

ESSENTIAL



Our World and Our People Primary 2

Teacher's Guide



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Primary 2

Teacher's Guide

Jacob Agbedam • Dorothy Glover



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Structure of the Teacher's Guide

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

Sub-Strand

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

Strand

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

Strand I: ALL ABOUT US

Sub-strand I: Nature of God

LB: pages 6 - 11

CONTENT STANDARD
B2.1.1.1. Demonstrate knowledge of the attributes of God

INDICATOR
B2.1.1.1.1. Mention the attributes of God that reveal His nature as Sustainer of life

CORE COMPETENCIES
 Communication and Collaboration Critical Thinking and Problem Solving

SUBJECT SPECIFIC PRACTICES
 Appreciation, Truth, Faith, Caring, Love

SUGGESTED RESOURCES
 Plants, pictures or videos showing the Sun or rain, paper, pencils, charts, computer, projector, blackboard/marker board and chalk/marker.

OTHER USEFUL MATERIALS
 English dictionary

KEYWORDS
 Sustainer, attribute, conscious, freeing, property, reveal, supplier

HELPFUL LINKS
<https://www.biblestudytools.com/bible-study/topical-studies/15-amazing-attributes-of-god-what-they-mean-and-why-they-matter.html>
<http://www.uip.org/article/the-attributes-of-god-what-are-the-attributes-of-god/>
<https://www.ligonier.org/learn/devotionals/great-sustainer/>
<https://www.newlife-ct.org/sermons/sermon/2009-10-04/god-is-creator-and-sustainer>

Introduction
 God is the creator of all things around us. Some of them are living things and other non-living things. Mankind uses some of the things created by God to make life meaningful and comfortable.

God, the creator also has qualities and attributes which are manifested in His creation and the way He deals with mankind. In groups, let learners talk about the attributes of God and their relevance to their daily lives.

Points to note
 An attribute is a quality or characteristic given to a person, group, or some other thing.

- God is Infinite** – He is Self-Existing, Without Origin.
- God is Immutable** – He never changes.
- God is Self-Sufficient** – He has no needs.
- God is Omnipotent** – He is all powerful.
- God is Omniscient** – He is all-knowing.
- God is Omnipresent** – He is always everywhere.
- God is Wise** – He is full of perfect, unchanging wisdom.
- God is Faithful** – He is infinitely, unchangingly true.
- God is Good** – He is infinitely, unchangingly kind and full of good will.
- God is Just** – He is infinitely, unchangeably
- God is Merciful** – He is infinitely, unchangeably compassionate and kind.
- God is Gracious** – God is infinitely inclined to spare the guilty.
- God is Loving** – God infinitely, unchangingly loves us.
- God is Holy** – He is infinitely, unchangingly perfect.
- God is Glorious** – He is infinitely beautiful and great.

In groups, ask learners to mention the attributes of God that make Him a sustainer of life.

Some of the attributes of God as sustainer of life include:

- God provides air in abundance for all living things

Page reference

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

Resources

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

Keywords

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

Helpful links

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

Indicator

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

Content Standard

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

Core competencies

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

Subject specific practices

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

Other useful materials

This states additional resources that the facilitator will need to help teach.

Introduction

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

Strand I: ALL ABOUT US

Sub-strand I: Nature of God

LB: pages 6 - 11

CONTENT STANDARD
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INDICATOR
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Some of the attributes of God as sustainer of life include:

- God provides air in abundance for all living things

Activities to support learners

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

Sub-strand I: The environment and the weather

8. Reduce the usage of your wooden stove
9. Maintain a healthy eco system
10. Recycle the waste products
11. Grow your food locally
12. Hand hygiene, such as washing your hands.
13. Covering your nose and mouth when coughing or sneezing
14. Having good personal hygiene, yourself.
15. Making sure you provide the older adult with good personal hygiene.
16. Using proper food preparation and storing food
17. Keeping dishes and utensils clean

Activities to support learners

1. Using pictures assist learners to identify man-made and natural things in their environment
2. Guide learners to draw school boy and girl sweeping the school compound
3. Ask learners to tell the things they do to keep the environment clean
4. Assist learners to draw and colour a clean environment.
5. Guide learners to draw a police officer on duty in the community
6. Guide learners demonstrate safe practices in the community.
7. Ask learners to identify four ways of protecting the land.
8. Guide learners to draw and colour any two man-made things and two natural things.

Evaluation Exercise

Expected Answers

(Refer to Learners Book 2, pages 46 and 49 for exercises and Activities)

Exercise 1

- Q1. Tree, fish, sun flower, air
Q2. Bus, chairs, books, ships, spoon.

Reflections

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

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

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

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

Ask learners to do the following by way of reflecting on the lesson:

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

Suggested homework

1. Draw two man-made things and two natural things found in your school compound

Learners answer

2. Identify four ways of protecting the environment
 - a. do not defecate in the open
 - b. plant more trees
 - c. do not throw rubbish anyhow especially near water bodies
 - d. avoid bush burning
3. Name two people that make our community safe
 - a. the police
 - b. fire service
 - c. nurse

Suggested Homework

In every sub-strand, an exploration of the concepts learnt in the classroom is further extended to the home.

The series suggests relevant home activities that help learners to augment and consolidate what has been learnt in the classroom and its real life application where necessary.

Answers


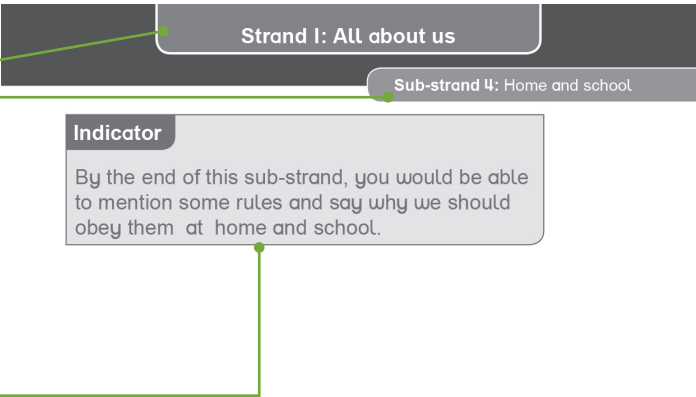
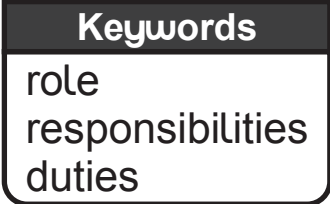
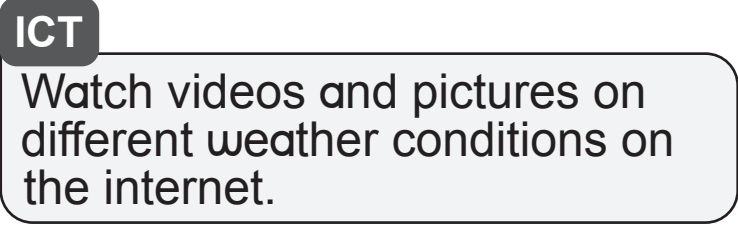
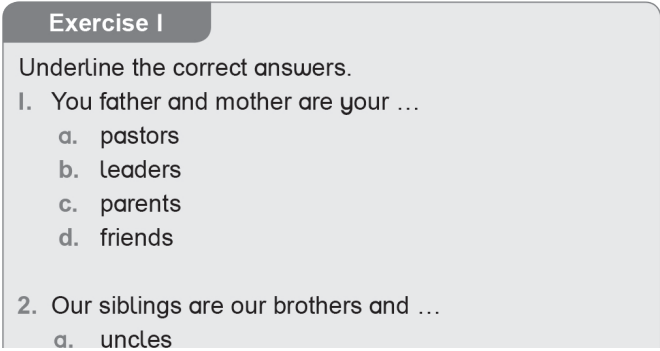
Expected answers are provided for all exercises under every sub-strand. Where answers are to vary from one learner to the other, it is mentioned.

Reflections

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

Organisation and structure of the Learner's Book

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

<p>Strand starter</p> <p>There are five “strands” in the Learner's Book – one for each of the Our World Our People curriculum. This precedes the beginning of contents under each strand.</p>	
<p>Header labels</p> <p>Strand: This feature indicates the particular strand from which the lessons are developed.</p> <p>Sub-strand: These are larger groups of related owop topics to be studied under each strand.</p> <p>Indicator: This feature specifies the indicator that the lessons were developed from.</p>	
<p>Keywords</p> <ul style="list-style-type: none"> build subject-specific vocabulary gradually, giving learners the confidence to understand it clearly and apply it in context and through different exercises. 	
<p>ICT boxes</p> <ul style="list-style-type: none"> include research activities emphasise the core competencies 	
<p>Exercise</p> <ul style="list-style-type: none"> learners practice and consolidate what they have been taught. This provides an opportunity for all learners to strengthen their newly acquired knowledge. 	

Activities and exercise

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

Activity 2

1. Guide learners to role-play the functions of the various members in the family example, learners play the role of a father, mother, etc.
2. Teacher encourages learners to undertake their routine responsibilities without being commanded or prompted.

Text and content

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

Illustrations and photos

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

Homework

- Another opportunity is provided for learners to practice and consolidate what they have been taught. This provides an opportunity for all learners to relate the knowledge acquired to their environment.

Strand 1: All about us
Sub-strand 2: Myself

Indicator


By the end of this sub-strand, you would be able to mention things you can do to develop a sense of self identity and self-worth.

Introduction

In Basic one, we learnt that we are all unique. No one is the same as the other. We will learn more about how special each one of us is.

Appreciation of How God created us

God created us differently with special qualities. I have something one may not have. For example,



I am black and beautiful. I have great qualities.

Kwame is intelligent and respects people. He has great skills in Art.


Kwame

Ama has great leadership skills. She is never angry at anyone. She could be a great leader one day.

Do you also look different from the one close to you? How do you look?

Key words


unique
identity



two people looking different

No two persons look the same. Even twins who look like each other differ in how they think and act.

Look alike



Thank God for what makes you different from other people. You are unique.

Individual characteristics

Every individual has his or her own identity. There are many

HOMEWORK

As you go about the school compound or town, look closely at, (observe) the shapes of houses, chapels and school buildings in the community. Sketch any two of what you see in your notebooks. Present your work to your teacher.

INTRODUCTION

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

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

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

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

Philosophy of Teaching Our World and Our People

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

they aim to promote higher-order thinking among learners.

Philosophy of Learning Our World and Our People

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

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

General Aim

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

Subject Specific Aims

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

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

Instructional Expectations

Our World and Our People provides an opportunity for teachers to:

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

Organisation of the Curriculum

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

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

The thematic areas are organised under five strands:

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

Interpretation of key words in the Curriculum

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

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

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

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

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

The curriculum for Basic 1 is organised under five strands with twenty sub-strands:

Strand 1: ALL ABOUT US

Sub-strand 1: Nature of God

Sub-strand 2: Myself

Sub-strand 3: My Family and the Community

Sub-strand 4: Home and School

Strand 2: ALL AROUND US

Sub-strand 1: The Environment and the Weather

Sub-strand 2: Plants and Animals

Sub-strand 3: Map Making and Landmarks

Sub-strand 4: Population and Settlement

Strand 3: OUR BELIEFS AND VALUES

Sub-strand 1: Worship

Sub-strand 2: Festivals

Sub-strand 3: Basic Human Rights

Sub-strand 4: Being a Leader

Strand 4: OUR NATION GHANA

Sub-strand 1: Being a Citizen

Sub-strand 2: Authority and Power

Sub-strand 3: Responsible Use of Resources

Sub-strand 4: Farming in Ghana

Strand 5: MY GLOBAL COMMUNITY

Sub-strand 1: Our Neighbouring Countries

Sub-strand 2: Introduction to Computing

Sub-strand 3: Sources of Information

Sub-strand 4: Technology in Communication

Time allocation

For effective learning to occur within a specified timeframe, 30 minutes as on time table be adhered to for lesson for the day. Remember that other lessons will be taught the same day with OWOP. Two periods of 60 minutes could be allocated for practical lessons, revisions, and demonstrations when needed due to time-consuming factors during class activity

lessons. If possible, there should be internal arrangements for more time for activities outside the classroom, such as excursions and other educational visits. This will give learners enough time for practical lessons.

Class management

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

Whole class teaching

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

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

Group work

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

For group work to be successful, some thought must be given to the organisation of class furniture. In most of our classrooms, we still see rows of desks with several children to each desk. The classrooms are also often so crowded that it is not easy to move the desks around. Whatever the situation is, some kind of group can be organised. At its most basic, the group will have to be learners at one desk. Then, it might be possible for those at one desk to turn around to face those at the desk behind.

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

Pair work

Learners are often instructed to work in pairs – either with their desk mate or with a partner. This is an ideal opportunity for learners to assist and assess each other.

Working with a deskmate offers the least classroom disturbance. The learners are already seated side-by-side. They ask and answer questions during picture talk, and they discuss the readings before they answer comprehension questions individually.

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

Learner self-study

There will be times when you want the class to work as individuals to allow them to become familiar with the material you have given them and to enable you to work with Learners of different abilities. It is worth bearing in mind that while there is a need for Learners to learn

how to read and study on their own, there are also dangers in this approach. The material they read must be comprehensible to them so that you can focus on the class to ensure that all learners are using the time to read and not idle about. Use additional materials at different levels to ensure that some learners do not finish more quickly than others.

Teaching tip

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

- full class work
- individual work
- practical activities

Learning domains (expected learning behaviours)

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

Knowledge, Understanding and Application

Under this domain, learners acquire knowledge through learning experiences. They may also show understanding of concepts by comparing, summarising, rewriting, etc., in their own words and constructing meaning from instruction. The learner may also apply the knowledge acquired in some new context. At a higher level of learning behaviour, the learner may be required to analyse an issue or a problem. At a much higher level, the learner may be required to synthesise knowledge by integrating several ideas to formulate a plan, solve a problem, compose a story, or a piece of music.

Further, the learner may be required to evaluate, estimate and interpret a concept. At the last level, which is the highest, learners may be required to create, invent, compose, design and construct. These learning behaviours (knowledge, application, understanding, analysis, synthesis, evaluation and creation) fall under the integral domain “Knowledge, Understanding and Application”.

In this curriculum, the learning indicators are stated with action verbs to show what the learner should know and be able to do. For example, “The learner will be able to describe something”. Being able to describe something after teaching and learning has been completed means that the learner has acquired knowledge. Being able to explain, summarise and give examples means that the learner has understood the concept taught.

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

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

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

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

Understanding: The ability to explain, summarise, translate, rewrite, paraphrase, give examples, generalise, estimate or predict consequences based upon a trend. Understanding is generally the ability to grasp the meaning of some concept that may be verbal, pictorial or symbolic.

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

Skills and processes

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

Attitudes

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

Commitment: the determination to contribute to national development.

Tolerance: the willingness to respect the views of others.

Patriotism: the readiness to defend the nation.

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

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

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

Comportment: the ability to conform to acceptable societal norms.

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

Responsibility: the ability to act independently and make decisions, morally accountable for one’s action and capable of rational conduct.

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

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

Values

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

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

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

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

Commitment to achieving excellence:

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

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

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

consequences. In addition, it seeks to make them morally upright, imbued with the attitude of doing the right thing even when no one is watching, be true to themselves and be willing to live the values of honesty and compassion. Equally important, the ethos or culture of the workplace, including integrity and perseverance, must underpin the learning processes to allow learners to see and apply skills and competencies in the world of work.

Pedagogical Approaches

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

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

Learning-Centered Pedagogy

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

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

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

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

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

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

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

- Discussion

- Drama, role play and simulation
- Song and dance
- Case studies and interviews
- Research
- Miming
- e-Learning
- Group work
- Question and answer
- Games.

Inclusion

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

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

Differentiation and scaffolding

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

Differentiation is a process by which differences (learning styles, interest and readiness to learn) between learners are accommodated so that all learners in a group have the best possible chance of learning.

Differentiation could be by task, support and outcome. Differentiation as a way of ensuring each learner benefits adequately from the delivery of the curriculum can be achieved in the classroom through:

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

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

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

Differentiation by outcome involves the teacher allowing learners to respond at different levels. For example, weaker learners are allowed more time for complicated tasks.

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

Common scaffolding strategies available to the teacher are:

- giving learners a simplified version of a lesson, assignment, or reading, and then gradually increases the complexity, difficulty, or sophistication over time;
- describing or illustrating a concept, problem, or process in multiple ways to ensure understanding;
- giving learners an exemplar or a model of an

- assignment, they will be asked to complete;
- giving learners a vocabulary lesson before they read a difficult text;
- describing the purpose of a learning activity clearly and the learning goals they are expected to achieve; and
- describing explicitly how the new lesson builds on the knowledge and skills learners were taught in a previous lesson.

Core competencies

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

Critical Thinking and Problem Solving (CP)

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

Creativity and Innovation (CI)

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

Communication and Collaboration (CC)

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

Cultural Identity and Global Citizenship (CG)

This competency aims to develop learners who put country and service first by making them understand what it means to be active citizens by inculcating a strong sense of environmental and economic awareness. Learners make use of the knowledge, skills, and attitudes acquired to contribute meaningfully towards the country's socio-economic development. In addition, they build skills to critically analyse cultural trends, identify and contribute to the global community.

Personal Development and Leadership (PL)

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

Digital Literacy (DL)

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

Teaching instructions

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

Learner activities

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

- true or false activities
- cloze activities

- role play
- songs and games
- crosswords and word searches
- matching activities
- case studies (for the higher grades) and interviews
- diary entries, newspaper articles, brochures, posters and timelines.

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

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

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

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

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

Practical activities

When we talk about practical activities, we tend to think of working with our hands, but in this context, the term covers all activities which include a practical skill. The obvious ones are writing and drawing related to the factual

material of the lesson, but an equally valuable practical activity might be the making of a model of some aspect of the learners' surroundings, such as a house or the local market. Another might be the writing and performing of a play based upon a traditional story.

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

Practising skills

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

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

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

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

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

Use of ICT

Some schools in urban areas have access to computers in schools or libraries. Rural areas will become linked in the future. You should learn how to use a computer as soon as you are able. They open up the world as your resource. The internet can provide as much additional material as you will ever need. Once your

learners can use a computer, they too will have access to a world of information. This can be done through effective use of the following ICT tools:

- Laptops or desktop computers
- Smartphones
- Tablets
- CD players
- Projectors
- Calculators
- Radios
- Cameras
- Television sets
- Computer and related software, such as Microsoft Office packages (Word, PowerPoint and Excel).

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

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

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

- Give ICT a role to help young people be able to arrange, evaluate, synthesise, analyse and decide on the information that comes to them;
- Challenge students with different types of supports and formats and, therefore, a great variety of activities in which they pass from receivers to makers;
- Attend to the diversity of learning needs of students, using the copious interactive exercises available on the web.

Assessment

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

Diagnostic assessment

This examines learners’ prior knowledge and is used to establish links to the new lesson:

Test learners’ prior knowledge by asking them to respond to keywords, names and dates related to the next topic. Ask learners to define keywords and terms.

Formative assessment

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

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

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

then use to inform further teaching and learning. It would help if you used different types of formative assessment to address the diverse learning abilities of the learners in your class. These assessments could take the form of formal and informal observations during whole class and individual, pair and group work activities through the assessment of written work, projects, tasks and tests.

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

Summative assessment

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

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

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

Methods of assessment

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

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

Written tests marked after the class is over are valuable tools but be wary of over-testing and never put the results in a class order. Slower

learners should not be made to feel like failures but helped to catch up.

Reflection and self-evaluation

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

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

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

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

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

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

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

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

Reinforcement and revision

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

Marking work

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

Teaching tips

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

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

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

Using resources effectively

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

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

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

The Learner's Book

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

Other resources

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

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

Buildings: churches, workshops, shops, houses, memorials

Sound resources: radio, audiotape, musical instruments

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

Living resources: plants, seedlings, animals, local people

Personal treasures: photos, diaries, possessions, memories

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

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

Using the local environment

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

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

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

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

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

SCOPE AND SEQUENCE

STRAND	SUB-STRAND	Basic 2
ALL ABOUT US	Nature of God	✓
	Myself	✓
	My Family and the Community	✓
	Home and School	✓
ALL AROUND US	The Environment and the Weather	✓
	Plants and Animals	✓
	Map Making and Landmarks	✓
	Population and Settlement	✓
OUR BELIEFS AND VALUES	Worship	✓
	Festivals	✓
	Basic Human Rights	✓
	Being a Leader	✓
OUR NATION GHANA	Being a Citizen	✓
	Authority and Power	✓
	Responsible use of Resources	✓
	Farming in Ghana	✓
MY GLOBAL COMMUNITY	Our Neighbouring Countries	✓
	Introduction to Computing	✓
	Sources of Information	✓
	Technology in Communication	✓

Source: NaCCA, Ministry of Education 2019

Scheme of learning

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

You might want to develop a regular pattern such as:

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

When Learners are used to being occupied for the whole time, they tend to be more cooperative and value the lesson more.

Points to remember in preparing scheme of learning

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

- Know your syllabus.
- Make a preliminary plan based on the time you think you will need to cover each unit.
- Be prepared to change that plan as you learn how much time each theme really takes.
- Take into account school events which take up time (for example, examinations and special occasions). Leave some spare time in your planning. Very few timetables work out perfectly. Learners, especially at the higher levels, can be very critical if they think a syllabus has not been covered or rushed and cannot keep up.
- Remember all the time that facts are only part of education. Keep in mind the skills you wish to develop, particularly those of easy communication, co-operation and the development of mutual tolerance and respect.
- Make sure you have all the materials ready at hand for each lesson. If classes are sharing resources, make sure the ones you want are available when you want them. Before you start on any theme, check on

your aims and determine how you can find out if you have achieved them. This is called evaluation.

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

Sample scheme of learning for Year 2

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

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

SAMPLE YEARLY SCHEME OF LEARNING – BASIC 2

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

Source: NaCCA, Teacher Resource Pack - 2019

SAMPLE TERMLY SCHEME OF LEARNING – TERM 1

Suggested format for writing Scheme of Learning (SOW) for P2 Term 1

Week	STRAND	SUB-STRAND	CONTENT STANDARDS	INDICATORS	RESOURCES
1	ALL ABOUT US	Nature of God	B2.1.1.1. Demonstrate knowledge of the attributes of God	B2.1.1.1.1. Mention the attributes of God that reveal His nature as Sustainer of life	Pictures, Charts, Video Clips
2	ALL ABOUT US	Nature of God	B2.1.1.1. Demonstrate knowledge of the attributes of God	B2.1.1.1.1. Mention the attributes of God that reveal His nature as Sustainer of life	Pictures, Charts, Video Clips
3	ALL ABOUT US	Myself	B2.1.2.1 Demonstrate understanding of self as unique individual	B2.1.2.1. I Identify things to do to develop a sense of self identity and self-worth	Pictures, Charts, Video Clips
4	ALL ABOUT US	Myself	B2.1.2.1 Demonstrate understanding of self as unique individual	B2.1.2.1. I Identify things to do to develop a sense of self identity and self-worth	Real objects, Pictures, Charts, Video Clips
5	ALL ABOUT US	My Family and the Community	B2.1.3.1 Show appreciation of the roles of members of the family in their daily lives	B2.1.3.1.1 Identify the role and responsibilities of the individual members of the family	Pictures, Charts, Video Clips
6	ALL ABOUT US	My Family and the Community	B2.1.3.1 Show appreciation of the roles of members of the family in their daily lives	B2.1.3.1.1 Identify the role and responsibilities of the individual members of the family	Pictures, Charts, Video Clips
7	ALL ABOUT US	Home and School	B2.1.4.1 Demonstrate understanding of the need to obey rules	B2.1.4.1. 1 Explain the need for obeying rules in the home and school	Pictures, Charts, Video Clips

8	ALL ABOUT US	Home and School	B2.1.4.1 Demonstrate Demonstrate understanding of the need to obey rules	B2.1.4.1. 1 Explain the need for obeying rules in the home and school	Pictures, Charts, Video Clips
9	ALL ABOUT US	The Environment and the Weather	B2.2.1.1 Demonstrate knowledge of keeping the environment clean and safe	B2.2.1.1.1 Describe ways of making the environment clean and safe	Pictures, Charts, Video Clips
10	ALL ROUND US	The Environment and the Weather	B2.2.1.1 Demonstrate knowledge of keeping the environment clean and safe B2.2.1.2 Demonstrate understanding of elements of the weather	B2.2.1.1.1 Describe ways of making the environment clean and safe B2.2.1.2.1 Explain the elements of weather	Pictures, Charts, Video Clips
11	ALL ROUND US	Plants and Animals	B2.2.2.1 Recognise important plants and animals in the community	B2.2.2.1.1 Explore the important plants in the community	Pictures, Charts, Video Clips
12	ALL ROUND US	Plants and Animals	B2.2.2.1 Recognise important plants and animals in the community	B2.2.2.1.2 Explore the important animals in the community	Real objects Pictures, Charts, Video Clips

Adapted from - Source: NaCCA, Teacher Resource Pack - 2019

Learning planning**Planning lessons within a theme/strand**

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

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

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

SAMPLE WEEKLY LEARNING PLAN FOR P2 OWOP, WEEK 1

Learning Indicator (s) (Ref. No.)	B2.1.1.1.1
Performance indicators	Learners can demonstrate knowledge of the attributes of God
Week Ending	18th September, 2020
Reference	Our World and Our People Curriculum page, 19
Teaching/Learning Materials:	Wall charts, videos on creation of God

DAY	Phase1: Starter (preparing the brain for learning) 10 minutes	Phase 2: Main (new learning including assessment) 40 minutes	Phase 3: Plenary/ Reflections (Learner and teacher) 10 minutes
Monday	Learners to sing a song about Gods creation.	<p>Take a nature walk with learners around the school to observe things in the environment.</p> <p>Learners watch pictures/posters of some of the things created by God.</p> <p>Through questions and answers, have learners talk about some of the things they observed.</p> <p>Let learners talk about the attributes of God and their relevance to their daily lives.</p> <p>Assessment: What makes God different from man.</p>	<p>Ask the learners the following questions to review their understanding of the lesson:</p> <ol style="list-style-type: none"> 1. What have we learnt today? 2. Have learners read the key words written on the board? 3. What did you find difficult in the lesson?
Tuesday	Learners are to say a rhyme about Gods attributes.	<p>Let learners watch a short video about creation.</p> <p>Learners talk about what they saw in the video on creation.</p> <p>Learners mention some of the things they like in the video.</p> <p>Learners watch pictures of some of the things found in the creation story.</p> <p>Assessment: Draw and colour the sun as a source of light.</p>	<p>Ask the learners the following questions to review their understanding of the lesson:</p> <ol style="list-style-type: none"> 1. What have we learnt today?

Friday	Learners to sing a song about creation.	<p>Learners watch a pictures/ short video on animals created by God.</p> <p>Let learners talk about the things they saw in the video.</p> <p>Learners talk about the sun, moon in the pictures/video.</p> <p>Assessment:</p> <p>Write three attributes of God.</p>	<p>Ask the learners the following questions to review their understanding of the lesson:</p> <ol style="list-style-type: none"> 1. Ask learners to talk about what they enjoyed most during the lesson? 2. Have learners read and spell the key words written on the board. 3. How will you put what you learnt in to practice?
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Source: NaCCA, Teacher Resource Pack - 2019

SAMPLE LESSON – BASIC 2

Date: 14-09-2020 Period: 1 Duration: 60 Minutes Class: B2 Class size: 45		Subject: OWOP Strand 1: ALL ABOUT US Sub-Strand 1: Nature of God
Content Standard: Demonstrate knowledge of the attributes of God	Indicator: Mention the attributes of God that reveal His nature as Sustainer of life	Lesson 1
Performance Indicator: Learners can demonstrate their knowledge of the attributes of God		Core Competencies: Communication and Collaboration, Critical Thinking and Problem Solving Subject specific practices: Appreciation, Truth, Faith, Caring, Love Values: Tolerance, Teamwork, Respect
Key words: God, creator, environment, creation		
Phase/Duration	L earners activities	Resources
Phase1: Starter (preparing the brain for learning) 5 minutes	Learners to sing a song about Gods creation	
Phase 2: Main (new learning including assessment) 30 minutes	Take a nature walk with learners around the school to observe things in the environment. Leaners watch pictures/ posters of some of the things created by God. Through questions and answers have learners talk about some of the things they observed. Let learners talk about the attributes of God and their relevance to their daily lives. Assessment: What makes God different from man.	Pictures Posters of different Pictures
Phase 3: Plenary/Reflections (Learner and teacher) 10 minutes	Ask the learners the following questions to review their understanding of the lesson: 1. What have we learnt today? 2. Have learners read the key words written on the board 3. What did you find difficult in the lesson? End of the lesson	

Source: NaCCA, Teacher Resource Pack - 2019

Planning an individual lesson

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

Choose your topic

Know your objectives

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

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

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

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

Remember the following four elements when planning your lesson:

Knowing

Understanding

Applying

Values and attitudes

1

Strand:

All about us

Strand I: ALL ABOUT US

Sub-strand I: Nature of God

LB: pages 6 - 11

CONTENT STANDARD

B2.1.1.1. Demonstrate knowledge of the attributes of God

INDICATOR

B2.1.1.1.1. Mention the attributes of God that reveal His nature as Sustainer of life

CORE COMPETENCIES

Communication and Collaboration Critical Thinking and Problem Solving

SUBJECT SPECIFIC PRACTICES

Appreciation, Truth, Faith, Caring, Love

SUGGESTED RESOURCES

Plants, pictures or videos showing the Sun or rain, paper, pencils, charts, computer, projector, blackboard/marker board and chalk/marker

OTHER USEFUL MATERIALS

English dictionary

KEYWORDS

Sustainer, attribute, conscious, freezing, property, reveal, supplier

HELPFUL LINKS

<https://www.biblestudytools.com/bible-study/topical-studies/15-amazing-attributes-of-god-what-they-mean-and-why-they-matter.html>

<https://youtu.be/dRsbVqDxPzs>

<https://youtu.be/jk3R-2i0SGo>

<https://annvoskamp.com/2020/01/4-lessons-children-can-learn-about-god-from-the-creation-story/>

God, the creator also has qualities and attributes which are manifested in His creation and the way He deals with humankind. In groups, let learners talk about the attributes of God and their relevance to their daily lives.

Points to note

An attribute is a quality or characteristic given to a person, group, or some other thing.

1. **God Is Infinite** – He is Self-Existing, Without Origin.
2. **God is Immutable** – He never changes.
3. **God is Self-Sufficient** – He has no needs.
4. **God is Omnipotent** – He is all powerful.
5. **God is Omniscient** – He is all-knowing.
6. **God is Omnipresent** – He is always everywhere.
7. **God is Wise** – He is full of perfect, unchanging wisdom.
8. **God is Faithful** – He is infinitely, unchangingly true.
9. **God is Good** – He is infinitely, unchangingly kind and full of good will.
10. **God is Just** – He is infinitely, unchangeable
11. **God is Merciful** – He is infinitely, unchangeably compassionate and kind.
12. **God is Gracious** – God is infinitely inclined to spare the guilty.
13. **God is Loving** – God unchangingly loves us.
14. **God is Holy** – He is infinitely, perfect.
15. **God is Glorious** – He is infinitely beautiful and great.

In groups, ask learners to mention the attributes of God that make Him a sustainer of life.

Some of the attributes of God as sustainer of life include:

- God provides air in abundance for all living things
- God the protector of life

Introduction

God is the creator of all things around us. Some of them are living things and other non-living things. Humankind uses some of the things created by God to make life meaningful and comfortable.

- God the giver of light
- God the giver of food for all living things
- He provides water for all living things
- God protects us from all evils
- He holds us together right and perfect in all He does.

Have a discussion with learners for them to understand that God, per the things He created and the life He put in all living things, humans, plants and animals, is the sustainer of life on earth.

Mention the attributes of God as sustainer of life

Assist learners to understand the meaning of attribute and sustenance. Let them know that it also means features or characteristics, and sustenance also means keeping one for a long time. Learners should be aware that God has attributes that reveal or show His nature as sustainer or keeper of life of every living thing on earth. Some of these attributes of God in sustaining our lives are:

The Giver of rain, sunshine and light from the moon and stars.

The One who makes plants grow.

The One who makes animals to grow

The One who makes humankind to grow

The Giver of air

The Giver of the land

The Giver of water

Besides the above, God shows the following attributes to humankind:

Love: Let learners know that the greatest love comes from God and that if He did not love us He would not have created humankind. His love is expressed on earth through humankind and other living and non-living things. Learners should understand that we should love one another as we love ourselves. They should also know that they are at peace with one another, their communities are at peace and the whole world is at peace because of love.

Love therefore, promotes peaceful co-existence and development among people.

God is good: Our God is a good God who gives good gifts to His children. When we look for His goodness in the world around us, we will find it. These include the skies, rains, sunshine, moon light, the land and air among others. Let learners know that His goodness is appreciated in our lives by accepting His creation and protecting them forever.

Friend: God loves us so much and He wants to be in a relationship with us. He wants to be our friend, walking closely with us every day of our lives. We should therefore, constantly be in friendship with one another to give meaning to how God wants us to be on this earth. Let them understand that being in friendship pays a lot as needs of friends are easily provided by the one who has.

Learners should know that it is only God, who sustains our lives until He calls us back into His kingdom.

Mention these attributes of God in their local languages.

Assist learners to demonstrate the attributes of God in humankind in their local languages so they can understand better. You may employ the services of another Facilitator, who teaches Ghanaian language of the locality or can speak other languages relevant to the lesson.

Discuss the attributes of God relevant to their daily lives.

Guide learners to understand that it is not all the attributes of God that is in humankind that people can exhibit, however, it does not mean that they are not relevant. Some of them are that God is Holy, Everlasting, and Spirit among others. The others that can be seen in humankind include, love, forgiveness, mercy, kindness, and sympathy among others must be shown by humankind towards one another. Encourage learners to show as much as possible, the attributes of God that are relevant to their daily lives and God will be happy with them.

Guide learners to demonstrate how each of the things listed portray God as a sustainer of life. Start by setting an example

Examples of activities that could be demonstrated in the class include feeding, cleaning the environment, showing the importance of sunlight to living things, the use of rains for plants to grow, the role air plays in living things.

Other ways to sustain life.

- i. Getting enough rest.
- ii. Exercising the body.
- iii. Keeping our environment clean.
- iv. Washing clothes regularly and ironing them.
- v. Attending hospital for treatment when sick.
- vi. Keeping our bodies clean, and healthy.

Activities to support learners

1. Ask learners to describe three attributes of God as a sustainer of life.
2. Through whole class discussions, state these attributes of God in their local languages.
3. Guide learners to tell short stories about God's creation and His attributes
4. Assist the learners to draw and colour the sun as a source of light using pictures as guide
5. Assist learner to brainstorm what will happen to living things in general when there is no sunlight, air or rain.
6. Guide the learners to tell the importance of keeping the environment clean.
7. Ask learners to state and explain any of the attributes of God in their own local languages.
8. Through class discussionS, guide the learners to come out with a rhyme or simple song. Songs about God's creation and His attributes.

Suggested homework

- i. Write three attributes of God as sustainer of life.

Answer:

1

- a. God is a giver of life.
 - b. God is the giver of rain
 - c. He is the giver of sunshine
 - d. He is the giver of air
2. Draw and colour the sun as a source of light

Learners answer

3. Draw and colour the moon as a source of light

Learners' answer

4. Compose and write a rhyme or song about God's attributes as sustainer of life.

Learners' answer

Evaluation Exercise 1

Expected Answers

(Refer to Learners Book 2, pages 9 to 11 for exercises and Activities)

Exercise 1

Q1.

- a. God the giver of air
- b. God the provider of food
- c. God the protector

Q2. We should thank God because He gives us

Q3. Air is important to our lives. It makes us breathe well. Without it, we will die. We also need air to dry clothing and food crops. Our animals also need air to breathe. Plants also need air to grow. Our machines also need air to work.

Q4.

- a. Fetch water into cup to brush your teeth and not brush under running water.

b. Wash all clothing at the same time and not differently on different days.

Reflections

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

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

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

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

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

Ask learners to perform the following by way of reflecting on the lesson:

1. Narrate brief what you learnt during the lesson
2. In a few sentences, tell the class how you will apply the knowledge you acquire during the lesson in your daily life
3. Which part of the lesson did you find interesting
4. Which aspect of the lesson did you not understand?

Strand I: ALL ABOUT US

Sub-strand 2: Myself

LB: pages 12 - 17

CONTENT STANDARD

B2.1.2.1. Demonstrate understanding of self as unique individual.

INDICATOR

B2.1.2.1.1. Identify things to do to develop a sense of self identity and self-worth

CORE COMPETENCIES

Communication and Collaboration

Creativity and Innovation

Personal Development and Leadership

Critical Thinking and Problem Solving

SUBJECT SPECIFIC PRACTICES

Respect, Responsibility Stewardship, Love, (Responsible Dominion)

RESOURCES

Tape measure, pictures of persons with different features example, height, hair colour, Paper, pencils, charts, computer, projector, blackboard/marker board and chalk/marker

OTHER USEFUL MATERIALS

English dictionary

KEYWORDS

Character, Unique, Identify, Talent, Qualities, Abilities, Weakness, Individual, Physical

HELPFULLINKS

<https://www.google.com/search?q=know-ing+my+self+identity&oq=knowing+my+self+identity&aqs=chrome.69i57.19516j0j7&-sourceid=chrome&ie=UTF-8>

<https://www.psychologytoday.com/us/blog/change-power/201603/know-yourself-6-specific-ways-know-who-you-are>

<https://www.prolifcliving.com/the-greatest-discovery-of-all-getting-to-know-yourself/>

Introduction

There are over seven billion people living on the surface of the planet earth. All these human beings look differently from one another. No two persons are the same. Everybody is different from the other, even identical twins are different in many ways.

The differences among people demonstrate that every human being is an individual. Being an individual simply means everyone has unique identity that makes them special. In your family you look different from your siblings and your parents, in your school and in the community you are different from all other people.

Some of the things that make us unique individuals are both physical and abstract. The physical on one hand includes name, size, height, complexion, etc. The abstract which is internal and cannot be easily noticed also includes talents, weaknesses, strengths, likes and dislikes.

Knowing more about myself

Learners think-pair-share on how to know the 'self'.

Knowing yourself means understanding your

strengths and weaknesses, passions and fears, desires and dreams. It means being aware of your likes and dislikes, and your tolerance and limitations. Knowing yourself means knowing your purpose in life.

1. Learn to be honest with yourself. Knowing yourself means recognising different parts of your identity, personality, and being
2. Ask yourself thoughtful questions
3. Pay attention to your inner voice
4. Write in a journal every day
5. Incorporate mindfulness into your day
6. Identify your body image.

The Benefits of Self-Knowledge

Learners are to discuss in pairs why they must know themselves. Guide learners to do presentations. Here are some few reasons why learners might want to know their own nature:

- Happiness. You will be happier when you can express who you are. Expressing your desires will make it more likely that you get what you want.
- Less inner conflict. When your outward actions are in line with your inner feelings and values, you will experience less inner conflict.
- Better decision-making. When you know yourself, you are able to make better choices about everything, from small decisions like which shirt to buy to big decisions like knowing yourself means knowing your purpose in life.

Resistance to social pressure: When you apply your values and preferences, you are less likely to say “yes” when you want to say “no.”

Tolerance and understanding of others: Your awareness of your own weaknesses and strengths and struggles can help you empathise with others.

Vitality and pleasure: Being who you truly are helps you feel more alive and makes your experience of life richer, larger, and more exciting.

The fact remains that we are unique individuals; it is therefore paramount to know ourselves. Knowing ourselves enables us to take good decisions about our lives, that is, what we are capable of doing and our weaknesses.

Things needed to do to develop a sense of self-worth.

For learners to develop sense of self identity they must accept who they are and not want to be like others.

Learners to talk about themselves individually and appreciate the way God created them. Things to consider to show self-identity:

- Name of the individual
- Complexion of the individual
- Favourite subject
- Taste for goods and services
- Strength and weaknesses of the individual
Other examples are likes and dislikes, talents of the individual etc.

Discuss and appreciate how God created them

Guide learners in discussion/brainstorming to discover how unique or different they are from others in class and elsewhere in the world. Let them know or understand that no two or more people are the same. Even twins or triplets, who may look the same are different on the basis of their thumbprints. God has a unique way of identifying us on earth. Let them know that on the basis of our uniqueness created by God that says, when one commits crime another cannot be arrested for the person’s crime because they may look alike is one thing we must appreciate God for. Let learners be encouraged and all the time appreciate God by accepting how He created them and should not under any compelling circumstance attempt to change their God-giving nature or body or skin. God hates that.

Role-play scenario about importance of developing strong self-identity.

Assist learners to role-play the importance of developing strong self-identity. Let learners understand what is meant by self-identity: the perception or recognition of one’s characteristics as a particular individual, especially in relation to social context. It is also understanding a person has of themselves. Self-identity is composed of relatively permanent self-assessments, such as personality attributes, knowledge of one’s skills and abilities, one’s occupation and hobbies, and awareness of one’s physical attributes.

Importance of developing strong self-identity includes

- i. Confident in showing our knowledge and skills God gave to us.
- ii. We feel proud about the talents we have and how we develop them through education.
- iii. Our self-identity motivates us to work hard to do well in school.
- iv. We also feel special, more worthy and valued among people in our communities.
- v. And in life, we feel good because we know our future is very bright.
- vi. A positive sense of identity is good for the development of self-esteem and confidence.
- vii. Self-identity also helps children to be more open to people and feel happy about themselves.

Parents and Facilitators can help children develop a strong sense of self by encouragement.

Develop self confidence in them

Guide learners to understand what is meant by self-confidence: Self-confidence is a feeling of trust in one's abilities, qualities, and the way he or she thinks. Let learners understand that self-confidence must be developed in themselves so that they can always be proud themselves. Let them know that it goes with what you are capable of doing and that they must learn hard to justify the knowledge and skills they are getting in school. Encourage learners to learn hard so they can be proud of themselves anywhere they go.

Evaluation Exercise 1

Expected Answers

(Refer to Learner's Book 2, pages 16 and 17 for exercises and Activities)

Exercise 1.0

Q1.

Name	My best friend is Kweku
Age	The food I like best is kokonte
Complexion	My favourite sports activity is football
My favourite food	I am dark in complexion
My favourite subject	I am seven years old
Favourite sports activity	My name is Oblitey
Best friend	The subject I like best is Our World and Our People

Q2.

- a. learners are to answer
- b. learners are to answer
- c. learners are to answer

Q3.

- a. It makes us confident.
- b. We feel proud about our talent
- c. It makes us work hard
- d. It makes us feel special and valued.
- i. Learning from others.
- ii. Through further education

Reflections

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

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

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

a desirable outcome. Use thinking that is purposeful, reasoned and goal-directed; the kind of thinking involved in solving problems, formulating inferences, calculating likelihoods, and make decisions using skills that are thoughtful and effective for the particular context and type of thinking task. Furthermore, analyse and make judgements about what has happened or been taught.

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

Ask learners to do the following as a way of reflecting on the lesson:

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

Strand I: ALL ABOUT US

Sub-strand 3: My family and the community

LB: pages 18 - 28

CONTENT STANDARD

B2.1.3.1. Show appreciation of the roles of members of the family in their daily lives.

INDICATOR

B2.1.3.1.1. Identify the role and responsibilities of the individual members of the family.

CORE COMPETENCIES

Personal Development and Leadership
Creativity and Innovation
Communication and Collaboration.

SUBJECT SPECIFIC PRACTICES

Responsibility, Togetherness, Caring, Love, Sharing, Co-operation, Commitment, Respect, Obedience, Honesty, Kindness, Reliable, Discipline, Cultural Identity

RESOURCES

Pictures, videos and drawings showing the various members of the family, Paper, pencils, pictures, charts, computer, projector, blackboard/marker board and chalk/marker

OTHER USEFUL MATERIALS

English dictionary

KEYWORDS

Role, chores, security, routine, prompted, functions, commanded, errands, various

HELPFULLINK

<https://www.google.com/search?q=roles+of+fathers+at+home&oq=roles+of+fathers+at+home&aqs=chrome.69i57.10804j0j7&sourceid=chrome&ie=UTF-8>

<https://www.google.com/search?q=roles+of+fathers+at+home&oq=roles+of+fathers+at+home&aqs=chrome.69i57.10804j0j7&sourceid=chrome&ie=UTF-8>

<https://youtu.be/E523hTSk7gY>

<https://youtu.be/bri3CBiYeK0>

<https://youtu.be/gwXKtM0N-EY>

<https://www.google.com/search?q=roles+of+children+at+home&oq=roles+of+children+at+home&aqs=chrome.69i57.8632j0j7&sourceid=chrome&ie=UTF-8>

Introduction

Everyone belongs to a particular family. A family is the basic unit of the society. We have two main types of family systems in Ghana: Nuclear family and Extended family.

Every member in the family plays certain roles to maintain the family as a whole. Nuclear family consists of the father, mother and siblings.

The parents have the responsibility to provide shelter, food, pay school fees, medical bills of their children.

The children also perform certain responsibilities assigned them. For example, the children are supposed to run errands for their parents, help them in cooking, sweep the compound, take care of the young siblings etc. In a home where there is discipline, the children perform their duties without being told or commanded. It is a routine and must be observed as such.

The roles played by members of the family in both nuclear and extended family, ensure the survival of the group. Group learners to talk about the roles of their parents in the family.

Roles played by parents and children in the home.

Parents:

1. Provide shelter.
2. Provide food.
3. Provide training in moral values.
4. Pay school fees and other bills.
5. Provide security and education.

Special Roles of the father

Fathers must:

1. spend time with your child
2. discipline with love and positive parenting
3. be your child's role model
4. earn the right to be heard
5. be your child's teacher
6. eat together as a family
7. read to your child
8. respect the other parent of your child
9. listen to their children
10. be interested in their children's interests. ...
11. show they care deeply
12. help their kids find the answers to their questions. ...
13. let their children's imagination thrive. ...
14. read, and read to their children.
15. handle the dirty work

Group learners to talk about the roles of their parents in the family.

Roles played by parents and children in their in the home.

Special roles of mothers

A good mother is obligated to care for her family and put them before any other thing. The ideal living environment that a mother can provide for her children is a warm caring home. The mother plays the most vital role in a child's life because

she is the **most important role** model for the child.

1. **Chef:** A mother cooks 2-3 meals a day
2. **Housekeeper:** As a mother you will have the opportunity to clean all kinds of mess
3. **Resolve conflict** Children have conflict with friends, siblings, and even their parents.
4. **Event Planner:** Mothers schedule. What else can I say? From play dates to doctor's

appointments to school events to after school activities to vacations to any number of other events.

5. **Teacher:** Mothers teach their children everything
6. When cooking they not only teach their children how to cook, but some basic math. They teach their children about relationships, problem resolution, and dating skills.
6. **Chauffeur:** Mothers take their children to school, the doctor, and the dentist. They take their children to sporting activities, dance, gymnastics, and music lessons.
8. **Laundry:** Mothers do laundry. They get out the stains and keep the bright colors. Life needs a clean start!
9. **Counselor:** Children come to their mothers when they fail a test and when their heart is broken. Mothers comfort and advise.
10. **Finance Manager:** Mothers often help to manage the finances, teaching their children to do so as well.
10. **Health Care Provider:** As previously noted, mother's kiss skinned knees. They also check their children's fevers, cook them chicken noodle soup, make them comfortable, and many other "doctoring" duties.
12. **Activities Director:** When children are bored, mothers come up with ideas. They encourage their children to play. They teach their children nursery rhymes, games, and fun activities like cooking.

Roles of Children in the family

Children are to:

1. run errands
2. perform house chores
3. show respect to parents
4. do their homework
5. pick up unused toys and put at appropriate place
6. put books and magazines at the right place
7. sweep the floor or rooms

8. wash plates and silverware after use
9. clean up what they drop after eating
10. clear dining table
11. give a choice of two foods for breakfast
12. toilet training
13. practice simple hygiene -brush teeth, wash and dry hands and brush hair.

Learners are role-play the functions of the various members in the family. Let learners to show the following in the role play:

- Provision of security
- Shelter
- Food
- Payment of fees and utility bills
- Training of children in moral values
- Cook food for the family

Guide learners to demonstrate roles played by parents in the family. Examples of activities to role play by learners in class are provision of shelter, food, security, payment of fees and cooking for the family.

Other roles played by parents in the family include

1. Showing love for the children
2. Conduct themselves well for the children to follow
3. Bath children
4. Take children to school
5. Teach children how to do some house chores
6. Nurture the children when they are babies

Activities to support learners

1. Guide learners to draw a parent giving money to his child for school.
2. Learners are to mention three things their parents do for them.
3. Using pictures, show learners a man shopping with his children.
4. Guide the learners to tell the importance of performing chores as members of a family.

6. Through role-play, learners are to demonstrate the functions of the various members in the family
7. Explain why members of a family should undertake their routine responsibilities without being commanded

Evaluation Exercise

Expected Answers

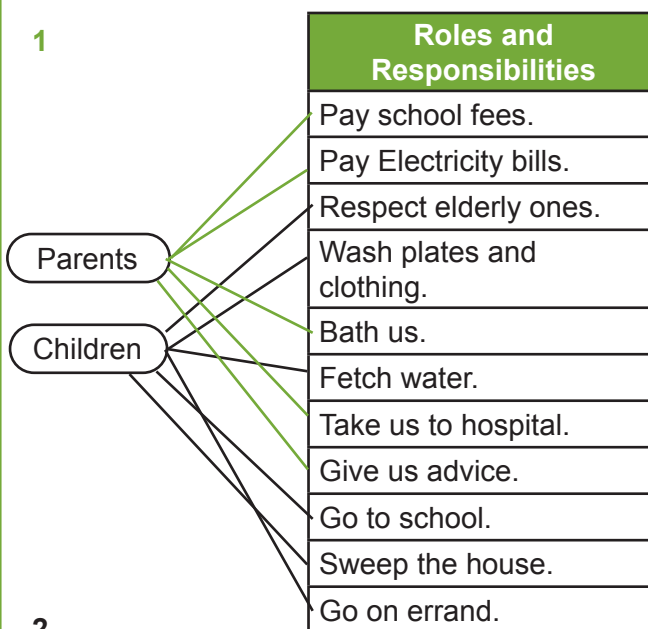
(Refer to Learner's Book 2, pages 19 and 29 for exercises and Activities)

Exercise 1

- Q1. Parents
- Q2. Providing our basic needs
- Q3. Good children
- Q4. Respect them
- Q5. Prepares food for the children
- Q6. Running errands for them

Exercise 2

1



2

- a. Support parents at home.
- b. Go on errands for parents.
- c. Do their homework on time.

3 Learners to draw.

Suggested homework

1. Draw a man paying utility bills at the bank or any sales outlet

Learners answer

2. Draw a man with the children shopping in a busy market

Learners answer

3. Explain why every member of the family should do his or her duties without being told.
 - a. it makes you responsible
 - b. parents are happy with kids
 - c. you become a role model
4. Mention five responsibilities each children performed in the family
 - a. run errands for parents
 - b. show respect to parents and others
 - c. do home work
 - d. do house chores.

Reflections

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

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

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

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

Ask learners to do the following as a way of reflecting on the lesson:

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

Strand I: ALL ABOUT US

Sub-strand 4: Home and school

LB: pages 29 - 35

CONTENT STANDARD

B2.1.4.1. Demonstrate understanding of the need to obey rules.

INDICATOR

B2.1.4.1.1. Explain the need for obeying rules in the home and school.

CORE COMPETENCIES

Communication and Collaboration,
Creativity and Innovation
Digital Literacy

SUBJECT SPECIFIC PRACTICES

Appreciation, Truth, Faith, caring, Love,
Honesty

RESOURCES

Pictures or videos of people who set rules,
Posters of rules at home. School and
community, Paper, pencils, charts, computer,
projector, blackboard/marker board and
chalk/marker

OTHER USEFUL MATERIALS

English dictionary

KEYWORDS

Suffer, apologies, encourage, safety,
courteous, appreciate, opinion.

HELPFUL LINKS

<https://link.springer.com/article/10.1007/s13158-018-0218-8>

https://greatergood.berkeley.edu/article/item/four_ways_schools_can_support_the_whole_child

<https://youtu.be/nNmF0exP4fg/>

https://youtu.be/fi48_j-jJ2c

<https://youtu.be/dGU-zNE-ADs>

https://youtu.be/f7hyIMR0_4A

<https://schools.magoosh.com/schools-blog/top-10-teaching-strategies>

Introduction

Every home, school and community in Ghana has rules that govern the people to maintain peace. When members observe rules and regulations at home or in school, it ensures peace and accelerates development. Ask learners some of the rules they observe at home and in school.

Rules at home

Through group work, guide learners to talk about rules in the home. The rules may include the following:

- Treat other people and their property with respect.
- Knock on closed doors before entering.
- Restricted use of electronics
- Make amends when you hurt someone
- Tell the truth
- Apologize when you wrong someone.
- Clean your teeth every morning and bath everyday
- No video games past 9pm
- No drawing or painting in the bedroom/ lounge
- No talking with your mouth full
- No shoes on the sofa
- Always flush the toilet
- Put clothes in the wash basket
- Turn off the lights when you are not in a room
- Turn off the TV when you are not watching it
- Put your shoes away when you take them off
- No slamming of doors
- Don't eat food on the sofa
- Last one out of the house locks the door
- No looking at phones at the dinner table

- Place keys back in their designated spot/ hook
- Always put something back where you found it
- Complete homework before playing
- No shouting
- All food must be eaten at the table/no food in living room
- No going to bed angry with each other
- No leaving dishes 'to soak' overnight because you're too lazy to wash
- No running in the house

Rules in School

Through group work, guide learners to talk about rules in school. The rules may include the following:

- Being kind and polite
- Keep the classroom clean
- Raise your hand before you speak
- Be on time
- No eating in class
- Keep your hands and feet to yourself
- Be respectful to other students
- No talking when the teacher is talking
- All assignments must be done on time
- Get to school on time
- No running around in class or compound
- Pay attention

Things needed to maintain peace.

- Obedience to the rules
- Show respect for others
- Perform duties as required
- Be honesty
- Care for one another

Rules in the community

- Group learners to demonstrate how to make rules for a community using the fish bowl discussion method. As members of a community, we must:
- Take part in communal labour
- Take part in activities that protect the environment
- Not to throw rubbish into gutters or rivers
- Not to be jealous of what other family members have
- Use common sense
- Communicate often and clearly
- Keep language and rules simple
- Practise moderation
- Conduct a regular rule review
- Be careful of anonymous complaints
- Be fair when enforcing violations
- Know that there will be exceptions

Guide learners in groups, to tell how to maintain rules and regulations at home, school and community. Examples of activities that are helpful to maintain rules are observances of rules, care for one another, perform our assigned duties and obedience to rules.

Other ways to keep or be obedient to rules

- Show honesty
- Show love
- Support for one another
- To be patriotic and hardworking

Activities to support learners

1. Guide learners in groups to talk about their roles and of their parents.
2. Ask learners to give importance of obeying rules.
3. Guide learners to draw children clean their classroom.
4. Guide learners to compose rhymes on obeying rules in the home and school.
5. Draw children cleaning their classroom to keep the place neat.

Suggested homework

1. Draw a child doing homework

Learners' answer

2. Draw people in a family meeting

Learners' answer

3. Compose and write a rhyme to educate the society about importance of obeying rules

Learners' answer

4. Explain why they should obey rules at home, school and community.

- a. It shows respect
- b. it gives honour to parents
- c. it makes people help you
- d. it makes your teacher proud about you
- e. it makes us get position in school

Role-play scenarios on obeying rules in the home, school and community.

Guide learners to role-play scenarios of a family which parents setting rules for the children to obey, those of the school and community to also obey by learners. Let learners understand that in every human institution, even in churches and mosques, there are rules governing the conduct of every member of the organisation. Rules make people obedient and humble, disciplined and law abiding. Learners should be encouraged to abide by rules established by their parents, community elders and school authorities. Let learners understand that they must do everything possible to sustain especially the rules set for classroom management or control in order to give respect to the leadership and entire class members.

Evaluation Exercise**Expected Answers**

(Refer to Learner's Book 2, pages 36 for exercise and Activities)

Exercise 1

Q1.

- a. Knock on a closed door before entering.
- b. Tell the Truth. I will always tell the truth. Everybody must tell the truth.

- c. Treat the property of people with respect. Yours will also be treated with respect.

Q2.

- a. Class exercise should be done on time.
- b. Being kind and polite
- c. Keep the classroom clean.

Q3.

Learners are to create posters for five (5) rules in their home.

Q4.

Learners are to create posters for five (5) rules in their classroom.

Reflections

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

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

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

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

Ask learners to do the following as a way of reflecting on the lesson:

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

Strand:

2

All around us

Strand 2: ALL AROUND US

Sub-strand I: The environment and the weather

LB: pages 38 - 49

CONTENT STANDARDS

B2.2.1.1. Demonstrate knowledge of keeping the environment clean and safe.

INDICATORS

B2.2.1.1.1. Describe ways of making the environment clean and safe

CORE COMPETENCIES

Communication and Collaboration
Critical Thinking and Problem Solving

SUBJECT SPECIFIC PRACTICES

Appreciation, Truth, Caring, Protection, Love, Cleanliness, Responsibility.

RESOURCES

Pictures and videos of activities that promote clean environment, cleaning tools like cutlasses, hoes, brushes, brooms, spade, shovel, rake, waste disposal bins, Wheelbarrow or their pictures could also be of help, paper, pencils, charts, computer, projector, blackboard/marker board and chalk/ marker.

OTHER USEFUL MATERIALS

English dictionary

KEYWORDS

rules, home, knock, door, a pologise, hurt.

HELPFUL LINKS

https://youtu.be/1ZyT_Aiey1U

<https://youtu.be/gEk6JLJNg0U>

<https://youtu.be/A02GNVy115E>

<https://www.greenchildmagazine.com/7-eco-friendly-tips-to-keep-the-environment-safe-and-clean/>

Introduction

Our environment is made up of both natural and human-made things. Our immediate environment refers to the place in which we live. A clean environment is very important to keep us healthy.

Ask learners to discuss the things they do to make the environment clean and safe. We rely on our environment to lead a healthy life and avoid getting sick.

A clean environment is one that is devoid of any form of pollution and its effect. Hence it could be an environment that has clean air, water, and energy.

It is important that we protect our environment from degradation. Learners in a group are to identify ways of protecting the land from degradation.

Items needed to keep our environment clean:

1. Spade
2. Shovel
3. Rake
4. Waste disposal bins
5. Brooms
6. Cutlasses
7. Wheelbarrow
8. Water

Other examples are baskets, long brooms, pick axe, etc.

Through nature walk around the school compound, ask learners to talk about things they do to protect the environment. The things should include the following:

1. Planting more tree
2. Proper waste disposal
3. Avoid bush burning
4. Stop surface mining
5. Stop sand winning
6. Chemicals must be properly disposed off
7. Reduce the usage of electrical appliances

8. Reduce the usage of wooden stoves
9. Maintain a healthy eco system
10. Recycle the waste products
11. Grow your food locally
12. Hand hygiene, such as washing your hands.
13. Covering your nose and mouth when coughing or sneezing
14. Having good personal hygiene.
15. Making sure you provide the older adult with good personal hygiene.
16. Using proper food preparation methods and storing food properly
17. Keeping dishes and utensils clean

Activities to support learners

1. Using pictures assist learners to identify human- made and natural things in their environment
2. Guide learners to draw school boy and girl sweeping the school compound
3. Ask learners to tell the things they do to keep the environment clean
4. Assist learners to draw and colour a clean environment.
5. Guide learners to draw a police officer on duty in the community
6. Guide learners to demonstrate safe practices in the community.
7. Ask learners to identify four ways of protecting the land.
8. Guide learners to draw and colour any two human- made things and two natural things.

Evaluation Exercise

Expected Answers

(Refer to Learner's Book 2, pages 46 and 49 for exercises and Activities)

Exercise 1

Q1. Tree, fish, sun flower, air

Q2. Bus, chairs, books, ships, spoon.

Reflections

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

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

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

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

Ask learners to do the following as a way of reflecting on the lesson:

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

Suggested homework

1. Draw two human-made things and two natural things found in your school compound

Learners' answer

2. Identify four ways of protecting the environment
 - a. do not defecate in the open
 - b. plant more trees
 - c. do not throw rubbish anyhow especially near water bodies
 - d. avoid bush burning
3. Name two people that make our community safe
 - a. the police
 - b. fire service
 - c. nurse

Strand 2: ALL AROUND US

Sub-strand I: The environment and the weather

LB: pages 50 - 55

CONTENT STANDARDS:

B2.2.1.2. Demonstrate understanding of elements of the weather

INDICATORS

B2.2.1.2.1. Explain the elements of weather.

CORE COMPETENCIES

Communication and Collaboration
Critical Thinking and Problem Solving

SUBJECT SPECIFIC PRACTICES

Appreciation, Truth, Caring, Protection, Love, Cleanliness, Responsibility

RESOURCES

Pictures of videos showing elements of weather Pictures of images of elements of weather, Paper, pencils, charts, computer, projector, blackboard/marker board and chalk/ marker

OTHER USEFUL MATERIALS

English dictionary

KEYWORDS

Atmosphere, weather wind, temperature, pressure, humidity, clouds, rainfall

HELPFUL LINKS

https://youtu.be/1ZyT_Aiey1U

<https://youtu.be/XKUkCvajXIU>

<https://youtu.be/Ddx52WIRiNM>

<https://youtu.be/OPCJI808xvk>

<https://youtu.be/E8BjVFKXEU8>

<https://youtu.be/ZIR18eTKyvK>

<https://youtu.be/2Epu6fPreW4>

<https://youtu.be/K2CH1cUkMgs>

Introduction

Elements of Weather

Discuss with learners each of the elements of weather and instruments for measuring the elements.

There are several primary conditions of the atmosphere, or **weather elements**. They include wind, temperature, pressure, humidity, clouds, and precipitation.

Put learners in groups to describe the elements of weather, e.g. temperature, rainfall/ precipitation, humidity, wind and cloud cover.

Temperature is measured with a **thermometer**. A **thermometer** is a device that measures temperature.

Group learners to draw a chart and indicate the weather condition on each day.

Note: There may be more than one weather condition on some days.

Learners are to watch videos or pictures of different weather conditions.

Use the helpful links to show videos on elements of the weather to the learners and discuss their observations.

Activities to support learners

1. Mention the elements of weather
2. Mention the weather condition for the day
3. Draw and paint the weather condition for the day.
4. Construct the various instruments for measuring the elements of weather.
5. Let learners draw a weather chart in their drawing book using symbols.
6. Let learners watch videos or pictures in the computer laboratory of different weather conditions.

Evaluation Exercise**Expected Answers**

(Refer to Learner's Book 2, page 55 for exercises and Activities)

Exercise 1

1.

- a. Cloud cover occurs when water vapour changes to liquid.
 - b. Humidity is the amount of water vapour or moisture in the atmosphere in a given time.
 - c. Temperature is how hot or cold a place or a body is.
2. Through precipitation or rainfall.

Home work

- 1. Draw a weather chart and indicate the various weather conditions for week.
- 2. Learners answer

Reflections

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

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

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

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

Ask learners to do the following as a way of reflecting on the lesson:

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

Strand 2: ALL AROUND US

Sub-strand 2: Plants and animals

LB: pages 56 - 69

CONTENT STANDARD:

B2.2.2.1. Recognise important plants and animals in the community

INDICATORS

B2.2.2.1.1. Explore the important plants in the community.

CORE COMPETENCIES

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

SUGGESTED RESOURCES

sample crops, pictures/videos of these important crops, paper, pencils, charts, computer, projector, blackboard/marker board and chalk/marker.

OTHER USEFUL MATERIALS

English dictionary

KEYWORDS

Interact, benefit, disperse, pollinate, complicated, contribute, components.

HELPFUL LINKS

<http://www.fao.org/ghana/fao-in-ghana/ghana-at-a-glance/en/>

<https://www.tomsofmaine.com/good-matters/thinking-sustainably/the-importance-of-trees-for-kids-teaching-the-next-generation>

https://youtu.be/-iO_LdNR_80

Introduction

Introduce these lesson by asking learners about the importance of plants in their community. Ask in each learner the plant he/she likes most and why? Expected answers may include: food, shade, shelter, medicine, clothing and or decoration.

Use their answers to engage learners on the importance of plants in whole class discussion. Display pictures of important plants in Ghana such as cocoa tree, shea tree, rubber tree etc. Break the class into small groups and assign to each group a particular popular plant in Ghana. In their small groups let them discuss the importance of the plant assigned to them.

Living things need plants to live – they eat them and live in them. Plants also absorb carbon dioxide and release oxygen from their leaves, which humans and other animals need to breathe. Animals on the other hand have made human life easier by providing us with food, medicine, clothing, etc.

Ask learners to brainstorm the importance of plants in the community.

The main crops grown in Ghana include:

- Cocoa
- Beans
- Palm
- Oil
- Pineapples
- Cotton
- Bananas
- Corn
- Yam
- Cassava
- Plantain
- Coconut etc.

Importance of plants

In groups, ask learners to talk about the importance of plants. The following points should be considered:

- Plants are used as sources of food and goods for humans.
- They can be used for shelter.

- They provide shade for protection from the hot sun.
- Humans use plants for fuel. We also use plants to make cloth, dyes and medicines.
- We get money from plants and animals
- Dead plants provide fertile land for farming.
- We can prepare manure from plants.
- Plants help people to stay healthy. They remove carbon dioxide and air pollutants from the environment.
- Trees keep us cool. Trees can cut air conditioning costs.
- Trees stop erosion. Their root systems slow and stops rain run-off by absorbing excess water. This reduces the amount of soil that is washed into streams and lakes and decreases erosion.

Things needed to take good care of crops

Farmers adopt or employ good farming practices to improve production. Group learners to talk about things they need to do to take good care of their crop plants.

Items needed to promote crop production.

- Fertilizer
- Irrigation
- Accessible roads
- Good soil
- Tractors
- Hoes
- Cutlasses etc.

Through group discussions, learners talk about the things they do to take care of crop plants. The things they do should include the following:

- Fertilizer application
- Weeding
- Disease control
- Manuring
- Thinning
- Mulching

Guide learners to brainstorm how each of the practices is used to take good care of crop production. Examples of activities that could be demonstrated in class are application of fertilizer, mulching and manuring.

Other ways to keep good care of crops include:

1. Watering
2. Stirring of soil
3. Pruning
4. Weeding
5. Thinning out
6. Application of pesticides

Activities to support learners

- i. Guide learners to identify some common crops grown in the community
- ii. Ask learners to talk about the importance of crops in the community
- iii. Guide learners to draw any two crops and colour them
- iv. Assist learners to draw some food crops
- v. Guide learners to talk about caring for crop plants
- vi. Guide learners watch the real crops in a video and discuss the importance of food crops
- vii. Through think-pair share, ask learners to talk to their parents about the importance of taking good care of crops
- viii. Learners are to explain uses of certain crops grown in the community

Suggested Homework

1. Draw, label and colour a crop.

Learners' answer

2. Draw label and colour a plant.

Learners' answer

3. Name three examples of vegetables and tuber crops.

a. Vegetables: tomatoes, onion, cabbage

b. Tubers: cassava, cocoyam, water yam

Reflections

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

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

In thinking about or answering the above questions, use those cognitive skills or strategies that increase the probability of a desirable outcome. Use thinking that is purposeful, reasoned and goal-directed; the kind of thinking involved in solving problems, formulating inferences, calculating likelihoods, and make decisions using skills that are thoughtful and effective for the particular context and type of thinking task. Furthermore,

analyse and make judgements about what has happened or been taught.

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Ask learners to do the following as a way of reflecting on the lesson:

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

Strand 2: ALL AROUND US

Sub-strand 2: Plants and animals

LB: pages 62 - 69

CONTENT STANDARD:

B2.2.2.1. Recognise important plants and animals in the community

INDICATORS:

B2.2.2.1.2. Explore the important animals in the community

CORE COMPETENCIES

Communication and Collaboration

Creativity and Innovation

Personal Development and Leadership

Critical Thinking and Problem Solving

SUGGESTED RESOURCES

Sample crops, pictures/videos of these important crops, paper, pencils, charts, computer, projector, blackboard/marker board and chalk/marker

KEYWORDS

Domestic, leather, wool, wax, fertile, beehive

HELPFUL LINKS

<https://youtu.be/-2ey8rsIG-o>

https://youtu.be/PRckE_rMBDY

<https://youtu.be/Czoyzw2G3xo>

In pairs, ask learners to mention some domestic animals in the community and talk about why they are important.

Some animals live in the home of men. These are called domestic animals. The cow, buffalo, horse, goat, sheep, are some of the domestic animals.

- Animals are used by some plants to disperse seeds.
- Some animals can eat other plant-eating animals.

- Bees and other insects help pollinate flowers.
- Earthworms aerate the soil so that plant roots can obtain oxygen.
- We keep them for milk, food, hunting, riding and for many other purposes.
- The cow is most useful of all as it gives milk and milk is a good food and from that milk we produce butter, cheese, curd, etc.
- People keep buffaloes for milk and for drawing carts and ploughing the field.
- The sheep is kept for its hair and flesh. The hair is made into wool. This wool is used in making warm clothes.
- The horse is kept for riding. Some horses draw carts and carriages, plough the field and carry loads. Some horses are trained to run races. A race horse sometimes brings a large fortune to its master.

The dog is a very faithful animal friend to human beings. It guards the house of its master. It is used in hunting. Some dogs are trained to detect criminals.

Guide learners to observe some of the animals in the community and how people take care of them

Caring for domestic animals

Visit the veterinary office with your pet. It is necessary that you look for a good vet who can provide your pet the best possible care, especially during times of emergency. Whenever something bad happens, make sure they are able to handle it well

Provide a healthy environment

When choosing a place for your pets, be sure you consider their comfort, health and happiness.

1. Feed them with good food: When choosing

the food for your pets, you need to provide something healthy and of good quality. It has to suit their age and breed to keep them healthy. Also, do not buy pet foods that use low-quality meat. Even if they are cheap, these are unhealthy for your pets.

2. Provide your pets with sufficient amount of food: Food labels aren't always true. Sometimes, companies overestimate the serving sizes in order to increase their earnings.
- Do not give them human food: Although most foods are not dangerous for pets, some of them can cause problems. Among these foods are chocolates, coffee, alcohol, macadamia nuts, caffeine, avocado, raisins, grapes, raw eggs, chives, onions, milk, salt, garlic, xylitol and raw bones.
- Do not forget the vaccinations: Vaccinations depend on the size and breed of the pet. This means that every pet has varying amounts of shots. So, ask your vet about the right vaccination your pet needs.
- Animal comfort: Happy animals are productive animals. Happy, comfortable cows produce more milk.
- Housing provide good housing conditions for the animals.
- Exercise your pet: play with the pet to exercise
- Play more games

Activities to support learners

This is the first statement in the home.

1. Draw one of the animals.
2. Why do you think people keep those animals?
3. Explain ways which domestic animals are to be cared for.
4. Draw and colour two domestic animals.
5. Compose a rhyme using domestic animals.

Homework

1. Create a poster on how to care for domestic animal

2. Compose a poem using domestic animals
3. Draw the domestic animal you like best

Protect work

Ask learners talk to their parents on the importance of being kind to animals by taking good care of them and let them share their feedback in class.

Evaluation Exercise

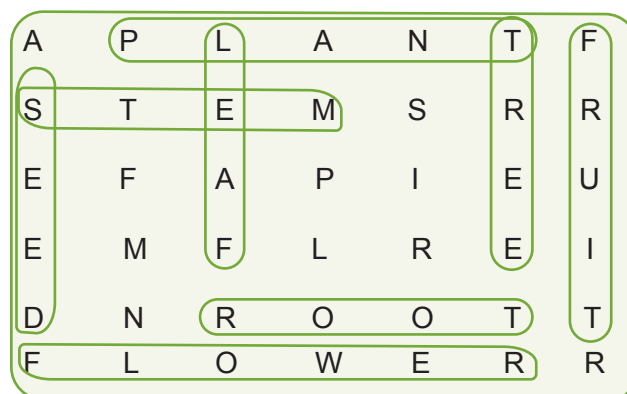
Expected Answers

(Refer to Learner's Book 2, pages 67 to 69 for exercises and Activities)

Exercise 1

- Q1. Learners are to draw any two domestic animals and colour them.
- Q2. Fowl, Cat, Turkey
- Q3. Animals give us protein, money, they are used to carry goods
- Q4. Tea plant, coffee plant, sugar cane
- Q5. Turkey, fowl, Pig
- Q6. Plants give us shade, they are medicines, used for construction.
- Q7. Learners are to search the following words in the box below and circle them.

Leaf, stem, root, flower, seed, plant, tree, fruit.



- Q8. Nostrils
- Q9. Pores
- Q10. Reproduce
- Q11. Eggs
- Q12. Seeds

Q13. House them, take them to veterinary doctor for vaccination

Q14. Dog and Cat

Reflections

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

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

In thinking about or answering the above questions, use those cognitive skills or strategies that increase the probability of a desirable outcome. Use thinking that is purposeful, reasoned and goal-directed; the kind of thinking involved in solving problems, formulating inferences, calculating likelihoods, and make decisions using skills that are thoughtful and effective for the particular context and type of thinking task. Furthermore,

analyse and make judgements about what has happened or been taught.

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

Ask learners to do the following as a way of reflecting on the lesson:

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

Strand 2: ALL ABOUT US

Sub-strand 3: Map making and landmarks

LB: pages 70 - 74

CONTENT STANDARD:

B2.2.3.1. Demonstrate understanding of the skills needed to map the environment

Indicator:

B2.2.3.1. 1. Sketch and locate things in the classroom

CORE COMPETENCIES

Critical thinking and Problem Solving.

Communication and Collaboration.

SUBJECT SPECIFIC PRACTICES

Observation, Creativity, Motor skills

RESOURCES:

Pencil, eraser, drawing board, Tee-square, chop box, chalk board, tables, chairs, cardboard.

OTHER USEFUL MATERIALS

English dictionary

KEYWORDS

Map, surface, globe, boundaries, displayed, visible

HELPFUL LINKS

<https://admin.nationalgeographic.org/education/map-skills-elementary-students/>

<https://www.nationalgeographic.org/education/map-skills-elementary-students/>

Introduction

Introduce the lesson by asking learners to observe the shapes of various things in the classroom. Ask them to describe the shape of some of the common things in the classroom.

Children need to acquire the skills to map the environment in which they live. Knowledge about mapping enables the children to understand the world around them.

Ask learners to discuss the skills they need to map the environment; a map is a drawing of the earth or part of the earth surface.

Items needed for map making

1. Drawing board
2. Pencil
3. Tee square
4. Cardboard
5. Protractor
6. Eraser
7. Compass
8. Calipers
9. Rule

Guide learners on how each of the items is used. This should first be demonstrated by the teacher. Examples could be demonstrated in the class on the use of the various instruments.

Activities to support learners

1. Name the things you can find in your classroom.
2. Which of those items has the shape of a rectangle, circle, a square?
3. Draw and colour items with rectangular shape in the school surroundings.

Suggested Homework

Draw two things in the home that have the shape of a:

1. Rectangle
2. Circle
3. Square

Activities to support learners

1. Name the things you can find in your classroom
2. Which of those items has the shape of a rectangle, circle, a square?

Activities for the gifted

- i. Draw and colour items with rectangle shape in the school surroundings

Evaluation Exercise**Expected Answers**

(Refer to Learner's Book 2, pages 73 and 74 for exercises and activities)

Exercise 1

Q3. The houses are rectangular, square and rounded in shape.

Suggested Homework

Draw two things in the home that have the shape of a:

1. Rectangle
2. Circle
3. Square

Learners' answer

Reflections

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

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

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

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

Ask learners to do the following as a way of reflecting on the lesson:

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

Strand 2: ALL ABOUT US

Sub-strand 4: Population and settlement

LB: pages 75 - 79

CONTENT STANDARD

B2.2.4.1. Demonstrate basic understanding of population changes

INDICATOR:

B2.2.4.1. 1. Explain the need to accept and adapt to a change in the total number of people, as a responsible citizen

CORE COMPETENCIES

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

SUBJECT SPECIFIC PRACTICES

Observation, Application

RESOURCES

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

OTHER USEFUL MATERIALS

English dictionary

KEYWORDS

Parents, tired, older, children, young, siblings, energy, exaggerated.

HELPFUL LINKS

<https://journals.plos.org/plosone/article?id=10.1371/journal.pone.0031743>

<https://www.seventeen.com/life/friends-family/a23363/big-family-problems/>

Group learners to discuss the problems of a large family. There should be group presentations.

The following points may be considered

1. **Everything you own is for all.** It's anything from blankets to jeans. Your parents don't see the point in spending money when you have so many older cousins who can just give you their old clothes, toys, bed, phone, you name it.
2. **No privacy.** Privacy or having your own room is not possible. Even if your older sister or brother goes to college, your cousin who lives in another village can decide to visit and take over your room for a few months.
3. **No long showers.** There is always a queue to use the bathroom, so you can't spend more than 5 minutes in there before someone starts knocking on the door.
4. **There's never peace and quiet in your house.** On the bright side, you can sleep through pretty much anything. You just learnts how to block your ears.
5. **Holidays are a madhouse with multiple tables for kids and adults.** Classrooms are not the only place in your life where you have assigned seats.
6. **You will usually meet a new family member at every holiday get together.** It's so awkward when a stranger comes up to you and knows your name, and asks how you have been.
7. **Everyone always confuses you with one of your siblings or cousins.** Your teachers/ aunts and uncles/mom—no one can keep everyone's names straight. You answer to any of your siblings' names at this point, even your brothers.
8. **You can never have slumber parties because your house is too crowded.** There is no space for sleeping bags or places to braid each other's hair.

Introduction

Everybody belongs to a family. Your family size may be small or large but I have a small family size. The problem of large families are as follows:

9. **You eat really fast.** If you are late for dinner, there is a good chance there will be nothing left. And if you don't put your name on your food, someone is sure to eat it up. You have to set the record straight: THIS IS MY BANKU. DO NOT EAT.
10. **Going anywhere as a family involves multiple trips, extra cars, or lapping up.** You would be better off renting an entire bus.
11. **Contagious illnesses:** If anything contagious enters the house of the large family, you are more likely to be affected. The germs have already spread before you've even spotted the symptoms.

Activities to support learners

1. Watch a video or picture of a large family.
2. Discuss your observations.
3. Draw a large family.
4. What three pieces of advice will you give to your parents about large family size?

Evaluation Exercise

Expected Answers

(Refer to Learner's Book 2, pages 78 and 79 for exercises and activities)

Exercise 1

Q1. Learners are to group their family members into male and female in tabular form as shown below and draw a bar chart for the family.

MALE	FEMALE	YEAR

Q2.

- a. When a member of the class is no more with the class
- b. When a new member join the class
3. Respect, tolerance, cooperation etc.

Suggested Homework

1. Draw and colour your family

Learners answer

2. How will you help a new member of your class to feel comfortable?
 - a. Respect the rights of member
 - b. Tolerate their views
 - c. Share ideas together
 - d. Cooperate with one another

Reflections

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

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

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

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

Ask learners to do the following as a way of reflecting on the lesson:

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

3

Strand:

**Our beliefs
and values**

Strand 3: OUR BELIEFS AND VALUES

Sub-strand I: Worship

LB: pages 82 - 89

CONTENT STANDARD:

B2.3.1.1. Demonstrate understanding of the importance of religious worship

INDICATOR:

B2.3.1.1.1. Explain the importance of worship.

CORE COMPETENCIES

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

SUBJECT SPECIFIC PRACTICES

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

RESOURCES:

Pictures, videos of the various modes of worship

KEYWORDS

Worship commandment character
sustainer salvation Christian Hadith
Prophet Traditional scriptures

HELPFUL LINKS

cle/11-reasons-to-worship-with-your-family/
<https://visitopendoor.com/importance-personal-worship/>

<https://www.cornwall.gov.uk/media/3633009/Collective-Worship-Advice-from-SACRE.pdf>

<https://ministry127.com/music-ministry/5-principles-for-church-music>

Introduction

Worship is the act of attributing relevant honour and homage to God. Anything we do which is acceptable unto the Lord to serve Him is worship. By obeying God's commandment and reflecting His character, we are worshipping Him. Our object of worship is the Supreme Being. Worship means to honour or praise.

God is the one perfect being in the entire universe, completely worthy of worship. He is our creator, sustainer and salvation.

Guide learners to discuss the importance of worship at home.

- 1. Glorifies and Honors God** — This is the primary and essential reason.
- 2. Centres the Home** Family worship has the wonderful effect of centering our homes upon our object of worship.
- 3. It strengthens our faith** The home may be the hardest place to live out our spiritual lives.
- 4. Encourages Peace in the Home** – We are sinners living under the same roof in tight quarters. Family worship helps us confront our sins and understand their effects upon one another.
- 5. Binds the Family Together** In our fast-moving society there are few things that a family does together daily. Even eating a meal together these days seem like a feat. What if your family gathered together daily? And what if that gathering was for worship? It would become the most important and central aspect of its life.
- 6. Provides Common Knowledge** – As the Scriptures are read together in family worship, the family grows in common knowledge. Conversations around the dinner table or in the car will change dramatically as you have a common knowledge from which to converse.
- 7. Trains Children for Corporate Worship** – Family worship provides the added benefit of training our children for corporate worship. As they sit and listen to the Word of God, hear prayers and sing hymns, these

elements in corporate worship will take on a new meaning. The value of this cannot be overestimated.

8. Encourages our Children in Christ –

They will see that for mom and dad worship is not just something they do on Sunday mornings. It is something at the very core of their being, important enough that they center their home upon it. We are not raising children just to be moral and competent people, but worshippers of God.

9. Provides Systematic Discipleship –

Daily family worship will provide a strong foundation that is built upon hearing the Word daily, praying daily, and giving thanks daily. It takes time to build a strong house.

10. Provides Generational Testimony – One of the greatest benefits of family worship is the actual passing on of our faith to the next generation. We are teaching our children how to read the Scriptures, pray, confess their sins, sing unto God, and more. Our children will leave the home with memories of this daily worship. They will have learned by watching and participating how to search the Bible, intercede for their future children, and rejoice in God. And by God's grace and mercy they will carry it to the next generation of our families.

Guide learners to discuss the importance of worship at school

Collective worship in schools should aim to provide the opportunity for learners:

- To worship God
- To consider spiritual and moral issues and to explore their own beliefs
- To encourage participation and response, whether through active involvement in the presentation of worship or through listening to and joining in the worship offered,
- To develop community spirit, promote a common ethos and shared values, and reinforce positive attitudes
- By giving learners an opportunity to reflect on the major themes of human existence we enable them to develop their own views.

- To provide a structured approach to the education of the spirit, understanding where to start, what the end point would be and how to get there.

Guide learners to discuss the importance of worship church/mosque/shrine.

It unifies the congregation.

It is a great way to praise the lord.

It is a wonderful way to pray together.

It solidifies and teaches spiritual truth.

It can aid in revival.

In groups, guide learners to discuss the importance of Christian worship.

Points to consider:

Worship draws Christians closer to God.

Psalm 23 popular song

Through worship we communicate with God and have fellowship with Him in our daily lives.

Worshipping God helps the believer to stay away from sin and remains righteous.

We build our faith in God and strengthens us through worship.

Worshipping God helps Christians to uplift their spirit.

Christians worship God because it is a commandment from Him.

Worshipping God attracts blessings.

In pairs, learners talk about the importance of Islamic worship.

Points to consider:

Prayer helps us to be righteous to Allah at all times.

Prayer helps us draw closer to Allah.

We pray to Allah for forgiveness of our sins.

Muslims prayer to God shows their submission to the will of Allah.

Muslims show humility to Allah in their prayers.

Muslims pray to help them understand the will of Allah.

Discuss with learners why traditionalist worship.

Points to note:

It creates a feeling of fellowship.

Traditional worship helps the community to mark the important events of occasions.

Traditional worship promotes moral values for the worshippers.

Worship helps to maintain harmony in the society.

Traditional worship helps us to appreciate the blessings of God.

It helps in the maintenance of good relationship.

Traditional worship helps us to appreciate the blessings of God.

It helps in the maintenance of good relationship with the ancestors.

To recognise the supremacy of God over human beings.

Observe mode of worship in pictures/videos or on a visit to church, mosque or the shrine

Guide learners to understand the mode of worship using pictures/videos and practical demonstrations and visits to church, mosque and the shrine. Let learners understand that each religion has its own mode of worship and must be abided by each member. Let each student take note of what they have observed at the three sites of worship. After this visit, let the learners present their findings to the class for discussion.

Sing/recite popular religious songs/creed in the three main religions in Ghana.

Guide learners to sing and recite popular religious creed from the three religions in Ghana. Let learners understand that each religion has their own songs/creed and ways of worshipping God. A **creed** (also known as a confession, symbol, or statement of faith) is a statement of the shared beliefs of (an often **religious**) community in the form of a fixed formula summarizing core tenets.

Various religious traditions consider creed to be sacred, or of central importance to their religious tradition. Many religions and spiritual movements believe that their sacred creeds are divinely or supernaturally inspired.

Let learners sing or recite some simple verses from the Bible or Quran and some sayings from oral tradition, Example,

- i. The Lord's Prayer (Christian)
- ii. Al-Fathila (Islam)
- iii. Traditional prayer (ATR). This is in the form of pouring libation to the gods and at the same time making your prayer or intentions known to the gods using hard drinks, water or roasted corn flour in water.

Write simple texts from religious songs and recitations

Guide learners to write simple texts from religious songs and recitations. Let them understand that most religious songs hinge on religious texts and therefore, can write simple texts from those songs. They should know that those songs are inspiring and make one feel more religious.

Activities to support learners

1. Get them to mention the religion they belong.
2. Ask them the benefits they get from worship. They should discuss the similarities and the importance of worship among the three main religions in Ghana.
3. They should also talk about the differences among the three main religions in Ghana.

Evaluation Exercise

Expected Answers

(Refer to Learners Book 2, page 89 for exercises and Activities)

Exercise 1

Q1. Five

Q2. For unity and peace

Q3. Give offering during worship

Q4.

- a. Worship brings us closer to God (Psalm 23)
- b. We speak to God and have fellowship with Him in our daily lives.

- c. We pray to Allah for forgiveness of our sins.
- d. Muslims prayer to God and show their submission to the will of Allah.
- e. It promotes good relationship with the ancestors.
- f. It gives God the greatest over human beings

Suggested Homework

Draw and colour the worship sessions of the three main religions in Ghana

Learners' answer

Reflections

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

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

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

formulating inferences, calculating likelihoods, and make decisions using skills that are thoughtful and effective for the particular context and type of thinking task. Furthermore, analyse and make judgements about what has happened or been taught.

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

Ask learners to do the following as a way of reflecting on the lesson:

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

Strand 3: OUR BELIEFS AND VALUES

Sub-strand 2: Festivals

LB: pages 90 - 100

CONTENT STANDARDS:

B2.3.2.1. Show understanding of festivals celebrated in Ghana

B2.3.2 Investigate the roles of the family and community in their daily lives

INDICATORS:

B2.3.2.1. 1. Describe activities which take place during the celebration of festivals

B2.3.2.2. 1. Identify things that families do to show their commitment to God

CORE COMPETENCIES

Communication and Collaboration Personal Development and Leadership Creativity and Innovation Cultural Identity and Global Citizenship Personal Development and Leadership Critical Thinking and Problem Solving

SUBJECT SPECIFIC PRACTICES

Faithfulness, Obedience, Respect, Commitment, Humility, Togetherness, Gratitude, Sharing, Reconciliation Sacrifice Patriotism, Responsibility, Love, Sharing, Commitment, Honesty, Trust

RESOURCES:

Videos and pictures of worship sessions of the three main religions in Ghana, Paper, pencils, charts, computer, projector, blackboard/marker board and chalk/marker

OTHER USEFUL MATERIALS

English dictionary

Introduction

In Book 1, we learnt about religious festivals the various ethnic groups celebrate in their traditional areas. We learnt that festivals are celebrated to mark important events in their beliefs and practices.

Discuss with learners about festivals they have witnessed:

Examples are:

- i. **Islam** - Eid-ul-Fitr, Eid-ul-Adha
- ii. **Christianity** - Easter, Christmas
- iii. **Traditional** - Kundum, Odwira, Damba, Bugum, Yam Festival

Discuss how the main religions celebrate their festivals.

Ask learners to talk about the religious activities their families perform to show commitment to God. Example morning devotion, going to church, mosque or the shrine.

Role-play activities that take place during the festivals

Guide learners to role-play activities that take place during festivals in Ghana. Learners should know that festivals go with the performance of various activities and every traditional area has its own activities they perform including the other two main religions in Ghana, Christian and Islamic. Let every learner participate fully in the activity and make critical observations so that they can present their findings to the class.

Draw scenes from festivals

Assist learners to understand that festivals are colourful, which makes the celebrations beautiful. Learners are to draw this colourful events with people in various actions of the festivals being celebrated. Let learners draw festival scenes into their drawing book.

Activities to support learners

1. Mention the festivals celebrated by the three main religions in Ghana.
2. They should talk about what they do for God to be happy with them.
3. They should investigate how the main religions celebrate their festivals.

Evaluation Exercise

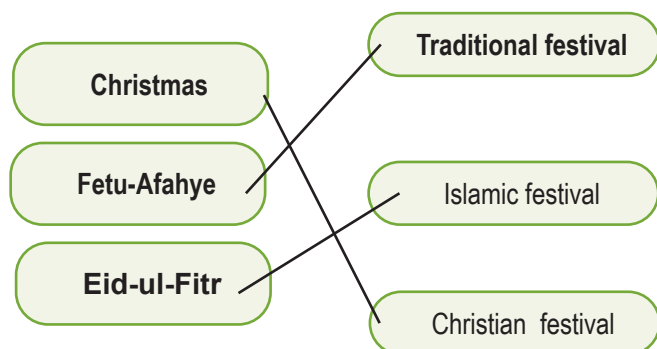
Expected Answers

(Refer to Learner's Book 2, pages 97 to 100 for exercises and Activities)

Exercise 1

- Q1. D. Easter
- Q2. B. Eid-ul-Fitr
- Q3. B. Easter
- Q4. B. December
- Q5. C. Akwapem
- Q6. Eid-ul-Fitr
- Q7. Hooting at hunger
- Q8 Northern part of Ghana
- Q9. Birth

Exercise 2



Suggested Homework

1. Describe one festival celebrated by Christians.

Learners' answer

2. Describe one festival celebrated by Muslims.

Learners' answer

3. Describe one festival celebrated by Traditional worshippers.

Learners' answer

4. Describe one festival celebrated by your religion.

Learners answer

Reflections

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

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

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

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Ask learners to do the following as a way of reflecting on the lesson:

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

Strand 3: OUR BELIEFS AND VALUES

Sub-strand 2: Festivals

LB: pages 101 - 105

CONTENT STANDARD

B2.3.2.1. Show understanding of festivals celebrated in Ghana

B2.3.2 Investigate the roles of the family and community in their daily lives

INDICATOR:

B2.3.2.1. 1. Describe activities which take place during the celebration of festivals

B2.3.2.2. 1. Identify things that families do to show their commitment to God

CORE COMPETENCIES

Communication and Collaboration
Personal Development and Leadership

Creativity and Innovation
Cultural Identity and Global Citizenship
Critical Thinking and Problem Solving

SUBJECT SPECIFIC PRACTICES

Faithfulness, Obedience, Respect, Commitment, Humility, Togetherness, Gratitude, Sharing, Reconciliation Sacrifice Patriotism, Responsibility, Love, Sharing, Commitment, Honesty, Trust

RESOURCES

videos and pictures of worship sessions of the three main religions in Ghana

OTHER USEFUL MATERIALS

English dictionary

KEYWORDS

Decorate, hometowns, celebration, resurrection, Good Friday, crucified, commanded, islamic, Ramadan, mosque, sacrifice, neighbours, merry-making, ethnic groups, festivals, musketry, victory, fore-fathers, occaision, kpokpoi, renewal, attire, migration, history

Introduction

In Book 1, we learnt about religious festivals the various ethnic groups celebrate in their traditional areas. We learnt that festivals are celebrated to mark important events in their beliefs and practices.

Discuss with learners festivals they have witnessed:

Examples are:

Islam - Eid-ul-Fitr, Eid-ul-Adha

ii. Christianity - Easter, Christmas

iii. Traditional - Kundum, Odwira, Damba, Bugum, Yam Festival.

Discuss how the main religions celebrate their festivals

Ask learners to talk about the religious activities their families perform to show commitment to God. Example morning devotion, going to church, mosque or the shrine.

Role-play activities that take place during the festivals

Guide learners to role-play activities that take place during festivals in Ghana. Learners should know that festivals go with the performance of various activities and every traditional area has its own activities they perform including the other two main religions in Ghana, Christian and Islamic. Let every learner participate fully in the activity and make critical observations so that they can present their findings to the class.

Draw scenes from festivals

Assist learners to understand that festivals are colourful, which makes the celebrations beautiful. Learners are to draw this colourful events with people in various actions of the festivals being celebrated. Let learners draw festival scenes into their drawing book.

Activities to support learners

1. Mention the festivals celebrated by the three main religions in Ghana.
2. They should talk about what they do for God to be happy with them.
3. They should investigate how the main religions celebrate their festivals.

Evaluation Exercise

Expected Answers

(Refer to Learners Book 2, pages 103 to 105 for exercises and Activities)

Exercise 1

1. a. giving items to the needy
2. b. pay tithe
3. c. libation

Reflections

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

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

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

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Ask learners to do the following as a way of reflecting on the lesson:

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

Strand 3: OUR BELIEFS AND VALUES

Sub-strand 3: Basic human rights

LB: pages 106 - 110

CONTENT STANDARD

B2.3.4.1. Demonstrate understanding of human rights as a citizen

INDICATOR

B2.3.3.1. 1. Explain the importance of respecting the rights of others

CORE COMPETENCIES

Communication and collaboration, critical thinking, personal development and leadership, decision making

SUBJECT SPECIFIC PRACTICES

Respect, Obedience, Perseverance, Endurance Honesty, Co-operation, Commitment, Dedication, Humility

RESOURCES

Suggested resources: poster showing basic human rights, paper, pencils, charts, computer, projector, blackboard/marker board and chalk/marker

KEYWORDS

Quality, education, religion, basic, fundamental, shelter, decent, freedoms, constitution, law.

Introduction

Human beings have certain qualities of God. This makes man very important in all God's creation. For this reason, human beings must be protected to help them do what God created them to do on earth.

In order to help human beings to do what God created them to do, we as human beings universally agreed that we must have rights and freedoms.

Human rights are the basic rights and freedoms that belong to every person in the world from birth till death.

In groups, ask learners to talk about the importance of allowing others to enjoy their rights.

It is important to know that our rights and freedoms should not affect other people's liberty. We must exercise our rights and freedoms as they are written in the constitution of Ghana.

We must allow other people to also enjoy their rights by accommodating and respecting their rights and freedoms.

Human rights enable people to satisfy their basic needs, such as food, housing, and education, so they can take full advantage of all opportunities.

When we exercise our rights within the law, we may live in peace with others.

This will also ensure teamwork and cooperation in the society.

How do we respect the rights of others?

Listen. Listening to what another person has to say is a basic way to respect them.

Affirm. When we affirm someone, we're giving evidence that they matter.

Serve. ...

Be Kind. ...

Be Polite. ...

Be Thankful.

In demonstrating the need to respect the rights of others, there is the need for learners to show respect to their parents, siblings, teachers in the classroom and others in the community. Learners be made aware that they have the duty to the rights of others just as they want others to do same to them.

If they do this, their rights to education especially will be guaranteed. Learners should be encouraged to read other books on basic human rights so they can be abreast with time.

In respecting the rights of others, learners should be taken through the following:

Be empathetic

Empathy is where respect begins, and this means understanding someone else's feelings by imagining yourself in their situation. Put yourself in someone else's shoes. Think about how you would like to be treated and treat the other person the same way.

Know your own rights

Did you know that you can find the bill of rights online? It can be a long read, but it is important to know what your rights are, so that you can protect your rights and the rights of others.

Listen to others

The best way to understand someone else and what they have been through is simply to listen to them, hear how they feel. Everyone has their own story, opinions and perspectives on how they view the world.

Appreciate your differences

We come from a very diverse country, which is what makes every one of us so special. But a lot of the time, our differences are used as a reason to judge others. This is discrimination and stigma. That shouldn't be the case. We should always use being different as a chance to learn new things from about one another. Being different is beautiful. We are all unique in our personalities, gender, race, beliefs, sexual orientation, culture, and background and that should be celebrated.

Role-play ways of allowing others to enjoy their rights

Guide learners to role-play ways of allowing others to enjoy their rights as humankind or citizens of a nation. Let learners understand that as long as they want others to respect their rights, they must also do same to others to ensure tolerance, peace and harmony. Let every learner participate actively and take notes of ongoing activities being performed for which learners should be assessed.

Activities to support learners

1. They should mention some basic needs in their lives.
2. Ask them to talk about how those things help them when they get them.
3. They should discuss how they can respect people's rights to enjoy things.
4. They should draw people enjoying some rights. They should compose a poem about the basic rights

Evaluation Exercise

Expected Answers

(Refer to Learner's Book 2, pages 109 to 110 for exercises and activities)

Exercise 1

- Q1. B. Survive
Q2. C. Right to insult
Q3. C. Peace
Q4. D. Right to good health
Q5. A. Right to life
Q6. Fundamental
Q7. The right to life
Q8. Holidays

Suggested Homework

Describe how people help others in their neighbourhood to enjoy their rights.

Learners are to answer.

Reflections

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

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

In thinking about or answering the above questions, use those cognitive skills or strategies that increase the probability of a desirable outcome. Use thinking that is purposeful, reasoned and goal-directed; the kind of thinking involved in solving problems, formulating inferences, calculating likelihoods,

and make decisions using skills that are thoughtful and effective for the particular context and type of thinking task. Furthermore, analyse and make judgements about what has happened or been taught.

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

Ask learners to do the following as a way of reflecting on the lesson:

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

Strand 3: OUR BELIEFS AND VALUES

Sub-strand 4: Being a leader

LB: pages 111- 119

CONTENT STANDARD :

B2.3.4.1. Narrate the early life stories of the leaders of the three main religions in Ghana

INDICATOR:

B2.3.4.1.1. Narrate the story of the early life of the religious leaders in the three religions in Ghana

CORE COMPETENCIES

Communication and Collaboration
Creativity and Innovation

Personal Development and Leadership
Critical Thinking and Problem Solving

SUBJECT SPECIFIC PRACTICES

Decision making, Respect, Obedience, Perseverance, Endurance, Honesty, Co-operation, Commitment, Dedication Humility

RESOURCES:

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

OTHER USEFUL MATERIALS

English dictionary

KEYWORDS

Leaders, positive, impact, Christianity, celebrate, early, life.

HELPFUL LINK

<https://www.futurelearn.com/info/courses/supporting-learning-primary/0/steps/58658>

<https://www.biography.com>religion.....>

Introduction

Lead learners to tell stories about Jesus Christ in the Holy Bible and Prophet Muhammad in the Holy Quran that they have learnt during children's service session in the church and mosque respectively.

Talk about the early lives of these religious leaders.

Guide learners to narrate the story of the early life of the religious leaders in the three religions in Ghana. Let learners know that every religion that is being practised in the world has a leader example, Christian religion has its leader as Jesus Christ, Islam has Prophet Muhammad and African Traditional Religion has also gotten their various leaders such as Okomfo Anokye of the Akan tradition of Ghana and Tohazie.

Let learners understand that the followers of the Christian religions worship God through Jesus Christ, Muslims do that through the Holy Prophet Muhammad and the believers in the African Traditional Religion Worship God through objects/images such as stones, water and trees among others. All the leaders performed a lot of miracles in their life time on this earth to prove the existence of a supernatural power in our midst. In addition, the leaders were at the forefront of spreading the word of God to ensure that they woo believers into the kingdom of God through the Scriptures but those in the African Traditional Religion do that through oral tradition.

More so, let learners understand that all these religious leaders lived good moral lives and we need to emulate them so we can live upright lives. Examples include love, hard work, commitment, dedication, peace, empathy, forgiveness and so forth.

Let learners talk about the moral lessons they have learnt from early lives of the religious leaders

Guide learners to understand the meaning of morality and the moral lessons exhibited by these leaders. Morality is a particular system of values and principles of conduct or the extent to which an action is right or wrong. The moral lessons of the early lives of religious leaders cannot be discounted. These leaders led a kind of life that has positively changed the life of societies all over the world. Some of the moral lessons include the following:

- i. They directed human beings to God, their creator
- ii. They lived good lives in such a way that others will learn to do the same example, they must be holy, humble, forgiving, tolerant, and faithful among others.
- iii. They help us to live in unity and not in chaos
- iv. They cooperated with others in their communities
- v. They showed courage in their latter lives
- vi. They prompted leadership in their activities through humility and love for humankind
- vii. They showed how brave our fore bearers were and that we should also be brave in facing difficult situations in life.

Apply the moral lessons from the religious leaders in their daily lives.

Guide learners to demonstrate in their daily lives the moral lessons learnt from the lives of the religious leaders.

They can do this not only to their parents at home, but to any other person in the school or the community. Below are how learners can demonstrate moral lessons learnt:

- i. Learners are encouraged to ensure that they demonstrate or show in their daily lives the moral life led by the religious leaders mentioned in the text.
- ii. Learners are to be obedient to their parents, teachers and other people in society.
- iii. Learners should be hard working so that they get good results in whatever they do.

- iv. They have to love one another as showed by the religious leaders.
- v. Learners should show compassion towards one another in times of difficulty.
- vi. Learners must show bravery in life situations no matter how difficult they might be.

Talk about the need to emulate the good moral values of these religious leaders, so that they can be good citizens.

Guide learners in discussions to realize the need to emulate the good moral values of these religious leaders, so that they can be good citizens. Let learners understand that these religious leaders led good moral lives that all followers would like to emulate. Learners should know that there is the need because the leaders' lives help to morally shape our lives, make us obedient, have love for one another and forgive others who trespass.

Leaders played very important roles that have positive impact on their followers. Some of these leaders are Jesus Christ, Prophet Mohammad, Okomfo Anokye.

Guide Learners to mention the names of the religious leaders:

The following points should be considered

- i. Jesus Christ,
- ii. The Holy Prophet (Sallahu Alaihi Wasallam-S.A.W. (Peace be upon him),
- iii. Okomfo Anokye,
- iv. Toha Zie,
- v. Egya Ahor, etc.

Through whole class discussion guide learners to talk about the early lives of these religious leaders.

- i. The Lord Jesus Christ;
- ii. The Holy Prophet Muhammad S.A.W.
- iii. A Traditional Leader

Let learners role-play some important aspects of the early life of a religious leader.

Learners, through questions and answers, are to talk about the moral lessons they have learnt from early lives of the religious leaders of the three main religions in Ghana.

The following points should be considered.

- i. Love God with all that you are
- ii. If you want forgiveness, first you must forgive others.
- iii. They were humble to others
- iv. They were kind to people
- v. They were filled with compassion

Guide learners to explain how they will apply the moral lessons from the religious leaders in their daily lives.

The following points should be considered

- i. Piety
- ii. Honesty
- iii. Sacrifice
- iv. Patience
- v. Hard work
- vi. Courage
- vii. Perseverance
- viii. Humble
- ix. Righteous
- x. Kind
- xi. Wish good for others
- xii. Trustworthy
- xiii. Obedience

Guide learners to role-play the moral lives of the religious leaders.

Through class discussions guide learners to talk about the need to emulate the good moral values of these religious leaders, so that they can be good citizens.

Activities to support learners

1. Draw Jesus Christ washing the feet of the disciples.
2. Learners role-play the moral lives of the religious leaders.
3. Write the names of these leaders.
4. Write five sentences about the early life of Jesus Christ.
5. State five moral lessons learnt from these religious leaders.

6. State why we should emulate the good moral values of these leaders.
7. Explain how you will apply any of the moral values to your life.

Evaluation Exercise

Expected Answers

(Refer to Learner's Book 2, pages 117 to 199 for exercises and Activities)

Exercise 1

- Q1. C. Mohammed
- Q2. D. Turning water into wine
- Q3. B. Trading
- Q4. C. The golden stool
- Q5. A. Hatred
- Q6. Christian, Islamic and Traditional religions
- Q7. Jesus Christ
- Q8. Mohammed

Suggested Homework

1. Write three things about the early life of Jesus Christ.
 - a. He performed miracles
 - b. He taught people in the church
 - c. He preached to the multitude
2. State three moral lessons learnt from this religious leader
 - a. Obedience
 - b. Tolerance
 - c. Living in peace
3. State why we should emulate the good moral values of these leaders
 - a. We will be obedient to people
 - b. Be hard working
 - c. We will love one another
 - d. We will be courageous

4. Explain how you will apply any of the moral lessons to your life.
 - a. By learning hard in school
 - b. By respecting people
 - c. By showing love to others
 - d. By worshiping God

Reflections

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

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

In thinking about or answering the above questions, use those cognitive skills or strategies that increase the probability of a desirable outcome. Use thinking that is purposeful, reasoned and goal-directed; the kind of thinking involved in solving problems, formulating inferences, calculating likelihoods, and make decisions using skills that are

thoughtful and effective for the particular context and type of thinking task. Furthermore, analyse and make judgements about what has happened or been taught.

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

Ask learners to do the following as a way of reflecting on the lesson:

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

4

Strand:

**Our nation
Ghana**

Strand 4: OUR NATION GHANA

Sub-strand I: Being a citizen

LB: pages 122 - 127

CONTENT STANDARD

B2.4.1.1. Recognise individual values and responsibilities in the community

INDICATOR

B2.4.1.1.1. Explain values cherished by individuals in society

CORE COMPETENCIES

Personal Development and Leadership
Creativity and Innovation
Communication and Collaboration

SUBJECT SPECIFIC PRACTICES

Responsibility, Togetherness, Caring, Love, Sharing, Cooperation, Commitment, Respect, Obedience, Honesty, Kindness, Reliability, Discipline, Cultural Identity

RESOURCES

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

OTHER USEFUL MATERIALS

English dictionary

KEYWORDS

Values, fundamental, beliefs, attitudes, behaviours, actions.

Values are not the visible things we can see and touch. We can think of values as qualities or behaviours that we demonstrate in our daily lives. They help us to lead acceptable lives in the community.

Learners in groups are to list values and behaviours cherished in the community.

The following points should be considered

- i. Respect
- ii. Teamwork
- iii. Honesty
- iv. Hard Work
- v. Obedience
- vi. Tolerance
- vii. Patriotism
- viii. High Achievement
- ix. Volunteerism
- x. Peace

Guide learners to role-play the roles of members of the community in the upbringing of its members: education, discipline, counselling, etc.

Learners should role play the following:

- i. Patriotism
- ii. Tolerance
- iii. Volunteerism
- iv. Love

Through whole class discussion guide learners to discuss the importance of practicing societal values.

The following points should be considered:

- i. Promotes law and order
- ii. Gives us sense of identity
- iii. Encourages unity
- iv. Makes people responsible

Guide learners to discuss ways of developing values in children.

Introduction

Values are basic and fundamental beliefs that guide attitudes and actions. They help us to determine what is important to us.

What are some of the things you value in life? When we value or cherish something, we pay attention to make sure they are well preserved or kept.

The following points should be considered

- i. Educating them on the importance of values
- ii. Disciplining them in a way to correct wrong doing.
- iii. Organising counselling sessions for them.
- iv. Teaching them to contribute their own money to charity.
- v. Consciously teach and model good sportsmanship.

Role-play the roles of members of the community in the upbringing of its members

Assist learners to demonstrate ways by which values of society guide their decisions and actions. Value-based decision making means understanding what is most important to you and then incorporating this into your life on a daily basis. Knowing exactly what you believe also helps you make the decisions that naturally lead to a more fulfilling career. Learners should understand that whatever we do as individuals are guided by these values and a little deviation from them makes people lose interest in us as well as respect. They may be ostracized, banned from or end up in jail if this deviant behaviour extreme showing gross disrespect or violation of what everybody cherishes in society. If they want to do something untoward the values are there to serve as checks and balances in their live life so they reconsider their decision. Learners should be guided by the fact that socially acceptable values have these four qualities:

- i. They tell us what to do and what not to do
- ii. They are socially shared (in other words, most people have a general understanding and awareness of the norm)
- iii. They carry an element of control or sanction, which can invoke feelings of guilt or fear if the social norm is not met
- iv. They can actually constrain behaviour - or at least highly influence it

Learners should know that we make decisions every day - many times over - about how to act based on the societal values that dictate our social environments. Societal values work on us so deeply. They sometimes influence major life decisions such as how to **treat people, what**

career path to take, how to vote and when and whom to marry.

Knowing your values enables you to think clearly about the decisions you make in relation to any and all aspects of your life. When a new opportunity arises, whether it is a business partnership, a new job, a family holiday or you have been asked your date of birth, you are able to carefully consider your values. Does this opportunity meet your values, and will it take you a step closer towards your goal? If it does, what decisions do you need to make to implement it? If not, then the decision has been made for you. The answer is simple, "no thank you".

Some roles of members of the community in the upbringing of its members include education, discipline, counselling, patriotism, tolerance, volunteerism and showing love.

Activities to support learners

- i. What are values?
- ii. State three ways of developing values in children
- iii. State three importance of practicing societal values
- iv. Draw people doing community work
- v. Write four cherished values of your community
- vi. Write four (4) ways children can learn values in the community

Evaluation Exercise

Expected Answers

(Refer to Learners Book 2, pages 125 to 127 for exercises and Activities)

Exercise 1

- Q1. b.Fear
- Q2. d.Counsel the child on issues
- Q3. C.Patriotism
- Q4. C. Be law abiding
- Q5. d. Volunteer

Suggested Homework

1. Write four cherished values of your community.

respect, team work, hard work, commitment

2. Mention three roles of members of the community in the upbringing of each members

- a. Make sure children are educated
- b. Make sure children are taught values of the community
- c. Make sure children receive enough training to make them disciplined

Reflections

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

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

In thinking about or answering the above questions, use those cognitive skills or strategies that increase the probability of a desirable outcome. Use thinking that is purposeful, reasoned and goal-directed; the kind of thinking involved in solving problems, formulating inferences, calculating likelihoods,

and make decisions using skills that are thoughtful and effective for the particular context and type of thinking task. Furthermore, analyse and make judgements about what has happened or been taught.

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

Ask learners to do the following as a way of reflecting on the lesson:

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

Strand 4: OUR NATION GHANA

Sub-strand 2: Authority and power

LB: pages 128 - 136

CONTENT STANDARD

B2.4.2.1. Demonstrate understanding of national symbols

INDICATOR

B2.4.2.1.1. Explain ways to appreciate national symbols, as a responsible citizen

CORE COMPETENCIES

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

SUBJECT SPECIFIC PRACTICES

Responsibility, Love, Sharing, Commitment, Obedience Respect, Humility, Honesty Trust

RESOURCES:

Ghanaian cedi notes, Coins, Pictures, Videos, Paper, pencils, charts, computer, projector, blackboard/marker board and chalk/marker

KEYWORDS

National symbols, importance, coat of arm, the Ghana flag,

OTHER USEFUL MATERIALS

English dictionary

HELPUFULLINK:

<https://kids.nationalgeographic.com/geography/countries/article/ghana>
<https://youtu.be/qJUyIIISMvCE>

Introduction

A symbol can be described as something visible that is used to represent an idea, belief or another thing. National symbols are, therefore, patriotic symbols representing nations and countries.

Guide learners to demonstrate various ways of showing respect to the national symbols.

The following points should be considered

- Stand when the National Anthem is played.
- Recite the national pledge.
- Sing the national anthem at school and national durbars.

Learners are to sing/recite the National Anthem and Pledge.

The Pledge

I promise on my honour

To be faithful and loyal to Ghana my motherland
I pledge myself to the service of Ghana

With all my strength and with all my heart

I promise to hold in high esteem our heritage
Won for us

Through the blood and toil of our fathers

And I pledge myself in all things

To uphold and defend the good name of Ghana
So help me God.

Learners, through role play, should talk about how they can help protect national symbols.

Demonstrate various ways of showing respect to the national symbols

Guide learners to understand that there is the need to show respect to the National symbols because of the history behind them. Let learners know that people fought and shed their blood for the Independence of Ghana so there is the need for showing respect to them represented by the flag of Ghana. We can do that by standing while the National Anthem is being played, salute the National Flag, put right hand on chest while reciting the National Pledge. Encourage learners to do these at all times and at any place they may find themselves.

Sing/recite the National Anthem and National Pledge

Lead learners to sing/recite the National Anthem and the National pledge. Let learners understand that National Anthem and the National pledge and any other symbol of the nation is a historical artefact and cornerstone of our nation and that it must be preserved. Learners must be taught in the classroom and at assembly grounds how to sing/recite them very well. They should be aware that Ghanaians are identified by the National Flag, the Coat of Arms and other symbols of Ghana such as Adinkra. In order to be perfect in the singing and recitation learners could be tasked to keep on practising at home anytime school closes or are on holiday. They could also be encouraged to have recorded voice of the National Anthem and the National Pledge played on the mobile phones of their parents.

Teacher should ensure that learners get to know that the National Pledge of Ghana is recited immediately after the national anthem “God Bless Our Homeland Ghana” and is as follows: I pledge myself to the service of Ghana, with all my strength and with all my heart. I promise to hold in high esteem our heritage, won for us through the blood and toil of our fathers; and I pledge myself in all things to uphold and defend the good name of Ghana.

Ways we can help to protect national symbols.

Guide learners to understand that the National symbols mentioned above under “materials required” have been protected since the birth of the country, Ghana so that generations yet unborn can also benefit from our culture. Learners should be aware that these symbols can be kept in the National Museums for safe keeping. Discuss with them that apart from those measures mentioned above there are other ways of appreciating and protecting National symbols including obedience, reporting people who destroy the national symbols.

The following points should be considered

- i. Obedience
- ii. Reporting people who destroy the national symbols
- iii. Respect for the symbols

Activities to support learners

- i. Draw the national flag.
- ii. Draw the Coat of Arms.
- iii. iii. What does the colours in the national flag stand for?
- iv. Write any three national symbols.
- v. Draw the Independence Arch.
- vi. Write down the first stanza of the National Anthem.
- vii. List five national symbols of Ghana.
- viii. Write down the National Pledge.
- ix. Draw and colour the State Sword.

Evaluation Exercise

Expected Answers

(Refer to Learner’s Book 2, pages 133 to 136 for exercises and Activities)

Exercise 1

- Q1. The Ghana Cedi Notes, Coins, Ghana Flag, Coat of Arms, Independence Arch.
- Q2. Respect the symbols, apply the good morals in the national anthem in our lives, report people who destroy national symbol to the appropriate authorities.
- Q3. Coin, Coat of Arms, Parliamentary mace, national flag.

Suggested Homework

The Ghana Cedi notes, coins, Ghana Flag, Coat of Arms, Independence Arch

- Q2. Respect the symbols, apply the good morals in the national anthem in our lives, report people who destroy national symbol to the appropriate authorities.

1. Q3. Coin, Coat of Arms, Parliamentary mace national flag
2. Write the National Pledge and recite.

Learners' answers

Reflections

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

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

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

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

Ask learners to do the following as a way of reflecting on the lesson:

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

Strand 4: OUR NATION GHANA

Sub-strand 3: Responsible use of resources

LB: pages 137 - 141

CONTENT STANDARD

B2.4.3.1. Exhibit knowledge of conserving energy

INDICATOR

B2.4.3.1. 1. Describe ways of conserving energy in the home, school and community

CORE COMPETENCIES

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

RESOURCES:

Solar panels
Energy saving bulbs
Pictures
Videos

OTHER USEFUL MATERIALS

English dictionary

KEYWORDS

Conserve, energy, unplug, bulk, turnoff.

HELPFULLINK:

<https://youtu.be/b8uJQP08yq0>
<https://youtu.be/Q0LBegPWzrg>
<https://youtu.be/aFpC1vAlgNc>
<https://youtu.be/inPtRWtvDaM>

The following points should be considered: the prevention of the wasteful usage of energy.

Guide learners, through think-pair-share, to talk about strategies for energy conservation, e.g.

- Using solar or wind energy instead of petroleum
- Making efforts to reduce the consumption of energy (e.g, turning off lights when leaving the room
- Recycling plastics or paper, using more natural light from the sun).

Guide learners to describe conserving energy in their homes or in the community, using small group drama.

Learners are to talk about ways of conserving energy; the following points should be considered:

- i. Turning off the light,
- ii. Turn off television if not in use.
- iii. Unplug iron after use
- iv. Turn off fan after use.
- v. Iron our clothes in bulk.
- vi. Defrost your fridge and freezer regularly.
- vii. Switch to new, energy –efficient light bulbs.
- viii. Don't leave electrical devices on standby.

Learners are to sing and recite rhymes on how energy can be conserved in the community.

The following song should be considered:

If You Save Energy and You Know It, Clap Your Hands

Verse 1:

If **You Use Less** and you know it, clap your hands.

If **You Use Less** and you know it, clap your hands.

If **You Use Less** and you know it, then your face will really show it.

Introduction

Energy Conservation.

It is the practice of reducing the quantity of energy used or consumption of energy services.

Guide learners, through questions and answers, to explain energy conservation.

If **You Use Less** and you know it, clap your hands.

Verse 2:

If **You Unplug** and you know it, stomp your feet.

Verse 3:

If **You Reuse** and you know it, wave your hands.

Final verse:

If **You Save Energy** and you know it, do all three.

Through class discussions, guide learners to discuss the importance of energy conservation. The following points should be considered:

- i. It plays an important role of lessening climate change.
- ii. Low electricity bills, reduced maintenance, operation and service costs for electronic equipment.
- iii. We save the country a lot of money when we save energy.
- iv. It reduces environmental pollution.

Activities to support learners

- i. Draw a girl turning off light.
- ii. Draw someone closing a fridge.
- iii. Write down three ways of conserving energy.
- iv. Learners role-play how energy can be conserved in the community.
- v. What is energy conservation?
- vi. State four importance of energy conservation.
- vii. State three ways we can conserve energy in our homes.
- viii. Write a song on energy conservation.

Evaluation Exercise

Expected Answers

(Refer to Learners Book 2, page 144 for exercises and Activities)

Exercise 1

1. Unplug
2. Lights
3. Thermostat
4. Heater

Exercise 2

- Q1. Use of solar energy, wind energy, turn off completely all electrical gadgets if not in use.
- Q2. It makes us pay less for energy, it saves energy for the producing company, it promotes energy efficiency,
- Q3. Learners are to draw, label and colour a solar panel or a wind turbine.

Suggested Homework

1. What is energy conservation? it about using anergy wisely
2. State four importance of energy conservation
 - a. We pay less bills
 - b. To maintain our electrical equipment in good condition.
 - c. We save the country a lot of money when we save energy.
3. State three ways we can conserve energy in our homes
 - a. we should turn off all gadgets if not in use.
 - b. we should use gadgets that use less energy.
 - c. we should use cheaper source of energy. Example, solar or wind energy.
4. Write a song on energy conservation

Strand 4: OUR NATION GHANA

Sub-strand 4: Farming in Ghana

LB: pages 142 - 152

CONTENT STANDARD

B2.4.4.1. Demonstrate knowledge of the importance of farming in Ghana

B2.4.4.2. Recognise types of simple agricultural tools

INDICATOR

B2.4.4.1. 1. Explain the importance of farming in Ghana

B2.4.4.2.1. Identify the types of simple agricultural tools and their uses.

CORE COMPETENCIES

Communication and Collaboration
Creativity and Innovation

Personal Development and
Leadership

Critical Thinking and Problem Solving

SUBJECT SPECIFIC PRACTICES

Responsibility, Cleanliness, Patriotism

RESOURCES:

Rice, millet, maize, yam, cassava, garden, eggs, pepper, hoe, cutlass, watering can, rake, trowel, paper, pencils, pictures, charts, computer, projector, blackboard/marker board and chalk/marker.

KEYWORDS

Crop farming, grown, agricultural tools, harvest, weeds, garden.

HELPFUL LINK:

<https://www.nap.edu/read/25260/chapter/6>

<https://www.fmexim.com>agricultural-tools>

Introduction

Crop farming means the practice of producing agricultural crops. The food crops grown in Ghana include millet, maize, rice, groundnuts, tomatoes and onions. Others are cassava, maize, water yam, cocoyam, plantain, pepper and garden eggs

Through class discussions, guide learners to talk about various farming activities in Ghana. The following points should be considered:

- i. Crop farming
- ii. Cash crop farming
- iii. Livestock farming
- iv. Flower garden
- v. Fish farming
- vi. Poultry farming

Learners are to visit and observe different farm activities:

Poultry farm, crop farm, flower garden, etc.

Learners in groups should talk about the importance of farming in their community

The following points should be considered.

- i. Provides food
- ii. Provides employment
- iii. Export earning
- iv. Provides raw materials for the factories
- v. The government and individual farmer get money from farming

Guide learners to draw the main farm activity in their community

Learners are to observe simple agricultural tools and talk about their uses.

The following points should be considered.

- i. Hoe
- ii. Cutlass
- iii. Watering can
- iv. Axe
- v. Hand trowel

- iv. Mattock
- vii. Rake
- viii. Hand fork

Learners should visit the school garden/farms or gardens close to the school and let learners observe and talk about tools used for digging, pruning, harvesting, weeding, watering.

Show pictures/videos of different types of agricultural tools from books, and let learners talk about their differences and draw.

Guide learners to sketch different agricultural tools.

Let learners in groups talk about ways of caring for agricultural tools.

The following points should be considered

- i. Clean the tools after use
- ii. Oil metallic agricultural tools
- iii. Keep the tools in appropriate place
- iv. Use the tool for the appropriate work

Activities to support learners

- i. Mention three farming activities in Ghana.
- ii. Write five farming or agricultural tools.
- iii. Draw one agricultural tool
- iv. Demonstrate how to take of agricultural tools.
- v. State four ways of caring for agricultural tools.
- vi. State four importance of farming in Ghana.
- vii. List four agricultural tools and state their uses.
- viii. What is farming?
- ix. Write five farming or agricultural tools.

Evaluation Exercise

Expected Answers

(Refer to Learner's Book 2, pages 147 for exercises and Activities)

1. Farming is the cultivation of crops and the rearing of animals.

2.

- a. Fishing
- b. Crop farming
- c. Livetock
- d. Flower gardening

3. Learners describe one of the above.

4. a. It gives us money
- b. It gives us food
- c. It gives us jobs

Evaluation Exercise

Expected Answers

(Refer to Learner's Book 2, pages 149 and 150 for exercises and Activities)

Exercise 1

Q1.

hoe: for weeding grasses in the farm

cutlass: for cutting trees and grasses

Q2.

- a. By cleaning them after use
- b. Keeping them at safe places.
- c. We should oil them to prevent rusting.
- b. It gives us food
- c. It gives us job

Q3. Learners answer depending on tool they choose.

Q4.

- a. To last longer.
- b. To make them work well
- c. To reduce cost of maintainence

Suggested Homework

1. State four ways of caring for agricultural tools
 - a. water plants regularly
 - b. prune branches of trees regularly
 - c. provide mulch around plants
2. State four importance of farming in Ghana
 - a. It gives us money
 - b. It gives us food
 - c. It gives us job
3. List four agricultural tools and state their uses
 - a. It gives us money
 - b. It gives us food
 - c. It gives us job

Reflections

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

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

In thinking about or answering the above questions, use those cognitive skills or strategies that increase the probability of a desirable outcome. Use thinking that is purposeful, reasoned and goal-directed; the kind of thinking involved in solving problems, formulating inferences, calculating likelihoods,

and make decisions using skills that are thoughtful and effective for the particular context and type of thinking task. Furthermore, analyse and make judgements about what has happened or been taught.

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

Ask learners to do the following as a way of reflecting on the lesson:

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

5

Strand:

**My global
community**

Strand 5: MY GLOBAL COMMUNITY

Sub-strand I: Our Neighbouring Countries

LB: pages 154 - 158

CONTENT STANDARD:

B2.5.1.1. Demonstrate knowledge of Ghana's neighbouring countries

INDICATOR:

B2.5.1.1. 1. Mention Ghana's neighbours and locate them on a map

CORE COMPETENCIES

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

SUBJECT SPECIFIC PRACTICES

Demonstration

RESOURCES:

Outline map of West Africa, outline map of Ghana, paper, pencils, pictures, charts, computer, projector, blackboard/marker board and chalk/marker

OTHER USEFUL MATERIALS

English dictionary

KEYWORDS

Locate

Song on West African neighbours.

Mauritania, Mali, Burkina Faso
Niger, Niger, Chad Republic
From Senegal to Gambia,
Guinea Bissau, Sierra Leone
We go to Nigeria,
We go to Côte D'Ivoire,
Ghana, Togo land,
Republic of Benin, Nigeria, Cameroon.

In groups, guide learners to locate Ghana on a map of West Africa using the idea of the cardinal points.

Discuss the neighbours of Ghana with the learners using the idea of the cardinal points.

Burkina Faso is to the North
Togo is to the East
La Cote d'Ivoire is to the west

Note: There is no country in the south. The Atlantic Ocean is located there.

Activities to support learners

- Colour the map of Ghana from an outline map of Africa
- Learners are to compose a song/rhyme on Ghana and her neighbours.
- Guide the learners to cut out the map of Ghana from a sketched West Africa map.
- Ask learners to trace the map of Ghana.

Introduction

Ghana is a country located along the Gulf of Guinea and Atlantic Ocean in the sub region of West Africa. Ghana is bordered by the Ivory Coast in the west, Burkina Faso in the north and Togo in the east.

Other neighbouring countries of Ghana includes Nigeria, Liberia, Benin, Cameroon, Senegal, Sierra Leone, Niger, Gambia, Guinea Bissau, Guinea, Mali.

Evaluation Exercise**Expected Answers**

(Refer to Learner's Book 2, pages 157 and 158 for exercises and Activities)

Exercise 1

Q1. Ghana is located along the Gulf of Guinea and Atlantic Ocean in the sub region of West Africa. Ghana is bordered by Ivory Coast in the west, Burkina Faso in the north and Togo in the east.

Q2. East

Q3. North

Q4. Burkina Faso, Togo and Cote d' Voire, Nigeria, Benin, The Gambia

Q5. Ghana-Accra

Q6. Togo-Lome

Q7. Nigeria-Abuja

Q8. Liberia-Monrovia

Q9. Senegal-Dakar

Q10. Learners are to draw and colour map of Ghana showing her neighbours.

Suggested Homework

Colour the map of Ghana from a West African map.

Learners' answer

Reflections

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

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

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

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

Ask learners to do the following as a way of reflecting on the lesson:

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

Strand 5: MY GLOBAL COMMUNITY

Sub-strand 2: Introduction to computing

LB: pages 157 - 161

CONTENT STANDARD:

B2.5.2.1. Demonstrate understanding of the parts of a computer

INDICATOR:

B2.5.2.1.1. Identify the left, right mouse buttons, use the mouse to perform single and double clicking.

CORE COMPETENCIES

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

SUBJECT SPECIFIC PRACTICES

Keyboarding Skills

RESOURCES

A computer mouse or its picture, Paper, pencils, pictures, charts, computer and its parts, projector, blackboard/marker board and chalk/marker

OTHER USEFUL MATERIALS

English dictionary

KEYWORD

program, launch, folder, icons

Uses of A Mouse

A mouse is used to open program, select icons and draw objects on the computer. The mouse pointer can change to a cursor or other shapes on a computer screen when working. The often-used mouse pointer is an arrow

In groups ask learners to talk about the parts of a computer they have ever seen.

Show the computer mouse to them and ask them to observe critically and describe it.

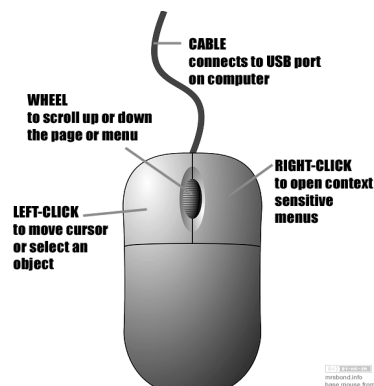
Let learners discuss and point out parts of the mouse and call out the name of the parts pointed.

The parts of a computer mouse are; left button (left-click), right button(right-click), scroll wheel (nub) and the body of the mouse

Guide learners to demonstrate how to use the mouse e.g. the left button and perform single and double clicks in a game exercise.

1.Revise the previous knowledge on parts of computer.

2. Guide learners to identify the parts of computer mouse. e.g, Right, Left and scroll wheel.



Introduction

A mouse is a device used with the computer. We use our hands to operate the mouse. It is a small object you can roll along a hard surface. Its name is derived from its shape, which looks like a mouse, with a connecting wire that one can imagine to be the mouse tail. It has a trackball underneath in a holder, which helps to move its cursor on a screen. It is called a scroll wheel. When you move a mouse, it moves the pointer in the same directions on the computer screen.

3. Guide learners to identify the uses of the mouse button.

4. Guide learners to identify the various form of clicking.

- Single clicking
 - Double clicking
 - Right clicking
5. Group learners to practice single clicking, double clicking, and right clicking.

Activities to support learners

- i. They should have a feel of the mouse
- ii. They should draw the mouse and label it
- iii. They should practice the various clicks

Evaluation Exercise

Expected Answers

(Refer to Learner's Book 2, page 161 for exercises and Activities)

Exercise 1

- Q1. A mouse is a computer device we use our hands to operate.
- Q2. Learners are to colour a computer mouse already drawn in book.
- Q3. Learners are to label a computer mouse.
- Q4. A mouse is used to:
- a. open program.
 - b. select icons
 - c. draw objects on the computer

Suggested Homework

Draw and label a computer mouse.

Reflections

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

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

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

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

Ask learners to do the following as a way of reflecting on the lesson:

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

Strand 5: MY GLOBAL COMMUNITY

Sub-strand 3: Sources of information

LB: pages 162 - 165

CONTENT STANDARD

B2.5.3.1. Demonstrate understanding of sources of information

INDICATOR

B2.5.3.1.1. Identify sources of information

CORE COMPETENCIES

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

SUBJECT SPECIFIC PRACTICES

Mouse and keyboarding skills
Counting skills

OTHER USEFUL MATERIALS

English dictionary

RESOURCES

Communication gadgets such as telephone, mobile phone, radio, paper, pencils, pictures, charts, computer, projector, blackboard/marker board and chalk/marker.

KEYWORDS

information, technology

A telephone is a tool used for receiving and making calls and for sending messages.

A radio is used for receiving audio information
A television is used for receiving information in sound and pictures.

A sound system is used for playing music and sending audio information.

Guide learners to draw the items used for receiving and sending information.

1. Revise the previous knowledge on the tools they have been using in the house.
2. Display various technological tools for them to identify and name them. e.g, telephone, mobile phone, radio etc.
3. Let them draw the items used for receiving and sending information

Guide learners to talk about the use of these technological tools.

Mobile phone is used to send and receive information using text messages and making calls.

A telephone is a tool used for receiving and making calls and for sending messages.

A radio is used for receiving audio information
A television is used for receiving information in sound and pictures.

A sound system is used for playing music and sending audio information.

Guide learners to draw the items used for receiving and sending information.

Introduction

In groups, ask learners to talk about how they get information from other parts of the country.

Points to note: through telephone, mobile phone, radio etc.

Guide learners to talk about the use of these technological tools.

Mobile phone is used to send and receive information using Text messages.

Evaluation Exercise

Expected Answers

(Refer to Learner's Book 2, pages 165 for exercises and Activities)

Exercise 1

Q1. Mobile phone, telephone, radio, television, sound system.

Q2. **Mobile phone** is used to

- a. send information
- b. receive information
- c. Text messages

A **telephone** is a tool used for

- a. receiving calls.
- b. making calls
- c. sending messages.

A **radio** is used for

- a. receiving audio information.

Activities to support learners

1. They should tell how their parents send or receive information from friends and relatives in other towns.
2. They should name the things they will use to send or receive information from friends and relatives in other towns.
3. They should draw the gadgets needed to send and receive information from the towns.
4. Write three advantage of the gadgets over travelling to those places for the information.

Suggested Homework

1. Name three sources of information in the home
2. Draw and colour two sources of information in the home

Reflections

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

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

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

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

Ask learners to do the following as a way of reflecting on the lesson:

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

Strand 5: MY GLOBAL COMMUNITY

Sub-strand 4: Technology in communication

LB: pages 166 - 170

CONTENT STANDARD:

B2.5.4.1. Demonstrate understanding of data collection skills

INDICATOR:

B2.5.4.1.1. Demonstrate sending and receiving information from other gadgets

CORE COMPETENCIES

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

SUBJECT SPECIFIC PRACTICES

Demonstration.

RESOURCES:

Poster, road signs, newspapers, telephones or their images, paper, pencils, pictures, charts, computer, projector, blackboard/ marker board and chalk/marker

KEYWORDS

Information, gadgets

Introduction

Information can be sent or received through various means.

In groups, let learners discuss where one can send and receive information.

Points to note

Poster, road signs, newspapers, telephones calls, SMS, etc.

Inform learners that information is gathered through data collection e.g. newspapers or class registers.

Guide learners, through demonstration, to identify data and record them in their books, e.g. listening to radio, newspaper, talking to people.

Through group work, guide learners to talk about the type of information they should pay attention to e.g. information on their education, and parents among others,.

Activities to support learners

1. They should handle newspapers and discuss their observations
2. They should handle other communication gadgets.
3. They should design some of the communication gadgets.
4. They should draw and label some of the communication gadgets

Evaluation Exercise

Expected Answers

(Refer to Learner's Book 2, pages 170 a for exercises and Activities)

Exercise 1

Q1. Posters are writings or images on paper or mat posted on walls. They are also on notice board or billboards.

Q2. Post no bill, beware of dogs, no smoking.

Q3. Road signs are directions used on our Roads to control Traffic.

Q4. No parking, men at work, no overtaking, STOP, traffic light ahead.

Q5. class register, textbooks, story books, internet

Suggested Homework

Draw two communication gadgets at home.

Learners answer. Eg. TV, radio, mobile phone, etc.

Reflections

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

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

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

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Ask learners to do the following as a way of reflecting on the lesson:

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

GLOSSARY

A

Abilities: talents, skills, or proficiencies in a particular area.

Agricultural Tools: Instruments we use in the **farm** to aid us in **farm** work, to make it easy

Apologies: regretful acknowledgements of an offence or failure

Apologise: express regret for something that one has done wrong.

Appreciate: recognize the full worth of

Atmosphere: the envelope of gases surrounding the earth or another plane

Attitudes: ways of thinking or feeling about something

Attribute: a quality or feature regarded as a characteristic or inherent part of someone or something.

B

Behaviours: The way in which one acts or conducts oneself, especially towards others.

Beliefs: acceptance that something exist or is true, especially one without proof.

Boundaries: lines which marks the limits of an area; a dividing line

Bulk: the mass or size of something large.

C

Celebrate: acknowledge (a significant or happy day or event) with a social gathering or enjoyable activity.

Character: the mental and moral qualities distinctive to an individual.

Chores: routine tasks, especially a household one

Christianity: the religion based on the person and teachings of Jesus Christ, or its beliefs and practices

Clouds: a visible mass of condensed watery vapour floating in the atmosphere, typically high

above the general level of the ground.

Coat of Arm: A coat of arms is a heraldic visual design on an escutcheon, surcoat, or tabard.

Commanded: give an authoritative or peremptory order

Commandment: a divine rule, especially one of the Ten Commandments

Commitment: the state or quality of being dedicated to a cause, activity

Complicated: consisting of many interconnecting parts or elements; intricate

Components: a part or element of a larger whole, especially a part of a machine or vehicle

Conscious: aware of and responding to one's surroundings

Conserve: protect (something, especially something of environmental or cultural importance) from harm or destruction.

Contribute: give (something, especially money) in order to help achieve or provide something.

Courteous: polite, respectful, or considerate in manner.

Crop Farming: **Crop farming** can refer to a business or enterprise in which an agri-entrepreneur ventures in the commercial **production** of agricultural **crops**.

Curfew: a regulation requiring people to remain indoors between specified hours, typically at night.

D

Devotion: love, loyalty, or enthusiasm for a person or activity.

Disease: a disorder of structure or function in a human, animal, or plant, especially one that produces specific symptoms or that affects a specific location and is not simply a direct result of physical injury.

Disperse: distribute or spread over a wide area

Displayed: of information) shown on a computer screen or other device.

E

Electronics: the branch of physics and technology concerned with the design of circuits using transistors and microchips, and with the behaviour and movement of electrons in a semiconductor, conductor, vacuum, or gas.

Encourage: give support, confidence, or hope to (someone).

Energy: power derived from the utilization of physical or chemical resources, especially to provide light and heat or to work machines.

Errands: a short journey undertaken in order to deliver or collect something, especially on someone else's behalf.

Exaggerated: regarded or represented as larger, better, or worse than in reality

F

Fellowship: friendly association, especially with people who share one's interests.

Freezing: the freezing point of water (0°C).

Functions: an activity that is natural to or the purpose of a person or thing.

Fundamental: forming a necessary base or core; of central importance.

G

Garden: piece of ground adjoining a house, in which grass, flowers, and shrubs may be grown.

Globe: the earth.

H

Hadith: a collection of traditions containing sayings of the prophet Muhammad which, with accounts of his daily practice (the Sunna), constitute the major source of guidance for Muslims apart from the Koran

Harvest: the process or period of gathering in crops

Honour: high respect; great esteem.

Humidity: a quantity representing the amount of water vapour in the atmosphere or in a gas.

Hurt: cause pain or injury to

I

Impact: the action of one object coming forcibly into contact with another.

Interact: act in such a way as to have an effect on each other.

K

Keyboarding Skills: Keyboarding skills are a set of skills required to operate a keyboard smoothly while typing.

ESSENTIAL

Our World and Our People

Primary 2

Teacher's Guide

ESSENTIAL Our World and Our People is an integrated subject that brings together facts, ideas and concepts from interrelated subjects of the Social Sciences.

ESSENTIAL Our World and Our People Primary Book 2 meets the full requirements of the current New Standards-based curriculum by the National Council for Curriculum and Assessment (**NaCCA**) with a problem-solving approach to learning. It provides full coverage of all indicators outlined in the curriculum.

The Teacher's Guide offers the approaches, methods, strategies, and appropriate relevant teaching and learning resources to ensure that every learner benefits from the teaching and learning process. A variety of resources (low or no cost) are provided for use in your lessons.

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

- Helpful links have been provided to help the teacher find and acquire additional knowledge to help the learners.
- Answers to all exercises in the Learner's Book have been provided.

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