

# CONCISE SOCIAL STUDIES

for Junior High Schools

## BASIC



# Teacher's Guide

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## **PREFACE**

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The Teacher’s Guide for Social Studies, JHS 1 (B7) has been written to assist facilitators in the teaching of the subject. During instructional hours, facilitators are to ensure that qualitative and strategic ways are adopted in order to assist learners to optimise their learning opportunities and outcomes.

Therefore, the guide is aimed at strengthening the competence of facilitators in the teaching of Social Studies at the basic schools in the country. This guide has provided materials that will assist the facilitators, both trained and untrained to assist learners acquire knowledge in Social Studies. Social Studies at the basic school level is a multi-disciplinary subject that aims to equip learners with knowledge, attitudes, values and skills that will enable them to become active, informed, innovative and responsible citizens.

Teaching and learning activities must be focused on developing the learner’s curiosity, critical thinking, problem-solving skills and competencies for personal development and leadership which are the hallmark of the common core programme in Social Studies at the basic schools. Facilitators are to assist in producing reflective, concerned and competent citizens, who will make informed decisions for individual and public good.

It is also noteworthy that the structure of the Teacher’s Guide and the Learner's Book follow that of the curriculum. Facilitators and learners therefore need a resource material in communication and collaboration, digital literacy and competence in the world of work.

The guide fulfills the requirement considering the in-depth treatment of the strands in the social studies curriculum. In addition, the guide provides activities, diagnostic assessment, progressive assessment and additional information that further enhance both the facilitator’s and learner understanding.

It is our hope that the Teacher’s Guide and the Learner's Book would meet the needs of both facilitators and learners and help them to translate classroom interactions into effective teaching and learning. Facilitators must always consult the Teacher’s Guide when using the Learner’s Book so as to conform to the requirement of the Social Studies curriculum.

## **INTRODUCTION**

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### **RATIONALE FOR SOCIAL STUDIES AS A SUBJECT OF STUDY IN SCHOOLS.**

Social Studies is the multi-disciplinary subject that aims to equip learners with knowledge, attitudes, values and skills that will enable them to become active, informed, innovative and responsible citizens. Social Studies addresses the challenges or problems that confront and threaten the survival of the Ghanaian society. It does so by providing the learner with the opportunity to apply concepts, theories and generalisations from a variety of relevant disciplines to analyse, investigate and come out with appropriate solutions to personal and societal problems. It provides an opportunity for learners to further explore their immediate environment and the world at large. Social Studies therefore, specifically focuses on developing the learner's curiosity, critical thinking, problem solving skills and competencies for personal development and leadership. The subject seeks to enhance communication and collaboration, creativity and innovation, digital literacy, cultural identity and global citizenship. The inclusion of social studies in the Common Core Programme of the Pre-tertiary Education Curriculum is intended to make learners acquire relevant tools to become effective, active and patriotic citizens.

### **TEACHING PHILOSOPHY**

The Social Studies curriculum will enable learners to develop knowledge, understanding, skills and competencies through a combination of social constructivism and social realism. These theories emphasise learning as an active process whereby the learner constructs knowledge rather than acquire it. The curriculum is designed to provide learners with opportunity to expand, change, enhance and modify ways in which they view the world. Teachers will adopt thematic and creative pedagogical approaches that engage learners in a rich and rigorous inquiry-driven environment. These can be done through talk for learning, project-based learning, games, modelling, questioning, brain-storming, demonstration and role-play which are necessary for achieving a learning centred classroom and developing learners into creative, honest and responsible citizens.

### **LEARNING PHILOSOPHY**

The philosophy of learning Social Studies is based on the need to train citizens who are reflective, concerned, active and participatory to be able to fit into the ever-changing world and contribute their quota to the society. Social Studies will provide avenues for learners to interact with people and interrogate issues to construct new knowledge and ideas, describe, analyse and evaluate issues that are critical to the survival of the human race. In essence, the curriculum is designed to generate activities that will make learning more relevant to them by using their previous knowledge, experiences and environments to acquire competencies including the following:

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 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.

6. Personal development and leadership.

## **GENERAL AIMS**

The subject Social Studies aims to produce, reflective, concerned and competent citizens who will make informed decisions for individual and public good. The subject seeks to produce morally upright Ghanaians who are responsible and capable of maintaining healthy lifestyles and preserving their environment for sustainability. This will enable individuals make constructive changes in their lives, society and thus understand it better. Learners will also develop a critical and inquisitive mind through the help of this study. This guide is aimed at strengthening the competence of facilitators in the teaching of Social Studies at the Basic Level of Education. This guide is based on the Social Studies Common Core Curriculum textbook introduced for Basic Seven. This guide is to provide material and resource that would guide the facilitator both trained and untrained to assist learners to acquire knowledge in Social Studies.

## **SPECIFIC AIMS**

The aims of the subject will enable learners to:

1. Explore and protect the environment.
2. Exhibit a sense of belonging to the family and community.
3. Appreciate themselves as unique individuals; through deepening their awareness of stereotypes associated with gender, abilities, ethnicity, religion and how to challenge same.
4. Demonstrate responsible citizenship.
5. Develop attitudes for healthy and peaceful co-existence (embracing diversity).
6. Ensure sustainable use of resources.
7. Develop a sense of patriotism and national pride.
8. Make themselves globally competitive.

## **INSTRUCTIONAL MEDIUM OR EXPECTATIONS**

The medium of instruction is mostly in English Language. Therefore, the writers have carefully chosen simple and learner-friendly words and expressions to explain the indicators. However, when the need arises the teacher can use the Ghanaian language to explain some concepts when facilitating the teaching and learning processes. You are expected to play the following roles:

1. Guide and facilitates learning by generating discourse among learners and challenging them to accept and share responsibility for their own learning, based on their unique individual differences.
2. Use multiple methods and systematically gather data about learner's understanding and abilities to guide Social Studies teaching and learning with arrangements to provide feedback to both learners and parents.
3. Select content, adapt and plan lessons to meet the interests, knowledge, understanding, abilities and experiences of learners.
4. Design and manage learning environment that provides learners with the time, space and resources needed for learning Social Studies.
5. Support learners to use appropriate technologies to solve problems embedded in their culture and the larger society.
6. Enable learners to work together to represent real life situations in multiple ways such as oral text, pictures, diagrams, equations etc.

7. Help learners to make sense of problems and persevere in solving them, including using higher order reasoning and problem-solving skills.
8. Get learners to think critically about tasks and their solutions by asking questions and challenging each other's views until a consensus is reached.

## **CORE COMPETENCIES**

The Core competencies describe a body of skills that teachers at the basic level should seek to develop in their learners. The competencies describe a connected body of core skills that are acquired throughout the processes of teaching and learning. They are the relevant global skills for learning that allow learners to develop, in addition to the 4Rs, to become critical thinkers, problem-solvers, creators, innovators, good communicators, collaborators, culturally identified individual, digitally literate and global citizens who have a keen interest in their personal development. We hope the core competencies will be developed in learners to help them develop our country, Ghana. These competencies include:

### **Critical Thinking and Problem solving (CP)**

Develop learners' cognitive and reasoning abilities to enable them analyse issues and situation, leading to the resolution of problems. This skill enables learners to draw on and demonstrate what they have learnt, and from their own experience, analyse situations and choose the most appropriate out of the number of possible solutions. It requires that learners embrace the hard, 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 develop technologies to addressing the problems at hand. This competency requires ingenuity of ideas in arts, technology and enterprise. It enables learners to think independently and creatively.

### **Communication and Collaboration (CC)**

This competence aims to promote in learners, the ability to make use of languages, symbols and texts to exchange information about themselves and the world around them. 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 competence aims to promote in learners who put country and service foremost through an understanding of what it means to be active citizens, by inculcating in them a strong sense of environmental and economic awareness. Learners make use of the knowledge, skills and attitude, acquired to contribute meaningfully towards the socio-economic development of the country. They develop skills to critically analyse cultural trends, identify and contribute to the global community.

### **Personal Development and Leadership (PL)**

This competence is aimed at improving self-awareness, self-knowledge; building and renewing self-esteem; identifying and developing talents, fulfilling dreams and aspirations and developing

other people or meet 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; self-regulation and responsibility and developing a love for life-long learning.

### **Digital Literacy (DL)**

It involves guiding learners to discover, acquire skills in and communicate through ICT to support their learning and make use of digital media responsibly.

For effective lesson planning for teaching, learning and assessment, it is suggested that teachers refer to Appendix I for details of the components of the core competencies. These details comprise the unpacked skills such as: listening, presenting and team work for collaboration.

These details include the approaches, methods, strategies, appropriate relevant teaching and learning resource for ensuring that every learner benefits from the teaching and learning process.

### **Components of Teacher's Guide**

The teacher's guide suggests the procedures to adopt in teaching the common core social studies material in the course book. It is only a supplement and not an alternative to the teacher's knowledge and experiences. You are expected to bring your experience and knowledge to bear on the various strands and sub-strands you teach. You should note that new concepts methodologies have been introduced in the common core social studies to help improve instructional delivery.

These have also been applied in the guide. Some of these concepts include the following:

- a. **Strands:** These are the broad areas or sections in the curriculum to be studied.
- b. **Sub-strands:** These are larger groups of related indicators. Indicators from sub-strands may sometimes be closely related.
- c. **Content Standards:** These indicate what all learners should know, understand and be able to do. Ensure that this becomes the reference point of your teaching.
- d. **Content Indicators:** These are clear statements of specific things learners should know and be able to do within each content standard.
- e. **Exemplars:** These refer to support and guidance which clearly explains the expected outcomes of an indicator and suggest what teaching and learning activities could be taken to support the facilitator in the delivery of the curriculum
- f. **Keywords:** These are vocabularies learners are supposed to pronounce, know and recollect in the strands and sub-strands at a point of teaching.
- g. **Activities:** These are steps to take in order to make the indicators directional, sequential, continuous and to have the desired impact.
- h. **Teaching and Learning Resources:** These are instruments of presentation and transmission of the prescribed educational materials. It is also materials that are designed to help facilitate learning and knowledge acquisition.
- i. **Evaluation:** This has been added to allow learners to give appraisal of the strands and sub-strands. It will also assist the facilitator to assess the learners understanding of the indicators.



- Diagnostic assessments in this guide are meant to allow facilitators and learners to chart their learning progress by comparing pre and post-test.
  - Progressive assessments in this guide have also been introduced for situations, tasks and actions through interviews, handling of difficult situations and solving community problems. The facilitator is not restricted to what the authors have suggested under evaluation. The facilitator can use his or her experience to add some more information as a means of evaluating the learners.
- j. **Scope:** The textbook covers all the thematic areas organised in the social studies common core programme. The textbook has been structured into Starter, Strands, Sub-strands, Content Standard, Indicators, Exemplars and Core Competences. Each Chapter/Strand and Unit/Unit/Sub-strand has an activity, diagnostic assessment, progressive assessment, questions for practice, answers to study questions and other additional information in this guide. The facilitator is not restricted to a specific length of time within which to complete each Chapter/Strand or sub-strand. It is our hope that the facilitators will employ their rich experience, guided by conditions and circumstances of their work accordingly. This will ensure the completion of the strands and sub-strands by the end of the year

In this book, each chapter/Chapter/Strand is made up of;

- Unit/Sub-strands
- Key words
- Activities
- Content Standards
- Teaching and Learning Resources (TLRs)
- Class Discussions
- Additional Information
- Project/Group work
- Home Learning
- Questions for practice
- References to Learner's Book Page
- Summary
- Exercises
- Answers and guidelines to exercises, project/group works, Critical Thinking or Thinking time and Home Learning or Parent help.
- Diagnostic Assessment Questions
- Answers to Diagnostic Assessment Questions
- **Activities:** These are practical methods and strategies carefully designed to help learners share their views and opinions on the various themes and also to investigate and test learners Relevant Previous Knowledge (RPK) about the theme(s) under discussion. It is also to assist learners discover concepts rather than being told. Remember, Learners understand concepts better when they learn from the known to unknown, simple to complex and concrete to abstract. In taking learners through the several suggested activities, teachers must:
  - o Always create room for learners to see, feel, touch and observe things for themselves.
  - o Arrange special visits to resource persons and relevant sites in the community. This is

- because when children see things in their concrete state, they are able to appreciate how such things work and apply the knowledge to solve problems in their community.
- o Create the opportunity and the environment for them to think creatively and be problem solvers.

### **Teaching and Learning Resources (TLRs)**

The Teaching and Learning Resources (TLRs) are the real objects, concrete materials and items the teacher and learners use during the teaching and learning processes. In this guide, there are enough suggestions for the use of low cost or no cost materials from the immediate environment. You are however, encouraged to improvise unavailable and expensive materials with locally available ones. There are situations that may also require the use of a resource person from the community or another community. A resource person is anyone that has knowledge and understanding of a concept you are teaching and can therefore share his or her knowledge, experiences and expertise with the learners.

**Class Discussions, Projects and Group Work:** These activities are designed to give opportunities to each child to actively participate in the teaching and learning processes. They also help to develop skills and competencies such as; Leadership, Communication, Personal Development, Collaboration, Problem Solving and Critical Thinking.

**Summary:** At the end of every sub- strand, there are salient or core- points to help you revise and evaluate learners' understanding of the various indicators.

**Class Exercises:** At the end of every theme, there are evaluation exercises to assess learners' understanding of themes.

Answers to all the exercises have been provided in the guide as a reference for assessing or marking learners' answers to questions.

The **Diagnostic Assessment Exercises:** are used to find out what learners already know about the theme (topic). These include a set of questions that evaluate a learner's prior knowledge in relation to specific learning outcomes. You are expected to use these exercises to assess learners' knowledge and understanding of a key skill, concept or competencies, identifying fundamental misconception that the learner may have. Include items that assess the learner's experience, confidence level, critical thinking, communication and interest at the beginning of each lesson.

**Additional Information:** There is additional information to guide you to give more information on various themes under each sub- strand.

### **The Role of the Teacher in Ensuring Learner -Centered Classroom**

Engage learners in meaningful "hands on" activities that bring home to the learner what they are learning in school and what they know from outside the school environment. As a facilitator, create the learning environment to:

- Help learners to manipulate and interact with different sources of information in different ways;

- Make learners feel safe and accepted in the learning environment.
- Help learners to identify problems in their immediate environment and solutions to the problems. Make learners organise the subject matter around the problem.
- Give learners the responsibility for defining their learning experiences and planning to solve the problems.
- Help learners to identify a problem suitable for investigation through field trips and project work.

### **KEY STRATEGIES TO BE ADOPTED IN ACHIEVING THE AIMS OF THE STANDARD BASED CURRICULUM**

- Invitation of resource persons from the community and professionals to make presentations to learners
- Organising visits/field trips and nature walks for learners to observe things in nature.
- Use of educational games, songs and rhymes during lessons
- Implementation of Rewards Systems

### **LEARNER'S WITH SPECIAL NEEDS**

Learners who suffer from disabilities or deserve your special attention, you need to introduce measures that will minimise the negative impact of their disability on their learning with their friends. For example, learners who are short sighted must be made to sit close to the white/ chalkboard. Also, learners who are having hearing impaired must not be made to sit far from you. Pay attention to each individual learner taking into consideration their abilities.

Some may be slow learners and must not be rushed but must be made to learn and move on at their own pace while other who are fast learners must be provided for.

That means creating ability groups in your class in order to attend to each learner. During field trips and visits, special arrangements must be made for learners who have walking disability; this must be done in consultation with their parents or guardian prior to the visit.

### **USE OF APPROPRIATE TEACHING LEARNING RESOURCES (TLRs)**

One of the prominent features of the series is the use of Teaching and Learning Resources. Every Chapter/Strand and unit/Unit/Sub-strand in this Guide, you are required to use one material or another. These materials range from real objects, pictures, sketches and wall-hangs. You may have to produce most of these on manila cards, brown paper, markers, felt pens, colour and glue. Some of these items cannot be easily procured by many schools. In such a circumstance, these items can be improvised by the use of available local materials.

### **HOW TO USE THE LEARNER'S BOOK**

Read the Learner's Book and the Guide thoroughly to understand all the indicators or the subject matter very well before you start to teach. This, when done properly will enable you know and master the various indicators to be taught in the year. Plan and prepare detailed lesson plan for all your lessons using the appropriate teaching and learning materials. Discuss freely with your fellow teachers and opinion leaders, themes that you are not familiar with in the Learner's Book. Do further

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research to help you take control during teaching and learning processes.

Engage learners in useful and practical activities; remember that a teacher does well when learners are made to think for themselves. As you help learners to work in groups, they will think and find answers on their own and you will be helping them to discover and learn the proper ways of solving moral and social problems in our societies.

## **CONCLUSION**

Social Studies for Basic 7- 9 and their accompanying Teacher’s Guides have been carefully written to meet the needs of the Standard Based Curriculum of the National Council for Curriculum Assessment (NaCCA) of the Ghana Education Service for Basic School (September, 2020). The Teacher’s Guide is detailed and offer systematic steps, guidelines, notes and strategies for you to facilitate a fruitful and successful teaching and learning processes. It is very important to note that teaching is an art and that, classroom situations are NOT the same but differ. Do well to complement the notes and the guidelines with other relevant resources that are appropriate and suit the environment and circumstance.

## **CLASSROOM PRECAUTIONS**

### **Tips for teachers to protect themselves and their learners**

It is important that precautions are taken both inside and outside the classroom to prevent the spread of COVID-19:

1. Physical distancing at school and classroom.
2. Practicing good health activities such as handwashing/ hygiene.
3. Cleaning and disinfection tips such as desks, countertops, doorknobs computer keyboards and others.
4. Mask wearing in school and classroom should be worn always.
5. Actions must be taken if a learner appears sick in the classroom.
6. Sharp objects should be used with care.

## **REMEDIAL LESSONS/ACTIVITIES**

After assessing learners on various indicators, identify those who have not mastered some of the indicators and organize remedial lessons or activities for them. In doing this, vary your teaching strategies and techniques in order to achieve a positive result. Use simple language and pay attention to individual learners and help solve their peculiar learning problems.

It is very important that extra care and attention is given to learners with special needs. Employ the appropriate methods that will help them learn comfortably and understand the necessary indicators.

## Sample Yearly Overview

<b>Week</b>	<b>Term 1 (list term 1 sub-strands)</b>	<b>Term 2 (List term 2 sub-strands)</b>	<b>Term 3 (list term 3 sub-strands)</b>
1	Environmental Issues	Mapping Skills	Population
2	Environmental Issues	Mapping Skills	Population
3	Environmental Issues	Understanding Our Natural World	Population
4	Environmental Issues	Understanding Our Natural World World	Independent Ghana
5	Adolescent Reproductive Health	Understanding Our Natural World World	Independent Ghana
6	Adolescent Reproductive Health	Socialisation	Independent Ghana
7	Self-Identity	Socialisation	Independent Ghana
8	Self-Identity	Human Resource Development	Independent Ghana
9	Citizenship and Human Rights	Tourism	Independent Ghana
10	Citizenship and Human Rights	Tourism	Independent Ghana
11	Citizenship and Human Rights	Financial and Investment Issues	Independent Ghana
12	Examination	Examination	Examination

Sample Scheme of Learning

WEEK	STRAND	SUB-STRAND	CONTENT STANDARDS	INDICATORS	RESOURCES
1	ENVIRONMENT	Environmental Issues	<b>B7.1.1.1.</b> Demonstrate skills in dealing with environmental challenges	<b>B7.1.1.1.1.</b> Examine ways of dealing with sanitation challenges in the environment	Computer projector and screen videos and pictures of environmental challenges e.g. dump sites (refuse dump) posters on poor sanitation practices in the community. Posters on ways of managing sanitation problems
2	ENVIRONMENT	Environmental Issues	<b>B7.1.1.1.</b> Demonstrate skills in dealing with environmental challenges	<b>B7.1.1.1.1.</b> Examine ways of dealing with sanitation challenges in the environment	Computer projector and screen videos and pictures of environmental challenges e.g. dump sites (refuse dump) Posters on poor sanitation practices in the community Posters on ways of managing sanitation problems in the community.
3	ENVIRONMENT	Environmental Issues	<b>B7.1.1.2.</b> Examine the sources of energy and demonstrate the skills in conserving energy in Ghana	<b>B7.1.1.2.1.</b> Examine the sources of energy	Computer, projector and screen  Videos/pictures of the energy sources and household uses, bulbs.

4	ENVIRONMENT	ENVIRONMENTAL ISSUES	<b>B7.1.1.2.</b> Examine the benefits of using renewable and non-renewable energy.	<b>B7.2.1.1.1.</b> Examine issues on adolescent behaviour and reproductive health	Computer, projector and screen, videos/pictures
5	ENVIRONMENT	ENVIRONMENTAL ISSUES	B7.1.2.1 Demonstrate a range of mapping skills.	B7.1.2.1.1 Demonstrate skills involved in mapping and locating places in the environment.	Computer, projector and screen, videos and pictures of map and map readings.
6	ENVIRONMENT	ENVIRONMENTAL ISSUES	B7.1.2.1 Demonstrate a range of mapping skills.	B7.1.2.1.1 Demonstrate skills involved in mapping and locating places in the environment.	Computer, projector and screen, videos and pictures of map and map readings.
7	FAMILY LIFE	Adolescent Reproductive Health	<b>B7.2.1.1</b> Demonstrate understanding of adolescent behaviour and reproductive health issues	<b>B7.2.1.1.1.</b> Examine issues on adolescent behaviour and reproductive health	Computer, projector and screen, videos/pictures on adolescents committing themselves to education and other important things to develop themselves.
8	FAMILY LIFE	Adolescent Reproductive Health	<b>B7.2.1.1.</b> Demonstrate understanding of adolescent behaviour and reproductive health issues	<b>B7.2.1.1.1.</b> Examine issues on adolescent behaviour and reproductive health	Computer, projector and screen, videos/pictures on adolescents committing themselves to education and other important things to develop themselves.

9	FAMILY LIFE	SOCIALISATION	B7.2.3.1 Exhibit knowledge of the importance of socialisation.	B7.2.3.1.1 Examine the place of socialisation in the developing of the individual.	Computer, projector and screen, videos/pictures on adolescents committing themselves to education and other important things to develop themselves.
10	FAMILY LIFE	SOCIALISATION	B7.2.3.1 Exhibit knowledge of the importance of socialisation.	B7.2.3.1.1 Examine the place of socialisation in the developing of the individual.	Computer, projector and screen, videos/pictures on adolescents committing themselves to education and other important things to develop themselves.
11	FAMILY LIFE	POPULATION	B7.2.4.1 Analyse the population structure in Ghana and its related issues.	B7.2.4.1.1 Examine the components of population growth.	Computer, projector and screen, videos/pictures on adolescents committing themselves to education and other important things to develop themselves.
12	FAMILY LIFE	POPULATION	B7.2.4.1 Analyse the population structure in Ghana and its related issues.	B7.2.4.1.1 Examine the components of population growth.	Computer, projector and screen, videos/pictures on adolescents committing themselves to education and other important things to develop themselves.



13	SENSE OF PURPOSE	Self-Identity	<b>B7.3.1.1.1.</b> Show understanding of self as a unique individual.	Exhibit knowledge of self-identity	Computer, projector and screen, videos/pictures on individuals developing their capabilities, manila cards for drawing people developing their capabilities
14	SENSE OF PURPOSE	Self-Identity	<b>B7.3.1.1.</b> Show understanding of self as a unique individual.	<b>B7.3.1.1.1</b> Exhibit knowledge of self-identity.	Computer, projector and screen, videos/pictures on individuals developing their capabilities, manila cards for drawing people developing their capabilities
15	LAW AND ORDER	Citizenship and Human rights	<b>B7.4.1.1.</b> Analyse the responsibilities of a citizen.	<b>B7.4.1.1.1.</b> Examine the value of citizenship in nation building.	Videos/pictures on citizens protecting state property, reporting crime, respecting national symbols or paying taxes.
16	LAW AND ORDER	Citizenship and Human rights	<b>B7.4.1.1.</b> Analyse the responsibilities of a citizen.	<b>B7.4.1.1.1.</b> Examine the value of citizenship in nation building.	Videos/pictures on citizens protecting state property, reporting crime, respecting national symbols or paying taxes.
17	NATIONHOOD	INDEPENDENT GHANA	<b>B7.6.1.1</b> Demonstrate understanding of how Ghana became an independent nation.	<b>B7.6.1.1.1</b> Explain how events after the 1948 riots accelerated the move towards independence.	Videos/pictures on citizens protecting state property, reporting crime, respecting national symbols or paying taxes.

18	NATIONHOOD	INDEPENDENT GHANA	<b>B7.6.1.1</b> Demonstrate understanding of how Ghana became an independent nation.	<b>B7.6.1.1.2</b> Recount the formation of the Convention People's Party.	Videos/pictures on citizens protecting state property, reporting crime, respecting national symbols or paying taxes.
19	NATIONHOOD	INDEPENDENT GHANA	<b>B7.6.1.1</b> Demonstrate understanding of how Ghana became an independent nation	<b>B7.6.1.1.3</b> Discuss the recommendations of the cousey committee and the outcomes of the 1951, 1954 and 1956 elections.	Videos/pictures on citizens protecting state property, reporting crime, respecting national symbols or paying taxes.
20	NATIONHOOD	NDEPENDENT GHANA	<b>B7.6.1.1</b> Demonstrate understanding of how Ghana became an independent nation	<b>B7.6.1.1.4</b> Analyse the nature of government from 1957 to 1960	Videos/pictures on citizens protecting state property, reporting crime, respecting national symbols or paying taxes.
21	LAW AND ORDER	Citizenship and Human rights	<b>B7.4.1.1.</b> Analyse the responsibilities of a citizen.	<b>B7.4.1.1.1.</b> Examine the value of citizenship in nation building	Videos/pictures on citizens protecting state property, reporting crime, respecting national symbols or paying taxes.
22	EXAMINATION	Examination	Examination	Examination	Examination

### Sample Lesson Plan

<b>Date:</b> 10-09-2020 <b>Time:</b> 9:00-9:50 a.m. <b>Duration:</b> 50 minutes <b>Class:</b> B7 <b>Class size:</b> 40	<b>Subject:</b> Social Studies <b>Chapter/Strand1:</b> ENVIRONMENT <b>Unit/Sub-strand 1:</b> Environmental Issues <b>Lesson 1 of 2</b>
<b>Content Standard:</b> B7.1.1.1 Demonstrate skills in dealing with environmental challenges.	<b>Indicator:</b> B7.1.1.1.1. Examine ways of dealing with sanitation changes in the environment.

<p><b>Performance Indicator:</b> Can communicate how sanitation challenges in the environment can be dealt with, for example by provision of/preservation of clean drinking water supply and safe disposal of sewage.</p>		<p><b>Core Competencies:</b></p> <p><b>Critical Thinking and Problem solving (CP)</b></p> <p><b>CP 5.1:</b> Ability to combine information and ideas from several sources to reach a conclusion.</p> <p><b>Communication and Collaboration (CC)</b></p> <p><b>CC 8.1:</b> speak clearly and explain ideas. Share a narrative or extended answer while speaking to a group.</p> <p><b>Creativity and Innovation (CI)</b></p> <p><b>CI 5.1:</b> Examine alternatives in creating new things.</p>
<p><b>Keywords:</b> degradation, environment, management, photographs, pollution, refuse dump, refuse, sanitation, sewage</p>		
<p><b>Phase/Duration</b></p>	<p><b>Learners' activities</b></p>	<p><b>Resources</b></p>
<p><b>Phase 1: Starter</b> (preparing the brain for learning) 5 minutes</p>	<ul style="list-style-type: none"> <li>• Find out what learners already know about sanitation challenges in the environment.</li> <li>• Show images of a refuse dump and ask learners to say or write down on 'post-it' notes words they associate with it.</li> </ul>	<p>Computer Projector and screen videos and pictures of environmental challenges e.g. dump sites (refuse dump)</p>

- Watch videos, pictures and explain the word 'environment', types of environmental problems and their causes.
- Share thoughts on observations made from the videos/pictures.

osters on poor sanitation practices in the community.

**Content Standard:** Demonstrate skills in dealing with environmental challenges.

**Indicator: B7.1.1.1.1** Examine ways of dealing with sanitation challenges in the environment.



### **LESSON 1: DEALING WITH SANITATION CHALLENGES IN THE ENVIRONMENT**

*Refer to Learner's Textbook 7, Pages 2 -29*

#### **Planning to teach Unit/Sub-strand 1:**

You are required to facilitate Lesson 2 as indicated in this Guide. You are to prepare by researching into the following: Meaning of Environment and Sanitation, Types of Environment, Factors that Contribute to Poor Sanitation, Effects of Poor Sanitation and Ways of Managing Sanitation Problems in the community. As the leader in the classroom, you must have oversight on all activities while facilitating the teaching and learning process.

#### **Performance Indicator**

##### **The learner will:**

- i. explain environment and sanitation.
- ii. discuss the types of environment (physical and social).
- iii. identify some environmental problems including poor sanitation.
- iv. examine cultural practices and their related problems for sanitation in the community.
- v. discuss the effects of poor sanitation practices.
- vi. identify different ways of managing sanitation problems.
- vii. embark on a project with the aim of managing sanitation problems in the community.

**Keywords:** *Refer to Learner's Textbook 7, Page 2*

Guide learners to pronounce each keyword correctly about three times. Guide them to explore the meaning of these keywords from the Dictionary or the internet. If there is enough time, have learners form sentences with these keywords.

*environment, sanitation, physical environment, social environment, overpopulation, settlement, health hazards, pollution, flooding, recycling, reusing, environmental degradation, desertification, deforestation, global warming*

Alternatively, help learners search for the Key Words on the WORD SEARCH PUZZLE below:

J	K	T	O	P	J	I	H	E	I	J	N	D	G	L
A	H	V	G	H	H	T	M	U	I	O	O	E	L	I
J	Y	Y	O	L	I	E	J	C	I	G	E	S	O	N
M	I	I	P	O	L	L	U	T	I	O	N	E	B	O
O	L	Q	P	U	L	O	A	M	F	V	V	R	A	I
S	E	T	T	L	E	M	E	N	T	E	I	T	L	T
Y	U	W	T	C	I	X	H	A	R	R	R	I	W	A
X	C	E	E	N	C	E	J	T	E	P	O	F	A	T
G	S	E	A	S	T	S	L	U	C	O	N	I	R	S
S	I	S	O	C	I	A	L	R	Y	P	M	C	M	E
P	H	Y	S	I	C	A	L	A	C	U	E	A	I	R
Y	U	F	A	X	U	J	E	L	L	L	N	T	N	O
G	I	I	Q	X	I	H	R	K	I	A	T	I	G	F
S	D	E	G	R	A	T	I	O	N	T	O	O	I	E
I	C	F	L	O	O	D	I	N	G	I	J	N	E	D
R	S	I	U	P	I	U	T	W	A	O	U	F	W	W
E	J	L	T	O	C	S	T	F	O	N	I	X	A	W

### Core-Competencies

1. Critical Thinking and Problem Solving Abilities
2. Creativity and Innovation
3. Personal Development and leadership
4. Cultural Identity and Global Citizenship
5. Effective and Efficient Communication and Collaborative
6. Digital Literacy

### Background Information

Environmental issues are one of the key problems in Ghana today and the world at large. Knowledge of the value of the environment, how to sustain it and how it can be destroyed is vital for the continued existence of humanity. For Ghana as a country to be maintained, and for Ghanaians to have the good life they desire, the relationships between the components of the environment must be well understood as a condition for planning a sustainable programme for the environment.

The result of inadequate understanding of environmental sanitation and its impact on human life is the poor degradation of the environment by the people. Unless sanitation challenges in the environment are addressed, we stand the risk of not having a country to talk about. With this in mind it is envisaged that the facilitator will handle the Unit/Sub-strand in such a way that it would result in attitudinal change in learners towards the environment.

The focus should not be mere acquisition of knowledge by learners but emphasis should be placed on attitudinal change in learners. To do this, it is guided that the Unit/Sub-strand be structured by the facilitator, focusing on the following: the concepts of environment, types of environment, identification of some environmental problems, cultural practices and related problems for sanitation in the community, the effects of poor sanitation practices, and ways of managing sanitation problems, and a project with the aim of managing sanitation problems in the community.

### **Subject Specific Practices:**

As learners demonstrate skills in dealing with environmental challenges, they are able to think critically and solve problems, communicate and collaborate on the various issues and thereby give creative and innovative ways in order to examine ways of dealing with sanitation challenges in the environment.

### **Methods and Strategies:**

You must revise the learners' relevant previous knowledge on each exemplar for learners to express their views on the themes. You must be guided by pedagogical strategies such as; brainstorming, questions and answers, demonstration, in-group discussions, field trips, internet use, dramatisation and projects with reports.

Guide learners to discover new concepts on their own rather than telling them everything. Design practical activities for learners and discuss the various environmental issues in the communities they live in. When all these activities are well-organised in class, it will help learners to develop and improve on their confidence level, communication and collaboration and critical thinking which are some of the key competencies of the standard based curriculum.

### **Suggested Starters**

- Learners look around their school compound to identify different elements of an environment including trees, land, tables, stones, animals, etc.
- In a *graffiti wall activity*, learners write things they do to keep their classroom, kitchen, bathroom and compounds clean and healthy.
- Play short songs or videos or show pictures of the environment, sanitation and pollution.
  - <https://www.youtube.com/watch?v=e6rglsLy1Ys>
  - <https://www.youtube.com/watch?v=9TmZRZ-w1Y4>
  - <https://www.youtube.com/watch?v=XDURzqdsyZQ&t=84s>
- Learners talk to a partner for 1-2 minutes about what they know about the Environment, Sanitation and Pollution.
- Play WORD SEARCH PUZZLE or Jigsaw Games using the Keywords. Example: *Refer to page 2 of this TG.*

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### Diagnostic Assessment Questions 1

1. Explain the terms “sanitation” and “physical environment”.
2. Highlight the difference between the types of environment.

### Answers to Diagnostic Assessment Questions

1. Sanitation refers to applying measures to protect and preserve the environment; and maintaining cleanliness, in order to improve health.  
The physical environment is the surroundings within which man, animals and plants live.
2. The Physical Environment is the surroundings within which man, animals and plants live while the Social Environment involves what the people say and do.

### Diagnostic Assessment 2

- i. Discuss any **three (3)** effects of water pollution.
- ii. Discuss any **five (5)** causes of Land Degradation.

### Answers to diagnostic Assessment Questions

- i. Effects of Water Pollution includes:
  - Polluted water destroys crops and harms animals. Fish and other aquatic animals cannot live in polluted water.
  - When people drink or use polluted water, they may get diseases such as cholera, typhoid, bilharzia, etc.
  - Polluted water can breed mosquitoes which is the cause of malaria.
  - Some water bodies may dry up when they become polluted.
  - Polluted water is expensive to treat
- ii. Causes of Land Degradation include:
  - Bush fires.
  - Sand winning and stone quarrying.
  - Poor mining methods like surface mining “galamsey”.
  - Bad farming practices 'like slash and burn' lead to deforestation.
  - Indiscriminate cutting down of trees for logging.
  - Overgrazing by farm animals.
  - Improper disposal of solid waste.
  - Natural hazards, such as volcanic actions, earthquakes, floods, etc.

### Diagnostic Assessment 3

- i. Examine **three (3)** human activities that cause poor sanitation problems in the community.
- ii. Explain **four (4)** effects of poor sanitation practices in the community.
- iii. Suggest **four (4)** ways of managing sanitation problems in the community.

### Answers to Diagnostic Assessment Questions

- i. a. Improper disposal of waste  
b. Inadequate sanitation facilities  
c. Over-population is one of the factors leading to poor sanitation



- ii. a. Poor sanitation leads to health hazards
  - b. It also leads to soil contamination
  - c. Poor sanitation negatively affects the local economy
  - d. It leads to water pollution
- iii. a. There must be effective public education
  - b. There should be provision of improved sanitation facilities
  - c. There must be effective enforcement of sanitation laws
  - d. There must be recycling of plastics and other waste materials.

### Diagnostic Assessment

- i. Give **three (3)** examples of socio-cultural practices that causes poor sanitation.
- ii. What measures would you suggest to reduce poor sanitation that is caused by organisation of socio-cultural events?

### Answers to diagnostic Assessment Questions

- i. Socio-cultural practices that cause sanitation problems include:
  - Festivals
  - Cultural display
  - Marriage ceremonies
  - Funerals
  - Naming ceremonies
  - Puberty rites, etc.
- ii. Measures to reduce poor sanitation include:
  - Public education
  - Providing litter bins
  - Providing toilet facilities

### Teaching and Learning Resources (TLRs)

Still and motion pictures showing buildings, animals, waste dumping sites, water bodies, lorry stations, market places and open gutters.

### Internet sources

- <https://www.dw.com/en/ghanas-dirty-capital/a-17772075>
- <https://dailyguidenetwork.com/menace-mining-water-pollution/>

**MEANING AND TYPES OF ENVIRONMENT AND SANITATION:** *Refer to Learner's Textbook 7, Page 2-5*

### Teaching and Learning Activities

The purpose of these activities listed below is to guide learners to brainstorm the meaning and types of **environment** and **sanitation**. The various activities are to assist learners to discuss the types of environment, explore some of the sanitation problems and factors that contribute to poor sanitation in the community.

1. Using the “Know,” “Want to Know,” and “Learned.” (*KWL*) strategy, learners mention the things they find in the physical environment or see around them, which consist of man-made and natural things.
2. In a *Think-Pair Share* activity, learners share their knowledge on the relationship between

- 
- the natural environment and human activities.
3. Learners *brainstorm* the meaning of the concepts, “environment” and “sanitation”.
  4. Give a brief exposition on the components of both physical and social environments.
  5. In *small groups*, learners discuss types of environments, and write down examples of items in the physical environment
  6. Put learners into *pairs/small mixed ability groups* to read and discuss given portions of the texts and report on same to the class for comments, observations, opinions etc. from the class.
  7. Have learners go on the *internet* to identify some sanitation problems in the country.
  8. Organise a *visit* to some areas of poor sanitation in the community. During the visit, learners identify the effects of poor sanitation practices and discuss their findings and present reports in different forms including oral or multimedia presentations.

**Activity 1:** Refer to Learner’s Book page 4

Guide learners to perform Activity 1 as specified in Learner’s Book.

**Activity 2:** Refer to Learner’s Book page 5

Guide learners to perform Activity 2 as specified in Learner’s Book.

**Progressive Assessment**

Learners present a report on environmental problems in their communities for general discussion.

**FACTORS THAT CONTRIBUTE TO POOR SANITATION:** *Learner’s Text Book 7, Pages 6-8*

**Teaching and Learning Resources (TLRs)**

Use of still and motion pictures showing poor sanitation, Journals, Newspapers, Magazines and Computers

**Internet Sources**

- [https://www.google.com/search?q=WATER+POLLUTION+IN+GHANA&client=firefox-bd&source=lnms&tbm=isch&sa=X&ved=2ahUKEwi\\_udqYtsrqAhUNWsAKHdBoC-cYQ\\_AUoAX\\_oECBAQAw&biw=1366&bih=618#imgrc=nNIN33M3Y9XA5M&imgdii=wRX-HcVRHZqIlgM](https://www.google.com/search?q=WATER+POLLUTION+IN+GHANA&client=firefox-bd&source=lnms&tbm=isch&sa=X&ved=2ahUKEwi_udqYtsrqAhUNWsAKHdBoC-cYQ_AUoAX_oECBAQAw&biw=1366&bih=618#imgrc=nNIN33M3Y9XA5M&imgdii=wRX-HcVRHZqIlgM)
- <https://dailyguidenetwork.com/menace-mining-water-pollution/>

**Teaching and Learning Activities:**

The aim of these activities is to guide learners examine factors which leads to poor sanitation in the communities. These activities are to encourage and engage learners to explore different learning experiences to solve sanitation problems in their communities and Ghana at large.

- i. Using *carousel activity (Merry-Go-Round or A circular conveyor)*, learners mention some of the environmental challenges they identified when they visited areas in the community.

- ii. Learners *watch documentaries* of human activities that causes poor sanitation in the community. Lead learners to discuss the video and come out with their observations.
- iii. Working in *pairs/small mixed ability groups*, learners read and discuss portions of the texts and report on same to the class for comments, observations, opinions etc. from the class.
- iv. In *small groups*, learners discuss how improper disposal of waste can lead to poor sanitation in the environment.
- v. In a *Think-Pair-Share* activity, learners discuss the effects of poor sanitation problems in the community.
- vi. In *mixed-ability groups*, learners conduct a survey on the Internet on countries that have overcome sanitation problems.
- vii. In *small groups*, learners develop a mind-map on different ways of managing sanitation problems in the community.
- viii. Organise and embark on a *community field trip* and have learners in groups discuss with the community leaders how best sanitation problems can be managed. Each group presents an account on the trip.

**Activity 3, 4 and 5:** Refer to Learner's Book pages 8, 11.

Guide learners to perform Activities 3, 4 and 5 as specified in Learner's Book.

### Progressive Assessment

Lead learners to embark on a field trip to the community to organise talks on how to manage sanitation problems. Learners are to analyse their observations from the trip through discussion in class.

**OTHER ENVIRONMENTAL PROBLEMS IN GHANA:** Learner's Book 7, Page 11.

### Teaching and Learning Resources (TLRs)

Use of still and motion pictures showing Air Pollution, Water Pollution, Land Degradation, etc.

### Internet Sources

- <https://www.youtube.com/watch?v=9TmZRZ-w1Y4>
- <https://www.youtube.com/watch?v=XDURzqdsyZQ&t=84s>

### Teaching and Learning Activities

The aim of these activities is to guide learners to examine some environmental problems such as Water Pollution, Air Pollution, Land Degradation. The suggested activities below seek to encourage and engage learners to explore different learning experiences to solve these environmental problems in the society.

- i. Learners *brainstorm* some environmental problems in their community including air pollution, water pollution, noise pollution, land degradation, open defecation, etc.
- ii. Have *learning partners* share their knowledge on the environmental problems identified and record key ideas on a piece of paper.

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- iii. Learners *watch a video* on air pollution. Let learners tell the sources of the pollution, and the effects on health and the environment. (<https://www.youtube.com/watch?v=e6rgls-LyIYs>)
  - iv. In *small groups*, learners discuss water pollution, its causes and effects on human health and environment.
    - v. Have learners go into pairs/small mixed ability groups to read and discuss portions of the text and report on same to the class for comments, opinions, observations etc. from the class.
  - vi. Learners watch *pictures* depicting land degradation and note down their observations for a class discussion
  - vii. In *mixed-ability groups*, learners create a mind-map to explain ways of dealing with environmental problems.
  - viii. In a *Jigsaw activity*, learners create posters that explain the causes, effects and ways of dealing with Desertification, Deforestation, Global Warming and Flooding in Ghana.

**Activity 6, 7 and 8:** Refer to Learner's Book pages 13, 15 and 17.

Guide learners to perform Activities 6, 7 and 8 as specified in Learner's Book.

### **Progressive Assessment**

Task learners create posters to educate members of the community on ways of reducing environmental problems.

### **CULTURAL PRACTICES AND THEIR RELATED PROBLEMS FOR SANITATION IN THE COMMUNITY:** Learner's Book 7, Pages 23-25

#### **Teaching and Learning Resources (TLRs)**

- Flashcards/word cards
- Pictures showing revellers at a beach.
- Picture showing the celebration of a traditional festival.

#### **Teaching and Learning Activities**

The aim of these activities is to guide learners identify and describe social habits and practices that contribute to sanitation problems. The suggested activities seek to encourage and engage learners to explore different learning experiences to solve these problems of sanitation in the society.

- i. Have learners identify the keywords on word cards, pronounce them and spell them. They then explain the words using the context of the words, the internet and their dictionaries.
- ii. Using *Run to the board game*, learners identify events including festival celebrations, marriages, funerals, naming ceremonies, etc. which they have witnessed.
- iii. In *mixed-ability groups*, learners role-play a festival or any event they attended recently. Have them debrief emphasising the venue for the event.
- iv. Show *pictures* taken at cultural events and have learners study and express their opinion.
- v. Put learners into pairs/small mixed ability groups to read and discuss portions of the texts

- and report on same to the class for comments, observations, opinions etc. from the class.
- vi. In *small groups*, learners discuss the causes of littering, open defecation etc. at beaches and parks.
  - vii. Guide learners to understand that there are cultural events that affect sanitation.

**Activities 9 and 10:** *Refer to Learner's Book pages 24 and 25.*

Guide learners to perform Activities 9 and 10 as specified in the Learner's Book.

### **Progressive Assessment**

Creating/Establishing watchdog teams that will ensure that good sanitation is maintained after cultural events in the society.

### **Additional Information**

Without proper sanitation facilities, waste from infected individuals can contaminate a community's land and water. This will increase the risk of infection for individuals. Proper waste disposal can slow down the infection cycle of many disease-causing agents. To a large extent, the challenges of sanitation in Ghana are linked to the inability to create proper solid waste disposal points, inadequate enforcement of sanitation laws, population growth, poor financing of sanitation policies, rural-urban migration and poor sanitation infrastructure. Basic sanitation is having access to maintain hygienic conditions. These can be done through services such as garbage collection, industrial waste management, and wastewater treatment and disposal. Sanitation is important for all. It helps to maintain healthy individual and increase life-spans.

### **Summary: Refer to Learner's Book, page 25.**

These are the salient points of strand, 1 Unit/Sub-strand 1. Use questions and answers to discuss the points with learners as a form of revision.

### **Questions for Practice:** *Refer to Learner's Book page 26.*

Discuss the questions with learners. Ask them to answer the questions individually, into their exercise books. Go round and supervise them to prevent copy work. *Refer to Learner's Book pages 1-25 for answers to the questions.*

### **Community Service:** *Refer to Learner's Book page 26.*

Discuss with learners how to organise a talk for members of a community on how to manage sanitation problems. Task learners to organise a talk for members of the community on how to manage sanitation problems.

### **Home Learning:** *Refer to Learner's Book page 27.*

Discuss the questions with learners and ask them to answer at home.

### **Answers to fill-in Questions:** *Refer to Learner's Book page 27.*

1. environment
2. desertification

- 
3. flooding
  4. recycling

5. land degradation
6. global warming

**Answers to Multiple Choice Questions:** *Refer to Learner's Book pages 28-29.*

1. B (sanitation)
2. D (family groups)
3. C (environmental degradation)
4. B (proper disposal of waste-)
5. B (poor mining practices)

6. C (flood)
7. B (global warming)
8. D (dust and chemicals in the air)
9. D (soil fertility)
10. D (proper architectural work)

**LESSON 2: THE SOURCES OF ENERGY AND ENERGY CONSERVATION IN GHANA:***Learner's Book 7, Pages 30-47*

**Content Standard:** Examine the sources of energy and demonstrate the skills of conserving energy in Ghana.

**Indicators: B7 1.1.2.1.** Examine the sources of energy

**Planning to teach Unit/Sub-strand 1:**

The facilitator is required to facilitate Lesson 2 as indicated in this Teacher's Guide. The facilitator has to prepare by researching into the following: The Meaning of Energy, Sources of Energy, Renewable and Non-renewable, Benefits of using Renewable Energy and Non-Renewable Energy. The facilitator being the leader in the classroom must read further on the various aspects so as to have oversight during the teaching and learning processes.

**Performance Indicators:**

- i. explain the concept **energy**.
- ii. describe the sources of energy in Ghana.
- iii. categorise sources of energy into renewable and non-renewable.
- iv. examine the benefits of using renewable and non-renewable energy.
- v. discuss how the sun or wind can be used to heat or perform work.
- vi. discuss why Ghana sometimes imports energy.

Ask learners to use the Internet/dictionary and the context of the words to find the meaning of the following keywords before the lesson.

**Keywords:** *Refer to Learner's Book page 30 .*

*energy, matter, renewable energy, non-renewable energy, solar energy, thermal plant, hydro-energy, biogas, energy conservation.*

**Core-competencies**

1. Critical Thinking and Problem Solving Abilities
2. Personal Development
3. Creativity and Innovation
4. Cultural Identity and Global Citizenship
5. Digital literacy

**Background Information**

The world's transition away from carbon-intensive fuels is a high profile topic which Ghana is part of. Learning about energy sources and conservation can be approached from the perspective of engineering, public health and economics. By learning about these concepts, learners can begin to see how humans are all ready to use energy but are constrained by practicalities of energy use. Most learners already understand that energy can originate from many sources and how it can be conserved. Today, learners are likely to be enthusiastic about renewable energy and non-renewable

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energy which is a great way to get them engaged. The qualitative and quantitative treatment of these concepts makes it clear that we can secure a dependable, safe and clean energy supply. The facilitator is therefore to assist learners to appreciate the importance of energy and its conservation in the country.

For this reason, it is suggested that the Unit/Sub-strand on energy be organised well for learners. The first part must focus on the explanation of the concept, energy, and describing renewable and non-renewable sources of energy. The second part must examine the benefits of both renewable and non-renewable, and skills of conservation energy in Ghana.

### **Subject Specific Practices:**

As learners examine the sources of energy and demonstrate skills of conserving energy in Ghana, they are able to think critically and solve problems, communicate and collaborate on the various issues and thereby give creative and innovative ways in order to examine the sources of energy. The use of digital literacy will expose learners to the categories of sources of energy around the world.

### **Methods and Strategies**

You are to revise the learner's previous knowledge on each exemplar for learners to express their views on the concepts. You must be guided by pedagogical strategies such as; brainstorming, questions and answers, demonstration, in-group discussions, field trips, internet use, and projects with reports. Lead learners to discover new concepts on their own. Design practical activities for learners and discuss the various energy uses in the communities they live. When all these activities are well-organised in class, learners will be able to develop and improve on their confidence level, communication and collaboration and critical thinking. These are some of the key competencies of the learner.

### **Suggested Starters:**

- Ask learners to talk to a partner for 1-2 minutes about what they know about energy.
- Using word cards, guide learners to pronounce and spell the keywords. Then explain the words.
- Show a short video clip on forms of energy.
- Sing a song about energy and energy conservation.
- Picture puzzle.

### **Diagnostic Assessment**

- i. How will you explain the concept energy?
- ii. List **four (4)** sources of energy.
- iii. Explain **two** examples of both renewable and non-renewable.

### **Answers to Diagnostic Assessment Questions**

1. Energy is the ability to do work, and is required for life processes. An energy resource is one that can produce heat, power life, move objects, or produce electricity.
2. Sources of energy include: solar energy, hydro energy, tidal energy, wind energy, biomass energy.



- Renewable energy resources are natural energy resources which will reload to replace the portion depleted by usage and consumption. Examples are solar energy and wind energy. Non-renewable energy is the resource that cannot be replaced. Examples are coal and petroleum.

### Diagnostic Assessment

- What is energy conservation?
- Discuss **three (3)** ways of using energy efficiently.

### Answers to Diagnostic Assessment Questions

- Energy conservation refers to any behaviour that results in the use of less energy.
- Ways of using energy efficiently include:
  - Using energy-efficient bulbs
  - Purchase energy-efficient appliances
  - Use solar energy
  - Switch off the lights when not in use
  - Take the stairs instead of the elevator, when possible
  - Take shorter showers
  - Unplug electric appliances not in use. Etc.

**SOURCES OF ENERGY:** Refer to Learner's Book 7, Page 30.

### Teaching and Learning Resources (TLRs)

Television, video tapes, computer, pictures of renewable and non-renewable energy sources

### Internet source:

<https://www.youtube.com/watch?v=PLBK1ux5b7U>

### Teaching and Learning Activities

The purpose of these activities is to guide learners to brainstorming the Meaning of energy and describe the various sources of energy in the country. It will also guide learners to discuss the types of energy, i.e. renewable energy and non-renewable energy.

- Using *Think-Pair Share*, learners talk about the use of electricity in the community in pairs.
- Through *brainstorming* learners come out with the meaning of energy
- Learners watch a video or documentary on the various sources of energy in Ghana. Guide them to describe the sources of energy including where they can be found.
- Using the *internet*, learners examine other sources of energy in other places in world.
- In *small groups*, learners discuss and do a presentation on the benefits of using renewable and non-renewable energy sources.
- In *mixed ability groups*, learners create a poster to categorise sources of energy into renewable and non-renewable.
- In a *jigsaw activity*, learners examine the advantages and disadvantages of renewable energy.
- Using *talk for learning*, learners identify the advantages and disadvantages of non-renewable energy.

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**Activity 1 and 2:** Refer to Learner's Book pages 32 and 41

Guide learners to perform Activity 1 and 2 as specified in Learner's Book.

### **Progressive Assessment**

Learners create posters that categorise the sources of energy into renewable and non-renewable. This project must be presented on a cardboard.

**THE USES OF ENERGY:** Refer to Learner's Text Book 7, Pages 41-44.

### **Teaching and Learning Resources (TLRs)**

Television, video tapes, computer, pictures, internet (<https://www.enr.com/articles/38744-us-company-to-generate-hydrokinetic-energy-in-ghana>)

The purpose of the activities below is to assist learners to identify the use and conservation of energy for the benefit of the community. The lesson also explores reasons why Ghana imports energy.

- i. Using *carousel activity*, learners revise knowledge on the sources of energy.
- ii. Have learners scan the text on LB pages 41-45 to identify unfamiliar vocabulary. Guide learners to pronounce the words correctly. They then go on the internet, look up the words in their dictionaries and or use the context of their words to learn their meaning.
- iii. In *mixed-ability groups*, learners design posters to show how different sources of energy are used.
- iv. In a *jigsaw activity*, learners discuss how the sun or wind can be used to heat or perform work.
- v. With the help of the *internet*, learners find out why Ghana sometimes imports energy from neighbouring countries.

**Activity 3, 4 and 5:** Refer to Learner's Book pages 42, 43 and 44.

Guide learners to perform Activities 3, 4 and 5 as specified in the Learner's Book.

### **Progressive Assessment**

Learners undertake a project and come out with ways of using renewable energy source in solving community energy problem.

### **Additional Information**

Energy is so important in our daily lives because it is a basic human need. We use energy to heat our human-made structures or things and to cool them as well. Energy is necessary for getting up out of bed, walking down the street or even lifting your finger. Without energy there would be no power to use for your fridge or freezer, telephone lines would be down and phone signals lost. Your mobile phones will be useless as the battery dwindles, with no backup charging option. Your gas central

heating will not work and your water supply would stop pumping clean water. Various sources of energy can be used to power human activities, and often this energy must be transferred from source to destination. Humans transfer and transform energy from the environment into forms useful for human endeavours.

Energy sources can be grouped into two; non-renewable and renewable: The primary sources of non-renewable energy in the environment include fuels like coal, oil, natural gas and uranium. The primary sources of renewable energy include solar (sunlight), wind, biomass, moving water (hydropower) and geothermal energy. These primary sources are converted to electricity which is a secondary energy source. This flows through power lines and other transmission infrastructure to your home and businesses.

**Home Learning:** *Refer to Learner's Book, page 45.*

1. Give **three (3)** examples of renewable energy.
2. Identify **two (2)** examples of non-renewable energy

**Answers to Fill-in Questions :** *Refer to Learner's Book, Page 46.*

1. Renewable energy
2. Non-renewable energy
3. Renewable energy sources
4. Hydro energy

**Answers to Multiple Choice Questions:** *Refer to Learner's Book, Pages 46 abd 47.*

1. B (Fuel)
2. C (Energy)
3. D (Solar energy)
4. D (Conventional energy source)
5. C (Non-renewable resources cannot be replaced after use but renewable resources can be replaced after use)
6. C (Solar energy)
7. C (Hydro energy)
8. A (Solar energy)

**Study Questions:** *Refer to Learner's Book, page 47.*

Lead Learners to read and discuss all the study questions and then ask them to answer the questions into their exercise books for making.

**Expected Answers for Study Questions**

1. The term energy can be explained as the ability to do work. Energy is however required for life processes.
2. The sources of energy include:
  - i. Solar energy
  - ii. Hydro energy
  - iii. Tidal energy

- 
- iv. Wind energy
  - v. Thermal energy
  - vi. Natural gas

**NB:** Refer to pages 37 to 45 of the Learner's Book for answers to questions 3 to 5.

**Unit/Sub-strand 2****MAPPING SKILLS**

**Content Standard:** Demonstrate a range of mapping skills.

**Indicator: B7.1.2.1.1.** Demonstrate skills involved in mapping and locating places in the environment

**LESSON 1: MAPPING AND LOCATING PLACES IN THE ENVIRONMENT**

*Learner's Text Book 7, Pages 48-58*

**Planning to teach Unit/Sub-strand 2:**

The facilitator is required to facilitate Unit/Sub-strand 2 as indicated in this Guide. As a facilitator you are to prepare by researching into the following contents: The meaning of concepts like maps and scale, types of maps, importance of maps to different people and the components of maps.

**Performance Indicators****The learner will:**

- i. explain the following concepts “maps” and “scale”.
- ii. identify types of maps including street maps, maps showing landscape features and national maps using an atlas.
- iii. explore the importance of maps to different people.
- iv. identify the components of maps.
- v. sketch a map of the school compound, marking the main features.
- vi. locate some important landmarks in the community using maps..

**Keywords:** *Refer to Learner's Textbook 7, Page 48.*

Listen to learners as they pronounce the keywords after you. Guide them to use their dictionaries or the internet to learn the meanings of the words:

*map, scale, compass, boundaries, longitudes, latitudes*

**Introduction**

Maps are a representation of the real world drawn accurately on a flat surface but many times smaller than the place itself. Different aspects of a place can be shown in different types of maps. Maps therefore present information about the world in a simple visual way. They teach about the world by showing sizes and shapes of countries, locations of features, and distances between places. Maps can show distributions of things over the Earth, such as settlement patterns. Most maps include a compass which indicates the directions of north, south, east and west. They also include a scale which is useful for estimating distances. This Unit/Sub-strand is therefore designed to introduce learners to the concepts and conventions of maps and demonstrating a range of mapping skills.

**Subject Specific Practices and Core-competencies:**

As learners demonstrate skills involved in mapping and locating places in the environment, they are able to think critically and solve problems, communicate and collaborate on the various issues. The

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use of digital literacy will expose learners to locate some important landmarks in the community by using maps.

### **Methods and Strategies**

You must be guided by teaching strategies such as; brainstorming, questions and answers, demonstration, in-group discussions, field trips, internet use, and projects with reports. Design practical activities for learners and discuss the various maps and their purposes. When all these activities are well-organised in class, learners will develop interest in maps and improve on their confident level, communicate and collaborate with critical thinking as to how different people use maps.

### **Suggested Starters:**

- Use Run to the Board game to review what learners already know about maps.
- Show pictures of different types of maps and have learners describe.
- Play a map game by having learners identify countries on the world or African map.
- Play songs on the importance of maps to humans.

### **Diagnostic Assessment**

1. How will you explain the following concepts: Maps and Scales?
2. Explain how important maps are to different people.
3. Identify **four (4)** components of a map.

### **Answers to Diagnostic Assessment Questions**

1. Maps are drawings showing the whole or part of the earth's surface on a piece of paper  
Scales are the relationship between distances on the map and the actual distances on the ground.
2. Maps help to show direction of places.  
Maps help us to identify things and show their location.  
Maps are useful in finding out distances and lengths of places.  
Maps help people to measure several areas.
3. Title, Scale, Date, Compass Point or True North.

**MAPPING SKILLS:** Refer to Learner's TextBook7, Pages 48-58.

### **Teaching and Learning Resource (TLRs)**

- Maps, Globe, Compass, Camera
- Measuring tape, pencils, markers, sketch book
- Pictures of different types of maps.

These activities are designed to guide learners identify the importance of maps to individuals and how to use maps to identify important landmarks in the world.

### **Teaching and Learning Activities**

1. Learners *brainstorm* and come out with the explanation of maps and scale.

2. Show *pictures* of the types of maps to learners to identify and describe.
3. In *mixed-ability groups*, learners discuss the importance of maps to different people and how it is used for different purposes.
4. Put learners into *small mixed ability groups* to study and discuss the maps on pages 50-57. They then read the texts that accompany the maps silently and discuss the contents in the same groups.
5. With the use of the *internet*, learners identify the various components of maps
6. In *mixed-gender groups*, learners sketch a map of the school compound, marking the main features and directions.
7. Organise a *field trip* to the community for learners to identify and locate some of the important landmarks in the community using maps.

**Activity 1, 2, 3 and 4:** Refer to Learner's Book, Pages 53, 54, 56 and 57.

Guide learners to perform Activity 1, 2 and 3 as specified in Learner's Book.

### Progressive Assessment

Learners sketch the map of the school and present the drawing for inspection

### Study Question

Draw the map of the community.

### Additional Information

Maps are an increasingly used source of information and it is therefore important to develop mapping skills in learners. Map reading and map drawing are also important skills to learn in geography. A fundamental factor affecting the choice of map skills and the way they are developed is the facilitator and his or her concept of map work.

Maps use symbols like lines and different colours to show features such as rivers, roads, cities or mountains. Maps are representations of the world created by people called cartographers to help other people navigate the world. Maps contain information tailored to a specific purpose. A road map for example, contains information that can help the learner get from one place to another using a bicycle, motor bike and a vehicle.

The maps found in a geographical atlas contain information such as how the land in a place is used, the population density and the political boundaries that exist between regions, states and nations. Map skills revolve around spatial thinking. Without it, learners cannot comprehend the phenomena related to spaces and places around them. Teaching map skill is one crucial part of the development and education of every learner.

### Home Learning:

Refer to Learner's Book page 58

1. How will you explain the following concepts?
  - a. Maps

- 
- b. Scales
2. Explain how important maps are to different people.
  3. Identify **four (4)** components of a map.

Discuss all the questions with learners and task them to answer the questions at home and present the answers during the next lesson for marking.

**Note:** Refer to pages 48 to 54 for answers to the Home Learning questions.  
Lead learners to discuss all the answers to the Home Learning Questions.



**Unit/Sub-strand 3    UNDERSTANDING OUR NATURAL WORLD**

**Content Standard:** Show understanding of the world around us.

**Indicator: B7.1.3.1.1.** Examine major physical features of the earth

**LESSON 1: MAJOR PHYSICAL FEATURES OF THE EARTH:** *Refer to Learner’s Textbook 7, Pages 59-74.*

**Planning to teach Unit/Sub-strand 3**

Guide learners on the following content: Some major physical features of the earth including Mountain Ranges, Rivers, Oceans, Deserts and Tropical Rainfall. Learners will be required to observe and to interpret aspects of their local environment.

**Performance Indicators**

**The learner will:**

- i. identify some major features of the earth such as mountain ranges, rivers, oceans, hot deserts and tropical rainforests.
- ii. using maps, find the locations of the following major physical features.
- iii. examine how human activities affect the following features and ways of protecting them. (Major Mountain ranges, rivers, oceans).
- iv. discuss the effects of plastic pollution on water bodies.

**Keywords:** *Refer to Learner’s Textbook 7, Page 59.*

You are to pronounce each keyword and find its meaning. You may consult your dictionary, visit the internet or use the context of a word.

*landscape, transportation, deposition, meanders, slopes, shelf, plunge, landforms denudation, horizontal, sedimentation, degradation, congestion, drains, accumulating*

**Core competencies**

1. Critical Thinking and Problem-Solving Abilities
2. Leadership Skills
3. Effective and Efficient Communication Skills
4. Personal Development
5. Cultural Identity and Global Citizenship
6. Digital Literacy

**Background Information**

The natural world includes plants and animals, soil, rocks, water and air. Things can be described, compared and classified on the basis of their characteristics. The natural world is incredible because it inspires us all. It underpins our economy, our society and our very existence. Our forests, rivers, oceans and soils provide us with food we eat, the air we breathe and the water we irrigate our crops with. The environment therefore provides us the basic elements. The land contains mountains, valleys and flat areas. The water includes oceans, Lakes Rivers, streams rain snow and ice. This

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Unit/Sub-strand is an introduction to the basic processes that influence relationships of climate, water cycle and vegetation. Learners must be exposed to understanding of the world around us and examine major physical features of the earth by the facilitator.

### **Subject Specific Practices**

Learners will have Critical Thinking with Communication and Collaboration, examine the relationships between the climate and major physical features of the earth around us.

### **Methods and Strategies**

Design practical and field trip activities for learners and discuss the various climatic features of the world. These include oceans, Lakes Rivers, streams, rainfall, snow and ice. When all these activities are well-organised in class, learners will understand why the world contains mountains, valleys and flat areas.

### **Suggested Starters:**

- Show short videos on climatic features of the earth.
- Show pictures of climatic features such as mountains, valleys and water bodies.
- Play songs on climatic features such as mountains, water bodies, etc.
- Identify keywords on a WORD SEARCH chart.

### **Diagnostic Assessment**

1. Highlight **three (3)** major rivers and **three (3)** major mountains of the earth.
2. Explain **three (3)** measures that must be taken to conserve and protect the physical environment.

### **Answers to Diagnostic Assessment Questions**

1. a. River Niger in West Africa  
River Nile in North Africa  
River Congo in the Equatorial Region of Africa
- b. Akuapim–Togo Ranges (Ghana-Togo)  
Drakensberg (South Africa)  
Atlas Mountains (Morocco)
2. Measures to preserve and conserve the physical environment include;
  - There must be restoration or replanting of a forest that had been reduced by fire or cutting of tress.
  - There must be relocation of settlers of mountainous areas.
  - There should be the establishment of mountain flood hazard forecasting systems.

### **Teaching and Learning Resources (TLRs)**

- Pictures of different landforms, rivers and oceans.
- River maps
- Physical maps.
- Globe
- Videos/documentaries

- Computers/internet facility

Activities 1 and 2: Refer to Learner's Book pages 66 and 67.

### Learning and Teaching Activities

The purpose of the suggested activities is to guide learners to discuss the relief features of our natural world around us. The activities will also expose learners to better ways of protecting these climatic features.

1. Using *brainstorming*, learners identify some of the major rivers and mountains in the country.
2. In a *think-pair share activity*, learners identify places where these natural features and reliefs can be found in pairs.
3. With the help of a globe, learners identify major climatic features in the world.
4. In *small groups*, learners discuss the various human activities that affect the following features: major mountain ranges, rivers and oceans.
5. With the help of the *internet*, discuss measures that will be used to mitigate and protect the physical features.
6. Put learners into *pairs/mixed ability groups* to read and discuss portions of the text and report on same to the class for comments, observation and opinions from the class.
7. Organise a *visit* to a close water body in the community. Have learners discuss the effects plastic pollution on water bodies.
8. Learners prepare a mind-map on ways of preventing plastic pollution of the water bodies in the country.

**Activity 1, 2, 3 and 4:** Refer to Learner's Book pages 66 - 71.

Guide learners to perform Activity 1 and 2 as specified in Learner's Book.

**Some Major Physical Features of the Earth:** Refer to Learner's Book, Page 59.

Begin the lesson by revising learners' relevant previous knowledge on some of the things they located on maps in their previous lesson.

Use the pictures of different physical features of the earth such as: mountains, rivers, oceans and deserts to discuss in detail some major physical features of the earth with learners.

By the use of questions and answers and discussion methods, involve every learner in the class activities.

Guide learners to use the river maps, physical maps, the globe, videos or the internet to identify and locate some physical features of the earth.

Lead learners to read and discuss the text and pictures on *pages 59 to 67 of the Learner's Book*.

Human Activities that Affect Major Mountain Ranges, Rivers and Oceans: Refer to Learner's Book, Pages 68 and 69.

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Brainstorm with learners to mention some of the human activities that affect the natural environment.

Learners may discuss in class and mention different human activities that affect the natural environment.

Discuss the various answers provided by learners with the whole class.

Some of the human activities that affect the natural environment include:

- a. Deforestation/cutting down of trees without replacing them
- b. Urbanisation or growth of cities
- c. Construction of roads
- d. Surface mining
- e. Improper farming practices
- f. Improper engineering

Comprehensive analysis of how human activities contribute to occurrence of mountain disasters:

*Refer to Learner's Book, Pages 68 and 69.*

**Measures to Conserve and Protect Physical Features:** *Refer to Learner's Book, Page 69.*

Lead learners to discuss measures that can be used to conserve and protect physical features.

Use questions and answers method to discuss with learners the following:

1. There must be re-afforestation: the restoration or replanting of forests that had been reduced by fire or cutting of trees.
2. There must be afforestation: afforestation is the process of planting trees on a bare land to create a forest.
3. There must be relocation of settlers of mountainous areas. Relocation is the best means of ensuring the safety of residents living in any particular mountainous area, such as the Akwapim-Togo range, in Ghana. This will help protect the mountain.
4. There should be the establishment of mountain flood hazard forecasting systems. They may include rainfall monitoring, mass movement monitoring and soil saturation monitoring.
5. There should be public education to create awareness on the dangers of environmental pollution.
6. There should be enforcement of environmental laws. This will help punish those who degrade the environment.
7. There should be proper disposal of wastes. Both liquid and solid waste must be properly done through reusing and recycling.

**Activity 3: refer to learner’s Book, page 70.**

Put learners in mixed ability groups in class to perform Activity 3 as indicated on page 70 of the Learner’s Book.

Ensure that every individual learner participates actively in the group work.

**The Effects of Plastic Pollution on Water Bodies:** *Refer to Learner’s Book, Pages 71 and 72.*

Guide learners to explain in their own words that plastic pollution is the accumulation of plastic objects and particles in water bodies. Examples of these plastic objects and particles include: plastic bottles, bags and tiny beads.

**Activity 4:** *Refer to Learner’s Book, Page 71.*

Lead learners to explain the activity and its purpose. Task learners to use the diagram to perform Activity 4.

Guide learners to read and discuss the text and pictures on pages 68 to 71 of the Learner’s Book.

**Questions for Practice:** *Refer to Learner’s Book, Page 71.*

Lead learners to read and discuss the questions in class. Task them to answer the questions and then discuss the individual answers provided by learners with the whole class.

**Answers to Questions for Practice:**

The three major rivers of the world may include:

1. River Niger in West Africa
2. River Nile in North Africa
3. River Congo in the Equatorial Region of Africa
4. River Orange and Zambezi in South Africa
5. Mississippi and Missouri in North America

The three major mountains of the earth may also include:

1. Akwapim-Togo Ranges (Ghana-Togo)
2. Drakensberg (South Africa)
3. Atlas Mountain (Morocco)
4. Andes (Chile, South America)
5. Rocky Mountains (North America)
6. Himalayas (Asia)

(NB: Accept any of these answers)

**Home Learning:** *Refer to Learner’s Book, Page 72.*

Discuss the Home Learning Questions with learners in class and task them to answer the questions at home in their exercise books and then submit them for marking during the next lesson.

**Answers to Home Learning Questions.**

Refer to pages 59 and 68 of LBK for expected answers to the questions.

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Discuss all the answers to the questions with the whole class after marking.

**Community Service:** *Refer to Learner's Book, Page 72.*

The purpose of this community service is to guide learners talk extensively on the effects of plastic pollution on water bodies in our communities.

Lead learners to visit the immediate community and then discuss with some members of the community some of the effects of plastic pollution on water bodies.

Discuss with whole class what learners have learnt on their visit to the community.

### **Progressive Assessment**

Learners visit the community and talk about the effects of plastic pollution on water bodies. They are to present a report for class discussion.

### **Additional Information**

#### **The natural world is a large part of the environment.**

This is an incredible wonder that inspires us all. This natural world includes plants and animals, soils, rocks, water and air. It underpins our economy, our society and indeed our existence. Things can be described, compared, and classified on the basis of their characteristics. Nature includes living and non-living things. Living things need food, water, air and shelter so that they can move, grow and reproduce. The forests, rivers, oceans and soils provide us with the food we eat, the air we breathe, and the water we drink as well as the water we use to irrigate our crops. The earth has a wide variety of physical features. These include mountains, islands, glaciers, rainforests, oceans, rivers, grasslands, volcanoes and lakes. The existing physical features exert important influences in shaping the development of any specific areas. They are nature's contribution to the country's environment. These features can determine the overall physical character of the country. The learners are expected to identify and compare the physical characteristics of the earth.

**Answers to fill-in Questions:** *Refer to Learner's Book, Pages 72 and 73.*

- |   |                          |
|---|--------------------------|
| 1. scale                                  | 6. man-made features     |
| 2. representative fraction or ratio scale | 7. internal and external |
| 3. topographical maps                     | 8. plastic pollution.    |
| 4. title                                  | 9. rivers.               |
| 5. map                                    |                          |

**Answers to Multiple Choice Questions:** *Refer to Learner's Book, Pages 73 and 74.*

- |                    |  |
|--------------------|--|
| 1. B (3 [three])   | 6. C (Afforestation)                         |
| 2. B (Roads)       | 7. C (Small scale maps)                      |
| 3. D (Building)    | 8. B (Upper)                                 |
| 4. C (Mississippi) | 9. C (Arctic)                                |
| 5. C (Antarctic)   | 10. C (0 to 5 North or South of the Equator) |

**LESSON 2: NATURAL DISASTERS IN THE ENVIRONMENT:** *Refer to Learner’s Textbook 7, Pages 75-90.*

**Content Standard:** Assess the issue of natural disasters and their management  
**Indicator: B7.1.3.2.1.** Examine natural disasters in the environment.

**Planning**

You are to facilitate this Lesson 2 as indicated in this Guide. You are expected to prepare by researching into the following: Explanation for Natural disasters, samples of natural disasters, identification of natural disasters in Ghana, suggest ways of managing disasters in Ghana. You also need to find out institutions responsible for detecting and preventing of natural disasters.

**Performance Indicators**

**the learner will:**

- i. explain natural disaster
- ii. identify natural disasters in Ghana.
- iii. suggest ways to manage disasters
- iv. discuss the role of institutions responsible for detection and management of natural disasters in Ghana.

**Keywords:** *Refer to Learner’s Textbook 7, Page 75.*

You are to pronounce each keyword correctly followed by the meaning. Encourage learners to look up the words in their dictionaries, visit the internet or use the context of the words to learn their meanings.

*natural disasters, flood, drought, thunder storms, epidemic and rehabilitation*

**Core Competencies**

1. Critical Thinking and Problem-Solving Abilities
2. Creativity and Innovation
3. Effective and Efficient Communication Collaboration
4. Personal Development
5. Cultural Identity and Global Citizenship
6. Digital Literacy

**Background Information**

Natural disasters are unforeseen occurrences of events that cause harm to society. A natural disaster is an event that is caused by the natural forces of the earth and results in great damage and possible loss of lives. There are many natural disasters that damage the environment and the people living in it. Each year, the earth experiences natural disasters. When these occur a lot of people lose their lives. The facilitator must expose learners to assess the issue of natural disasters and their management in the country and the world at large.

**Subject Specific Practices**

As learners discuss Natural Disasters in the environment, their Critical Thinking and Problem

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Solving, Creativity and Innovation skill, Communication and Collaboration skills will expose them to assess problems of natural disasters and how it can be managed.

### **Methods and Strategies**

Revise the learner's previous knowledge on natural disasters and have them express their views. You must be guided by teaching strategies such as; brainstorming, questions and answers, demonstration, in-group discussion, field trips, internet use, and projects with reports. Lead learners to discover new concepts on disaster. Design practical activities and field trips for learners to discuss the various disasters in the communities they live. When all these activities are well-organised in class, learners are expected to develop knowledge about disaster management in the country and the world at large.

**Natural Disasters:** *Refer to Learner's Book, Pages 75-81.*

### **Teaching and Learning Resources (TLRs)**

- A video clip on earthquakes, floods
- A picture illustrating what to do when an earthquake occurs.
- A globe
- A computer, projector, audio speaker
- Internet sources
  - <https://laboneexpress.com/2015/06/why-the-accra-floods-occur-reasons-from-scientific-studies/>
  - <https://kasapafmonline.com/2019/10/get-the-work-done-on-aburi-hills-o-b-amoah-to-highway-authority/>
  - <https://www.express.co.uk/news/world/700905/Southern-California-Bluecut-Fire-thousands-evacuation-homes-wildfire-Cajon-Pass>
  - <https://www.scientificamerican.com/article/risk-of-human-triggered-earthquakes-laid-out-in-biggest-ever-database1/>

### **Suggested Starters:**

- Ask learners what they will do if there is a breaking news on radio of an imminent earthquake in Ghana.
- Watch short videos on natural disasters.
- Discuss the video on natural disasters with learners and guide them explain natural disasters.

### **Diagnostic Assessment**

1. What is your understanding of the term natural disasters?
2. Discuss **five (5)** natural disasters in Ghana.

### **Answers to Diagnostic Assessment Questions**

1. Natural disasters are major adverse events resulting from natural processes of the earth.
2. Some of the natural disasters are discussed below:



- Flood is an overflow of a large amount of water beyond its normal limit, especially over what is normally dry land.
- Drought is a prolonged period of low rainfall leading to shortage of water.
- A landslide is the collapse of a mass of earth or rock from a mountain or cliff such as rock falls, deep-seated slope failures and mudflows.
- Wildfire is a large destructive fire that spreads quickly over woodland or bush.
- Earthquake is a sudden violent shaking of the ground typically causing great destruction as a result of movement within the earth's crust or volcanic action.

**Activity 1:** Refers to Learner's TextBook7, Page 75.

### Teaching and Learning Activities

The suggested activities below are intended to assist learners identify some of the causes of natural disasters and suggest ways to minimize disasters in Ghana.

1. Using the Run to the Board game, learners write some of the disasters they can identify in the community.
2. Learners *brainstorm* the meaning of natural disaster and give examples.
3. With the use of the *internet*, learners watch documentaries on some natural disasters in the world and write down their observations.
4. Watch *videos* and study *pictures* to identify some natural disasters and how they happen in the country.
5. Put learners into *pairs/small mixed ability groups* to read and discuss portions of the texts and report on same to the class for comments, observations, opinions etc. from the class.
6. In *small groups*, learners prepare a poster on ways in which some of these disasters can be managed.
7. Organise a *trip* to NADMO and Ghana Meteorological Agency offices in the district/region. Learners record the roles of the Ghana Meteorological Agency and NADMO in detecting and managing disasters in Ghana.

Lead learners to read and discuss the text and pictures on pages 75-87 as and when necessary

**Activities 2, 3, 4 and 5:** Refer to Learner's Book, Pages 77, 81, 85, 87.

Guide learners to perform Activities 2, 3, 4 and 5 as specified in Learner's Book.

### Progressive Assessment

Learners engage community members on the various ways by which natural disasters can be managed in that community. They are to present a report for class discussion.

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### **Additional Information**

Natural hazards are severe and extreme weather and climatic events. Although they occur in all parts of the world, some countries are more vulnerable to certain hazards than others. A natural disaster is an event caused by a natural hazard. Natural hazards become disasters when people's lives and livelihoods are destroyed. Natural disasters have posed threats and challenges to the survival and welfare of mankind. They are serious disruptions to the functioning of a community or country that exceed its capacity to cope using its own resources.

Disasters can be caused by natural, man-made and technological hazards as well as various factors that influence the exposure and vulnerability of a country. Disasters may be floods, droughts, wildfires, landslides, earthquakes, sea erosions, tornados, hurricanes or explosions. In a disaster, one may face the danger of death, loss of life, physical injury and physical health problems. In the process one may cause property damage, loss of home, loss of possessions, social and economic disruption and environmental damage.

The disaster cycle is a framework used to base a coordinated plan to respond, recover, prevent, and prepare for a disaster. Access to clean water, proper sanitation, food, shelter, and the threat of communicable diseases are concerns of management of a natural disaster. Disasters therefore can and should be prevented.

We can prevent hazards from leading to disasters by helping communities to be prepared, reduce their risks and become more resilient. The mandate of the National Disaster Management Organisation in Ghana includes all activities from preparedness to respond and recover, prevention of disasters, and creation of awareness in disaster prone communities and institutions about all hazards/disaster types.

**Questions for practice:** *Refer to Learner's Book, Page 87.*

Discuss the questions for practice with learners and guide them to answer the questions.

### **Answers to questions for practice:**

1. The term natural disasters are major adverse events resulting from natural process of the earth.

They are normally caused by the impact of natural hazards and are associated with severe damage to infrastructure, utilities and human life.

NB: Refer to pages 77-84 for answers to questions 2 and 3.

**Home Learning:** *Refer to Learner's Book, Page 88.*

Discuss the questions with learners and ask them to read around the questions and then answer into their exercise books at home and present the answers for marking during the next lesson.

### **Answers to Home Learning Questions**

Refer to pages 85 and 86 for expected answers to the questions.

**Community Service:** *Refer to Learner's Book, Page 90.*

Lead learners in class to discuss the essence of the community service.

Guide learners to engage in the community service as indicated on page 88 of the Learner's Book.

**Summary:** *Refer to Learner's Book, Page 90.*

This section outlines the core-points of lesson 2 under Chapter/Strand1 Unit/Sub-strand 3. In a form of revision, discuss all the salient points with learners. Use this section to identify individual learners' problems and employ the necessary strategies and methods to address them.

**Essay Question:** *Refer to Learner's Book, Page 90.*

Lead learners to read and discuss the meaning of the question. Task them to answer into their exercise books for marking.

### **Answer to Essay Question**

1. There should be counselling services for victims
2. There should be plan for rehabilitation, resettlement and reconstruction of damaged facilities. Refer to pages 81 and 84.

**Answers to fill-in Questions:** *Refer to Learner's Book, Pages 88 and 89.*

1. Natural Disaster
2. Flood
3. Drought
4. Earthquake
5. Sea Erosion
6. National Disaster Management Organisation

**Answers to Multiple Choice Questions:** *Refer to Learner's Book, Pages 89 and 90.*

1. C (Natural disasters)
2. C (electric shock)
3. D (drought)
4. B (famine)
5. C (National Disaster Management Organisation)
6. D (wildfire)
7. C (Tsunami)
8. C (Environmental Protection Agency)
9. D (fire disaster)
10. A (Ghana Meteorological Agency)

## Unit/Sub-strand 1 ADOLESCENT REPRODUCTIVE HEALTH

Refer to Learner's Textbook 7, Page 92.

**Content Standard:** Demonstrate understanding of adolescent behaviour and reproductive health issues.

**Indicator: B7.2.1.1.1.** Examine issues on adolescent behaviour and reproductive health.

**LESSON: ADOLESCENT BEHAVIOUR AND REPRODUCTIVE HEALTH:** Refer to Learner's Book, Pages 92-105.



### Planning to teach Unit/Sub-strand 1:

You are expected to facilitate this Unit/Sub-strand with the suggested pedagogical practices in this Guide. You are to prepare by researching into the following: The meaning of adolescence and reproductive health, adolescent behaviours, as well as changes the adolescents go through.

### Performance Indicators

#### The learners can:

- i. explain the concepts **Adolescence** and **Reproductive Health**.
- ii. discuss adolescent behaviours.
- iii. discuss why healthy behavior during adolescence is important.
- iv. explain changes that adolescents go through.
- v. discuss some challenges faced by adolescents.

**Keywords:** Refers to Learner's Textbook 7, Page 92.

You are to pronounce each keyword to be repeated by learners. Learners are then encouraged to look up the words in their dictionaries, go on the internet or use the context of the words to get their meanings.

*adolescent, adolescence, reproductive health, behaviours, transition, emotional, chastity, Sexually Transmitted Diseases (STDs), social, stigma, abstinence*

### **Core Competencies**

1. Critical Thinking and Problem Solving Abilities
2. Personal Development
3. Effective Communication and Collaboration
4. Cultural Identity and Global Citizenship
5. Digital Literacy

### **Background Information**

Adolescents' knowledge and access to reproductive health services is important for their physical and psychological wellbeing. The period of adolescence is associated with a number of changes, including physical and emotional changes. Abstinence, use of condom, use of contraceptives, decision to keep a pregnancy, use of safe abortion services are some of the choices and reproductive health decisions adolescents make.

Most adolescents lack skills to handle these changes. Reproductive health education informs the adolescent about the dangers of premarital sex so as to avoid such dangers and or play safe. It is therefore important to acquire the right information about reproductive health, personal hygiene and the need to stay chaste and avoid dangerous behaviours. In this sub-strand, the facilitator will expose learners to the meaning of adolescence and demonstrate understanding of adolescent behavior and reproductive health issues.

### **Subject Specific Practices:**

As learners examine issues on adolescent behavior and reproductive health, they are able to think critically and solve problems, communicate and collaborate on the various issues. They will also have the ability to combine information and ideas for personal development and leadership.

### **Methods and Strategies**

You must use appropriate strategies such as KWL, Carousel, Question and Answer, Think-pairshare, etc. to revise the learner's relevant previous knowledge. Have learners express their views on the concepts. As a facilitator, you must be guided by pedagogical strategies such as; brainstorming, questions and answers, demonstration, in-group discussion, field trips, internet use, and projects with reports. Lead learners to discover new concepts on their own rather than tell them everything. Design practical activities for learners and discuss the various adolescent issues. When all these activities are well-organised in class, learners will develop and appreciate reproductive health issues.

### **Suggested Starters:**

- Play the game '**something good about myself**' as a class. *[Throw a soft ball. The learner the ball hits tells the class three good things about himself/herself. The learner then throws the ball to the next person.]*
- Using the ball toss, review learners' knowledge on the Changes that occur in adolescents
- Play 'run to the board' game with learners

- 
- Show pictures or short videos on adolescent development.

### Diagnostic Assessment Questions

1. Explain the following concepts: Adolescence and Reproductive health
2. How would you explain the term chastity?
3. Give and Justify **three (3)** importance of healthy behaviour during adolescence.

### Answers to Diagnostic Assessment Questions

1. Adolescence refers to the period of life between childhood and adulthood. It is the process through which an individual makes a gradual change from childhood to adulthood.  
Reproductive health refers to a state of complete physical, mental and social well-being in all matters concerning the reproductive system of an individual.
2. Adolescent chastity refers to the state of the adolescent abstaining from sexually-related activities until marriage.
3. Prevention of sexually-transmitted diseases (STDs)  
Prevention of teenage pregnancy and childbearing  
Prevention of unwanted pregnancy

### Teaching and Learning Resources (TLRs)

- A well-labeled chart depicting the male and female reproductive systems.
- Pictures of people engaging in responsible behaviour (eg. Communal labour).
- Pictures of people engaged in irresponsible behaviours in the society.
- A video on responsible adolescent behaviours.
- A chart on responsible adolescent behaviours.
- Mind map on benefits of Chastity to the Individual.
- Internet sources
  - <https://www.agelessmedica.com/physical-changes-boys-girls-experiencepuberty/puberty-sexology/>

### Teaching and Learning Activities

The purpose of these activities is to guide learners to appreciate and understand the adolescent development stage and how to take care of themselves as adolescents. This will also assist the adolescents to avoid negative acts and become healthy as well remaining chaste during adolescence.

1. Using *brainstorming*, learners identify some of the changes that have occurred as they approach adolescence or already reached the stage.
2. Through the *Think-pair-share* strategy, learners explain the concepts adolescence and reproductive health to each other in pairs.
3. In *mixed-ability groups*, learners discuss adolescent behaviours that would support good Reproductive Health.
4. Have learners search from the *dictionary, internet* or *standard textbooks*, the meaning of adolescent chastity.
5. In groups, learners role play why adolescent chastity should be encouraged in the community.
6. Working in *pairs/small mixed ability groups*, learners read and discuss portions of the texts

- and report on same to the class for comments, observations, opinions etc. from the class.
7. Learners in *small groups* discuss the disadvantages of not being chaste.
  8. In a *jigsaw activity*, learners identify and discuss the importance of healthy behaviour during adolescence to both the individual and the country as a whole.
  9. Guide learners to *mention* and *discuss* adolescent behaviours that can harm adolescents' reproductive health and cause other problems.
  10. In *groups*, discuss and compare characteristics that mark adolescence under the following:
    - a. Physical changes that are common to both males and females.
    - b. Physical changes that occur in male adolescents.
    - c. Physical changes that occur in female adolescents.
    - d. Cognitive changes that the adolescent experiences.
    - e. Social changes the adolescents experience.
    - f. Emotional changes in adolescents.

**Activities 1, 2, 3, 4, 5 and 6:** Refer to Learner's Book pages 93, 96, 97, 98 and 102.  
 Guide learners to perform Activity 1, 2, 3, 4, 5 and 6 as specified in Learner's Book.

### Progressive Assessment

Invite a resource person from the community, such as a doctor or a nurse to talk about how some adolescent behaviour can harm their reproductive health and cause other problems.

**Questions for practice:** Refer to Learner's Textbook 7, Page 102.

Lead learners to read and discuss the questions and then task them to answer in their exercise books for marking.

Refer to pages 92 to 101 for answers to questions 1 to 3.

Discuss all the answers with learners in class.

**Summary:** Refer to Learner's Book, page 103.

This section summarises the lesson learnt under Chapter/Strand2, Unit/Sub-strand 1. Use the core-points as indicated in the Learner's Book to revise the lesson with the whole class.

**Home Learning:** Refer to Learner's Book, page 103.

Task learners to read and also make a research around the questions at home and then answer the questions into their exercise books.

Mark and discuss the answers to the questions during the next lesson.

### Additional Information

Adolescence is the developmental period between childhood and adulthood. It is considered to encompass the second decade of life but has no clear boundaries. Adolescence is an important developmental phase with marked changes in behavior, physiology and neurobiology, which transform an individual from an immature child to an independent adult.

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There are many physical, sexual, cognitive, social, and emotional changes that happen during this time which bring about anticipation and anxiety for both children and their families. Understanding what to expect at different stages can promote healthy development throughout adolescence and into early adulthood.

However, there are some common issues during adolescence which includes being defiant and argumentative with parents or siblings and disrespectful towards others in the family. The adolescent also faces some physical awkwardness, frustration, increasing skills in some areas, increasing curiosity with sex, selfishness, some self-absorption and urge to search for new role models.

Adolescents are likely to face a range of health and social challenges. For instance, initiation of sexual activity while there is inadequate knowledge and skills for protection, high risk of unwanted pregnancy, unsafe abortion and sexually transmitted infections including HIV/AIDS. For many adolescents, they need sexual and reproductive health services such as appropriate information, contraception and treatment for sexually transmitted infections. Health services have to be sensitive to the needs and developmental attributes of adolescents to be able to attract them. WHO therefore promotes Adolescent Friendly Services to address these issues in the Ghana, and make it easier for adolescents to obtain the required services.

**Answers to fill-in Questions:** *Refer to Learner's Book, pages 103 and 104.*

1. adolescent chastity
2. Occultism
3. physical
4. social
5. reproductive health

**Answers to Multiple Choice Questions:** *Refer to Learner's Book, page 104 and 105.*

1. B (adolescence)
2. C (engaging in drug abuse)
3. C (it prevents unwanted pregnancy)
4. C (respect in society)
5. B (giving birth to intelligent child)
6. A (regular exercise)
7. B (increase in size and weight)
8. D (breaking of voice)
9. A (confiding in peers)
10. C (reduce teenage pregnancy)



**Unit/Sub-strand 2: SOCIALISATION**

*Refers to Learner's Textbook 7, Page 106.*

**Content Standard:** Exhibit knowledge of the importance of socialisation

**Indicators: B7.2.3.1.1** Examine the place of socialisation in developing the individual.

**Planning to teach Unit/Sub-strand 2:**

You are required to facilitate Unit/Sub-strand 3 as indicated in this Guide. You have to prepare by researching into the following: The Meaning of Socialisation, Agencies and Agents of socialisation, Roles of Agencies and Agents of socialisation, etc.

**Performance Indicators****The learner can:**

1. explain the meaning of socialisation
2. explain the terms Agencies and Agents
3. identify the agencies and agents of socialisation, including family, Schools, parents and teachers.
4. discuss the roles of agencies and agents in the socialisation process

**Keywords:** *Refer to Learner's Textbook 7, Page 106.*

Guide learners to pronounce the words as well as help them to understand them.

*socialisation, norms, values, imitate, role models, agencies, agents, culture, media, cultural heritage, curriculum, inculcate*

They may also go on the internet, use the context of the words or use their dictionaries.

**Core competencies**

1. Cultural Identity and Global citizenship
2. Effective and Efficient Communication and Collaboration
3. Critical Thinking and Problem Solving Abilities
4. Personal Development
5. Digital Literacy

**Background Information**

As human beings, we are born without any thought about culture. Human beings need social experiences to learn their culture and to survive. You have to be taught by your parents, teachers, and others to acquire the cultural norms, values and roles in your society. It is through the process of socialisation that an individual becomes a participating member of society. Socialisation is the process through which people are taught to be proficient members of a society. In this sub-strand, we will study one of the most important processes in human life, the process of socialisation. The learners will examine the place of socialisation in developing the individual. The facilitator will help learners exhibit knowledge of the importance of socialisation.

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**Subject Specific Practices:**

As learners exhibit knowledge of the importance of socialisation, they are able to think critically and solve problems, communicate and collaborate on the various issues. They will also have the ability to combine information and ideas for personal development and leadership.

**Methods and Strategies**

The facilitator must revise the learner's previous knowledge on how they were nurtured. Have learners express their views on the concept of socialisation. You must be guided by pedagogical strategies such as; brainstorming, questions and answers, demonstration, in-group discussion, field trips, internet use, and projects with reports. The facilitator must also lead learners to discover new concepts on their own rather than telling them everything.

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**LESSON: THE PLACE OF SOCIALISATION IN DEVELOPING THE INDIVIDUAL:**

*Refers to Learner's Textbook 7, Pages 106 -117.*

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**Teaching and Learning Resource (TLRs)**

- A picture showing learners in class with their teacher
- Pictures of agents of socialisation
- A chart on Agents and their corresponding agencies of socialisation
- A video song on the family
- Pictures of members of a family
- A chart on the roles of the family in the socialisation process
- A chart on the roles of the school as an agency of socialisation
- A video on the importance of socialisation to the individual
- A chart on the importance of socialisation to the individual
- Pictures on some challenges of socialisation (eg. Peer influence, poverty)
- A chart on the challenges associated with socialisation
- Internet sources:
  - <https://kids.denverlibrary.org/blog/making-reading-conversation>
  - <https://www.primenewsghana.com/opinion/on-licensure-of-teachers-inghana.html>

**Diagnostic Assessment Questions**

1. Explain the term Socialisation?
2. Examine the **three (3)** types of Socialisation.
3. With **two (2)** examples each, distinguish between Agencies and Agents of Socialisation.

**Answers to Diagnostic Assessment Questions**

1. Socialisation refers to the total process by which the older generation makes a conscious effort to pass on the culture of the society to the younger generation to enable them become responsible members of the society
2. Primary Socialisation  
Secondary Socialisation  
Re-socialisation
3. Agencies of Socialisation are the institutions, bodies and groups through which individuals are socialised  
Agents of socialisation are the individuals within the agencies who interact and carry out the functions in the socialisation process.

**Teaching and Learning Activities**

The following activities is to guide learners to discuss the role of socialisation in shaping them to become responsible citizens of the society.

A. Put learners into pairs/mixed ability groups to head and discuss prortions of the texts and report on same to the class for comments, observation, opinions etc from the class.

B

1. Learners *brainstorm* the meaning of socialisation.
2. They *think-pair-share* and identify the agencies and agents of socialisation in pairs.

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3. Working in *pairs/small mixed ability groups*, learners read and discuss portions of the texts and report on same to the class for comments, observations, opinions etc. from the class
  4. In *small groups*, learners identify and discuss the role of the agencies and agents in the socialisation process.
  5. Put learners into pairs/ small mixed ability groups to head and discuss portions of the texts and report on same to the class for comments, observations, opinions etc from the class.
  6. Learners *dramatise* the role of the school and the community as agencies of socialisation.
  7. Learners use the *internet* to find out the need for socialisation and challenges associated with it. Have learners present their finding in the form of *report* for class discussions.

**Activities 1 and 2:** Refer to Learner's Book pages 113 and 114.

Guide learners to perform Activities 1 and 2 as specified in Learner's Book.

### Progressive Assessment

Learners embark on socialising project involving the school and the community.

**Questions for Practice:** Refer to learner's Book, page 115.

1. How will you explain the term Socialisation?
2. Examine the **three (3)** types of Socialisation.
3. With **two (2)** examples each, distinguish between Agencies and Agents of Socialisation.

Lead learners to answer the above questions into their exercise books. Refer to pages 106-114 of the LBK for answers to the questions.

### Additional Information

Socialisation is critical to individuals and the society in which they live. It prepares people for social life by teaching them a group's shared norms, values, beliefs and behaviours. Every society is faced with the necessity of making a responsible member out of each child born into it. The child must learn the expectations of the society so that his behaviour can be relied upon.

The society must socialise each member so that his/her behavior will be meaningful in terms of the group norms. In the process of socialisation the individual learns the reciprocal responses of the society. Socialisation takes place at different stages such as primary, secondary and adult.

The primary stage involves the socialisation of the young child in the family.

The secondary stage involves the school and the third stage is adult socialisation. The process is essentially the same in all societies, though institutional arrangements vary. The process continues throughout life as each new situation arises. The social institutions that can impress social norms upon an individual, include the family, religion, peer groups, economic systems, legal systems penal systems, language and the media. Formal institutions like schools, workplaces, and the government teach the people to behave and navigate these systems.

**Home Learning:** *Refer to learner's Book, page 115.*

1. Identify **four (4)** agencies of Socialisation and the roles they play.
2. Discuss **four (4)** factors that undermine or hinder the family as an agency in the Socialisation process.
3. Explain **four (4)** roles of the mass media in the Socialisation of an individual.

The purpose of the home learning is to engage learners do further research on what they learnt. And also, to involve parents in the studies of their wards. Discuss the questions with learners and then ask them to answer in their exercise books for marking.

Discuss all the answers to the questions during the next lesson.

**Summary:** *Refer to learner's Book, page 115.*

Discuss the salient points of the lesson with learners. Involve every individual learner in the discussion.

**Answers to fill-in Questions:** *Refer to learner's Book, page 116.*

1. Socialisation
2. Primary Socialisation
3. Resocialisation
4. Agencies of Socialisation

**Answers to Multiple Choice Questions:** *Refer to learner's Book, pages 116 and 117.*

1. B (socialisation)
2. C (primary socialisation)
3. D (home)
4. C (fathers and the media)
5. A (the school)
6. C (acquire communication skills)
7. A (fit well into the society)
8. D (good parental care)
9. C (anticipatory socialisation)
10. B (mass media)

**Unit/Sub-strand 3    POPULATION**

*Refer to Learner's Textbook 7, Page 118.*

**Content Standard:** Analyse the population structure in Ghana and its related issues

**Indicator: B7.2.4.1.1** Examine the components of population growth

**Planning to teach Unit/Sub-strand 4:**

As a facilitator you are required to facilitate Unit/Sub-strand 4 as indicated in this Guide. The facilitator has to prepare by researching into the following areas: the concept of population growth, how population in Ghana has changed in the recent past, Ghana's population growth compared with that of some other countries in Africa and in the world, factors that causes population change and the cause of population growth.

**Performance Indicators****The learner will:**

- i. Explain the concept of population growth.
- ii. Discuss how population in Ghana has changed in the recent past.
- iii. Compare Ghana's population growth with that of some other countries in Africa and in the world.
- iv. Discuss the following factors of population change: Birth rate, Death rate and Migration.
- v. Investigate the causes of the following in Ghana: High birth rates, High death rates.

**Keywords:** *Refers to Learner's Textbook 7, Page 118.*

Guide learners through modeling to pronounce the listed vocabulary. You must also help them to understand the words by having them use the internet, their dictionaries and/or the context of the words.

*population, population growth, population growth rate, birth rate, death (mortality) rate, population structure, migration, immigrants, emigrants, contraceptives*

**Core competencies:**

1. Critical Thinking and Problem Solving Abilities
2. Creativity and Innovation
3. Personal Development
4. Effective and Efficient Communication and Collaboration
5. Cultural Identity and Global Citizenship
6. Digital Literacy

**Background Indicator:**

We cannot have a sustainable planet without stabilizing population. As human population grows, human demands for resources like water, land trees and energy also grow. The population of Ghana is growing at a fast rate. This has potential effects on many aspects of human lives in Ghana. As the population grows, the use of natural resources also increases, causing environmental and social

problems. Population growth is one of the major concerns of Ghana today as the human population is not static. If the population growth is not checked, it will be a serious obstacle to the country's march towards economic development and eradication of poverty. This Unit/Sub-strand will analyse the population structure in Ghana and its related issues. It will also examine the components of population growth in Ghana.

### **Subject Specific Practices**

As learners explain the concept of population, they are able to analyse population growth, structure and its related issues.

### **Methods and Strategies**

The facilitator must revise the learner's previous knowledge on each exemplar. The facilitator must be guided by pedagogical strategies such as; brainstorming, questions and answers, demonstrations, in-group discussions, field trips, internet use, and projects with reports. The facilitator must also lead learners to discover new concepts on their own rather than telling them everything. Learners are to be guided to develop and improve on their confident level, communication and collaboration and critically thinking skills.

### **Suggested Starters:**

- Play a word search game with the keywords.
- Sing songs related to population growth.
- Show pictures of population structure.

### **Diagnostic Assessment Questions**

- a. Explain the following terms: population, the birth rate, death rate.
- b. Examine **three (3)** reasons for population growth in the country

### **Answers to Diagnostic Assessment Questions**

- a. – Population refers to the total number of people living in a defined area or locality at a specified period of time
  - This refers to the number of births per thousand women in a year.
  - This refers to the number of deaths per thousand of the population within a specific period of time, usually one-year.
- b. High birth/fertility rate  
Low death/mortality rate  
Increased internal migration

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**LESSON: THE COMPONENTS OF POPULATION GROWTH:** Refer to Learner's Textbook 7, Pages 118-126.

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**Teaching and Learning Resource (TLRs)**

A chart showing the population pyramids of Ghana and a developed country

The purpose of these activities is to discuss the various measures for controlling high population growth rate in Ghana.

1. Learners *brainstorm* the meaning of the following concepts: Population, Population growth rate, Birth rate and Death rate.
2. They *think-pair-share* and come out with reasons behind the high population growth in the country and Africa general.
3. In *small groups*, learners highlight factors accounting for high birth rate death rate, and migration in Ghana.
4. Working in *pairs/small mixed ability groups*, learners read and discuss portions of the texts and report on same to the class for comments, observations, opinions etc. from the class.
5. With the use of the *internet*, learners compare and contrast Ghana's population growth with that of two other African countries.
6. Guide learners to present their *reports* to illustrate the effects of rapid population growth on the family, the community and the nation as a whole.
7. In *mixed-ability groups*, learners discuss and develop a plan for an ideal family size. The plan should indicate the factors they had to consider.

**Activity:** Refer to Learner's Book page 123.

Guide learners to perform Activity 1 as specified in Learner's Book.

**Community Service:** Refer to Learner's Book page 123.

Lead learners to undertake the community service as indicated in the Learner's Book Page 125.

**Progressive Assessment**

Learners organise a community gathering to sensitize community members on the importance of birth control.

**Additional Information**

There is a growing consensus in Ghana that while rapid population growth may not prevent economic growth, economic improvement will occur more rapidly without this obstacle. Overall, Ghana's population and its characteristics pose serious challenges for her development and not until Ghana achieves considerable fertility decline within the next few years, the nation's development efforts will be frustrated. Her annual population growth rate is among the highest in the world. It has hovered around 2.9 and 3.1% since 1984 compared with the average rate of 0.6% for the developed world.



The population issue in Ghana concerns the high rate of growth and not the number of people. Three population projections were prepared using the Spectrum Computer Package from 1990-2020, each based on high, medium and low fertility and mortality assumptions as enumerated in Ghana's National Population Policy. If fertility declines as assumed in the low fertility assumption, the population of Ghana will be 30.7 million by the year 2020, with the medium assumption; total population will be 33.6 million.

However, with the high assumption, Ghana's population will reach 35.2 million by 2020. These three population projections were subsequently employed to highlight the impact of population on Ghana's Economic, Education, Health, and Environment sectors. However, the population has increased by 6.1 million from the 24.7 million recorded in 2010, constituting an annual intercensal growth rate of 2.1%. This rate is less than what was observed in the previous intercensal period (2000-2010: 2.5%) and is the lowest observed since independence.

At this rate, the country's population will double within 33 years. And by 2050, the population of Ghana would be over 50 million. All indicators show the census results are in line with expectations based on the benchmark values used to assess coverage of the 2021 PHC. The 2021 PHC was compared with a range of benchmark indicators for this assessment including the 2010 PHC population (+24.9% of 24,658,823), GSS 2021 mid-year population projections (-2.7% of 31,636,804), the United Nations 2021 mid-year medium variant population projections (-3.0% of 31,732,129), and the U.S. Census Bureau (-4.9% of 32,372,889).

The sex ratio of 97 males for 100 females in 2021 represented a slight increase over the sex ratio of 95 recorded in 2010. The 1960 census is the only post-independence census which recorded more males than females (102 males to 100 females). Since then, sex ratios have declined until the uptick observed in 2021. (Source: Ghana Statistical Service).

**Answers to fill-in questions:** *Refer to Learner's Book page 124.*

1. population change
2. population growth rate
3. over-population
4. mortality rate
5. birth rate

**Answers to multiple choice questions:** *Refer to Learner's Book pages 124-125.*

1. C (population)
2. B (rapid population growth)
3. C (high birth rate)
4. B (birth rate)
5. B (emigration)
6. B (good security)
7. A (delay marriage)
8. D (3.1 %)
9. C (prolonged education)

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10. D (improved diet)

**Summary:** *Refer to Leaner's Book pages 123 and 124.*

Lead learners to discuss all the core points under Chapter/Strand2, Unit/Sub-strand 3. Pay attention to every individual learner and identify their peculiar problems and address them.

**Essay Question:** *Refer to Leaner's Book page 126.*

Discuss the question with learners and ask them to answer into their exercise books for marking.

**Expected answers to the essay question**

1. High birth or fertility rate
2. Low death or mortality rate
3. Increased internal migration
4. Early marriage
5. Non-use of contraceptives
6. Polygamous marriages

Learners are expected to briefly explain any 5 of the above points as the answers to the question.

## Unit/Sub-strand 1 SELF-IDENTITY

**Content Standard:** Show understanding of self as a unique individual

**Indicators: B7.3.1.1.1.** Exhibit knowledge of self-identity

**LESSON: THE CONCEPT OF SELF-IDENTITY:** *Refer to Learner's Book, Pages 128-140.*



**Planning to teach Unit/Sub-strand 1:**

The facilitator is required to facilitate Unit/Sub-strand 1 as indicated in this Guide. The facilitator has to prepare by researching into the following concepts: self and self-identity, attitudes that enhance self-worth, strengths, weaknesses and unique features of an individual, the reasons for knowing oneself, and identification of one's potential and abilities.

**Performance Indicators**

**The learner can:**

- i. explain the concepts "self" and "self-identity".
- ii. identify attitudes that enhance self-worth, including self-confidence, can-do spirit and a positive attitude towards life.
- iii. identify one's strengths and weakness as unique individual and discuss with one's peers.
- iv. examine the reason for knowing oneself including accepting oneself and identification of one's potential and abilities.
- v. describe how an individual can develop their capabilities.

**Keywords:** *Refer to Learner's Textbook 7, Page 128.*

You are to pronounce each keyword to be repeated by learners. You will then encourage them to

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find the meanings of the words using the internet, their dictionaries and/or the context of the words.

*self, self-identity, self-confidence, capabilities and inferiority complex*

### **Core competencies**

1. Critical thinking and problem solving
2. Effective and efficient communication and collaboration
3. Personal development
4. Creativity and innovation
5. Cultural Identity and Global Citizenship
6. Digital Literacy

### **Background Information**

A personality trait, abilities, like and dislikes, your belief system or moral code, and the things that motivate you. All contribute to self-image or your unique identity as a person. Maintaining self-identity is important because it strengthens your character. That is, when we know who we are, have confidence in our selves and are able to identify our strengths, we emerge as stronger individuals.

Most of us, however, hardly find time to identify and develop our potentials. This often leads to loss of self-confidence, failures and frustrations in life. The self-concept which consists of a set of ideas, thoughts, feelings and imaginations, is usually used to describe who we are: our attitudes, values, abilities and behaviours in life. To achieve this, it is suggested that the Unit/Sub-strand be structured, focusing on showing understanding of self as a unique individual and different aspects of the self-concept.

### **Subject Specific Practices:**

As learners exhibit knowledge of self-identity, they are able to think critically and solve problems, communicate and collaborate on the various issues. They will also have the ability to combine information and ideas for personal development and leadership.

### **Methods and Strategies**

The facilitator must revise the learner's previous knowledge on each exemplar. The facilitator must be guided by pedagogical strategies such as; brainstorming, questions and answers, demonstrations, in-group discussions, field trips, internet use, and projects with reports. The facilitator must also lead learners to discover new concepts on their own rather than telling them everything.

### **Suggested Starters:**

- Show pictures or short videos on unique features of an individual
- Have learners draw persons exhibiting their talents, example, women and men playing soccer, singing, dancing, etc.
- Games on self-identity
- Songs on self identity

### Diagnostic Assessment Questions

1. Explain the following concepts:
  - a. Self
  - b. Self-identity
2. Identify **five (5)** attitudes that enhance self-worth.

### Answers to Diagnostic Assessment Questions

1. a. Self refers to the whole being of an individual, taking into consideration his or her physical nature, psychological nature, abilities, qualities, etc.
- b. Self-identity refers to how individuals feel, see, understand and know about themselves.
2. Having self-confidence
  - Having can-do spirit
  - Having positive attitude towards life
  - Having good interpersonal relationship
  - Display of individual talents and skills

### Teaching and Learning Resources (TLRs)

- Pictures showing footballers at training
- Internet sources
  - <https://www.fifa.com/news/local-starlets-eye-gyan-big-boots-1621590>
  - [https://www.123rf.com/photo\\_18903321\\_female-african-medical-assistantexamining-a-baby-together-with-doctor.html](https://www.123rf.com/photo_18903321_female-african-medical-assistantexamining-a-baby-together-with-doctor.html)

### Teaching and Learning Activities

The purpose of these activities is to assist learners know themselves and how each one of them is different from others in terms of their physical nature as well as psychological nature and capabilities.

### Teaching and Learning Activities

#### A

Put learners into pair/small mixed ability groups to read and discuss portions of the texts and report on some to the class for opinions observation and comments from the class.

#### B

1. Let learners describes themselves in terms of their physical appearance, abilities, qualities, feelings, etc. to another in small groups.
2. Learners *brainstorm* the meaning of self and self-identity.
3. In pairs, learners *think-pair-share* and identify some of the attitudes that enhances self-worth and positive attitude towards life.
4. In *jigsaw groups*, learners identify and discuss their strengths and weaknesses.
5. Through *questions and answers*, learners identify and discuss the reasons for knowing oneself.
6. With the use of the *internet*, learners find out how individual capabilities can be developed.
7. In *mixed-ability groups*, learners create a poster that outlines some of the factors that can prevent the individual from developing his or her capabilities.

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**Activity 1, 2 and 3:** Refer to Learner's Book pages 129, 132 and 137 139.  
Guide learners to perform Activities 1, 2 and 3 as specified in Learner's Book.

### **Progressive Assessment**

What things do people say you are good at? Do you agree? Why or why not. Write a one-page essay about the positive features of yourself.

### **Additional Information**

Self-identity is how you identify and define yourself. It is your perception of specific and selective traits, qualities, and characteristics that represent you. As an individual numerous physical attributes, internal characteristics, social roles, and external connections which make up your personal identity. As individuals, we identify ourselves based on our self-concept. Self-concept is how we perceive ourselves. Since self-identity is based on self-concept, you will distort your self-identity due to self-image or self-esteem. Therefore, it is important to have positive self-image and high self-esteem when creating your self-identity. Maintaining self-identity is important because it strengthens your character. That is, when we have confidence in our self and are able to identify our strengths and weaknesses.

**Answers to fill-in Questions:** Refer to Learner's Book page 139.

1. Self identity
2. Capability
3. Self-confidence
4. Self-concept

**Answers to Multiple Choice Questions:** Refer to Learner's Book pages 139-140.

1. B (Self)
2. B (Self-identity)
3. C (Having inferiority complex)
4. A (Identify one's potentials)
5. D (what one can do)
6. C (Un-conducive home environment)
7. C (Having set goals)
8. A (Weakness)
9. B (Capabilities)
10. C (Self-reliance)

**Questions for practice:** Refer to Learner's Book, Page 138.

Lead learners to read and discuss all the questions and then ask them to answer them for marking.

**Answers for the questions for practice**

1. a. The concept of 'self' refers to the whole being of an individual, taking into consideration his or her physical and psychological nature, abilities and qualities of that individual.  
b. Self-identity refers to how individuals feel, see, understand and know about themselves. It simply means that the individual has knowledge about himself or herself.
2. i. Having self-confidence  
ii. Having can-do spirit  
iii. Having positive attitude towards life  
iv. Having good interpersonal relationship  
v. Prevention of inferiority complex  
vi. Display of talents and skills
3. Refer to pages 135-137 for answers to question 3.

**Home Learning:** *Refer to Learner's Book, Page 138.*

Take learners through the process of Home Learning and task them to answer the questions as indicated on page 138 of the Learner's Book.

**Summary:** *Refer to Learner's Book, Page 138.*

As a form revising Chapter/Strand3 with learners, use the points under summary to revise the lesson with the whole class. Pay special attention to individual learner problems.

**Essay Questions:** *Refer to Learner's Book, Page 140.*

Discuss all the questions with learners.

Let learners answer the questions individually into their exercise books for marking.

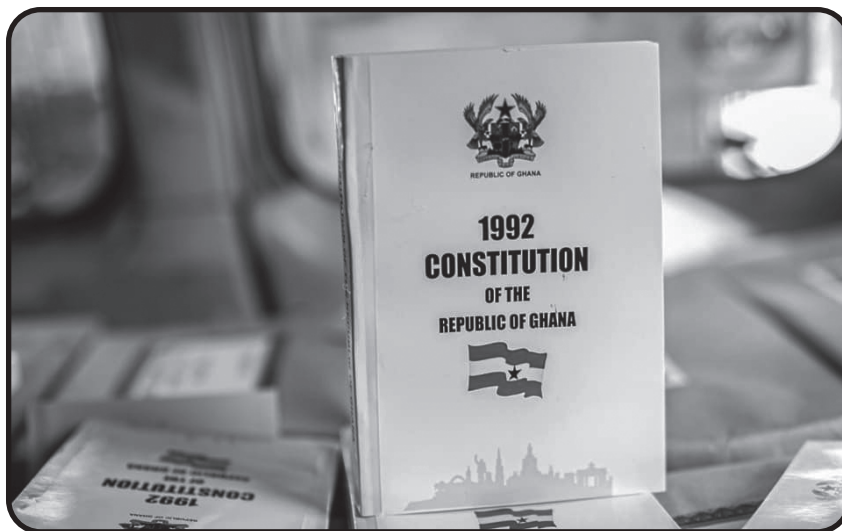
Refer to pages 135 – 137 for answers to the essay Questions.

## Unit/Sub-strand 1 CITIZENSHIP AND HUMAN RIGHTS

**Content Standard:** Analyse the Responsibilities of a Citizen.

**Indicator: B7.4.1.1.1** Examine the value of citizenship in nation building.

### LESSON: THE CONCEPT OF CITIZENSHIP



#### Planning to teach Unit/Sub-strand 4:

The facilitator is required to facilitate Unit/Sub-strand 1 as indicated in this Teacher's Guide. The facilitator has to prepare by researching into the following: the Concept of Citizenship and Citizen, Ways of Acquiring Ghanaian Citizenship, Responsibilities of a Ghanaian citizen and Good Working Attitudes. The facilitator being the leader in the classroom must read further about the qualifications of citizenship. This will help the teaching and learning process.

#### Performance Indicators

##### The learner will:

- i. explain the concepts of citizen and citizenship.
- ii. discuss the various ways of acquiring in Ghana and other countries.
- iii. explain the meaning of responsibilities.
- iv. identify some of the responsibilities of a Ghanaian citizen.
- v. examine the responsibilities of a Ghanaian citizen.
- vi. discuss the good working attitudes a Ghanaian citizen.

**Keywords:** Refer to Learner's TextBook 7, Page 142.

Guide learners to pronounce the words correctly. Guide them to also use context, the internet or dictionaries to learn the meaning of the words.



*citizen, citizenship, naturalisation, human rights, cession, conquest, dual citizenship, diplomatic, assignment, founding, statutory, responsibilities, criminal, symbols, lawfully, allegiance, enforcement*

### **Core Competencies**

1. Critical Thinking and Problem Solving Abilities
2. Creativity and Innovation
3. Effective and Efficient Communication and Collaboration
4. Personal Development
5. Cultural Identity and Global Citizenship
6. Digital Literacy

### **Background Information**

The relationship of citizenship and human rights has become a central issue for contemporary policies. In principle no human or individual should be rendered stateless. In practice, the legal claim of citizenship is a slippery concept that can be manipulated to serve state interests. On a spectrum from those who enjoy the legal and social benefits of citizenship to those whose right to nationality is outright refused.

People with many kinds of status live in various forms of precariousness within states that cannot be overlooked. There must be conscious efforts to protect them. Therefore the relationship between an individual and a state to which an individual owes allegiance and in turns is entitled to its protection must be emphasized. There are civic duties, responsibilities or obligations which citizens are obliged by law to undertake for the nation to be built.

These duties are performed by citizens in exchange for the protection of the state. Citizenship is the state of being vested with the rights, privileges and duties of a citizen, but it can be defined as the character of an individual viewed as a member of society. To this effect, it is hoped that the facilitator will handle the Unit/Sub-strand in such a way that learners will honour their responsibilities as values and not mere talk.

### **Subject Specific Practices:**

As learners examine the values of citizenship in nation building, they will have the ability to combine information and ideas from several sources to reach conclusion by thinking critically and solving problems. They will communicate and collaborate on the various ways of acquiring citizenship in Ghana. They will also have personal development by being creative and innovative to examine the responsibilities of a Ghanaian citizen.

### **Methods and Strategies**

The facilitator must revise the learner's previous knowledge on each exemplar for learners to express their views on the themes. The facilitator must be guided by pedagogical strategies such as; brainstorming, questions and answers, demonstration, in-group discussion, field trips, internet use, and projects with reports. The facilitator must also lead learners to discover new concepts on their own rather than tell them everything. Design practical activities for learners and discuss the various

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responsibilities of citizens in the communities they live. When all these activities are well-organised in class, it will help learners to develop and improve on their confidence level, communication and collaboration and critical thinking which are some of the key competencies of the standard based curriculum.

### **Suggested Starters:**

- Using ‘Ball Toss’ technique, revise the previous knowledge on the concept of citizenship.
- Play patriotic songs.
- Show pictures and videos on responsible citizenship.
- Play the WORD SEARCH game using the keywords.

### **Diagnostic Assessment Questions**

- i. Explain the concepts of citizen and citizenship.
- ii. Describe **three (3)** ways of acquiring Ghanaian citizenship.
- iii. Examine **three (3)** conditions under which a foreigner can be granted citizenship of another country.

### **Answers to Diagnostic Assessment Questions**

- i. citizen is a person who has the right to live permanently in a particular state and has the right to the lawful and social benefits of that country as well as official responsibilities towards it OR Citizenship is the status of a person recognised under the customs or laws as being a legal member of a sovereign state or belonging to a nation.
- ii. Ways of acquiring the Ghanaian citizenship:
  - Every person who, on the coming into force of this Constitution, is a citizen of Ghana by law shall continue to be a citizen of Ghana.
  - A person born in or outside Ghana after the coming into force of this Constitution shall become a citizen of Ghana on the date of his birth if either of his parents or grandparents is or was a citizen of Ghana.
  - A child of not more than seven years (7 years) of age found in Ghana whose parents are not known shall be presumed to be a citizen of Ghana by birth.
- iii. Conditions under which a foreigner can be granted Ghanaian citizenship are
  - Statutory Age
  - Good Character
  - Residence
  - Through Marriage

### **Diagnostic Assessment Questions**

- i. Explain the term responsibilities.
- ii. Examine **three (3)** responsibilities of a good citizen.
- iii. Suggest **three (3)** good working attitudes of a citizen for advancement of the country

### **Answers to Diagnostic Assessment Questions**

- i. Responsibilities refer to what one is required to carry out as a duty as a citizen; OR what an individual in a society is morally or lawfully required or expected to do.

- ii. Payment of taxes
  - Obedience to laws
  - Respecting National symbols
  - Protection of State property
- iii. Honesty
  - Punctuality
  - Commitment
  - Respect

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**LESSON: THE CONCEPT OF CITIZENSHIP:** Refer to Learner's Textbook 7, page 142-157.

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**Teaching and Learning Resource (TLRs)**

The constitution of Ghana, journals, newspapers, magazines

**Teaching and Learning Activities**

- A. The suggested activities aim at assisting learners to discuss ways one can become a citizen of Ghana and some countries in the world.
- B.
1. Learners *brainstorm* and come out with the meanings of citizen, citizenship, dual citizenship and non-citizenship.
  2. Using the *Jigsaw technique*, learners discuss who a Ghanaian citizen is and the human rights he/ she enjoys
  3. Work in pair/small mixed ability groups, learners read and discuss portions of the texts and report on same to the class for comments, observations opinions etc from the class.
  4. Working in *pairs/small mixed ability groups*, learners read and discuss portions of the texts and report on same to the class for comments, observations, opinions etc. from the class.
  5. In *mixed ability groups*, learners develop a poster on various ways in which one can acquire citizenship in some countries in the world.
  6. Learners, in *small groups*, discuss and develop a mind-map on the various ways of acquiring
  7. citizenship in Ghana.

**Activity 1:** Refer to Learner's Book, Page 147.

Guide learners to perform Activity 1 as specified in Learner's Book

**Progressive Assessment**

In groups, learners visit the community and interview individuals about how they became Ghanaians. They are to present their findings for class discussions.

**Teaching and Learning Resource (TLRs)**

The constitution of Ghana, journals, newspapers, magazines, pictures, internet, video tapes.

The purpose of these activities below is to help learners understand why and how all citizens must perform their responsibilities to the state.

**Teaching and Learning Activities**

- i. In a Think-Pair-Share activity, learners identify some of the duties they perform at home and at school.
- ii. Learners *brainstorm* the meaning of the word 'responsibility'.
- iii. Using the constitution of Ghana, Newspapers or magazines, learners examine some of the responsibilities of a Ghanaian citizen to the state.

- iv. Show *videos or pictures* of good working attitudes being exhibited and have learners discuss how good working attitudes can promote nation building.
- v. Put learners into *pairs/mixed ability groups* to read and discuss portions of the text and report on same to the class for comments, observations, opinions etc. from the class.
- vi. In *small groups*, learners role-play some of the good attitudes of a citizen to the state.

**Activities 2 and 3:** Refer to Learner's Book pages 149 and 151.

Guide learners to perform Activities 2 and 3 as specified in the Learner's Book.

### Progressive Assessment

1. Let learners sensitize the community members on their responsibilities as a way of building a nation.
2. Let learners visit the internet and read more about responsibilities that have helped in building other countries.

### Study Questions

Learners in groups are to

1. discuss the good working attitudes of a Ghanaian citizen.
2. explain four reasons why one must perform his or her responsibilities.

### Additional Information

Law and order ensure our general safety, as well as our rights as citizens against abuses by other people, by organisations and by government itself. We have laws to help provide for our general safety. These exist at the local, regional and national levels. Citizens therefore act within the guidelines of the law which is accepted in the society. It also encourages citizens to do the right thing for the common good.

A Citizen is a native or naturalized member of a state or nation who owes allegiance to its government and is entitled to its protection. Citizenship is a unique bond that unites people around civic ideals and a belief in the rights and freedoms guaranteed by the Ghanaian constitution. Citizenship ensures equal access to critically important benefits for older people and people with disabilities. Citizenship is the most privileged form of nationality. Citizenship implies the status of freedom with accompanying responsibilities.

Citizens have certain rights, duties and responsibilities that are denied or partially extended to aliens and other non-citizens residing in the country. The usual responsibilities of citizenship are allegiance, taxation, obeying the law and practicing tolerance.

**Community Service:** Refer to Learner's Book, Page 151.

Lead learners to organise and sensitise community members on the rights and responsibilities of citizens.

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Discuss the outcome of the community service with members of the community in class.

**Questions for practice:** *Refer to Learner's Book, Page 151.*

Lead learners to explain all the questions and then instruct them to answer the questions into their exercise books for marking.

Refer to pages 142-151 for answer to the questions.

**Home Learning:** *Refer to Learner's Book, Page 151.*

Task learners to do the Home Learning as specified in the Learner's Book.

Refer to Learner's Book pages 149-151 for answers to question 1 and search the Internet for answers to question 2.

Discuss the various answers provided by individual learners with the whole class.

**Summary:** *Refer to Learner's Book, Page 152.*

Use the outline as a form of revision to discuss the key points under the Unit/Sub-strand with learners.

**Essay Questions:** *Refer to Learner's Book, Page 157.*

Discuss the questions with learners and ask them to answer into their exercise books for marking.

### **Answers to Essay Questions**

1.
  - i. payment of taxes
  - ii. obedient to laws of the country
  - iii. respecting national symbols
  - iv. protecting state properties
  - v. defending one's country
2. Learners may give varied reasons why one must perform his or her responsibilities.

Discuss the reasons with the whole class.

**Answers to fill-in Questions:** *Refer to Learner's Book, Page 152.*

1. naturalization
2. descent
3. responsibilities
4. dual citizenship
5. citizen

**Answers to multiple choice questions:** *Refer to Learner's Book, Pages 153-157.*

1. B (election)
2. B (payment of taxes)
3. D (police)
4. A (naturalization)
5. D (any of the parents was born in that country)
6. C (a person must have a parent who is a national of a state)

7. C (descent)
8. D (interference with other citizen's rights)
9. B (renouncing it)
10. D (confrontation with the government)
11. B (enjoys the legal and political right of the country)
12. A (naturalization)
13. B (voting at elections)
14. A (allegiance)
15. C (belongs to two states)
16. B (honorary citizenship)
17. A (obligation)
18. D (naturalization)
19. C (a citizen)
20. C (payment of taxes)
21. B (respect of the dignity and rights of others)
22. A (life)
23. A (right)
24. A (obligation)
25. D (societal interest first)
26. D (responsibilities)
27. D (protect public property)
28. D (civic responsibility)
29. C (payment of taxes)
30. A (qualifies to live in a state)

**Unit/Sub-strand 1: HUMAN RESOURCE DEVELOPMENT**

*Refer to Learner's Textbook 7, Pages 159-171*

**Content Standard: B7.5.1.1** Demonstrate knowledge of human resource development in Ghana

**Indicator: B7.5.1.1.1** Mention ways of developing human resource in Ghana

**Planning to teach Unit/Sub-strand 1:**

You are required to facilitate Unit/Sub-strand 1 as indicated in this Guide. As a facilitator you are supposed to prepare by researching into the following: the Concepts of human resource and human resource development, ways of development human resource, the importance of human resource development, the challenges associated with human resource development and solutions to problems facing human resource development in Ghana.

**Performance Indicators****The learner will:**

1. explain the concepts; **human resource** and **human resource development**.
2. identify ways of developing human resource in Ghana.
3. discuss the importance of human resource development in Ghana.
4. assess the challenges associated with human resource development in Ghana.
5. suggest solutions to problems facing human resource development in Ghana.

**Keywords:** *Refer to Learner's Textbook 7, Page 159.*

Guide learners with models to pronounce the words correctly. Guide them to use context, the internet or dictionary to learn the meanings of the words.

*human resource, resource, labour, skills, brain drain, development, inventiveness, entrepreneur, monotonous, requisite, loitering, tariffs, zeal*



**Core Competencies**

1. Critical Thinking and Problem Solving Abilities
2. Creativity and Innovation
3. Effective and Efficient Communication and Collaboration
4. Personal Development
5. Cultural Identity and Global Citizenship
6. Digital Literacy

**Background Information**

Ghana has many resources. These include everything from human resource, arable land, forest timber, fresh water to extensive fishing resources. However, these abundant natural resources have not been efficiently tapped for the improvement of the well-being of the people. Though many attribute this to inadequate capital and technical know-how, the problem can be placed on the imbalance in the development of our human resources and needs of society.

The development of human capabilities, abilities, knowledge and know-how in Ghana is to meet people's ever-growing needs for goods and services as well as to improve the standard of living and quality of life. This Unit/Sub-strand will help facilitators expose learners to demonstrate knowledge of human resource development in Ghana. We will discuss some of the important concepts of resource development, the types and problems of human and resource development in Ghana.

**Subject Specific Practices**

As learners exhibit knowledge of developing human resource in Ghana. They are able to think critically and solve socio-economic problems.

**Methods and Strategies**

The facilitator must revise the learner's previous knowledge on each exemplar for learners to express their views on the themes. The facilitator must be guided by pedagogical strategies such as; brainstorming, questions and answers, demonstrations, in-group discussions, field trips, internet use, and projects with reports. The facilitator must also lead learners to discover new concepts on their own rather than telling them everything.

**Suggested Starters:**

- Show pictures and short videos on human resource development.
- Play "Run to the Board" game by having learners write any word related to human resource development.

**Diagnostic Assessment Questions**

1. What is the meaning of the term human resource?
2. Identify **two (2)** categories of human resources.

**Answers to Diagnostic Assessment Questions**

1. Human Resource refers to the mental and physical effort available to humans, which include capabilities, skills, knowledge, talents, experiences and the physical strength of the

- 
- population of the country.
2. Skilled Labour  
Unskilled Labour

**LESSON: DEVELOPING HUMAN RESOURCE IN GHANA:** Refer to Learner's Textbook 7, Pages 159-171.

**Teaching and Learning Resources (TLRs)**

Pictures and videos showing individuals performing various job activities such as teaching, nursing, truck pushing.

**Teaching and Learning Resources (TLRs)**

The purpose of these activities is to help learners to discuss human resource development in Ghana. These activities will also help elicit learners' ideas on solutions to problems facing human resource development in Ghana.

B

1. In a *Think-Pair Share* activity, learners describe the term human development in pairs.
2. Through the description of some scenarios, guide learners to discuss the importance of human resource development in Ghana (labour).
3. In *small groups*, learners identify the challenges associated with human resource development in Ghana.
4. Put learners into *mixed ability groups* and assign them to read and discuss the texts on the following pages. They may do the activity paragraph by paragraph or otherwise. The groups then converge in a plenary to report on their reading and discussion to the class for comments, observations by the class.
5. In *mixed-ability groups*, learners develop mind-maps on ways of developing human resource in Ghana.
6. Using the Talk for Learning technique, learners suggest solutions to problems facing the human resource development in Ghana.

**Activities 1 and 2:** Refer to Learner's Book, Pages 163 - 166.

Guide learners to perform Activities 1 and 2 as specified in Learner's Book

**Progressive Assessment**

In your view, what can be done to stop the brain drain in Ghana?

**Questions for practice:** Refer to Learner's Book, Page 166.

Task learners to answer the questions for practice. Guide learners to provide individual answers.

**Home Learning:** Refer to Learner's Book, Page 166.

Discuss the questions with learners and ask them to read further on the questions and then answer into their exercise books at home for marking.

Discuss the answers to the questions during the next lesson in class.

**Summary:** Refer to Learner's Book pages 166 and 167.

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These are the salient points of the Unit/Sub-strand that you have treated. Use these points to revise the lesson with learners. Involve all learners in this discussion.

### **Additional Information**

Human resource development is currently an important strategy needed to improve productivity, efficiency and profitability. Human resource development is all activities designed to enhance people's capacity in order to perform on the job. However, the level of human resource development which should be the central driving force in the achievement of organizational goals and economic development in Ghana is not encouraging.

Human resource development usually begins as soon as an employee is hired and continues throughout the employee's tenure in the organisation. Many employees come into an organization with only a basic level of skills and experience and must receive training in order to do their jobs effectively. Others may already have the necessary skills to do the job, but do not have knowledge related to that particular organisation's operations. Human resource development is designed to give employees the information they need to adapt to that organisation's culture and to do their jobs effectively.

Human resource development includes such opportunities as employee training, employee career development, performance management and development, coaching, mentoring and tuition. It is very important, to be honest with your employees and think about their well-being. If they are healthy and stress-free, they will be eager to work and help you grow the organisation.

**Answers to fill-in questions:** *Refer to Learner's Book page 167.*

1. Resource
2. three (3)
3. human resource
4. Human resource development
5. Unskilled labour

**Answers to Multiple Choice Questions:** *Refer to Learner's Book, Pages 167-171.*

1. B (human resource)
2. A (education and Training)
3. A (appoint only qualified people to occupy key position)
4. C (has gone through training)
5. A (human resource)
6. D (making the educational system vocationally and technically oriented)
7. C (inadequate manpower development policies)
8. A (positive attitude to work)
9. B (education and training)
10. C (professional skills)
11. B (human resource)
12. A (efficient utilization of its natural resources)
13. B (many school leavers become unemployable)

14. D (well-trained)
15. D (Only qualified personnel should be employed)
16. C (labour force)
17. B (human resource)
18. A (improved human resources)
19. C (human resources)
20. B (human)
21. B (human resource)
22. A (human resources)
23. C (skills of worker and management)
24. B (human resources)

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**Unit/Sub-strand 2 FINANCIAL AND INVESTMENT ISSUES**

*Refer to Learner's Textbook 7, Page 172.*

**Content standard:** Demonstrate understanding of social security and pension issues.

**Indicator: B7.5.2.1.1.** Examine the importance of social security to the individual

**Planning to teach Unit/Sub-strand 2:**

The facilitator is required to facilitate Unit/Sub-strand 2 as indicated in this Teacher's Guide. The facilitator has to prepare by researching into the following: the Concept of social security, the features of social security, and types of social security scheme and the benefits of social security to the individual.

**Performance Indicators****The learner will:**

- i. explain the concept of social security.
- ii. discuss the features of social security including the law which established it.
- iii. identify types of social security schemes including the Pension Fund.
- iv. assess the benefits of social security to the individual.

**Keywords:** *Refer to Learner's Textbook 7, Page 172.*

*social security, insurance, threshold, contingencies.*

Guide learners to use their dictionaries or the Internet to find the contextual meaning of each keyword.

**Core Competencies**

1. Critical Thinking and Problem Solving Abilities
2. Creativity and Innovation
3. Effective and Efficient Communication and Collaboration
4. Personal Development
5. Cultural Identity and Global Citizenship
6. Digital Literacy

**Background Information**

Social security is a system under which a government pays money regularly to certain groups of people. Social security helps older Ghanaian workers who become disabled, and families in which a spouse or parent dies. Though it is best known for retirement benefits, it also provides survivor benefits and disability income. Social security forms a major area of government policy and social expenditure. Government activity in this area impacts directly on all citizens. This Unit/Sub-strand examines the importance of social security to the individual. To do this, it is suggested that the Unit/Sub-strand be organised to include the creation of practical situations and scenarios to demonstrate understanding of social security and pension issues.

### Subject Specific Practices

As learners acquire knowledge in financial and investment issues, they are able to think critically and also take critical financial decisions for their personal development.

### Methods and Strategies

The facilitator must revise the learner's previous knowledge on each exemplar for learners to express their views on the themes. The facilitator must be guided by pedagogical strategies such as; brainstorming, questions and answers, demonstrations, in-group discussions, field trips, internet use, and projects with reports. Lead learners to discover concept of social security. Design practical activities for learners and discuss the various features and types of social security with learners.

### Suggested Starters:

- Using 'ball toss' technique, learners share their experiences on saving money.
- Show pictures or short videos about the concept of social security.

### Diagnostic Assessment

1. Explain the term Social Security.
2. Identify **four (4)** features of Social Security as being backed by law
3. In what **three** ways is the social security beneficial to the individual?

### Answers to Diagnostic Assessment Questions

1. Social Security is defined as any policy of social protection set up by law.
2. Sickness Benefit  
Survivors and Life Insurance Benefit  
Sickness Benefit  
Old Age Benefit
3. It assures a life-time income replacement to contributors with a minimum of 12 months' contribution within the last 36 months.  
It assures individuals the benefits promised, irrespective of market conditions (Risk pooling).  
It is a form of saving to the individual.  
It provides minimum threshold value to contributors whose contributions

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**LESSON: SOCIAL SECURITY:** *Refer to Learner's Textbook 7, Pages 172-181.*

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**Teaching and Learning Resources (TLRs)**

Pictures, internet facilities, television, pen-drive.

**Teaching and Learning Activities**

1. Engage learners in a brief class discussion to come out with what they know about social security.
2. Working in *pairs/small mixed ability*, learners read and discuss portions of the texts and report on same to the class for comments, observations, opinions etc. from the class.
3. In *small groups*, learners discuss the features of Social Security as backed by law.
4. Using snowball technique, learners discuss key features of the Scheme from 1965 to 1972 and its changes.
5. By whole class discussion, talk about the Scope of Coverage of the Social Security in Ghana.
6. Using the *internet*, learners identify the workers who are exempted from membership of the Social Security.
7. Learners *discuss* in groups the types of Social Security Schemes, including the Pension Funds.
8. In a *jigsaw activity*, learners examine the rules regulations of the PNDC law 247, National Pensions Act and the aims of the Three-Tier scheme.

**Activity 1, 2 and 3:** *Refer to Learner's Book, Pages 174, 176 and 178.*

Guide learners to perform Activities 1, 2 and 3 as specified in Learner's Book.

**Progressive Assessment**

Learners talk to community members on social security and pension issues and their benefits.

**Questions for practice:** *Refer to Learner's Textbook 7, Page 178.*

Discuss the questions with the whole class and then ask them to answer into their exercise books for marking.

**Answers to the Questions for practice**

1. The term Social Security may be explained as any policy of social protection set up by law. In other words, it is any compulsory arrangement that provides individuals with a level of income security when faced with the problem of old age, survivorship, sickness, disability, unemployment or upbringing of children.
2. Refer to pages 172 and 173 of the Learner's Book for answers to question 2.

Discuss the essence of the community service with Learners and task them to undertake the service as indicated in the LBK.



Engage the whole class to share what they have learnt during the community service exercise.

**Home Learning:** Refer to learner's Book page 178.

One of the aims of the Home Learning is to involve parents in their wards' studies. Task learners to make further research on the questions and also discuss the questions with their parents/guardians and then provide answers to the questions in their exercise books for marking.

### **Answers to the Home Learning Questions.**

*Refer to Learner's Book, Pages 175-177.*

Mark learners' answers and then discuss the individual answers with the whole class during the next lesson.

**Summary:** *Refer to Learner's Book, Page 181.*

Use this section to revise the lesson treated in Unit/Sub-strand 2 with learners.

### **Additional Information**

It is human nature to plan for rainy days. An individual must plan and keep aside some amount of money for any unavoidable circumstances which might arise in days to come. The future is uncertain and one must invest wisely to avoid financial crisis at any point of time. Saving for retirement, and managing income once you retire, are two important aspects of personal financial management.

The new National Pension Scheme was instituted by the National Pensions Act 766 which ensures that every Ghanaian worker receives retirement benefits as and when due. The Act 766 which was passed on December 12th 2008 mandated the establishment of a new contributory Three-Tier Pension Scheme with the National Pensions Regulatory Authority (NPRA) to oversee the efficient administration of the composite pension scheme.

The New Pension Scheme was launched on 16th September, 2009 and its implementation started in January 2010. The Act is to provide benefits to ensure retirement income security for workers. It again makes provision for every worker to receive retirement benefits as and when due. It also established a uniform set of rules and standards for the administration, payment of retirement and related benefits to workers.

The First tier is the basic National Social security Scheme for all workers in Ghana. It is a defined benefit scheme and mandatory for workers to have 13.5% contributions made on their behalf. The contribution is managed by SSNIT.

The Second Tier is defined contributory Occupational Pension Scheme mandatory for workers with 5% contribution made on behalf of members. The contribution is managed by approved Trustees. The Third Tier which includes all Provident Funds and all other Pension Funds outside Tiers 1 and 2 is a voluntary scheme.

Workers - 5.5% of workers' basic salary

Employer - 13% workers' basic salary

Total - 18.5% of workers' basic salary

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Out of the 18.5%, employer remits 13.5% to SSNIT within 14 days following the end of the month to the mandatory First-Tier Basic Social Security Scheme. Again, out of the 13.5% paid to SSNIT, 2.5% is sent to the NHIA for the member's health insurance. The residual 5% is sent to the mandatory Second Tier Occupational Scheme which is privately managed by Trustees approved and licensed by the Board of NPRA.

A trustee is a person who holds and looks after pension assets for the benefits of members and their dependants. Although assets are held in the name of the trustees, they do not belong to them.

A trust in its simplest form is an arrangement under which assets are held and looked after on behalf of others called beneficiaries. In other words, it is a legal arrangement distinct from the plan sponsor where the contributions for the assets are deposited with the Trustee.

Once you retire, the way you manage your income can mean the difference between living comfortably in retirement and running short of money down the road.

*(Source: Social Security and National Insurance Trust)*

**Answers to fill-in Questions:** *Refer to Learner's Book page 179.*

1. Social Security
2. Law
3. National Redemption Council Decree (NRCD)
4. Social Security and National Insurance Trust
5. 60 years

**Answers to Multiple Choice Questions:** *Refer to Learner's Book pages 179-181.*

1. C (1965)
2. D (Provident Fund)
3. A (15%)
4. A (5%)
5. B (2008)
6. C (third-tier)
7. B (Ghana Education service)
8. A (retirement benefits)
9. B (60 years)
10. C (3 tiers)
11. A (first tier)
12. B (NRCD 127)
13. A (1966)
14. D (social security)
15. D (Social Security and National Insurance Trust)
16. D (social security schemes)

## Unit/Sub-strand 3 **TOURISM**

*Refer to Learner's Book pages 182-198.*

**Content Standard: B7.5.3.1** Demonstrate knowledge on how tourism and leisure promote national development.

**Indicator: B7.5.3.1.1.** Examine the role of tourism and leisure in socioeconomic development of Ghana.

### **Planning to teach Unit/Sub-strand 3:**

The facilitator is required to facilitate Unit/Sub-strand 3 as indicated in this Teacher's Guide. The facilitator has to prepare by researching into the following: the Concepts of tourism and leisure, some attractive places, reasons for which people go on tour to different places and the importance of tourism to the nation's development.

### **Performance Indicators**

#### **The learner will:**

1. explain the concepts **tourism** and **leisure**.
2. identify some attractive places or sceneries in the community.
3. examine reasons for which people go on tour to different places.
4. discuss the economic and social importance of tourism to the nation's development.
5. explain challenges faced in the tourism industry.
6. suggest ways of solving the challenges faced in the tourism industry.

**Keywords:** *Refer to Learner's Textbook 7, Page 182.*

*tourism, leisure, scenery, monuments, cultural adulteration, tourist site*

Lead learners with modelling to pronounce these words correctly. They then go on the internet, use their dictionaries or the context of the words to determine the meanings of the words.

### **Background Information**

Ghana abounds in tourism resources. In recent years, tourism has become an important source of foreign revenue to Ghana and the sector has expanded to provide employment and income for many Ghanaians. The tourism sector has the potential to grow and to make a greater contribution to the economy of Ghana, and improve the lives of Ghanaians. In spite of the importance of the tourism sector and its potential to lead in the growth of our economy, most Ghanaians do not seem to have interest in tourism. Besides, many of the places with tourism potentials are not well developed for the purpose. It is important to develop our tourism facilities and make attractive in order to attract more tourists into the country. This Unit/Sub-strand is intended to help learners examine the role of tourism and leisure in the socio-economic development of Ghana.

### **Subject Specific Practices**

Critical Thinking and Problem Solving, Creativity and Innovation, Communication and Collaboration.

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## Methods and Strategies

The facilitator must revise the learner's previous knowledge on each exemplar for learners to express their views on the themes. The facilitator must be guided by pedagogical strategies such as; brainstorming, questions and answers, demonstration, in-group discussion, field trips, internet use, and projects with reports. The facilitator must also lead learners to discover new concepts on their own rather than tell them everything. Design practical activities for learners and discuss the various tourist sites in the communities they live.

### Suggested Starters:

- Show pictures/videos of some tourist sites in Ghana and the rest of the world.
- Learners play a map game by identifying the major tourist sites on the Map of Ghana, Africa and the World.
- Play a Word Search Game.

### Diagnostic Assessment

1. Explain the following concepts: Tourism, Leisure, and Scenery.
2. Mention **five (5)** attractive places, sceneries or tourist sites in Ghana.

### Answers to Diagnostic Assessment Questions

1. Tourism refers to the practice of travelling to places of interest for sightseeing and pleasure. Leisure refers to taking time off normal duties for relaxation, games or rest, and to enjoy sceneries. Scenery refers to the beautiful, general appearance of natural and man-made features of a landscape.
2. Mole National Park  
Black Star Square  
Wli Waterfalls  
Salaga Slave Market  
National Theater

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## LESSON: THE ROLE OF TOURISM AND LEISURE IN THE SOCIO-ECONOMIC DEVELOPMENT OF GHANA: *Refers to Learner's Textbook 7, Pages 182-198.*

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### Teaching and Learning Resource (TLRs)

- Pictures/videos of tourist sites in the country
- Tourist map of Ghana

### Teaching and Learning Activities

The purpose of these activities is to allow learners understand the reason and importance to promote people's interest in tourism. It will also enable learners appreciate the economic importance of tourism to the nation.

A. Have learners go into *small mixed ability groups* to read and discuss portions of the texts and report on same to the class for comments, observations and opinions from the class.

- B
1. Using *KWL strategy*, learners share what they know about tourism.
  2. Learners *brainstorm* the differences in the meanings of the terms, tourism, leisure and scenery.
  3. Through the use of *pictures and maps*, learners identify some attractive places, sceneries or tourist sites in Ghana.
  4. In *mixed-ability groups*, learners discuss reasons why people travel to different places for tourism and leisure.
  5. In *small groups*, learners identify and discuss the economic and social importance or the benefits of tourism to national development.
  6. Put learners in *groups* and let them discuss the negative impact/disadvantages of Tourism in Ghana.
  7. In a *snowball activity*, learners discuss the challenges/problems faced in the Tourism industry in Ghana.
  8. In *mixed ability groups*, learners create mind-maps on ways and means of getting people interested in visiting different places and promoting Tourism in Ghana.

**Activity 1 and 2:** *Refer to Learner's Book pages 190 - 193.*

Guide learners to perform Activity 1 and 2 as specified in Learner's Book.

### Progressive Assessment

Learners visit any tourist site within or outside their community and suggest ways of improving and promoting that tourist site.

### Study Questions:

1. Examine **five (5)** negative impact/disadvantages of Tourism in Ghana.
2. Discuss **five (5)** economic and social importance of Tourism to national development.

**Community Service:** *Refer to Learner's Textbook 7, Page 193.*

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Organise learners to undertake the community service as indicated in the Learner's Book page 193. Lead learners to discuss their experiences during the visit and also guide them suggest tourist sites in Ghana.

**Questions for practice:** *Refer to Learner's Textbook 7, Page 193.*

**Answers to questions for practice**

1. a. The concept of tourism refers to the practice of travelling to places of interest for sight seeing and pleasure. For instance, visiting places such as the Boti Water Falls, Kakum National Park, the Crocodile pond, the Wli Water Fall etc.  
b. Leisure refers to taking time off normal duties for relaxation, general appearance of natural and man-made features of a landscape.
2. Refer to Learner's Book page 193 for answers.

**Home Learning:** *Refer to Learner's Textbook 7, Page 194.*

Task learners to do a further research on the Unit/Sub-strand and then answer the questions into their exercise books for marking.

*Refer to pages 189-193 for answers to questions 1 to 3.*

**Summary:** *Refer to Learner's Textbook 7, Page 194.*

Use the core-points in the Learner's Book to revise the lesson with learners.

**Additional Information**

Tourism has become a global and highly competitive socio-economic and environmental activity in both developed and developing countries. In Ghana it is the fastest growing industry that stimulates other sectors in the national economy, such as agriculture, transport, manufacturing, real estates, industries and others.

Ghana is a beautiful cultural-filled country located in the western part of Africa. It is a small country that has impressive tourist sites to show the world. This African country is considered one of the more "stable" ones as well when it comes to democracy and gradual development. Ghana is also regarded as one of the most peaceful countries in the world, with citizens full of hope and joy. With its sunny beaches, lively cities, friendly people, and easy methods of travelling around the country—Ghana is a great place to visit for tourists. Ghanaians are known for their hospitality, friendliness, tolerance and patience. Ghana's friendly and hospitable ethnic groups co-habitat without conflicts and practice their different cultural traditions, including festivals, funerals, traditional architecture, crafts, arts, music, and dance. Ghana is also a safe society, where everyone is each other's keeper.

There are many tourist places in Ghana. Ghana can boast of ecotourism, cultural tourism, historical tourism, pleasure tourism and conference/business tourism. Ghana's year-round warm tropical climate along with its wildlife; exotic waterfalls such as Kintampo waterfalls as well as the largest waterfall in West Africa, the Tagbo Falls; Ghana's coastal palm-lined sandy beaches; caves;

mountains; meteorite impact crater and lake—Lake Bosomtwi— make Ghana the place to be. Ghana is also home to the largest lake in the world by surface area— the Lake Volta, dozens of castles and forts, nature reserves and national parks. There is also an international festival called PANAFEST, which is a biennial festival promoting Pan Africanism through Arts and Culture, that is held every two years in Ghana. Ghana also offers many historical castles for visitors to explore.

If the Ghana Tourist Board has an office in your community, you can contact them or arrange a visit for the learners to find out more about tourism opportunities and the activities of the board in the community.

**Answers to fill-in Questions on page:** *Refer to Learner's Textbook 7, page 194.*

1. tourism
2. leisure
3. domestic tourism
4. Kumasi-Ashanti
5. Dodowa-Greater-Accra

**Answers to Multiple Choice Questions:** *Refer to Learner's Textbook 7, pages 195 to 197.*

- |  |   |
|--|---|
| 1. B (tourism)                           | 12. D (promoting cultural adulteration)     |
| 2. A (within their own country)          | 13. C (sufficient funding)                  |
| 3. A (North East Region)                 | 14. C (funding)                             |
| 4. B (leisure time)                      | 15. D (tourist attraction)                  |
| 5. D (domestic tourism)                  | 16. B (infrastructure will be provided)     |
| 6. C (increasing in crime wave)          | 17. C (foreign exchange)                    |
| 7. C (Eastern)                           | 18. A (hotel industry)                      |
| 8. A (conservation of ecosystem)         | 19. C (tourists)                            |
| 9. D (visiting places for pleasure)      | 20. C (earn foreign exchange)               |
| 10. A (create employment for the people) | 21. D (travelling to see and enjoy eneries) |
| 11. B (Northern)                         |   |

**Essay Questions:** *Refer to Learner's Textbook 7, Page 198.*

Discuss the questions with learners and task them to answer into their exercise books for marking.

**Unit/Sub-strand 1 INDEPENDENT GHANA**

**Content Standard:** Demonstrate understanding of how Ghana became an independent nation

**Indicators: B7.6.1.1.1.** Explain how events after the 1948 riots accelerated the move towards independence

**LESSON 1: HOW EVENTS AFTER THE 1948 RIOTS ACCELERATED THE MOVE TOWARDS INDEPENDENCE:** *Refers to Learners Textbook 7, Pages 200-209*

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**Planning to teach Unit/Sub-strand 1**

You are required to facilitate Unit/Sub-strand 1 as indicated in this Guide. The facilitator has to prepare by researching into how events after the 1948 Riots accelerated Ghana's independence.

**Performance Indicators**

**The learner will:**

- i. discuss the conditions that contributed to the riot in 1948 by the ex-servicemen.
- ii. discuss the reason for the formation of the Watson Commission.
- iii. examine how the Watson Commission helped the move towards independence.
- iv. recount the stories of the three ex-servicemen killed during the 1948 riots.

**Keywords:** *Refer to Learner's Textbook 7 page 200.*

Listen to learners as they pronounce the keywords for correct pronunciation. Have them learn the meanings of the words from the internet, their dictionaries and/or from the context of the words.



*independent, independence, riots, constitution, elections, cabinet, nationalist, elite, launched, cheated, merchant, discrimination, imports, regiments, compensation, residence, emergency, commission, nationalists, boycott, immediate, remote*

## **Introduction**

Independence is a condition of a person, nation, country or state in which residents and population, or some portion thereof exercises self-government and usually sovereignty over its territory. After the Second World War, the British reduced its control over its colonies in Africa including the Gold Coast. The independence movement was a series of events with the ultimate aim of ending British rule in Gold Coast. The self-rule movement was a mass movement that encompassed various sections of society. The movement lasted from 1947 to 1957. The last stages of self-rule from 1947 were orchestrated by the 1948 riots and it was accelerated by the ex-servicemen. The work of these movements eventually led to the Ghanaian independence in 1957. Led by the Big Six, the Gold Coast was declared independent from the British on the 7th March, 1957. The Gold Coast was named Ghana. Ghana became a member of the Commonwealth of Nations and was led to independence by Dr. Kwame Nkrumah who transformed the country into a Republic with himself as President.

Even though Ghana has been independent since 1957, many people cannot understand and appreciate the efforts of our forefathers to achieve independence. This Unit/Sub-strand will help facilitators to expose learners to demonstrate understanding of how Ghana became an independent nation.

## **Subject Specific Practices and Core-competencies:**

Critical Thinking and Problem Solving (CP), Communication and Collaboration (CC), Creativity and Innovation (CI), Digital Literacy (DL).

## **Methods and Strategies:**

The facilitator must revise the learner's previous knowledge on each exemplar for learners to express their views on the themes. The facilitator must be guided by pedagogical strategies such as; brainstorming, questions and answers, demonstration, in-group discussion, field trips, internet use, dramatisations and projects with reports. The facilitator must also lead learners to discover new concepts about independence on their own rather than telling them everything. Design practical activities for learners and discuss the various activities and issues that took place before the independence of the country.

## **Suggested Starters:**

- Show pictures of ex-servicemen who were killed during 1948 riots and have learners identify them by names.
- Show short documentaries on the 1948 Riots.
- Play the Word Search Game.

## **Diagnostic assessment**

- i. Outline **two (2)** political factors that caused the 1948 riots in Accra.

- 
- ii. Outline **two (2)** findings of the Watson Commission .

### Answers to Diagnostic Assessment Questions

- i. – License was given to few people in the municipalities. This was based on income, property and residential qualification.
- The Governors kept their veto power. They could disregard the decisions of the Executive and Legislative Councils.
  - Constitutionally, the Executive Council was not responsible to the Legislative Council. The Governor always appointed them and they were responsible to the Governor.
- ii. – The Commission identified the failure of the colonial government to address the demands of the ex-servicemen as one of the causes.
- The Commission also identified complete control and power over trade by foreign firms which had come together to form the Association of West African Merchants (AWAM).

### Teaching and Learning Resource (TLRs)

- Computer, Video Tapes, Newspapers, Magazines, Pictures
- Internet source

*[https://www.mytribute.life/Sergeant%20Cornelius%20Francis%20Adjetej\\_\\_79](https://www.mytribute.life/Sergeant%20Cornelius%20Francis%20Adjetej__79)*

### Teaching and Learning Activities

A. Put learners into small mixed ability groups to read and discuss the content of the text on LB pages 200-209. The groups also prepare to report on their reading and discussion to the class for comments, observations and opinions from the class.

B

1. Using Graffiti wall technique, learners write what they know about Ghana's independence.
2. Show documentaries or videos on the 28th February riots in Accra to learners.
3. Using Talk for Learning, learners discuss the immediate and remote causes of the 1948 riots.
4. In small groups, learners re-enact the 1948 Riots leading to death of the three ex-service men.
5. Using primary and secondary sources, learners examine the reasons for the formation of the Watson commission.
6. With the help of the internet, learners discuss the recommendations of the Watson commission.
7. Using the internet, learners develop a bio-data of the three ex-service men.

**Activity:** Refer to Learner's Book page 207.

Guide learners to perform Activity as specified in the Learner's Book.

### Progressive Assessment

Learners present a report on the bio-data of the three ex-service men, and justify whether their killing enhanced the independence of the country.

**LESSON 2: FORMATION OF THE CONVENTION PEOPLE’S PARTY (CPP):** Refer to learner’s Textbook 7, Pages 210-215.

## THE FORMATION OF CPP

**Indicator: B7.6.1.1.2** Recount the formation of the Convention People’s Party (CPP) in 1949

### Performance Indicators

#### The learner will:

- i. identify and discuss the roles played by leaders of the Cpp.
- ii. discuss the role of Trade Unions and ‘Veranda boys’ in the activities of the Cpp.
- iii. recount how Dr. Nkrumah declared the ‘Positive Action’.
- iv. produce a bio-data on the leaders of the Cpp.

**Keywords:** Refer to Learner’s Textbook 7 page 210.

*colonialism, independence, legitimate, imperialism, sovereign nation, state of emergency*

### Teaching and Learning Resource (TLRs)

- Computer, video tapes, newspapers, magazines, pictures
- Internet sources:
  - <https://www.pulse.com.gh/news/local/heres-the-first-independencespeech-delivered-by-dr-kwame-nkrumah-in-1957/bkxber3>
  - <https://kuulpeeps.com/2020/02/today-in-history-dr-kwamenkrumah-released-from-jail-today-on-the-12th-february-1951/>

### Diagnostic Assessment Questions

- i. Give **two (2)** reasons for the formation of the CPP.
- ii. Identify **two (2)** groups that helped the activities of the CPP.

### Answers to Diagnostic Assessment Questions

- i. – On his arrival in the country in 1948, Nkrumah made some observation in the UGCC. He realized that the UGCC could not give the people open-minded leadership. This was needed to free the Gold Coast from colonialism.
  - He also observed that the UGCC appeared to be very slow and not firm in their action. Nkrumah wanted a mass. This was because he could no longer agree with the party on their timing of independence, strategy and belief.
- ii. Veranda Boys and Trades Union Congress.

### Teaching and Learning Activities

The purpose of this lesson is to recount the formation of the Convention People’s Party, its leaders and the activities of the party.

1. Lead a *short discussion* about the political parties in Ghana, their preferred parties and the reasons for their choices. Learners then go into small mixed ability to read and discuss the contents of the texts on LB pages 210-215. They then get together in a plenary to discuss generally the texts read.

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2. Learners *brainstorm* and discuss reasons for the formation of the CPP.
  3. Learners *discuss* the roles of the leaders of the CPP.
  4. Using *Think-pair-share*, learners discuss the roles of groups within the CPP.
  5. With the help of the *internet or standard textbooks*, learners find out more about the 'Positive Action'.
  6. Learners visit the community and *interview* senior citizens about Positive Action was and its effect.

**Activity:** Refer to Learner's Book page 215.

Guide learners to perform Activity as specified in the Learner's Book.

### **Progressive Assessment**

- i. Learners, in groups, visit the community and talk to veteran soldiers and retired police officers about the activities of The Trade Unions and Veranda Boys for the CPP.
- ii. In groups, learners create a poster and bio-data of Kwame Nkrumah, K.A. Gbedemah and Kojo Botsio who were the leaders of the CPP.

**Questions for practice:** Refer to Learner's Book, page 215.

Guide learners to explain the questions and then answer independently into their exercise books. Refer to pages 210 to 215 for answers to the questions.

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**LESSON 3: FORMATION OF THE COUSSEY COMMITTEE AND AFTERMATH:** *Refer to learner's Textbook 7 pages 216 -226.*

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**Indicator: B7.6.1.1.3.** Discuss the recommendations of the Coussey Committee and the outcomes of the 1951, 1954 and 1956 elections.

**Performance Indicators:**

**The learner will:**

- i. examine how the Coussey committee recommendations formed the basis of the 1950 constitution of the Gold Coast.
- ii. discuss the outcome of the 1951 elections.
- iii. discuss why Kwame Nkrumah was released from prison.
- iv. discuss the role of Kwame Nkrumah as a leader of government business from 1951 to 1952.
- v. examine why a new constitution was drawn up in 1954.
- vi. explain what happened after the CPP won the 1956 election.

**Keywords:** *Refer to Learner's Textbook 7 page 216.*

*campaign, nationality, Prime-minister, proposals, colonies, candidates, stakeholders*

**Teaching and Learning Resource (TLRs)**

- A computer, video tapes, newspapers, magazines, pictures
- Internet sources  
*<https://www.historytoday.com/archive/out-jail-Ghana>*

**Diagnostic Assessment**

Examine **three (3)** recommendations of the Coussey committee and how it impacted the 1951 elections.

**Answers to Diagnostic assessment questions**

1. The Committee suggested that the Membership of the Legislative Council should be increased so that it would be more representative of the country.
2. It also suggested a unicameral or a single Legislature for the country. The Two-thirds of the Members were to be elected under voting by all the citizens who were of voting age. The **One-third** of the Members was to be elected by the territorial Councils of Chiefs.
3. It proposed a new system of Regional and Local Government.
4. It recommended the setting up of an Executive Council to be responsible to the Governor and not to the Legislature.

**Teaching and Learning Activities**

The purpose of the activities is to guide learners examine the Coussey committee recommendations that formed the basis of the 1950 constitution. It also examines the outcomes of the 1951, 1954 and 1956 elections. As a guide the facilitator must allow learners to use the internet to explore more information.

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**B**

- i. Have learners go into small mixed ability groups to read and discuss the texts on LB pages 216-226. The groups then come together in a plenary to report on their work to the class for comments, opinions and observations from the class.
- ii. Learners in small groups discuss the recommendations of the Coussey committee.
- iii. Learners, in small groups, discuss the outcome of the 1951 election and the events leading to the release of Kwame Nkrumah from prison.
- iv. Learners re-enact the role of Kwame Nkrumah as a leader of government business between 1951 and 1952.
- v. With the help of the internet, learners find out why there was a call for a new constitution in 1954.
- vi. In small groups, learners discuss what happened after the CPP won the 1956 election.

**Activity:** *Refer to Learner's Book page 222.*

Guide learners to perform Activity as specified in the Learner's Book.

**Progressive Assessment**

1. Learners use the internet to find out the reasons why Kwame Nkrumah was released from prison.
2. In groups, learners visit the community and interview older citizens about the elections of 1956. They are to present their reports for class discuss.

**LESSON 4: THE NATURE OF GOVERNMENT FROM 1957 TO 1960:** *Refer to Learner's Textbook 7, Pages 227-240.*

**Indicator: B7.6.1.1.4** Analyse the nature of government from 1957 to 1960

**Performance Indicators:**

**The learner will:**

- i. discuss the power-sharing arrangement between the British government and elected Ghanaian officials.
- ii. discuss the advantages and disadvantages of power-sharing from March 1957 to 1960.
- iii. examine the portfolio held by the British official and Ghanaian officials from 1957 to 1960
- iv. discuss the composition of the cabinet from 1957 to 1960.

The purpose of this lesson is to analyse the nature of government after independence. It is guiding the facilitator to expose learners to the arrangement between the British government and the elected Ghanaian official after independence.

**Teaching and Learning Activities**

- i. Show pictures of British and Ghanaian officials who held positions between 1957 to 1960 and have learners identify them.
- ii. In a Think-pair-share activity, learners discuss the power-sharing arrangement between the British government and the elected Ghanaian officials.
- iii. iii. Learners, in groups, debate the advantages and disadvantages of power-sharing from March 1957 to 1960.
- iv. With the help of the internet, let learners find out the portfolio which was held by the British officials and Ghanaian officials from 1957 to 1960.
- v. Put Learners, in mixed-ability groups to develop a chart to describe the composition of the cabinet from March 1957 to July 1960.

**Activity:** *Refer to Learner's Book , Pages 236.*

Guide learners to perform Activity as specified in Learner's Book.

**Diagnostic Assessment**

Learners explain three (3) advantages and disadvantages of power-sharing.

**Answers to Diagnostic Assessment Questions**

1. Advantages of the power-sharing
  - a. The agreement gave Ghanaians full self-internal government.
  - b. The Governor-General was forced to choose the Majority Leader as the Prime Minister.
  - c. The sharing allowed for the Cabinet to be made of only Ghanaians.
  - d. Ghanaians were given Ministerial positions.

- 
2. Disadvantages of the power-sharing
    - a. The Governor could be removed or moved by the British Government.
    - b. The Governor was checked by the Legislature. His military operations needed support of the National Assembly.
    - c. Pressure groups and the public could speak against his administration.
    - d. He was regulated by the 1957 Constitution. His functions were stated by the Constitution.

### **Progressive Assessment**

Learners visit the internet to search for the names, personalities and portfolios of the Cabinet of Kwame Nkrumah from March 1957 to 1960.

### **Additional Information**

Veterans of World War two, who had fought with the Gold Coast Regiment of the Royal West African Frontier Force, organised a peaceful demonstration marching to Christiansborg Castle, Accra, Gold Coast (Ghana), to hand in a petition to the colonial governor, demanding that they receive end of war benefits and pay which they had been promised. Before reaching the castle, the Veterans were ordered to disperse by the colonial police chief. When they refused, he opened fire on them instantly killing three—Sergeant Adjetejey, Corporal Attipoe and Private Odartey Lamptey.

Angered by this unwarranted violence, against unarmed men, and continued injustices suffered by the population in general, people in Accra and other towns and cities took to the streets, attacking European and Asian businesses and property. Kwame Nkrumah, who had returned from studies in the US and Britain to the Gold Coast in 1947, supported the protests by poverty stricken ex-soldiers who had fought for Britain in World War two.

The Big Six were leaders of the United Gold Coast Convention (UGCC), one of the leading political parties in the British colony of the Gold Coast, known after independence as Ghana. They were detained for two months by the colonial authorities in 1948 following the disturbances that led to the killing of three World War two veterans. This prompted further demonstrations by students and teachers. In June 1949 Nkrumah founded his own Convention People's Party (CPP), which launched a mass-based campaign for independence with the slogan 'Self Government Now!'. The CPP gained support by linking economic and social grievances to its vision of political independence: rejecting limited British constitutional reforms, the party launched a 'Positive Action' campaign of strikes, boycotts and disobedience.

"Nkrumah's declaration of Positive Action on January 8, 1950 was influenced by Mahatma Gandhi's non-violent revolution in India. It constituted the first major political action in the history of the country. It was to bring to an end British colonial rule not only in Ghana, but also in the rest of Africa. The British tried to isolate Nkrumah by dealing only with moderate nationalist leaders, and the governor James Creasy labelled him as a "a thorough-going Communist". Nkrumah received a three-year jail sentence for subversive activities. But far from isolating him, Nkrumah became a 'prison graduate' whose political credibility soared because of his imprisonment.



In 1951, Nkrumah was able to stand for election from his prison cell, and his CPP won 34 of 38 seats. Nkrumah was freed from prison by the British governor Charles Arden-Clarke on 9 February 1951, and become leader of government business later the same day. On 6 March 1957 Kwame Nkrumah declared to the people of Ghana about their freedom, he added that, "the African People are capable of managing their own affairs and Ghana our beloved country is free forever." Ghana was the first country in sub-Saharan Africa to achieve its independence from European colonial rule. On 1 July 1960, Ghana became a commonwealth republic with Nkrumah as the first President of the country. The flag of Ghana consists of the colours red, gold, green, and the black star. (see image of Nkrumah campaigning here: [https://socialistworker.co.uk/images1412/Image/2007/2042/nkrumah\\_release.jpg](https://socialistworker.co.uk/images1412/Image/2007/2042/nkrumah_release.jpg))

**Home Learning:** Refer to Learner's Textbook 7, Page 236.

Task learners to do further reading on the question and then answer into their exercise books at home.

Refer to pages 227 and 228 for answers to the question.

**Summary:** Refer to Learner's Textbook 7, Page 236.

Use this section to do revision of the lesson learnt with learners.

**Answers to fill-in Questions:** Refer to Learner's Textbook 7, Page 237.

1. The Watson Commission
2. 40 Members
3. Self-government in the shortest possible time.
4. 1949
5. Superintendent Colin Imray

**Answers to Multiple Choice Questions:** Refer to Learner's Textbook 7, Pages 237-240.

1. D [United Gold Coast Convention (UGCC)]
2. B (Self- government in the shortest possible time)
3. B (The formation of the convention People's Party (CPP))
4. B (The ex- servicemen marched to Christiansborg Castle for their demands)
5. D (Mr. Andrew Aiken Watson)
6. D (Nii Kobina Bonne II)
7. A (Watson Committee)
8. A (A mass party)
9. C (Henry Coussey)
10. D (Sir Charles Nobbie Arden-Clarke)
11. A (The Earl of Listowell)
12. C (Prime Minister)
13. C (1946 Burns Constitution)
14. A (Corporal Attipoe)
15. A (Major Imray)
16. B (The Governor)
17. B (Dr. K.A. Busia)

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18. B (Baffour Osei Akoto)
  19. C (1954)
  20. B (Federal form of government)

**Essay Questions:** *Refer to Learner's Textbook 7, Page 240.*

1. Examine the causes of the 1948 riot.
2. Identify five recommendations made by the Waston Commission after the 1948 riots.
3. If you were in the Gold Coast at that time, would you identify with the so-called "Veranda Boys" or the elite class followers of the UGCC?

*Put learners in two groups; put the debate topic (motion) before the class. Let each group discuss and prepare to debate the topic. Let each group select three learners to represent them in this debate. Guide learners to debate on the topic.*

## Glossary

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**accumulating:** to collect or increase something gradually.

**birth rate:** a measure of how many children are born during a period of time in a particular place.

**boundaries:** something that indicates limits.

**cabinet:** a small group of people within a government who give advice to the highest leader, such as the president or prime minister.

**capabilities:** the power to do something.

**cession or conquest:** the act of giving up something, usually land, by the agreement in a formal way.

**chastity:** abstaining from all sexual activities.

**citizen:** an inhabitant of a particular town or city.

**compass:** an instrument that is used for finding directions.

**constitution:** the basic principles and laws of a nation, state, or social group that determine the powers and duties of the government and grant certain rights to the people in it.

**contingencies:** a future event which is possible but cannot be predicted with certainty.

**culture:** the ideas, customs, and social behaviour of a particular people or society

**death (mortality) rate:** a measure of the number of deaths in a particular population.

**deforestation:** the action of clearing a wide area of trees.

**deposition:** an act or process of laying someone or something down.

**desertification:** the process by which fertile land becomes a dry land.

**drought:** a long period when there is little or no rain.

**elections:** the process in which people vote to choose a person or group of people to hold an official position.

**epidemic:** a widespread occurrence of an infectious disease in a community at a particular time.

**flood:** to cause to fill or become covered with water, especially in a way that causes problems.

**human rights:** the basic rights and freedoms that belong to every person in the world, from birth until death.

**hydro energy:** energy that uses the power of moving water to generate electricity.

**immigrants:** a person who comes to live permanently in a foreign country.

**independent:** not being controlled by anyone.

**inferiority complex:** a feeling that you are not as good, as intelligent, as attractive, etc. as other people.

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**insurance:** an agreement by which a person pays a company and the company promises to pay money if the person becomes injured or dies or to pay for the value of property lost or damaged.

**labour:** activity involving mental or physical effort.

**meanders:** to follow a route that is not straight or direct .

**migrants:** a person who moves from one place to another, especially in order to find work or better living conditions.

**migration:** the process of moving from one place to another.

**monuments:** objects, especially large and made of stones, built to remember and show respect for a person or group of people.

**natural disasters:** a natural event such as a flood, earthquake, or hurricane that causes great damage or loss of life.

**naturalization:** the process of becoming or making someone a citizen of a country that they were not born in.

**norms:** a way of being or doing things.

**reproductive health:** a state of complete physical, mental and social well-being in all matters relating to the reproductive system.

**resource:** something that is available for use or that can be used for support or help.

**reusing:** use something again or more than once.

**riot:** an occasion when a large number of people behave in a noisy, violent, and uncontrolled way in public, often as a protest.

**role model:** someone people look up to.

**scale:** a set of numbers which are used in a particular system of measuring things or are used when comparing things.

**scenery:** the natural appearance of a place.

**self-confidence:** a feeling of trust in one's abilities, qualities, and judgement.

**sexually-transmitted diseases (stds):** they are infections that are generally acquired by sexual contact.

**skills:** the ability to do something well, especially because you have practised it.

**solar energy:** any type of energy generated by the sun.

**tourism:** the activities of people traveling to and staying in places outside their usual environment for fun.

**tourist site:** a place that people visit for pleasure and interest.

**transition:** the process or a period of changing from one state to another.

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