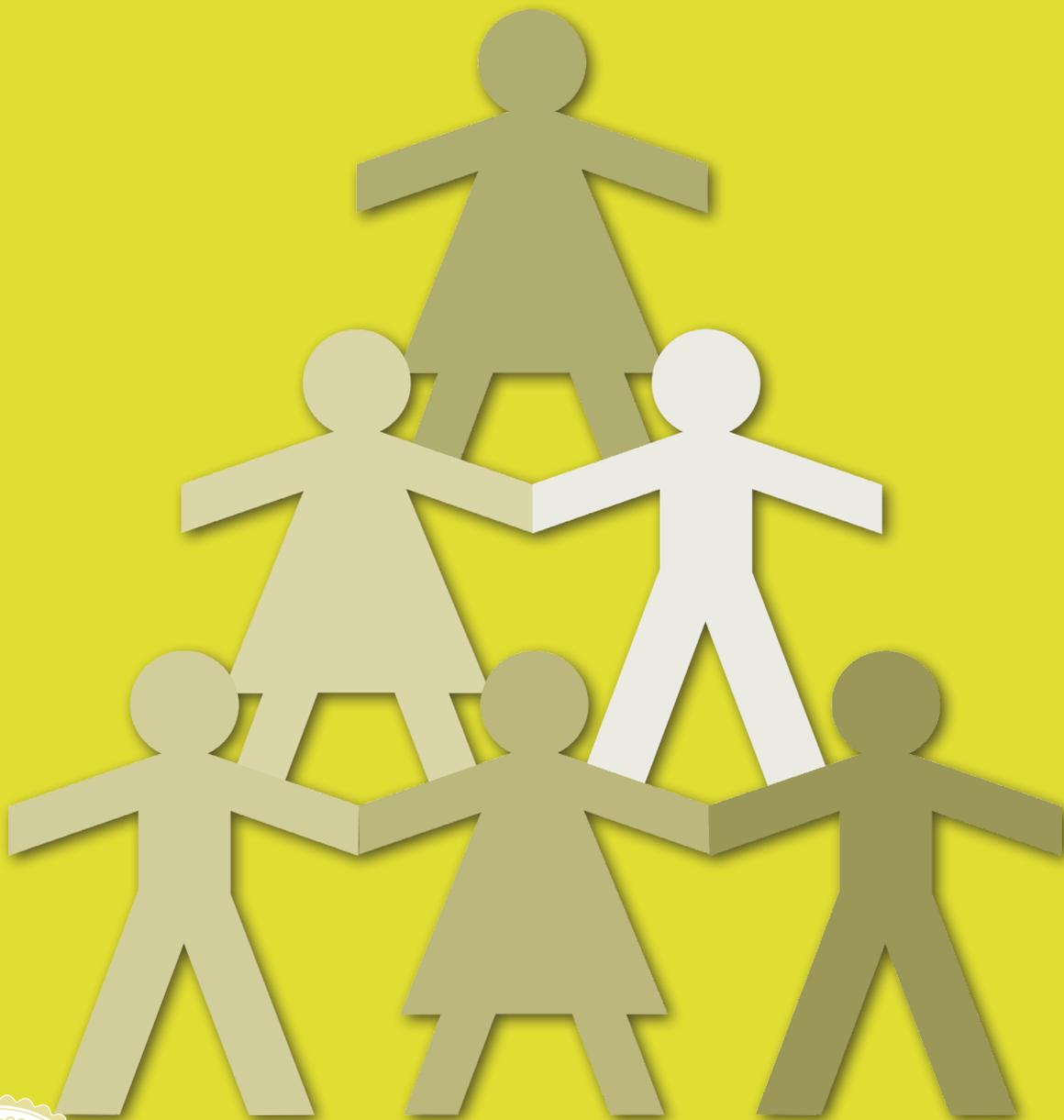


ESSENTIAL



Our World and Our People Primary 1

Teacher's Guide



CAMBRIDGE



ESSENTIAL

Our World and Our People

Primary 1

Teacher's Guide

Jacob Agbedam • Dorothy Glover



CAMBRIDGE
UNIVERSITY PRESS



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

CAMBRIDGE
UNIVERSITY PRESS

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

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

www.cambridge.org

© Cambridge University Press and NNF Esquire Limited 2020

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

First published 2020

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

Printed in Ghana by NNF Esquire Ltd
ISBN 978-9988-8973-7-6 Paperback

Authors: Jacob Agbedam • Dorothy Glover

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

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

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

CONTENTS

Structure of the Teacher's Guide	4
Organisation and Structure of the Learner's Book	7
Introduction	9
General aim	9
Organisation of the curriculum	10
Time allocation	10
Classroom management	11
Learning domain (Expected learning behaviours)	12
Pedagogical approach	14
Core competencies	16
Teaching instructions	16
Use of ICT	17
Assessment	18
Scope and Sequence	21
Sample Yearly Scheme of Learning	23
Sample Termly Scheme of Learning	24
Sample Weekly Learning Plan	26
Sample Lesson	28
Strand 1: All about us	31
Sub-strand 1: Nature of God	32
Sub-strand 2: Myself	35
Sub-strand 3: My Family and the Community	38
Sub-strand 4: Home and School	40
Strand 2: All around us	43
Sub-strand 1: The Environment and the Weather	44
Sub-strand 2: Plants and Animals	48
Sub-strand 3: Map Making and Landmarks	51
Sub-strand 4: Population and Settlement	53
Strand 3: Our beliefs and values	55
Sub-strand 1: Worship	56
Sub-strand 2: Festivals	59
Sub-strand 3: Basic Human Rights	62
Sub-strand 4: Being a Leader	64
Strand 4: Our nation Ghana	67
Sub-strand 1: Being a Citizen	68
Sub-strand 2: Authority and Power	70
Sub-strand 3: Responsible use of Resources	74
Sub-strand 4: Farming in Ghana	76
Strand 5: My global community	79
Sub-strand 1: Our Neighbouring Countries	80
Sub-strand 2: Introduction to Computing	82
Sub-strand 3: Sources of Information	85
Sub-strand 4: Technology in Communication	87
Glossary	89

Structure of the Teacher's Guide

The concise Teacher's Guide is organised 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 - 17

CONTENT STANDARD
B1.1.1.1. Learners will be able to demonstrate understanding of God as the Creator.

INDICATOR
B1.1.1.1.1. Examine our relationship with the Creator.

CORE COMPETENCIES
 Communication and Collaboration,
 Critical Thinking
 Creativity and Innovation
 Digital Literacy

SUBJECT SPECIFIC PRACTICES
 Appreciation, Truth Faith, Caring, Love

SUGGESTED RESOURCES
 Mobilize the following resources to make the lesson practical.
 Pictures, chart, television set, video decks computer, modern paper, pencils, chart, projector, blackboard/marker board and chalk/ marker.

OTHER USEFUL MATERIAL
 English dictionary

KEY WORDS
 Creator, spirit

HELPFUL LINKS
<https://www.jw.org › online-lessons › basic-bible-teachings › unit-1 › who-...>
<https://www.closetotruth.com › series › what-god-the-creator-means>

Introduction
 "In the beginning God created the heavens and the earth ..."
 This opening statement of the Bible is the foundation upon which the whole of the Bible rests. In these few simple words we are told who God is, who we are, and what the relationship between us and God is. God is the Creator. We are created beings. The relationship between us and God is this: that we are totally dependent on him and answerable to him. In the original creation this was a relationship of freedom and joy—a gift, not a burden.

Ask the learners to discuss God as the creator in groups. The groups should share their thought with the class

God's Creator, some of the things God created are heaven and earth, humankind, animals, plants, mountains, the sun, the moon, stars, the lakes, the sea and rivers. The people are called humankind. So, before creation there was nothing in existence. Through whole class discussion, guide the learners to give the attributes of God. The following should be considered:

1. God is a spirit.
2. He does not die.
3. God is self-existence;
4. He was not created by anyone.
5. God does not sleep nor slumber.

Guide learners to brainstorm why we say God is a spirit? Let the pupils contribute individually. God is a spirit because He cannot be seen or touched. This is the reason why we cannot see God with our eyes or touch Him with our hands. Because He is a spirit no one has ever seen Him before. But He sees us all. God lives in heaven with His angels. He sends His angels to work on His behalf. God lives with his angels like a family.

Let learners know that God has never been seen and can never be seen because He is a spirit but their parents and any other person have physical bodies but God does not. We are a flesh and that once God is a spirit the best for us to know who God is, is to describe Him using attributes in relation to things He created based on Scriptures. They should also know that spirits can be seen and felt anywhere in the world in a second and can see anywhere in the world and so has been God the Creator of the universe. More so, the love humankind has for the fellow humankind cannot be equated to that of God as God's love is unfailing, everlasting and unconditional.

32

Page reference

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

Resources

Help 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 keywords 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 - 17

CONTENT STANDARD
B1.1.1.1. Learners will be able to demonstrate understanding of God as the Creator.

INDICATOR
B1.1.1.1.1. Examine our relationship with the Creator.

CORE COMPETENCIES
Communication and Collaboration,
Critical Thinking
Creativity and Innovation
Digital Literacy

SUBJECT SPECIFIC PRACTICES
Appreciation, Truth Faith, Caring, Love

SUGGESTED RESOURCES
Mobilize the following resources to make the lesson practical.
Pictures, chart, television set, video decks computer, modem paper, pencils, chart, projector, blackboard/marker board and chalk/marker.

OTHER USEFUL MATERIAL
English dictionary

KEY WORDS
Creator, spirit

HELPFUL LINKS
<https://www.jw.org › online-lessons › basic-bible-teachings › unit-1 › who...>
<https://www.closetotruth.com › series › what-god-the-creator-means>

Introduction
'In the beginning God created the heavens and the earth ...'
This opening statement of the Bible is the foundation upon which the whole of the Bible rests. In these few simple words we are told who God is, who we are, and what the relationship between us and God is. God is the Creator. We are created beings. The relationship between us and God is this: that we are totally dependent on him and answerable to him. In the original creation this was a relationship of freedom and joy—a gift, not a burden.

Ask the learners to discuss God as the creator in groups. The groups should share their thought with the class

God's Creator, some of the things God created are heaven and earth, humankind, animals, plants, mountains, the sun, the moon, stars, the lakes, the sea and rivers. The people are called humankind. So, before creation there was nothing in existence.
Through whole class discussion, guide the learners to give the attributes of God
The following should be considered:

1. God is a spirit.
2. He does not die.
3. God is self-existence;
4. He was not created by anyone.
5. God does not sleep nor slumber.

Guide learners to brainstorm why we say God is a spirit? Let the pupils contribute individually. God is a spirit because He cannot be seen or touched. This is the reason why we cannot see God with our eyes or touch Him with our hands. Because He is a spirit no one has ever seen Him before. But He sees us all. God lives in heaven with His angels. He sends His angels to work on His behalf. God lives with his angels like a family.

Let learners know that God has never been seen and can never be seen because He is a spirit but their parents and any other person have physical bodies but God does not. We are a flesh and that once God is a spirit the best for us to know who God is, is to describe Him using attributes in relation to things He created based on Scriptures. They should also know that spirits can be seen and felt anywhere in the world in a second and can see anywhere in the world and so has been God the Creator of the universe. More so, the love humankind has for the fellow humankind cannot be equated to that of God as God's love is unfailing, everlasting and unconditional.

32

Activities to support learners

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

Strand I

one's own worth or abilities or self-respect. Let them express confidence in themselves about their identity or who they are as learners and what they want to be in future having guided them to identify their strengths and weaknesses or differences and similarities. For example, I am tall and beautiful, I am short and strong, I am black and proud.

Through think-pair-share, ask the learners to talk about the importance of knowing and appreciating oneself. The importance should include the following:

1. Knowing myself makes me confident.
2. I can describe my self.
3. I can decide on what makes me happy and stay away from things that make me sad.
4. Knowing myself helps me to develop my talents.
5. I will be aware of my weaknesses and improve upon them.

Activities to support learners

- i. Teacher guides learners in groups to identify and talk about their individual characteristics and accept themselves, bringing out their similarities and differences.
- ii. Teacher guides learners to brainstorm on the importance of knowing and appreciating oneself.
- iii. Teacher guides learners to say things about themselves with confidence and positive self-esteem.

Examples:
I am tall and beautiful.
I am short and strong
I am black and proud.

Learners should also be taught how to **appreciate** and **tolerate** each other's work, and **care** for each other when in groups working together. Make sure the **activities** given in the textbook are done as described.

Evaluation Exercise

Expected Answers
(Refer to Learners Book 1, pages 21 to 23 for exercises and Activities)

Exercise 1

1. Not the same
2.
 - a. height
 - b. hair
 - c. size of body
3. confident if I know my self, accept myself for who I am, I can do things better.
4. Learners answer (example, I am osie, I am good in Mathematics, I am proud for the good things I do, I am also a good footballer)

Suggested Homework

1. Write three (3) things you like about yourself.
2. Write three (3) things you do not like.
3. Write three (3) things that make you happy.
4. Write three things that do not make you happy.

Evaluation Exercise

Expected Answers

Answers to Suggested Homework

- a. When I am denied my rights.
- b. When I am not getting things done correctly.
- c. When I am hungry.
- d. When I am cheated.

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

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.

Suggested Homework

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

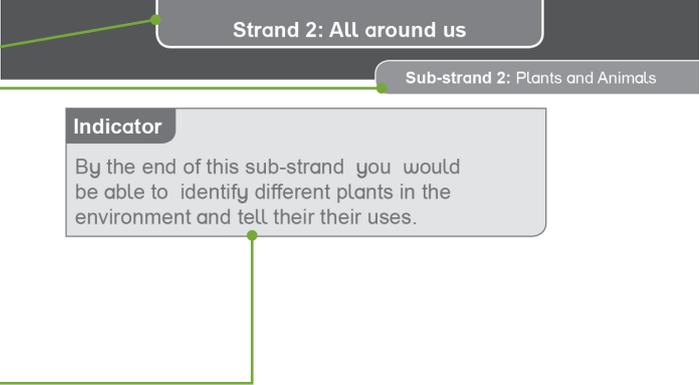
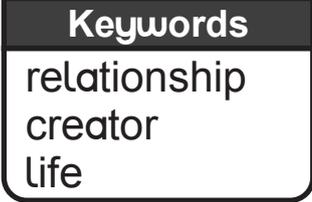
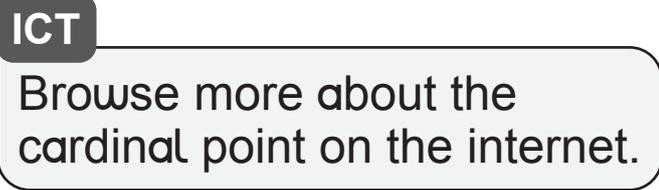
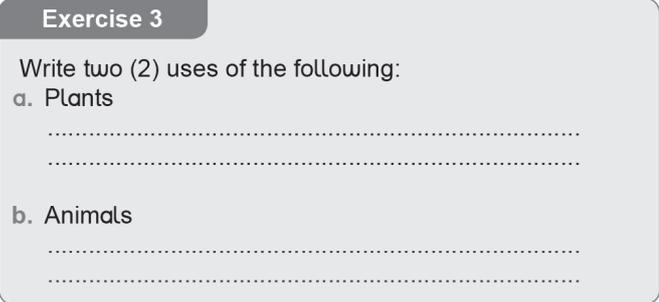
The series suggests relevant home activities that help learners to augment and consolidate what has been learnt in the classroom and its real life application where necessary.

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 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 Strand: This feature indicates the particular strand from which the lessons are developed. Sub-strand: These are larger groups of related owop topics to be studied under each strand. Indicator: This feature specifies the indicator that the lessons were developed from.</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 practise 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 I

1. Draw some fish in a river.
2. Draw some birds in their nest.
3. Draw and colour your pet sleeping at its place in your home.

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

Strand 3: Our Beliefs and Values

Sub-strand 3: Basic Human Rights

Indicator

By the end of this sub-strand, you would be able to give examples of basic needs and rights for the self and others

Introduction

Every human being has some basic needs and rights to enjoy. These rights and basic needs make our lives complete.

Key words

rights
needs

In this sub-strand, we will discuss basic human needs and rights of self and others.

Basic needs

Human beings need a lot of things to live. Without them life would be very difficult. They need food, shelter and clothing.

everybody must enjoy basic rights

Human rights are basic rights that all human beings must enjoy whether you are rich or poor.

These rights include:

The right to life
Everybody has the right to live. Nobody's life should be taken for any reason.

right to play

Right to movement

Everybody has the right to move freely. No one can prevent you from moving around freely.

The right to quality education

Every child who is at the age of school going must be given the opportunity to go to school.

right to quality education

Freedom of association

Everybody has the right to join any group that will not create problems for others. But activities of the group should not take away the rights of other people away from them.

freedom of association

88 89

INTRODUCTION

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

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

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

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

Philosophy of Teaching Our World and Our People

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

they aim to promote higher-order thinking among learners.

Philosophy of Learning Our World and Our People

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

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

General Aim

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

Subject Specific Aims

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

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

Instructional Expectations

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

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

Organisation of the Curriculum

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

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

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 1

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 P1 Term 1

Week	STRAND	SUB-STRAND	CONTENT STANDARDS	INDICATORS	RESOURCES
1	ALL ABOUT US	Nature of God	B1.1.1.1. Demonstrate understanding of God as the Creator	B1.1.1.1.1. Examine our relationship with the Creator	Pictures, Charts, Video Clips
2	ALL ABOUT US	Nature of God	B1.1.1.1. Demonstrate understanding of God as the Creator	B1.1.1.1.1. Examine our relationship with the Creator	Pictures, Charts, Video Clips
3	ALL ABOUT US	Myself	B1.1.2.1 Demonstrate knowledge of self as a unique individual	B1.1.2.1.1 Recognise individual characteristics as the basis of one's uniqueness	Pictures, Charts, Video Clips
4	ALL ABOUT US	Myself	B1.1.2.1 Demonstrate knowledge of self as a unique individual	B1.1.2.1.1 Recognise individual characteristics as the basis of one's uniqueness	Real objects, Pictures, Charts, Video Clips
5	ALL ABOUT US	My Family and the Community	B1.1.3.1 understanding of one's relationship with others and the need for good interpersonal relationships	B1.1.3.1.1 Identify persons closely related us and the need to relate well with others	Pictures, Charts, Video Clips
6	ALL ABOUT US	My Family and the Community	B1.1.3.1 Demonstrate understanding of one's relationship with others and the need for good interpersonal relationships	B1.1.3.1.1 Identify persons closely related us and the need to relate well with others	Pictures, Charts, Video Clips

7	ALL ABOUT US	Home and School	B1.1.4.1 Demonstrate understanding of the place you call home	B1.1.4.1. 1 Describe and show direction to their home	Pictures, Charts, Video Clips
8	ALL ABOUT US	Home and School	B1.1.4.1 Demonstrate understanding of the place you call home	B1.1.4.1. 1 Describe and show direction to their home	Pictures, Charts, Video Clips
9	ALL ABOUT US	The Environment and the Weather	B1.2.1.1 Demonstrate knowledge of things in the environment	B1.2.1.1.1 Explore the uses of things in the environment	Pictures, Charts, Video Clips
10	ALL ROUND US	The Environment and the Weather	B1.2.1.1 Demonstrate knowledge of things in the environment B1.2.1.2 Demonstrate knowledge of different types of weather conditions	B1.2.1.1.1 Explore the uses of things in the environment B1.2.1.2.1 Identify and describe different weather conditions	Pictures, Charts, Video Clips
11	ALL ROUND US	Plants and Animals	B1.2.2.1 Recognise different plants in the environment	B1.2.2.1.1 Identify different plants in the environments and their uses	Pictures, Charts, Video Clips
12	ALL ROUND US	Plants and Animals	B1.2.2.2 Recognise and appreciate different animals in the environment	B1.2.2.2.1 Identify different animals in the environments and their uses	Real objects Pictures, Charts, Video Clips

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. First,

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 P1 OWOP, WEEK 1

Learning Indicator (s) (Ref. No.)	B1.1.1.1.1
Performance indicators	Learners can demonstrate an understanding of God as the Creator
Week Ending	18th September, 2020
Reference	Our World and Our People Curriculum page, 2
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 God.	<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 mention the things created by God and those created by man.</p> <p>Assessment: Separate the things created by God from those created by human beings.</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 sing a song about creation.	<p>Learners are to watch a short video about creation.</p> <p>Let 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 one thing you saw in the video that is found in the picture on the board.</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 animals they saw in the video.</p> <p>Learners talk about the animals they like in the pictures/video.</p> <p>Assessment: Draw and colour one animal you liked the picture/video.</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?
---------------	---	--	--

Source: NaCCA, *Teacher Resource Pack - 2019*

SAMPLE LESSON – BASIC 1

Date: 14-09-2020 Period: 1		Subject: OWOP	
Duration: 60 Minutes		Strand 1: ALL ABOUT US	
Class: B1 Class size: 45		Sub-Strand 1: Nature of God	
Content Standard: Demonstrate understanding of God as the Creator		Indicator: Examine our relationship with the Creator	
Performance Indicator: Learners can demonstrate their understanding of God as the Creator		Lesson 1	
		Core Competencies: Critical thinking, Personal development, Problem-solving, Communication and Collaboration, Observational skills	
		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 God		
Phase 2: Main (new learning including assessment) 30 minutes	Take a nature walk with learners around the school to observe things in the environment. Learners watch pictures/posters of some of the things created by God Through questions and answers to have learners talk about some of the things they observed. Let learners mention the things created by God and those created by man Assessment: Separate the things created by God from those created by human beings	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 - 17

CONTENT STANDARD

B1.1.1.1. Learners will be able to demonstrate understanding of God as the Creator.

INDICATOR

B1.1.1.1.1. Examine our relationship with the Creator.

CORE COMPETENCIES

Communication and Collaboration
Critical Thinking
Creativity and Innovation
Digital Literacy

SUBJECT SPECIFIC PRACTICES

Appreciation, Truth Faith, Caring, Love

SUGGESTED RESOURCES

Mobilize the following resources to make the lesson practical.
Pictures, chart, television set, video decks
computer, modem paper, pencils, chart,
projector, blackboard/marker board and chalk/
marker.

OTHER USEFUL MATERIAL

English dictionary

KEYWORDS

Creator, spirit

HELPFUL LINKS

<https://www.jw.org> › online-lessons › basic-bible-teachings › unit-1 › who-...
<https://www.closetotruth.com> › series › what-god-the-creator-means

Introduction

‘In the beginning God created the heavens and the earth ...’

This opening statement of the Bible is the foundation upon which the whole of the Bible rests. In these few simple words we are told who God is, who we are, and what the relationship between us and God is.

God is the Creator. We are created beings. The relationship between us and God is this: that we are totally dependent on him and answerable to him. In the original creation this was a relationship of freedom and joy—a gift, not a burden.

Ask the learners to discuss God as the creator in groups. The groups should share their thought with the class

God’s Creation, some of the things God created are heaven and earth, humankind, animals, plants, mountains, the sun, the moon, stars, the lakes, the sea and rivers. The people are called humankind. So, before creation there was nothing in existence.

Through class discussions, guide the learners to give the attributes of God

The following should be considered:

1. God is a spirit.
2. He does not die.
3. God is self-existence;
4. He was not created by anyone.
5. God does not sleep nor slumber.

Guide learners to brainstorm why we say God is a spirit. Let the learners contribute individually. God is a spirit because He cannot be seen or touched. This is the reason why we cannot see God with our eyes or touch Him with our hands. Because He is a spirit no one has ever seen Him before. But He sees us all. God lives in heaven with His angels. He sends His angels to work on His behalf. God lives with his angels like a family.

Let learners know that God has never been seen and can never be seen because He is a spirit but their parents and any other person have physical bodies but God does not. We are flesh and that once God is a spirit, it is best for us to know who God is, is to describe Him using attributes in relation to things He created based on Scriptures. They should also know that spirits can be seen and felt anywhere in the world in a second and can see anywhere in the world and so has been God the Creator of the universe. More so, the love humankind has for one another cannot be equated to that of God as God’s love is unending, everlasting and unconditional.

Assist learners to examine many attributes of God. For example, how does God care? How righteous is God? How truthful is God, and how holy is God? God is holy because He does not like sin or sinful acts. For example, God does not like killing of your fellow human being, gossip, stealing, fighting, etc. God loves: He was the one who created us and wants something good for us all the time. He loves all His children on earth including sinners.

Guide learners to know that it is very important to demonstrate the attributes of God in our daily lives and that they attract a lot of benefits to us. For example, they make us have sympathy for others who may be in some form of trouble, love others so we can have peace on earth and be truthful to others so we can trust one another on earth.

Guide learners in groups to sing the creation songs for the children. Teacher sings first and let the learner sing after him/her. The song goes like this,

Creation Song for Children

*He's got the whole world in His hands
He's got the whole world in His hands
He's got the whole world in His hands
He's got the whole world in His hands*

Activities to support learners

- i. Guide the learners to mention one thing created by God.
- ii. Assist learners to draw things created by God
- iii. Let learners talk about God's creation using pictures and charts and real things from the environment.
- iv. Let learners listen to creation stories/watch videos from the internet about creation.
- v. Let learners role-play to retell the creation story.
- vi. Let learners draw, colour, make models, recite rhymes, sing songs about God's creation: human beings, animals, trees, rivers, moon, stars, sea and mountains
- vii. Let learners talk about the attributes of God.
- viii. Guide learners to brainstorm the attributes of God.
- ix. Help learners learn about parts of a computer e.g. mouse

Evaluation Exercise

Expected Answers

(Refer to Learner's Book 1, pages 11 to 17 for exercises and Activities)

Exercise 1

Underline the correct answer

1. Spirit
2. Heaven
3. Aeroplanes
4. Adam
5. To benefit us

Exercise 2

1. Adam
2. Eve
3. the sun, moon, stars, sky, mountain, sea, tree, animal
4. Learners answer
5. God is spirit, He is patient, He is kind, He is loving.
6. Make us to speak the truth all the time, behave well towards one another, know more about God, help one another.

Suggested Homework

Underline the correct answers

1. Which one is the attribute of God?
 - a. Human being
 - b. Ghost
 - c. Air
 - d. Spirit
2. Where does God live?
 - a. Church
 - b. Heaven
 - c. Tent
 - d. Mountains
3. God created all the following except.....
 - a. Humankind
 - b. Rivers
 - c. Aeroplanes
 - d. Plants
4. All the things made by human beings are called..... things.
 - a. Artificial
 - b. Natural
 - c. Worldly
 - d. Modern

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

1. Spirit
2. Heaven
3. Aeroplanes
4. Artificial

Reflections

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

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

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

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

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

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

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

Strand I: ALL ABOUT US

Sub-strand 2: Myself

LB: pages 18 - 23

CONTENT STANDARD

B1.1.2.1. Learners will demonstrate knowledge of self as a unique individual.

INDICATOR

B1.1.2.1. I Recognize individual characteristics as the basis of one's uniqueness

CORE COMPETENCIES

Communication and Collaboration, Critical Thinking, Creativity and Innovation Digital Literacy.

SUBJECT SPECIFIC PRACTICES

Appreciation, Truth, Faith, Caring, Love, Honesty.

SUGGESTED RESOURCES

Mobilize the following resources to make the lesson practical:
Charts, Pictures, Pupils paper, pictures, chart, pencils, chart, computer, projector, blackboard/ marker board and chalk/marker

OTHER USEFUL MATERIAL

English Dictionary

KEYWORDS

Unique, individual, characteristics.

HELPFUL LINKS

<https://www.theschooloflife.com> › thebookoflife › know-yourself
<https://courses.lumenlearning.com> › boundless-psychology › chapter › intr...

Introductory work

Discussion with learners in class about what they know of themselves physically and what makes them different from others in class or home.

Identify the things that make them unique and bring out similarities in them.

Guide learners to understand that each and every one is created differently, physically and biologically and one cannot be the same as another even twins. A clearer example although cannot be proven instantly in class is our thumbprints. Let learners also understand that there is the need for them to know themselves well so they can understand themselves better. Example, I am Ama. I am tall and dark in complexion. I am a smart and hardworking student. I am always in first position in all examinations for my class.

The facilitator/teacher should focus on the physical self, the emotional, psychological and social self of the learner to bring out similarities and differences in learners.

Brainstorm on the importance of knowing and appreciating oneself

Guide learners to understand that it is important to know oneself or themselves as individuals so they will be able to identify their strengths and weaknesses as well as other behavioral and physical traits. These can guide them in their life situations example, take good decisions in career development and social life among others. Let them know that it is equally important to appreciate how God created them and that there is no other way they could have been created than this or can now change their identity. Let learners brainstorm on the importance of knowing and appreciating themselves.

Express confidence and positive self-esteem about themselves.

Guide learners to understand what it means by self-esteem and how they can express it about themselves in life. Self-esteem is confidence in one's own worth or abilities or self-respect. Let them express confidence in themselves about their identity or who they are as learners and what they want to be in future having guided

them to identify their strengths and weaknesses or differences and similarities. For example, I am tall and beautiful, I am short and strong, I am black and proud.

Through think-pair-share, ask the learners to talk about the importance of knowing and appreciating oneself. The importance should include the following;

1. Knowing myself makes me confident.
2. I can describe my self.
3. I can decide on what makes me happy and stay away from things that make me sad.
4. Knowing myself helps me to develop my talents.
5. I will be aware of my weaknesses and improve upon them.

Activities to support learners

- i. Guide learners in groups to identify and talk about their individual characteristics and accept themselves, bringing out their similarities and differences.
- ii. Guide learners to brainstorm on the importance of knowing and appreciating oneself.
- iii. Guide learners to say things about themselves with confidence and positive self-esteem.

Examples:

I am tall and beautiful.

I am short and strong

I am black and proud.

Learners should also be taught how to **appreciate** and **tolerate** each other's work, and *care* for each other when in groups working together. Make sure the **activities** given in the textbook are done as described.

Evaluation Exercise

Expected Answers

(Refer to Learners Book 1, pages 21 to 23 for exercises and Activities)

Exercise 1

1. Not the same
2.
 - a. hight
 - b. hair
 - c. size of body
3. confident if i know my self, accept myself for who I am, I can do things better.
4. Learners answer (example, I am osie, I am good in Mathematics, I am proud of the good things I do, I am also a good footballer)

Suggested Homework

1. Write three (3) things you like about yourself.
2. Write three (3) things you do not like.
3. Write three (3) things that make you happy.
4. Write three things that do not make you happy.

Evaluation Exercise

Expected Answers

Answers to Suggested Homework

- a. When I am denied my rights.
- b. When I am not getting things done correctly.
- c. When I am hungry.
- d. When I am cheated.

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 24 - 33

CONTENT STANDARD

B1.1.3.1. Learners will be able to demonstrate understanding of one's relationship with others and the need for good interpersonal relationship.

INDICATOR

B1.1.3.1.1. Identify person closely related to us and the need to relate well with others.

CORE COMPETENCIES

Communication and Collaboration
Critical Thinking, Creativity and Innovation
Digital Literacy

SUBJECT SPECIFIC PRACTICES

Appreciation, Truth, Faith, Caring, Love, Honesty

SUGGESTED RESOURCES

Pictures and videos of family members paper, pictures, chart, pencils, chart, computer, projector, blackboard/marker board and chalk/ marker

OTHER USEFUL MATERIAL

English dictionary

KEYWORDS

Roles, shelter, security, chores, errands

HELPFUL LINKS

<https://www.facs.nsw.gov.au> › parenting › responsibility-and-rights › paren...
guyanachronicle.com › 2015/06/19 › what-are-the-duties-of-parents-towar...
<https://www.monergism.com> › duties-children-their-parents

Introduction

Parents have the **duty** to protect their **children's** rights until they are old enough to make their own way in the world. The authority to make decisions concerning and affecting the

care, welfare and proper development of the **child** is known as **parental responsibility**.

Through discussion, guide learners to talk about their family. Their discussions should include the following:

My father and mother are my parents. Both of them are related through marriage. Mention the names of your parents. Mr. Adom is my father. Mrs. Adom is my mother. Kofi is my brother. Serwaa is my sister. Both of them are my siblings. All these people represent my family. They are my family because we are related either by marriage or by blood. Your sisters and brothers are also your siblings. Your brothers and sisters relate to your father and mother by blood. This relationship you have with your parents and siblings is what we referred to as family.

Through discussion, guide the learners to talk about the importance of inter-personal relationship among people in the family the discussions should include the following.

1. Communicate well with other people.
2. Make friends with others.
3. Get help from people.
4. Trust and respect others.
5. Remember things about each other.
6. Perform activities with others peacefully.

Guide learners to role-play healthy relationship with family and friend

Discuss the need to relate well with others and accept everyone.

Guide learners to understand that as humans there is the need to apart from people close to you, relate well with others in the community and school and accept everyone. Brainstorm with learners on this issue such that learners come out with the need to relate and accept others. Let them know that friendship help them to study together, and share other things in common like books, pencils, eraser and food together during break time. It also helps to build trust in yourself, share together good and bad

times, makes children happy, they feel secure, accepted and loved.

Activities to support learners

- i. Guide learners, in groups, to talk about their roles and roles of their parents in the family:
Parents: Provision of shelter, food, security and education,
Children: running errands, performing house chores, etc.
- ii. Guide learners to role-play the functions of the various members in the family, e.g. learners play the role of a father, mother, etc.
- iii. Encourage learners to undertake their routine responsibilities without being commanded or prompted.

Evaluation Exercise

Expected Answers

(Refer to Learners Book 1, pages 29 to 33 for exercises and Activities)

Exercise 1

1. Good interpersonal relationship
2. Mother, father and siblings
3. Securely, accepted, loved
4. Classmates
5. Trust others

Exercise 2

1. Learners answers
2. Interpersonal relationship

Suggested homework

Homework 1

Write the names of five members in each column in the table.

Family	Friends	Community	Classmate

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 34 - 40

CONTENT STANDARD

B1.1.4.1. Learners will be able to demonstrate understanding of the place you call home.

INDICATOR

B1.1.4.1. 1. Describe and show direction to their home.

CORE COMPETENCIES

Communication and Collaboration Critical Thinking, Creativity and Innovation.

SUBJECT SPECIFIC PRACTICES

Appreciation, Caring, Love, Honesty

SUGGESTED RESOURCES

Charts, pictures, paper, pencils, chart, computer, projector, blackboard/marker board and chalk/marker.

OTHER USEFUL MATERIAL

English dictionary

KEYWORDS

Roles, community, scenarios

HELPFUL LINKS

www.kathleenamorris.com › 2019/01/15 › communicate-parents-2019
<https://www.edutopia.org> › blog › beginners-guide-connecting-home-scho...
<https://www.rfeonline.com> › home-school-connection

Introduction

Where you live is your home. It is a place that accepts you for who you are. It is a place that provides shelter for you. Things to talk about when describing a home: the area, number of rooms in the building, roofing materials, colour of the walls, doors and windows, the people you live with, things around that make you happy in the home, things around that make you sad. Let learners further understand that the place called home is located within a community of people, buildings, trees and animals among

others. They should know that all these in the surroundings should be taken good care of by ourselves so that God will be happy with us and we can also benefit greatly from them.

Things needed to promote the lesson

Group learners to talk about things need to promote the lesson.

The group should present their findings to the class Items and techniques needed.

Items needed to teach the topic:

- Charts
- Pictures

Through discussion, guide learners to give direction to their homes. Their responses should follow the following patterns:

To show direction to your home, you should be knowing the things commonly found in the community. We should also know what we mean by our right, left, front, back, behind, beside.

Examples of things to use in showing direction are schools, police station, chief's palace, church, houses of well-known people in the community, clinics, hospitals.

Through discussion, guide learners to give another example directing someone to your home. Response should be like this:

Turn right on the road near my school. Drive straight and turn left at the first junction, the third house is my house, which is on the left of the chief's palace.

Sketch the direction to their home on paper.

Using the examples in the community done by the District Assemblies and in textbooks, guide learners to sketch the directions from their homes to the school and church, mosque and market. Let learners know the reasons these directions are important in our communities, example, gives us easy access to places, helps to easily locate places or houses and other things in the community.

Draw their home.

Assist learners to watch and sketch pictures of their homes when school closes and are at home. Let them present individual work to

the class for discussion and post them on the walls of the classroom for discussion. This will develop in them skills of communication, creativity, critical thinking and observation. This exercise may also help some of the learners to have interest in and start developing a career in Arts.

Activities to support learners

Let learners take turns to talk about their home. Learners are to sketch the direction to their home in their drawing book.

Let learners talk/discuss what they want to add to their home.

Learners should draw their home.

Evaluation Exercise

Expected Answers

(Refer to Learners Book 1, pages 38 to 40 for exercises and Activities)

Exercise 1

1. Learners answer (example, my home is located behind the police station in the community)
2. Learners answer (example, the colour of my house is yellow)
3. Learners answer (example, there three rooms in the house)
4. Learners answer (example, the windows are painted blue)
5. Learners answer (example, there are a feww people in my house)
6. Learners answers (example, my home is on Christ Home Ave. street)
7. Learners answer (example, green grass, solar panel, repaint the house.)

Suggested Homework

1. Give direction to your home
2. Write two (2) things found in your home.
3. Draw one (1) thing you like about your home and colour it.
4. Draw your house and colour it.
5. Write two (2) things you want to add to your home.
6. Sketch the direction to your home.

Evaluation Exercise

Expected Answers

Homework

1. From the school, you will join Ashaiman car. Alight at the last stop. Walk forward in the direction of the car and turn right at the second junction. Join Saki car there and alight at Kenke junction. Cross the road to the other side. Use the lane ahead. Turn rights at the third junction. The fourth house on the right painted blue is my house. It has yellow painted gate gate.

2

- Coconut tree
- Brown roofing sheet

5.

- Solar panel
- nice windows

Reflections

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

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

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

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

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

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

2

Strand:

All around us

Strand 2: ALL AROUND US

Sub-strand I: The environment and the weather

LB: pages 42 - 65

CONTENT STANDARD

B1.2.1.1 Demonstrate knowledge of things in the environment

INDICATOR

B1.2.1.1.1. Explore the uses of things in the environment.

B1.2.1.2.1

Identify and describe different weather conditions.

CORE COMPETENCIES

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

SUBJECT SPECIFIC PRACTICES

Observational Skills, Creativity, Applying

SUGGESTED RESOURCES

Mobilise the following resources to make the lesson practical:

Pictures, posters, computer, internet, films paper, chart, pencils, chart, projector, blackboard/marker board and chalk/marker.

OTHER USEFUL MATERIAL

English dictionary

KEYWORDS

Posters, internet, computer, man-made, natural

HELPFUL LINKS

<https://www.enr.gov.nt.ca> › state-environment › 3-climate-and-weather

<https://www.eea.europa.eu> › themes › climate › faq › what-is-the-relationsh...

<https://liveinmelbourne.vic.gov.au> › live › environment-and-weather

Introduction

Introduce the lesson by asking learners to mention things surrounding them.

Expected answers: chairs, tables, human

beings, trees, animals, grasses, buildings, cars, cupboard, computers, etc.

Things needed to teach things in the environment and weather

Group learners to talk about the things they needed to teach the environment and weather. The group should present their findings to the class.

Outdoor activity

Take a walk with learners to observe other things surrounding them. Let them mention the things they have observed. Expected answers: buildings, plants, animals, etc.

Indoor activity

Back to the classroom, display pictures of living things and non-living things: picture of an animal, picture of a plant, picture of table, chair and picture of computer.

Guide the learners through discussion to come up with things they can see in the environment grouped into and give examples. Learners give the following.

The things found in the environment can be grouped into two main types.

These are living and non-living things

Guide learners through discussion to identify things in the environment.

Examples of Living things

The main living things around us are human beings, animals and plants.

Examples of non-living things

Some examples of non-living things are the Sun, air, soil, water, stones, paper, books, buildings, toys, tables, pencils, cars.

In groups, ask learners to talk about the uses of living things and non-living things. The learners come up with the following:

Living things can be used in various ways:

1. Plants provide most of the food for people and their domestic animals. Look at these types of food provided by plants
2. Another group of food types we get from plants are maize, rice, millet, and guinea corn, etc which provide most of the food in the world today.
3. Animals provide much of the meat we eat.
4. Some animals are used for transporting human beings and goods from one place to another. Examples of such animals are horses, donkeys, camels, etc.
5. Animals are also used to prepare the land for cultivation

Uses of Non- Living things

Non-living things are useful just as living things are useful to human beings.

1. Water plays an important role in human life. We drink water to live. It is used for domestic activities. Water is also used to generate hydro-electric power.
2. Air helps living things to breathe. It also helps to dry our things. The Sun is very important in drying our things. Examples of things dried with the help of air and sun are clothes and some harvested crops such as maize, millet, guinea corn, rice cocoa beans
3. Soil helps to support plant growth.
4. Stones are regularly used in the construction of roads, bridges and buildings.

Guide the learners through brainstorming the natural and man- made things found in the environment. The learners come out with the following:

Natural things are things created by God or nature. Examples of natural things are the trees, forests, animals, rock, birds, sunlight, air, water, soil, sand and many others.

Artificial or man-made things are things made by man. Examples are vehicles, tables, chairs, houses, mobile phones, pressing irons, pens, pencils, books

Guide the learners through discussion to talk about how to care for the things in the environment. The learners giving the following contributions:

- a. Flick the switch. Turn off the light when you leave the room
- b. Close door gently behind you
- c. Keeping books properly
- d. Keeping the surroundings clean

- e. Protect school property
- f. Conserve water when brushing teeth, turn off the water after use.

Guide the learners through observation by asking the learners to come out of the classroom, look up what they can see. Let the learners explain their observations including the types of weather conditions we have.

Weather is the state of the atmosphere at any given period of time. The atmosphere is made up of gasses like oxygen that surrounds the Earth. What is happening in the atmosphere is the weather.

Weather can be cloudy, windy, sunny and rainy

Activities to support learners

- i. On a nature walk, engage learners to observe, identify, locate and talk about things in the environment and their uses e.g. Furniture: chair, table cupboards, plants, animals, computers and sort them into living and non-living things, manmade and natural.
- ii. Guides learners to browse the internet, draw or look at pictures or posters of things in the environment and talk about caring for them in the environment as responsible citizens.
- iii. Help learners to learn about the use of parts of the computer example, the mouse, keyboard, monitor, or system unit and how they are connected.
- iv. Show pictures or films of different weather conditions to learners.
- v. Let learners use rhymes e.g. " rain, rain go away" to tell the types of weather e.g. i) sunny weather ii) windy weather iii) Rainy weather iv) Cloudy weather
- vi. Let learners in groups describe the weather type from their pictures to the class
- vii. Let learners in groups mention the weather of the day from what they can observe outside the classroom.

Evaluation Exercise

Expected Answers

Exercise

(Refer to Learner's Book 1, pages 55 to 59 for exercises and Activities)

Exercise 1

1.

Man-made	Parrot
Natural	Water
Human-made	Sun
Natural	Car
Human-made	Stone
Natural	Shirt
Human-made	Air
Natural	Pencil
Natural	Table

Exercise 2

1. Trees, humans, animals, stone, water, table
2. Trees: for building, for food, animal: for transport, food, stone: for building, water: for drinking, table: for studies.
3. Keep the surrounding clean, protect school property, use water wisely, take good care of animals at home and in the zoo, plant more trees

Suggested Homework

1. Write three (3) examples of living things
2. Write three (3) examples of about non-living things.
3. Write three (3) uses of living things.
4. Draw one (2) man-made thing that we get from natural things.

Plants provide the greater part of the **food** for people and their **domestic animals**.

Animals provide much of the meat we eat. Some animals are used for transporting human beings and goods from one place to another. Animals are also used to prepare the land for cultivation.

Reflections

Reflect 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, 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. Additionally, analyze 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 the learners to do the following by ways of reflecting on the lesson:

Tell the class what you have learnt during the lesson.

Tell the class how you will use the knowledge acquired during the lesson.

What aspect of the lesson did you not understand?

B1.2.1.2.1

Introduction

Introduce this lesson by using the rhyme: 'Rain rain go away, come and fall another day, little Kweku wants to play'. Relate the rainfall to what one can do and cannot do when it is raining. Lead learners to mention other atmospheric conditions apart from rain.

Expected answers:

sunshine, cloudy or dull weather, windy etc. draw the attention of learners to realize that those things mentioned are known as weather conditions. Others are temperature, humidity etc.

Explain each of the factors to the learners using films or pictures or demonstrations.

Discuss with learners what happens when we expose ourselves to these factors of the weather. Let them mention protective measures in each weather condition.

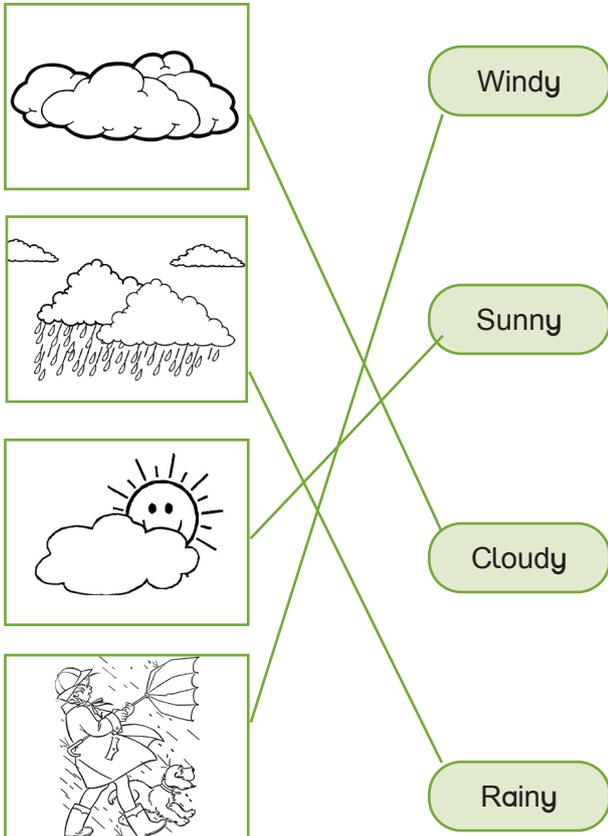
Let them realize that work can go on in many weather situations when we are well protected except in rare extreme weather conditions. Summarize the lesson by recounting the conditions of weather.

(Refer to Learner’s Book 1, pages 63 to 65 for exercises and Activities)

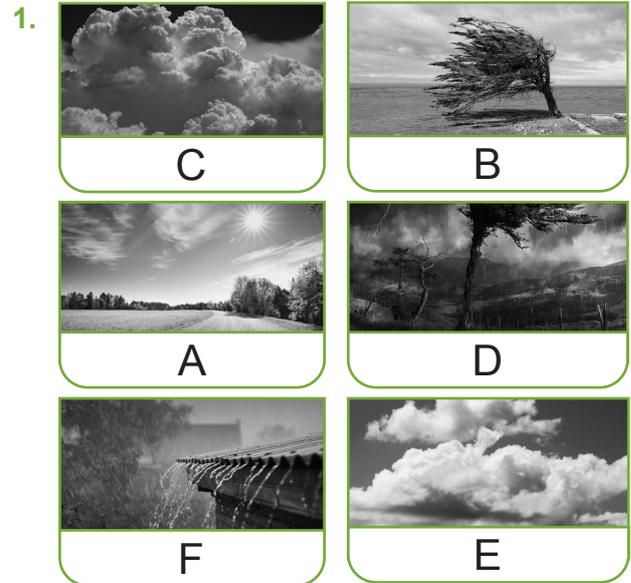
Exercise

1. Cloudy
2. Rainy
3. Windy

Exercise 2



Exercise 3



2. Learners’ answers (example: it is; sunny, windy, cloudy, rainy)

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 66 - 76

CONTENT STANDARD

B1.2.2.1. Recognise different plants and animals in the environment.

B1.2.2.2. Recognise and appreciate different animals in the environment

INDICATOR

B1.2.2.1.1. Identify different plants in the environment and their uses

B1.2.2.2.1. Identify different animals in the environments and their uses

CORE COMPETENCIES

Personal Development and Development,
Critical Thinking and Problem Solving
Cultural Identity and Global Citizenship
Communication and Collaboration
Digital Literacy

SUBJECT SPECIFIC PRACTICES

Observational Skills, Applying

SUGGESTED RESOURCES

Films, pictures, internet, charts paper, pencils, chart, computer, projector, blackboard/marker board and chalk/marker

OTHER USEFUL MATERIAL

English dictionary

KEYWORDS

Observe, environment, forest, trees, grassland, rubber, decoration

HELPFUL LINKS

<https://k8schoolleants.com/animals-and-environment/>
<https://archive.epa.gov/climatechange/kids/impacts/effects/ecosystems.com/plants-animals-and-environment/>
<https://www.qld.gov.au/environment/plants-animals/>

Introduction

Different kinds of plants grow in different parts of the world. It is impossible to list all the different

types or varieties of plants. This is because we cannot count all the plants on earth. There are some plants that are in our environment, whose names we can mention. Others we cannot mention their names. Some important and common plants found in our environments are grasses, maize, cocoa, shea butter trees. They are described below.

Things needed to teach the topic: plants and animals.

Group learners to talk about things they need to learn about plants and animals.

The group should present their findings to the class.

Items needed to teach the topic plants and animals in the environment:

1. Film
2. Pictures
3. Charts
4. internet

Guide the learners through discussion to talk about the uses of plant. The learners give the following contributions:

- a. Plants provide us air (oxygen) to breathe.
- b. We get food from plants.
- c. We get clothes from plants. For example, the fabrics for our school uniforms were produced from some types of plants example, cotton.
- d. Through plants, we get medicine to cure our sicknesses. They may be in herbs or processed into other forms.
- e. We use plants for art works.
- f. Plants give us shelter and protect us from the sun.
- g. They also provide shade for us.

We also use plants for decoration example, flowering plants. We use plants to decorate our homes, lawns, offices. Decoration makes a place to look beautiful.
Plants are used for fuel.

Through discussion, guide the learners to discuss the uses of animals. The learners' contributions are as follows:

- a. Bees and other insects help pollinate flowers.
- b. Human beings use animals as sources of food.
- c. Animals are used by some plants to disperse seeds.
- d. Earthworms help to provide air in the soil so that the roots of plants can better obtain oxygen.
- e. Some animals are used as pets.

Activities to support learners

- i. Let learners go on a nature walk to observe and talk about different plants in the environment.
- ii. Let learners watch films/pictures of plants in the environment to show forest trees, grassland, maize, cocoa, shea butter trees, rubber, mangoes to enable learners understand that different plants live in different environment.
- iii. Let learners talk about uses of plants and share the information with the whole class. The uses of plants include, food, clothing, shelter, medicine, decoration, and shades.
- iv. Guide learners by using pictures, films, from the internet to show different animals such as fishes, birds, monkeys, butterflies, ants, to enable learners understand that different animals live in different environments.
- v. Let learners draw fishes in rivers, birds in their nests, and their pets in their sleeping places in learner's homes.

Evaluation Exercise

Expected Answers

(Refer to Learners Book 1, pages 70 to 71 for exercises and Activities)

Exercise 1

1. Flowers, grasses, coconut tree, maize plant
2. Plants gives us air (oxygen), food, clothing, medicine.

Suggested Homework

Write two (2) uses of the following:

Plants

Animals

Draw, label and colour, label and colour and colour one (1) plant in your surroundings.

Draw and colour one (1) animal in your surroundings.

Evaluation Exercise

Expected Answers

Home work

1.

a. Plants

- Plants provide us air (oxygen) to breathe.
- We get food from plants.
- We get clothes from plants.
- Through plants, we get medicine to cure our sicknesses.
- We use plants for art works.
- Plants give us shelter and protect us from the sun.
- They also provide shade for us.

b. Animals

- Bees and other insects help pollinate flowers.
- Humans beings use animals as sources of food.
- Animals are used by some plants to disperse seeds.
- Earthworms help to provide air in the soil so that the roots of plants can better obtain oxygen
- Some animals are used as pets

Evaluation Exercise

Expected Answers

(Refer to Learners Book 1, page 76 for exercises and Activities)

Exercise 1

1. Sheep, goat, dog, flow
2. Uses, for food, pets

Reflections

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

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

In thinking about or answering the above questions, use those cognitive skills or strategies that increase the probability of a desirable outcome. Use thinking that is

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

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

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

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

Strand 2: ALL AROUND US

Sub-strand 3: Map making and landmarks

LB: pages 77 - 79

CONTENT STANDARD

B1.2.3.1. Learners will be able to demonstrate understanding of the cardinal points.

INDICATOR

B1.2.3.1. 1. Identify the cardinal points

CORE COMPETENCIES

Communication and Collaboration-
Critical Thinking and Problem Solving
Creativity and Innovation

SUBJECT SPECIFIC PRACTICES

Observational Skills, Applying

SUGGESTED RESOURCES

Pictures, charts, mobile phone, video camera paper, pencils, chart, computer, projector, blackboard/marker board and chalk/marker

OTHER USEFUL MATERIAL

English dictionary

KEYWORDS

Cardinal point, sketch, stretch, sideways, demonstrate

HELPFUL LINKS

https://en.wikipedia.org/wiki/Cardinal_direction
[classroomteacher.com > cardinals](http://classroomteacher.com/cardinals)
<https://youtu.be/ibLedhew2r0>
[https://www.merriam-webster.com/dictionary > cardinal point](https://www.merriam-webster.com/dictionary/cardinal_point)

Introduction

Cardinal points are points that are used to give direction to people.

North, east, south, and west are the four **cardinal directions**, often marked by the initials N, E, S, and W. East and west are at right angles to north and south.

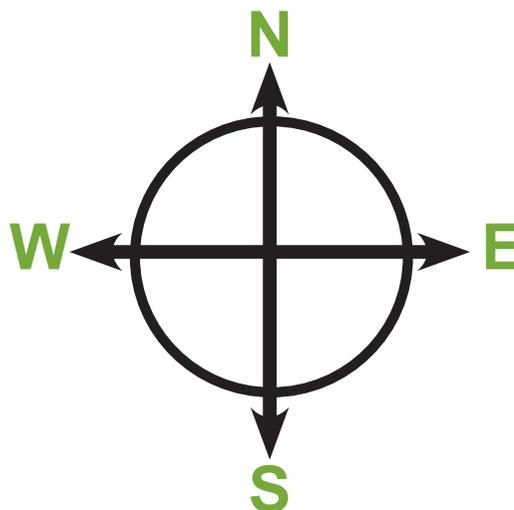
In groups, guide learners to talk about the things needed to treat the cardinal points. Let the learners come with their finding to the class.

Items needed to treat the cardinal points

1. pictures
2. charts
3. mobile phones
4. video cameras

Guide the learners to explain and draw the cardinal point. The learner gives the following contributions:

Cardinal directions are the four main points of a compass and are: north, east, south, and west.



The cardinal points help us to locate places easily.

You can use your body to learn about the cardinal points. Stand up and point forward; this is north. Then, point to the right; this is east. Point behind yourself, this is south. Point to the left, this is west.

Activities to support learner

Learners are talk about the cardinal points e.g. North, South, East and West

Let learners sketch the cardinal points and label them.

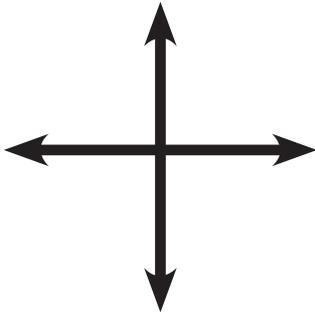
Guides learners to stretch their arms sideways to demonstrate the cardinal points e.g. above me is a North, to the right is East, to the left is West and is South.

Evaluation Exercise

(Refer to Learners Book 1, pages 79 for Activities)

Suggested Homework

1. Write the cardinal points at the right places below:



2. Sketch the cardinal points and label them.

3. Write the cardinal points in the right order (West, North, East, South).

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

North, East, South and West

Reflections

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

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

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

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

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

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

Strand 2: ALL AROUND US

Sub-strand 4: Population and settlement

LB: pages 80 - 83

CONTENT STANDARD

B1.2.4.1. Demonstrate basic understanding of population structure (age and sex structure)

INDICATOR

B1.2.4.1.1 Describe the population structure of their class and the need to respect one another.

CORE COMPETENCIES

Communication and Collaboration
Critical Thinking and Problem Solving

SUBJECT SPECIFIC PRACTICES

Applying, Respect for one another, Comportment, Co-operation, Tolerance, Compromise, Teamwork, Leadership

SUGGESTED RESOURCES

Charts, pictures, films, video cameras paper, pictures, chart, pencils, chart, computer, projector, blackboard/marker board and chalk/ marker.

OTHER USEFUL MATERIAL

English dictionary

KEYWORDS

Sketch, colour, shape, square, rectangle, round

HELPFUL LINKS

<https://www.sciencedirect.com › topics › earth-and-planetary-sciences › po...>

www.demographicdividend.org › country_highlights › ghana

<https://geographyas.info › population › population-structure>

Introduction

Population structure is a component of the environment for the members of the **population** and provides information that affects individual physiology and behaviour.

Things needed to treat population structure. In groups, ask learners to tell the things needed to

treat population structure. Let Learners share their findings in the class.

Items needed to treat population structure

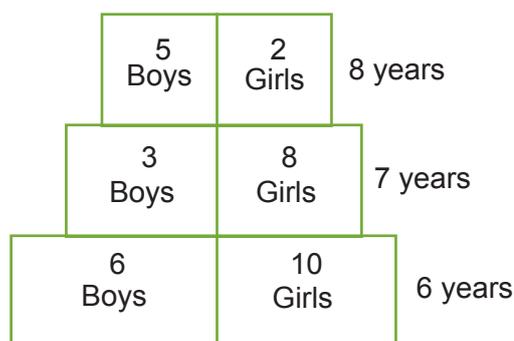
1. Charts
2. Pictures
3. Films
4. Video cameras

Through discussion, guide the learners to come out with the meaning of population structure and apply it to their classrooms. The discussions should include:

Population structure

Population structure means the make up or composition of a population

When we talk about the population structure of a place, we are referring to how the population is divided up between males and females of different age groups. For example, the population of your class consist boys and girls of different ages. The population structure of your class could look like what we have below:



The population structure above describes the number of boys who are in the different ages (6, 7, 8 years) and the number of girls in the same ages (6, 7 8 years).

Group yourselves in this form and that will be the population structure of your class.

Explain the need to respect one another as a responsible citizen

In class discussions, impress on the learners the need to respect each other irrespective of age and sex. Recall the lesson on protecting living and non-living things, where human

beings need to forgive each other in order to have peace for higher productivity. Conclude the lesson by summarising changes to population structure and the need to respect one another.

Activities to support learners

- i. Guides learners to observe the shape of the classroom.
- ii. Using a class discussion, guide learners to sketch and colour the shape of the classroom e.g. square, rectangle, Round
- iii. Learners are to show their work for appreciation.
- iv. Let learners develop the skills of using technology tools in observing things around them as a responsible citizen e.g. using a video camera, mobile phone.

Evaluation Exercise

Expected Answers

(Refer to Learners Book 1, page 83 for exercises and Activities)

Exercise 1

1. Learners to follow the clue; sex, age and number of people.
2. Learners to draw the population structure of their various families.
3. **a.** when you show respect to others they also show respect to you.
b. people trust you.
c. you become role model.

Suggested Homework

1. Count and write the total number of people in your classroom.
2. How many boys are in your classroom?
3. How many girls are in your classroom?
4. Group them according to sex and age

Use a square to represent both boys and girls and colour them.

5. Learners write down reasons they need to respect one another regardless of age or sex.
6. State two things they they have to do as responsible citizen.

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 believes
and values**

Strand 3: OUR BELIEFS AND VALUES

Sub-strand I: Worship

LB: pages 86 - 92

CONTENT STANDARD

B1.3.1.1. Learners will be able to appreciate the importance of religious worship

INDICATOR

B1.3.1.1.1. Explore the main types of worship in Ghana

CORE COMPETENCIES

Communication and Collaboration,
Critical Thinking and Problem Solving
Creativity and Innovation, Digital Literacy

SUBJECT SPECIFIC PRACTICES

Commitment, Dedication, Sharing,
Reconciliation, Togetherness, Unity, Respect,
Love, Tolerance

SUGGESTED RESOURCES

Pictures, video clips, charts, Holy Bible,
Holy Qur'an, chart, pencils, chart, computer,
projector, blackboard/marker board and chalk/
marker

OTHER USEFUL MATERIAL

English dictionary

KEYWORDS

Religion, Islamic, Tradition, Role play, recite,
Texts

HELPFUL LINKS

<https://www.biblestudytools.com> › dictionary ›
worship

<https://www.biblestudytools.com> › topical-
verses › worship-bible-verses

<https://www.christianitytoday.com> › bible-
answers › spirituallife › what-is-t...

Introduction

Build your initial discussion on the subject matter by asking learners to tell the class about some activities they do at church services and in the mosque or shrine.

Worship is an act of religious devotion usually directed towards God. An act of worship may be performed individually, in an informal or formal group, or by a designated leader.

Things needed to teach worship.

Ask learners to talk about things they need for worship.

The learners should present their finding to the class.

Items needed to treat the topic worship

1. Pictures
2. Video clips
3. Chart
4. Bible
5. Drums

Through discussion, ask learners to talk about worship in Ghana. Learners' contribution should include the following:

Why do we do good to people we love so much? Is there anyone you love so much and would do whatever they asked? Worship means honouring God with great love and obedience. It is putting God first in whatever we do, our main focus, over everyone and anyone because He is worthy. True worship means giving our heart to God and honouring Him.

In Ghana, there are three main religious worship. We have Christian, Islamic and African Traditional Religion. People who believe in Christianity are called Christians. Those who believe in Islam are called Muslims. The group of people who belief in African Traditional Religion are also called Traditional worshippers.

Guide learners to brainstorm the types of religion we have in Ghana and the things they use during worship. Learners contribute as follows:

Christians worship in Chapels, Muslims worship in Mosques, Traditional worshippers worship in shrines.

Christians and Muslims use Holy books during worship.

Christians use the Holy Bible. Muslims use the Holy Quran.

The three main religions in Ghana use songs

and texts as part of their worship to God. For example, Christians have Psalm 23 as one of the texts in the Bible. Muslims use the **Al-Fātiḥah**. Traditional worshippers use wise sayings such as proverbs to express their worship.

Guide learners to talk about some verses in the Holy Bible Psalm 23 and the Quran, AL-Fatihah.

Recite religious texts and sing religious songs

Guide learners with experiences from Children Service and Muslim activities in the Church and Mosque respectively to share their knowledge of some Bible and Quranic stories as well as traditional proverbs with the class. If possible, bring to class the Bible and the Quran, and assist learners to recite/demonstrate them in class. Learners should also be asked to sing some beautiful religious songs they have been singing in their churches, mosques and other religious places of worship. Let learners in brief understand the need to recite religious texts and sing

Psalm 23 says:

The LORD is my shepherd;
I shall not want.
He makes me to lie down in green pastures;
He leads me beside the still waters.
He restores my soul;
He leads me in the paths of righteousness
For His name's sake.
Yea, though I walk through the valley of the
shadow of death,
I will fear no evil;
For You *are* with me;
Your rod and Your staff, they comfort
me. You prepare a table before me in the
presence of my enemies;
You anoint my head with oil;
My cup runs over.
Surely goodness and mercy shall follow me
All the days of my life;
And I will dwell in the house of the LORD
FOREVER.

Al-Fātiḥah

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

Role play the act of worship

Guide learners to role-play how people worship in the churches, mosques and in the traditional religion. Let activities be well demonstrated to depict real life situations. Let learners understand that in role playing the act of worship, one can demonstrate skills involved in performing such acts in church, mosque, and in the shrine.

Activities to support learners

- i. Guide learners by showing pictures, video clips, etc. of people worshipping in the three main religions in Ghana.
 - Christian worship
 - Islamic worship
 - Traditional worship
- ii. Let the learners role-play the act of worship in the three main religions in Ghana.
- iii. Learners are to sing and recite texts from the three main religions in Ghana.
 - The Lord's prayer, Psalm 23
 - Al-Fathiha (Islamic)
 - Any recital from the traditional religion-sacred myths, riddles, proverbs.

(Refer to Learners Book 1, pages 90 to 92 for exercises and Activities)

Exercise 1

Christian, islamic, traditional worship

Exercise 2

1. Christian worship: prayer, reciting test in the holy bible. praises.
Islamic: reciting the quran, perform ablution, pray to Allah
Traditionalist: pour libation to the gods, sacrifice animals to the gods, recite proverbs.

Suggested Homework

Write three (3) things Christians do during worship.

Write three (3) things Muslims do during worship

Write three (3) things African Traditional Religion practitioners do during worship.

Draw, label and colour a mosque.

Draw, label and colour a shrine.

Draw, label and colour a temple.

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

1. They:

- pray
- sing
- learn the Holy Bible
- give offering
- earn the Holy Qur'an

2. They:

- pray
- give alms
- sing

3. They:

- pour libation
- sing
- make sacrifices

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 93 - 102

CONTENT STANDARD

B1.3.2.1. Demonstrate knowledge of festivals in Ghana

INDICATOR

B1.3.2.1.1. Describe religious festivals in Ghana

CORE COMPETENCIES

Communication and Collaboration
Critical Thinking and Problem Solving

SUBJECT SPECIFIC PRACTICES

Sharing, reconciliation, togetherness, unity

SUGGESTED RESOURCE

Pictures, charts, video clips paper, pencils, chart, computer, projector, blackboard/marker board and chalk/marker

OTHER USEFUL MATERIAL

English dictionary

KEYWORDS

Festival, religion, tolerance, independence day

HELPFUL LINKS

<https://touringghana.com> › festivals
www.klientsolutech.com › importance-of-festivals-in-our-life
www.hattours.com › blog › festivals-2

Introduction

Do your parents celebrate your birthday with you? It may be an exciting day because they do that to remind you of the day that you were born. These celebrations are festivals. A festival is a time of celebration. These celebrations are organized to remember somebody. They also remember something that happened in the past. The country Ghana also celebrates festivals. You are in Basic One and by now you have taken part in Ghana's independence anniversary celebration in your school before. We celebrate the Independence Day every 6th

March to remember the day Ghana gained her independence.

Things needed to teach festival

Ask learners to talk about the things needed for festival.

The learners should present their findings to the class.

Items needed to facilitate the lesson

1. Pictures
2. Video clips
3. Charts

Through discussion, guide the learners to talk about the various festivals celebrated in Ghana and the world. Learners contribute as follows: Religious people in Ghana celebrate festivals. These festivals are called religious festivals. In Ghana the three main religious groups are: Christians, Muslims and African Traditional Religion. They celebrate their festivals at different times to mark important events in their beliefs and practices.

Some Christian festivals are Christmas and Easter. Christians all over the world celebrate Christmas on December 25th every year to mark the birth of Jesus Christ. They also celebrate Easter. Some of the special days they observe during Easter are Palm Sunday, Good Friday and Easter Sunday.

Muslims celebrate many festivals. We call the festivals Muslims celebrate Islamic festivals. The main Islamic festivals are Eid-ul-Fitr and Eid-ul-Adha.

Ramadan and Eid-ul-Fitr

Muslims celebrate Eid-ul-Fitr every year to break the Ramadan fasting. On the Eid day, Muslims wear their best clothes to the mosque or prayer ground for prayers. They also listen to sermons.

Eid-ul-Adha

Muslims celebrate Eid-ul-Adha every year. They celebrate this festival to remember Ibrahim's sacrifice. Ibrahim obeyed Allah to sacrifice his only son Ismael to God. God however, offered sheep in place of Ismael for the sacrifice.

Traditional Festivals

Which traditional area do you come from? Do your people celebrate any traditional festival? In Ghana there are many festivals celebrated by different traditional groups. Some examples of traditional festivals in Ghana are shown in a table below:

Festival in Ghana	Ethnic group That Celebrate
Aboakyer	Effutu(winneba)
Adae Kese	Asante
Asafotufiam	Ada
Apafram	Akwamu
Afenorto	Mepe
Bugumm Chugu	Dagomba
Bakatue	Elmina(Fante)
Beng	Gonja
Danyiba	Kpando
Dzawuwu	Agave
Foo	Navorongo
Fetu Afahye	Fante
Fiok	Bulsa
Homowo	Ga
Hogbetsotso	Anlo
Kundum	Nzema
Ngmayem	Krobo
Ohum	Akim
Lukusi	Ve(near Hohoe)
Volo	Volos
Yam	Ho

Role-play how religious tolerance is promoted. Lead learners to explain the meaning of key words such as tolerance (the ability or willingness to accept opinions or behaviour that one dislikes or disagrees with), and religious tolerance (it refers to a live-and-let-live attitude toward other religions). Guide learners to role-play how religious tolerance is promoted and during the course of role-play explain the need to promote religious tolerance as responsible citizens of their country, Ghana. Example, it promotes unity, respect, basic human rights, and freedom of speech and of religious freedom. It also promotes peaceful co-existence and development. Let learners have a look at pictures showing people of different religions interacting together or doing things in common

for their own good and for community.

Activities to support learners

Guide learners to mention festivals celebrated in the three religion in Ghana.

Christian- Christmas, Easter

Islamic-Eidul-Fitr, Eid-ul-adha

African traditional Religion (ATR), Odwira, Damba, Homowo, Hogbetsotso, Fetu Afahy

Let learners role-play religious tolerance e.g. prayers at the Independence Day, celebrations of major religious festivals (Christmas, Eid-ul-Adha), ban on drumming preceding the Homowo Festival)

Evaluation Exercise

Expected Answers

(Refer to Learner's Book 1, pages 99 to 102 for exercises and Activities)

Exercise 1

1. Christians
2. Ga
3. Ewe
4. Muslims
5. April
6. 25th December every year
7. Jesus Christ
8. Ramadan
9. birth and death of Jesus Christ

Exercise 2

Festival	Ethnic group
Adae Kese	Asante
Bugum Chugu	Dagomba
Fetu	Ogua
Kundum	Nzema
Homowo	Ga

Exercise 3

1. Asafotufiam festival, Aboakyer festival, Foo festival, Beng festival.
2. Visiting other believers, celebrating independence day together,celebrating religious festival together

Suggested Homework 1

Give the correct answers

1. Christians all over the world celebrate Christmas on ...
2. Christmas marks the birth of
3. Muslims celebrate Eid-ul-Fitr to break the
4. Jesus Christ was crucified on the cross at.....
5. Palm Sunday is the Sunday before.....

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

1. 25th December
2. Jesus Christ
3. Ramadan fast
4. Cross of Calvary
5. Easter Sunday

Reflections

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

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

In thinking about or answering the above questions, use those cognitive skills or strategies that increase the probability of a desirable outcome. Use thinking that is

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

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

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

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

Strand 3: OUR BELIEFS AND VALUES

Sub-strand 3: Basic human rights

LB: pages 103 - 108

CONTENT STANDARD

B1.3.3.1. Learners will demonstrate understanding of human rights as a citizen.

INDICATOR

B1.3.3.1.1. Explain basic human needs and rights of self and others

CORE COMPETENCIES

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

SUBJECT SPECIFIC PRACTICES

Patience, Commitment, Chastity, Caring
Responsibility

SUGGESTED RESOURCES

Charts, pictures, video clips, paper, pencils,
chart, computer, projector, blackboard/marker
board and chalk/marker

OTHER USEFUL MATERIAL

English dictionary

KEYWORDS

Rhymes, needs, Rights, Freedom Association,
personal liberty, Fair trial.

HELPFUL LINKS

<https://www.un.org> › sections › issues-depth
› human-rights
<https://www.un.org> › universal-
declaration-human-rights
<https://www.samaritanmag.com> › we-have-30-
basic-human-rights-do-you-...

Introduction

Human beings need a lot of things to survive. Some of these are so important that without them it will be difficult to live. We call such things basic human needs. With others, we can live without them. Some of the basic needs of human beings are food, shelter and clothing. Things needed to facilitate the basic human rights.

Ask learners to talk about the things needed to treat the basic human rights

The learners should present their findings to the class.

Items needed to facilitate basic human rights.

1. charts
2. pictures
3. video clips

Through discussions, guide the learners to talk about the basic human rights they do have apart from the basic needs. The learner's outcome should include the following.

Apart from basic needs We also have rights. These rights include:

1. The right to life

Everybody has the right to live. Nobody's life should be taken for any reason.

2. Right to movement

3. The right to education

Every child who is at the age of school going must be given the opportunity to go to school.

4. Freedom of association

Everybody has the right to join any group that will not create problems for others. But activities of the group should not take the rights of other people away from them.

5. Right to fair trial

When there is misunderstanding between people, the two sides must be listened to before a decision is taken.

6. Right to good health

The right to good health ensures that health facilities must be made available for the people to receive treatment for their illness. Sickness can lead to death. We must therefore take good care of ourselves and also seek medical attention when necessary.

Participate in games/storytelling, rhymes to talk about human needs and rights

Let learners role-play, tell story or rhymes reflecting basic human needs and rights citizens must enjoy. Let the play depict real life situations. Enjoin every learner to actively participate in the exercise so they can understand what they are doing so that by the end of the lesson, issues of human rights and human needs would be part and parcel of them. When this exercise is well executed no one will discriminate against them or abuse their human rights.

Activity to support learners

- Engages learners with storytelling, rhymes, to talk about human needs and rights.
 - Human needs-food, shelter, clothing.
 - Human rights-right to life, freedom of associations, right to movement personal liberty, right to fair trial etc.
- Let learners role-play the storytelling about human needs and rights.

Evaluation Exercise

Expected Answers

(Refer to Learners Book 1, pages 106 to 108 for exercises and Activities)

Exercise 1

- Food
 - Shelter
 - Clothes
- Right to life
 - Right to education
 - Right to movement
 - Freedom of association
 - Right to fair trial

Suggested Homework

- Write three (3) human needs.
 - Food
 - Shelter
 - Clothes
- Write three (3) human rights.
 - Right to life
 - Right to education
 - Right to movement
 - Freedom of association
 - Right to fair trial
- Draw yourself writing.

Evaluation Exercise

Expected Answers

Homework

Refer to answers for exercises 1 and 2

Reflections

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

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

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

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

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

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

Strand 3: OUR BELIEFS AND VALUES

Sub-strand 4: Being a leader

LB: pages 109 - 113

CONTENT STANDARD

B1.3.4.1. Demonstrate knowledge of the birth stories of religious leaders

INDICATOR

B1.3.4.1. 1. Narrate the stories of the birth of religious leaders.

CORE COMPETENCIES

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

SUBJECT SPECIFIC PRACTICES

Patience, Commitment
Chastity, Caring
Responsibility

SUGGESTED RESOURCES

Mobilize the following resources to make the lesson practical:
Pictures, charts, video clips paper, pencils,
chart, computer, projector, blackboard/marker
board and chalk/marker.

OTHER USEFUL MATERIAL

English dictionary

KEYWORDS

Leaders, religious, role play, consult, record,
Tradition

HELPFUL LINKS

https://rationalwiki.org/wiki/Religious_leaders
<https://www.ucas.com/ucas/find-career-ideas/explore-jobs/job-profile>
<https://healthcommcapacity.org/i-kits/role-religious-leaders-faith-comm...>

Introduction

Who is a religious leader?
A religious leader is someone who is recognized by a religious body as having some authority within that body. They are also people who

have power and did many great things for their followers. Some religious leaders are Jesus Christ for Christians, Prophet Mohammed for Muslims, Okomfo Anokye for the Asantes.

Things needed to facilitate being leaders.

Ask learners to talk about the things needed for being leaders.

Learners should present their findings to the class.

Items needed to facilitate being leaders

1. Pictures
2. Charts
3. Video clips

Through think-pair-share, ask learners to narrate the birth stories of religious leaders like Jesus Christ for Christians, Prophet Mohammed for Muslims, Okomfo Anokye for the Asante. Learners narrations should follow the patterns below.

The Birth of Jesus Christ

The founder of Christianity is Jesus Christ. His birth was foretold by Prophet Isaiah, Prophet Micah, and Prophet Moses. His mother's name was Mary. His father's name was Joseph. One day, God sent Angel Gabriel to Mary in a town called Nazareth. Mary was then a virgin.

The angel told Mary that God would give her a son called Jesus and he would be the son of God. Soon after the angel spoke to Mary she became pregnant. Because Joseph was a righteous man and did not want to expose her to public disgrace, he had in mind to divorce her quietly.

But before Joseph considered divorcing Mary, an angel of God appeared to him in a dream. The angel told him not to be afraid to take Mary as his wife because what is in the womb is from the Holy Spirit. She will give birth to a son and you are to give him the name Jesus because he will save his people from their sins.

The Birth of Mohammed

Prophet Mohammed was the founder of Islam. He was born in 571 AD in Mecca. Mecca is in the city of Saudi Arabia.

His father's name was Abdullah. His mother's name was Amina. Abdullah was a trader. He died before Mohammed was born.

The grandfather who was happy to see the baby took him to the Holy Temple called Kaaba and thanked Allah for the life of the baby.

He named the baby Mohammed. The name Mohammed means the Praised One". He was first raised by his grandfather and later by his uncle. Mohammed belonged to a poor but respected family. The family was active in Mecca politics and trade.

The Birth of Okomfo Anokye

Okomfo Anokye was a very powerful traditional religious leader. His real name was Kwame Frimpong-Anokye. He was a fetish priest. He was born in Awukugua in Akwapim. His father's name was Agya Ano. His mother's name was Maame Nkobe. They belonged to Ayade family of Akwapim in the present-day Eastern Region of Ghana.

Colour the picture of Jesus Christ and others. Guide learners to draw the pictures of Jesus Christ and Okomfo Anokye. This will develop in learners the skill of creativity and critical thinking among others. Facilitator should ensure that every learner participates in the exercise. Let learners understand that these skills when developed well may earn anyone of them a future career in arts to the global level. Let them show appreciation of the pictures drawn as they may be followers of one of the leaders.

Activities to support learners

- i. Guide learners by showing pictures and video clips depicting religious learners: Christian, Islamic and Africa Traditional Religion (ATR).
- ii. Tell stories about the birth of the religious leaders.
- iii. Let learners role play the birth of the religious leaders.
- iv. Let learners consult their parents and record what they tell them.
 - a. their dates of birth
 - b. town of birth

Evaluation Exercise

Expected Answers

(Refer to Learners Book 1, pages 111 to 113 for exercises and Activities)

Exercise 1

1. Jesus Christ
2. Prophet Mohammed
3. Bethlehem
4. Abdullah
5. Awukugua

Exercise 2

Religious leader	Father	Mother
Jesus Christ	Joseph	Mary
Prophet Mohammed	Abdullah	Amina
OkomfoAnokye	Agya Ano	Maame Nkobe

Suggested Homework

Homework 1

Fill in the name of the parents of the following religious leaders:

Religious leader	Father	Mother
Jesus Christ		
Prophet Mohammed		
Okomfo Anokye		

Exercise 3

1. Jesus lived in Nazereth in Galilee
2. Mohammad lived in Mecca
3. Okomfo Anokye came from Akwapim

Evaluation Exercise

Expected Answers

Homework

Refer to answers for exercise 2.

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 116 - 121

CONTENT STANDARD

B1.4.1.1. Demonstrate Understanding of the characteristics of a responsible citizen

INDICATOR:

B1.4.1.1.1. Mention the characteristics of a responsible citizen.

CORE COMPETENCIES

Personal Development and Leadership

SUBJECT SPECIFIC PRACTICE

Tolerance, Compromise Teamwork, Confidence, Respect

SUGGESTED RESOURCES:

Mobilize the following resource to make the lesson practical:
Charts, pictures, video clips, paper, pencils, chart, computer, projector, blackboard/marker board and chalk/marker

OTHER USEFUL MATERIAL

English dictionary

KEY WORDS

Citizen, rules, respect, property, tidy, polite

HELPFUL LINKS

denbigh.nn.k12.va.us › characteristics
www.technologystudent.com › pse1 › citiz3
www.teachergorman.com › 2015/10/17 › 8-characteristics-of-a-good-citizen

Introduction

A citizen is a member of a country. The Ghanaian constitution defines a citizen as a person who has been accepted as a Ghanaian either by birth, adoption or registration. This means that not all the people living in Ghana are citizens.

People who come from other countries like Togo, Zambia, Brazil, Croatia, Russia, etc. are not citizens.

As a citizen of a country, we enjoy certain rights and privileges. Do you know that a member of a

country bears the name of the country? A citizen of Ghana bears the name of a Ghanaian. In the same way a citizen of Mali bears the name Malian. The immigrants do not enjoy certain rights and freedoms. An example is the right to vote.

Things needed to facilitate characteristics of responsible citizen

Ask learners to talk about the things needed to facilitate the characteristics of responsible citizen.

The learners should present their findings to the class.

Items needed to teach the topic:

1. Pictures
2. Video clips
3. Charts

Through think-pair-share, ask learners to talk about the characteristics of responsible citizens. The characteristics should include the following:

Characteristics of a Responsible Citizen

1. **Honesty:** we must be truthful and morally upright. We must not tell lies or deceive other people in the society.
2. **Commitment:** we must dedicate ourselves to the development and the well-being of the people in the community in which we live. We must be committed to our house chores, school and community work.
3. **Obedience:** we must obey and respect people in authority. As citizens we are supposed to carry out instructions from people in authority. Some of the people in authority are our parents, teachers, members of parliament and assembly members.
4. **Patriotism:** we must do everything possible to take care of school property. Responsible citizens make sure, they report criminals to the police for arrest and prosecution
5. **Loving our country:** we must love our country Ghana and protect the good name of Ghana.

6. **Tolerance:** as active citizens, we must work hand in hand with others to promote peace and order in the society. We must therefore, tolerate the views of other people in the community who share different views from ours.
7. **Cleanliness:** we must sweep our classrooms, homes and keep our surroundings clean.
8. **Hard work:** active citizens develop the spirit of hardworking. They work extremely hard to complete any task assigned to them by the nation. They work in the co-operation with others to develop the nation.

Role-play some of the characteristics of a responsible citizen.

Guide learners to role-play what makes a citizen a responsible person in the nation. Learners are to fully participate in the exercise to really understand the subject matter so they can be responsible at all times and anywhere in the country and beyond. Encourage learners to always practise what has been taught or they have learnt in the community.

Activity to support learners

1. Let learners talk about who a responsible citizen is e.g. obeying parents and school rules, respecting people, taking care of school property, keeping the environment tidy, being polite, loving your country.
2. Let learners role-play some of the characteristics of a responsible citizen.

Evaluation Exercise

Expected Answers

(Refer to Learners Book 1, pages 119 to 121 for exercises and Activities)

Exercise 1

1. Citizens
2. Foreigners
3. Greed
4. Active
5. Passive citizen

Exercise 2

1. A responsible citizen is person who knows and respects his or her duties.
2. honesty, commitment, obedience, patriotism, tolerance, cleanliness.

Suggested Homework

1. Write three characteristics of responsible citizen

2. Who is a citizen
3. Write three rights and privileges citizens of a country enjoy

Evaluation Exercise

Expected Answers

Homework

1.
 - Honesty
 - Commitment
 - Obedience
 - Patriotism
 - Loving our country
 - Tolerance
2. A citizen is a member of a country
3.
 - Right to life
 - Right to education
 - Right to movement
 - Freedom of association
 - Right to fair trial

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 122 - 137

CONTENT STANDARD

B1.4.2.1. Demonstrate understanding of obeying power and authority as a responsible citizen

INDICATOR

B1.4.2.1.1. Explore sources of power and authority

CORE COMPETENCIES

Communication and Collaboration,
Critical Thinking and Problem Solving

SUBJECT SPECIFIC PRACTICES

Respect, Trust, Obedience, Commitment,
Responsibility

SUGGESTED RESOURCES

Mobilize the following resources to make the lesson more practical:
Ghana flag, charts, pictures, video clips, paper, pencils, chart, computer, projector, blackboard/ marker board and chalk/marker

OTHER USEFUL MATERIAL

English dictionary

KEYWORDS

Symbols, National flag, National Pledge,
National Anthem, Coat of Arms.

HELPFUL LINKS

<https://www.wipo.int> › edocs › lexdocs › laws
www.clgf.org.uk › default › assets › File ›
Country_profiles › Ghana
<https://www.lawteacher.net> › free-law-essays ›
administrative-law › legislati

Introduction

Ghana our beloved country is ruled by law. The rules and regulations promote peace and order in the country. Imagine, there are no laws in the country, what do you think would happen? Things needed to facilitate power and authority as a responsible citizen.

Ask learners to talk about the things needed to facilitate power and authority as a responsible citizen. Learners should present their findings to the class.

Items needed to facilitate power and authority as a responsible citizen

1. Ghana flag
2. Charts
3. Pictures
4. Video clips

Through discussion, guide learners to talk about some symbols that show the authority and power we have as a country. The discussion should include the following:

There are some symbols that show the authority and power we have as a country. Examples are:

The National Flag

The national flag bears the colours of the state. The colours are red, yellow, green and black. The red colour is at the top, yellow in the middle and green at the bottom. The black is placed in the middle in the form of a star.

The Coat of Arms

The Coat of Arms of Ghana consists of a shield divided into four quarters by a green St. George's cross rimmed with gold. In the top left-hand quarter is a crossed linguist staff and a sword. In the bottom right corner is a shaft of a mine. In the bottom left corner is a cocoa tree. In the top right part, are a fort and sea waves. There is also a lion in the middle of the shield.

The Currency

The Ghanaian currency is the cedi and pesewa. The cedis are the notes and the pesewas are the coins. There are several denominations.

The Independence Arch

The Independence Arch is built to commemorate the independence of Ghana.

The National Anthem

The national anthem is a national song. It is sung at assemblies in schools and state functions.

God bless our homeland Ghana
 And make our nation great and strong
 Bold to defend forever
 The cause of freedom and of right
 Fill our hearts with true humility
 Make us cherish, fearless, honesty
 And help us to resist oppressors' rule
 With all our will and might forever more.

The National Pledge

The national pledge is a promise for citizens of Ghana to be loyal and law abiding. This is the full verse of the national pledge.

I promise on my honor
 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

Guide the learners to brainstorm some of the things they can do to protect the national symbols. Learners are to come up with the following:

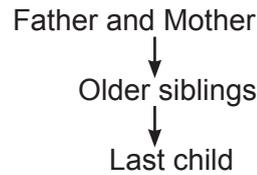
Some of the things we can do to protect the national symbols are as follows:

- Paying attention to the National Anthem.
 Taking good care of the Ghanaian currency.
- Reporting people who destroy the national symbols.
- Apply the moral values in the national symbols in our daily lives.
- Erect the Ghana flag on long poles in schools and public buildings.
- Let the learners discuss some of the power and authority we have at the various levels. That is at home, at school, in the community and in the nation. The discussion should include the following:

At home

At home, parents are in control over the family. They ensure that there is peace and order. They disciplines the children who do not conform to rules at home. The next person in command after parents are the older siblings. This chain of command continues to the last person in the family.

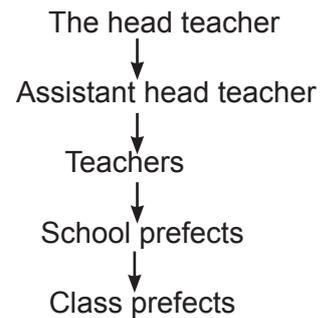
This is the line of authority at home;



In School

In school the head teacher has the highest authority. Do you know your head teacher? Is your head teacher a male or female? The teachers take instructions from the head teacher. The teachers work in co-operation and in harmony with the head teacher to instill discipline in the learners. The next in command is the assistant head teacher and the other teachers. In class authority begins with the class teacher and then the class prefects.

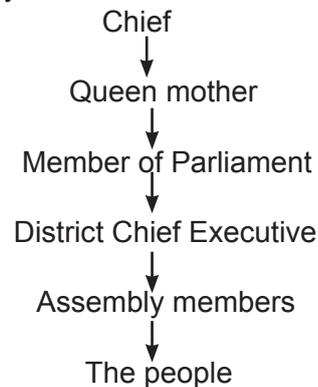
Let us see the chain of command in the school;



In the Community

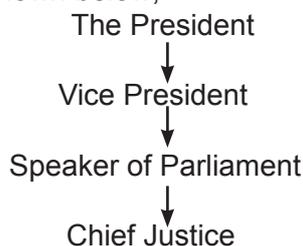
In a community, the chief is the highest person in command. All the people in the traditional area are under his authority. The next in command is the queen mother, parliamentarians and assembly members.

Let us see the chain of command in a community.



The nation

In Ghana the authority rest in the hands of the central or national government. The authority chart is shown below;



Discuss how these national symbols can be preserved

Guide learners to demonstrate by way of role-play how they can appreciate and respect the national symbols. Let learners be in their groups to demonstrate this activity. Let learners understand that the national symbols as have been there for years have been preserved and for that matter safe keeping so we can continue to use them at national ceremonies at any time. Let learners know that they also have the responsibility as citizens to preserve and protect all national symbols so that future generations will come to use them. Let them know that these symbols can be kept in the regional and national museums and art galleries for safe keeping. We do not have to mutilate or destroy national symbols otherwise a complaint can be lodged with the Police for our arrest. Some national symbols such as Presidential seat, Parliamentary Mace, and the State Sword must only be used at state ceremonies. National flag can be used in schools, state offices, and private offices among others.

Activities to support learners

- i. Let learners identify the national symbols and appreciate them
 - National Anthem
 - National Flag
 - National Pledge
 - Coat of Arms
- ii. Let learners in groups/pairs tell how these national symbols can be preserved pay attention to the national anthem, protect the national symbols, report people who destroy the national symbols.
- iii. Let learners talk about the people who have power and authority in the home, school, community and the country.
 - a. at home- Parents, older Siblings

- b. in class/School-Head teacher, Class teacher, School prefect, Class prefect
- c. In the community- Chief, Parliamentarians, Assembly members
- d. In the nation –President, Vice-president, Speaker of Parliament,

2. Let learners give examples of persons occupying such positions.

Evaluation Exercise
Expected Answers

(Refer to Learners Book 1, pages 127 to 129 for exercises and Activities)

Exercise 1

Color in the national flag	Meaning
Red	The blood of our fore fathers that was shed for independence
Gold	The mineral wealth of Ghana
Green	The agricultural wealth of Ghana
Black	The hope of Africa

Exercise 2

- 1. The Independence Arch
- 2. The national flag
- 3. The Coat of Arms

Exercise 3

- 1. The National Flag, the Coat of Arms, the Adnkra Symbol
- 2. Pay attention to National Anthem, take good care of The Ghanaian currency, report people who destroy national symbols.

Evaluation Exercise

(Refer to Learners Book 1, pages 135 to 137 for exercises and Activities)

Expected Answers
Exercise B

Exercise 1

- 1. Mother
- 2. Elder siblings
- 3. Younger children

Exercise 2

community authority

Exercise 3

Person	Yes	No
Member of parliament	Yes	
Driver		No
Chief	Yes	
Headteacher	Yes	
Footballer		No
Hairdresser		No
President	Yes	

Suggested Homework

Homework 1

Fill the table with the correct answers

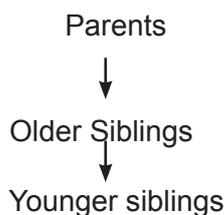
Colour the national flag	Meaning
Red	
Gold	
Green	
Black	

Homework

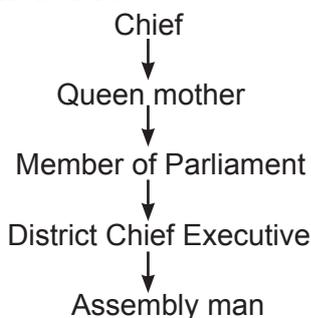
Refer to answers for class exercises

Homework 2

Fill in the authority chart at home



Homework 3



This structure represents authority of the community.

Homework 4

Write 'yes' against those who have authority in the community and 'no' for those who have no authority in the community.

Person	Yes	No
Member of Parliament	yes	
Driver		no
Chief	yes	
Headteacher	yes	
Footballer		no
Hairdresser		no
President	yes	

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 138 - 141

CONTENT STANDARD

B1.4.3.1. Demonstrate understanding of the importance of energy in our environment.

INDICATOR

B1.4.3.1.1. Explore the importance of energy in the home, school and community.

CORE COMPETENCIES

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

SUGGESTED RESOURCES

Mobilize the following resources to make the lesson more practical:
Firewood, charcoal, kerosene, coal pot, charts, pictures, video clips paper, pencils, chart, computer, projector, blackboard/marker board and chalk/marker.

OTHER USEFUL MATERIAL

English dictionary

KEY WORDS

Energy, Sources, cooking, smoking, flashlight, drying

Introduction

God gave me the strength to do things. This is called energy.

The things God created are for my use as a human being. He created the sun to help me see in the day.

Things needed to facilitate the responsible use of resource –energy.

Ask learners to talk about the things needed to teach the responsible use of resources that is energy. Let the learners present their findings to the class.

Items needed to facilitate the responsible use of resources - energy

1. firewood
2. kerosene

3. charcoal
4. coalpot
5. charts
6. pictures
7. video clips

The sun is the ultimate source of energy. Energy derived from the sun is transformed into various forms from which we can tap the energy again to suit our particular needs. In this unit, we would find out the various sources of energy apart from the sun. The various ways we use energy is also discussed. The importance of energy use in our lives is explored and the need to use energy properly is critically looked at.

Introduce this lesson by asking the learners to mention their favourite food. Using questions and answers technique probe to see the various energy sources used in their homes in preparing food, lighting their homes and /or general heating and cooling. The learners' answers may include fire wood or fuel wood, charcoal, kerosene, electricity and liquefied petroleum gas.

Identify sources of energy apart from the sun

In a whole class discussion mention all other sources of energy and explain that sources of energy fall in two categories, renewable and non-renewable sources. Discuss with the learners renewable sources of energy. Energy from wind, biomass, geothermal, energy from water (hydro-electricity), tidal energy and wave energy are forms of renewable energy that must be explained. The non-renewable forms of energy such as energy from fossil fuels (crude oil, coal and natural gas) and uranium as having limited supply must also be explained.

Explain uses of energy

Let the learners go into their small groups. Assign different sources of energy to the various groups. Let them discuss how that particular source of energy is used such as for cooking, smoking and drying of food items. Let them indicate who uses the energy and where it is obtained. Call on the

group leaders to present their group discussions to the whole class in turns.

Let each learner draw any type of equipment which uses the energy source available in their homes. Let them share their drawings with peers in the class in order to appreciate the sources of energy in the home and community. Demonstrate the use of A4 sheet of paper in making paper fan. Fix a broomstick in the middle that will enable the paper fan to turn as the wind blows against it like a windmill. Guide individual learners to create the paper fans. Let them run with it on the school compound as it turns like a fan.

Describe proper ways of using energy as a responsible citizen.

Guide learners to role play responsible use of energy such as put off fire after cooking, put off light after use, preventing gas leakages etc. Through questions and answers let them talk about other responsible ways of using energy in order to avoid wasting energy in any form. Summarize the lesson by recounting the energy sources in the home and community as well as the proper ways of using energy sustainably.

Activities to support learners

Guide learners through questions and answers to mention the types of energy sources available in their homes and communities e.g. sun, wind, firewood, charcoal, kerosene, and gas(LPG). In group discussion, let learners talk about uses of energy e.g. cooking, smoking, and drying of food items.

Let learners draw a bulb, flashlight, coal pot. Let learners share their drawings with peers in the class in order to appreciate the sources of energy in the home and community.

Evaluation Exercise

Expected Answers

(Refer to Learners Book 1, page 141 for exercises and Activities)

Exercise 1

1. Sun
2. Charcoal
3. Wind
4. Charcoal, fire wood, gas(LPG), electricity, solar panel, wind power

Suggested Homework

Use the words in the box to complete the sentences

Cooking,	drying,	kite
----------	---------	------

1. Amuzu isdrying..... shirt.
2. Maame Esi is ...cooking... in the kitchen.
3. Kofi is on the compound playing-----kite--
4. Draw and colour a coal pot
5. Draw someone cooking with firewood, charcoal, kerosene and gas.

Evaluation Exercise

Expected Answers

Homework

Refer to answers for class exercises

Reflections

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

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

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

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

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

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

Strand 4: OUR NATION GHANA

Sub-strand 4: Farming in Ghana

LB: pages 142 - 151

CONTENT STANDARD

B1.4.4.1. Demonstrate understanding of farming as an important activity

B1.4.4.2. Show understanding of simple agricultural tools use in Ghana

INDICATORS

B1.4.4.1.1. Describe farming activities in the community

B1.4.4.1.2 Identify simple agricultural tools

CORE COMPETENCIES

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

SUBJECT SPECIFIC PRACTICES

Observation, motor skills

SUGGESTED RESOURCES

Mobilize the following resources to make the lesson more practical:
Pictures, charts, video clips, films, paper, pencils, chart, computer, projector, blackboard/ marker board and chalk/marker

OTHER USEFUL MATERIAL

English dictionary

KEYWORDS

Farm, vegetable, fruits, garden, cutlass, hoe, mattock, rake, hand trowels, watering can.

HELPFUL LINKS

https://en.wikipedia.org/wiki/Agriculture_in_Ghana

<https://www.completefarmer.com>

Introduction

In our communities, we see people growing or work on the land to produce some of the food we eat. These activities are called farming activities. Farming activities include growing crops or keeping animals for food and raw materials of agriculture.

Things needed to facilitate farming in Ghana. Ask the learners to talk about the things needed to teach farming in Ghana.

The learners should present their findings to the class

Items needed to facilitate farming in Ghana

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

Let the learners discuss some other types of farming activities in Ghana. Their discussion should include the following:

Some of the different types of farming activities in Ghana are growing of vegetables, fruits, corn and rearing of goats, sheep, pigs, cattle.

Agricultural implements used in Ghana are mainly simple and not sophisticated. Apart from the simple implements, the use of modern machinery use is on a steady increase but majority of farmers depend on the simple implements. Capital investment in agriculture faces a lot of risks as Ghana still depends much on rain fed agriculture. In this unit, we will look at the agricultural implements used and how they are preserved.

Introduce the lesson by referring to the implements used in the school garden. Using the questioning and answer technique let the learners mention the names of agricultural implements they know.

Describe types of agricultural implements normally used in Ghana

Display pictures of agricultural implements normally used in Ghana. These implements include hoe, cutlass, rake, mattock, axe, hand fork, watering can. Let learners attempt to describe how each of these implements is used. Teacher guides them to describe describe the uses of each of the implements.

Ask learners to draw the implements in their workbooks.

Through discussion, guide the learners to name some simple agricultural tools and talk about their uses. The discussions should include the following:

1. The **cutlass** is used for performing activities such as the cutting down and clearing of grasses, bushes and trees. It is used to plant the seeds of some crops. Also, the cutlass is used to harvest some crops such as corn.
2. A **hoe** is a hand tool used to shape soil, remove weeds, clear soil, and harvest root crops. Shaping the soil includes piling soil around the base of plants (hilling), digging narrow furrows (drills) and shallow trenches for planting seeds or bulbs
3. The axe is a tool that is used to shape, split and cut **wood**, harvest timber.
4. A **watering can** (or **watering pot**) is a container, usually with a handle and a spout, used to **water** plants by hand.
5. A **rake** is used for soil levelling and cleaning the ground.

Describe at least two ways of preserving agricultural implements

Demonstrate cleaning each tool and guide learners to do same. Tools are not to be left on the mercy of the weather. They must not be left on the floor as that would make the metals rust. After guiding the learners how to clean each tool after work, demonstrate to learners how the tools are hang in their storage facility. Tools that are to be kept for a period of time must be oiled when it is well cleaned. The wooden handles are normally treated with linseed oil. This enables the tool to be in good condition for a very long time.

Activities to support learners

- i. Let learners look around the school and community and talk about different forms of farms activities the people do/watch pictures, films on different types of farms activities e.g. growing of vegetable fruits corn, raring of goats, sheep, pigs, cattle etc.
- ii. Learners are to draw some farming activities e.g. weeding the farm, or garden, feeding animals, animals.
- iii. Let learners look at pictures of simple agricultural tools or the real tools people use in the community to farm. Tools such as cutlass, hoe, watering can, hand trowels spade can be used.

- iv. Let learners draw some of the agricultural tools used in Ghana.e.g cutlass hoe, mattock, rake, hand fork, axe, watering can etc.

Evaluation Exercise

Expected Answers

(Refer to Learners Book 1, pages 144 for exercises and Activities)

Exercise 1

1. Crop farming, fish farming, rearing of animals, havesting of crops and fish.

(Refer to Learners Book 1, pages 148 to 151 for exercises and Activities)

Exercise 1

1. Crop farming
2. Hoe
3. Rake
4. Hoe, axe, cutlass, watering can, rake

Exercise 2

To be done by learners

Suggested Homework

1. Identify four agricultural tools.
- 2.State two (2) uses of any of the agricultural tools.
- 3.Draw and label simple agricultural tools used to perform the following activities:
 - a. levelling the soil.
 - b. watering young plants.
 - c. axe
- 4.Draw and label a hoe and a cutlass and colour them

Evaluation Exercise

Expected Answers

Homework

- Rake
 - Hoe
 - Cutlass
 - Hand fork
 - Dibber
1. Hoe
 - Weeding
 - Planting
 - Harvesting

2. Cutlass
 - Weeding
 - Harvesting
 - Planting

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 153 - 158

CONTENT STANDARDS

B1.5.1.1. Learners will be able to demonstrate knowledge of Ghana's Neighbouring Countries.

INDICATOR

B1.5.1.1.1. Mention Ghana's neighbours

CORE COMPETENCIES

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

SUGGESTED RESOURCES

Mobilize the following resources to make the lesson practical:
Pictures, charts, video clips, chalk/white board paper, pencils, chart, computer, projector, blackboard and chalk/marker.

OTHER USEFUL MATERIAL

English dictionary

KEYWORDS

Neighbors, position, countries, Atlantic, Ocean, Rhyme.

HELPFUL LINKS

<https://en.wikipedia.org/wiki/Ghana>
https://www.gitbook.com/class_6_citizenship-ghana-and-her-neighbours

Item needed facilitate the topic

1. Pictures
2. charts
3. video clips
4. chalk/white board

Knowledge of Ghana's neighbours is important in terms of sharing common boundaries, some common local languages and culture. Moreover, Ghana belongs to the same economic bloc of Economic Community of West African States (ECOWAS). The principles of ECOWAS enjoins Ghana to abide by the free movement of goods and people. It is therefore, important that learners become familiar with their immediate neighbours despite the differences in the official working languages.

Introduce this lesson by referring to the lesson on cardinal points. Let the learners recite the rhyme "on top of me is the North, to the right is the East, to the left is the West, and below me is the South".

Continue the lesson by relating Burkina Faso to the Northern border of Ghana. Relate Togo to the Eastern border of Ghana, La Côte D'Ivoire to the Western border of Ghana and the Atlantic Ocean to the Southern border of Ghana. The teacher should compose a song with the neighbouring countries of Ghana, using the lyrics such as: "To the East of Ghana is Togo, to the West is La Côte d'Ivoire, and to the North is Burkina Faso". Let them sing the song over and over again.

Introduction

My country is Ghana. The people are called Ghanaians. I am happy to be Ghanaian. My beloved country Ghana has some neighbours. This is because Ghana cannot exist alone.

Things needed to facilitate Ghana's neighbours countries

Ask learners to talk about the things needed to facilitate Ghana's neighbouring countries. Let learners present their findings to the class

Activities to support learners

Let learners identify their unique country Ghana and her neighbours.

Let learners demonstrate the position of Ghana's neighbouring countries by using their bodies e.g. to my right is Togo, to my left is La Côte d'Ivoire, to my front is Burkina Faso and to my back is the sea (the Atlantic Ocean).

Let learners compose a song/rhymes and draw a learner with arms stretched showing Ghana's neighbours.

Evaluation Exercise**Expected Answers**

(Refer to Learners Book 1, pages 157 and 158 for exercises and Activities)

Exercise 1

- North - Burkina Faso
- East - Togo
- South - Gulf of Guinea
- West - Côte d'Ivoire

2. Cocoa, electricity, education

Exercise 2

To be done by learners

Suggested Homeworks**Exercise 1**

1. Name the neighbours of Ghana.
2. Draw someone with arm stretched showing Ghana's neighbours.
3. Sketch a map of Ghana showing the Atlantic Ocean.

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

- Burkina Faso
- Togo
- La Côte d'Ivoire

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 159 - 168

CONTENT STANDARD

B1.5.2.1. Learners will be able to demonstrate understanding of the parts of a computer.

INDICATOR

B1.5.2.1. 1. Identify parts of a computer and how they connect to each other

CORE COMPETENCIES

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

SUGGESTED RESOURCES

Mobilize the following resources to make the lesson more practical:
Mouse, keyboard, monitor, system unit, pictures, charts, paper, pencils, chart, computer, projector, blackboard/marker board and chalk/marker

OTHER USEFUL MATERIAL

English dictionary

KEYWORDS

Gadgets, Mouse, keyboard, monitor, system unit, pictures, chart

HELPFUL LINKS

<https://itstillworks.com/the-five-main-parts-of-a-computer>
<https://www.quora.com/What-are-the-different-parts-of-a-computer>
<https://smallbusiness.chron.com/.../Computers>

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 look a bit like the animal 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.

Things needed to facilitate parts of computer and how they are connected to each other.

Ask learners to talk about the things needed to teach parts of the computer and how their connected to each other. learners should present their findings to the class.

Items needed to facilitate parts of computer and how they are connected to each other

1. Mouse
2. Keyboard
3. Monitor
4. System unit
5. Pictures
6. Charts

Through a class discussion, ask learners to talk about the parts of the computer mouse.

Learners gives the following parts:

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 discuss step by step how the computer parts are connected to each other.

Their discussion should include the following:

1. Review the previous knowledge of the learners.
2. Guide learners to identify parts of computer as monitor, system unit, keyboard and mouse.
3. Guide learners to identify USB and VGA ports.





In groups, lead learners to connect mouse, keyboard, monitor to the system unit.

	<p>Power cable Connects to the electricity source</p> <p>The Mouse and Keyboard Connects to either PS/2 Ports or USB Ports, depending on the port on the Keyboard or the mouse</p>
	<p>Monitor is connected to the VGA Port</p>

1. **The monitor data cable** will be plugged into the system unit in only one place, most monitors use either a DVI, VGA or HDMI connector and plug into the corresponding ports at the back of the system unit as seen above. If the monitor has only VGA plug and also the system unit has only a DVI connection or vice versa, Video converter is used to connect the monitor. After the data cable has been connected to the system unit, connect the power plug from the monitor to the surge protector.

2. **Keyboard and Mouse**

The keyboard and the mouse are usually connected to the system unit with the same type of connector, being either a ps/2 or USB connector. These connectors are usually found closer to the top of where all the connectors are located on the back of the system unit.

3. **Computer Power Cable**

For the system unit, find the power cord and plug one end at the back of the system unit itself usually at the top or bottom. Plug the other end of the power cord into a power outlet or surge protector.

Computer speakers are also plugged into the back of the system unit. The speakers connect to the line out or sound out port usually green at the back of the system unit. If the speakers are powered, the power cord should also be plugged into the surge protector.

Activities to support learners

- i. Let learners talk about the parts of a computer e.g. mouse.
- ii. Let learners work in small groups to explore how the gadgets are connected to each other. Each group is given an item at a time to i.e. a mouse, keyboard, or system unit.
- iii. Guide learners to connect the gadgets/
- iv. Guide the learners to tell how the gadgets are connected (i.e. connection of mouse, monitor, keyboard, system unit, etc.).

Evaluation Exercise**Expected Answers**

Refer to Learners Book 1, pages 166 to 168 for exercises and Activities)

Exercise 1

1. Shape
2. Scroll wheel
3. Trackball
4. Mouse, system unit, monitor, keyboard
5. Set computer parts on a desk, connect all cables to the parts of the computer.

Suggested Homework 1

Select the correct word to answer the questions below

(shape, scroll wheel, trackball)

1. The name of a mouse is derived from its
2. The mouse has a underneath.
3. The trackball is called

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

1. Shape
2. Scroll wheel
3. Trackball

Homework 2

1. What is a computer mouse?
2. State three uses of a computer mouse.
3. Draw a computer mouse and colour it.
4. Draw and label a computer mouse.

Homework 2

1. A mouse is a device you can roll along a hard surface
2.
 - A mouse is used to open programme
 - select icons
 - draw objects on the computer

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 169 - 173

CONTENT STANDARD

B1.5.3.1. Learners will demonstrate understanding of data and sources of information.

INDICATOR

B1.5.3.1.1. Collect types of data

CORE COMPETENCIES

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

SUGGESTED RESOURCES

Mobilise the following resources to make the lesson practical:

Tables, chairs, exercise books text books
paper, pencils, chart, computer, projector,
blackboard/marker board and chalk/marker

OTHER USEFUL MATERIAL

English dictionary

KEYWORDS

Source, information, environment, record

HELPFUL LINKS

<https://whatworks.org.nz> › data-types
<https://www150.statcan.gc.ca> › edu › power-
pouvoir › types ›
<https://www.lotame.com> › Resources5214777-
eng

Introduction

Data collection is the process of gathering and measuring information on targeted variables in an established system, which then enables one to answer relevant questions.

Things needed to teach types of data collection. Ask the learners to talk about the things needed to teach types of data collection. The learners should present their findings to the class

Items needed to teach types of data collections

Tables, chairs, exercise books, text books, desk, pens, pencils.

Through discussion, learners talk about the types of data collection. The types of data collection should include the following:

There are two major types of data collection, they are; primary sources of data collection which contain raw information or data that has not been analysed or summarised. For instance, using the primary source of data collection to collect various items from the environment, count and record them. Example you can count the number of tables, chairs, exercise books, textbooks and record them into your notebooks. We also have secondary sources of data collection in which the data collected are analysed or summarised. Examples of such data are documentaries or books.

The teacher should do the following:

1. Let them count the number of columns in the class.
2. Help understand data and information.
3. Use various activities to help them collect data.
4. Give different materials to them to read and gather information.

Activity for slow learners

- i. Guide learners to collect various items from the environment, count and record them in a book e.g. count the number of tables, chairs, exercise books, and record them.
- ii. Guide learners to talk about the various types of data gathered.

Evaluation Exercise

Expected Answers

1. Colour of hair, shape of classroom, colour of uniform, colour of skin
2. Number of table, size of shoes, height, temperature

Refer to Learners Book 1, pages 172 and 173 for exercises and Activities)

Exercise 1

1. Learners match

Suggested Homework

1. State the two (2) types of data collection with two examples each.
1. What are primary sources of collecting data?
2. State two (2) examples of primary data.
3. What are secondary sources of collecting data?

4. State two (2) examples of secondary data.

Evaluation Exercise

Expected Answers

Homework

Refer to answers for class exercises

Strand 5: MY GLOBAL COMMUNITY

Sub-strand 4: Technology in communication

LB: pages 174 - 179

CONTENT STANDARD

B1.5.4.1. Learners will recognize technology tools in communication.

INDICATOR

B1.5.4.1.1. Identify technology tools in communication

CORE COMPETENCIES

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

SUBJECT SPECIFIC PRACTICES

Applying

SUGGESTED RESOURCES

Mobilized the following resources to make the lesson practical:

pictures, charts, video clips paper, pencils, chart, computer, projector, blackboard/marker board and chalk/marker

OTHER USEFUL MATERIAL

English dictionary

KEYWORDS

Technology, communication, Gong-gong drums, bells, mobile van, community information centre.

HELPFUL LINKS

<https://bizfluent.com> › info-8075542-list-communication-tools for
<https://www.teachtomorrow.org> › education-technology-toolsols
<https://study.com> › academy › lesson › classroom-technology-tools

Introduction

We talk to people through many ways. The objects or things that help us to talk to people who are far from us are called communication tools.

Communication tool is a device used to send and receive information.

Do you know of any device that you can use to talk to Mum or Dad when you are in school?

Things needed to facilitate technology tools in communication

Ask learners to talk about the things needed to facilitate technology tools in communication. The learners should present their findings to the class.

Through brainstorming, ask learners to talk about different communication tools and how they work. Their discussion should include the following:

There are so many different communication tools and how they work. Some only speak to us, others also speak to you. Examples of communication tools are the gong gong, dondo, drums, bells, mobile vans, and community information centres.

Activity to support learners

- Let learners in groups talk about technology tools used for communication e.g. gong-gong, drums, bells, mobile vans and community information centers.
- Let learners draw, label and colour drums, bells, gong-gong to assemble people.

Evaluation Exercise

Expected Answers

Refer to Learners Book 1, pages 177 to 179 (and exercises and Activities)

Exercise 1

- Learners match

Exercise 2

- Learners colour

Exercise 3

- Device, send and information
- Gongo, computer, information van

Exercise 4

1. c, n, l
2. m, i, t
3. r, t, o,
4. o, o,
5. i, t, r

Suggested Homework's

Homework 1

Write three (3) objects you can use to communicate in your community.

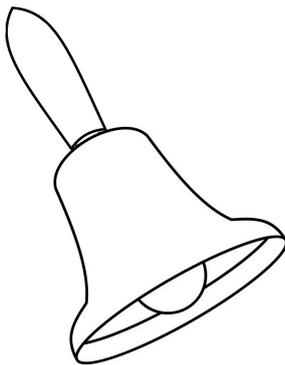
Homework 2

Write the missing letters in the words below

- i. d r _ m
- ii. d o n d _
- iii. b e _ _
- iv. g o _ g g _ n g

Homework 3

Color the bell below.



Homework 3

Draw and colour the following technology tools in communication:

A drum	A dondo	A gong-gong

Evaluation Exercise

Expected Answers

Homework

Refer to answers for class exercises

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?

A

Association: a group of people organised for a joint purpose

C

Cardinal points: each of the four main points of the compass (north, south, east, and west).

Characteristics: a feature or quality belonging typically to a person, place, or thing and serving to identify them.

Chores: routine tasks, especially in a household one

Citizen: a legally recognised subject or national of a state or commonwealth, either native or naturalized

Coat of Arms: the distinctive heraldic bearings or shield of a person, family, corporation, or country.

Community: a group of people living in the same place or having a particular characteristic in common.

Computer: an electronic device for storing and processing data.

Consult: seek information or advice from (someone, especially an expert or professional).

Cooking: the practice or skill of preparing food by combining, mixing, and heating ingredients.

Creator: a person or thing that brings something into existence.

Cutlass: a short sword with a slightly curved blade, formerly used by sailors

D

Decoration: the activity of making something look more attractive by putting things on it or around it, or something that you use to do this

Demonstrate: give a practical exhibition and explanation of (how a machine, skill, or craft works or is performed)

Drying: to become dry, or to make something become dry

E

Energy: power derived from the utilization of physical or chemical resources, especially to provide light and heat or to work machines.

Environment: the surroundings or conditions in which a person, animal, or plant lives or operates

Errands: a short journey undertaken in order to deliver or collect something, especially on someone else's behalf.

F

Fair trial: A trial which is observed by trial judge without being partial is a fair trial.

Farm: an area of land and its buildings, used for growing crops and rearing animals.

Festival: a day or period of celebration, typically for religious reasons.

Flashlight: a small light that is held in the hand, and usually gets its power from batteries

Forest: a large area covered chiefly with trees and undergrowth.

Freedom: the power or right to act, speak, or think as one wants.

Fruits: the sweet and fleshy product of a tree or other plant that contains seed and can be eaten as food.

G

Garden: a piece of ground adjoining a house, in which grass, flowers, and shrubs are grown.

Grassland: a large open area of country covered with grass, especially one used for grazing.

H

Hand trowels: a small hand tool with a handle and flat metal blade; used for scooping or spreading plaster or similar materials.

Hoe: a long-handled gardening tool with a thin metal blade, used mainly for weeding.

Human-made: things made by human beings.

I

Independence Day: a day celebrating the anniversary of national independence

Internet: a global computer network providing a variety of information and communication facilities, consisting of interconnected networks using standardised communication protocols.

Islamic: things related to Islam.

L

Leaders: people who lead or command a group, organisation, or country.

M

Mattock: an agricultural tool shaped like a pickaxe, with an adze and a chisel edge as the ends of the head.

GLOSSARY

N

National Anthem: a solemn patriotic song officially adopted by a country as an expression of national identity

National flag: A national flag is a flag that represents and symbolizes a country.

National Pledge: There is a pledge of Allegiance to the Constitution of the of a country

Natural: something existing in or derived from nature; not made or caused by humankind.

Needs: the things you must have for a satisfactory life

Personal liberty: Personal liberty is the liberty of an individual to behave as one pleases except for those restraints imposed by laws and codes of conduct of the society in which one lives to safeguard the physical, moral, political, and economic welfare of others

Polite: having or showing behaviour that is respectful and considerate of other people.

Posters: a large printed picture used for decoration.

Property: a thing or things belonging to someone; possessions collectively.

R

Rake: an implement consisting of a pole with a toothed crossbar or fine lines at the end, used especially for drawing together cut grass or smoothing loose soil or gravel.

Record: a thing constituting a piece of evidence about the past, especially an account kept in writing or some other permanent form.

Religion: the belief in and worship of a superhuman controlling power, especially a personal God or gods.

Rhymes: correspondence of sound between words or the endings of words, especially when these are used at the ends of lines of poetry.

Rights: a moral or legal entitlement to have or do something.

Role play: act out or perform the part of a person or character, for example as a technique in training

Rules: one of a set of explicit or understood regulations or principles governing conduct or procedure within a particular area of activity.

S

Scenarios: a setting, in particular for a work of art or literature.

Security: the state of being free from danger or threat.

Shape: the external form, contours, or outline of someone or something.

Shelter: a place giving temporary protection from bad weather or danger.

Sideway: in a direction to the left or right, not forward or backwards

Sketch: a rough or unfinished drawing or painting, often made to assist in making a more finished picture.

Smoking: the action or habit of inhaling and exhaling the smoke of tobacco or a drug.

Sources: a place, person, or thing from which something originates or can be obtained.

Square: a plane figure with four equal straight sides and four right angles.

Stretch: of something soft or elastic) be made or be capable of being made longer or wider without tearing or breaking.

Symbols: a mark or character used as a conventional representation of an object, function, or process, e.g. the letter or letters standing for a chemical element or a character in musical notation.

T

Texts: a book or other written or printed work, regarded in terms of its content rather than its physical form.

Tidy: arranged neatly and in order.

Tolerance: the ability or willingness to tolerate the existence of opinions or behaviour that one dislikes or disagrees with.

Tradition: a belief, principle, or way particular society or group have continued to follow for a long time, or all of these beliefs, etc. in a particular society or group:

U

Unique: being the only one of its kind; unlike anything else.

V

Vegetable: a plant or part of a plant used as food, such as a cabbage, potato, turnip, or bean. "fresh fruit and vegetables"

W

Watering can: a portable water container with a long spout and a detachable perforated cap, used for watering plants.

ESSENTIAL

Our World and Our People

Primary 1

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 1 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.

ESSENTIAL, your guarantee of success!