is an opportunity for them to work independently. Check in with each learner early in the process to make sure they have identified an idea that will be fruitful for them to work on. Assist them with finding internet or library resources if they need help. If you prefer, you can organise a whole class visit to a specific site of interest, such as a river or forest, and ask learners to do a poster on one thing they learn about God's nature from the visit. You or a guide would need to explain interdependence or complexity at the site. Another option is to show a video, or several videos, to the class, and ask them to make a presentation based on that.

The section “Imagining a world without the key elements of God’s creation” concludes this chapter. Read and discuss the information as a class. It introduces the idea that humans are often the cause of problems in the natural environment. Link this back to the idea of good stewardship. A good steward would not destroy God’s creation. Use any proverbs you know to reinforce this point, for example, the Akan proverb “One tree cannot withstand a storm” is used to discourage unnecessary cutting down of trees. It also has a deeper meaning, suggesting that communities are interdependent and need to work together. Other proverbs supporting care of the environment include “The tree you see now provides shade to our ancestors” and “If you do not keep your environment clean, you will not afford to take your household to hospital when they need to go.”

For *Participate 12*, put learners of similar abilities into the same groups. The faster learners can work more independently, and you can then support the learners who need more time. Make sure that any example you give a learner is something that they can make a case for and give more difficult ones to faster learners. The following are fairly easy to make a case for: fish stocks, healthy forests, vegetable crops, water, bees, a cow, etc. These are a bit more difficult: bacteria (many bacteria are healthy, for example bacteria help food digest in the gut), a poisonous plant (for example, azaleas may be used for decorative purposes in a garden, even though it is poisonous). Tell learners they can change their examples if they find one that they can explain better. Learners prepare an oral presentation. Tell them you want them to make it interesting and entertaining. Give them a time limit of two or three minutes long. You could get them to research and prepare the presentation for homework.

Assessment

Continue to use formative assessment strategies, as suggested below. Some of these ask learners to assess other learners. Before they do that, they need to learn some skills about giving positive feedback. Stress that they must express their feedback positively. For example, they should not say, “He must work at making it less boring.” Instead, they can suggest that the presentation needed more examples or some illustrations. You can practise with them by getting them to turn negative comments into more positive comments. For example, instead of saying, “You spoke too quietly”, they should rather say, “You could try to speak a little louder next time.”

The checklists for *Participate 10* and *11* are fairly neutral and are therefore a good place to start. For *Participate 12*, the checklist asks learners to first say what other learners did well and then comment on anything needing more work or that they can improve next time.

PARTICIPATE 7

(Learner’s Book page 22)

Get groups to share their notes with other groups at the end of a lesson. This will allow groups to check that they are on track with their learning and let you know if they have not managed as well as they would have liked. They can also let you know if they have specific questions about any of the material they have covered.

PARTICIPATE 8

(Learner's Book page 26)

Ask pairs to indicate to you if they do not understand or are unable to answer any of the questions.

PARTICIPATE 9

(Learner's Book page 27)

Call on individual learners to tell you what they imagine seeing, hearing, etc., before discussing how having the use of their senses makes them feel about God.

PARTICIPATE 10

(Learner's Book page 28)

Learners can assess each other's artwork in groups using this checklist:

- Did the artwork include a word that describes the nature of God?
- Was there a natural pattern or design in the artwork?
- Did the learner use materials creatively?
- Could the learner explain whether the design influences were global, personal or national?

PARTICIPATE 11

(Learner's Book page 31)

Each learner can assess their poster against this checklist before completing it. Does the poster:

- give one example of how creation reveals God's nature?
- show something that is complex or interdependent?
- contain five or more sentences about it?
- include pictures or illustrations?
- look attractive and interesting?
- include a sentence (such as a quote from the Bible, Qur'an or other saying) about God's nature as revealed in creation?
- have correct spelling and punctuation checked?

PARTICIPATE 12

(Learner's Book page 32)

Use the checklist on page 32 in the Learner's Book.

Homework activities

- Internet research is a usual homework activity if learners have access to computers and the internet and all the *Internet interact* activities can be done independently at home. Library research can also be done as homework.
- Learners can do oral research into how people with disabilities in their community use their senses. Make sure they understand how important it is to be respectful and polite when doing oral research in the community. They can write questions and note down answers either by writing notes or by recording interviewees (with their permission) on a cell phone (owned by their parents or older siblings, for example).

- Learners can complete their artwork for *Participate 9* for homework or create additional artwork as homework.

Answers

LET'S TALK

(Learner's Book page 20)

1. Learners should be able to find patterns in both photographs – the pattern of the beeswax, the stripes on the bees and the scales on the crocodile's back. See if they can identify other creatures or plants with scales, stripes or any other kind of regular pattern. Think widely and creatively, for example, scales on lizards and fish, stripes on fish, the petals or leaves of plants, the patterns made by seeds in fruit or vegetables like pomegranates, apples or tomatoes.
2. See how many of the learners know how bees make honey – bees collect pollen from flowering plants to make honey, and while collecting the pollen, they move from plant to plant, helping to pollinate the plants. This is part of the web of life they learnt about in the previous unit. Crocodiles feed off smaller animals, such as fish, and off small mammals that drink at the water's edge. The "Did you know?" has interesting information about how crocodiles and Egyptian plovers help each other.
3. Answers can vary, for example: Bees use the light of the sun to direct their flight path, they drink water, and they may build their nests in non-living things. Crocodiles use the sun to heat their bodies, they use sand and rocks to move across and as resting places to bask in the sunlight.

PARTICIPATE 7

Brainstorm how complexity in creation reveals God's nature

(Learner's Book page 22)

CP 5.1, CI 6.8, CI 6.9, PL 6.1, PL 6.3, PL 6.4, PL 6.7

Learners work as a class and then in groups.

Part A: Discuss complexity

1. Something that is complex is made of many parts. Use the examples to help explain the meaning of complexity.
 - a. A spider's web is visually complex and intricate. It is made of many threads of silk and has many angles.
 - b. A pond is complex because it has many different creatures and plants living in it. Pond life also depends on a complex interaction of water, food and sunlight (depending on how much learners know – they will discuss this in detail on page 30).
 - c. A flower is complex because it has many different parts – petals, sepals; it is part of a bigger plant that is part of a complex system that takes in air and sunlight to make chlorophyll and uses soils and water for food; it is part of a web of life involving insects like bees. (Depending on how much learners know, they will discuss photosynthesis in detail on page 29.)

Part B: Brainstorm

Groups brainstorm their own ideas about design and interdependence and write these in a list on the paper under the correct headings.

Part C: Review

Add extra ideas under the relevant headings as the class works through the text on pages 20–30.

PARTICIPATE 8**Find the beauty**

(Learner's Book page 26)

CP 6.4, CI 6.7, CI 6.9, CI 7.4

Learners work in pairs.

1. Learners can read the captions and confirm with each other that they know what the pictures show. If they don't, they can ask for an explanation.
2. and 3. Learners' answers will differ but should make sense. For the first four, they might think the following are beautiful: the waterfall or the plants, the sky or the view of the red soil, the colour of the petals or the whole flower, the shape of the moringa tree or the shade of the tree. Moringa is also extremely good for people if taken as a tea or a powder. For the vulture and the palm weevils they might have to do some extra research to find out about how well designed each is and the role each plays in nature – the vulture is very strong and powerful, it removes rotting meat, and the larvae of palm weevils are good sources of iron, zinc, essential amino acids and fat.

PARTICIPATE 9**Use creativity to express God's nature**

(Learner's Book page 27)

CI 6.7, CI 7.4

Learners work on their own.

Learners' answers will differ. They must close their eyes while you read the questions. Learners think about the answers on their own before sharing them with the class in a discussion led by you.

PARTICIPATE 10**Use creativity to express God's complex nature**

(Learner's Book page 28)

CP 5.1, CI 6.7, CI 6.9, CI 7.4, CG 6.1, CG 6.4

Learners work on their own and then in groups.

1. This will be a personal choice but it must make sense. For example, learners might say they have learnt that God is caring, almighty, omnipotent, the giver/sustainer of life (the provider, the one who sends rain, etc.), everlasting (the ancient of days, the beginning and the end).
2. The design should include the word and decoration in the chosen style. Learners can start by sketching their ideas in pencil.
3. Reassure Muslim learners that you support their right to follow the practice of their faith with regard to depiction of images.
4. Learners can use any technique (woodcarving, pottery, embroidery, painting or drawing, beading, etc.) to make their artwork.
5. Finally, learners share their creations with the group. See the Assessment section on page 13 of this Facilitator's Guide for a formative assessment checklist.

PARTICIPATE 11**Research and create a poster**

(Learner's Book page 31)

CP 5.1, CP 6.4, CP 6.7, CI 6.9, CI 6.9, CI 7.4, PL 6.4, PL 6.7

Learners work in groups and then on their own.

Part A

1. Learners work through their group notes, making sure they have all the examples they want.
2. They can add any extra examples.

Part B

1. Learners select one idea to research further. This should be an example from creation that they feel reveals God's nature. For example, it could be the solar system, a coral reef, a plant or animal, a water body or forest near them that they can visit and photograph. They should choose something that shows complexity or interdependent relationships.
2. They present their findings on a poster. See the assessment checklist on page 13 of this Facilitator's Guide.
3. They could do this by writing words or a sentence about God's nature as revealed in creation at the top or bottom of the poster. They could use a quote from a holy text or from a song.

PARTICIPATE 12**Imagine a world without ...**

(Learner's Book page 32)

CP 5.1, CI 6.9, CI 6.9, CI 7.4, PL 6.1, PL 6.3, PL 6.4, PL 6.7

Learners work in groups and then on their own.

Learner's own ideas, but they should make sense.

LET'S REFLECT

(Learner's Book page 33)

Give learners time to think about their answers and suggest answers yourself to get them thinking. However, be aware that these questions are designed to stimulate thinking about personal attitudes, and you do not want to reduce them to rules. Below are a few possible answers, but you do not want learners to feel that they have to agree with them.

1. I have learnt that creation is truly complex and amazing and that God is a great designer.
2. I am looking at the world around me in a new way, and I will praise God even more for it.
3. I will aim to make order in my life; I will aim to learn more about these incredible designs.
4. I feel that studying those subjects teaches me more about God because I had never seen the link before.

Introduction

The focus of this chapter is on the environment. Learners identify human activities that destroy the environment while also learning about how Ghanaian culture cares for the environment and the importance of taking care of the environment. The aim of this chapter is to ensure that learners can explain why it is important to care for the environment and how they can best do so.

Unit 2.1: Human activities that destroy the environment

Resources

- pictures showing environmental harm (These are supplied in the Learner's Book, but try to supplement with videos showing the negative effects of human activities on the environment. Links to videos are provided in the section on Use of ICT.)
- places to take learners on a nature walk for an outing so they can observe various types of harm done to the environment
- saplings, plants, seeds and equipment to clean the school environment
- a guest speaker to address the class on an environmental issue as per curriculum (this person can be a government spokesperson or somebody from an environmental agency or research unit)
- paper and crayons or coloured pencils

Use of ICT

It is important that learners learn to use keywords when they do internet searches that will offer best results. On Learner's Book page 37 keywords are given for learners to explore the internet about the harm that humans cause to the environment.

There are a number of excellent YouTube videos on environmental harm, caused by humans. If possible, download these to show to learners in class, or refer them to the sites listed below. Sometimes links change, so type in the video description given here to get to the video if needed. We have also included the duration of each video so that you can plan how to include the videos in your lessons, if needed.

Illegal mining

- <https://www.youtube.com/watch?v=XDURzqdsyZQ> (2 min 40 sec) Ghana environment pays cost of illegal mining
- https://www.youtube.com/watch?v=ciK468Ly_Yg (1 min 25 sec) Galamsey River Pra polluted by activities of illegal miners
- <https://www.youtube.com/watch?v=plwjOijh89U> (2 min 41 sec) Ghana: Illegal gold mining threatens water supplies
- <https://www.youtube.com/watch?v=3-X8uRfoh8I> (2 min 8 sec) Satellite imagery helping Ghana fight illegal mining

- https://www.youtube.com/watch?v=CkDxY3E_9ek (5 min 6 sec) Ghana activists campaign over effects of illegal mining (The Morning Call)

Plastic pollution

- <https://www.youtube.com/watch?v=mleQVO1Vd1I> (26 min) Toxicity: life at Agbobloshie, the world's largest e-waste dump, Ghana
- https://www.youtube.com/watch?v=RS7IzU2VJIQ&feature=emb_imp_woyt (9 min) Plastic Pollution: How Humans are Turning the World into Plastic
- <https://www.youtube.com/watch?v=OAgblSXqizo> (3 min 10 sec) Effects of plastics: Ghana inundated with plastic waste
- <https://www.youtube.com/watch?v=aMakQ0NkrB4> (2 min 44 sec) Ghana plastic pollution- entrepreneur recycles plastic waste into sandals
- <https://www.youtube.com/watch?v=xhw5s7sYg> (2 min 3 sec) Ghanaian start-up uses plastic to make roads
- <https://www.youtube.com/watch?v=4Zkh6Wg1YGw> (1 min 35 sec) Plastic waste poses threat to Ghana's marine ecosystem
- <https://www.youtube.com/watch?v=Yomf5pBN8dY> (4 min 35 sec) Why We Need to Stop Plastic Pollution in Our Oceans FOR GOOD

Illegal fishing

- <https://www.youtube.com/watch?v=0ZLgv5SPzuA> (2 min 28 sec) The impact of illegal fishing in Ghana
Read more about the use of DDT in fishing here:
- <https://earthjournalism.net/stories/ghana-fish-poisoning-in-ghana-survival-of-the-lawless>
- <https://www.modernghana.com/news/475765/killer-ddt-dynamite-still-used-in-fishing.html>

Illegal tree felling

- <https://www.youtube.com/watch?v=usJEmaDuBQE> (17 min 40 sec) Trees in local hands: overview of the impact and reason of illegal tree felling and ways to overcome this problem

Climate change

- <https://www.youtube.com/watch?v=Bg9GXLpIQ> (7 min 55 sec) The human impact of climate change
- <https://www.youtube.com/watch?v=rO7oLLuiD2Q> (5 min 13 sec) Climate Change in Ghana
- <https://www.youtube.com/watch?v=mIHpbAT70lg> (5 min 11 sec) Health Report: Climate Change in Accra, Ghana
- <https://www.youtube.com/watch?v=185jRwlev-4> (6 min 22 sec) Climate Innovation Center Accelerates Ghana's Green Growth

See this website for a climate risk profile for Ghana:

- <https://www.climatelinks.org/resources/climate-change-risk-profile-ghana>

Teaching methodology

It is vital that learners understand the importance of taking responsibility for caring for the environment. They need to feel empowered that they can make a difference. While Unit 2.1 focuses on the harm caused by humans, which may cause some learners to feel disempowered by the magnitude of the problem, reinforce that every person can make a difference and that every action has an effect to either help or harm the environment. Emphasise the fact that learners can make a difference.

Use the participatory and interactive teaching methods given in the Learner's Book. Learners should work mostly in small groups, discuss their ideas and share information and experiences. They explore, experience, write, think, draw, role-play, investigate and discuss; these are all participatory methods.

Let the learners brainstorm the reasons why people harm the environment, as well as the types of harm to the environment. Take learners on a nature walk to observe the environment and make a drawing of what they see; describe various types of harm they see from the outing as well as pictures, videos, the internet and books. Get learners to make mind maps or charts, role-play addressing those who harm the environment and debate an important environmental issue. End this section of content by encouraging learners to reflect on how they feel and ways to change their behaviour in terms of harm they may cause.

Learners should be able to accurately describe the range of human activities that destroy the environment as per the curriculum. To make this challenge real so that learners can see for themselves, please take the learners on an outing to a place where human harm to the environment is visible.

It is also important for learners to realise that the types of environmental harm in Ghana are not isolated events and that many of them are caused by global, multinational companies and other countries. For example, the toxic waste in Agbobloshie is caused by global companies shipping their waste and dumping it in Ghana; illegal tree felling is largely caused by global companies importing wood from Ghana; and the harm done due to cocoa production is again caused to service the economic needs of global companies. Illegal mining and illegal tree felling are often caused by poverty. Hence these issues are complex and need to be understood from environmental, political, social and economic viewpoints. Debating is a useful method to use in class as it will allow learners to see environmental issues from different viewpoints.

Assessment

PARTICIPATE 2

(Learner's Book page 37)

The outing in nature is an ideal opportunity for peer or self-assessment. Let learners use the checklist given on page 38 of the Learner's Book to assess their progress.

PARTICIPATE 5

(Learner's Book page 47)

Learners make tree mind maps. Use this checklist to assist with assessment:

The group has:	Mark
1. Identified one human activity that harms the environment	2
2. Investigated three additional ways that this activity harms the environment not mentioned in the Learner's Book.	3
a. Created a mind map of chart in the form of a tree	5
b. Written the type of harmful activity in tree trunk	2
c. Indicated in roots the reasons why people harm the environment	6
d. Indicated on branches the ecological categories that are affected by the harm	6
e. Indicated actual harm caused by this activity	5
f. Written implications of harmful activities in leaves	6
3. Presented tree mind map to class.	5

Total marks = 40

Homework activities

1. Ask learners to do this activity as homework:

Write short notes on what you would say to each of the people in the examples, so they can stop causing harm to the environment.

Example 1: A learner has just carved his name in big letters in the bark of a beautiful old tree in the school grounds

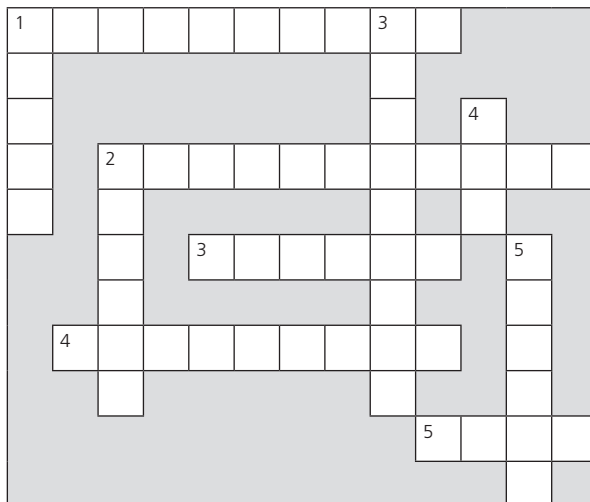
Example 2: An illegal sand winner is busy removing a truck full of sand from a beach

Example 3: A learner has just littered in the school grounds

Example 4: A person has dumped plastic waste into the sea

Example 5: A farmer is weeding around a water body

2. As an extension homework activity, ask learners to draw a mind map of climate change. They need to show what is happening in Ghana because of climate change. They should make cause-effects links between human actions and climate change. Get learners to also indicate what can be done to slow climate change.
3. As an extension or homework activity, ask learners to complete the crossword below:



CLUES

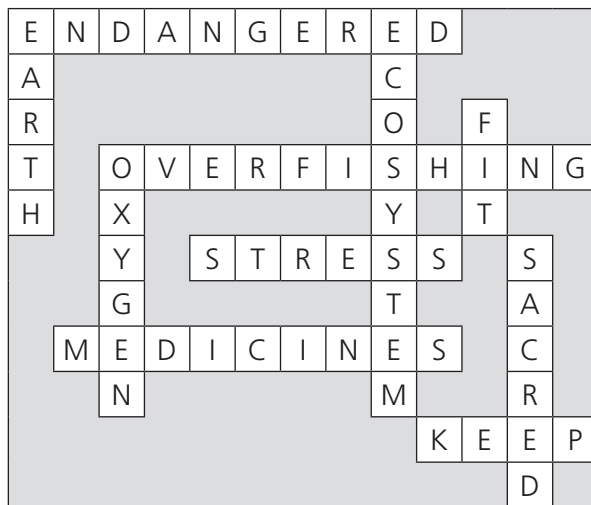
ACROSS

1. Some types of animals are not allowed to be killed because they are ... (10)
2. Days and seasons are set aside when no fishing is allowed. This prevents ... (11)
3. Psychological healing is when we reduce ... (6)
4. They depend on plants for their healing properties. (9)
5. and 4. Down Recreation helps us to ... (4, 3)

DOWN

1. This is our home. (5)
2. Photosynthesis provides this ... (6)
3. A group of organisms that live and interact with each other is an ... (9)
4. See 5 Across.
5. We respect and revere nature because it is ... (6)

Solution:



Answers

LET'S TALK

(Learner's Book page 35)

The *Let's talk* activity should be brief. It is meant to introduce learners to the topic, help them become interested and to share ideas with each other. It is also an opportunity for you to check prior knowledge to find out what learners already know about the topic.

In this activity learners share feelings and reasons why it is important to be in a beautiful environment. Observe if learners can express words such as peace, loving nature, calmness, joy, enjoyment, relaxation, feelings of being close to God/religion and being attuned to the environment.

PARTICIPATE 1

Brainstorm why you think people harm the environment

(Learner's Book page 36)

CC 7.1, CC 8.3, CC 9.3, CC 9.4, CC 9.5, DL 5.5, PL 5.2, PL 6.3

Learners work as a class and then in pairs.

1. Reasons could include: some people do so unknowingly; they don't think about the consequences of their actions; they are selfish; they are careless; they are greedy; they have lost their connection to nature; they have forgotten the lessons from indigenous Ghanaian culture; they are not educated about caring for the environment.
2. In the photograph on the left, the environment is cared for; the sea and beach are clean with no pollution. In the photograph on the right, the environment is harmed/damaged; the beach and sea are dirty and polluted.
3. In the cartoon on the left, humans have littered and caused harm to the water and all who use the water. In the cartoon on the right, people are burning old tyres, plastics and items like computer components that should not be burnt. They are making people sick by causing air pollution.
4. The effects are devastating to the environment and cause much harm. Polluted beaches will lead to fish dying and tourists not wanting to visit. Littering can harm water sources. The poisons from plastic get into the water, kill fish and cause harm to the humans who eat the fish. Air pollution causes lung and respiratory diseases. People suffering from asthma and bronchitis may become seriously ill.

CC 7.1, CC 8.3, CC 9.3, CC 9.4, CC 9.5, DL 5.5, PL 5.2, PL 6.3

Ensure that learners organise groups, bring the required resources for the outing, prepare for the outing, observe, draw what they see, make notes during the outing and assess each other using the checklist.

You could give learners the following worksheet to use for the outing:

Outing worksheet

Area observed

Describe the natural environment.

Use the back of the paper to make a sketch/drawing of what you have observed.

If you have a cell phone you may also take photos.

Note human activities that destroy the environment: Harm 1

Note human activities that destroy the environment: Harm 2

Note human activities that destroy the environment: Harm 3

Note human activities that destroy the environment: Harm 4

Other observations:

Comments

PARTICIPATE 3**What harm do you see?**

(Learner's Book page 40)

CC 7.5, CC 8.3, CC 9.5, DL 5.5, DL 6.4, DL 6.6

Learners work in groups of four or five.

1. Learners' drawings of what they saw during the nature walk should show the harm they observed caused by human activities.
2. Learners' discussion should show their understanding of the four given harmful activities.
 - a. True
 - b. False. Plastic takes a very long time to degrade, and some plastic products never degrade. Plastic releases harmful chemicals into the environment and causes harm to water, soil, animals, fish and humans. A plastic bottle can take up to 450 years to degrade. A plastic bag can take 20 years to degrade and a toothbrush 500 years.
 - c. False. Burning electronic waste is extremely dangerous and harms human health, the environment and animals. Most electronic products, such as computers and cell phones, contain toxins. The dust from burning electronic waste causes air pollution and harms people's respiratory health. Cancer and other diseases are caused by burning electronics. The toxins can travel far in the air and even people living far away from the burning site can be affected.
 - d. False. Fish can be caught using fishing rods or responsible netting. People caught fish for thousands of years before DDT was invented.
3. Learners should be able to choose an appropriate image showing harm to the environment.
 - a. Learners should accurately describe what is happening in the picture.
 - b. Learners' poems and songs will differ. They should be able to express emotions such as anger, sadness, worry and concern.
 - c. Give groups time to share poems and songs with the class and praise them for their contributions.

PARTICIPATE 4**Identify human activities that destroy the environment**

(Learner's Book page 41)

CC 7.1, CC 8.3, CC 8.4, CC 9.3, CC 9.4, CC 9.5, DL 5.5, PL 5.2, PL 6.3, PL 6.4

Learners work as a class, in pairs and then individually.

1. Learners should be able to identify numerous harmful human activities that destroy the environment. These include illegal fishing (e.g. fishing with DDT or out of season), electronic or e-waste dumping, disposing of waste through burning, littering, plastic waste, illegal mining, sand winning, illegal hunting, pollution near water sources, bush burning, overhunting, etc.
2. Learners' lists should depict an understanding of harmful activities. Learners' rankings will differ.
3.
 - a. Learners should be able to give reasons for their ranking when they share with a partner.
 - b. It should be difficult to rank most human activities identified because they are all extremely harmful. Learners' explanations should indicate an understanding of the extent of harm.
 - c. Learners' comparisons should focus on differences and similarities and the reason for these. Note that there is no correct or incorrect ranking; learners' perceptions of harmful activities will differ. It is important for learners to discuss and think about the rankings, more than to get the rankings "right". The rankings are just a means to help stimulate and promote discussion.

PARTICIPATE 5**Discuss how human activities destroy the environment**

(Learner's Book page 47)

CC 7.1, CC 7.5, CC 8.3, CC 8.4, CC 9.5, PL 6.4

Learners work in groups of five.

Learners' tree mind maps should follow the criteria listed in the assessment section on page 20 of this Facilitator's Guide.

Learners' tree mind maps will differ.

What is important is that learners discuss in their groups and decide on what goes in the various parts of the tree. Drawing the tree mind map is a way to engage learners actively while they get an opportunity to be creative, share ideas and learn more about human harm done to the environment.

Learners should point out the causes and effects of the harmful activities they identified; they should be able to see the connections.

PARTICIPATE 6**Speak to those who destroy the environment**

(Learner's Book page 48)

CC 7.5, CC 8.3, CC 8.4, CC 9.3, CC 9.5, PL 6.1, PL 6.4, PL 6.7

Learners work in groups of three.

- 1.–3.** Learners should act out the scenarios and play their roles as indicated, taking turns so each learner plays all three roles. Observe that they are able to give enough information to the people who cause the harm, to enable them to change their behaviour. They should also show an understanding of why the people harm the environment. In addition, learners should be able to show deep feelings for the environment that is harmed. This is a useful activity to consolidate learners' understanding in an interesting way.
- 4.** Learners' paragraphs will differ but should indicate what they learnt from three different viewpoints:
 - As a leader – how to formulate thoughts and knowledge to persuade a person to stop harming the environment
 - As a perpetrator – how to explain why you are harming the environment, i.e. showing an understanding of the reasons
 - As the environment, the victim – a deep feeling of understanding of what is happening and how much harm is being caused.

PARTICIPATE 7**Debate a given motion**

(Learner's Book page 49)

CC 7.5, CC 8.4, CC 9.3, CC 9.5, DL 5.5, PL 5.2, PL 6.3, PL 6.4

Learners work in groups.

Go over the basics of a brief debate and facilitate the debate.

The outcome of the debate should be that learners agree, after listening to logical arguments and facts, that the benefits of illegal tree felling do not outweigh the negative effects.

PARTICIPATE 7

Debate a given motion (continued from the previous page)

The following facts will be pertinent to the debate:

- Forests are essential in the balancing and maintenance of ecosystems.
- Tree felling contributes to climate change and global warming, which has serious negative effects.
- Deforestation means that trees are cut down and not replaced.
- Illegal tree felling not only harms Ghana but also the rest of the world, as climate change affects everybody.
- The sea level is rising due to global warming and people living along the coast in Ghana will lose their homes.
- Soil degradation is a common harm caused by illegal tree felling. The removal of trees exposes soil to too much sunlight and reduces soil fertility. This means that the farmers' crops are reduced.
- Communities who depend on forests lose their livelihood.
- Over-logging also dries up water bodies which supply water to our cities in Ghana.
- Illegal tree felling often takes place in Ghana's protected areas, such as forest reserves. If this continues, there will be no more forests left in Ghana.
- The short-term benefits are that wood is exported and used for construction; land is made available for farming; people can earn a living and provide for their families from logging. However, the long-term harmful effects far outweigh the benefits.

LET'S REFLECT

(Learner's Book page 50)

Learners' reflections should be personal. They should be able to express their feelings and have the self-knowledge to know what they do that may harm the environment. They should be able to be honest and say how they would like to change their behaviour so that they can stop harming the environment. Learners should show they are able to introspect and think at a deeper level about who they are and what they do in relation to the environment.

LINKING LESSONS: Unit 2.1 and Unit 2.2

Questions

1. Unit 2.1 listed many human activities that harm the environment. Name a specific traditional Ghanaian practice from Unit 2.2 that helps to protect the environment from one of these harmful activities.
2. Sacred groves are mentioned in Unit 2.2. How might protecting these areas help to prevent deforestation, as discussed in Unit 2.1?
3. Imagine a community decided to allow hunting all year round instead of following the traditional practice of respecting closed hunting seasons. How would this contradict the concept of caring for the environment according to Unit 2.2?
4. Look at the list of things considered sacred in Ghanaian culture (Unit 2.2). How does this promote a sense of responsibility towards the environment?
5. In your opinion, how can Ghanaians today combine modern practices with traditional beliefs to ensure a healthy environment for future generations?

Answers

1. Possible answers include respecting closed hunting seasons (prevents overhunting – Unit 2.1), prohibition on farming near water bodies (prevents water pollution – Unit 2.1) or taboos around felling trees in sacred groves (prevents deforestation – Unit 2.1).
2. Sacred groves are protected areas of forest. By restricting human activity in these areas, trees are preserved and deforestation is prevented. This protects animal habitats and helps maintain healthy ecosystems (Unit 2.1).
3. Traditional practices often involve closed hunting seasons to allow animal populations to recover. Hunting all year round would go against this principle and lead to overhunting, threatening animal species (Unit 2.1).
4. When things like land, water bodies, and animals are considered sacred, it discourages people from harming or destroying them. This fosters a sense of responsibility towards the environment (Unit 2.2).
5. Learners' answers will vary. See Teacher guidance below.

Teacher guidance for open-ended questions

- Question 5: Encourage learners to consider specific examples of modern practices, such as waste management or sustainable farming. Ask them to explain how these practices can be combined with traditional beliefs, such as respecting taboos or sacred places, to protect the environment. You may also want to prompt them to consider the role of education and community involvement in achieving this goal.

Unit 2.2: Indigenous Ghanaian culture cares for the environment

Resources

- paper and crayons or coloured pencils to draw
- poster paper or flipchart paper, flattened cardboard boxes or large sheets of paper to make posters

Use of ICT

It is important that learners learn to use keywords when they do internet searches that will offer best results. Learner's Book pages 53, 57, 59 and 61 give keywords for learners to explore.

These videos are useful as they are informative about curriculum issues in this Strand:

- <https://www.youtube.com/watch?v=usJEmaDuBQE> (17 min 40 sec) Trees in local hands: gives a good overview of the problem of illegal tree felling and offers solutions by working with local communities for decision-making
- <https://www.youtube.com/watch?v=4DELgSLRAJM> (2 min 44 sec) Look at the short YouTube video of the biggest tree in Ghana. This tree is at Akim Aproxumasi between Akim Akoroso and Akim Oda in Ghana. It is revered by some cultural groups and many people feel deeply spiritual when they visit this tree.

- <https://www.youtube.com/watch?v=RtB2XAB2zZU> (16 min 44 sec) Symbols and Totems of Akan Clans
- <https://www.youtube.com/watch?v=jscxw3thwFs> (32 min 17 sec) Clans and their animals
- <https://www.youtube.com/watch?v=vFQ3zNjqPdI> (53 min 22 sec) Clans of the Akan People
- <https://www.youtube.com/watch?v=wTf-nNTr1aA&t=36s> (33 min 21 sec) Akan proverbs and their meaning

Read more about sacred groves here:

- <https://sacredland.org/jachie-jaagbo-groves-ghana-africa/>
- https://www.researchgate.net/publication/346677189_Sacred_groves_as_potential_ecotourism_sites_at_Tolon_and_Diare_in_Northern_Region
- https://www.researchgate.net/publication/235701263_Review_of_biodiversity_in_sacred_groves_in_Ghana_and_implications_on_conservation
- <https://www.grocentre.is/lrt/moya/gro/index/publication/exploring-local-belief-systems-for-the-benefit-of-land-restoration-a-case-study-of-the-jaagbo-shrine-restoration-in-the-tolonkumbungu-district-of-northern-region-ghana>

Teaching methodology

It is vital that learners know how important Ghanaian culture is and the central role it plays in helping people to care for the environment. The wisdom, foresight and knowledge of indigenous Ghanaian culture is one of the best ways to teach learners to take care of the environment.

The most effective way to teach this unit is to use interactive, participatory methods so learners can explore, discuss, become interested, informed and feel passionate about and proud of indigenous Ghanaian culture. One of the ways you can do this is to get learners to identify sacred aspects of the environment and understand why being sacred helps to protect the environment through discussion and sharing ideas. They identify their clan totems and create posters to illustrate their totems.

Learners can also be asked to identify and retell an indigenous story that has a strong environmental protection message. Let learners do research to investigate why land is seen as sacred and find out about the role of the sea goddess, Maame Water. Get learners to dramatise or sing about the sacredness of water bodies and dramatise the story of the sacred stones. Learners discuss why some animals and heavenly bodies are sacred and create posters to show why forests and trees are sacred. Ask them to answer questions about taboos and find out how taboos help to preserve the environment. Let learners draw a world where the environment is destroyed and complete a table on the importance of the environment. Ask them to imagine they are different parts of the environment and create praise songs to applaud the importance of the environment. Finally, let learners reflect on how indigenous Ghanaian culture helps them to take care of the environment.

Assessment

PARTICIPATE 10

(Learner's Book page 54)

Use this marking checklist to assess this activity:

The group has:	Marks
1. Identified an indigenous story that has a strong environmental protection message.	10
2. Analysed the story and shows an understanding of how the story gives information about protecting the environment, how the story shows our indigenous Ghanaian understanding of the environment and what the main lesson of the story means.	10
3. Told the story to the class.	
• The story was told in an exciting way.	5
• Parts of the story were acted out.	5
• The class paid attention, was interested and enjoyed the story.	5
4. Obtained a response from the class: the class was able to explain the environmental message in the story.	5
5. Submitted a written story and made drawings to illustrate it.	10

Total marks = 50

See page 31 of this Facilitator's Guide for an example story.

PARTICIPATE 11

(Learner's Book page 56)

Use peer assessment to assess this activity. Let learners assess each group's report and presentation. Learners can use this checklist to guide their assessment:

The group has:	Marks
1. Spoken to five or more elders to find out why land is viewed as sacred.	10
2. The report:	
• explains why land is sacred	5
• shows which part of the land is sacred	5
• explains how the land being sacred benefits humans and the environment.	10
3. Included drawings to explain parts of the report.	10
4. Presented in a brief, focused way, keeping to the topic, not wasting time and presenting in an interesting way.	10

Total marks = 50

Homework activities

Learners can work in groups of two or more to do the following:

1. Create or write a poem or lyrics for a song depicting the harm caused to humans when the environment is destroyed.

2. Sketch or draw sections of the environment at home or in your locality that have been destroyed by human activities and write two remedies to these damages.
3. Write a short story or article (of about 300 words or more) on the title "Saving the environment, rather than destroying it, benefits man."

Answers

LET'S TALK

(Learner's Book page 51)

1. It is near Kumasi, the capital of the Ashanti Region.
2. Learners' answers will vary.
3. The combination of legends, ancestral beliefs, respect for the divine, and traditional practices have solidified Lake Bosomtwe's position as a sacred place for the Ashanti people.

PARTICIPATE 8

Identify sacred aspects of the environment

(Learner's Book page 52)

PL 5.2, PL 6.7, CC 8.3, CC 9.4, CC 9.5, DL 5.5, CL 5.7, CP 5.1

Learners work in groups of four.

1. Learners should be able to identify sacred places in the environment in their area. These include, depending on the area, sacred forest groves, sacred lakes and sacred water sources.
2. Learners could use the clues given as reasons for why they say the places are sacred.
3. The environment is unharmed in sacred places, is unspoilt, beautiful and a place where people can go for spiritual renewal and relaxation.
4. When a place is considered sacred, people respect the rules and do not harm the environment. Learners could elaborate by giving examples. It is important that they understand the significance of sacred places with regard to preserving the environment.
5. A spokesperson from each group should summarise the group's answers and briefly share with the class.

PARTICIPATE 9

Investigate your clan totem

(Learner's Book page 53)

CG 5.1, CG 5.2, CG 5.3, CG 5.4, CG 5.5, CI 5.1

Learners work on their own.

1. Learners' clan totems will differ.
2. Guide learners on how to conduct research on their clan totems, either by using *Internet interact* or by speaking to family or clan elders.
3. Learners' posters or models should show a clear understanding of their clan totems.
4. The paragraph should highlight the ways in which the totem promotes environmental protection and care.
5. Learners should take turns to present briefly and read their paragraphs to the class.

PARTICIPATE 10**Research the indigenous Ghanaian understanding of the environment**

(Learner's Book page 54)

CC 7.5, CC 8.3, CC 8.4, CC 9.3, CC 9.4, CC 9.5, DL 5.5, PL 6.7, CI 5.7

Learners work in small groups.

1. Learners' stories will differ. Learners should be able to identify an indigenous story that has a strong environmental protection message.
2. They should analyse the story so that they can explain how the story gives them information about how to protect the environment, what message the story gives about our indigenous Ghanaian understanding of the environment and what they learnt from this story.
3. They should present the story by telling it in an exciting and animated way to the rest of the class. They should dramatise and act out parts of the story and change their voices as needed depending on which characters in the story they represent.
4. The class should be able to explain the environmental message of the story.
5. Learners must write their story and make drawings to illustrate it.

Below is an example of a story with a powerful environmental message. It also indicates how the environment was protected and how it should be protected by not killing leopards, snakes and crocodiles and not cutting down trees.

EXAMPLE

Jaagbo, a sacred grove in the Tolon–Kumbungu district, originated in the protection of the community. Twin gods live in Jaagbo. Serious epidemics made the Tolon community sick in the 15th century. Spiritual healers said that the people had neglected Jaagbo. When the required rituals were performed, the illness stopped spreading. The gods are believed to have taken the form of leopards, snakes and crocodiles. Hence none of these animals may be killed or eaten. Community members regularly consult Jaagbo for help in matters such as for those needing healing, fertility and having rain. The anger of the twin gods is incurred when a member of the community desecrates the sacred grove, for example, by killing a leopard or logging trees. It is believed that an unexplained illness will plague the entire community if the twin gods are not appeased.

PARTICIPATE 11**Investigate why the land is sacred** (Learner's Book page 56)

CC 7.5, CC 8.3, CC 9.3, CC 9.4, CC 9.5

Learners work in groups of five.

Learners should speak to at least five elders to find out why the land is seen as sacred. Their reports should be informative and illustrated with descriptive drawings. They should present their reports to the class.

PARTICIPATE 12**Explain why the sea is sacred**

(Learner's Book page 58)

CC 7.1, CP 5.1, CP 5.6

Learners work on their own.

1. Maame Water protects the sea, fishing folk and their communities.
2. The sea is protected from overfishing, fishing out of season, pollution and from overuse. When we believe something is sacred, we treat it with respect and follow all the rules to protect it.
3. Learners' answer will differ. Here is an example: The sea is spiritual and must be kept sacred because we are deeply connected to the sea and depend on the sea for our survival. We depend on the sea for food, jobs, good health, tourism and recreation. The ocean covers 71% of the Earth. The sea recycles water and air, always cleaning it for us to use, all the time. We would die without the sea as it would be unbearably hot and dry. The sea produces even more oxygen than the rainforests and absorbs almost half of the carbon with which humans pollute the atmosphere. The sea protects us. In addition, the power of the sea with its never-ending waves and water is a source of delight and divinity. It must be revered and respected. It is important for all of us.
4. Learners will share and compare answers in pairs. Let them discuss the similarities and differences in their answers.

PARTICIPATE 13**Dramatise or sing a song about the sacredness of water bodies**

(Learner's Book page 61)

CC 8.3, CC 9.3, CC 9.4, CC 9.5, DL 5.5, DL 6.4, PL 5.2, PL 6.3

Learners work in groups of five.

1. Learners will research the sacredness of one water body in their area and identify reasons for this sacredness. It could be a lake, lagoon, waterfall or river in the area.
2. Their dramas and songs will differ. Check that they understand why they should praise the sacredness of the water body. Allow them to be creative and to freely interpret this activity.
3. Facilitate the group presentations and ask the class to comment briefly after each presentation.
4. Learners' paragraphs will differ. Their reasons could include: protection of the water body, to ensure people do not overuse, overfish, pollute or in any way harm the water body.

PARTICIPATE 14**Dramatise the story of the sacred stone**

(Learner's Book page 62)

CC 8.3, CC 9.3, CC 9.4, CC 9.5, PL 5.2, PL 6.1, PL 6.3, PL 6.4, PL 6.7

Learners work in groups of five.

1. Learners' dramas will differ. It should be clear from their drama that they understand the story of the sacred stone at Larabanga.
2. They should show in what way the sacred stone helped to protect the environment. For example, because the stone is considered sacred, people will not move the stone or use it for construction, thus keeping the surrounding ecosystem intact.
3. Ensure that all group members take part in the drama and that the dramas do not exceed five minutes.

PARTICIPATE 15**Find out why animals are sacred**

(Learner's Book page 63)

CC 8.3, PL 6.1, PL 6.3, PL 6.4, PL 6.7

Learners work in small groups.

1. Learners should briefly discuss the different animal totems of various clans they are aware of.
2. Learners should talk about the meaning and importance of animal totems to them.
3. The animals represented by totems are seen as sacred because it is a way to protect them from hunters and human abuse.

PARTICIPATE 16**Discuss why heavenly bodies are sacred**

(Learner's Book page 63)

PL 6.1, PL 6.3, PL 6.4, PL 6.7

Learners work as a class and then individually.

1. Check that the class understands how some heavenly bodies are associated with God, deities and spirits and can give examples.
2. Learners' paragraphs will differ. An example is:
Among the Akans, Ga-Dangme and other tribes in Ghana, stars are associated with the souls of ancestors.

The moon is believed to be a representation of the Supreme Being who is the author of time. The full moon is used to mark the beginning of a new month. The half-moon consequently represents the end of another month.

PARTICIPATE 17**Create a poster to show why forests and trees are sacred**

(Learner's Book page 64)

CC 7.1, CC 9.4, DL 5.5, PL 6.1, PL 6.3, PL 6.4, PL 6.7

Learners work in groups of five.

1. and 2. Learners will talk about the beauty and size of the sacred fig tree.
3. Check that learners do not break any branches or disturb the ecosystem in the school grounds.
4. Learners can place the leaves, twigs and stones around their drawing of the tree in any way they prefer; allow them to be creative and free to explore different ways.
5. Learners' notes on their posters should give reasons, for example: This tree and forest is sacred because a tree-spirit or deity lives there, and this will help to protect trees from loggers.
6. People have to follow the rules set by the deity. These rules are all about protecting the environment. For example, in sacred forests no tree felling is allowed, thus protecting the trees and the forest and all who live in it, from degradation.
7. Learners' presentations should be brief but informative.

PARTICIPATE 18**Answer questions about taboos**

(Learner's Book page 65)

PL 6.1, PL 6.3, PL 6.4, PL 6.7

Learners work in pairs.

1. A taboo is something that is forbidden, not allowed or prohibited.
2. Taboos prevent people from doing harmful things in the area or to animals, birds and fish. Taboos protect trees, rivers and animals from overuse, pollution, exploitation and damage.
3. Taboos are both part of the spirit and the physical world because the taboos are set by ancestors, deities and spirit beings. In the physical world, people adhere to the taboos.
4. Learners' answer will differ. It is important that they see the value of believing that part of the environment is sacred.
5. Learners' answer will differ. Here is an example: We need taboos to help preserve the environment. This is important, otherwise people will fish and hunt when they feel like it without considering the season, and overfishing and overhunting will happen, leading to scarcity of animals, birds and fish, and some may even become extinct. Taboos are also very important to preserve water bodies and forests from human exploitation.

PARTICIPATE 19**Explain how taboos help to preserve nature**

(Learner's Book page 66)

CC 7.5, CC 8.3, DL 5.5, DL 6.6, PL 6.3

Learners work in pairs.

1. Learners should identify five taboos linked to the environment in their area or another place.
2. Learners should point out the specifics of each taboo in preserving the environment.
3. Example answers:

Taboo	Role in preserving the environment
1. Banned from fishing in river	This will allow the fish population to remain stable or increase so that there will be enough fish.
2. Banned from killing young, pregnant or those animals feeding their young	This gives the animals a chance to grow and also procreate, which will result in more animals.
3. No farming on certain days	This gives the soil a chance to rest and retain important nutrients, which ensures soil fertility.
4. No noise at specific festival times	Noise can harm animals and chase them away. Noise also harms humans as too much noise causes stress.
5. No killing of totem animals	This helps to protect animals from overhunting and extinction.

PARTICIPATE 20**Draw a world with no natural environment**

(Learner's Book page 69)

CC 7.1, CC 7.5, CC 8.3, DL 5.5, DL 6.6, PL 6.3

Learners work in pairs.

1. Learners' drawings should show a bleak world with no water, no green trees, no grass, no birds, no animals, no fish and no nature parks.
2. Learners' drawings could contain words such as "sadness", "despair", "worry", "depression", "horror", "hopelessness" and "fear".
3. Learners' headings will differ. Examples are: The world without nature, Too sad to live; A dead world, The end of Earth.

PARTICIPATE 21**Consider the importance of the environment**

(Learner's Book page 69)

CP 5.1, CP 5.6

Learners work on their own.

Learners should not copy from the textbook but rather offer additional ideas. Here are possible responses:

Environmental aspect	Importance	Effect of this aspect when it is no longer available
Respect and revere nature	Some common plants for beautifying the environment in Ghana include the sunflower, hibiscus and jasmine. A tree commonly planted for its beauty, shade and fruit is the Brofo Nkatie dua (White groundnut tree). Plants and trees beautify the environment and help us to appreciate nature.	The place will look ugly and barren, and we will not feel happy. We will lose respect for nature and will not be able to enjoy sweet-scented flowers, fruit, nuts and shade.
Know that the environment provides for our basic needs	The environment is essential in order to live. We live on Earth. We depend on the environment for our survival.	We cannot survive if our basic needs are not met. If we destroy the environment, we will also destroy the Earth, our home. We would not survive.
Preserve trees around water bodies	Trees absorb, collect, store and filter rain and stormwater and gradually release it into rivers. Trees ensure the quality of water is good.	Not enough water will be released into rivers. Or, if there is heavy rain, rivers will overflow, which will cause flooding. Homes and land will be damaged by flooding and water will be wasted.
Prevent hunting in sacred forests	Helps to conserve animals and ensure they can breed.	There will be no protection for animals.

Environmental aspect	Importance	Effect of this aspect when it is no longer available
Set aside days and seasons when no fishing is allowed	Helps to maintain a constant source of fish. We need fish to eat.	The fish sources will be depleted, and we will not have enough to eat.
Prevent farming around water bodies	This is vital to protect the water bodies from depletion, pollution and overuse.	Water sources will dry up and be contaminated.
Conserve important types of fish birds and animals against consumption	Ensures we do not lose fish, animal and bird species.	Some fish, birds and animals will disappear forever.
Keep the ecological balance	If we live in harmony with nature, it will ensure our survival and a stable environment.	If a link in the ecosystem is broken or harmed, it harms everything else in the ecosystem.
Stay healthy	Forests, plants, trees, oceans, rivers and mountains help to keep the air we breathe clean. In plants, the process of photosynthesis produces oxygen that we all need to live.	If the air is not kept clean, we would become very ill with respiratory illnesses. If there was no oxygen, we would die.
Enjoy and connect with nature	We enjoy quality time with family and friends in nature and taking part in adventure sports. We feel energised and happy when we connect with nature.	With nowhere to go for recreation, our lives would be boring, and we would have nowhere to de-stress, relax and enjoy life. We could become depressed.
Grow the economy	Fossil fuels consist of decomposed plants and animals. Fossil fuels contain carbon and hydrogen, which are burned for energy. Fossil fuels include natural gas, coal and oil. Adventure sports also bring tourists and help to boost our economy.	We would not have fuel to make fires, use for transport and for production. Tourism would be reduced, which would negatively impact the economy and many jobs will be lost.

PARTICIPATE 22**Discuss the importance of the environment**

(Learner's Book page 69)

CC 7.1, CC 7.5, CC 9.3, CC 9.4, CC 9.5, PL 5.2, PL 6.3

Learners work in groups of four.

1. Learners' answers will differ. Learners need to identify the aspect of the environment that is most important to them and give reasons. For example, a learner may say, "For me the sea is the most important. It contains fish which we eat, beaches to run and relax on and water to swim in and enjoy."
2. We have a close relationship with the environment because as Ghanaians we have traditions that go back many years about how important the environment is, knowledge passed on from generation to generation and sacred places in nature. We understand we need the environment to survive.
3. Learners' answers will differ. Encourage them to be imaginative and creative. Example response: As a tree: I am tall, beautiful and give you shade, oxygen, fruit and my leaves that fall create a groundcover with nutrients. I am home to birds, small animals and snakes. I am Important to keep the balance of the ecosystem. Respect me!
- 4.-6. Learners' praise songs should show they understand how important the environment is and revere nature.

LET'S REFLECT

(Learner's Book page 70)

1. Learners should describe their personal feelings, so there should not be a "right" way to respond to the statement. It would be useful if learners agree with the statement.
2. Learners should think about the aspects of Ghanaian culture that help them to take care of the environment and acknowledge the importance of the role Ghanaian culture plays in terms of environmental care.
3. Learners should think of ways they personally can take care of the environment. These can be small, doable ways, and learners should understand that all these actions make a beneficial difference.

LINKING LESSONS: Unit 2.2 and Unit 2.3**Questions**

1. Unit 2.2 talks about sacred aspects of the environment in Ghana. Unit 2.3 mentions that Ghanaians care for the environment because "God reveals himself to humans through the environment." How might these two ideas be connected?
2. Look at the reasons listed in Unit 2.3 for why Ghanaians take care of the environment. Find an example from Unit 2.2 that connects to each reason. (e.g. Care of the environment: sacred groves)
3. Imagine a community decided to cut down all the trees in a sacred grove (Unit 2.2). How would this contradict the reasons for taking care of the environment according to Unit 2.3?
4. Why might stories, folktales, myths, and fables be important for teaching future generations about caring for the environment (mentioned in Unit 2.2)?
5. In your opinion, why is it important to consider both traditional beliefs and modern scientific knowledge when taking care of the environment in Ghana?

Answers

1. When Ghanaians consider the environment sacred, it becomes a way to connect with the divine. Seeing God revealed in nature encourages respect and care for the environment (Units 2.2 and 2.3).
2. Possible connections include:
 - Care of the environment: sacred groves (protects trees)
 - Humans are related to the environment: totems (animals as kin)
 - The gods reside in nature: sacred groves, water bodies (considered dwellings of spirits)
 - Linked to community history: specific trees or stones revered for historical significance
 - Survival: all aspects of the environment provide for human needs (Units 2.2 and 2.3)
3. Cutting down trees in a sacred grove would disrespect the sacredness of the environment, potentially anger the spirits, and destroy habitat for animals (Unit 2.3).
4. Stories, folktales etc. can be a way to pass down knowledge and values in a way that is engaging and memorable for future generations (Unit 2.2).
5. Learners' answers will vary. See Teacher guidance below.

Teacher guidance for open-ended questions

[bullet] Question 5: Encourage learners to consider the strengths of each approach. Traditional beliefs often emphasise a spiritual connection to the environment, while modern science can explain the ecological importance of environmental protection. Ask them to give examples of how these two approaches can work together. This could involve using scientific data to support the importance of protecting sacred sites or developing sustainable practices that respect traditional customs.

Unit 2.3: Reasons for taking care of the environment

Resources

- paper and pencils for learners to draw
- resource people, such as elders in community who know about indigenous Ghanaian attitudes to the environment

Use of ICT

See Learner's Book page 74 for keywords.

View these useful publications for more information:

- https://www.iccaconsortium.org/wp-content/uploads/2017/11/Exploring_the_African_Traditional_Belief.pdf Exploring the African Traditional Belief Systems in Natural Resource Conservation and Management in Ghana
- <https://www.queensu.ca/religion/sites/webpublish.queensu.ca.rlg/www/files/files/rels/grad/Daniel%20Asante%20Boamah%20MRP.pdf> Akan indigenous religio-cultural beliefs and environmental preservation: the role of taboos
- <https://journals.sagepub.com/doi/full/10.1177/2158244016687611> The Use of Indigenous Cultural Practices by the Ashanti for the Conservation of Forests in Ghana

- <https://www.tandfonline.com/doi/full/10.1080/21513732.2015.1124454> The role of traditional ecological knowledge in ecosystem services management: the case of four rural communities in Northern Ghana
- <https://link.springer.com/article/10.1007/s10708-019-10010-8> From sacrilege to sustainability: the role of indigenous knowledge systems in biodiversity conservation in the Upper West Region of Ghana
- https://www.researchgate.net/publication/304928515_Indigenous_Education_in_Environmental_Management_and_Conservation_in_Ghana_The_Role_of_Folklore Indigenous Education in Environmental Management and Conservation in Ghana: The Role of Folklore
- <https://www.tandfonline.com/doi/abs/10.1080/08873630709478212> Indigenous Beliefs and Environmental Stewardship: A Rural Ghana Experience

Teaching methodology

This unit should be taught by encouraging learners to actively engage in the topics and activities. There are numerous activities to ensure that learners participate and are actively involved. Ask learners to brainstorm how to care for the environment, make decisions and offer solutions. Let them analyse articles and compose praise songs or poems. Get learners to conduct research and compile reports, act in a radio talk show, dramatise lessons learnt and participate in a project to take care of the school's environment. The Learner's Book gives a range of activities to further help them consolidate their learning in active and focused ways.

Assessment

PARTICIPATE 25

(Learner's Book page 76)

You can use the following checklist to assess this activity.

The group has:	Marks
1. Identified one community as their research focus.	2
2. Conducted research on how the environment is linked to the history of this community.	5
3. Asked questions, observed, used the internet (if available) and listened to elders' explanations.	10
4. Found out what role the environment played, what part of the environment was most important and how it helped shape the history of this community.	10
5. Submitted a report where their research findings are described.	10
6. Made drawings to illustrate their report.	5
7. Presented the report to the class.	5
8. Worked well together to complete the activity.	3

Total marks = 50

PARTICIPATE 28

(Learner's Book page 77)

Use the checklist provided on page 78 of the Learner's Book to assess learners' projects.

Homework activities

1. CASE STUDY

Takorayili is a village in the Northern region of Ghana. It is dotted with bare, scorched hills and rocky, arid terrains. The soil is not able to retain rainwater. In addition, the soil is not fertile enough to sustain the growth of plants. As the rainwater runs downhill and drains into channels that dry up as quickly as they are filled, it washes away the topsoil and all its nutrients. Farming attempts have led to even more land degradation.

Because of this, Takorayili, like many of the surrounding communities, experienced poverty and a lack of food. However, a project, the Sustainable Land and Water Management Program, helped the community to restore and care for the land. A core part of the program includes community watershed planning and

Community Resources Management Areas. These create and nurture local groups to conserve the resources. This has strengthened community ownership and empowered at-risk communities. Now productivity has increased and there is food to feed the family and enough to sell the surplus.

This approach, using integrated landscape management, has improved the environment. "I have 40 mango trees and I used to make 40 trips a day to the stream to water them," says Habiba Abu, a 75-year-old farmer from Kpalinye, in the Wa East District. "This used to take me several hours. Life is better now ... I have access to water on my farm and can eat twice a day. Before, eating once a day was nearly impossible."

(Source: adapted and shortened from: <https://www.worldbank.org/en/news/feature/2018/06/15/in-ghana-resourceful-communities-transform-landscapes-livelihoods>)

1. Work alone to read the case study and give written answers to the questions.
 - a. What is sustainable agriculture?
 - b. What are the effects of land degradation?
 - c. In what way did the project help the community to care for the environment?
 - d. In what way did the project help Habiba Abu?
 - e. Use your own words to describe four sustainable farming methods.
2. Write this slogan in big letters on the board:
Go green; there is no Planet B.
 - Explain to learners what it means to go green. (Going green means being environmentally aware and caring for the environment.)
 - Explain the concept of a Plan B. (This is a contingency plan or a second plan in case your first plan does not work.)
 - Point out that this is the only planet we have for the foreseeable future.
3. Ask learners to create slogans that can be used for T-Shirts, caps or posters, with a powerful message about caring for the environment.

Answers

LET'S TALK

(Learner's Book page 71)

Learners should be able to express how they feel in terms of enjoying the sea and beaches, what they could do to continue to enjoy nature, why it is important to care for our beaches and the sea and how the sea provides food.

PARTICIPATE 23

Describe how to care for the environment

(Learner's Book page 72)

CC 9.1, CC 9.3, CC 9.4, CC 9.5, CG 6.4, CI 5.1, CI 5.2, CI 5.4, CI 5.5, CI 5.7

Learners work in groups of three or four.

1. Learners' brainstorms should include suggestions such as: never litter; do not pollute; do recycle; avoid chopping down trees; plant five trees for every tree you fell; do not burn bush; respect sacred places and totem animals; do not waste water; farm responsibly; fish responsibly; do not hunt out of season; only use what you need; keep rivers clean; report multinational companies that pollute rivers and the sea; do not burn e-waste.
2. Learners' answers will differ according to the most pressing needs in their communities. For example, if a local stream is polluted because of the mercury used in illegal mining, then learners could offer a solution by reporting the illegal miners, speaking to them and finding a way to clean up the stream.

PARTICIPATE 24

Explain the benefits of believing that gods reside in nature

(Learner's Book page 76)

CG 6.4, CI 5.1, CI 5.2, CI 5.4, CI 5.5, CI 5.7

Learners work individually.

1. It gives people life.
2. Ancestors
3. There should be no farming on these days. Sacred days are important because it is a day for the ancestors to rest and communicate with other deities.
4. People will not burn or fell trees because they fear punishment, as trees have souls and tree spirits live in them.
5. and 6. Learners' poems or songs should praise trees and show appreciation for the value of trees. They should share these with the class.

PARTICIPATE 25

Research how the environment is linked to the history of communities

(Learner's Book page 76)

CC 9.1, CC 9.3, CC 9.4, CC 9.5, CG 6.4, CI 5.1, CI 5.2, CI 5.4, CI 5.5, CI 5.7

Learners work in groups of four.

Use the marking checklist on page 39 of this Facilitator's Guide for mark allocation.

PARTICIPATE 26**Explain why indigenous Ghanaians take care of the environment**

(Learner's Book page 76)

CC 9.1, CC 9.3, CC 9.4, CC 9.5, CG 6.4, CI 5.1, CI 5.2, CI 5.4, CI 5.5, CI 5.7, CC 9.5, CG 6.4, CI 5.7

Learners work in groups of five.

1. and 2. Learners should show an understanding of why indigenous Ghanaians take care of the environment. They should have understood Table 7 on pages 73–74 of the Learner's Book. Points should include that God reveals himself to humans through the environment, humans are related to the environment, the gods reside in nature, aspects of the environment are linked to the history of communities and that humans depend on the environment for their survival.
3. Learners' talks should not be longer than eight minutes.
4. They should have prepared three questions to ask "listeners".
5. Their theme song should be appropriate to the topic.
6. Use peer assessment and let the class vote for the best theme song.

PARTICIPATE 27**Dramatise how to apply lessons from indigenous Ghanaian attitudes towards the environment**

(Learner's Book page 77)

CG 6.4, CI 5.1, CI 5.2, CI 5.4, CI 5.5, CI 5.7, CC 7.1, CC 7.5, CC 8.3, DL 5.5, DL 6.6, PL 6.3

Learners work in groups of five.

Learners' dramas will vary but should be short (no longer than five minutes), focus on the topic and show what they have learnt about indigenous Ghanaian attitudes towards the environment.

PROJECT WORK**PARTICIPATE 28****Take care of the school's environment**

(Learner's Book page 77)

CC 9.1, CC 9.3, CC 9.4, CC 9.5, CC 6.4, CI 5.1, CI 5.2, CI 5.4, CI 5.7

Learners work in groups of five.

Give learners the table on the following page to help them understand the importance and use of planning their project.

Project Planning Table Example

PARTICIPATE 28

Take care of the school's environment

(continued from the previous page)

Project to plant an indigenous fruit tree – a *Chrysophyllum albidum* (African star apple) in the school grounds

Who	What	Why	How	By when	✓
Whole group	Plant a fruit tree, <i>Chrysophyllum albidum</i>	This is an indigenous tree bearing healthy fruit. Learners and teachers can eat the fruit. It is also a beautiful tree that will provide shade. It will also attract birds.	We will find the best place (with enough sun, near water and not in the way) to plant the tree. We will get a cutting or sapling from the forest, with the chief's permission. We will dig a big hole, add compost and plant the tree. We will take turns to water the tree and look after it.	End of April	✓
Whole group	Locate the best place for the tree	So it can grow well, be protected and not be in the way	Scope the school grounds and look at options, choose the best option	By end March	✓
Ebo	Ask the head teacher for permission	Necessary; shows respect	Write a short motivation explaining the project and go to office	First week in March	✓
Kwasi	Find a cutting or sapling/get permission from chief	To use to plant	The trees grow in the forest. Chief's permission is needed to make a cutting or dig up a sapling.	By end March	✓
Akwesi	Gather resources: spade and bucket	Need this to dig hole, carry water	Borrow from home	By end March	✓
Fifi	Collect small stones, organic compost, soil to fill the hole	Give the tree a good start by adding compost-rich soil, stones for drainage	Collect compost from home and neighbours	By first week of April	✓
Yaw	Dig a large and deep hole	To plant tree	Use a spade	By 2 nd week of April	✓
Ebo	Help to dig the hole	It is hard work	Use a spade	By 2 nd week of April	✓
Akwesi and Fifi	Plant the tree	So it can grow	Carefully place sapling in hole and cover with compost and soil	By 3 rd week of April	✓
Yaw and Kwasi	Water the tree	So it can grow	Put water in bucket and pour gently in hole	By 3 rd week of April	✓
Fifi	Make a roster of who will water the tree and when	To make sure the tree gets watered regularly	Use a calendar and make a timetable for the year so each group member gets a turn every week	By 3 rd week of April	✓

Use the checklist provided on page 78 of the Learner's Book to assess their projects.

LET'S REFLECT

(Learner's Book page 79)

This should be a personal reflection and promise, so learners' answers will vary.

Learners should be able to imagine they are walking amongst the magnificent trees of the Kakum National Park and express how they feel, as well as give reasons for their feelings. Learners' commitments or promises should be doable and practical, as well as their responses for caring for forests.

Let's explore: Chapters 1 and 2

(Learner's Book page 80)

1. Learners will investigate a sacred site and answer the questions about the site. The answers will differ according to the site chosen.
2. Learners will identify an environmental harm. This could be, for example, water pollution, air pollution, forest degradation, overhunting, overfishing, pollution, etc. Learners' letters should clearly state the environmental problem and give doable solutions to rectify it. Learners should include indigenous knowledge and beliefs in their solutions.
3. Learners' videos or brochures should show a harmful effect on the environment. They should interview a person who is knowledgeable about indigenous knowledge and sacred spaces. The video should motivate the viewer to care for the environment.

Chapters 1 and 2 assessment

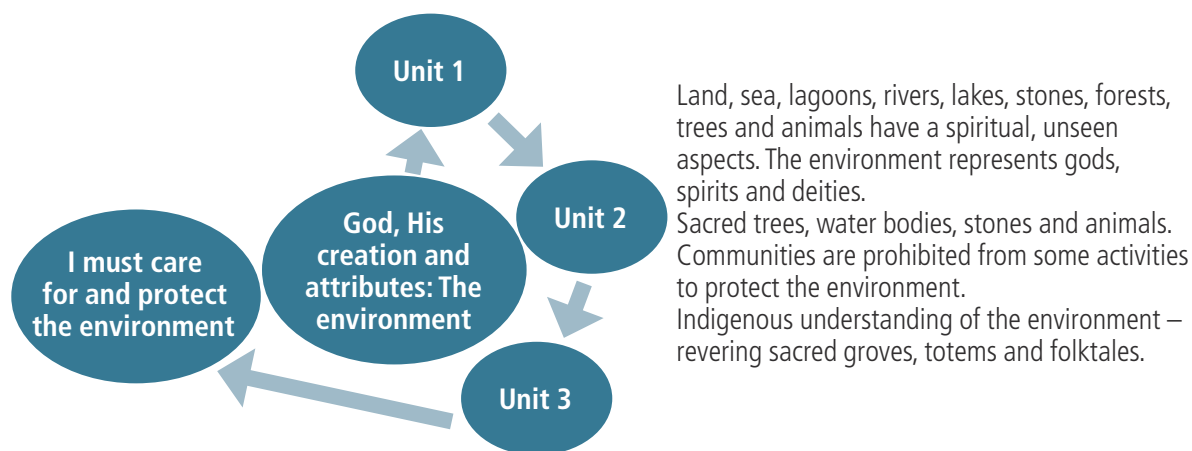
1. Learners draw a picture or write a paragraph describing their favourite creation story. [5]
2. The answers to this will vary. Accept all reasonable answers. [12]
3. 3.1 B 3.2 A 3.3 A 3.4 C 3.5 B [5]
4. 4.1 F 4.2 G 4.3 I 4.4 C 4.5 D
- 4.6 J 4.7 E 4.8 B 4.9 A 4.10 H [10]
5. 5.1 sacred 5.2 unborn 5.3 libations 5.4 spirits 5.5 protected [5]
6. Totems are powerful symbols that contain spiritual and environmental knowledge.
This means:
 - Totems are links to both the spirit world and the environment.
 - We get spiritual messages from totems and learn how to protect the environment.Totems help us care for the environment because:
 - clans may not kill their animal totems
 - it makes us aware of the specialness of our totem animals
 - we learn to respect our totem animals. [5]

7. Learners' stories will differ. Check on their understanding of the environmental messages. Allocate 5 marks for the story and 5 marks for the message. [10]
8. Learners' essays should contain at least eight paragraphs – an introduction, a paragraph on each of the listed items explained and a conclusion.
- The land is sacred because ...
 - Water bodies are sacred because ...
 - Stones are sacred because ...
 - Animals are sacred because ...
 - Heavenly bodies are sacred because ...
 - Forests and plant life are sacred because ... [20]
9. Taboos are extremely useful in protecting the environment because:
- they prevent people from harming the environment by overfishing and overhunting, for example
 - they prevent people from chopping down trees
 - they prevent people from polluting rivers, lakes and the sea
 - they ensure noise pollution is reduced
 - they ensure our sacred spaces remain unharmed
 - they ensure that the spirits and deities of the forests, trees and lakes are not harmed. [5]
10. We depend on the environment for our survival because:
- a healthy ecosystem will clean our water and supply enough water for our needs
 - our climate will be regulated so we won't suffer from extreme or unexpected weather
 - the air we breathe will be kept clean and there will be enough oxygen to breathe
 - we can use parts of the environment for raw materials to build, farm and provide infrastructure, roads and transport
 - the environment provides a lot of work for people and draws many tourists. [5]
11. The letters will vary but should cover at least five of these points. Allocate 2 marks per point. Indigenous Ghanaians take care of the environment because:
- they are wise enough to know that we depend on the environment for our survival
 - they know that every human activity causes a chain effect on the environment; one harmful action can lead to serious harmful effects, such as climate change, drought, famine, water scarcity, floods, storms, irregular rainfall patterns and certain species becoming extinct
 - they believe that the physical aspects of the environment, such as the land, sea, lagoons, rivers, lakes, stones, forests, trees and animals, have spiritual, unseen parts
 - they consider many aspects of the environment as sacred
 - they know the environment represents gods, spirits and deities
 - every community in Ghana has customs, traditions and taboos that prevent the destruction of the environment while taking care of it
 - God reveals Himself to humans through the environment
 - humans are related to the environment
 - the gods reside in nature
 - aspects of the environment are linked to the history of communities; hence it is important to take care of the environment because human survival and the traditions of our people depend on it. [10]

- 12.1** Please do not chop down this tree. This is a sacred grove, so all trees are protected. We do not have many trees of this kind left in Ghana; you may be chopping down the last tree. Please only chop trees in areas where you are allowed and where you have permission. Always respect trees. Remember, if you chop down a tree, you also destroy the home of birds and animals and the soil beneath it. If you are going to chop down this tree, you need to plant five other trees of the same kind, water them and look after them.
- 12.2** Please do not start a bush fire. The fire can easily spread and burn farmland, trees, houses and grass. Reconsider wanting to trap our birds: let them be free. Only eat what you need; do not kill just for the sake of killing.
- 12.3** Please do not use DDT. It is extremely dangerous to humans and destroys more fish than you need to catch, including fish eggs and small fish. The chemicals in the DDT can cause cancer and other serious diseases. Stop using DDT; it is a crime.
- 12.4** Please do not kill sea turtles. They are becoming extinct as far too many have been killed. Protect our heritage for future generations and let the turtles live.
- 12.5** Never do that again. You are not allowed to shoot pregnant deer; it is against the law. Be responsible and only kill what you need according to the rules.

[5]

- 13.** The environment gives us food, water, air and shelter.
Harmful activities – land and water pollution, illegal mining, bush burning, weeding around water bodies, illegal fishing, sand winning, overgrazing, tree felling, overhunting, overfishing, soil erosion.
Chain effect of harmful activities.



The living, ancestors and unborn rely on the environment so we have to take care of it.
We take care of the environment because God reveals himself to humans through it.
Humans are linked to the environment.
The gods reside in nature.
Parts of the environment are linked to the history of communities.
We depend on the environment for our survival.
Beliefs, customs, norms and taboos protect the environment.
The environment is sacred in Ghanaian traditions and indigenous knowledge.

[10]

Total marks = 107

Introduction

In this module, you will work through this chapter and these units:

Chapter 3: Participate in religious festivals

Unit 3.1: The meaning and types of festivals

Unit 3.2: Activities in festivals celebrated in the three main religions in Ghana

Unit 3.3: The social, religious and moral relevance of festivals in the three main religions related to daily life

Objectives

By the end of this chapter, you should be able to achieve the following Content Standard:

B9 3.1.1 Understand the relevance of, and the need to participate in religious festivals.

Outcomes

- State the meaning and types of festivals. (Unit 3.1)
- Describe the activities in festivals celebrated in the three main religions in Ghana. (Unit 3.2)
- identify and explain the social, religious and moral relevance of festivals in the three main religions and relate them to daily life. (Unit 3.3)

Introduction

The focus of this chapter is on religious festivals. Learners will state the meaning and types of festivals and describe the activities that take place during the festivals celebrated by the three main religions in Ghana. They will identify and explain the social, religious and moral relevance of festivals in the three main religions and relate them to daily life. It is important that learners are knowledgeable and respectful of the various religious festivals held in Ghana.

Unit 3.1: The meaning and types of festivals

Resources

- internet access

Use of ICT

- See Learner's Book pages 87, 89 and 91 for useful keywords to use in internet searches.
- See these informative websites for more information:
 - https://www.researchgate.net/publication/287958199_The_Socio-Cultural_Significance_of_the_Kakube_Festival_of_the_Dagara_of_Nandom_Traditional_Area_in_Ghana
 - https://www.researchgate.net/publication/281746037_The_Role_of_Traditional_Festivals_in_Action_Planning_Advocacy_and_Social_Accountability
 - <https://www.iiste.org/Journals/index.php/RHSS/article/view/22103> Elements of Drama in Ghanaian Traditional Festivals: A Case Study of the Feok Festival among the Builsa People of the Upper East Region of Ghana
 - https://www.researchgate.net/publication/311081532_Cultural_Festival_as_a_Salient_Tool_for_Strategic_Holistic_and_Sustainable_Rural_DevelopmentIn_Africa_The_Case_of_the_Opemso_Festival_of_the_Asantes_of_Ghana
 - https://en.wikipedia.org/wiki/List_of_festivals_in_Ghana
 - <http://ghanakey.com/ghana-festivals.html>
 - <https://medium.com/@landtourstravel/ghanas-traditional-festivals-a-view-into-our-unique-cultural-heritage-b226a03709f1>
 - <https://www.britannica.com/topic/Adae>
 - <https://www.easytrackghana.com/cultural-overview-ghana-festivals.php>

Teaching methodology

Ensure that learners participate actively in this exciting unit. Let them share experiences of having attended religious festivals. Get learners to brainstorm the meaning of festivals and to further investigate the meanings of festivals. Ask learners to draw a map of Ghana showing the regions where agricultural festivals are held. Use the visuals (Learner's Book pages 87 and 88) to get learners to answer questions about the types of festivals and ask them to research two types of festivals in Ghana. Finally, let learners reflect on a personal celebration such as a birthday, how they feel about attending religious festivals and what they have learnt about themselves.

Additional information about the Tedudu festival (Yam Festival) of the Asogli people of Ho

(Learner's Book page 88)

The Asogli State comprises four traditional setups, namely Ho, Kpenoe, Takla and Akoefe. They are located in the southern part of the Volta Region in Ghana. These four traditional setups are linked together in terms of economic orientation, culture and general way of life in view of the fact that they have a common migration and settlement history. The Asoglis are believed to be the descendants of Togbe Kakla, the brave man who masterminded the escape of the Ewes from the walled city of Notsie in the republic of Togo in the 17th century. They speak Ewe as their mother tongue.

Among the Ewes of Ghana, harvest festivals are celebrated in honour of the ancestors. Another reason is explained partly in the fact that yam cultivation is considered to be very tedious and hazardous and as such, it is appropriate to set aside certain days of the year to express appreciation and thanks to God and the ancestors for protection and guidance. Another reason for which the festival is celebrated with pomp and pageantry is that the people are happy for the opportunity given them by the ancestors to showcase their rich culture. To them, the festival affords them the opportunity to celebrate their hard work no matter what the past experiences might be. During the festival, music, textiles, pottery, body art, drama, the act of pouring libation and incantations form part of the activities of the festival.

Examples of rituals

Vovlowo fe Nkeke

The Vovlowo fe Nkeke rite is known as the “all souls day” and it precedes all the other rites. It is the feeding of the departed souls through which their blessings and guidance are solicited for the years ahead. The importance of this rite is that the ancestors are informed and called upon to join the living to celebrate the festival. The effect is that the ancestors shower their blessings upon the people and guide and protect them throughout the entire process of the festival and beyond.

Nubabla

This is a rite performed at Akoefe to cleanse the state after the feeding of the departed souls. All chiefs and their elders are brought together to go through the cleansing rites performed with powerful herbs by traditional priests of the Asogli State. The holy herbs are shared and placed at vantage points in all the royal houses. This rite is very significant because the “nubabla” or holy herbs have the potency to ward off evil spirits. The traditional priests pour water on the remaining herbs which are placed in a large calabash. After this, the water is sprinkled throughout the whole community to prevent evil spirits from entering the town.

Dzawuwu

This is the rite of serving the gods and the ancestors with the first yam meal called “bakebake” before any living being tastes it. This is done in all stool houses, shrines and individual homes. Even as the ban on the new yam is lifted, no one is supposed to feast on it. The gods and ancestors are served with the new yam first before anybody else can be served. The importance of this rite is that, since the gods and ancestors have granted a bumper harvest, they must be acknowledged accordingly by letting them have the first share of the yam.

Tedudu

This is the final celebration of the festival. At this point, every home feasts on the new yam. People prepare meals with the yam. Families come together to enjoy themselves. People move from house to house to eat from neighbours and family members and relatives. This strengthens the bond of unity in the state. Fufu is the main food that is prepared during the festival.

Assessment

In order for learners to be fully engaged, it is recommended that they perform a drama and that their performance is assessed. Learners work in groups to research one festival of their choice and dramatise the stages of how the festival is celebrated (to the point of climax) for the rest of the class.

The areas to be awarded marks or assessed by the teacher should include:

- teamwork (5)
- punctuality or effective use of time (5)
- clarity of message or narrative being dramatised (10)
- level of engagement with audience or enthusiasm (3)
- creativity or adaptations of message or drama (2).

Homework activities

1. Use the internet to investigate various aspects of the Ghanaian environment that are being destroyed through human activities. Write a summary report on your findings and recommend or suggest ways to prevent the destruction.
2. Investigate other aspects of the Ghanaian environment (similar to what you identified on the field trip at school) that are being destroyed by human activities. Write a short report and recommend ways to prevent the destruction.
3. Investigate aspects of the environment that are being destroyed by human activities in your school or locality. Plan and organise a community awareness programme you would like to undertake to help curb the destruction of the environment.

Answers

LET'S TALK

(Learner's Book page 85)

1. Learners will share what they know and have experienced, which gives you a useful opportunity to find out what they already know about festivals.
2. The festival shown is the Sallah festival, which ends the celebrations of Eid al-Fitr.

PARTICIPATE 1

Brainstorm the meaning of festivals

(Learner's Book page 85)

CP 5.1, CP 5.6

Learners work in groups of five.

1. and 2. Learners brainstorm the meaning of festivals. They summarise their ideas and present them to the class. Below are some possible ideas:
 - Festivals are special occasions. They are events that celebrate religion, heritage, culture, traditions or people.
 - We have festivals because we want to remember a special occasion or event, commemorate it, show our appreciation, unite families and communities and to mark the start and end of a year or season.
 - Festivals mean different things to people. Examples are feeling joyous, spiritually renewed, feeling special, learning about traditions.

CP 5.1, CP 5.6

Learners work in pairs and then on their own.

- 1.** and **2.** They add additional information to the table. They then share and compare their answers with another pair.

Below is some additional information.

Festival	Meaning and purpose
Adae Kese	<p>This festival, also known as the Akwasidae, is a very highly regarded and very important festival for the people of the Ashanti Region. It is during this festival that the Ashanti's rich cultural heritage is put on display for all to see. The festival is attended by many people from all walks of life that come to celebrate with the people of the region. The festival highlights the importance the Ashanti people attach to their heritage and tradition. They believe that their strength lies in unity.</p> <p>Origin: The Adae Kese marks specific milestones in the history of the Ashanti kingdom. The first celebration took place when the Ashanti kingdom attained statehood after the defeat of the Denkyiras in the battle of Feyiase (the Ashanti independence war).</p> <p>Activities: The celebration is divided into two parts. The first part comprises the strictly private ceremony which takes place in the chief's palace and is attended by specific members of the royal family. Different kinds of rituals are performed to cleanse the land of evil. In addition, the king's spirit is cleansed, and a ceremonial meal and drinks are presented to the spirits of the ancestors. The spirits are asked for guidance and protection for the people. They pray for the kingdom to prosper and be great and mightier than before. The other part of the celebration is a public durbar of the chief and people in the region. The durbar is a wonderful display of the rich Ashanti clothing and paraphernalia. The celebration is accompanied by drumming, dancing and partying.</p> <p>The purpose of the celebration is to invoke the bravery of their ancestors into the people and make them stronger and more prosperous while showcasing their rich cultural history and heritage for the rest of the world to come and see.</p>
Ntoa Fokuose	<p>This festival takes place in January in Nkoranza, in the Brong Ahafo Region. It celebrates the god Ntoa.</p>
Edina Buronya	<p>The Edina Bronya Festival is an annual harvest festival celebrated by the chiefs and people of Elmina in the Central Region of Ghana. It is usually celebrated on the first Thursday of January every year.</p> <p>Origin: After the Portuguese suffered defeat at the hands of the Dutch in 1627, they introduced a form of "Christmas" locally known as Bronya to the local people. It coincides with the Dutch Festival and signifies the relationship between the people of Elmina and the Dutch.</p> <p>Activities: Families and friends gather to celebrate with merrymaking and eating. On the eve of the festival, shots are fired at midnight by the Paramount Chief to usher in the New Year. The Paramount Chief rides in a palanquin on the following day. Sheep are slaughtered in front of the Elmina Castle.</p>
Odwira	<p>The Odwira Festival is celebrated by the chiefs and people of Fanteakwa District in the Eastern region of Ghana. It is celebrated by the people of Akropong-Akuapim, Aburi, Larteh and Mamfi each year in September.</p> <p>Origin: The festival celebrates a historic victory over the Ashanti in 1826. The battle of Katamansu took place near Dodowa during the reign of the 19th Okuapimhene of Akropong, Nana Addo Dankwa 1. The battle lasted from 1811 to 1835.</p> <p>Activities: It is a time of spiritual purification where the people are renewed and receive protection. It is also celebrated by the people of Jamestown in Accra. This is due to the associations formed through the intermarriages of the Ga and Akuapem people.</p>

Festival	Meaning and purpose
Homowo	<p>Homowo is a harvest festival celebrated by the Ga people of Ghana. The festival starts in the month of August with the planting of crops (mainly maize and yam) before the rainy season starts.</p> <p>Origin: The Ga people celebrate Homowo in the remembrance of the famine that occurred in the Greater Accra region in precolonial times. The famine was caused by a lack of seasonal rain, which was needed for the crops to grow. When the seasonal rain returned to normal and the famine ended, the Ga people celebrated by creating the Homowo festival, which means “we hoot [or jeer] at hunger”. Homowo is celebrated in all the towns in the Ga state with celebrations ending in Ga-mashie.</p> <p>Activities: The celebration begins with the planting of maize, which will be used in preparing the food for the festival named Kpokpoi or Kpekple. During this period, noise-making is prohibited or banned since it is believed that it will hinder the maturing of the crop. The meal is eaten with palm nut soup and it is also sprinkled within the town. This is normally done by traditional leaders and family heads. All family heads sprinkle the “kpokpoi” in their family house. The celebration includes processional marching accompanied by drumming, chanting, merrymaking, face painting, singing and traditional dancing. Some of the towns that celebrate Homowo are La, Teshie, Teshie Nungua, Osu, Ga-Mashie, Tema, Prampram and Ningo.</p>
Damba	<p>The Damba Festival is celebrated by the chiefs and peoples of the Northern, Savanna, North East and Upper West Regions of Ghana.</p> <p>Origin: The festival has different names: Damba in Dagbani, Damma in Mampruli and Jingbenti in Waali. The festival is celebrated in the Dagomba lunar month of Damba, corresponding to the third month of the Islamic calendar, Rabia al-Awwal. Damba is celebrated to mark the birth and naming of the Holy Prophet, Muhammad, but the actual content of the celebration is a glorification of the chieftaincy, not specific Islamic motifs. The festival is categorised into three sessions, namely: the Somo Damba, the Naa Damba and the Belkusi.</p> <p>Activities: The festival starts on the tenth day of the month of Damba with the “Somo” Damba, followed by the “Naa” King’s Damba on the seventeenth day, with the “Belkusi”, which is the climax of the celebration, coming off on the eighteenth day of the month of Damba. Within this period, prayers are offered to ancestors, there is drumming and dancing, and families pay visits to friends and exchange gifts.</p>
Gologo	<p>The Gologo (or Golib) Festival is celebrated in March and April at the end of the dry season and before the sowing of millet. It is celebrated by the Talensi, Tong-Zuf in the Upper East Region of Ghana.</p> <p>Origin: It is a pre-harvest festival in which sacrifices are offered to the gods for protection and to ensure plentiful rain and a good harvest in the coming season. The festival is indicative of the community’s belief in the Nnoo shrine or Golib god, which is the deity that regulates Talensi agricultural life.</p> <p>Activities: The festival takes place over three days at three different villages. The first part takes place at Gorogo, the second at Yinduri and the final and biggest at Teng-Zug (Tong-Zuf). Libation is poured at the Teng-Zug shrine to thank the gods for a successful occasion. The one in March is called Gol-diema, which means tutorial. The main Gologo Festival is celebrated in the second week of April. Traditional songs are composed by the elders of each community for the occasion and people dance to the composed songs. During this period, noise-making is prohibited and no one mourns their dead.</p>

Festival	Meaning and purpose
Kobine	<p>Kobine is a traditional dance and festival unique to the people of the Lawra area of north-western Ghana. They are also called the Dagaaba tribe.</p> <p>Origin: The dance and the festival named after it are celebrated in September and October to mark the end of a successful harvest.</p> <p>Activities: The festival lasts four days, with the first day usually reserved for visiting family and friends. The second and third days are the official holidays. A procession of the family heads is accompanied by groups of younger people dressed to represent hunters and elephants. A number of speeches are made by dignitaries and other guests of honour before the Kobine dance competition begins.</p> <p>The Dance: The Kobine music is produced from a kuor (a drum instrument with a base made from a gourd) and a dalar (a smaller drum made from the neck of a clay pot). The men dress in beautifully decorated skirts and are usually bare-chested to demonstrate their masculinity as well as their flexibility while they dance. Other ornaments such as headgear and caps are worn. The women dress similarly to the men, except they generally will wear a blouse. Both men and women wear a ring of bells around the ankles to accentuate their rhythmic moves when they dance. The dance itself consists of quick rhythmic moves especially with the trunk or upper body. At the peak of the dance, the women will generally cut in and dance in front of their favourite male dancer.</p>
Amu, Hogbetsotsoza, Tedudu	<p>Amu This festival is also known as the "Rice Festival". It is celebrated by the Avatime people of the Volta Region. The festival takes place in the last week of November to December. Origin: the festival celebrates the harvesting of brown rice. Activities: Drumming, dancing and singing take place during the festival.</p> <p>Hogbetsotsoza This festival is celebrated by the Anlo people of the Volta Region. It is an annual celebration that takes place on the first Saturday of the month of November. Origin: The festival celebrates the exodus of the Anlo people from a tyrannical ruler in Notsie, which was a town in present-day Togo. Activities: A variety of ceremonies are held during the celebration, for example: the peacemaking period, the purifying of ceremonial stools through the pouring of libations and the cleaning of villages. The ceremony ends in a durbar of the chiefs and people. Throughout the festival there is dancing, singing and merrymaking.</p> <p>Tedudu (Bakatue) Please refer to page 49 of this Facilitator's Guide for additional information.</p>
Ahobaa	<p>The Ahobaa Festival is an annual festival celebrated by the chiefs and peoples of Enyan-Kakraba near Saltpond in the Central Region of Ghana. It is usually celebrated in the month of June.</p> <p>Origin: This festival is celebrated to obtain the benediction of the ancestors.</p> <p>Activities: During the festival, visitors are invited to share food and drinks. The people put on traditional clothes and there is durbar of chiefs. There is also dancing and drumming.</p>

PARTICIPATE 3

Draw a map of Ghana showing the regions where agricultural festivals are held (Learner's Book page 89)

CP 5.1, CP 5.6

Learners work on their own.

Learners are to draw a map of Ghana. Each of the 16 regions must be a different colour. They then need to follow instructions 2. to 5.

Below is a list of the various regions and the festivals celebrated in them.

ASHANTE REGION

- Odwira Festival -Kyempo, Asante Akim South

CENTRAL REGION

- Aboakyer Festival (deer hunting)
- Bakatue Festival (fish harvest)
- Akwambo Festival (path clearing) (Read more: <https://yen.com.gh/104769-ten-regions-ghana-festivals-learn-ghanaian-culture.html>)

GREATER ACCRA REGION

- Homowo Festival (Harvest/Thanksgiving)
- Ngmayem Festival

EASTERN REGION

- Odwira Festival – (Harvest/Thanksgiving)
- Akropong-Akuapem
- Aburi Odwira Festival

BONO REGION

- Fordjour Yam Festival
- Nkyifie Yam Festival

BONO EAST REGION

- Brebi Yam Festival

AHAFO REGION

- Bayere Afahye (Yam harvest) – last Monday or 1st Monday in 2nd week of August

NORTHERN REGION

- Foo or Foa Festival

SAVANNAH REGION

- Damba Festival

NORTH EAST REGION

- Damba Festival

UPPER EAST REGION

- Gologo Festival
- Saman Piit Festival
- Feok Festival
- Gwolgu Festival

UPPER WEST REGION

- Kobine Festival

VOLTA REGION

- Rice Festival
- Yam Festival – Kpedze

OTI REGION

- Amu (brown rice) Festival – Of the chiefs and people of the Avatime Traditional Area at Avatime Gbadzeme

WESTERN REGION

- Yam Festival – Sefwi Bekwai Traditional Area
- Kundum Festival

PARTICIPATE 4

Identify and explain the types of festivals in Ghana (Learner's Book page 93)

CP 5.1, CP 5.6

Learners work in pairs.

1. A: Bakatue Festival; B: Tedudu Za or Yam Festival; C: Bugumchugu; D: Homowo Festival; E: Eid-al-Adha; F: Christmas festival
2. – 4. Learners explain what each festival means, describe the main activities that take place during the festivals and compare and contrast the different festivals.

PARTICIPATE 5

Research two types of festivals in Ghana

(Learner's Book page 93)

CP 5.1, CP 5.6

Learners work in groups of five.

Learners research two different festivals in Ghana. They present their research in the form of a poster or video.

LET'S REFLECT

(Learner's Book page 94)

In this personal reflection, learners should show they understand the concepts of festivals and celebrations. They should express their feelings freely, knowing there are no right or wrong answers to how they feel. They should do some introspection and have the self-knowledge to know what they have learnt about themselves.

LINKING LESSONS: Unit 3.1 and Unit 3.2

Questions

1. Unit 3.1 talks about different types of festivals. Think of an example of an agricultural festival (Unit 3.1) celebrated in Ghana and describe one activity that takes place during this festival (Unit 3.2).
2. Unit 3.2 mentions "public worship" as a main activity during festivals. How might public worship differ between, for example, a Christian festival and a festival of African Traditional Religion (Unit 3.2)?
3. Look at the list of activities in Unit 3.2. Find two examples, one from each category (religious vs. social), that illustrate the concept of "family reunion" during festivals. (e.g. Religious: public worship, Social: exchange of gifts)
4. Imagine a new festival being created to celebrate the importance of environmental protection in Ghana. What type of festival might it be (agricultural, ancestral, historical) and why (refer to Unit 3.1)?

Answers

1. Possible answers include:
 - Festival: Homowo (agricultural)
 - Activity: public thanksgiving to the gods for a bountiful harvest (Unit 3.2)
2. Public worship at a Christian festival might involve a church service with hymns and prayers, while public worship in an African Traditional Religion festival might involve offerings to ancestors or deities, drumming and chanting (Unit 3.2).
3. Religious: public worship where families come together to pray or give thanks. Social: exchange of gifts where families strengthen bonds by giving presents (Unit 3.2).
4. The festival could be an agricultural festival (Unit 3.1). This is because it would celebrate the importance of the environment in providing food (agricultural products). It could also be argued that a historical festival is designed to commemorate a specific event related to environmental protection.

Teacher guidance for open-ended questions

- Question 4: Encourage learners to be creative and consider the purpose of the festival. If it is an agricultural festival, what activities might promote sustainable farming practices? If it is a historical festival, what event could it commemorate? How could the festival incorporate elements of traditional religions and modern environmental awareness?

Unit 3.2: Activities in festivals celebrated in the three main religions in Ghana

Resources

- internet access
- <https://nhoc.gov.gh/festivals-in-ghana>
- <https://yen.com.gh/142787-festivals-ghana-list.html>
- <http://www.amazingafrica.org/festivals.html>
- <https://www.ghanaweb.com/GhanaHomePage/tourism/festivals.php>
- <https://www.ghanastar.com/tag/islamic-festivals/>
- <https://www.ghanamma.com/2021/07/21/eid-ul-adha-the-muslim-festival-explained/>
- <https://www.calendarlabs.com/islamic-calendar/>
- <http://ghanakey.com/ghana-festivals.html>

Use of ICT

Show learners a selection of the informative videos depicting festival proceedings or refer learners to these websites:

- https://www.youtube.com/watch?v=lvWg_eWTZFo (5 min 1 sec) Festivals Volta Region
- <https://www.youtube.com/watch?v=UyZ2yXoQBMw> (23 min 5 sec) Akonedi Yam Festival – Larteh, Ghana
- <https://www.youtube.com/watch?v=gyv-P8cYBGo> (2 min 25 sec) Homowo: Harvest Festival
- <https://www.youtube.com/watch?v=L9Z8Ty2-3xk> (7 min 6 sec) Aday Festival – Kumasi
- <https://www.youtube.com/watch?v=-703NxOELxM> (4 min 28 sec) Winneba Aboaker Festival
- <https://www.youtube.com/watch?v=fzOFykMMclU> (2 min 10 sec) Chale Wote Festival
- <https://www.youtube.com/watch?v=b5bi5My9yl0> (1 min 20 sec) Odwira Festival Eastern Region
- <https://www.youtube.com/watch?v=ANGVDJb6KYQ> (1 min 43 sec) Akropong-Akwapim Odwira Festival
- https://www.youtube.com/watch?v=f10_x8thhA8 (5 min 53 sec) Odwira Festival purification and preparation
- <https://www.youtube.com/watch?v=tlkoY0G7sXM> (2 min 30 sec) Bakatue Festival
- <https://www.youtube.com/watch?v=RR8fc3L81CM> (3 min 57 sec) Anlo Hogbetsotso Festival

- <https://www.youtube.com/watch?v=-6Ynicf8WnE> (16 min 19 sec) Damba Festival in Northern Region
- <https://www.youtube.com/watch?v=QNomBSViuw0> (2 min 46 sec) Kete Dance at Ahobaa Kese Festival
- https://www.youtube.com/watch?v=k1L6_GDUUUI (3 min 10 sec) Ya-Naa fire Festival Bugum in Yendi in Northern Region

Teaching methodology

Begin the lesson by describing your personal experience at a festival (either traditional, Christian or Islamic). Describe as vividly as possible what you saw, experienced and perceived at the festival.

Then ask learners about their personal experiences at festivals and what they find interesting about them. Alternatively, you could show a video or documentary of a traditional festival in Ghana. Discuss what learners find interesting about the video they have watched. Discuss the content of the Learner's Book.

Assessment

1. In groups of ten or more, learners select one festival unique or peculiar to their vicinity/locality and enact or dramatise the stages of the festival.
Award marks for clarity of message or theme of the festival. Award extra marks for fluency in the use of English or local language as well as for punctuality or effective use of time. Marks awarded should total 20.
2. Learners discuss (in groups of five or more) the importance of festivals to their moral character formation. Learners present their findings to the class.
Award marks for teamwork or group participation. Award marks for clarity of presentation and time utilisation.
3. Learners hold a debate on the topic "Ancient traditional festivals are no longer relevant in our modern world". Divide the class into two groups, one "FOR" the motion and the other "AGAINST" the motion. Award marks for clarity of expression and punctuality. Award marks for presentation of salient points and extra marks for concrete evidence. All marks total 20.

Homework activities

1. Copy the table below and indicate the differences and similarities in activities carried out by the three major religions in Ghana.

Religion	Activity	During festivals	Daily activities	Not applicable

2. Describe five activities that are carried out during festivals that also constitute daily activities that take place at school or at home. Each activity should be awarded 10 marks.

Answers

LET'S TALK

(Learner's Book page 95)

The festival in the picture is the deer hunting festival known as Aboakyir Festival. Attention should be paid to the rituals and exhibition of cultural practices or values during these festivals. More attention should be paid to the progression of linear succession of events. This will enhance understanding or remembrance. Similarly, attention should be paid to the main theme of the festivals (Christian and Islamic festivals) as well as the personalities that lead at such festivals or the roles certain personalities undertake.

PARTICIPATE 6

Discuss the acts of preparation

(Learner's Book page 96)

CG 5.1, CG 5.2, CG 5.3, CG 5.5, PL 6.3, PL 6.7

Learners work in pairs.

1. Festivals in Ghana are typically grouped according to the three major religions in Ghana. Festivals belonging to the African Traditional Religion are classified into agricultural or harvest festivals, and historic or ancestral festivals.
2. Refer to earlier content for preparations.
3. Refer to earlier content to identify acts of preparations unique as well as common to other festivals.
4. Pairs share their answers with other pairs. Supervise the class activity.

PARTICIPATE 7

List and explain the preparatory acts

(Learner's Book page 97)

CG 5.1, CG 5.2, CG 5.3, CG 5.5, PL 6.3, PL 6.7

Learners work on their own and then in groups.

1.
 - Acts of preparation unique to Christian festivals: Celebration of the birth, death, resurrection and ascension of Jesus Christ. These festivals are accompanied by days of fasting, praying and almsgiving (Lent and Advent).
 - Acts of preparation unique to Islamic festivals: The celebration of the life of the Holy Prophet Muhammad. Animals are sacrificed. Washing of the body (senses) with water to signify purity.
 - Acts of preparation unique to African Traditional festivals: Pouring of libation. Cleaning of stools or idols.
 - The act of fasting or abstaining from food (e.g. yam) is common to all three major religions in Ghana.
2. Learners write journal entries for the days leading up to big festivals in the area in which they live. They need to take note of the preparation.
3. Learners share their tables and journals in groups of five and compare their responses.

PARTICIPATE 8

Draw a family reunion at a festival

(Learner's Book page 99)

CG 5.1, CG 5.2, CG 5.3, CG 5.4, CG 5.5, CG 6.4, CI 5.2, PL 6.3, PL 6.4, PL 6.7

Learners work in groups of five.

1. Learners draw a picture of a family at a festive family reunion in Ghana.
2. – 4. They follow the instructions given in the Learner's Book.

PARTICIPATE 9

Create a greeting card

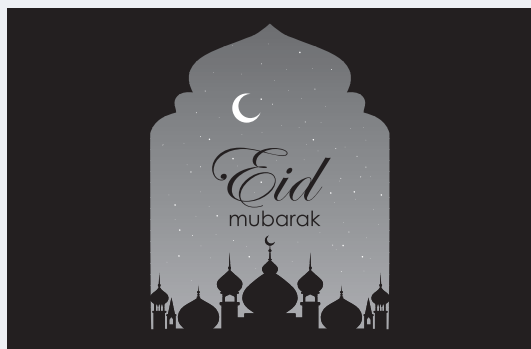
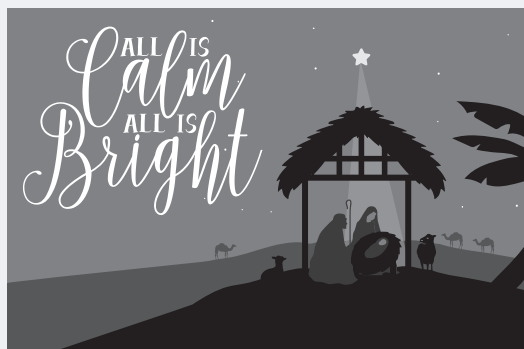
(Learner's Book page 99)

CG 5.1, CG 5.2, CG 5.3, CG 5.4, CG 5.5, CG 6.4, CI 5.2, PL 6.3, PL 6.4, PL 6.7

Learners work in groups of five.

Learners design festive greeting cards appropriate to any of the three major religions in Ghana.

Below are some examples of festive greeting cards.



PARTICIPATE 10**Sing a song demonstrating public worship**

(Learner's Book page 101)

CG 5.1, CG 5.2, CG 5.3, CG 5.4, CG 5.5, CG 6.4, CI 5.2, PL 6.3, PL 6.4, PL 6.7

Learners work in groups of ten.

1. and 2. Learners select one ritual song associated with public worship for one of the three major religions in Ghana. They must rehearse the song and then perform it for the class.

Below are some examples of songs that could be sung.

Christians: Silent Night**Muslims:** Ya Leilet El Eid; Eid Song; Ahlan bil Eid

- <https://www.thenationalnews.com/arts-culture/music/13-eid-songs-to-listen-to-during-the-holiday-from-umm-kulthum-and-sami-yusuf-to-tamer-hosny-and-yusuf-islam-1.1218230>

African Traditional Religion: Bragoro – Puberty Festival Song; Agbadza, Atsiagbekor

- <https://folkways.si.edu/traditional-womens-music-from-ghana-ewe-fanti-ashanti-and-dagomba/world/album/smithsonian>
- <https://ghanagoods.co.uk/ashanti-dances/>

PARTICIPATE 11**Describe the main activities in festivals**

(Learner's Book page 102)

CG 5.1, CG 5.2, CG 5.3, CG 5.4, CG 5.5, CG 6.1, CG 6.4, CI 5.2, PL 6.3, PL 6.4, PL 6.7

Learners work in groups of three.

1. – 5. Learners select one festival from one of the three major religions in Ghana. They research the main activities that take place at the festivals. They then critically analyse how some of the festival activities may have been changed or replaced by globalisation. They consider the effects of globalisation and colonialism on traditions, languages and cultures.

Learners evaluate whether the roles assigned to men and women in the festival are in line with current global thinking. Finally, they explain how participating in and knowing the meaning of a festival gives one a sense of Ghanaian nationality as well as a global identity.

PARTICIPATE 12**Dramatise the main activities that take place in one festival**

(Learner's Book page 102)

CG 5.1, CG 5.2, CG 5.3, CG 5.4, CG 5.5, CG 6.4, CI 5.2, PL 6.3, PL 6.4, PL 6.7

Learners work in groups of five.

1. Learners select one main festival from any of the three main religions. They investigate the main activities of the festival.
2. They prepare a drama to show the main activities, as discussed in this unit, and by doing more research on them.
3. They plan their drama carefully so that they can perform it in 10 minutes. Learners must assign each group member roles to play. One group member should act as a narrator to briefly explain each main activity, or you can take turns to do so.
4. Learners make creative props for the drama.
5. Learners perform their drama for the class.

PARTICIPATE 13

Develop a programme for an Odwira Festival

(Learner's Book page 103)

CG 5.1, CG 5.2, CG 5.3, CG 5.4, CG 5.5, CG 6.4, CI 5.2, PL 6.3, PL 6.4, PL 6.7

Learners work in ten groups.

1. – 3. Groups draw up a programme for the Odwira festival. They present their programme to the class.

LET'S REFLECT

(Learner's Book page 104)

Learners should reflect on their participation in the drama, how they felt while playing their role, what they learnt about themselves and note the moral lesson they learnt.

LINKING LESSONS: Unit 3.2 and Unit 3.3

Questions

1. Unit 3.2 talks about different activities in Ghanaian festivals. Unit 3.3 mentions that festivals have "social importance." Think of a specific activity from Unit 3.2 and explain how it contributes to the social importance of festivals (Unit 3.3).
2. Public worship (Unit 3.2) is listed as both a religious and social activity (Unit 3.3). Explain why public worship can be seen as having both a religious and social aspect.
3. Look at the list of the importance of festivals in Unit 3.3. Find an example for each category (social, cultural, religious, moral) and explain how a specific festival activity from Unit 3.2 contributes to that importance. (e.g. Social: family reunion, Cultural: public drumming)
4. Imagine you are helping to plan a new festival in your community. What social or moral message would you like the festival to promote? How would you incorporate activities from Unit 3.2 to achieve this goal?

Answers

1. Possible answers include:
 - Activity: family reunion (Unit 3.2)
 - Explanation: strengthens social bonds and promotes togetherness within the community (Unit 3.3)
2. Public worship has a religious aspect because it allows people to come together to express their faith and connect with the divine (Unit 3.3). It can also be social because it fosters a sense of community and belonging among those who participate (Unit 3.3).
3.
 - Social: family reunion (Unit 3.2) strengthens bonds and togetherness (Unit 3.3)
 - Cultural: public drumming and music (Unit 3.2) celebrates cultural heritage (Unit 3.3)
 - Religious: public worship (Unit 3.2) allows for expressing faith (Unit 3.3)
 - Moral: sharing food with the needy (Unit 3.2) promotes charity and compassion (Unit 3.3)
4. Learners' answers will vary. See Teacher guidance below.

Teacher guidance for open-ended questions

- Question 4: Encourage learners to be creative and consider the needs of their community. Possible social messages include environmental awareness, peacebuilding, or supporting the less fortunate. Ask learners to brainstorm activities that would promote this message. These activities could incorporate elements from Unit 3.2, such as processions with banners or educational presentations during public gatherings.

Unit 3.3: The social, religious and moral relevance of festivals in the three main religions related to daily life

Resources

- internet access

Use of ICT

Consider using the ICT facility in your school to explore online links relating to the unit. Alternatively, download online videos or pictures to guide learners. You could guide learners to search and download such materials.

- <https://www.pewforum.org/2010/04/15/traditional-african-religious-beliefs-and-practices-islam-and-christianity-in-sub-saharan-africa/>
- <https://opentextbc.ca/introductiontosociology2ndedition/chapter/chapter-15-religion/>
- <https://files.eric.ed.gov/fulltext/EJ1169262.pdf>
- <https://lausanne.org/content/west-african-case-study>

Teaching methodology

This unit focuses on the social, religious and moral importance of religious festivals in people's daily lives.

Introduce the topic by getting learners to discuss the photo and questions in the Let's talk activity. Extend the discussion by asking learners to suggest why they think festivals are important. Work through the text on pages 105 to 112 of the Learner's Book, drawing on learners' own experiences as much as possible.

Work through the section titled "Apply religious and moral lessons from festivals in daily life" on pages 113 and 114. Help learners to see that we can apply the values and morals that we learn from religious festivals to everyday life.

Assessment

Guide learners to craft or develop the name and content of a local festival that could be celebrated in the school.

Develop the theme to be celebrated and the moral values or lessons that the festival will promote.

Award marks (out of 10) for active participation and contributions during the discussion.

Homework activities

1. As an invited guest to the festival in your community, you have been asked to give a keynote address. In not less than 300 words, write out your speech. Focus more on development and the importance of the festival in our modern world.
2. Work in groups to investigate three festivals in books and/or online. Identify aspects of these festivals that you think are not good and give reasons. Brainstorm and suggest improvements to those aspects of the festival(s) which are not good.

Answers

LET'S TALK

(Learner's Book page 105)

1. It is the Wli Agumatsa Waterfall Festival that commemorates and gives thanks to waterfalls, which are regarded as a protective fetish by the local people.
2. Festivals are central to almost all societies, including Ghana. Festivals serve as a means of worship, remembrance and display of cultural arts, values and customs. The importance of festivals is therefore closely linked to the importance of traditions, history, heritage and moral values.

PARTICIPATE 14

Brainstorm the importance of festivals

(Learner's Book page 106)

CG 5.1, CG 5.2, CG 5.3, CG 5.4, CG 6.4, PL 6.3, PL 6.4, PL 6.7

Learners work in groups of four.

1. – 3. A: Displays respect for traditional authorities and in this case is exhibited with respectful or courteous greetings. The chief's garments exhibit Ghana's rich cultural heritage and popular kente/gold.
B: Displays young people singing. Singing signifies praise and reverence to one's object of worship.
C: Displays a family sharing a sumptuous meal. The sharing of meals is central to merrymaking, which is another aspect of festivals that is highly regarded in the Ghanaian culture.
4. Each aspect of Ghanaian culture exhibits belonging or unity. They also portray the value of reverence, joy and heritage.

PARTICIPATE 15

Identify and explain the social importance of festivals

(Learner's Book page 107)

CG 5.1, CG 5.2, CG 5.3, CG 5.5, CI 5.1, CI 5.2, PL 6.3

Learners work on their own.

- Culture – Festivals often include drumming, dancing, singing and art.
 - Social interaction – Families, clans and communities are brought together.
 - Politics – Chiefs or traditional leaders are given the platform to provide an account of their duties and what they did during the past year.
 - Developmental projects – An opportunity to solicit for funds for development; an opportunity to address social challenges.
 - Dialogue with communities – Creates the opportunity to resolve disputes. Brings members of the community who are far away back home and in touch with their roots.
2. Learners think about a festival that they attended. They discuss what they learnt about communicating with people and planning and implementing developmental projects.
3. Learners identify a developmental project needed at their school. They describe what it is and how it should be done.
4. Learners consider how they can use a festival to share their developmental project. They identify the type of festival and explain how they can make their ideas heard.

PARTICIPATE 16

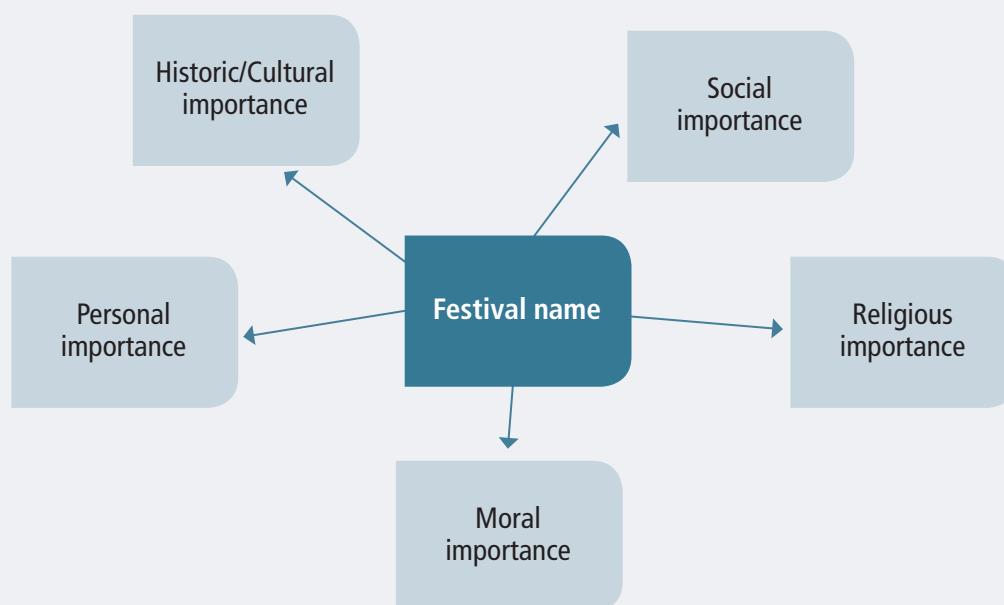
Identify and explain the religious importance of festivals

(Learner's Book page 110)

CG 5.1, CG 5.2, CG 5.3, CG 5.4, CI 5.1, CI 5.2, PL 6.4, PL 6.7

Learners work on their own.

Learners compile a mind map to show the religious importance of a festival of their choice. If learners are uncertain about what the mind map should like, you can copy the following mind map on the board for their reference.



PARTICIPATE 17**Identify the life of a past leader** (Learner's Book page 111)

CG 5.4, CG 5.5, CG 6.4, CI 5.2, PL 6.3, PL 6.4, PL 6.7

Learners work in pairs.

Examples of past leaders that learners can write about are Eja Ahor, Togbi Tsali, Jerry John Rawlings, Paa Kwesi Amissah-Arthur, "The big six", etc.

PARTICIPATE 18**Explore the morality of sharing with the poor and needy**

(Learner's Book page 112)

CG 5.2, CG 5.3, CG 5.5, PL 6.3, PL 6.4, PL 6.7

Learners work in pairs.

1. Learners discuss religious festivals that they have attended where people shared with less fortunate members of the community.

2. and 3.

CHRISTIANITY: Christmas is the festival of giving (especially to the poor and needy). Sharing food and material possessions with the poor and needy during this season ensures that those who are less privileged share in the joy of the birth of Jesus Christ. It also helps those with considerable wealth to learn to share with the less privileged during the festivities and even beyond.

ISLAM: Zakat al-Fitr refers to the charity given at the end of Ramadan's last fast. It is compulsory for every Muslim to give Zakat al-Fitr before Eid Salah (Festival prayers). Charity is usually given in the form of food, but Islamic scholars have agreed that it can also take the form of cash donations.

For Muslims, Zakat al-Fitr brings two major benefits: it helps the poor who may not have been able to participate in the Eid celebrations and also provides those who have fasted with an opportunity to rectify any errors made during the month of Ramadan.

AFRICAN TRADITIONAL RELIGION: Food or meat that is sacrificed to gods during festivals is usually shared with the less privileged in society. This ensures that no member of the community goes hungry. Similarly, this affirms the Ghanaian belief that the community is made of members who are related in one way or the other. Thus, every member of the community is a "family member".

PARTICIPATE 19**Identify and explain the importance of festivals**

(Learner's Book page 112)

CG 5.2, CG 5.3, CG 5.4, CG 5.5, CG 6.1, CG 6.4, PL 6.7

Learners work as a class.

Utilise already existing groups in the class. Revise the rules for debating with the class. Appoint a chairman, panel of judges and timekeepers.

PARTICIPATE 20

Dramatise how you apply religious and moral lessons from festivals in your daily life (Learner's Book page 114)

CI 5.1, CI 5.2, PL 6.3, PL 6.4, PL 6.7

Learners work in groups of five.

- 1.** and **2.** Learners create a drama in which they apply one of the moral lessons discussed in this chapter. Their drama should not be longer than five minutes.

Below are some themes learners could base their dramas on:

- Respect for authorities or the elderly
- Love and kindness
- Punctuality
- Truth and justice
- Hospitality and belief in God

LET'S REFLECT

(Learner's Book page 115)

The focus of this exercise is on the creativity of the learner. Ensure that the classroom is a safe place for all ideas to be expressed. Accept all suggestions or opinions as equal. Promote creative thinking by reinforcing the answers given by learners. Encourage a playful or fun learning environment. Remember to summarise the salient points gathered in the class.

Let's explore: Chapter 3

(Learner's Book page 116)

Make available some traditional drums for learners to learn how to drum. You could also take learners to the royal palace where they can learn more about drums.

Chapter 3 assessment

1. A festival is a celebration of a special event. [2]
2. CHRISTIANITY
 - Christmas
 - Easter
 ISLAM
 - Eid al-Adha
 - Eid al-Fitr
 AFRICAN TRADITIONAL RELIGION
 - Homowo
 - Bakatue
 - Aboakyir
 - Asafotufiam, etc. [Accept any two]
3. SOCIAL RELEVANCE
 - Promotes unity among members of the community.
 - Encourages or promotes development.
 - Strengthens the sense of belonging.
 RELIGIOUS RELEVANCE
 - Ensures continuity between ancestors or gods and the living.
 - Seeks to evoke the blessings and protection of the divine.
 - Provides a firm foundation or opportunity to learn about one's faith and practices.
 MORAL RELEVANCE
 - Presents the younger generation with heroes or heroines they can learn about and emulate.
 - Reinforces good deeds and discourages bad deeds.
 - Promotes socially acceptable morals. [12]
4. Active participation in religious festivals ensures that the lessons or morals presented for all participants to emulate are imbibed. It also ensures that the entire festive celebration contributes to the knowledge, spiritual and communal growth of the individual. [6]

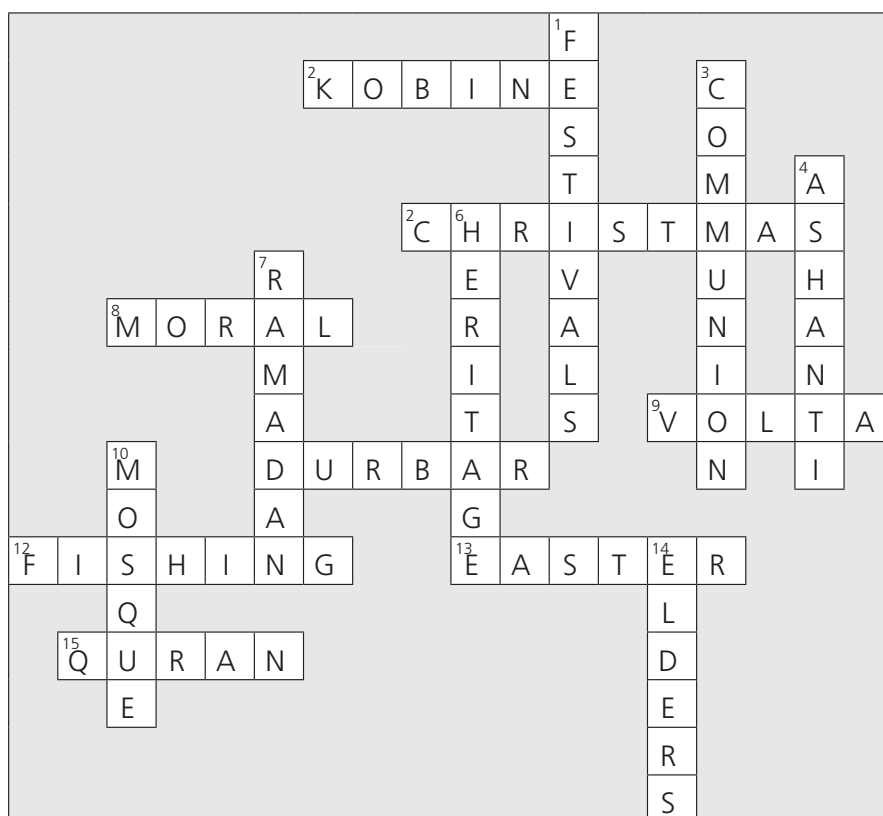
5.

Aspects of the three major religions	Similarities	Differences
Preparation	All purify the environment and bodies of the adherents with fasting of all kinds.	CHRISTIANITY: Almsgiving and reading of the Bible ISLAM: Fasting and praying for 40 days TRADITIONAL: Cleaning of the community, stools or ritual objects
Main activities	Merrymaking amidst eating and drinking.	CHRISTIANITY: Participation in church service ISLAM: Participation in fasting and prayers TRADITIONAL: Pouring of libation and grand durbars
Social importance	All bring families and the community together. Those who are poor and needy are also cared for.	CHRISTIANITY: Brings church members or fellow Christians together. ISLAM: Brings the family and fellow Muslims together. TRADITIONAL: Unites both leaders and those in traditional leadership.

Aspects of the three major religions	Similarities	Differences
Religious importance	<p>The object of worship is made prominent among adherents.</p> <p>Religious rituals are undertaken during the celebrations (for example, prayers, etc.).</p>	<p>CHRISTIANITY: Jesus is made prominent.</p> <p>ISLAM: Allah is made prominent.</p> <p>TRADITIONAL: The gods or ancestors or spirits are made prominent.</p>
Moral importance	<p>They all promote justice and equality.</p> <p>They all present heroes and heroines to be emulated.</p>	<p>CHRISTIANITY: Repentance is emphasised.</p> <p>ISLAM: Respect for ritual purity is emphasised.</p> <p>TRADITIONAL: Respect for the elderly and ancestors is emphasised.</p>

[20]

6. Solutions



[15]

- 7.1 special occasions
- 7.2 uniting
- 7.3 ancestors
- 7.4 living
- 7.5 unborn
- 7.6 beginning

- 7.7 end
7.8 heritage
7.9 roots
7.10 supernatural

[10]

8. 1 – G 2 – C 3 – D 4 – B 5 – H
6 – I 7 – J 8 – E 9 – A 10 – F

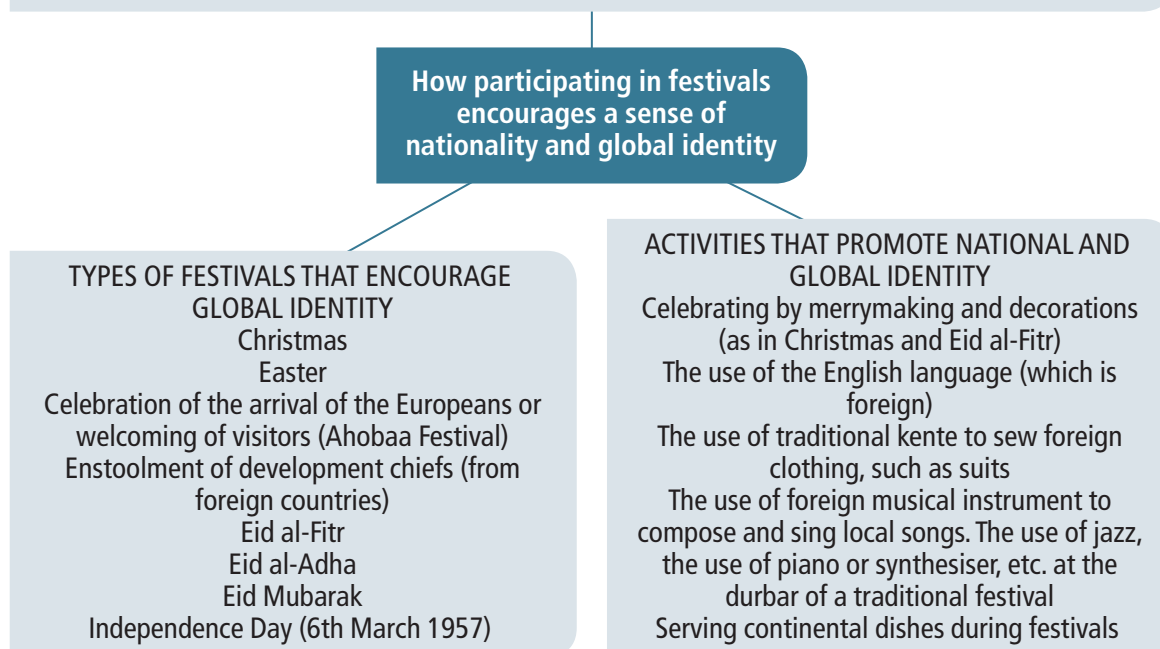
[10]

9. The world is now a global village. What happens in other parts of the world can easily be adapted by those in another part of the world. That phenomenon has taken place in the Ghanaian culture as well. Some of these foreign values that have found their way into the Ghanaian culture and subsequently the Ghanaian festivals include (but are not limited to):

- the use of public address (P.A.) systems
- the use of cell phones and technological gadgets during festivals
- the invitation of political leaders to festivals
- the use of festivals as a means of appealing for funds
- the integration of fun games into some cultural festivals
- the current trend of Sunday Thanksgiving service as part of traditional festivals' activities
- the dress code at festivals including "western styles"
- the use of English language at festivals (especially at durbars)
- the singing of western-oriented songs and the eating of western-oriented foods during traditional festivals.

[6]

10. A GLOBAL IDENTITY refers to a person's unique identity which, at the same time, forms part of a collective identity that extends beyond national boundaries. Examples: An African, a citizen of the world, etc.



[15]

Total marks = 102

Introduction

In this module, you will work through this chapter and these units:

Chapter 4: Ways people with different religions can co-exist peacefully

Unit 4.1: Tolerant and intolerant communities

Unit 4.2: Causes and effects of religious intolerance

Unit 4.3: Ways for different religions to co-exist peacefully

Objectives

By the end of this chapter, you should be able to achieve the following Content Standard:

B9 4.1.1 Identify and apply ways people with different religions can co-exist peacefully.

Outcomes

- Identify and explain examples of tolerant and intolerant communities. (Unit 4.1)
- Explain reasons why religious intolerance occurs and its effects on society and the individual. (Unit 4.2)
- Identify and explain ways in which people with diverse religious backgrounds can live peacefully. (Unit 4.3)

Chapter 4

Ways people with different religions can co-exist peacefully

Introduction

This chapter promotes religious tolerance. In addition to teaching the learners about concepts such as tolerance and intolerance, it teaches learners the kinds of values and behaviour that promote peace.

Chapter 4 introduces the idea of community in Ghana, where the wisdom and counsel (advice) of elders holds the community together. It facilitates understanding how working together as a group is valued as a norm in Ghana and also explains why tolerance is valued in Ghana. Without tolerance, groups cannot work together.

Unit 4.1: Tolerant and intolerant communities

Resources

- videos of communities demonstrating tolerance and intolerance (for example, a YouTube video showing the invasion of the American Capitol Building on 6 January 2021 (but make sure it does not contain graphic scenes of violence) or a short clip of prayers at Eid in Accra: <https://www.youtube.com/watch?v=OKvhEFL1cjw>)
- paper and drawing materials for *Participate 5*

Use of ICT

The *Internet interact* in this unit gets learners to research the ways that communities work together to support development (such as the building of schools, libraries and clinics and the supply of water by local non-governmental organisations or religious groups in places where such infrastructure is lacking). Learners have to look for examples of local projects in Ghana. If possible, generate a list of examples you would like them to research in advance and help them to identify the best search terms to find what they need.

Also give them a template to complete the research, for example:

Name of organisation or group running the development project	
What the development project provides the community	
Why you chose this example	
URL	
Date	

Teaching methodology

The activities in this chapter continue to provide many opportunities for active learning.

Start by discussing the overall aims for the chapter and unit. At the end of the chapter learners will understand more about how people of different religions can co-exist (live together) peacefully. The first goal, covered in Unit 4.1, is to identify and explain examples of tolerant and intolerant communities. Revisit this goal at the end of the unit and ask learners to indicate if they feel they understand it or have more questions.

Move on to reading and discussing the section “Communities in Ghana” and discuss the meaning of the words, “tolerance” and “intolerance”. Discuss what makes a community, including the fact that Ghanaians value the lives of both the dead and the living. Shared responsibility is another aspect of Ghanaian community that makes high levels of tolerance desirable.

Participate 1 uses the example of group work to explore what tolerant behaviour actually is. In other words, it is not just enough to say you want to be tolerant, you have to behave in ways that show tolerance. The learners draw up ground rules for talking about religion with tolerance. Before they start this section, remind them of the role of Religious and Moral Education in schools: We are here to learn about others in a spirit of peace. They must remember that people have strong beliefs about religions, and in this classroom, they must make a conscious decision not to provoke others. It is also important to note that about five percent of Ghanaians are atheists, which means they do not have any religious beliefs. Make sure learners understand that they need to be tolerant of the views of atheists. It might be useful for your learners to know that being an atheist does not mean you have no morals, merely that your morals are not based on specific religious teachings.

Participate 2 gets learners to discuss actual case studies. Give them a time limit in which to complete the activity. You can also supplement these with other case studies that you are familiar with. Note that this activity introduces the idea that the Constitution protects religious rights in Ghana. Make sure learners know what the Constitution is.

Move on to the section “Characteristics of a tolerant community”. Again, the focus is on practical acts and behaviours that help create peaceful relationships. Discuss the ideas given in the bulleted list on page 124.

Then discuss some of the most common social rules relating to religions in Ghana. (Note that learners will discuss this in more detail in Units 4.2 and 4.3, so this discussion is just an introduction.) Spend some time in the classroom discussing non-verbal cues that show respect and co-operation in a social situation, such as smiling, nodding or shaking of the head, comportment of the body.

They will do role play in pairs in *Participate 3*. They should by now be familiar with how to develop a role play.

Participate 4 is a case study.

Move on to the section on “Characteristics of an intolerant community” (pages 124 and 125), covering quarrels and mistrust among members and lack of or poor interpersonal relationships.

Participate 5 gets learners to imagine a scenario where there is intolerance.

When the learners discuss examples of conflict caused by religious intolerance, it might be interesting to look at how other factors, particularly competition for resources, can increase levels of conflict. For example, in some in West African countries such as Nigeria, where there has been conflict over scarce resources, wars have recently broken out between groups split along religious lines (for example, Muslim nomadic herders and Christian farmers competing over access to water for animals and crops). Religious groups have sometimes

used these conflicts over resources by offering support for one side, thereby gaining the trust of that group, whose supporters are then more likely to accept their message of religious fundamentalism. Understanding that such conflicts can have complex causes is important for ending conflict – oftentimes is it not only the religious differences that need to be resolved but other social and political causes too.

Before the learners start to draw pictures to illustrate situations of intolerance, talk to them about what kinds of details in a picture give information. For example, how did they know just by looking at the picture on page 127 that one man was Christian and the other man traditional? How did they know there was a conflict? What else can they do to give information (speech bubbles, captions, use of more than one frame as in a cartoon strip, etc.)?

Introduce *Participate 6* by reading the section about lack of and poor development on page 128. It makes an important point about how division in a community can get in the way of finding solutions, since solutions need agreement and co-operation. The sentences in question 2 may take some unpacking, and it will be a good idea to assess how learners are coping. Refer to the answer section on page 75 of this Facilitator's Guide.

If you would like to draw on any proverbs relating to developing tolerance, now is a good time to do so. For example, the Dagari proverb "We forgive because of tomorrow" teaches that sometimes forgiveness is needed if people are to build a future.

For *Participate 7*, select your video clips in advance and have them ready to play. You need only show short sections of a few seconds, preferably about eight short clips, to get the idea across.

Assessment

At the end of the unit, revisit the goal you set for the unit (to identify and explain examples of tolerant and intolerant communities). Ask learners to indicate if they feel they understand it or have more questions.

PARTICIPATE 1

(Learner's Book page 121)

Use the class feedback session to evaluate whether all learners understand the need for guidelines for discussing religion and can adhere to them.

PARTICIPATE 2

(Learner's Book page 122)

As the learners complete the discussion in groups, move around the class, evaluating how well the members of the group are using the ideas from the previous activity about group work. You can use criteria such as:

- Did they complete it on time?
- Did they work peacefully and respectfully?
- Did everyone focus on the task?
- Did everyone participate?

Once they have completed the questions, ask the groups to tell you whether they were able to answer the questions. If they said "yes", ask them to share their answers with you and informally assess if they have managed, using the answers on page 76 of this Facilitator's Guide as a guide. If they say "no", discuss the answers with them, either as a group or with the whole class.

PARTICIPATE 3

(Learner's Book page 125)

Use this checklist to evaluate how the pairs have managed:

- Did they role-play two scenarios?
- Did they get their point across in each role play?
- If they did not get their point across through the role play, could they still explain their ideas to you if you questioned them?

PARTICIPATE 4

(Learner's Book page 126)

If you want to do a more formal assessment, you can ask the learners to write their answers and evaluate the written work, using the answers given on page 77 of this Facilitator's Guide as a guide.

PARTICIPATE 5

(Learner's Book page 127)

This activity allows learners to draw pictures and tell stories orally. Note if any learners seem to present their ideas better using these modes of communication – for example, learners might struggle to write down answers in *Participate 4*, but do well here. If that is the case for any learners, try to make a point of giving them additional opportunities to draw and tell stories in other class work.

PARTICIPATE 6

(Learner's Book page 128)

Let the groups give their feedback to the class. Identify whether they could describe what kind of attitude each statement illustrates – even if they do not give exactly the same answer as suggested below, their ideas should make sense. The groups should be able to explain why such an attitude would make it more difficult for people to work together for development.

PARTICIPATE 7

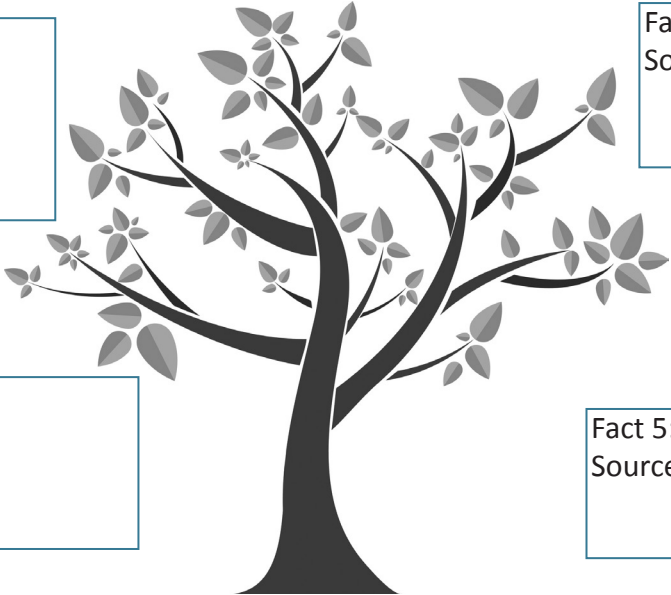
(Learner's Book page 129)

Make sure that learners know what to look for in the videos you show them. You want them to:

- note the name of the video
- say whether it shows tolerance or intolerance
- take note of non-verbal signals of peace/aggression, respect/disrespect
- take note of whether there seem to be any leaders and how you know it.

Homework activities

1. Get learners to research the history of the Constitution in Ghana. They should find out five facts about the Constitution and create a “fact tree”. For a fact tree, they have to write five facts about a particular topic, each fact must come from a separate website, and the reference (the URL and the date it was accessed) must be given. Draw this template on the board for them to copy and complete, allowing enough space to fill it in:



Fact 2:
Source:

Fact 3:
Source:

Fact 4:
Source:

Fact 5:
Source:

Fact 1:
Source:

Facts about the Constitution

2. Learners could write a newspaper article in praise of the tolerance and community spirit shown at a local religious community event. They can base their article on a real event or one they make up. The article should be approximately 100–120 words.

Answers

LET'S TALK

(Learner's Book page 120)

This feature is designed to get learners to share their knowledge. They should be able to identify that Eid is celebrated by Muslims. There are two Eids, Eid al-Fitr and Eid al-Adha. The Sallah Festival, shown on page 120 of the Learner's Book, occurs at the end of the fasting period of Ramadan, which happens at the end of Eid al-Fitr.

The picture shows a traditional chief congratulating the Muslim community – this is done as a sign of respect and community in Ghana. The president and vice president usually attend the celebrations as well. During this time, people of all religious groups attend street parties as a sign of respect.

The Durbar Festival, during which horse riders participate in a colourful parade through the streets, happens in many Ghanaian cities to celebrate Eid al-Adha and Eid al-Fitr.

Learners can also brainstorm other festivals that people of all religions attend. For example, many non-Christians understand that Christmas and Easter are important to Christians and send them messages of goodwill at the time.

PARTICIPATE 1**Identify and explain examples of tolerant and intolerant communities**

(Learner's Book page 121)

CC 9.1, CC 9.3, CC 9.4

Learners work in groups.

1.
 - a. This answer could come from actual experience or be made up, for example, "Aku was showing tolerance when she said she would be happy to accept the group decision to use someone else's ideas for the role play."
 - b. Again, the answer can be made up or from a real situation, for example, "Kofi was intolerant when he said he would not allow the younger boys to join in the football game."
2. A class list of similar suggestions should be easy to brainstorm. Try to get learners to include examples of religious and political tolerance/intolerance.
3. Here are some possible guidelines for talking about religion in the classroom:
 - Treat all religious subjects with respect. Do not make fun of anyone else's religion.
 - Do not try to convert others to your religion or say your religion is better than anyone else's.
 - Try to find out as much as possible about the religious beliefs and observances practised by others in your community.
 - Understand that people who follow other religions might not know or understand the rules or certain aspects of your religion. Do not be offended by this, but instead, politely explain what you think they need to understand.
 - You need to respect the positions held by atheists too, and they need to respect the view of believers.

PARTICIPATE 2**Identify and explain examples of tolerant and intolerant communities**

(Learner's Book page 122)

CC 9.1, CC 9.3, CC 9.4, CP 5.8

Learners work in groups.

1. The Ga adherents in the story want the noise ban during Homowo to be respected. Some Christian groups say this ban affects their own religious rights to sing and play music during the festival.
2. Learners' own ideas. Their answers should include that conflict could arise.
3. Learners suggest compromises, for example:
 - Christians accept that the ban is only for a short period and agree to respect it.
 - Christians ask that the ban be adjusted to allow them to play music quietly; Christians agree to worship and play music elsewhere during the festival.
 - Ga adherents agree that Christians may play music if it is during a worship ceremony, at pre-arranged times.
 - Ga adherents accept that Christians may play music during the festival but both groups agree to try not to disturb each other and behave with respect, etc.
4. The Muslim community accepts that the Christian stall holders will sell pigs' hooves.
5. The stall holders agree that they will not sell or try to sell pigs' hooves to any Muslims.
6. Learners' own ideas. Their answers should include that conflict could arise.

PARTICIPATE 3**Characteristics of a tolerant community – peace**

(Learner's Book page 125)

CC 7.2, CP 5.8

Learners work in pairs and then as a class.

1. Learners can scan the text and say what they found interesting or if there is anything they want to add.
2. Learners brainstorm ideas for two role plays.
3. Learners must make sure they focus on non-verbal cues that show respect or disrespect in the role play.
4. Spend time as a class discussing what you have learnt about each role play. You may have to model this or draw out the learning. For example, "Did you all know before this that ...?" or, as the teacher, say "I have learnt ... from this. What did you learn?"

PARTICIPATE 4**Characteristics of a tolerant community –
interreligious marriages**

(Learner's Book page 126)

CC 7.2, CP 5.8

Learners work on their own and then with a partner.

1. Amina is Muslim, and Michael is Christian.
2. Learners discuss how religious tolerance is demonstrated in the case study. For example, the couple in the case study come from different cultures; Michael's family agreed to give bride-wealth even though they are Christian; Christian and Islamic leaders participated in the ceremony; and there was a traditional libation.

PARTICIPATE 5**Characteristics of an intolerant community**

(Learner's Book page 127)

CC 9.1, CC 9.3, CC 9.4, CP 5.8

Learners work on their own, with the class and with a partner.

1. The class brainstorms ideas about the picture, which shows two men arguing, one in a smock, the other in western dress with a Bible in hand. It looks as though they are arguing about religion.
2. The class should brainstorm ten more scenarios showing religious intolerance.
3. Learners work on their own to illustrate one of the scenarios listed in Question 2. Encourage them to be as creative as possible and to include speech bubbles or any other visual information that will show clearly what the scenario is about.
4. Learners then work in pairs. The partners use each other's drawings as a prompt for a story about religious intolerance. They can ask questions if they are not sure what the drawing shows.
5. Pairs discuss ways in which the people in the scenario could have behaved with tolerance instead of intolerance.

PARTICIPATE 6**Lack of and poor development** (Learner's Book page 128)

CC 9.1, CC 9.3, CC 9.4

Learners work in groups.

1. Encourage learners to come up with practical answers.
2. Learners should be able to show how the attitudes revealed by the three sentences (in bulleted points) will stop people from working together.
 - The first problem is related to mistrusting people who have a different religion from your own. The person does not want to contribute money to the development because he or she does not trust Christians. You need to have trust in order to feel comfortable doing things like donating money or time to an organisation or cause. In a tolerant society, people will not distrust a person based on their religion. Instead, they will judge that person on his or her actions.
 - The second problem is only wanting to help those who come from the same background as your own. This attitude will lead to greater unfairness and inequality in Ghana and to an increase in conflict.
 - The third sentence reveals an attitude that holds on to grudges and past wrongs. Sometimes, in order to change things, it is helpful to work alongside others, even if this means working alongside people who have hurt you in the past or with whom you have not been friends.

PARTICIPATE 7**Discuss and compare the characteristics of tolerant and intolerant communities** (Learner's Book page 129)

CC 9.1, CC 9.3, CC 9.4

Learners work in groups.

1. and 2. Learners watch and discuss the videos you have selected.

LET'S REFLECT

(Learner's Book page 130)

This activity is for private reflection. Learners need not answer the questions publicly but should rather spend a couple of minutes thinking about them.

LINKING LESSONS: Unit 4.1 and Unit 4.2**Questions**

1. Unit 4.1 talks about the characteristics of tolerant communities. Think about a community you know in Ghana. Identify examples of these characteristics in action (e.g. peaceful relationships).
2. Unit 4.2 mentions that "not learning about each other's religions" is a cause of religious intolerance. How does learning about other religions contribute to the characteristics of a tolerant community as described in Unit 4.1 (e.g. Peaceful relationships)?

3. Look at the effects of religious intolerance listed in Unit 4.2. Complete the table below to:
 - a) Describe the effect of the intolerance.
 - b) Think of a solution to the problem.

Intolerance	Effect	Solution
Hatred and disunity in society.		
Destruction of life and property		
Intra- and interreligious wars		

4. Imagine you are creating a project to promote religious tolerance in your school. What activities could you incorporate that would encourage learners to learn about different religions?

Answers

1. Learners' answers will vary. Possible answers could include:
 - Characteristic: peaceful relationships (Unit 4.1)
 - Example: observing different religious groups celebrating festivals together in your community (Unit 4.1)
2. Learning about other religions reduces misunderstandings and fosters respect, leading to peaceful relationships (Units 4.1 and 4.2).
3. Learners' answers will vary. Example of a correct answer:

Intolerance	Effect	Solution
Hatred and disunity in society.	Religious intolerance fuels hatred and disunity. Almost all religions preach the love of God. Many believe that religious intolerance goes against the core teachings of the major religions.	Organising school events where learners from different religious backgrounds work together
Destruction of life and property	Wars can affect entire communities or states. Lives and property are destroyed in attacks on buildings and people that occur outside of war.	Community service projects where learners from different religions work together to improve their environment
Intra- and interreligious wars	War results in death and destruction.	Interfaith dialogue projects where people learn about each other's beliefs

4. Learners' answers will vary. See Teacher guidance below.

Teacher guidance for open-ended questions

- Question 4: Encourage learners to be creative and consider different learning styles. Activities could include guest speakers from different religions, presentations by learners, or creating a school display about religious festivals. Remind learners of the importance of respectful communication and open-mindedness when learning about different beliefs.

Unit 4.2: Causes and effects of religious intolerance

Resources

- large sheets of paper for *Participate 8* and *9*

Use of ICT

- Learners also look up examples of religious conflict on page 137. Each learner can present six URLs on one topic (for example Boko Haram kidnapping) to the class, and the class can discuss which URLs are most suitable for research purposes. They can use this research as the basis for the group work in *Participate 10*, where the groups research and report on two examples of religious conflicts.

Teaching methodology

Read through the introductory text for the section “Causes of religious intolerance” and write the goals for this unit on the board, namely: to explain reasons why religious intolerance occurs and its effects on society and the individual.

Read *Participate 8* with the class, explaining what “main headings” and “key features” mean. Learners will read actively by making notes about the text, discussing the artwork and brainstorming ideas.

You can read and discuss the text from pages 135 to 138 up to the heading “Effects of religious intolerance” with the whole class, with the learners sitting in groups ready to discuss and make notes of the ideas under each main heading in turn. Make sure you talk about the cartoon artwork as well as the text.

Spend some time discussing the global discourse about the role of men and women. There is an information box about this on page 134. Put simply, this means that people have different ideas about the role of men and women. Some ideas come from indigenous religion and culture, others from global religion and culture, such as Islam, Judaism, Christianity, and still others from other schools of thought.

It can be confusing to work out what one feels about these different beliefs about the role of women because of the desire to promote tolerance for different beliefs and respect for tradition. But the concept of human rights is an important one, and it is probably the most useful one to apply in this situation.

It makes sense to ask what women want to do about the imbalance of power that they live with precisely because women are the ones whose voices have been disregarded in many traditions (including Western and Christian traditions).

Also, remember that the Ghanaian Constitution guarantees women equal rights and teach this to your learners. It is something they need to consider and apply in religious practice as well as everyday life.

It is important not to avoid this discussion, even if it might create some conflict, because the impact of lack of equality for women is serious: one in three women globally have suffered gender-based violence, and women still do not have equal opportunities in terms of work and education all over the world.

Then move on to reading and discussing the section “Effects of religious intolerance”. Make sure you go back to Learner’s Book pages 121 and 122 to review *Participate 1* about creating an atmosphere of peace and tolerance in the classroom.

Participate 9 gets learners to use active reading methodology to cover the information under the headings “Intra- and interreligious wars” and “Destruction of life and property” up to the end of page 137.

Ghana has been very fortunate to avoid the kind of interreligious wars experienced in many parts of the world. Stress the human cost of such wars and encourage your learners to commit themselves to pursuing peace as Ghana’s religious leaders have done for many years.

Once the learners have presented the group research in *Participate 10*, continue reading the text under the heading “Hatred and disunity in society”. It leads into the case study on social media, which you should discuss with the class.

Conflicts do not only occur at a national or international level, they also occur within the community. The case study in *Participate 11* looks at a conflict at a school level.

Learners use *Participate 12* (reviewing the notes they have made) to see if they can give reasons why religious intolerance occurs and identify its effects on society and the individual.

Assessment

LET’S TALK

(Learner’s Book page 131)

This activity can be used to evaluate whether the learners in your classroom are able to practise the tolerance that they are learning about. Continue to evaluate this throughout the unit.

PARTICIPATE 8

(Learner’s Book page 132)

Note that the page is really just for capturing ideas, rather than for neatly organising information. So, learners’ ideas may include causes, effects or examples.

You can evaluate group participation as well as organising ability by considering the following:

- Does everyone contribute ideas?
- Is there a system for adding ideas? For example, is there a scribe who writes down ideas or do group members take turns to write down ideas?
- Does the group consistently capture ideas on the page after discussion? If not, remind them that they need to add ideas to the page.

PARTICIPATE 9

(Learner’s Book page 135)

As above.

PARTICIPATE 10

(Learner's Book page 138)

Tell the groups that you will monitor them to see:

- how well they work together
- if they demonstrate tolerance and respect for others
- if their presentation clearly shows the questions they wanted to research
- if they have successfully used IT research to answer the questions they developed.

PARTICIPATE 11

(Learner's Book page 139)

Monitor the groups as they work. Identify whether they can answer the questions – even if they do not give exactly the same answers as suggested below, their ideas should make sense and show understanding of the concepts.

PARTICIPATE 12

(Learner's Book page 139)

The scenarios the groups present should show understanding of the causes and effects of religious intolerance.

Homework activities

Get learners to research how girls in Ghana are receiving support to continue their education. They can each find an interesting news article and share it in groups, for example:

- <https://www.aljazeera.com/program/women-make-change/2015/10/31/going-places-girls-education-in-ghana>
- <https://www.bbc.co.uk/programmes/w172x1h1s0t0sbd> (Ghanaian girls create robots)

Answers

LET'S TALK

(Learner's Book page 131)

This conversation is an opportunity for learners to display tolerance and for you as the teacher to promote it.

1. The photograph shows believers of the Legio Maria of African Church mission holding candles during an overnight Christmas mass at the church.
2. The adherents are showing reverence and devotion.
3. This question requires a personal response. Many learners will probably say no, they do not feel the same, as they do not belong to the same religion, although some may express reverence.
4. Let learners practise explaining the importance of tolerance for the religious views of others. Their reasons could include: It is their constitutional right to practise another religion; It helps our communities to stay peaceful when we respect the religions of others; They feel about their religions as I feel about mine, etc.

PARTICIPATE 8

Discuss the causes of religious intolerance

(Learner's Book page 132)

CC 9.1, CC 9.3, CC 9.4, CG 5.4, CG 5.5, CG 6.1, CG 6.3, CG 6.4

Learners work in groups.

1. Learners should note the main headings:

- Not learning about each other's religions
- Undermining the religious beliefs and practices of others
- The State being biased against one religion
- Forming political parties along religious lines.

Learners should note the pictures, speech bubbles and information box as key features.

2. Learners will need a sheet of paper that is big enough for them to write down the four main headings and add their ideas.

3. They should add more detail (key ideas; examples, causes, effects) about the causes of religious intolerance under each heading, for example:

- Under "Not learning about each other's religions" they could add: not likely to communicate or relate well; misunderstanding; no close personal friendships.
- Under "Undermining the religious beliefs and practices of others" they could add: ignoring someone's religion; mocking them; saying their religion is not as good as yours.
- Under "The State being biased against one religion" they could add: it is illegal in Ghana to show bias (discriminate) against religions; often religious leaders in Ghana work together publicly to promote peace; Ghana is a secular state but often has religious events on state occasions; some countries are secular states where there are no religious ceremonies on state occasions.
- Under "Forming political parties along religious lines" they could add: Ghana has a tradition of having leaders from multiple religions within one political party; excluding one religion from representation could lead to inequality.

PARTICIPATE 9

Discuss the effects of religious intolerance

(Learner's Book page 135)

CC 9.1, CC 9.3, CC 9.4, CG 5.4, CG 5.5, CG 6.1, CG 6.3, CG 6.4

Learners work in groups.

1. Learners should note the headings "Intra- and interreligious wars" and "Destruction of life and property". The key features include photographs, speech bubbles, the "Did you know?" box and the other information box.

2. As before, learners will need a sheet of paper that is big enough for them to write down the main headings and add their ideas.

3. Under "Intra- and interreligious wars" learners could note death and destruction as effects as well as examples of conflicts. They could include the examples of conflicts that they research for the *Internet interact* activity. Under "Destruction of life and property", learners could note the destruction of churches, schools and hospitals, the devastation of roads and transport, children being orphaned, people living with pain and disability, elderly parents losing their children to death, etc.

PARTICIPATE 10**Discuss the effects of religious intolerance**

(Learner's Book page 138)

CC 9.1, CC 9.3, CC 9.4, CG 5.4, CG 5.5, CG 6.1, CG 6.3, CG 6.4

Learners work in groups.

1. The groups must choose two examples of religious conflict to research and discuss. Learners can use the URLs they have found in the *Internet interact* activity as the basis of the research.
2. The group should make sure the research answers the questions or other specific questions.
3. and 4. The groups could present the research as a fact tree, a list of questions and answers or even a newspaper article.

PARTICIPATE 11**Discuss the causes and effects of religious intolerance**

(Learner's Book page 139)

CC 9.1, CC 9.3, CC 9.4, CG 5.4, CG 5.5

Learners work in groups.

1. Learners will answer these questions in their own words. Sample answer: Alex did not understand that Islam has different rules from Christianity about the handling of sacred books. Many Muslim groups believe that non-Muslims should not touch the Qur'an. In some strict interpretations of Islam, even Islamic women may not touch the Qur'an if they are menstruating. In other interpretations of Islam, non-Muslims and women may touch the Qur'an. The father lodged a complaint against the female teacher for desecration without considering that she did not understand the strict rules that he was following for touching the Qur'an. The head teacher called the Qur'an "just an ordinary book", which is obviously offensive.
2. Causes of intolerance: lack of knowledge of other religions (Alex and female teacher); inflexibility and lack of understanding of others (Ibrahim and his father); lack of respect for other religions (head teacher).
3. Effect of intolerance: Misunderstanding, which led to conflict.
4. The problem escalates when the father goes to the school to lodge a formal complaint and even more so when the head teacher is insulting about the Qur'an.
5. Learners' own answers. Sample answer: The teacher could intervene and point out Ibrahim is getting upset and that Alex is being insensitive to their religious differences.
6. Learners' own answers. Sample answers: It could have caused many more people to get upset, violence could have broken out in the school, etc.

PARTICIPATE 12**Discuss causes and effects of religious intolerance**

(Learner's Book page 139)

CC 9.1, CC 9.3, CC 9.4, CG 5.4, CG 5.5

Learners work in the same groups as in *Participate 8* and *9*.

1. The groups review what they have learnt about causes and effects of religious intolerance.
2. and 3. Groups decide on a scenario or example to share with the class. They can use the case study in *Participate 11* as an example of how to present it as a narrative. The groups can select a spokesperson, but all group members should contribute by adding details to the scenario.

Learners can spend a couple of minutes thinking about the questions and noting down their answers, before participating in a class discussion.

LINKING LESSONS: Unit 4.2 and Unit 4.3

Questions

1. Unit 4.2 talks about the causes of religious intolerance. Think about the opposite of these causes. How can learning about other religions (Unit 4.3) help to address the issue of "not learning about each other's religions" (Unit 4.2)?
2. Unit 4.3 mentions "respecting other religions" as a way for different faiths to co-exist peacefully. Give an example of how showing respect for another religion might look in everyday life in Ghana (Unit 4.3).
3. Look at the reasons listed in Unit 4.3 for why people of diverse religious backgrounds need to live together in harmony. Find an example for each category (preventing tension, community development, respecting rights) and explain how peaceful coexistence (Unit 4.3) can help achieve this (e.g. Preventing tension: sharing religious festivals).
4. Imagine you are interviewing a religious leader from a different faith in Ghana. What questions would you ask them about their religion and how different faiths can live together peacefully?

Answers

1. Learning about other religions (Unit 4.3) can address the issue of "not learning about each other's religions" (Unit 4.2) by:
 - Dispelling myths and misconceptions about other faiths.
 - Fostering understanding and appreciation for different religious practices and beliefs.
 - Creating a sense of common ground among believers of various religions.
2. An example of showing respect for another religion in everyday life in Ghana (Unit 4.3) could be excusing oneself politely if a friend needs to pray at a specific time.
3.
 - Preventing tension: sharing religious festivals (Unit 4.3) allows people to experience different traditions and fosters a sense of community.
 - Community development: peaceful coexistence (Unit 4.3) creates a stable environment where people from various faiths can work together for the common good.
 - Respecting rights: when different faiths coexist peacefully (Unit 4.3), everyone has the freedom to practice their religion without fear or discrimination.
4. Learners' answers will vary. See Teacher guidance below.

Teacher guidance for open-ended questions

- Question 4: Encourage learners to be respectful and considerate in their questioning. Possible questions could focus on the leader's faith practices, beliefs about living peacefully with others, and experiences of interfaith cooperation in Ghana. Remind learners to listen attentively and avoid making assumptions based on limited knowledge.

Unit 4.3: Ways different religions can co-exist peacefully

Resources

- materials to make posters, such as large sheets of cardboard or paper, coloured pencils, felt-tip pens, paints, photos from newspapers of religious ceremonies (*Participate 15*)
- people who can be interviewed on recommendations for how religious rights can be supported in the community

Use of ICT

The learners can use ICT to research religious leaders in Ghana and worldwide who promote religious co-existence. Use the activity to see if learners are able to independently identify useful search terms and websites for research purposes. You can get partners to assess themselves and let you know if they need assistance, or you can ask pairs to assess the websites identified by another pair and see if they think they have coped well or if they need more support with finding appropriate information.

Teaching methodology

Start the section “How people from diverse religions can live together peacefully” by stressing that religions are based on doing good for others and loving God. There are many common themes in religions, and in the end, we are all part of a common humanity despite our differences.

Return to the idea that having knowledge about the beliefs of others means we are more likely to live in harmony. In *Participate 13*, learners discuss how they can use their knowledge of other religions to avoid giving offense.

Continue to read and discuss the text in the section “Respecting other religions – religious tolerance” and get learners to complete the activities in *Participate 14*.

“Participating in other religions – ceremonies and festivals” leads into *Participate 15*, in which learners work in pairs to create a poster about a religious festival or celebration. They also present a song or dance, if possible.

Read “Why people of diverse religious background need to live together in harmony” before getting the learners to read and discuss the case study in *Participate 16*.

Move on to discussing “Ensuring community development” and then work as a class to discuss local examples of community development in *Participate 17*.

You could use a futures wheel (see page 90) with the class to develop ideas around how various things could help your community, or individuals in the community, to thrive. See the suggested answers below.

Move on to “Respecting the rights of all groups”. This introduces the religious rights enshrined in the Constitution and discuss some in more detail.

Participate 18 is an oral research project. Learners report on how religious rights can be supported in their own community. As outlined in the teaching guidelines for Chapter 2, *Participate 3*, it is important that you help the class to plan carefully for any interviews. It might be easiest to make plans to invite visitors to the school for learners to interview them there.

Assessment

PARTICIPATE 13

(Learner's Book page 142)

Inform learners of your expectations for this activity, focusing on how they can organise their group work to meet your time limit. Use the following checklist to assess how well they work as a group:

- Did the group keep to the time limit?
- Did everyone participate?
- Did they answer the question (identify specific situations where knowledge of another's religion would avoid creating offense)?

PARTICIPATE 14

(Learner's Book page 143)

If you want to do a more formal assessment, you can ask the learners to write their answers after they have discussed them in pairs. Evaluate the written work, using the answers given on page 87 of this Facilitator's Guide as a guide.

PARTICIPATE 15

(Learner's Book page 144)

Assess whether the learners can work independently to present information about a festival they are familiar with. Use this checklist to assess the poster:

Does the poster:

- explain a religious festival?
- answer all the relevant questions?
- contain two or more sentences about each?
- have spelling and punctuation checked?
- include pictures or illustrations?

PARTICIPATE 16

(Learner's Book page 145)

Identify whether the groups understand the concept of escalating and de-escalating a situation. Ask them to give examples. (There is a suggested homework activity on this.)

PARTICIPATE 17

(Learner's Book page 147)

Monitor learners as you work together in class, to make sure everyone participates and understands. You could ask learners to do a personal futures wheel, using only one development need, for additional formal assessment. (This can be given as a homework opportunity.)

PARTICIPATE 18

(Learner's Book page 148)

Monitor the groups as they prepare for the interviews. They should plan to:

- get the name and address of the people they want to talk to (preferably one person from each religion)
- call on you for practical advice about contacting them and making safe arrangements for doing the interviews
- decide on and write down the questions
- discuss how to conduct the interviews and record the answers.

Also evaluate whether the learners understand the concept of religious rights as well as respecting them.

Homework activities

1. Ask the learners to write a paragraph describing a situation where violence was escalated and another showing how it was de-escalated. It need not be religious violence but could be about a football match or a dance competition, for example.
2. Get learners to make a futures wheel about the impact of one community development need. They can choose to show what would happen if the need was met or if the need was not met.

Answers

LET'S TALK

(Learner's Book page 141)

1. This photograph shows the Ashanti celebration – Akwasidae.
2. Akwasidae is a traditional festival in which the king of the Ashanti is presented gifts by the people, who have a strict dress code of tunics only. The celebration is accompanied by music, singing, dancing and griots.

PARTICIPATE 13**Using knowledge to avoid giving offense**

(Learner's Book page 142)

CG 6.1, CC 9.1, CC 9.3, CC 9.4, CG 5.4, CG 5.5

Learners work in groups.

The learners should identify specific events and situations from their life experience or from Religious and Moral Education where having knowledge of another person's religion would help prevent offending that person. Below are some examples:

- Some Christians fast during Lent or eat only fish on Fridays.
- Muslims can only eat food that is Halaal.
- Some people do not hoot when crossing a river at certain times to avoid disturbing river gods.
- Some people do not wash clothing in sacred rivers such as the Asuo Akosua stream in the Ashanti region, which is protected because locals believe it is the home of a female deity.
- Some people do not cut down trees or gather firewood in sacred groves such as the Malshegu grove, which is the home of Kpalevorgu.
- Some people do not use their left hand to greet or offer food.
- In the northern Tolon-Kumbungu district, people who venerate the Jaagbo forest believe that their deities appear in animals such as the python and crocodile and these animals are therefore considered sacred and are protected.

PARTICIPATE 14**Using knowledge to avoid giving offense**

(Learner's Book page 143)

CG 5.4, CG 5.5, CG 6.1, CG 6.3

Learners work in pairs.

1.
 - a. "You are stupid to wear that hijab when you play netball."
 - b. "She is entitled to wear a hijab."
2. The pairs should come up with suitable ideas to avoid conflict. The people in the two groups could greet each other respectfully, discuss the problem (they are both participating in a religious activity in the same space) and find a solution (agree to move apart or share the space).

PARTICIPATE 15**Participate in ceremonies and festivals**

(Learner's Book page 144)

CC 9.1, CC 9.3, CC 9.4, CG 5.4, CG 5.5, CG 6.3

Learners work in pairs.

1. Learners should choose a festival that they are interested in. They do not need to do further research if they can answer all the questions.
2. and 3. Learners create and share the posters.

PARTICIPATE 16

Discuss why people of diverse religious backgrounds need to live together in harmony (Learner's Book page 145)

CG 5.4, CG 5.5, CG 6.3

Learners work in groups.

1. The groups can read the case study aloud.
2. The problem escalated when the prophecy was released on social media.
3. The Chief Imam de-escalated the situation by condemning the attack on the pastor and calling for calm. He also visited a Catholic church for his 100th birthday celebration, to encourage a return to peace.
4. Learners may present any of their own ideas that make sense.

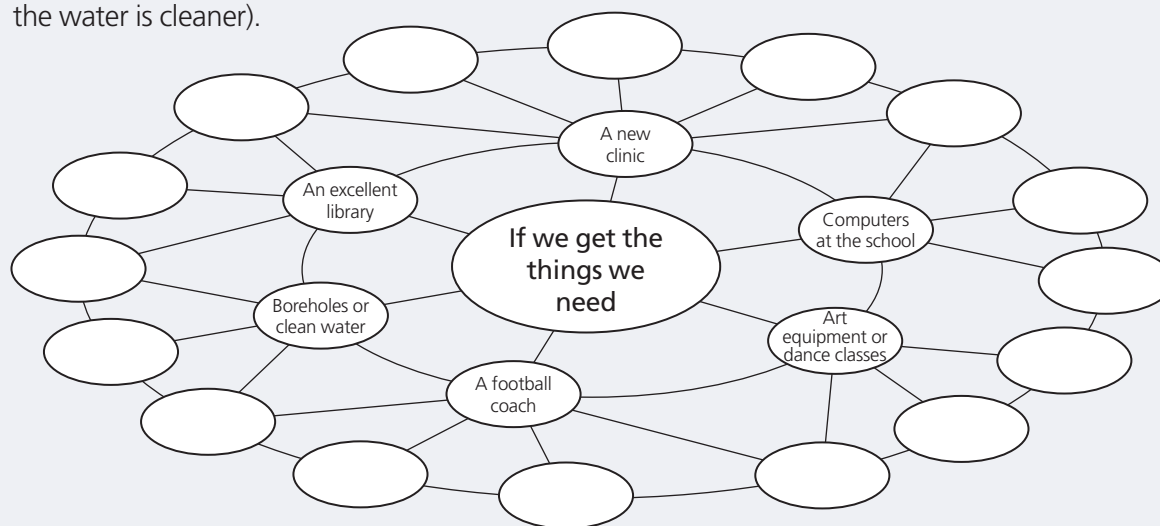
PARTICIPATE 17

Discuss community development (Learner's Book page 147)

CG 5.4, CG 5.5, CG 6.3

Learners work as a class.

1. List learners' ideas on the chalkboard. These could be things like schools, colleges, universities, libraries, computers, data, internet access, sports equipment, access to clean water and sanitation, access to health care (hospitals, clinics, nurses), opportunities for work, food, the arts, etc. You could organise learners' suggestions in a futures wheel (see example below). Add ideas for actual opportunities and change, radiating outwards – for example, under "water", you could add "boreholes" or "get clean water", the opportunities and changes could include having more time to do schoolwork (because less time is spent collecting water) or not getting ill as often (because the water is cleaner).



2. and 3. Discuss what is available in the community, and what is not, and where they can be accessed. Encourage the learners to be creative about envisaging opportunities. Bring in the concept of gender and the need to make sure girls have equal opportunities.
4. You could create a futures wheel looking at what problems develop when there is lack of development. Make sure you cover issues like employment and access to food and health care.
5. Learners brainstorm ideas relevant to their community or a community that they know and want to help.

PARTICIPATE 18**Suggest ways that religious rights can be better respected**

(Learner's Book page 148)

CG 5.4, CG 5.5, CG 6.1, CG 6.3

Learners work in groups and as a class.

1. and 2. Learners plan and carry out interviews.
3. The groups must decide in advance how they will present the report. It might be useful for them to summarise the information in a table, as follows:

Religious community	Right	Problems experienced	Solutions or recommendations

LET'S REFLECT

(Learner's Book page 149)

Learners can spend a couple of minutes thinking about the questions and noting down their answers before participating in a class discussion.

Let's explore: Chapter 4

(Learner's Book page 150)

This activity utilises the format of a discussion (as opposed to a formal debate) as a means to get groups to interact and share ideas. While a debate presupposes two opposing views that cannot be reconciled, a forum discussion creates a space where opposing viewpoints can move closer together. While in a debate, one argument will win. However, in a forum discussion the objective is to get a rounded view of a topic and allow many viewpoints to emerge.

Learners have already done research in the community on this topic in *Participate 18*. The section "Respecting the rights of all groups" gives some background on the Constitution, and learners can do more internet research on this.

Chapter 4 assessment

1. C [1]

2. In Ghana there are (2.1) three main religions. They (2.2) exist/co-exist peacefully and have given Ghana the prestige of being a peaceful nation. The modern trend is that most traditional (2.3) religions have incorporated aspects of the Christian faith in their celebrations. Religious tolerance results in (2.4) harmony/peace. [4]

3.

Ti koro nko agyina	One head (or person) does not hold counsel
The Asuo Akosua stream	The home of a female deity in the Ashanti region, which is protected
Undermining something	Lessening its effectiveness or weakening it, often quite slowly
Compromise	When two sides both agree to lose a little so that they can come to an agreement
Constitution	The set of principles adopted by a country that are used as the basis for law and government

[5]

Total marks = 10

Introduction

In this module, you will work through this chapter and these units:

Chapter 5: Recognise the leadership role of women in society

Unit 5.1: The contributions of key women in the three major religions

Unit 5.2: Apply the moral lessons from the lives of these women in daily life

Unit 5.3: Identify and explain the contributions of women to the development of Ghana

Objectives

By the end of this chapter, you should be able to achieve the following Content Standard:

B9 5.1.1 Recognise leadership roles of women in society.

Outcomes

- Discuss the contributions of key women in the three major religions. (Unit 5.1)
- Discuss how to apply the moral lessons from the lives of these women in daily life. (Unit 5.2)
- Identify and explain the contributions of women to the development of Ghana. (Unit 5.3)

Introduction

In this chapter the focus is on recognising leadership roles of women in society. Hence learners will discuss the contributions of key women in our three major religions in Ghana. They will then analyse and discuss how to apply the moral lessons from the lives of these women in their daily lives. Finally, learners will identify and explain the contributions of women to the development of Ghana. They will learn about the women leaders in our country who have achieved much, inspired many and helped to build our nation. The aim of this chapter is for learners to become aware of, respect and appreciate the leadership roles of women in society and the enormous contributions they make.

Unit 5.1: The contributions of key women in the three major religions

Resources

- a Bible and Qur'an (However, all texts from these resources required by the curriculum are supplied in the Learner's Book.)
- a resource person such as an elder or knowledgeable person in terms of African Traditional Religion (However, the Learner's Book provides extensive examples of oral traditions and beliefs.)

Use of ICT

See these useful videos and websites for more information and if possible, show one video of each woman to the class:

- <https://www.youtube.com/watch?v=lyKo-rv0jXs> (21 min 52 sec) Women of the Bible: Deborah by Christian Youth Channel
- https://www.youtube.com/watch?v=aMEysJ_hyFw (11 min 52 sec) Mary the Mother of Jesus
- https://www.youtube.com/watch?v=_HBfm71Y_4I (24 min 50 sec) Khadijah: The Lady of Quraish – Full Documentary
- <https://www.youtube.com/watch?v=1CLaRa0QyiA> (25 min 30 sec) Aisha bint Abu Bakr
- https://www.youtube.com/watch?v=3JqEL2_YFy0 (8 min 24 sec) The Legendary Nana Yaa Asantewaa & the War of the Golden Stool
- <https://www.youtube.com/watch?v=sLtvfeYGcxk> (2 min 10 sec) Yaa Asantewaa, Ghana's Warrior Queen
- <https://www.youtube.com/watch?v=1C-aDqgVqzY> (3 min 8 sec) Yaa Asantewaa: Warrior Queen of Ghana
- https://www.youtube.com/watch?v=CnsHbdM_UYo (3 min 13 sec) Nana Yaa Asantewaa – Unpack Africa
- <https://www.youtube.com/watch?v=OB8gfwCP00A> (7 min 18 sec) Black History Live with Culture Queen Episode 3: Yaa Asantewaa of Ghana

- https://www.youtube.com/watch?v=_eHncGzSJF8 (1 min 28 sec) Black History Month – Yaa Asantewaa – an example of a video made by a learner
- <https://www.youtube.com/watch?v=RZidLwIFjol> (22 min 24 sec) African Women Heroes: Yaa Asantewaa, the Queen Who Fought the British
- <http://african-research.com/research/traditional-religion/origin-of-the-akoned-shrine-the-story-of-akua-oparebea/>
- <https://pqdtopen.proquest.com/doc/1545887854.html?FMT=ABS> Nana Oparebea and the Akonnedi Shrine: Cultural, religious and global agents
- <http://socialfilms.org/QueenMothers/>
- <https://ballandalus.wordpress.com/2014/03/08/15-important-muslim-women-in-history/>

Teaching methodology

In this unit learners should be actively participating in learning more about important women in the three main religions in Ghana. The activities are structured to ensure their participation. Get learners to work in groups to investigate, write paragraphs, make summaries, draw, identify and compare, mime and write an essay. Encourage learners to use the opportunities to apply what they have learnt.

Assessment

PARTICIPATE 4

(Learner's Book page 162)

Formally assess learners' essays. Use this rubric to guide your marking:

Criteria	Poor 0–3	Average 4–5	Good 6–7	Excellent 8–10	Marks
1. Learner understood words and deeds of six women described in unit	Learner shows no understanding/ only understands 1–2 women's roles	Learner shows some understanding of 4–5 women's roles	Learner understood and showed good comprehension of the 6 women's roles	Learner shows deep insight and full understanding of 6 women's roles	
2. Learner referred to all six women	Learner referred to only 1–2 women	Learner referred to 3–5 women	Learner referred to all 6 women but not all in equal depth	Learner referred to all 6 women in equal depth	
3. Essay is well-structured	Essay is not structured and is a jumble of sentences and paragraphs	Essay is structured but there is repetition	Essay is structured, there is no repetition	Essay is well-structured and the ideas flow in logical sequence	
4. Essay has an introductory paragraph	Essay has no introductory paragraph	Essay has an introductory paragraph but needs to be more informative	Essay has an informative introductory paragraph	Essay has an informative introductory paragraph that clarifies what to expect	

Criteria	Poor 0–3	Average 4–5	Good 6–7	Excellent 8–10	Marks
5. Body of essay focuses on topic	Body of essay does not focus on topic and contains irrelevant statements	Body of essay focuses on topic but goes off-topic in places/filler statements	Body of essay focuses on topic	Body of essay focuses on topic and most important aspects are included	
6. Concluding paragraph ends with a strong statement	There is no clear concluding paragraph	Concluding paragraph does not say much	Concluding paragraph ends with a strong statement	Concluding paragraph ends with a strong statement and leaves the reader with something to remember	
7. Learner kept to the two-page limit	Learner only wrote one page or wrote three or more pages	Learner kept to the two-page limit but wrote in an extra-large handwriting/wrote too small	Learner kept to the two-page limit	Learner kept to the two-page limit and managed to cover all that was required	
8. Essay contains quotes or rephrasing of words spoken by some women	Essay contains no quotes or rephrasing of words	Essay contains quotes or rephrasing of words, but these could be more appropriate	Essay contains quotes or rephrasing of words	Essay contains well-selected quotes or rephrasing of words that enhance statements made	
9. Learner is able to show how to apply and use words and deeds of six women in school and community	Learner is able to show how to apply and use words and deeds of one to two women in school and community	Learner is able to show how to apply and use words and deeds of three to four women in school and community	Learner is able to show how to apply and use words and deeds of five to six women in school and community	Learner is able to show how to apply and use words and deeds of six women in school and community	
10. Learner shows originality and a clear understanding of the six women and their contributions	Learner copied from textbook and does not show understanding	Learner makes original statements and shows some understanding	Learner makes original statements and shows understanding	Learner makes original statements and contributes valuable ideas, shows in-depth understanding	

Total marks = 100

Homework activities

1. Make a drawing to show the similarities in courage between the women in all three major religions of Ghana.
Check that learners understand how brave the women were.
2. Learn the famous speech of Yaa Asantewaa on Learner's Book page 161. Prepare to deliver this speech in class in a dramatised way.
Learners should be able to recite the speech with energy and enthusiasm.
3. Ask learners to analyse and comment on this saying:
For most of history "anonymous" referred to women.
 - Learners could point out that many inventions, poems, books, etc. were made and written by women, but in historical times women were not allowed to be seen doing these things and so had to put "anonymous" under their creations rather than their own names.
 - On another level, it also means that much good work was done by women, but they did it quietly without drawing attention to themselves. So, women did great things behind the scenes or anonymously. Men often got the credit for the deeds of women.

Answers

LET'S TALK

(Learner's Book page 155)

Observe if learners know that the picture is of Okomfo Oparebea of Akonnedi Shrine of Larteh. See if learners are able to list other important females in religion as well as their contributions.

PARTICIPATE 1

Identify key women in Christianity

(Learner's Book page 157)

CG 5.4, CG 5.5, CG 6.3, CP 5.1, CP 5.4, CP 6.4, CP 5.6

Learners work in groups of four.

1. Michael
2. Mary the mother of Jesus, Deborah, Ruth, Esther, Rachel, Miriam, Hannah, Jehosheba (any four)
3. Mary gave birth to Jesus. Deborah was a judge and a leader who had compassion. Esther was a queen and had a lot of courage; she saved her people. Ruth was brave and faithful to God. Rachel waited patiently for God to answer her prayers. Hannah kept her word and dedicated her life to God. Miriam helped to save Moses from being killed by Pharaoh. Jehosheba was brave and saved her nephew Joash from being killed and so preserved the line of David.
4. Learners should work alone to write their paragraphs. Learners' paragraphs will differ. They should be able to choose a favourite and give reasons why the woman they chose is their favourite. For example: Deborah is my favourite because she was a judge and fair and kind but strong. I also want to be a judge one day.

PARTICIPATE 2**Identify key women in Islam**

(Learner's Book page 159)

CG 5.4, CG 5.5, CG 6.1, CG 6.3, CG 6.4, CP 5.1, CP 5.4, CP 6.4, CP 5.6, CP 5.8

Learners work in groups of four.

1. and 2. Learners' answers will differ. Examples are:

- Khadijah was a successful businessperson who supported and spread the Islamic faith.
- Aisha bint Abu Bakr played a big role in spreading Islam and also in politics.
- Lubna of Cordoba was a palace secretary and mathematician. She took care of the royal library. She was highly intelligent and was good at writing, grammar, maths and poetry.
- Razia Sultan was a ruler who built schools and libraries and led armies.
- Fatima, Prophet Muhammad's daughter, preserved the lineage of Prophet Muhammad.
- Nusayba, companion to Prophet Muhammad took part in the Battle of Uhud and shielded the Prophet from harm.

PARTICIPATE 3**Identify key women in Indigenous African Religion**

(Learner's Book page 162)

CG 5.4, CG 5.5, CG 6.1, CG 6.3, CG 6.4., CP 5.1, CP 6.4, CP 5.6, CP 5.8

Learners work in groups of four.

- 1.** Okomfo Oparebea was a chief priestess of the Akonnedi Shrine of Larteh and established many shrines in Ghana, America and Canada. Yaa Asantewaa was an Ashanti queen, farmer and warrior. She was the Gatekeeper of the Golden Stool and commander-in-chief of the Ashanti army and led a rebellion against the British – the Yaa Asantewaa War of Independence/ War of the Golden Stool. She inspired her followers by saying that if the men of the kingdom would not defend the people, then the women would do so. She helped to challenge outdated gender roles.
- 2.** Learners' responses will differ. They may mention Queen Mothers in their areas. They are traditional female leaders from the royal lineages. They are responsible, among other things, for women's and children's issues, health and education. Most villages, clans and regions have a Queen Mother, for example Krobo Queen mother in southern Ghana. Learners could point out the similarities in leadership skills, courage and being role models.

PARTICIPATE 4**Identify key women in the three religions**

(Learner's Book page 162)

CG 5.4, CG 5.5, CG 6.1, CG 6.3, CG 6.4., CP 5.1, CP 5.4, CP 6.4, CP 5.6, CP 5.8

Learners work in groups of five.

Give each group a woman to focus on so all six women are dealt with.

- 1. and 2.** Learners' mimes should show that they understand the woman's achievements. Encourage learners to use their creativity when presenting their mimes.
- 3.** See the Assessment section on page 95 of this Facilitator's Guide for a rubric to assist you in marking the essays.

Check that learners can show a feeling of appreciation for the contributions of key women in the three main religions. It is also important that learners can relate what they have learnt to themselves and their roles as females or males supporting females. It is also vital that they are prepared to change their perceptions of women and their roles, in case they hold outdated or stereotyped ideas of women. Learners should be able to suggest what they can do at a practical level to show respect for women, e.g. acknowledge their achievements, learn more about their roles, be willing to be led by a woman.

LINKING LESSONS: Unit 5.1 and Unit 5.2

Questions

1. Unit 5.1 introduces some key women from different religions in Ghana. Think about their contributions (Unit 5.1). Which woman particularly inspires you, and why?
2. Unit 5.2 talks about the roles these women played (e.g. spreading religion, assisting). Looking at the woman you chose in question 1, identify a specific role she played (Unit 5.2).
3. Now consider how this role (Unit 5.2) can be applied in your daily life. How can you demonstrate this in your actions towards others?

Answers

1. Learners will have their own preferences based on the information presented.
2. Answers will vary depending on the student's chosen woman. Possible roles:
 - Spreading religion: sharing one's faith with others respectfully.
 - Providing assistance: helping those in need within your community.
 - Protecting others: standing up for what is right and just.
3. Answers will vary depending on the chosen woman and role. Possible examples:
 - Inspired by Deborah's leadership: taking initiative in a group project.
 - Inspired by Khadijah's support: offering encouragement to a classmate.
 - Inspired by Yaa Asantewaa's bravery: speaking out against injustice.

Teacher guidance for open-ended questions

- Question 3: Guide learners to consider practical ways they can embody the chosen role in their everyday interactions.

Unit 5.2: Apply the moral lessons from the lives of these women in daily life

Resources

- internet access
- paper and pencils or crayons
- poster paper

Use of ICT

Explore these informative websites if you need more information:

- <https://www.biblestudytools.com/bible-study/topical-studies/lessons-from-mary-the-mother-of-christ-in-trusting-god.html>
- <https://www.womanofnoblecharacter.com/judge-deborah-in-the-bible/>
- <https://rayyaninstitute.com/8-lessons-from-the-life-of-umm-al-muminin-khadijah-ra/>
- <https://understandquran.com/short-biography-aisha-mother-believers-learn-tajweed-uqa/>
- https://www.huffpost.com/entry/aisha-scholar-and-wife-of_b_11306606
- <http://african-research.com/research/traditional-religion/origin-of-the-akoned-shrine-the-story-of-akua-oparebea/>
- <https://sheleadsafrica.org/7-history-lessons-to-keep-african-woman-motivated/>
- https://en.wikipedia.org/wiki/Yaa_Asantewaa
- <https://www.dw.com/en/yaa-asantewaa-the-asante-warrior-queen/a-42968725>
- <http://nanayaaasantewaa.de/who-is-nana-yaa-asantewaa/>

Teaching methodology

Let learners participate actively. Get them to identify the roles of the women, dramatise, present to the class, make summaries, do research and perform a skit.

There are a number of pages for learners to read in the Learner's Book (pages 164–169). Make reading more interactive by using a few of the strategies listed on the following page. Advise learners to read one section, i.e. about one woman on a page and then do an interactive activity, then go on to the next section and repeat. It is better to read small chunks than many pages at a time. The Learner's Book is divided into small readable chunks to enhance reading.

Interactive reading strategies

Each one, teach one

Explain what you have read to another learner and help them to understand.

Mime what you read

Read about a woman and then mime what you have read. Show your mime to a partner who must try to guess what you have read.

Poem

Write a short one-verse poem about what you have read.

Time travel

Imagine you were living in the time when the woman you are reading about was alive. What would you see and do? Describe what you can see.

Card

Cut a piece of paper into the size of a playing card. Use your own words to summarise what you have read about one woman, on the card.

Review

Write a two-sentence review of what you have read.

What is important to you?

Choose one sentence or word in the section about one woman that you think is most important.

Explain why this is important to you.

Tell somebody

Tell a classmate about what you are reading. Listen to them also tell you about what they are reading.

Make a drawing

Draw what you have read. Make a cartoon or comic sequence.

Read aloud

Read aloud to yourself or to another learner.

Imagine you are radio show host.

Tell an imaginary listener about what you have read.

Ask three questions

Ask three questions about what you have read. Get another learner to try to answer your questions.

Make an advert

Create a short advertisement of the qualities of the person you are reading about.

Interactive reading strategies

(continued from the previous page)

Conduct an interview

Imagine you can interview the woman you are reading about. Ask her questions; what else would you like to know about her?

Compose a song

Create a song about the information you have read.

Pretend

Pretend to be the person that you are reading about. What do you think, feel and do?

Make a mind map

Create a mind map of what you are reading.

Make news

Write a short newspaper article about what you are reading. Give it a suitable headline.

Make a summary

Summarise the contents of each page or section. Use your own words to make a summary.

Assessment

PARTICIPATE 6

(Learner's Book page 170)

Use peer assessment where learners will assess each other. Give learners this assessment checklist to use as a guide:

The group has:	Mark
1. Chosen their favourite from the women discussed in this unit and conducted research into this woman's life.	5
2. Dramatised an important moment in the life of this woman that gives a moral lesson. Kept to the topic. Completed the drama in the given time. Had each group member speak clearly and audibly. Faced the class/audience at all times. Created an interesting drama that kept the attention of the class.	25
3. Presented a summary of the moral lesson that can be learnt from this woman.	10
4. The full participation of all group members.	5
5. Accurately answered questions asked by the class.	5

Total marks = 50

Homework activity

What is meant by a moral lesson? Write a paragraph to explain what a “moral lesson” means. Give an example to show your understanding.

Answers

LET’S TALK

(Learner’s Book page 164)

Learners should be able to identify the woman as Deborah and talk about the moral lessons they may have noted in the previous unit. These include courage, focus, integrity, honesty, fairness and never giving up on your goals.

PARTICIPATE 5

Identify the role played by these women

(Learner’s Book page 169)

CC 9.1, CC 9.3, CC 9.4, CC 9.5, CG 5.1, CG 5.2, CG 5.3, CG 5.4, CG 5.5, CG 6.1, CG 6.3, CG 6.4, CP 5.1

Learners work on their own.

This is an example of what learners’ tables could look like. Learners will give various roles and moral lessons.

Name	Role	Moral lesson
Mary	Mother of Jesus	Have faith in Jesus; follow the Word of God
Deborah	Protector of people	Protect and keep your family and community safe; do your duty
Khadijah	Supported the Holy Prophet with generosity	Be generous and strong in your support of your religion
Aisha	Was a role model who converted women to Islam	Be a role model so people will want to follow your faith
Yaa Asantewaa	Led an army	Have courage; be brave and lead
Okomfo Oparebea	Converted many people to African Traditional Religion	Be a leader in your faith so others can learn from you

PARTICIPATE 6

Demonstrate the life of a woman from each of the three religions

(Learner’s Book page 170)

CC 9.1, CC 9.3, CC 9.4, CC 9.5, CG 5.1, CG 5.2, CG 5.3, CG 5.4, CG 5.5, CG 6.1, CG 6.3, CG 6.4, CP 5.1, CP 5.6, CP 5.8, CP 6.4, PL 6.1, PL 6.3, PL 6.4, PL 6.5, PL 6.7

Learners work in groups of four.

- 1.–3.** Learners’ dramas should show their insight and awareness of the roles of these women. Allow each group to present their drama for no longer than five minutes. They need to specifically focus on one important moment in the woman’s life that gives a strong moral lesson. Use peer assessment – refer to the marking checklist on page 102 of this Facilitator’s Guide.

PARTICIPATE 7**Create a skit**

(Learner's Book page 170)

CC 9.1, CC 9.3, CC 9.4, CC 9.5, CG 5.1, CG 5.2, CG 5.3, CG 5.4, CG 5.5, CG 6.1, CG 6.3, CG 6.4, CP 5.1, CP 5.4, CP 5.6, CP 5.8, CP 6.4, PL 6.1, PL 6.3, PL 6.4, PL 6.5, PL 6.7

Learners work in groups of four.

- 1.–3.** A skit is an educational tool, similar to a short drama, to show an aspect of something. It is short and should contain a strong message.
Check that learners are aware of some of the challenges the women faced and how they persevered; they did not give up.
- 4.** By not giving up you can achieve your goals, be successful in life and achieve what you want to do.

LET'S REFLECT

(Learner's Book page 171)

Learners should be able to express how they feel after learning about these core women. For example, learners should be able to express feelings such as feeling proud, impressed, inspired and motivated. Traits shared could be courage, perseverance, faith and honesty. Learners should be able to indicate what they would do to develop traits that they admire.

LINKING LESSONS: Unit 5.2 and Unit 5.3**Questions**

- 1.** Unit 5.2 explores the roles played by women from different religions (e.g. spreading religion). Imagine you are interviewing one of these women. What question would you ask her about the challenges she faced in her role (Unit 5.2)?
- 2.** Unit 5.3 highlights the contributions of Ghanaian women to national development (e.g. education). Name an example from Unit 5.3 (the different sectors) where women's contributions have been significant.
- 3.** Now consider the woman you chose in question 1 (Unit 5.2) and the sector you identified in question 2 (Unit 5.3). How can this woman's skills or experiences from her religious role be applied to contribute to that sector of Ghanaian development (Units 5.2 and 5.3)?

Answers

- 1.** Learners will have their own questions based on the specific woman chosen. Possible questions:
 - How did you overcome any obstacles you faced in spreading your faith?
 - What advice would you give to young women facing challenges today?
- 2.** Answers will vary depending on the student's chosen sector. Possible sectors:
 - Education: women establishing schools or promoting girls' education.
 - Health: women doctors or nurses providing medical care in rural areas.
 - Business: women entrepreneurs creating jobs and economic opportunities.

3. Answers will depend on the chosen woman, role, and sector. Possible examples:
 - Inspired by Deborah's leadership (spreading religion) – A woman becomes a teacher and leader in her community school (education).
 - Inspired by Khadijah's support (providing assistance) – A woman doctor volunteers at a free medical clinic (health).
 - Inspired by Yaa Asantewaa's bravery (protecting people) – A woman lawyer advocates for the rights of the underprivileged (legal/judicial).

Teacher guidance for open-ended questions

- Question 2: Ensure learners select a specific sector with clear examples of women's contributions.
- Question 3: Guide learners to make a creative connection between the woman's religious role, her potential skills and experiences, and how these could benefit a chosen sector of national development.

Unit 5.3: Identify and explain the contributions of women to the development of Ghana

Resources

- internet access

Use of ICT

Google Doodle

- A suggestion is to alert learners to Google Doodles and show them a few examples. In particular, show them these videos featuring Ghanaian women:
<https://www.youtube.com/watch?v=inEZCTxSvRA> (36 sec) Esther Afua Ocloo Google Doodle
https://www.youtube.com/watch?v=Fv9l_XLec0A (1 min 21 sec) Theodosia Okoh's 94th birthday – Google Doodle
- Explain that a Google Doodle is a video or image to celebrate the life of a famous person or mark an important day (e.g. International Women's Day on 8 March), religious holidays and so on. It is always a great achievement if a person gets a Google Doodle in honour of their name.
- If possible, show learners one of these videos or refer them to these websites to view the videos. Ghanaian Farida Bedwei, who has cerebral palsy, is the CEO of a tech company and an inspiration to women to know that ICT is not just for men.
 - <https://www.youtube.com/watch?v=8SsC4fvysVE> (5 min 52 sec) African Women in Tech: Farida Bedwei
 - <https://www.youtube.com/watch?v=sqUISaPkcG8> (1 min 35 sec) Farida Bedwei urges women in technology to be innovative
 - <https://www.youtube.com/watch?v=8hva4yzlqAE> (9 min 39 sec) Solving African problems our own way Farida Nana Efua Bedwei TEDxAccra

- These videos and websites are useful as they highlight core aspects of most of the women mentioned in this unit:
 - <https://www.youtube.com/watch?v=EA7OW2B9j8> (2 min 18 sec) The Speaker of Parliament Right Honourable Justice Joyce Bamford Addo has asked members of parliament to remain focused to enable the House to complete its scheduled business
 - <https://www.youtube.com/watch?v=AET5rlp8Wg> (2 min 30 sec) Election violence should not be justified – Chief Justice Georgina Theodora Wood
 - <https://www.youtube.com/watch?v=9nuVnYSJLwY> (1 hour 24 min) Alumni Lecture Consensus and Nation Building Getting it right from the foundation CJ Georgina Wood
 - <https://www.youtube.com/watch?v=v53nj3V2WP0> (2 min 17 sec) 63% of Ghanaian children engage in risky online behaviour – Gloria Akuffo
 - <https://www.youtube.com/watch?v=D4xaJbyJen0> (1 hour 2 min) Impact Stories – Celebrating Academic Mentors: An Interview with Hon. Naana Jane Opoku-Agyemang
 - <https://www.youtube.com/watch?v=Welflvi0J2M> (7 min 49 sec) Akua Akyaa Nkrumah Ghana Decides Tag
 - <https://www.youtube.com/watch?v=EBWf56LgPDQ> (3 min 45 sec) Veep leads gov't delegation to late Dr Mrs Mary Grant's family
 - <https://www.youtube.com/watch?v=v9C9jqfBhSg&lc=UgzKRJ1vloPug16bVsF4AaABAq> (47 sec) Nancy Abu-Bonsrah Becomes First Black Female Neurosurgeon at Johns Hopkins
 - <https://www.youtube.com/watch?v=4OTICueZ8QM> (3 min 22 sec) Theodosia Okoh – Ghana flag
 - <https://www.youtube.com/watch?v=vU-6VXE58ms> (37 min 25 min) Face to Face with Black Queens Captain, Elizabeth Addo
 - <https://www.youtube.com/watch?v=rHwcurcZKVw> (10 min 13 sec) Top 25 Facts About Esther Afua Ocloo
 - <https://www.youtube.com/watch?v=R0PoixS9fYk> (4 min 20 sec) Disability Does Not Mean Inability – Farida Bedwei
 - <https://www.youtube.com/watch?v=otmwZQB09ZQ> (3 min 26 sec) The Art of Ama Ata Aidoo on KweliTV
 - https://kwekudee-tripdownmemorylane.blogspot.com/2012/08/betty-acquah-great-ghanaian-feminist_15.html
 - <https://citinewsroom.com/2020/03/24-prominent-women-honoured-at-ghana-women-of-excellence-awards-for-their-leadership/>
 - <https://sheleadsafrica.org/5-life-lessons-becca/>

Teaching methodology

There are numerous activities in the Learner's Book to engage learners in learning more about how to explain the contributions of women to the development of Ghana. Get learners to actively participate by brainstorming, discussing, reading, dramatising, researching, creating, performing, debating, making posters, analysing moral lessons, presenting, composing, writing, dancing and singing.

On Learner's Book pages 173–182 women in different sectors are highlighted in conjunction with their achievements in developing Ghana. Guide learners to read the pages and then briefly discuss what they learnt about each woman, with a partner.

Assessment

1. Give learners a quiz to test their knowledge. You can give this as an individual quiz, or you can run a class competition by dividing the learners into groups of 10–15 and letting them compete with each other in providing answers.

Match the correct answer in Column B with the most suitable description in Column A.

A	B
1. Ghana coin	A. Georgina Theodora Wood
2. Established a shrine in the USA	B. Khadijah
3. Statue in her honour	C. Joyce Adeline Bamford-Addo
4. Attorney General of Ghana	D. Okomfo Oparebea
5. Feminist Ghanaian artist	E. Farida Bedwei
6. Speaker in Parliament	F. Black Queens
7. Ghana's women's national football team	G. Rebecca Naa Dedei
8. Disability rights advocate	H. Betty Acquah
9. Chief Justice of Ghana	I. Gloria Akuffo
10. Believed in the mission of Allah	J. Yaa Asantewaa

[10]

Answers

- | | | | | |
|------|------|------|------|-------|
| 1. G | 2. D | 3. J | 4. I | 5. H |
| 6. C | 7. F | 8. E | 9. A | 10. B |

PARTICIPATE 11

(Learner's Book page 183)

Use this checklist to help you assess the learners' posters.

The group has:	Mark
1. Selected a woman who has or had played a prominent role in developing Ghanaian society	5
2. Created a poster to show and celebrate the woman's achievements and contributions	10
3. Used relevant drawings and pictures to decorate the poster	10
4. Identified and analysed the moral lessons we can learn from this woman's actions and achievements	10
5. Shared their work with the class; the presentation was brief, focused on the topics and explained the poster	10
6. Worked well together in creating the poster	5

Total marks = 50

Google Doodle homework activity

Rubric to assess the Google Doodle. See Homework section that follows.

Criteria	Poor 0-3	Average 4-5	Good 6-7	Excellent 8-10	Mark
1. Learner understood words and deeds of six women described in unit	No understanding/knowledge	Some understanding/knowledge	Clear understanding/knowledge	Superb understanding/knowledge	
2. Learner referred to all six women	No indication	Some indication of only why they admire her or the contribution she made	Indication of why they admire her and the contribution she made	Clear indication of why they admire her, good reasons and realistic, accurate description of her contribution	
3. Essay is well structured	Role and achievements not shown	Some roles not mentioned and some achievements inaccurately presented	Shows knowledge of the role and achievements	Shows in-depth knowledge and understanding of the role and accurate description of achievements	
4. Essay has an introductory paragraph	No creativity evident	Some creativity evident	Creativity is evident; shows new ideas	Creativity is evident; very original and shows new ideas	
5. The Google Doodle is interesting and attractive	Not interesting, does not hold viewers' attention and is not attractive	Aspects are interesting and some parts are attractive	Interesting and is attractive	Highly interesting, holds viewers' attention and is very attractive	

Total marks = 50

Homework activities

1. Create a Google Doodle.

Work in pairs.

- Create a Google Doodle for one of the women you admire in this unit.
 - Show why you admire this woman.
 - Explain the moral lesson you can learn from the life of this woman.
 - The Google Doodle can be made using your cell phone or you can make a drawing to show your design, with short written notes.
 - Share with the class and explain why you admire this woman.

Use the rubric above to assess the Google Doodles.

2. Imagine your contribution to the development of Ghana:
 - What do you think you can do to help to develop Ghana?
 - Identify any three needs in Ghana.
 - Say how you will help to address these needs.

Learners should be able to identify three pertinent needs in Ghana, for example looking after the environment to preserve trees and other natural resources, enabling everybody to have internet access and dealing with youth substance abuse problems. Learners should be able to clearly indicate how they will do this.

3. Write an essay to describe the common aspects of all the women who contributed to Ghana's development.

Learners' essays should look at what the women have in common and give examples. For example, they could point out common aspects such as:

- courage
- leadership
- initiative
- commitment to develop Ghana
- hard work
- unselfishness
- confidence, self-belief
- perseverance
- enthusiasm and passion for developing Ghana.

Answers

LET'S TALK

(Learner's Book page 172)

Check if learners are aware of Rebbeca Naa Dedei Aryee's image on coins and stamps and her role in the development of Ghana.

PARTICIPATE 8

Brainstorm to identify key women and their contributions in national development (Learner's Book page 172)

CG 5.1, CG 5.4, CG5.5, CG 6.4, CC 9.1, CC 9.3, CC 9.5, CP 5.1, PL 6.7

Learners work as a class.

1. National development brings about positive change and growth in a country, which includes social, educational, agricultural, cultural and economic change. It refers to the ability of a country to improve its infrastructure, such as roads and buildings and the social welfare of the people. It means the beneficial expansion and growth of a country.
2. Learners' answers will differ. They may mention the women listed in this unit, or others.

PARTICIPATE 9**Dramatise key women's actions in national development**

(Learner's Book page 182)

CC 9.4, CC 9.5, CG 5.1, CG 5.4, CG 6.3, CP 6.4, CI 5.7, CP 5.1, PL 6.1, PL 6.3, PL 6.4, PL 6.7

Learners work in groups of four.

Learners' dramas should show they are aware of the role of the woman in national development and can accurately depict aspects of their contributions. They should also show that they understand the concept of national development.

PARTICIPATE 10**Class debate: Discuss women's development in Ghana**

(Learner's Book page 183)

CC 9.5, CG 5.2, CG 5.3, CG 5.4, CG 5.5, CG 6.1, CG 6.3, CP 6.4, CI 5.7, CP 5.1, CP 5.8, PL 6.1, PL 6.3, PL 6.4, PL 6.7

The class will be divided into two groups.

Encourage debate and discussion but ensure learners get equal speaking time. These topics can lead to heated debates. Ensure gender equity and allow the girls' voices to be heard.

PARTICIPATE 11**Create a poster**

(Learner's Book page 183)

CC 9.4, CC 9.5, CG 5.1, CG 5.2, CG 5.4, CG 6.1, CG 6.3, CG 6.4, CI 5.1, CI 5.2, CI 5.4, CI 5.5, CI 5.7, CP 5.1, CP 5.4, CP 5.6, CP 5.8, CP 6.4, PL 6.1, PL 6.3, PL 6.4, PL 6.5, PL 6.7

Learners work in groups of five.

Learners' posters will differ. Their posters should clearly indicate what the woman has achieved and exactly how she has helped to develop Ghana. Refer learners to the previous unit to remind them of moral lessons and ensure they can identify the moral lessons to learn from their chosen woman such as perseverance, unselfishness, helping others, compassion, leadership, drive, ambition, hard work and honesty.

PARTICIPATE 12**Sing a praise song and dance**

(Learner's Book page 184)

CC 9.4, CC 9.5, CG 5.1, CG 5.2, CG 5.3, CG 5.4, CG 5.5, CG 6.1, CG 6.3, CG 6.4, CI 5.1, CI 5.2, CI 5.4, CI 5.5, CI 5.7, CP 5.1, CP 5.4, CP 5.6, CP 5.8, CP 6.4, PL 6.1, PL 6.3, PL 6.4, PL 6.5, PL 6.7

Learners work in groups of five.

1.-3. Learners should use their creativity to compose a song. They should focus on one woman who has achieved a great deal. They can create dance moves to accompany their song. Allow their group presentations to be a celebration of women and their achievements, as a fitting end to the Module. Learners can join in after the groups have presented and sing each group's song and do their dances. Remind learners what they are celebrating and of the essential and important role of women in the development of Ghana.

LET'S REFLECT

(Learner's Book page 185)

Learners should be able to express how they feel, for example proud, impressed, grateful, respectful, amazed, etc. Learners should be able to understand that the more opportunities we give women to develop, the more this will contribute to the development of Ghana in general.

Let's explore: Chapter 5

(Learner's Book page 186)

1. Learners' responses will differ. Twitter has shown both good and bad sides with women promoting gender issues but some men, and even women, sadly opposing women's rights and being very abusive towards women. However, it is a useful medium to promote gender rights.
2. Facebook has many women's groups that promote women's rights, and many women post about women's rights.
3. Learners could mention any of the following: YouTube, Facebook, Reddit, WhatsApp, WeChat, Messenger, Instagram, Tumblr, Qzone, Tik Tok, Twitter, LinkedIn, Viber, Pinterest, Snapchat, Telegram and Medium.
4. Learners' social media campaigns should focus on opposing discrimination against women and addressing issues of bias, inequality and discriminatory acts and statements.

Chapter 5 assessment

1.

1.1 B

1.2 B

1.3 B

1.4 B

1.5 C

[5]

2. Learners' stories will differ. They should be able to choose a woman to focus on who has contributed to the development of Ghana and to humanity. They should be able to describe what she did and explain how her contribution led to the development of our nation.

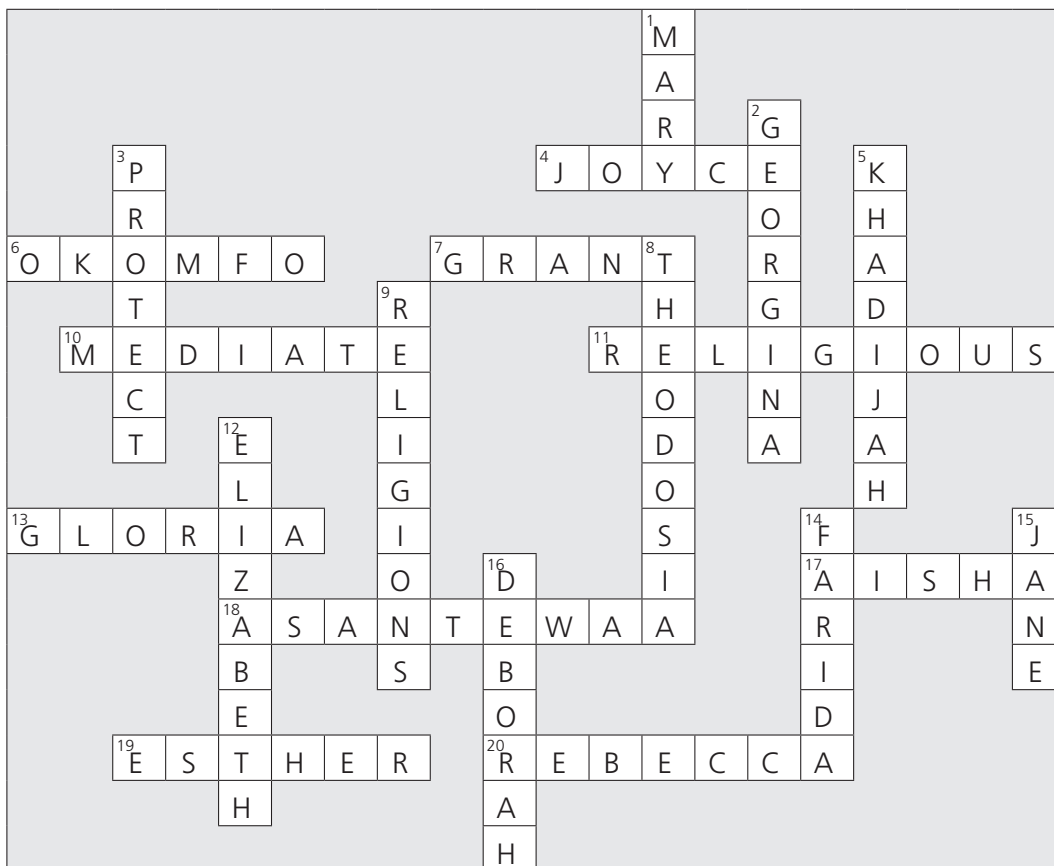
[30]

3. Check that learners understand what a manifesto is. It is a public declaration of, for example, a policy, what it aims to achieve and do. It is often used in an election to describe a party or group's aims and what they intend to do. So, a manifesto on practical actions to promote women's equal opportunities could include, for example:

- Equal pay for equal work
- More bursaries and scholarships to keep girls at school and women at colleges and universities
- Workplaces to be encouraged to appoint at least 50% women
- Women should be promoted to leadership positions if they qualify for these and not held back because they are women.
- Stricter laws to oppose gender-based violence and keep women safe
- Laws around inheritance and property ownership need to be updated so all women can inherit and own property.

[35]

4. Solutions



[20]

Total marks = 90

Introduction

In this module, you will work through this chapter and these units:

Chapter 6: Good deeds attract reward, but bad deeds attract punishment

Unit 6.1: Basis for good deeds and reward

Unit 6.2: Acts that attract punishment

Unit 6.3: Stages of repentance

Objectives

By the end of this chapter, you should be able to achieve the following Content Standard:

B9 6.1.1 Demonstrate an understanding that good deeds attract reward, but bad deeds attract punishment.

Outcomes

- Describe the basis for good deeds and reward. (Unit 6.1)
- Identify and explain acts that attract punishment. (Unit 6.2)
- Outline the stages of repentance. (Unit 6.3)

Introduction

This chapter looks at what constitutes good and bad deeds and the ultimate outcomes thereof, i.e. that good deeds attract reward, but bad deeds attract punishment. It ends with a unit on the importance of real repentance.

The chapter starts with the proverb, “Yetu wo fo na wanttie a, woko Anteade”, which means: When you refuse to heed to advice, you will be taken to a town or place designated for those who do not heed advice, known as Anteade. This proverb introduces the idea that for many Ghanaians, good deeds are a way of showing respect to the ancestors. Showing respect and reverence for elders is a result of a world view that respects the ancestors too. Forgiveness for wrongdoing, in this tradition, comes through repentance and sometimes sacrifice.

Unit 6.1: Basis for good deeds and reward

Resources

- copies of the Bible or the Beatitudes from Matthew Chapter 5:
 - ³ Blessed are the poor in spirit,
for theirs is the Kingdom of Heaven.
 - ⁴ Blessed are those who mourn,
for they will be comforted.
 - ⁵ Blessed are the meek,
for they will inherit the Earth.
 - ⁶ Blessed are those who hunger and thirst for righteousness,
for they will be satisfied.
 - ⁷ Blessed are the merciful,
for they will be shown mercy.
 - ⁸ Blessed are the pure in heart,
for they will see God.
 - ⁹ Blessed are the peacemakers,
for they will be called children of God.
 - ¹⁰ Blessed are those who are persecuted because of righteousness,
for theirs is the Kingdom of Heaven.
 - ¹¹ Blessed are you when people insult you, persecute you and
falsely say all kinds of evil against you because of me.
 - ¹² Rejoice and be glad, because great is your reward in heaven,
for in the same way they persecuted the prophets who were before you.

Use of ICT

- The *Internet interact* activity on page 199 requires learners to research the topics of good deeds and Ramadan, and the Hajj and charity. Learners can share their information either by sharing a selection of useful URLs or by creating a fact tree as described previously.
- *Participate 5* includes an internet research activity. Each group member must identify one example of a charity in Ghana that is doing good works.

Teaching methodology

Let the class start by discussing the three scenarios shown on page 191 in the *Let's talk* activity.

Then move on to the section "Reviewing the moral teachings of the three religions". Remember, moral teachings are not always based on religions, and people without religious beliefs can still have good morals. But in many societies, religious teachings provide the basis for the moral lessons.

A society's norms are the attitudes, ideas and expectations for behaviour in that society. These are often based on religious teachings, but not always. It can be very important to examine norms around behaviour, to see whether the norms actually promote important religious beliefs. For example, norms around punishment can be well accepted in a society but have no basis in religion or morality.

Let the learners break into groups to discuss the questions in *Participate 1*. The Answers section on page 118 of this Facilitator's Guide gives guidance about possible scriptures and texts that learners should refer to.

Read and discuss the section "Concepts of 'good deeds' and 'rewards'" with the class.

Continue reading and discussing the section "Acts or behaviours considered as good deeds".

Learners will discuss the four case studies on pages 193 to 195 in *Participate 2* on page 196. The final activity is a group presentation. Decide on a time limit for the activity and let learners know accordingly.

Ask learners to indicate to you by a thumbs up or thumbs down whether they understand what good deeds are and provide clarity if needed.

Then move on to the section "Need for performance of good deeds" and *Participate 3*. Learners work in pairs and in larger groups of six pairs (i.e. 12 learners).

Again, ask the class for confirmation that they understand the content.

Move on to the section "Types of rewards for doing a good deed" on page 200. Read and discuss the text with learners following the steps in *Participate 4* on page 202.

Discuss the ideas in "Importance of rewarding people" with the class, and then get them to break into groups to do *Participate 5*.

Give the learners a clear time frame for preparing the drama in *Participate 6*.

Assessment

PARTICIPATE 1

(Learner's Book page 192)

This activity ends with a presentation. Check that each group has:

- selected at least four moral lessons for each religion
- given a text or saying to support each moral lesson.

PARTICIPATE 2

(Learner's Book page 196)

For the presentation, check that each group or pair has:

- shared the work out and worked well together
- used a creative method to show their ideas
- selected an example that explains clearly what a good deed is.

PARTICIPATE 3

(Learner's Book page 196)

Use the suggested answers to evaluate whether the learners have understood the need for good deeds as explained in the texts.

Evaluate the song or poem as follows:

- Did the learners choose a proverb that shows the importance of good deeds?
- Is the song/poem well-crafted?
- Did the meaning of the proverb come through in the song/poem?
- Did all the learners in the group participate in presenting the song/poem?

PARTICIPATE 4

(Learner's Book page 202)

Make sure all learners contribute to the class brainstorming session. You can do this by employing this simple strategy: Write the questions on the chalkboard, give learners a few minutes to think of answers, and then call on individuals for ideas. Add the ideas to the chalkboard.

PARTICIPATE 5

(Learner's Book page 204)

Ask learners to include specific information about the charity in a table, for example:

Name	
What they do	
Where they work	
How long they have been in existence	
Identify whether they are a religious or secular group	
How they show hard work	
How they show dedication	
How they show selflessness	
How they show commitment	

Use this table to evaluate whether they understood the task.

Ask class members to review each drama using the following questions. Write them on the chalk board. They can complete the review on a piece of paper and hand in to you.

- Names of group members: _____
- What was the story that the drama told?
- Did the drama show that good deeds have rewards?
- How did it show this?
- Is there anything you really liked about what the group did?
- Is there anything you think the group could have done better?

Homework activities

1. For the last activity in *Participate 3* learners are asked to collect proverbs that reinforce the importance of doing good deeds from people in the community. Before they do this for homework, ensure that they know that their parents or caregivers need to know where they are and who they are asking. To be safe, they should visit community members in pairs, not on their own. The learners should practise explaining their request in the classroom with each other before undertaking the research. They should then write down the proverbs and record who told them about it and their interpretation of its meaning.
2. At the end of any section that you want to revise, ask learners to write two to four test questions about the previous section. They should answer the questions set by another learner for homework.

Answers

1. They should identify that the girl on the bus is doing a good deed. Some might suggest that the girl helping her mother in the kitchen is doing a good deed – but then ask them to consider Question 4.
2. Any example, such as assisting a weak person to carry a bag, giving up your seat to a pregnant woman, giving direction to a small child or helping them to cross a road or river.
3. The driver and the police officer are not doing a good deed. One is offering a bribe and the other is accepting the bribe. The girl in the kitchen is not really doing a good deed, but she is not doing a bad deed either – see Question 4.
4. A deed cannot really be considered a good deed if you are doing it to get a reward. It is not a bad deed, but if your motivation is reward, then it is just doing the right or appropriate thing.

CG 6.4, CI 5.2, PL 6.1, PL 6.3, PL 6.4, PL 6.7

Learners work in groups.

1.
 - a. Learners find the Beatitudes from Matthew Chapter 5.
 - b. Learners should identify moral lessons such as:
 - Do not be proud – rather be “poor in spirit” or meek.
 - Be on the side of those who struggle or are sad.
 - Try to do what is good and right.
 - Be merciful and kind to others, not full of judgement and anger.
 - Be “pure of heart” – try to stay away from sin.
 - Value peace and try to create it.
 - Continue to do what is right even when others scorn you.
 - Do not give up on your beliefs when others make it hard for you.
 - c. Learners should recall different parables, explaining what the moral lesson is. The following are just examples – learners must use their own ideas and own words.
 - The Parable of the Sower is in Matthew 13:1–23, Mark 4:1–20 and Luke 8:4–15. It teaches that God’s message will be received in different ways by different people. Only where there is “good soil”, or belief, can the message grow. Moral lesson = have faith.
 - The Parable of the Lost Coin is in Luke 15:8–10. In this parable a woman searches for a lost coin and is happy when she finds it. It teaches that God is loving and careful. When someone is lost, God will look for them and be happy when they are found. Moral lesson = trust God.
 - The Parable of New Wine into Old Wineskins is in Matthew 9:14–17, Mark 2:18–22 and Luke 5:33–39. In biblical days, wine was made in bags made from animal skins. Putting fresh wine into an old skin would be foolish, since the old skin could tear, and the new wine would be lost. Jesus was teaching his disciples that they would need to learn new ways to do things, since the things they did before Christ were no longer useful to them. Moral lesson = do not cling to the past.
 - The Parable of the Persistent Widow is from Luke 18:1–8. At first the judge ignores the woman’s pleas for justice but eventually he is worn down by her requests and gives her what she deserves. This teaches the disciples that they should pray for God’s assistance and never give up on what they know is right. Moral lesson = do not give up but persevere.
 - In Luke 7:36–50 Jesus tells a parable about two debtors – one owed a money lender 50 coins and the other owed 500 coins. Both debtors were forgiven their debts. Jesus said greater love is shown to the person who is forgiven more. Moral lesson = forgive others as God forgives you.
2.
 - a. Learners recall moral lessons from Islam, such as these lessons relating to parents:
 - Obedience to your parents is a way of showing obedience to God.
 - Parents gave you your life and looked after you and are therefore a blessing.
 - Children have responsibilities towards their parents after they pass away.
 Learners can refer to the Qur’an if they cannot recall the moral lessons. Respect for parents is mentioned in the Qur’an eleven times. For example, in Qur’an 29:8 and 46:15: “And We have enjoined upon man goodness to parents...” and Qur’an 4:36 says “Worship Allah and associate nothing with Him, and to parents do good...”

PARTICIPATE 3**Discuss the need for good deeds** (Learner's Book page 196)

CG 6.4, CI 5.2, PL 6.1, PL 6.3, PL 6.4, PL 6.7

Learners work in pairs and groups.

1.
 - a. This passage clearly demonstrates that feeding the hungry, giving drink to the thirsty, clothing the naked and taking care of those who are sick and vulnerable in the community are acts of kindness that please God and attract his reward or blessings.
The ultimate reward for such acts of kindness is the Kingdom of God (Heaven).
 - b. In this passage, Jesus heals a Samaritan. Samaritans were considered enemies of the Jews, but Jesus does not allow this prejudice to guide his actions; instead he chose to help the man. This means we must help everyone, regardless of their beliefs, nationality or race.
2. The groups should have ideas along the lines that good deeds are important because:
 - Qur'an 99:7–8: every single act of goodness will be reflected in a believer's life and the believer's relationship with Allah.
 - Qur'an 18:2: Doing good deeds is the same as working towards attaining paradise.
 - Qur'an 2:183: By doing good deeds, one becomes righteous and worthy of admittance to Allah and ultimately to heaven.
 - Qur'an 11:114: Doing good deeds removes the barrier of sin and brings believers back to God.
 - Qur'an 29:45: Allah knows all your deeds.
 - Qur'an 7:165: Staying away from evil deeds and stopping others from doing evil will lead to salvation.
3. Two proverbs are given as examples on page 200, but learners should try to find original ones through their oral research. They then choose one or more proverbs to use to create a song.

PARTICIPATE 4**Rewards for good deeds**

(Learner's Book page 202)

CG 6.4, CI 5.2, PL 6.1, PL 6.3, PL 6.4, PL 6.7

Learners work as a class.

1. Read and discuss the text with the class.
2. Discuss ideas with the class, drawing on their personal experiences, for example a time when they received thanks or a parent received an award or commendation, a sibling or team received a reward, such as a prize or sports trophy, and the good feeling that comes from doing a good thing.
3. Brainstorm ideas with the class, based on personal experience, social media or films they have seen, newspaper articles describing rewards, etc.

PARTICIPATE 5**Discuss doing good deeds**

(Learner's Book page 204)

CG 6.4, CI 5.2, PL 6.1, PL 6.3, PL 6.4, PL 6.7

Learners work groups.

1. Learners brainstorm ideas – their answers will depend on personal experience.
2. Learners find out about a local charity or do individual internet research to find information about a charity in Ghana.

PARTICIPATE 6**Act out a play based on the belief that good deeds have rewards**

(Learner's Book page 204)

CG 6.4, CI 5.2, PL 6.1, PL 6.3, PL 6.4, PL 6.7

Learners work in groups of four or more.

Learners choose a storyline for a short play on the given topic. Everyone in the group must have a part.

LET'S REFLECT

(Learner's Book page 205)

Give the learners a few minutes to reflect on these questions before discussing them with a partner.

LINKING LESSONS: Unit 6.1 and Unit 6.2**Questions**

1. Unit 6.1 talks about the importance of good deeds and the rewards they bring. Name someone from your community who is known for doing good deeds (Unit 6.1).
2. Unit 6.2 discusses different types of punishments for bad deeds. Imagine you are a community leader. What steps (other than punishment) would you take to try and discourage bad behaviour (Unit 6.2)?

Answers

1. Learners will provide their own examples based on their experiences. Possible answers
 - Someone who volunteers at a local orphanage
 - a teacher who goes the extra mile to help learners
 - a community leader who settles disputes peacefully.
2. Answers will vary depending on the student's chosen approach. Possible steps:
 - Educational programs to teach right from wrong.
 - Creating opportunities for young people to participate in positive activities.
 - Promoting role models who exemplify good character.
 - Encouraging open communication within the community to address issues before they escalate.

Teacher guidance for open-ended questions

- Question 1: Ensure learners focus on identifying good deeds and their positive impact on the community.
- Question 2: Encourage learners to consider alternative approaches that promote positive behaviour and address the root causes of bad behaviour.

Unit 6.2: Acts that attract punishment

Resources and planning

- newspaper articles that give information about a crime and punishment for *Participate 9*. (Prepare these examples in advance. Alternatively, they may interview members of the community about someone who has received punishment. Identify in advance who they could talk to.)
- materials for the project presentation, for example large sheets of paper and coloured markers for a poster

Use of ICT

If you are unable to source physical newspaper articles about crime and punishment, you can identify examples on the internet that learners can use for the research in *Participate 9*. Make sure they are from reputable sources.

Teaching methodology

Once learners have completed the *Let's talk* activity move on to the section on "Concepts of 'bad deeds' and 'punishment'". Most of these concepts should be familiar to the learners, except for the idea of "bearing false witness". Make sure they understand that this is a specific kind of lie. The case study on page 209 illustrates the idea of bearing false witness. Ask learners if they understand or have further questions before moving on.

Then get the learners to brainstorm and discuss their own ideas about bad deeds in *Participate 7*.

Move on to the section on "Various types of punishment" and then get learners to do *Participate 8*.

Discuss "Reasons for punishment", making sure you explain any new words such as "misdemeanours", "felonies" and "capital offenses" and "mandatory counselling".

You could break the class into two teams and hold a quick team quiz asking for definitions of new words and concepts before moving on to *Participate 9*.

Participate 9 is a research project. Decide in advance how you want learners to present the project – for example, on a poster or as an oral presentation. Give them a time limit for the oral presentation as well as an overall deadline for the project. Assist them with identifying the resources they need to do the research. Specify what kind of content you want to see in the project, for example:

- the person's name
- the crime

- the trial or court process
- the punishment
- the date it happened
- reactions of members of the public
- the learner's opinion on the crime and punishment
- the moral lesson taught by this example.

Specify if they should prepare a poster or an oral presentation. Explain that you want each learner to contribute to the presentation. For example, they can each talk about two or three of the points listed above for the oral, or write about them for the poster. Share your criteria for evaluating the project – see the assessment section below.

Assessment

PARTICIPATE 7 and 8

(Learner's Book pages 209 and 213)

Evaluate how confident learners are about participating in the pair and class activities. Consider strategies to improve participation, such as spending more time on pair-share activities if certain learners are reluctant to speak in class, or asking reluctant participants questions that you know they can answer. Giving positive feedback and encouragement will also encourage participation. You could also get learners to use a mode of participation that you know they enjoy, such as role plays or drawing cartoons, if they are reluctant to speak in class (see homework).

PARTICIPATE 9

(Learner's Book page 215)

You can use the following questions to assess the poster/oral.

Does the poster/oral:

- answer all the relevant questions?
- contain two or more sentences about each?
- have spelling and punctuation checked (poster)?
- include pictures or illustrations (poster)?

Homework activities

1. Ask learners to create their own cartoon stories to show an example of bad behaviour.
2. They can add a sequel to their cartoons to show the punishment.

Answers

LET'S TALK

(Learner's Book page 206)

1. Learners should be able to identify good and bad behaviours from their own experience.
2. Encourage learners to put into words their ideas about why they believe it is important to do the right thing.
3. The answer to this question will be based on the social norms of the communities in which your learners live.

PARTICIPATE 7

Discuss acts considered as bad deeds

(Learner's Book page 209)

CI 5.2, CP 5.4, PL 5.5, PL 5.6, PL 6.3

Learners work in pairs and as a class.

1. The pairs can write down their ideas.
2. The pairs contribute ideas about situations that illustrate bad deeds to the class discussion.
3. Sample answers: people being jealous and saying something horrible about someone; someone stealing food because he or she is hungry; people being aggressive and starting a fight; someone being drunk; someone making a mistake; someone being afraid and lying to hide something; someone being greedy and wanting to get rich quickly, etc.
4. The class members can be invited to contribute ideas about the statement. Some of the reasons for doing bad things may not be bad in themselves, for example, being hungry or afraid is not your fault. However, it is still wrong to do wrong. One important reason for doing charity work such as feeding, clothing and housing others is to remove the need for someone to commit a crime to get the items they need to survive.

PARTICIPATE 8

Discuss different kinds of punishment

(Learner's Book page 213)

CI 5.2, CP 5.4, PL 5.5, PL 5.6, PL 6.3

Learners work in pairs, as a class and on their own.

1. and 2. Learners' answers about crimes and fitting punishments will differ; however, they should make sense to you. Encourage learners to voice their own opinions and disagree with each other if necessary. Remind the class that they need to respect others' views even when they are different from their own.
3. Give learners some time to reflect and answer these questions privately.

PROJECT

PARTICIPATE 9

Project: Research moral lessons from the life of a person punished for a bad deed (Learner's Book page 215)

CI 5.2, CP 5.4, PL 5.5, PL 5.6, PL 6.3

Learners work as a group.

Refer to the teaching methodology and assessment section on page 124 of this Facilitator's Guide.

LET'S REFLECT

(Learner's Book page 216)

Give the learners a few minutes to reflect on these questions before completing the activities. They can share their letters and discuss them with a partner.

LINKING LESSONS: Unit 6.2 and Unit 6.3

Questions

1. Unit 6.2 explores different bad deeds and the punishments they might receive (e.g. stealing). Imagine you accidentally broke something valuable belonging to a friend. How would you feel about what happened (Unit 6.2)?
2. Unit 6.3 discusses the stages of repentance (e.g. regret). Think about your answer to question 1. Following the stages of repentance, what steps would you take to make things right with your friend (Unit 6.3)?

Answers

1. Learners will likely express feelings of guilt, remorse, or sadness.
2. Answers will vary depending on the learners' chosen scenario. Possible steps aligned with repentance:
 - Realisation and acceptance: acknowledge they broke the item and understand it was wrong.
 - [bullet] Regret: express remorse for their carelessness and the trouble it caused their friend.
 - [bullet] Request for pardon: sincerely apologise to their friend and explain how they plan to fix the situation.
 - [bullet] Promise not to repeat: offer to replace the item or compensate their friend in some way.

Teacher guidance for open-ended questions

- [bullet] Question 1: Encourage learners to consider the emotional impact of accidentally causing harm to someone else.
- [bullet] Question 2: Ensure learners connect the stages of repentance with specific actions they would take to repair the broken trust or relationship.

Unit 6.3: Stages of repentance

Resources and planning

- For the *Let's talk* activity, prepare a list of facts that you can share with learners about slavery, for example:
 - For 150 years Ghana was the key to British slave routes in Africa.
 - Reminders of the slave trade in Ghana are still visible today in forts and castles built by Europeans between 1482 and 1786.
 - There was slavery in Africa before the transatlantic trade began. However, a huge demand for slave labour began when American industry developed and massive plantations were set up.
 - Approximately 10 million enslaved people were taken to America from Africa during the height of slavery.
 - Slave ships took up to 100,000 enslaved people to America every year.
(Source: all from <http://www.tracingcenter.org/resources/background/ghana-and-the-slave-trade/>)
- You will need a large sheet of paper for each group for *Participate 11*.
- For *Participate 12*, try to identify in advance new stories about local people who have turned their lives around. You could do internet research on this yourself too. There might be a storyline from a TV series or radio drama that you can use.

Use of ICT

If there is time in your programme of work, you can ask learners to research additional facts about the discussion around countries apologising for historical slavery, alternatively learners could research current examples of slavery.

Teaching methodology

The *Let's talk* activity gets learners to think about Ghana's historical relationship with slavery. Encourage them to back up their thoughts with facts and share the facts you have researched. This is simply an introduction to the idea of "repentance". It will be discussed in more detail in the section "Stages of repentance".

Read and discuss the stages of repentance with the class, explaining any difficult words in the religious texts. Teach the learners any additional proverbs you know about repentance. Then read Case study 1 and get learners to do *Participate 10*.

Participate 11 is based on Case study 2. You could set some simple comprehension questions about the case study for homework.

Then read through and discuss the section "Importance of repentance" with the class. The text talks about promoting good relationships, drawing humankind to God and relieving the conscience of the individual.

For each of the headings ("Promoting good relationships", "Drawing humankind to God" and "Relieving the conscience of the individual") draw a mind map on the board with branches going out for each religion (Christianity, Islam and Traditional African Religion). Add information under each heading as you discuss it.

Ask learners if they can think of any other reasons why repentance is important. Ask them to make notes of their ideas and to share their ideas with the class during discussion. Create mind maps for these ideas too.

The last activity in this unit is a dramatisation of the story of the prodigal son. If you like, you could prepare your own, modern version of the story to tell the class instead of using the traditional Biblical version given in the Learner's Book. You could even set it in a village or town in Ghana. You could also workshop a script with the learners as a class instead of getting them to write their own scripts.

Here is an example of a modern version of the story:

There was a mother who had two daughters. She loved them both, but they were very different. One daughter, Martha, worked hard at school and had ambitions and a plan for her life. The other daughter, Maria, was a bit different. She sometimes struggled at school, and she really did not know what she wanted to do with her life. One day Maria came to her mother and said, I want to go to find a job in town. I know you have saved money for my education – please give it to me so that I can set myself up with a market stall in the town.

Her mother told Maria that she only had one chance to use her savings. If she gave them to her now, the money would be gone.

But when Maria got to town, she was not careful enough and she spent all the money on clothing, food and accommodation and did not start the business. When she ran out of money, she realised she had to do something, so she went to a farm and was hired as a labourer. But she never made enough money to save up and start a stall. The owner of the farm was unkind and treated all the workers, including Maria, with contempt. She was very unhappy. She worked there for a year, until she eventually decided that she must go home.

She was very worried because during the whole year she had not contacted her family. What would her mother say to her?

When she got home, she knocked on the door of the hut. Her mother burst into tears when she saw Maria and then shouted aloud with happiness.

When Maria confessed to her what had happened and said she was sorry, her mother forgave her.

That evening she cooked a big feast and invited the whole family around.

When Martha saw how much love her mother was showering on Maria, she became jealous and said to her mother, "I don't understand! You have never had a feast for me, even though I have been here helping you all this time!"

Her mother gave her a hug and said, "Dear Martha, you know I love you too. The difference is only that your sister was lost but now she has come home. Come, let us celebrate together."

Once you have worked out the story, decide how you could show the story in different scenes, and create dialogue and actions for each scene.

Assessment

PARTICIPATE 10

(Learner's Book page 221)

Ask the learners to write down their answers to Question 2 for homework. Use this to assess how well they understand the four stages of repentance.

PARTICIPATE 11

(Learner's Book page 222)

Listen carefully to the reasons learners give for their answers in Question 4. This will enable you to identify who understands the four stages of repentance and who does not. If learners struggle to grasp the content, set a homework activity where they write a story as revision.

PARTICIPATE 12

(Learner's Book page 225)

Guide the class discussion about James and Gertrude and the stages of repentance and use it to assess whether learners have clearly understood the stages of repentance.

PARTICIPATE 13

(Learner's Book page 227)

Ask the group to note down not only the acting role that each member plays but also their group role. The list could look like this:

Other group roles:	Prodigal son/Maria:
Group leader (deciding on scenes and how to tell the story):	Other son/Martha:
Script writing (shared by two group members):	Farmer:
Acting roles:	Servant:
Father/mother:	Other parts:

Write the following questions on the chalkboard and ask class members to use them to review each drama. They can complete the review on a piece of paper and hand in to you.

- Names of group members: _____
- Did the drama tell the story of the prodigal son clearly?
- Is there anything you really liked about what the group did?
- Is there anything you think the group could have done better?

Homework activities

1. Ask the learners to write down their answers to *Participate 10* Question 2.
2. Ask learners to write their own story about someone who does something wrong and then goes through the four stages of repentance. This can be in words or a cartoon story.
3. Set simple comprehension questions on the case study about Gertrude, for example:
 - a. What government role was Gertrude appointed to at the start of the story?
 - b. What story made news headlines shortly after Gertrude was appointed?
 - c. How many times did the journalists visit the office of the Ministry of Trade and Industries?
 - d. What did they do the first four times they visited the office?
 - e. What were they told they must do to fast-track their application?
 - f. How did the secretary treat them after the minister got an envelope of money?
 - g. Who was caught on camera accepting bribes?
 - h. What did Gertrude promise the journalists (posing as investors) as a result of the bribes?
 - i. What did Gertrude do after she was caught accepting bribes?
 - j. What excuses did she give for accepting bribes?
 - k. What job was she given after the scandal?
 - l. What corrupt activity was she involved in there?

Answers

LET'S TALK

(Learner's Book page 217)

1. Encourage learners to use their imagination to understand the experience and facts to back up their descriptions when they speak about slavery.
2. The learners' answers will differ, and you may have to guide the conversation. Slavery, which deprives people of their human rights, dignity and freedom, and causes pain, suffering and even death, is obviously a cause for repentance, and there have been repeated requests to get governments of countries which once allowed slavery to apologise for this.
3. The discussion about repentance should show that learners understand that repentance means accepting responsibility and feeling remorse, as well as promising never to do the same thing again. Many people feel that descendants of people who were enslaved deserve reparations – some kind of compensation from the American and European governments for everything they and their descendants lost.
4. There are still examples all over the world of people who are treated as slaves, including in some cultural groups in Ghana. Find out what your learners know and guide the conversation accordingly.

PARTICIPATE 10

Discuss different stages of repentance

(Learner's Book page 221)

CP 5.1, CP 5.6, CI 6.1

Learners work in pairs.

1. Learners should justify their answer, for example, they like James because he changes his behaviour; they like the sound of the priest because he sounds kind; the wife because she is brave, etc.

PARTICIPATE 10**Discuss different stages of repentance**

(continued from the previous page)

2. Answers will vary, but should be along the lines of:
 - Realisation and acceptance of one's fault – He said he accepted full responsibility for everything that had happened.
 - Regret for doing wrong – He asked for their forgiveness.
 - Request for pardon – That night, James woke his wife and children and begged for their forgiveness.
 - Promise to never repeat the same bad deed(s) – James promised never to abuse his family again and never to drink alcohol again.
3. Learners can share their own thoughts. Encourage them to think about details of what the change means for the children and the wife. For example, the wife does not suffer abuse any more; she enjoys spending time with James much more now; she is happy that her children are no longer fearful of their father.









PARTICIPATE 11**Discuss repentance**



(Learner's Book page 222)

CP 5.1, CP 5.6, CI 6.1

Learners work in pairs.

1. and 2. Learners should remember the first case study so that they can identify the stages of repentance in the second case study.
3. The tables could look similar to this, although answers will vary.

Stage of repentance	James		Gertrude	
	What person's behaviour shows about stages of repentance		What person's behaviour shows about stages of repentance	
Realisation and acceptance of one's fault	He takes responsibility.		She does not take responsibility. She blames the culture in the ministry and says she was tricked.	
Regret for doing wrong	He says he is sorry.		She says she is sorry but it does not sound genuine (see above).	
Request for pardon	He says he is sorry.		She does not ask for pardon and blames others.	
Promise to never repeat the same bad deed(s)	He never does it again.		She was implicated in smuggling goods, even after being caught the first time.	

4. Learners should share their reasons for awarding a  or  to James and Gertrude.

PARTICIPATE 12**Discuss and compare examples of repentance**

(Learner's Book page 225)

CP 5.1, CP 5.6, CI 6.1

Learners work in groups.

1. Learners can reread the text, checking that everyone understands it. The groups should answer any questions that learners have and ask you for help if needed.
2. and 3. Learners can discuss the examples you share with them or create their own scenarios of someone who shows repentance.

PARTICIPATE 13**Dramatise the story of the prodigal son**

(Learner's Book page 227)

CP 5.1, CP 5.6, CI 6.1

Learners work in groups of four or more.

Guide the learners through the steps. As previously mentioned, they could either adapt the biblical story or create a more modern version of the story.

Note that the person who plays the prodigal son (or daughter) will have the most acting to do. Someone who plays a small part, such as the farmer, can also take on another role, such as the servant.

Even out the group roles by giving the role of being in charge of writing the script to one or two learners who do not play the role of the prodigal son or the father.

LET'S REFLECT

(Learner's Book page 228)

The first question is for group or pair discussion. The second can be done individually and learners can volunteer to share what they have written.

1. Salifu's own inability to make good choices was the problem originally. He should not have valued his sports performance over his health, and he should not have participated in dishonest behaviour (taking the steroids). But taking bad advice and taking the drugs made the problems worse. He started becoming aggressive because of the drugs. And this led to him being dismissed and developing a bad attitude.
2. Although Salifu was in bad company, he remains responsible for his own choices.
3. Learners can discuss the ideas that they come up with. It is important that they understand that the family punished Salifu because they wanted him to change and not out of unkindness. When he changed his behaviour and apologised, they accepted him back with love and did not continue punishing him.

Chapter 6 assessment

1. **D** none of the above [1]
2. **a.** True
b. True [2]
3. The stages of repentance are:
 - Realisation and acceptance of one's fault
 - Regret for doing wrong
 - Request for pardon
 - Promise to never repeat the same bad deed(s)
 [4]
4. Learners explain the importance of repentance. They should include that repentance promotes good relationships, draws humankind to God and it relieves the conscience of the individual. [3]
5. Learners can fill in their own ideas, for example:

Good deed	Scripture	Importance
Feeding the hungry	Matthew 25:34–36	Keeping people alive
Caring for those in prison	Matthew 25:34–36	Showing kindness
Helping the sick or aged in times of need	Luke 17:11–16	Taking care of people

 [6]
6. Learners can give one quote from Qur'an 99:7–8, Qur'an 18:2, Qur'an 2:183, Qur'an 11:114, Qur'an 29:45 or Qur'an 7:165. [2]
7. Learners can give any proverb they know, including one of the ones given in the textbook:
 "A good name is better than riches." OR "If you are in the habit of doing what is just, you live long." [2]

Total marks = 20

Introduction

In this module, you will work through this chapter and these units:

Chapter 7: Develop skills in managing time profitably

Unit 7.1: Time, leisure and idleness

Unit 7.2: Plan and use time wisely

Unit 7.3: The need for leisure

Objectives

By the end of this chapter, you should be able to achieve the following Content Standard:

B9 7.1.1 Develop skills in managing time profitably.

Outcomes

- Explain the meaning of the terms “time”, “leisure” and “idleness”. (Unit 7.1)
- Demonstrate how to plan and use time wisely. (Unit 7.2)
- Explain the need for leisure. (Unit 7.3)

Introduction

This final chapter focuses on guiding learners to develop their skills in managing their time profitably. They will learn to explain the meaning of the terms, “time”, “leisure” and “idleness”, demonstrate how to plan and use time wisely and explain the need for leisure to achieve the required outcomes.

The units will list resources, give ICT hints, suggest teaching methods, give assessment tools and suggestions, list homework activities and supply the answers to all the activities and assessment section.

Unit 7.1: Time, leisure and idleness

Resources

- a clock or watch or cell phone to indicate time

Use of ICT

- <https://www.youtube.com/watch?v=Qvcx7Y4caQE> (5 min 12 sec) How to Stop Procrastinating
- <https://www.youtube.com/watch?v=ZBiYWdnqNNG> (5 min) The Psychology of Procrastination & How To Stop Procrastinating
- <https://www.youtube.com/watch?v=yBP1VjO9RSE> (7 min 40 sec) How to stop procrastinating
- <https://www.youtube.com/watch?v=Khww5zPsSxc> (15 min 28 sec) 11 Ways to Study smart & Study effectively - do more in half the time!
- <https://www.youtube.com/watch?v=RHHOa879nU0> (6 min 25 sec) From 'D' Grades to 'A' Grades – Student Motivation
- https://www.youtube.com/watch?v=7222tn_0UOA (4 min 11 sec) Your time is limited Steve Jobs “Don’t waste your life living someone else’s”

Teaching methodology

Introduce learners to the concept of time by asking them at the start of the lesson what the time is or displaying the time in class. After every 10 minutes, ask the same question and indicate the time on a clock or the board. In the middle of the lesson, ask the class to briefly share how much time has passed since you first asked them what the time was, and what they had done with their time since then. This is a useful way to initiate a conversation about time.

Ask learners to look at the image on page 232 of the Learner's Book and briefly discuss what they think the picture means. Let them talk about the concept of time flying and not being able to regain time wasted.

In this unit, get learners to complete activities to ensure they actively discuss the concept of time and indicate how they use time and are aware of time-wasting. Let them brainstorm their preferred leisure activities, analyse a case study and role-play procrastination, wasting time and being idle. Ask learners to tabulate how they spend time and identify time wasters. Encourage them to reflect on their use of time.

Assessment

PARTICIPATE 4

(Learner's Book page 236)

Assess this activity using this checklist:

The learner has:	Mark
1. made a table with six columns	6
2. listed activities under each column	12
3. indicated the hours and minutes spent on each activity so that a total of 24 hours indicated	12
4. analysed completed table and expressed satisfaction or dissatisfaction	10
5. identified time wasters	10
6. made practical suggestions about what they could do to use their time better	10

Total marks = 60

Homework activities

Ask learners to do research on the concept of procrastination. Let them self-observe how, when and why they procrastinate over a week and write a summary of what they found to present to the class.

Answers

LET'S TALK

(Learner's Book page 233)

From the string of messages, learners should be able to ascertain that the learner is wasting time in class and has been procrastinating starting a project. They should be able to identify and say how they also waste time. Observe if learners are aware of what time-wasting means.

PARTICIPATE 1

Explain the meaning of time

(Learner's Book page 234)

CP 5.1, CC 9.1, CC 9.3, CC 9.4, CC 9.5, CI 5.7

Learners work in pairs.

1. Learners' answers will vary depending on the hours in a school day.
2. School at the primary and Junior High School level begins at 8.00 a.m. and ends at 3.00 p.m.

PARTICIPATE 1**Explain the meaning of time**

(continued from the previous page)

3. Break is usually thirty (30) minutes.
4. Prior to the COVID-19 pandemic, school lasted for 42 or 43 weeks, which is equivalent to 215 school days within the year (not counting weekends and holidays).
5. Learners' answers will differ. Learners will spend 10 to 13 years at school. That is typically, two (2) years of nursery, two (2) years of KG, six (6) years of primary school, three (3) years of Senior high school.
6. Learners' answers will differ depending on where they live.
7. Learners' answers will differ depending on reading speed.
8. Learners' answers will vary. An example is: At daybreak I get up to get ready for school. At noon I have lunch at school. At sunset I go home after playing a game of football with my friends, to get ready for supper.
9. Time is the duration in which all things happen. It can also be a specific moment that something happens.
10. Use pair-share so learners can discuss their responses.

PARTICIPATE 2**Brainstorm leisure activities**

(Learner's Book page 235)

CP 5.1, CC 9.1, CC 9.3, CC 9.4, CC 9.5, CI 5.7

Learners work in pairs.

1. Learners will mention a range of activities. Check that they understand what leisure activities are. They may mention, for example, playing football, reading, jogging, listening to music, chatting with friends, going to the market, watching TV, spending time on social media.
2. Learners' collages, posters or drawings should indicate what they do.

PARTICIPATE 3**Explain and do a role play about idleness**

(Learner's Book page 236)

CP 5.1, CC 9.1, CC 9.3, CC 9.4, CC 9.5, CI 5.7

Learners work in pairs.

1. Kojo thought of all the things he could do instead of getting down to studying. He tidied up his space, sharpened all his pencils, had a sleep, chatted to a friend, played football and delayed getting started until later – which could mean even the next day.
2. Kojo was idle because he wasted his time. He did not do anything constructive.
3. Learners' answers will vary. Accept any reasonable answers.
4. If you procrastinate, it can make it hard to get started. If you fear the exam and focus on your fear instead of on studying, it will be difficult to start studying. If you are not interested in the subject and find reading boring, then it is hard to get started. If you have not set goals for yourself, then you will not feel motivated to study.
5. Learners' role plays should be realistic and will probably be humorous as they show how they procrastinate, waste time and act out being idle.

PARTICIPATE 4**Investigate the meaning of time, leisure and idleness**

(Learner's Book page 236)

CP 5.1, CC 9.1, CC 9.3, CC 9.4, CC 9.5, CI 5.7

Learners work on their own.

- 1.–3.** See the assessment section on page 137 of this Facilitator's Guide for an assessment checklist. Learners' tables will differ. The number of hours should add up to 24. This is an example:

School	Study	Chores	Sleep	Leisure time	Idleness
Attending classes 7 hours	Doing homework and preparing for a test 3 hours	Cleaning and cooking 2 hours	8 hours	Listening to music 1 hour Watching TV and having supper 1 hour	I did nothing for 2 hours that I can account for

- 4.** Learners' answers will vary depending on their tables. Observe if they can identify that they cannot account for some time; this is time wasted.
- 5.** Learners may say texting/being on social media, watching TV and falling asleep while watching, standing in queues, waiting for transport, walking slowly to school and arriving late, etc. Observe if learners are able to suggest how they can make better use of their time. For example, while standing in a queue or waiting for transport, read a book or make study notes.

LET'S REFLECT

(Learner's Book page 237)

Learners should be able to show an understanding of their own use of time, identify time wasters and how to change time-wasting behaviour.

LINKING LESSONS: Unit 7.1 and Unit 7.2**Questions**

- Unit 7.1 defines the concept of leisure time (e.g. break from routine). Think about your hobbies or activities you enjoy outside of school. How do these activities help you relax or recharge (Unit 7.1)?
- Unit 7.1 also explains the difference between leisure and idleness (e.g. unproductive time). Imagine you have a free afternoon with nothing planned. Describe two different ways you could spend this afternoon: one that is considered productive leisure and one that is considered idleness (Unit 7.1).
- Unit 7.2 discusses the importance of using time wisely according to different religions in Ghana (e.g. planning). Considering your answers to questions 1 and 2, how could you create a personal timetable that incorporates both leisure activities and productive use of your time (Unit 7.2)?

Answers

1. Learners will provide their own examples of hobbies and how they relax. Possible answers:
 - Playing sports helps relieve stress
 - reading allows for mental escape
 - spending time with friends brings joy.
2. Answers will vary depending on the student's chosen activities.
 - Productive leisure – learning a new skill (playing an instrument), volunteering in the community, reading a book for pleasure.
 - Idleness – watching television for hours without engagement, mindlessly scrolling through social media, napping excessively without feeling refreshed.
3. Answers will vary depending on the student's preferred activities and schedule. Possible examples:
 - Schedule specific blocks for homework and studying, allocate time for chosen leisure activities (hobbies, socialising), and ensure enough sleep for rest and focus.

Teacher guidance for open-ended questions

- Question 1: Encourage learners to reflect on the positive benefits of leisure activities for mental and emotional wellbeing.
- Question 2: Ensure learners clearly distinguish between activities that offer rejuvenation and those that simply waste time.
- Question 3: Guide learners to understand how a personal timetable can structure their day to balance responsibilities, leisure pursuits, and personal wellbeing. Encourage them to be realistic about the amount of time needed for each activity.

Unit 7.2: Plan and use time wisely

Resources

- internet access
- paper and pencils or crayons

Use of ICT

There are relevant videos available, for example:

- <https://www.youtube.com/watch?v=FFvRWmleOQ8> (3 min 13 sec) Wisdom of the ants
- <https://www.youtube.com/watch?v=KuOUmC4rSOs> (2 min 40 sec) Christian time management – redeeming the time
- <https://www.youtube.com/watch?v=WGzVMqJSlKg> (4 min 50 sec) Effectively Manage Your Time by Doing it God's Way
- <https://www.youtube.com/watch?v=-LILTMEx7qo> (3 min 46 sec) Managing Time to Be a Better Muslim
- https://www.youtube.com/watch?v=9NBEUz_6tss (6 min 48 sec) How to stop wasting time in Islam
- <https://www.youtube.com/watch?v=loP-1DseJkY> (20 min 14 sec) Manage your time and set goals – Islam
- <https://www.youtube.com/watch?v=2G4rS8Y4jzU> (2 min 22 sec) Top African proverbs and sayings

- <https://www.youtube.com/watch?v=5Bu63kNrwlQ> (2 min 47 sec) Top 10 wise and popular African proverbs
- <https://www.youtube.com/watch?v=0s0xVNHHJVE> (2 min 58 sec) African proverb the universe delivers what you ask for
- <https://www.youtube.com/watch?v=wKIGbLTkCms> (12 min 33 sec) 100 African proverbs to live by
- <https://www.youtube.com/watch?v=EA5jFtvbGo> (27 min 6 sec) African proverbs and their meanings
- <https://www.youtube.com/watch?v=wTf-nNTr1aA> (33 min 21 sec) Akan proverbs and their meaning
- <https://www.youtube.com/watch?v=LHmzI81E1EU> (1 min 6 sec) Ghanaian proverbs

Teaching methodology

Get learners to actively participate in reading the verses and proverbs, discussing with partners or in small groups, taking turns to read and interpret and researching further examples as per the activities in the Learner's Book. Use the case studies so that learners can analyse these and answer questions in groups. Let them discuss procrastination and planning time, as well as wasting time in terms of our three religions' teachings. Let learners read the moral lesson on procrastination (Learner's Book page 242) and discuss the meaning. Get learners to investigate indigenous Ghanaian folklore, wise sayings and proverbs, make drawings and present their research findings. Learners will compare and contrast the three main religions in terms of teaching about the use of time. They draw up a personal timetable, which you can formally assess with the supplied rubric.

Assessment

PARTICIPATE 9

(Learner's Book page 244)

Use this rubric to assess learners' timetables.

Criteria	Poor 0–3	Average 4–5	Good 6–7	Excellent 8–10	Marks
1. TT is divided into 4 weeks	TT only shows 1 week	TT shows 2–3 weeks	TT is divided into 4 weeks	TT is divided into 4 weeks in a clear format and is colour coded	
2. Realistic time allocation for school and home activities	Time allocation for school and home activities is not realistic	Realistic time allocation for some school and home activities	Realistic time allocation for most school and home activities	Realistic time allocation for all school and home activities	
3. Time needed for 15 or more categories indicated	Time needed for 0–5 categories is indicated	Time needed for 6–10 categories is indicated	Time needed for 11–14 categories is indicated	Time needed for 15 or more categories is indicated	
4. TT followed	TT was not followed	TT was followed only on a few days	TT was followed on most days	TT was followed every day	

Criteria	Poor 0–3	Average 4–5	Good 6–7	Excellent 8–10	Marks
5. TT adjusted as needed	TT was not adjusted	TT was not adjusted in useable way	TT was adjusted as needed	TT was adjusted as needed in best way to make it doable	
6. Accurate observation about use of time	No meaningful observation about use of time	Observation about use of time not sufficiently detailed	Accurate, honest observation about use of time	Accurate, honest and detailed observation about use of time	
7. Insight into change required	Insight into change required was not indicated	Insight into change required needs to be better expressed	Insight into change required was evident	Insight into change required was evident and detailed	
8. Paragraph re what was learnt and what needed improvement included	Paragraph re what was learnt and what needed improvement was not included or was off topic	Paragraph re what was learnt and what needed improvement was included but was unclear	Paragraph re what was learnt and what needed improvement was included	Paragraph re what was learnt and what needed improvement was included, clear, descriptive and focused	
9. Paragraph presented	Paragraph was not presented or was off topic	Paragraph was presented but not fully understandable	Paragraph was clearly presented	Paragraph presented in clear and informative way.	
10. Honest, accurate TT report-back	Report-back is not relevant or applicable to learner	Report-back could be more honest, needs more accuracy	Honest, accurate TT report-back	Honest, insightful, accurate, informative TT report-back	

Total marks = 100

Homework activities

1. Ask learners to write a paragraph about the moral lesson they learnt from the moral lesson about the vulture, eagle and dove. They should use their own words and explain how they will use this lesson in terms of their use of time (Learner's Book page 244).
2. Ask learners to join the conversation (Learner's Book page 244) and write a few sentences on the value of a personal timetable.

Answers

LET'S TALK

(Learner's Book page 238)

Learners should be able to discuss the meaning of the picture and what planning how to use your time means. Observe if they show understanding of effective time management and can explain how to use time wisely.

CP 6.4, CP 5.6, CP 5.8, CP 6.1, CP 6.2, CP 6.3, CP 6.4, PL 5.5, PL 5.6, PL 6.3

Learners work in groups of four.

1. God's timetable for this Earth is perfect and so we should do the right things at the right time. The verses deal with the balanced nature of life and point out that there is a proper time for everything. There are opposite things in life but all form part of living and part of the seasons of life if done at the right time.
The timing of our activities is important. For example, murdering a person is evil and a crime, but that can change during a time of war, when defending your country is your duty. Dancing is apt during a time of celebration, but it is not appropriate at a serious event. Our actions and the timing of our actions are important to God. Therefore, wasting time will not please God. The seasons in which activities are proper are appointed by God. His plan for life involves different experiences and activities. For example, crying is part of life, but life is not all about crying. There is a time and place for laughter too.
Doing the proper activity at the right time, respecting God's purposes for us, is a part of God's plan.
2. Use your time wisely and do the right thing at the right time. For example, when it is time to study, study. When it is time for leisure, relax.
3. Do things at the right time according to God's plan, use your time wisely and know there is a right time for everything.
 - Do not allow distractions to waste your time.
 - Idleness is a sin.
 - Do not delay or procrastinate; do what you have to do at the right time.
 - Life is short, so make the most of the time you have.
 - Manage your time with discipline.
 - Never be without aims and goals.
 - Plan ahead.
 - Prioritise your time to put God as a priority; start your day with God and set aside time to pray and serve God.
 - Respect that there are certain times and seasons for doing different things.
 - Use your time wisely; make the most of your time, opportunities and chances.
4. Colossians 4:5 *"Walk in wisdom toward outsiders, making the best use of the time."*
Proverbs 10:4 *"Idle hands make one poor, but diligent hands bring riches."*
Proverbs 15:19 *"The way of a sluggard is like a hedge of thorns, but the path of the upright is a level highway."*
Proverbs 18:9 *"A lazy person is as bad as someone who is destructive."*
Proverbs 19:15 *"If you are lazy and sleep your time away, you will starve."*
Proverbs 20:4 *"Those too lazy to plough in the right season will have no food at the harvest."*
Psalm 39:4 *"Lord, remind me how brief my time on earth will be. Remind me that my days are numbered – how fleeting my life is."*
Romans 12:11: *"Never be lazy, but work hard and serve the Lord enthusiastically."*

PARTICIPATE 6**Discuss the teachings of Islam on the use of time**

(Learner's Book page 241)

CP 6.4, CP 5.6, CP 5.8, CP 6.1, CP 6.2, CP 6.3, CP 6.4, PL 5.5, PL 5.6, PL 6.3

Learners work in groups of five.

1. The term "procrastination" means to delay and put things off that you are supposed to do till later.
2. You can plan and make a timetable, keep to it and do things immediately when you are supposed to do them.
3. If you delay doing things, you might not do them properly if you have to do them in a hurry. You also waste time while you delay doing things. Unforeseen events can also happen, and you may end up not doing what you were supposed to do.
4. If you do not plan your time, you waste it. Islam warns us not to waste time.
5. It is a sin to waste time.
6. It is a good thing to be patient.
7. Time, according to the teachings of Islam, is a gift from Allah and must be used to undertake acts that give honour to Allah. Mankind is given time as a means through which Allah must be worshipped. Every hour of the day must be sanctified through prayer which explains why Islamic prayer is interspersed throughout the day. Wasting time is a sin because it implies the use of time for other activities which are not good in themselves and not giving honour to Allah, more specifically, devoid of prayer. To be patient, according to Islamic teachings, implies waiting for the will of Allah to be manifest while doing so in prayer.

PARTICIPATE 7**Investigate the teachings of Indigenous Ghanaian Religion on the use of time**

(Learner's Book page 243)

CP 6.4, CP 5.6, CP 5.8, CP 6.1, CP 6.2, CP 6.3, PL 5.5, PL 5.6, PL 6.3

Learners work in groups of four.

- 1.-4.** Learners' research findings will differ. There are many wise sayings and proverbs about time and the use of time in Indigenous Ghanaian Religion.

Below are some examples:

- By going and coming, a bird weaves its nest.
- By the time the fool has learnt the game, the players have dispersed.
- Time operates like a bird; while it is before you, if not caught, it flies away never to be seen again.
- The moon moves slowly, but it crosses the town.
- Even though the old man is strong and hearty, he will not live forever.
- It is through little drops that the hen/fowl drinks water.

PARTICIPATE 8**Identify and discuss the teachings of the three religions on the use of time** (Learner's Book page 243)

CP 6.4, CP 5.6, CP 5.8, CP 6.1, CP 6.2, CP 6.3, PL 5.5, PL 5.6, PL 6.3

Learners work in pairs.

Religion	Similarities	Differences	Practical application
Christianity	<ol style="list-style-type: none"> 1. Time is precious 2. Time must be used for good deeds and not bad ones 	Time is a gift of God through Jesus Christ	Love God every minute of the day
Islam	<ol style="list-style-type: none"> 1. Time is precious 2. Time must be used for good deeds and not bad ones 	Time is a gift of Allah to be used to aid prayers	Find time during the day to pray
African Traditional Religion	<ol style="list-style-type: none"> 1. Time is precious 2. Time must be used for good deeds and not bad ones 	Time begins from the world of the unborn through to the time the living stays here on Earth and is that which continues in the spirit world (ancestors)	Time is meant to make you wise, learn from your past experiences

PARTICIPATE 9**Draw up a personal timetable** (Learner's Book page 244)

CP 6.4, CP 5.6, CP 5.8, CP 6.1, CP 6.2, CP 6.3, PL 5.5, PL 5.6, PL 6.3

Learners work on their own.

See the assessment section on pages 141 and 142 of this Facilitator's Guide for a rubric to assess learners' personal timetables.

LET'S REFLECT

(Learner's Book page 245)

Learners should know the difference between leisure and time wasting and comment on what they can rather do when they realise that they are wasting time.

LINKING LESSONS: Unit 7.2 and Unit 7.3**Questions**

1. Unit 7.2 explores the importance of using time wisely through planning (e.g. personal timetable). Imagine you have a busy school week with exams coming up. How could you use a personal timetable to help you manage your time effectively (Unit 7.2)?
2. Unit 7.3 discusses the benefits of leisure activities (e.g. relaxation, and reflection). Why do you think it's important to include leisure time in your schedule, even during a busy week (Unit 7.3)?

3. Considering your answer to question 1 (using a timetable) and the importance of leisure from question 2, how could you adjust your timetable to incorporate both productive study time and enjoyable leisure activities (combining Units 7.2 and 7.3)?

Answers

1. Learners will describe how time is allocated for studying, completing homework, and attending classes, with dedicated breaks for rest. Possible answer:
 - Schedule specific blocks for each subject
 - allocate time for homework completion after each class
 - include short breaks between study sessions.
2. Learners will explain how leisure helps them recharge and refocus, leading to improved concentration and overall wellbeing. Possible answers:
 - Leisure helps relieve stress and mental fatigue
 - allowing for a fresh approach to studying
 - it provides opportunities for relaxation and enjoyment.
3. Learners will create a personal timetable that balances dedicated study time with planned leisure activities. Possible answer:
 - Allocate larger blocks of study time with shorter breaks in between for focused work.
 - Schedule specific times for preferred leisure activities (sports, hobbies, socialising) to ensure relaxation and prevent burnout.

Teacher guidance for open-ended questions

- Question 1: Emphasise the importance of realistic time allocation based on the difficulty of each subject and the amount of homework typically required.
- Question 2: Encourage learners to consider the impact of stress and fatigue on their ability to concentrate and retain information.
- Question 3: Guide learners to find a balance that works for them, considering the demands of their schoolwork and the time needed for relaxation and rejuvenation through leisure activities. Encourage them to experiment and adjust their timetable as needed.

Unit 7.3: The need for leisure

Resources

- books or access to a library for leisure reading
- gardening tools and equipment, seeds
- newspapers
- paper and pencils or crayons for drawing
- internet access

Use of ICT

Advise learners to explore the internet for gathering information about popular tourist sites in Ghana. See Learner's Book page 249.

Getting learners to read and start book clubs as a leisure activity will be extremely beneficial. There are numerous free books available online that are downloadable:

- <https://lbfranklin.schoolloop.com/books> (an extensive list of links to free e-books for young adults)
- <https://www.obooko.com/category/free-books-for-teens> (downloadable free for phone)
- <https://newsone.com/playlist/50-books-every-black-teen-should-read/item/8>
- <https://www.freebooks.com/category/teen/>
- <http://www.tri-valley.k12.oh.us/userfiles/327/Free%20Novels%20For%20Teens.pdf> (links to free books)
- <https://www.getfreebooks.com/category/young-adult/>
- http://freekidsbooks.org/young_adult/
- <http://www.gutenberg.org/> (over 60 000 free e-books)
- <https://openlibrary.org/> (free)
- <https://manybooks.net/> (free)
- <https://www.free-ebooks.net/>
- <https://librivox.org/> (free audiobooks)
- <https://www.pdfbooksworld.com/> (free)
- <http://www.feedbooks.com/publicdomain> (free)
- <https://mashable.com/article/free-ebooks/> (useful links and advice to access free books)
- https://blog.feedspot.com/african_literature_blogs/
- <https://www.youtube.com/watch?v=2pc0F5CtzP8> (26 min 16 sec) 2020 Black Literature young adult books – review of books useful as an example, in a book club learners will also review books and talk about books they have read.
- <https://www.youtube.com/watch?v=IOrS-bh20NE> (4 min 47 sec) BBC Africa book club – books to read by African authors – another example of what to do in a book club
- <https://www.youtube.com/watch?v=TvrHREztKKI> (1 min 25 sec) Africa book club

There are a range of videos available for relaxation, meditation, motivation and stress release assistance:

- <https://www.youtube.com/watch?v=D3LFvmZYXjs> (1 min 38 sec) 10 African proverbs to remember if you are having a tough time
- <https://www.youtube.com/watch?v=XLPqy2oO-Eg> (5 min 25 sec) The eagle mentality – motivational video
- <https://www.youtube.com/watch?v=Mb4VqLLNxH4> (4 min) How to practise meditation the Islamic way
- <https://www.youtube.com/watch?v=mrK8XeE0vB0> (6 min 19 sec) Mindfulness and meditation in Islam
- <https://www.youtube.com/watch?v=TyawcHXj56M> (5 min 51 sec) Morning creativity Christian guided meditation and prayer
- <https://www.youtube.com/watch?v=k5-2tKihqEs> (3 hr) Christian meditation for sleep and healing
- <https://www.youtube.com/watch?v=BPnEI8J3jYE> (3 min 35 sec) Affirmation
- <https://www.youtube.com/watch?v=kLojr1kpk5Y> (4 min 12 sec) What happens when you believe in yourself
- <https://www.youtube.com/watch?v=US0inW702IE> (4 min 26 sec) Wisdom of the lion – motivational video
- <https://www.youtube.com/watch?v=AA0AtHHS9d8> (3 min 36 sec) Believe in yourself – motivational video
- <https://www.youtube.com/watch?v=2OEL4P1Rz04> (3 hr) Beautiful relaxing music for stress relief
- <https://www.youtube.com/watch?v=lioH3S5jDSY> (relaxing music)
- <https://www.youtube.com/watch?v=pqFCKXJQGAK&list=RD2OEL4P1Rz04&index=11> (2 min 21 sec) Relaxing music for stress ocean waves
- <https://www.youtube.com/watch?v=vw1YD596gKM> Relaxing music nature reflections

Assist learners when they have to prepare gospel songs, by referring them to these websites or showing them the videos:

- <http://lyrics.ghospel.com/tag/akan-twi-fante-ghanaian-gospel-praise-worship-praise-and-worship/>
- <http://lyrics.ghospel.com/akan-songs/>
- <http://lyrics.ghospel.com/ewe-songs/>
- <http://lyrics.ghospel.com/ga-songs/>
- <https://africangospellyrics.com/category/ghana/> (also features video of Diana Hamilton singing Adom -Grace in Twi and English)
- <https://www.youtube.com/watch?v=HE5fvgX5tlk> (21 min) Ghanaian worship songs, lyrics
- <https://www.youtube.com/watch?v=VknUHQ2JRUo> (16 min 15 sec) Ghana praise medley
- <https://www.youtube.com/watch?v=SCnhK6GU04I> (7 min 20 sec) Hallelujah by Kofi Karikari
- <https://www.youtube.com/watch?v=5Wq-clWwrXI> (3 min 19 sec) Ghana local worship – Akesse Brempong
- <https://www.youtube.com/watch?v=r66fFrHkuQ> (7 min 15 sec) 10 classic songs
- <https://www.youtube.com/watch?v=rQWI0E23Q34> (14 min 52 sec) Ghanaian gospel songs Twi worship songs Mawuena Kissward

Teaching methodology

This unit gives you the opportunity to engage the learners actively and introduce them to a range of leisure activities. Let learners identify, discuss and draw their favourite sports, plan how to start a book club, make a poster to advertise their book club, do a radio talk about the benefits of backyard gardening and imagine they are tourist guides. Allow learners to explore their favourite gospel songs and present a song to the class, interview a role model, make a speech about the profitable use of leisure time. Get learners to demonstrate relaxation methods, start a reflection journal, identify scriptures to help them relax, read scripts and mediate in these, volunteer to help others, prepare a personal programme for hobbies and other out of school activities and write and present a report on this.

Assessment

PARTICIPATE 20

(Learner's Book page 255)

Use the following checklist to assess the activity.

The learner has:	Mark
1. Chosen four hobbies/out of class activities.	5
2. Allocated leisure time to each of these activities.	5
3. Participated in these activities and has provided proof.	10
4. Submitted a report indicating how the learner felt doing these activities, evaluated if leisure time was used profitably, added a hint on having hobbies.	20
5. Presented the report to class.	10

Total marks = 50

Homework activities

Learners should do Participate 17 (Learner's Book page 254) and Participate 20 (Learner's Book page 255) at home in their leisure time.

Answers

LET'S TALK

(Learner's Book page 246)

Learners should be able to interpret the picture. The young people in the picture are using leisure time profitably by playing football and indoor games. Observe if learners know the difference between leisure, idleness and a waste of time.

PARTICIPATE 10

Discuss the role of sport in leisure (Learner's Book page 247)

CP 6.1, CP 6.2, CP 6.3, CP 6.4, PL 5.5, PL 5.6, PL 6.3

Learners work in groups of four.

1. Learners' favourite sports will differ; examples are football, basketball, athletics and boxing.
2. Benefits include improved health, improved ability to focus on studies; social aspects include being with friends, feeling good, improved mood, having fun, relaxing.
3. Learners' drawings should show they know about their favourite sport.
4. Learners can use printed media or the internet.
5. Learners' presentations can be brief but should showcase their favourite sport.

PARTICIPATE 11

Start a book club

(Learner's Book page 248)

CP 6.1, CP 6.2, CP 6.3, CP 6.4, PL 5.5, PL 5.6, PL 6.3

Learners work in groups of six.

- 1.–9. Learners should carefully plan starting a book club and their posters should be evidence of their planning.

PARTICIPATE 12**Give a radio talk on the value of growing fruit and vegetables**

(Learner's Book page 248)

CP 6.1, CP 6.2, CP 6.3, CP 6.4, PL 5.5, PL 5.6, PL 6.3

Learners work in groups of five.

1.-5. Learners' radio talks should be informative and describe the benefits and importance of backyard farming. For example:

- being able to feed the family
- sharing fruit and vegetables with neighbours
- selling fruit and vegetables
- always having something in the garden that can be eaten
- it is a relaxing activity
- it is good to work with soil
- it calms and refreshes the mind
- it makes good use of soil.

PARTICIPATE 13**Be a tourist guide**

(Learner's Book page 249)

CP 6.1, CP 6.2, CP 6.3, CP 6.4, PL 5.5, PL 5.6, PL 6.3

Learners work in groups of five.

1. The sites learners recommend will vary. These could include:

Kwame Nkrumah Memorial Park, Elmina Castle, Lake Bosomtwe, Independence Square-Black Star square, Ancestral Slave River Park, Akosombo Hydro Plant, James Town Lighthouse, Fort Amsterdam, Fort Santo Antonio, Tafi Abuife Kente Village, Pikworo Slave Camp, Nzulezo, The Big Tree in Akim Oda, The Mystic Stone in Larabanga, Culture meet in Sognaayili, Asante Kingdom, Kakum National Park, Paga Nania, Holy trinity Cathedral, Larabanga Mosque, WEB Du Bois Centre, Cape Coast Castle, Osu castle, Kintampo Waterfalls, Wa Naa's Palace, Lake Volta, Mole National Park, National Museum of Ghana

2. Learners should show knowledge of what the tourist could find and see at these sites.

3. Learners' responses will vary but could include:

We have the most amazing and varied places for tourists to visit; nobody could be bored in our country. We are a peaceful nation and have a great education system. As a nation we have overcome many obstacles and wars to be an independent and a progressive country. We have courage, determination and compassion; we care for each other. People from different religions live in peace together in our country. Our national football team and many of our football players are famous all over the world. Our fashions and colourful materials are worn across the globe. We are a friendly nation that welcome tourists and provide them the best experience; they always want to come back for more visits!

PARTICIPATE 14**Sing your favourite gospel song** (Learner's Book page 250)

CP 6.1, CP 6.2, CP 6.3, CP 6.4, PL 5.5, PL 5.6, PL 6.3

Learners work in groups of six.

- 1.–4.** Learners' songs will differ.
- 5.** Learners should know the lyrics and be able to sing the gospel song to the class.
- 6.** Learners' paragraphs should indicate that they have understood the particular religious message in the song.

PARTICIPATE 15**Investigate how to use your leisure time profitably**

(Learner's Book page 251)

CP 6.1, CP 6.2, CP 6.3, CP 6.4, PL 5.5, PL 5.6, PL 6.3

Learners work in groups of four.

- 1.–4.** Learners' interviews should show that they have asked pertinent questions about the use of leisure time and understand the concept of leisure time.
- 5. and 6.** Learners' speeches should indicate that they can give advice about how to use their leisure time profitably. For example, they can point out that having hobbies, being part of a book club or choir, backyard gardening, visiting cultural sites and nature reserves and playing sport help you to develop and learn as well as provide opportunities to relax, have fun and be refreshed.

PARTICIPATE 16**Demonstrate relaxation and recovery of energy**

(Learner's Book page 253)

CP 6.1, CP 6.2, CP 6.3, CP 6.4, PL 5.5, PL 5.6, PL 6.3

Learners work in groups of four.

- 1.–3.** Learners' mimes should show they know the best postures for sleep and are aware if they are getting enough sleep. The mimes will vary as each person has a preferred sleep posture. The best postures are those that let you sleep well and wake up with no pain or cramps in the neck, back and legs.

PARTICIPATE 17**Start a reflection journal**

(Learner's Book page 254)

CP 6.1, CP 6.2, CP 6.3, CP 6.4, PL 5.5, PL 5.6, PL 6.3

Learners work on their own.

- 1.–7.** Learners' reflection journals are personal, and they do not have to share these. However, they need to understand the value and benefits of keeping a journal.

PARTICIPATE 18**Identify scriptures to help you relax**

(Learner's Book page 254)

CP 6.1, CP 6.2, CP 6.3, CP 6.4, PL 5.5, PL 5.6, PL 6.3

Learners work in groups of four.

- 1.-5.** Observe that learners can do this exercise quietly and correctly. Check that each group member gets a chance to respond with an "I think..." statement.

PARTICIPATE 19**Volunteer!**

(Learner's Book page 254)

CP 6.1, CP 6.2, CP 6.3, CP 6.4, PL 5.5, PL 5.6, PL 6.3

Learners work in groups of six.

- 1.-4.** Learners' reports should be descriptive of their volunteer work.

PARTICIPATE 20**Prepare a personal programme for hobbies and other out-of-school activities**

(Learner's Book page 255)

CP 6.1, CP 6.2, CP 6.3, CP 6.4, PL 5.5, PL 5.6, PL 6.3

Learners work on their own.

See the assessment section on page 148 of this Facilitator's Guide for an assessment guide.

LET'S REFLECT

(Learner's Book page 256)

Learners should be able to express their feelings about their needs for leisure time and know what they should do to use their leisure time profitably. Check that they also understand what to do to make better use of their leisure time and how to include hobbies, where needed.

1. In Anani's old school, time was not wasted, and learners were not late for class. In his new school, learners arrive late and even teachers arrive late. A lot of time is wasted at his new school, and nothing starts promptly.
2. He can set the example by always being on time. He can complain about tardiness of learners and teachers and ask for a debate on the issue.
3. "Ghana time" as a concept is false because many people in Ghana are punctual and keep to agreed-upon times. It is a myth that there is such a thing as "Ghana time" and often it is just used as an excuse for when people are late.
4. Learners' answers will vary. Here is a sample answer: I would have done as he had done, spoken to the head teacher. If I found the head teacher did not help or nothing changed, I would approach a member of the school board or an official of the education department to assist. I would also ask other learners to assist, and we would form a group called the "Punctuality group" and put pressure on other learners to be on time for class.

Chapter 7 assessment

1.

- 1.1 True; it is an indication of time.
- 1.2 True; it is when you do nothing when you are supposed not be doing something.
- 1.3 False; you are allowed to garden in your backyard.
- 1.4 False; religion is very strong in promoting the wise use of time and sees the wasting of time as a sin.
- 1.5 False; when you procrastinate, you are actually wasting a lot of time.

[5 × 2 = 10]

2.

- 2.1 E
- 2.2 B
- 2.3 A
- 2.4 C
- 2.5 A

[5]

3. Learners' answers will vary. Below are some sample responses.

- 3.1 Reading more about the topic or essay, as well as trying to understand more about the essay, would help you plan for what you will write. Make time to research your essay topic. Ask your teacher or friends or parents to help you. Do not sit idle and procrastinate. Do something now.
- 3.2 Planning is useful because it prepares you and helps you to save time. When you do not plan, you are less likely to attain your goals because any unexpected event can take you off course.
- 3.3 It is important to study and undertake household chores. However, it is equally important to have leisure times/activities to ensure a well-balanced life. Too much studying or chores and not enough relaxation can lead to stress and related illness.
- 3.4 It is better to do one thing at a time so you are fully focused and can do each thing well.
- 3.5 Start with a study timetable for a day and decide how much time you will spend on each core activity. Then check your timetable to see how well you have followed it. You must make sure that your timetable fits into the already established daily activities at school and at home. It must not contradict official times for schoolwork or family chores. Make time on your timetable for rest or leisure. Get a wristwatch or clock if you do not have one. Try to get one with an alarm that can prompt you when it is time for an activity you have scheduled on your timetable. Ask your parents and friends to help you (via promptings) to follow your timetable. Should you fail at following your timetable, review what went wrong, adjust your timetable if needed and start all over again. Never give up.

[5 × 5 = 25]

4.

- 4.1 Do the small things, bit by bit, that need to be done and eventually you will accomplish something bigger.
- 4.2 If you waste time, you will miss out on opportunities and chances.
- 4.3 Do things when you are supposed to do them to avoid stress and panic.
- 4.4 With time passing, you will feel better; every painful event will heal in time.
- 4.5 You can never regain the time you wasted.

4.6 The experiences you get over time will teach you much if you reflect on them.

4.7 Get up early in the morning and do not waste time.

4.8 If you waste time, you will not get the answers you seek in life.

4.9 You will not be successful if you waste time.

4.10 If you used time well as a youth, you will reap the benefits in old age.

[10 × 3 = 30]

5.

5.1 Yes, if you do it more than you should/all the time/neglect your other duties and responsibilities.

5.2 He played football instead of studying and going to school and would probably fail, hence having to repeat a year.

5.3 Draw up a timetable for when to play football and when to study. Do not allocate more time to football than to studying. Never miss going to school.

[10]

6. Learners' paragraphs will differ but should contain some of these main points:

The positive effects of leisure include:

- Helps mental well-being, relaxation, reduces stress, prevents depression, boosts confidence, improves mood and makes you feel happy, prevents boredom, keeps you away from substance abuse.
- Strengthens cognitive well-being – better problem solving, improves creativity, improves work productivity, helps you to study and focus/concentrate better, refreshes your mind so you can think clearly, helps you to recall and to keep your brain working well.
- Assists with interpersonal skills, communication, family time together, builds unity, enables you to be part of the community, fulfils social and relationship needs.
- Improves physical health and well-being, reduces risks of heart attack, strengthens physical fitness, improves quality of life, adds to healthy lifestyle, being in nature is healing.
- Improves spiritual well-being; brings you closer to your religion, makes you feel peaceful.

[5 × 2 = 10]

7. Learners' paragraphs will vary. Below is a sample answer.

Ghana is officially a secular state which means it does not ascribe to one particular religion in its governance or policy formation. It also means that Ghana is officially neutral in matters of religion, supporting neither religion nor irreligion. However, three religions dominate among Ghanaians, namely Christianity, Islam and African Traditional Religion. The three major religions of Ghana uphold several beliefs that adherents consider to be wise. Those who follow these tenets of wisdom are promised a life of success. All three major religions believe in a continuum where time is essentially spiritual. Time begins from the spiritual realms and continues here on Earth and even after death. Time here on Earth is expected to be used to carry out good deeds and prepare for the afterlife. Time here on Earth is also expected to be sanctified and used to glorify one's object of worship. According to all three major religions of Ghana, time spent not pleasing one's object of worship or doing bad deeds is time wasted. Time passes by quickly and must be utilised accordingly.

[10]

Total marks = 100

Remedial activities

Unit 1.1: Identifying the purpose and usefulness of God's creation

Questions

1. What are creation stories?
2. According to the teaching, why did God create the Earth and fill it with things?
3. What is the purpose of God's creation, in a nutshell?
4. Besides providing for creation, what else does the created world show us about God?
5. What does "serving God" mean, according to the teaching?
6. Give one example of how Christians serve God.
7. What is stewardship?
8. Give one example of how Muslims practice stewardship.
9. What is the purpose of plants in God's creation?

Answers

1. Creation stories are explanations within religions about how the world and everything in it came to be.
2. The teaching tells us that God created the Earth and filled it with things so His creation could live.
3. The purpose of God's creation is to give life and provide for all living things.
4. The created world shows us the attributes or nature of God, like His love, care, greatness, and goodness.
5. Serving God means dedicating oneself or one's resources to doing what God wants.
6. Christians might serve God through acts of charity or helping others in need.
7. Stewardship is the responsibility of taking care of something entrusted to you, like the Earth and its creatures.
8. Muslims might practice stewardship by planting trees or conserving water.
9. Plants, according to the teaching, are part of God's creation to provide us with life-sustaining elements like food and oxygen.

Unit 1.2: How the complex nature of things created by God reveals His nature

Questions

1. How can we learn more about God's nature?
2. Give one example of a design pattern found in nature.
3. What is an example of how things depend on each other in nature?
4. What is the Fibonacci sequence?
5. According to the teaching, what does beauty in nature reveal about God?
6. Imagine there were no plants on Earth. How would this affect animals?
7. Give an example of an ecosystem.
8. How do human actions sometimes disrupt the harmony in nature?
9. Give an example of a negative consequence of human actions on nature.

Answers

1. We can learn more about God's nature by studying the world He created.
2. One example of a design pattern found in nature is a spiral, like on a pinecone.
3. Plants depend on the sun for energy through photosynthesis, and animals depend on plants for food.
4. The Fibonacci sequence is a series of numbers where each number is the sum of the two preceding numbers.
5. Beauty in nature reveals God as a great designer and planner.
6. If there were no plants on Earth, animals would not have food and would eventually die.
7. An example of an ecosystem mentioned in the teaching is an underwater ecosystem, like a coral reef.
8. Human actions like littering or pollution can disrupt the harmony in nature.
9. Global warming is an example of a negative consequence of human actions on nature.

Unit 2.1: Human activities that destroy the environment

Questions

1. What does the environment provide for humans?
2. Give one example of an activity that harms the environment.
3. How does illegal sand winning harm the environment?
4. What is the consequence of overgrazing animals?
5. Name one way humans can destroy fish populations.
6. What is the result of activities like illegal mining and ploughing near water bodies?
7. What is the biggest effect of all the harmful human activities?

Answers

1. The environment provides food and water for humans.
2. Illegal mining is one example of an activity that harms the environment.
3. Illegal sand winning can destroy aquaculture, which includes fish farming.
4. Overgrazing of animals can destroy vegetation and topsoil.
5. Fishing when fish are laying eggs can destroy fish populations.
6. Activities like illegal mining and ploughing near water bodies can cause erosion and fill water bodies with soil, leading to flooding.
7. All the harmful human activities listed in the teaching contribute to climate change.

Unit 2.2: Indigenous Ghanaian culture cares for the environment

Questions

1. How is the environment connected to daily life in Ghana?
2. What does it mean for something to be sacred in Ghanaian culture?
3. Give one example of a place considered sacred in Ghana.
4. What are totems in Ghanaian culture?
5. Why are taboos important for protecting the environment?
6. According to the teaching, what happens when people disrespect the environment?
7. Give two examples of actions that show disrespect for the environment.
8. Why is it important to protect the environment according to the Ghanaian understanding?

Answers

1. The environment is closely linked to daily life in Ghana because Ghanaians believe it has both a physical and spiritual aspect.
2. To be sacred in Ghanaian culture means something is holy and deserves special respect because it is connected to the spirit world.
3. Sacred groves are one example of a place considered sacred in Ghana.
4. Totems are animals, plants, or other natural objects that represent a particular family or group in Ghanaian culture.
5. Taboos are important for protecting the environment because they forbid actions that could harm sacred places or wildlife.
6. When people disrespect the environment, it leads to an unbalanced environment.
7. Two examples of actions that show disrespect for the environment include hunting in sacred forests and farming too close to water bodies.
8. Protecting the environment is important according to the Ghanaian understanding because a healthy environment is necessary for meeting basic human needs and having a good quality of life.

Unit 2.3: Reasons for taking care of the environment

Questions

1. Why is taking care of the environment important?
2. How does the environment connect Ghanaians to their ancestors?
3. Why might Ghanaians believe gods reside in nature?
4. Give one example of how the history of a community might be linked to the environment.
5. How do Ghanaians traditionally protect the environment?

Answers

1. Taking care of the environment is important for human survival and to preserve Ghanaian traditions.
2. The environment connects Ghanaians to their ancestors because it is something both the living and the ancestors rely on.
3. Ghanaians might believe gods reside in nature because some aspects of the environment, like sacred groves, are considered holy.
4. One example of how the history of a community might be linked to the environment is if a particular tree or grove played a role in the community's founding.
5. Ghanaians traditionally protect the environment through beliefs, customs, norms, and taboos.

Unit 3.1: The meaning and types of festivals

Questions

1. What is a festival?
2. Give two reasons why people celebrate festivals.
3. What is the focus of agricultural festivals?
4. Give one example of an agricultural festival mentioned in the teaching.
5. What do ancestral or historical festivals focus on?

6. Give one example of an ancestral festival from the teaching.
7. Is Christmas a religious or historical festival?

Answers

1. A festival is a special occasion used to celebrate a community's heritage and connect with God and spirits.
2. People celebrate festivals to honour their heritage and commune with God and spirits.
3. Agricultural festivals focus on agricultural practices and their connection to Ghanaian faith.
4. One example of an agricultural festival mentioned in the teaching is [itals] Bakatue[itals].
5. Ancestral or historical festivals focus on past events or the deeds of ancestors.
6. One example of an ancestral festival from the teaching is [itals] Odwira[itals].
7. Christmas is a historical festival according to the teaching.

Unit 3.2: Activities in festivals celebrated in the three main religions in Ghana

Questions

1. What are the three main religions in Ghana?
2. What is the purpose of festivals celebrated by different religions in Ghana?
3. Give one example of something people might do to prepare for a festival.
4. What are some common activities that happen during most religious festivals in Ghana?
5. In what way are religious festivals in Ghana similar?

Answers

1. The three main religions in Ghana are Christianity, Islam, and African Traditional Religion.
2. Festivals are celebrated to mark events, people, or spiritual realities and to ensure cultural heritage continues.
3. One example of something people might do to prepare for a festival is cleaning their homes.
4. Some common activities that happen during most religious festivals in Ghana include family reunions and public worship.
5. Religious festivals in Ghana are similar in that they involve sacrifice (of animals or prayers), focus on the religion's object of worship, involve gift-giving, and feature music, drumming, or dancing.

Unit 3.3: The social, religious and moral relevance of festivals in the three main religions related to daily life

Questions

1. Give two reasons why festivals are important.
2. How do festivals promote social wellbeing?
3. In what way are festivals religiously important?
4. Give one example of a moral lesson learned from festivals.
5. How can we benefit from religious festivals in our daily lives?

Answers

1. Festivals are important because they bring people together and because they remind us of our religious beliefs.

2. Festivals promote social well-being by bringing people together and allowing them to plan projects to improve their community.
3. Festivals are religiously important because they remind us to have a good relationship with God or the spirits and because they are a time to give thanks and ask for blessings.
4. One example of a moral lesson learned from festivals is to share with those less fortunate.
5. We can benefit from religious festivals by applying the religious and moral lessons learned, such as sharing with others, in our daily lives.

Unit 4.1: Tolerant and intolerant communities

Questions

1. What does religious tolerance mean?
2. Why is it important to be tolerant of religious differences?
3. Give one example of a characteristic of a tolerant community.
4. What can happen in a community that is not tolerant according to the teaching?
5. How can interreligious marriages promote tolerance?

Answers

1. Religious tolerance means respecting the faith and beliefs of people from other religions.
2. Being tolerant reduces conflict in communities.
3. One example of a characteristic of a tolerant community is peaceful relationships among members.
4. An intolerant community can have quarrels and mistrust among members and a lack of development.
5. Interreligious marriages promote tolerance by requiring people to compromise and understand each other's viewpoints.

Unit 4.2: Causes and effects of religious intolerance

Questions

1. Name two causes of religious intolerance.
2. Why is it important to learn about other religions?
3. Give one example of how a state can be biased against a religion.
4. Name two effects of religious intolerance.
5. How can religious wars be both intra- and interreligious?

Answers

1. Not learning about other religions and undermining the beliefs of others can cause religious intolerance.
2. Learning about other religions helps you understand them better and reduces misunderstandings.
3. A state that favours one religion in its laws or actions could be biased.
4. Religious intolerance can lead to wars and hatred within society.
5. Religious wars can be intrareligious if members of the same religion fight, or interreligious if members of different religions fight.

Unit 4.3: Ways different religions can co-exist peacefully

Questions

1. List two ways people from different religions can live together peacefully.
2. Why is it important to learn about other religions?
3. What does it mean to respect other religions?
4. Why do people from diverse religious backgrounds need to live together in harmony?
5. How does the Ghanaian constitution support religious tolerance?

Answers

People from different religions can live peacefully by learning about each other's religions and by respecting each other's religions (religious tolerance).

1. Learning about other religions helps you understand them better and avoid offending people, and it helps you realise how much different religions have in common.
2. Respecting other religions means accepting their right to practice and not hindering their practices.
3. People from diverse backgrounds need harmony to prevent tension and conflict and ensure community development.
4. The Ghanaian constitution protects the right to practice any religion while requiring respect for others' religions.

Unit 5.1: The contributions of key women in the three major religions

Questions

1. What is the main idea of this unit?
2. Give one example of a key woman in Christianity mentioned in the teaching.
3. Give one example of a key woman in Islam mentioned in the teaching.
4. Give one example of a key woman in Indigenous African Religion mentioned in the teaching.
5. What does the teaching say about the role of women in religion?

Answers

1. The main idea of this unit is that women have played important leadership roles throughout history in the three major religions of Ghana.
2. One example of a key woman in Christianity is Mary, the mother of Jesus.
3. One example of a key woman in Islam is Khadijah.
4. One example of a key woman in Indigenous African Religion is Yaa Asantewaa.
5. The teaching says that women are capable leaders and that gender should not be a limitation for greatness.

Unit 5.2: Apply the moral lessons from the lives of these women in daily life

Questions

1. In what way were some women considered mediums of God?
2. Give one example of a woman who helped spread her religion.
3. How did Deborah provide practical assistance to religious leaders?
4. Give one example of a woman who helped protect her people.
5. List two different roles women played in the history of these religions.

Answers

1. Some women were considered mediums of God by giving birth to or communicating with a religious figure.
2. One example from the teaching of a woman who helped spread her religion is Deborah.
3. She accompanied Barak in battle and helped him bring victory to the people of Israel. Without her assistance through counsel and strategy, Barak would have lost the war.
4. One example from the teaching of a woman who helped protect her people is Yaa Asantewaa.
5. Women played roles as mediums of God and helped to spread their religions, as well as providing practical assistance to religious leaders and protecting their people.

Unit 5.3: Identify and explain the contributions of women to the development of Ghana

Questions

1. Name two areas in which Ghanaian women make significant contributions.
2. Give one example from the list in the teaching of a field where Ghanaian women contributed.
3. Why is it important to celebrate the contributions of women in Ghana's development?
4. The passage says these women are considered "national icons". What does "icon" mean in this context?
5. What is one positive result of celebrating these women?

Answers

1. Accept any two of the following possible answers: politics legal and judicial matters, education, health, sports, agriculture, business, arts, disability rights advocacy
2. One example from the list is education.
3. It is important to celebrate their contributions to encourage future generations to contribute to Ghana's development.
4. In this context, "icon" refers to someone who is a symbol of something important.
5. Celebrating these women encourages later generations to emulate them and contribute to nation-building.

Unit 6.1: Basis for good deeds and reward

Questions

1. What do moral teachings help people do?
2. Give an example from the teaching of what a good deed might be.
3. What is the difference between a good deed and something done for a reward?
4. List two reasons why people might do good deeds according to the teaching.
5. What is one way someone might be rewarded for a good deed in Ghana?

Answers

1. Moral teachings help people define good and bad behaviour.
2. Helping someone with special needs is an example of a good deed according to the teaching.
3. A good deed is done without expecting a reward, while something done for a reward is not a good deed.
4. People might do good deeds to draw closer to God or to help others.
5. Someone might be rewarded for a good deed with words of blessing in Ghana according to the teaching.

Unit 6.2: Acts that attract punishment

Questions

1. What is the difference between a bad deed and a good deed?
2. Give one example from the teaching of something that is considered a bad deed.
3. What does it mean to reprimand someone?
4. List two reasons why people might be punished.
5. How can a fine act as a punishment?

Answers

1. A bad deed is harmful or undesirable, while a good deed is helpful and kind.
2. Stealing is an example of a bad deed according to the teaching.
3. To reprimand someone is to tell them their behaviour was wrong.
4. People might be punished for reformation (to become better) or deterrence (to discourage them from repeating the act).
5. A fine acts as a punishment because the person who did the bad deed loses money.

Unit 6.3: Stages of repentance

Questions

1. What is repentance?
2. List the four stages of repentance in order.
3. What is the first step of repentance?
4. What is the difference between regret and pardon?
5. Why is repentance important for individuals?

Answers

1. Repentance is accepting responsibility and showing remorse for wrongdoing, with regret and a promise not to repeat it.
2. The four stages of repentance are:
 - 1) Realisation and acceptance of one's fault
 - 2) Regret for doing wrong
 - 3) Request for pardon
 - 4) Promise to never repeat the bad deed(s)
3. The first step of repentance is realising and accepting that you have done something wrong.
4. Regret is a feeling of sadness about something you did wrong, while pardon is forgiveness for that wrong.
5. Repentance is important for individuals because it relieves the guilt or remorse they feel for wrongdoing.

Unit 7.1: Time, leisure and idleness

Questions

1. What is the difference between leisure and idleness?
2. Give one example from a daily routine that might be considered a leisure activity.
3. What does the teaching say about time as a resource?
4. Name two units in which time can be divided.
5. What does it mean to be idle?

Answers

1. Leisure is a break for enjoyment, while idleness is doing nothing when you should be doing something.
2. Spending time with friends after school could be considered a leisure activity.
3. The teaching says that time is a valuable resource that cannot be recovered once lost.
4. Time can be divided into years, hours or minutes.
5. To be idle is to waste time by not doing anything productive.

Unit 7.2: Plan and use time wisely

Questions

1. Why is it important to use time wisely in all three major religions of Ghana?
2. What is one way to help use time wisely?
3. What does procrastination mean?
4. What is a personal timetable?
5. Give an example of something you might include on a personal timetable.

Answers

1. Time is a valuable resource with both physical and spiritual benefits according to the teaching.
2. Planning your activities helps you use time wisely according to the teaching.
3. Procrastination means delaying or putting off doing something.
4. A personal timetable is a schedule showing the amount of time spent on activities throughout the day.
5. You might include schoolwork, chores, leisure activities or mealtimes on a personal timetable.

Unit 7.3: The need for leisure

Questions

1. List two things you can do with your leisure time.
2. The Unit teaches that leisure time should be spent profitably. What does profitably mean in this context?
3. Why is it important to relax during leisure time?
4. What is an example of a personal hobby?
5. How can leisure time help you spiritually?

Answers

1. You can play sports or read books during your leisure time according to the teaching.
2. Profitably means using your time well and in a way that benefits you.
3. Relaxing helps you recover energy according to the teaching.
4. Gardening is an example of a personal hobby according to the teaching.
5. Leisure time can be used for reflection on your personal life and spiritual growth according to the teaching.

ESSENTIAL

Religious and Moral Education

Basic 9

Facilitator's Guide

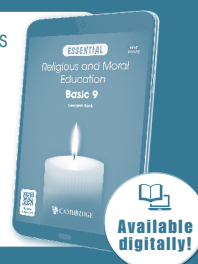
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