

CONCISE SOCIAL STUDIES

for Junior High Schools

BASIC



Teacher's Guide

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PREFACE

The Teacher's Guide for Social Studies, JHS 2 (B8) 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

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 strand and 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 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/strand is made up of;

- Unit/Sub-strands
- Keywords
- 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 ab-

stract. 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 strand and 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 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

Week	Term 1 (list term 1 sub-strands)	Term 2 (list term 2 sub-strands)	Term 3 (list term 3 sub-strands)
1	Environmental Issues	Mapping Skills	Conflict Prevention and Management
2	Environmental Issues	Mapping Skills	Conflict Prevention and Management
3	Environmental Issues	Understanding Our Natural World	Conflict Prevention and Management
4	Environmental Issues	Understanding Our Natural World	Population
5	The Family	Understanding Our Natural World	Population
6	The Family	The Individual in the community	Population
7	The Family	The Individual in the Community	The Republics
8	The Family	The Individual in the Community	The Republics
9	Citizenship and Human Rights	Tourism	The Republics
10	Citizenship and Human Rights	Tourism	The Republics
11	Citizenship and Human Rights	Financial and Investments Issues	The Republics
12	Examination	Examination	Examination

Sample Yearly Overview

WEEK	STRAND	SUB-STRAND	CONTENT ST.	INDICATORS	RESOURCES
1.	ENVIRONMENT	ENVIRONMENTAL ISSUES	B8.1.1.1 Demonstrate skills in dealing with environmental challenges	B8.1.1.1.1. Examine water pollution as an environmental challenge	Computer projector and screen videos and pictures of environmental challenges Still and motion pictures of polluted water bodies, Computer, Newspapers, Television, and pen drive (https://youtu.be/tir14oqc0yo) Television, Video Tapes, Computer, Pictures, Internet Source(http://youtu.be/4Q8rJuOmQ70)
2.	ENVIRONMENT	ENVIRONMENTAL ISSUES	B8.1.1.2 Analyse the sources and ways of conserving energy in Ghana.	B8.1.1.2.1. Examine the means of conserving energy.	computer, projector and screen, videos and pictures of the environmental challenges, pictures of polluted water bodies.
3.	ENVIRONMENT	MAPPING SKILLS	B8.1.2.1. Demonstrate skills in sketching maps and interpreting landscapes from maps.	B8.1.2.1.1. Sketch maps and interpret landscapes from maps.	Videos/pictures Maps, Globe, Compass, Pictures, Camera.
4.	ENVIRONMENT	UNDERSTANDING OUR NATURAL WORLD	B8.1.3.1. Demonstrate understanding of the significance of weather and climate to the environment.	B8.1.3.1.1. Assess the significance of weather and climate to the environment.	Computer projector and screen videos and pictures of the environment Globe, Pictures, Video Tapes, Computer (http://youtu.be/Sx6vuSr9J34).

5.	ENVIRONMENT	UNDERSTANDING OUR NATURAL WORLD	B8.1.1.2 Demonstrate understanding of natural disasters and their management.	B8.1.3.2.1 Discuss natural disasters.	computer, projector and screen, videos and pictures of natural disasters.
6.	FAMILY LIFE	THE FAMILY	B8.2.2.1. Show understanding of the family and family life issues	B8.2.2.1.1. Examine the composition and functions of the nuclear and the extended families	Computer, projector and screen Videos/pictures Still and motion pictures of individuals in the family performing some activities
7.	FAMILY LIFE	THE FAMILY	B8.2.2.1 Show understanding of the family and family life issues.	B8.2.2.1.2 Discuss the issues of inheritance in Ghana.	computer, projector and screen, videos/pictures of family sharing property.
8.	FAMILY LIFE	POPULATION	B8.2.4.1. Analyze the population structure in Ghana and its related issues	B8.2.4.1.1. Compare the population structure of high-income and middle/low-income countries	Computer, projector and screen Videos/pictures A picture showing Ghana's population pyramid A picture depicting the vicious cycle of rapid population growth in Ghana
9.	SENSE OF PURPOSE	THE INDIVIDUAL AND THE COMMUNITY	B8.3.1.1. Demonstrate knowledge of the role of the individual in the community.	B8.3.1.1.1 Examine the role of individuals in the community.	computer, projector and screen, videos/pictures of individual members in the community, performing their roles.

SAMPLE SCHEME OF LEARNING

10.	SENSE OF PURPOSE	THE INDIVIDUAL AND THE COMMUNITY	B8.3.2.1. Demonstrate knowledge of the role of the individual in the community	B8.3.2.1.1. Examine the role of the individual in the community	Computer, projector and screen Videos/pictures Television, Newspapers, Still pictures, Computer Video Tapes, (https://www.youtube.com/watch?v=2d45KQOM9QY)
11.	SENSE OF PURPOSE	THE INDIVIDUAL AND THE COMMUNITY	B8.3.1.1. Demonstrate knowledge of the role of the individual in the community.	B8.3.1.1.2 Discuss the relevance of volunteerism to community development	computer, projector and screen, videos/pictures of people performing volunteering roles.
12.	LAW AND ORDER	CITIZENSHIP AND HUMAN RIGHT	B8.4.1.1. Investigate the right and responsibilities of a citizen	B8.4.1.1.1. Examine the importance of human rights in the Ghanaian society	Computer, projector and screen Videos/pictures The constitution of Ghana, Journals, Newspapers, Magazines
13.	LAW AND ORDER	CONFLICT PREVENTION AND MANAGEMENT	B8.4.2.1. Analyse ways of preventing and managing conflict	B8.4.2.1.1. Examine ways of preventing and managing conflict in the community	Computer, projector and screen Videos/pictures Television, Video Tapes, Computer, Pictures, Internet https://www.youtube.com/watch?v=Qgqzj0rGfw (https://www.youtube.com/watch?v=kpacWhR3m8)
14.	SOCIO-ECONOMIC DEVELOPMENT	FINANCIAL AND INVESTMENT ISSUES	B8.5.2.1. Demonstrate understanding of employer and employee relations in social security and pension	B8.5.2.1.1. Exhibit knowledge on employer and employee relation in social security and pension schemes	Computer, projector and screen Videos/pictures, pictures showing individual perform various activities such as teaching, doctors, truck pushers, etc.

15.	SOCIO-ECONOMICS DEVELOPMENT	TOURISM	B8.5.3.1. Evaluate tourism as an important economic sector for national development	B8.5.3.1.1. Assess the importance of tourism to socio-economic development of Ghana	Computer, projector and screen Videos/pictures, Pictures, internet, video tapes https://www.youtube.com/watch?v=hNb_ODIdWwg
16.	NATIONHOOD	THE REPUBLICS	B8.6.2.1. Analyse the main development in the Republics between 1960 and 1972	B8.6.2.1.1. Explain how the First Republic came into being	Computer, projector and screen Videos/pictures Newspapers, Magazines, Video tapes Television, Internet, Still Pictures (https://www.youtube.com/watch?v=qZBLm1kYU_s) Source: (https://www.youtube.com/watch?v=qZBLm1kYU_s) https://www.youtube.com/watch?v=0uvZeeZALAM
17.	NATIONHOOD	THE REPUBLICS	B8.6.2.1 Analyse the main development in the Republics between 1960 and 1972.	B8.6.2.1.2 Explain developments under the first republic (political development 1960 constitution)	Computer, projector and screen Videos/pictures, Pictures, internet, video tapes https://www.youtube.com/watch?v=hNb_ODIdWwg
18.	NATIONHOOD	THE REPUBLICS	B8.6.2.1 Analyse the main development in the Republics between 1960 and 1972.	B8.6.2.1.3. Explain how the second republic came into being.	Computer, projector and screen Videos/pictures, Pictures, internet, video tapes https://www.youtube.com/watch?v=hNb_ODIdWwg
19.	NATIONHOOD	THE REPUBLICS	B8.6.2.1 Analyse the main development in the Republics between 1960 and 1972.	B8.6.2.1.4 Explain developments under the second republic.	Computer, projector and screen Videos/pictures, Pictures, internet, video tapes https://www.youtube.com/watch?v=hNb_ODIdWwg
20.	EXAMINATION	EXAMINATION	EXAMINATION	EXAMINATION	EXAMINATION

UNIT/SUB-STRAND 1 ENVIRONMENTAL ISSUES

Learner's Text Book 8, Page 2

Content Standard: Demonstrate skills in dealing with environmental challenges.

Indicator: B8.1.1.1.1. Examine water pollution as an environmental challenge.



LESSON 1: WATER POLLUTION AS AN ENVIRONMENTAL CHALLENGE: *Learner's Text Book 8, Pages 2-11.*

Planning to teach Unit/Sub-strand 1, Lesson 1:

You are required to facilitate this unit/sub-strand as indicated in this Guide. The facilitator has to prepare by researching into the following Exemplars: Meaning of pollution and water pollution, causes of water pollution, the effects of water pollution and the contamination of water bodies, managing and controlling water pollution problems in the community. The facilitator being the leader in the classroom must further read on the various headings so as to have total control during the teaching and learning processes.

Performance Indicators

The learner will:

- i. explain pollution and water pollution.
- ii. discuss the causes of water pollution.
- iii. examine the effects of water pollution.
- iv. highlight on how to control or prevent water pollution.

Keywords: *Refer to Learner's Textbook 8, Page 2*

dumping, indiscriminate, excreta, contamination, chemicals, mercury, cyanide, dynamite.

Ask learners to use the Internet/dictionaries and/or the context of the words to find out the meanings of these keywords.

Core competencies

1. Critical Thinking and Problem Solving Abilities
2. Creativity and Innovation
3. Cultural Identity and Global Citizenship
4. Effective and Efficient Communication and Collaboration
5. Personal Development and Leadership
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 are 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 the environmental pollution and its impact on human life is the poor degradation of the environment by the people. Unless pollution challenges in the environment are promptly 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 changes 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 facilitators, focusing on the following: the concepts of pollution, water pollution, causes of water pollution, effects of water pollution and measures to control water pollution.

Subject Specific Practices:

As learners demonstrate skills in dealing with environmental pollution, 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 water pollution in the environment.

Methods and Strategies:

Revise the Learners' Relevant Previous Knowledge (RPK) on each exemplar for learners to express their views on the concepts. You must be guided by the teaching techniques such as; brainstorming, questions and answers, demonstration, in-group discussions, field trips, internet use, dramatisations and projects with reports. Lead learners to discover new concepts on their own rather than telling them everything. Design practical activities for learners and discuss the various water pollution issues in the communities they live. When all these activities are well-organised in class, it will help learners to develop and improve on their confident level, communication and collaboration and critical thinking which are some of the key competencies of the Standard Based Curriculum.

Teaching and Learning Resources (TLRs)

- Pictures of polluted water bodies
- Pictures of a clean waterbody
- Video of polluted sources of water
- Pictures of different types of pollution
- Pictures showing the effects of water pollution on the environment
- A chart showing diseases caused by water pollution
- A chart showing ways of preventing water pollution
- Computer,
- Stationery
- Television
- Audio-out devices.

Diagnostic Assessment Questions

1. Explain the term pollution and water pollution
2. State **three (3)** causes of water pollution.

Answers to Diagnostic Assessment Questions

1. – Pollution refers to the situation where the environment is made impure so that it is rendered less useful.
 - Water pollution is the situation where water is made impure thereby losing its quality and usefulness to man and animals.
2. – Causes of Water Pollution includes:
 - Dumping of industrial waste into water bodies
 - Indiscriminate dumping of refuse
 - Washing and bathing in and around water bodies
 - Water pollution is caused by mining activities

Diagnostic Assessment Questions

Examine **three** effects of water pollution.

Answers to Diagnostic Assessment Questions

Effects of Water Pollution include the following:

- Water pollution leads to spread of water borne diseases
- Destruction of fishes
- It leads to high cost of treatment of polluted water
- Drying up of water bodies

Internet Sources

- <https://youtu.be/tirl4oqc0yo>
- <https://www.youtube.com/watch?v=xo6op609rys>

Teaching and Learning Activities

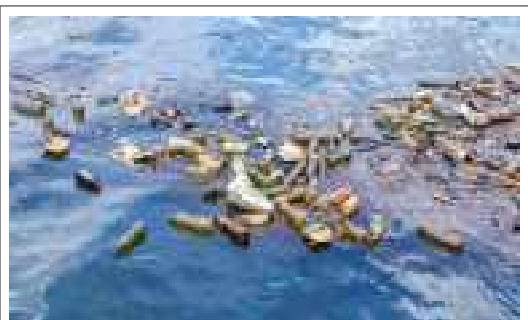
The purpose of these activities is to guide learners to read and talk about the concept of water pollution and its causes. This will lead them to understand how human activities, animal movement

and industrial waste can lead to water pollution.

1. Use the *question-and-answer* technique to review what learners already know about Pollution.
2. Using *Think-Pair-Share* learners come out with different types of pollution in pairs.
3. Show *pictures* of land pollution, air pollution and water pollution for learners to describe.
4. Assign learners, *in pairs*, to discuss the theme page picture and other pictures as well as the title and sub-titles. After sharing these with their group members, they read the whole text or portions of it silently and discuss same with their group members. The groups then report on their reading and discussion to the class for comments and observations.
5. In *small groups*, learners explain the meaning of water pollution and cite examples of polluted water bodies in their community.
6. Show *pictures* of polluted water bodies to learners to describe.
7. Show a *video* of a polluted water body in Ghana.
8. In *small groups*, learners discuss the video and come out with a brief concept paper on what Water pollution is.
9. In a *Jigsaw activity*, learners discuss the natural and man-made causes of water pollution.
10. Show a *video documentary* on illegal mining and have learners share their views on how it affects water bodies.



Polluted River



Polluted Sea

Activity 1: Refer to Learner's Book, Page 3

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

Progressive Assessment

In groups, let learners examine the causes of water pollution in the environment. Learners are to present a project on how to prevent water pollution.

Teaching and Learning Activities

The aim of these activities is to guide learners to examine the effects of water pollution and suggest ways to control water pollution in the community. The activities also engage learners to use the Internet to search for countries that have solved water problems and apply it to solve their community's challenges.

1. Ask questions to review the causes of water pollution. Ask learners to move into their small groups to read about and discuss the effects and control of water pollution. (*LB pages 5-8*). The groups then report on their reading and discussion to the class for its comments and observations.
2. Display a *picture* that shows the effect of water pollution on the environment and have learners describe.
3. In *small groups*, let learners discuss the effects of water pollution on the environment.
4. Guide learners to *draw* a diagram that shows how water pollution affects the food chain.
5. In *small groups*, guide learners to discuss the effects of water pollution on humans.
6. Have groups *present* their discussions to the class for further discussion.
7. Show the chart of diseases caused by water pollution and have learners talk about them.
8. Using *Think-Pair-Share technique*, ask learners to identify ways of controlling water pollution.
9. In a whole class activity, learners *role-play* different ways of preventing water pollution
10. In *small groups*, learners design posters to create awareness on ways of preventing water pollution.

Activities 2 and 3: Refer to Learners' Book, Pages 6 and 8.

Guide learners to work on Activities 2 and 3 under your supervision.

Progressive Assessment

Lead learners visit a nearby river side in the community and organise the community members to talk to them on how best water pollution can be controlled and prevented.

Additional Information

Pollution is the introduction of harmful materials into the environment. The major kinds of pollution, usually classified by environment, are air pollution, water pollution, and land pollution. These harmful materials are called pollutants. Modern society is concerned about specific types of pollutants. Pollutants can be natural, such as volcanic ash. They can also be created by human activity, such as trash or runoff produced by factories. Pollutants damage the quality of air, water, and land. Many things that are useful to people produce pollution. Pollution is a global problem. Although urban areas are usually more polluted than the countryside, pollution can spread to remote places where no people live. Water is a natural resource that all living creatures require.

Clean water is also used in manufacturing and for social and economic development. This means that water is essential to life. Yet water pollution is one of the most serious ecological threats we face today. Water is sometimes referred to as the universal solvent, as it dissolves more than any other liquid. This characteristic shows that water is prone to pollution. Water pollution happens when toxic substances enter water bodies such as lakes, rivers, oceans and so on, getting dissolved in them, lying suspended in the water or depositing on the bed. This degrades the quality of water.

Water pollution is a serious environmental issue that can be caused by many contaminants. Water pollution can be caused in a number of ways, one of the most serious being city sewage and

industrial waste discharge. Indirect sources of water pollution include contaminants that enter the water supply from soils or groundwater systems and from the atmosphere via rain. Soils and groundwater contain the residue of human agricultural practices and also improperly disposed of industrial wastes. Not only does this spell disaster for aquatic ecosystems, the pollutants also seep through and reach the groundwater, which might end up in our households as contaminated water we use in our daily activities, including drinking.

Water pollution can come from a variety of sources. Pollutants can enter water directly, through both legal and illegal discharges from factories or imperfect water treatment plants. Spills and leaks from oil pipes can degrade supplies. Wind, storms, and littering especially plastic waste can send debris into waterways. Homes generate garbage and sewage that can pollute the land and water. Human health can be affected by consuming, entering, or washing in polluted water. Swimming in contaminated water can also trigger: rashes, hair loss, pink eye and itchy skin. A person who ingests chemical toxin in the water can be at a risk of cancer, hormone disruption, cardiovascular and kidney problems.

There are various ways to help limit water pollution. In Ghana, regulations have restricted industry, mining and agricultural activities or operations from pouring pollutants into lakes, streams, and rivers while treatment plants make drinking water safe to consume. If a person experiences any effect of water pollution, they should speak to their doctor.

Questions for Practice: *Refer to Learner's Book page 8.*

Discuss the questions with learners in class. Ask them to answer the questions into their exercise books for marking. Supervise them to avoid copy work.

Home Learning: *Refer to Learner's Book page 9.*

Discuss the questions with learners and let them answer at home for inspection.

Community Service: *Refer to Learner's Book page 9.*

Ask learners to embark on the community service in Learner's Book.

Use the points under this section to revise the lesson with learners.

Answers to Multiple Choice Questions: *Learner's Book, Pages 9-10.*

1. D (waste disposal)
2. D (disposal of garbage)
3. C (acid rain)
4. C (water)
5. A (air pollution)

Answers to fill-in Questions: *Learner's Book, Page 10.*

1. pollution
2. pollutant
3. water pollution
4. global warming
5. environmental degradation

Answers to True or False Questions: *Learner's Book, Pages 10-11.*

1. False
2. False
3. False
4. False
5. False

Expected Answers to Essay Type Questions: *Learner's Book, Page 11.*

1. Water pollution is the situation where water is made impure thereby losing its quality and usefulness to man and animals.
2.
 - i. Water pollution leads to spread of water borne diseases.
 - ii. Destruction of fishes
 - iii. It leads to high cost of treatment of polluted water.
3.
 - i. There must be proper waste disposal.
 - ii. There must be intensive public education.
 - iii. There must be enforcement of the law.

LESSON 2: MEANS OF CONSERVING ENERGY: *Learner's Text Book 8, Pages 12-26.*

Content Standard: Analyse the sources and ways of conserving energy in Ghana.

Indicator: B7.1.1.2.1. Examine the means of conserving energy.

Planning to teach Unit/Sub-strand 1, Lesson 2:

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 Exemplars: The Meaning of energy conservation, discussing responsible use of energy, benefits of conservation and the need for energy conservation. The facilitator, being the leader in the classroom, must read further on the various headings so as to have total control during the teaching and learning processes.

Performance Indicators

The learner will:

1. explain energy conservation.
2. discuss responsible ways of using energy to minimise economic and environmental costs.
3. analyse how different members of the community conserve energy.
4. debate on the need to conserve energy.
5. apply knowledge and skills to help conserve energy in our homes and schools.

Keywords: *Refer to Learner's Book, Page 12.*

conservation, conscious, consumption, appliances, installation, rehabilitation, incandescent, bulbs, plugged, monitor, recyclable, trigger, incentives, turbines

Ask learners to use the Internet/dictionary to find out the meaning of these keywords before the lesson.

Core competencies

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

Background Information

Learning about energy conservation can be approached from the perspective of economics and environmental cost. By learning about this concept, 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 have a great chance to get themselves engaged on how to conserve energy. The qualitative and quantitative treatment of these concepts make it clear that we can secure a dependable, safe and clean energy conservation supply. The facilitator is therefore to assist learners to appreciate the importance of energy and its conservation in the country.



Energy-saving bulb

For this reason, it is suggested that the Unit/Sub-Strand on energy conservation be organised well for learners. First, focus on the explanation of the concept of energy conservation and discuss the responsible use of energy to minimise economic and environmental costs. Next, examine the benefits and need for conservation of energy in Ghana. Learners must apply knowledge and skills to help conserve energy in the homes and schools.

Subject Specific Practices:

As learners 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 provide creative and innovative ways of conserving of energy. The use of digital literacy will expose learners to the categories of conserving energy around the world.

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 teaching methods 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. Design practical activities for learners and discuss the various environmental issues in the communities they live. When all these activities are well-organised in class, it will help learners to develop and improve on their confident level, communication and collaboration and critical thinking which are some of the key competencies of the standard based curriculum.

Teaching and Learning Resources (TLRs)

A chart on the meaning of Energy Conservation, Pictures of some electrical appliances, A Picture chart showing some responsible ways of using energy, Television, A chart showing how different members of the community conserve energy, A video on the importance of energy conservation, A video clip on the processes involved in generating solar energy, A diagram showing how to generate wind energy

Diagnostic Assessment Questions

1. How will you explain the concept energy conservation?
2. In your own words, explain energy efficiency.

Expected Answers to Diagnostic Assessment Questions

1. Energy conservation is the conscious effort made to reduce the consumption of energy by using less of an energy service.
2. Energy efficiency means using less energy to perform the same task.

Internet Sources:

- <http://youtu.be/4Q8rJuOmQ70>
- <https://www.youtube.com/watch?v=zu6rYyhUA1g>
- <https://www.youtube.com/watch?v=HciKU63dLtA>

Diagnostic Assessment Questions

1. Explain **three (3)** ways in which head teachers can conserve energy.
2. Suggest **three (3)** reasons why there is the need to conserve energy?

Answers to Diagnostic Assessment Questions

1. Ways head teachers can conserve energy:
 - Invest in energy-saving power strips
 - Change Televisions to Flat and LCD Screens in computer labs
 - Invest in Better Cooling Options
 - Take advantage of natural sunlight
2. The need to conserve energy:
 - Saving energy usually reduces living expenses.
 - Less consumption benefits the environment and protects wildlife
 - If the public conserves electricity, utilities will not have to build as many power plants.
 - By conserving fuel, people can protect the health of fellow humans as well.

What is Energy Conservation? Refer to Learner's Book, Page 12.

Teaching and Learning Activities

The purpose of these activities is to guide learners to brainstorm the meaning of energy conservation and energy efficiency. The activities will also lead learners in groups through various activities to discuss the responsible use of energy.

1. Using the *ball toss*, review learners' knowledge on Energy.
2. Using *brainstorming*, learners explain what energy conservation means.
3. In a Think-Pair Share Activity, learners discuss how they conserve energy at home or in the school.
4. Assign learners to *read* the texts on *LB pages 12-24* or portions of the texts silently and discuss the contexts with a partner or a group. Learners then come together to discuss the contents of the texts read generally.
5. Show *pictures* of electrical appliances and have learners discuss responsible ways of using such appliances to conserve energy.
6. Using the *Jigsaw technique*, learners prepare a chart/poster on other responsible ways of using energy at school or at home.
7. Using the *Jigsaw technique*, learners discuss the role of the members of a community in conserving energy.

8. Learners prepare a *chart/poster* on the role of members of the community in conserving energy.
9. Show *chart* on ways of conserving energy by different members of the community for reinforcement.

Activity: 1 Refer to Learner's Book 8, Page 18.

Guide learners to role-play the various activities specified in the Learner's Book, page 18.

Progressive Assessment

Learners to make posters that categorise places where energy can be conserved in the home and school.

The Need for Energy Conservation and ways of generating Solar and Wind Energy: Refer to Learner's Book, Pages 20-23.

The aim of these activities is to guide learners apply the knowledge and skills in energy conservation and energy efficiency in their homes and schools. The activities also discuss the need to use renewable energy sources. The activities again encourage learners to apply their knowledge and skills to generate sun or wind energy for use at homes and schools.

1. Using KWL strategy, learners revise the relevant previous knowledge on the activities on energy conservation and energy efficiency.
2. Play a video clip on the importance of energy conservation to the class and have learners in groups, discuss
3. In small groups, learners discuss the need to conserve energy in the community.
4. Using brainstorming, learners explain the meaning of solar and wind energy.
5. On a sunny day, move learners out to observe the sun, as a source of energy.
6. Show video on the processes involved in generating solar energy and have learners discuss.
7. Guide learners to identify and demonstrate the process of generating solar energy with the help of the diagram.
8. Show video on the processes involved in generating wind energy and have learners discuss it.
9. Guide learners to identify and demonstrate the process of generating wind energy with the help of the diagram.

Activities 2 and 3: Refer to Learner's Book 8, Page 21.

Guide learners to perform the various activities specified in the Learner's Book.

Progressive Assessment

1. Learners are to visit the community as to educate people on how best they can use the sun or wind to generate energy.

-
- Learners are to embark on project involved in using the sun or wind to generate energy in the community.

Additional information

Energy conservation is one of the phrases you are hearing more and more these days. To learn what real energy conservation techniques are, you have to begin to understand the theory of conservation behind them. Energy conservation is the reducing the consumption of energy by producing or using less of it. This can be in the form of using less and fewer energy service services or using devices that require less energy. Refraining from using services or products designed to consume less energy than their standard counterparts. Energy conservation is a big part of sustainability and sustainable development.

There are many methods of saving energy. There are countless ways of energy conservation that we know. These include flicking off the lights when leaving a room, unplugging devices or appliances when they are not actively being used, and cycling instead of driving whenever possible. Energy conservation matters to consumers or learners because of the economic and environment benefits it offers. Conserving energy results in lower living expenses as energy saving leads to monetary savings. It also helps protect the environment from excess resources use and carbon-dioxide emissions. Energy conservation plays a significant role of lessening climate change. It helps the replacement of non-renewable resources with renewable energy resources. Energy conservation is often the most inexpensive solution to energy shortages, and it is more environmentally kind alternative to increased energy production.

Although energy conservation and energy efficiency are both ways to reduce energy usage, there is a difference between the two. When we choose to change the way we do things to limit our energy use, we are practicing energy conservation. Energy efficiency is when we find ways to use less energy without altering the task at hand. The goal with energy conservation techniques is to reduce demand, protect and replenish supplies, develop and use alternative energy sources.

Questions for Practice: *Refer to Learner's Book page 23.*

Discuss the questions with learners in class. Ask them to answer the questions into their exercise books for marking. Supervise them to to answer the questions independently.

Home learning: *Refer to Learner's Book page 24.*

Discuss the questions with learners and let them answer at home for inspection during the next lesson.

Community Service: *Refer to Learner's Book page 24.*

Ask learners to embark on the community service as indicated in their books.

Summary: *Refer to reader's Book, Page 24.*

These are the key points of what have been discussed in Lesson 2, In a form of revision, discuss these points with learners.

Use the section to identify individual learner problems and use the necessary strategies and methods to address them.

Answers to Multiple Choice Questions: *Refer to Learner's Book page 25*

1. D (Thermal)
2. B (coal)
3. B. (Put the computer in sleep mode or deactivate the screen saver)
4. A. (Induction heater)
5. D. (Energy management)

Answers to fill-in Questions: *Learner's Book, pages 25-26*

1. Energy conservation
2. Energy efficiency
3. Energy
4. Solar energy
5. Sun energy

Answers to True or False Questions: *Learner's Book, Page 26.*

- | | |
|----------|----------|
| 1. True | 4. False |
| 2. False | 5. True |
| 3. False | |

Expected Answers to Essay Type Questions: *Learner's Book, Page 26 .*

1. a. Energy conservation is the conscious effort made to reduce the consumption of energy by using less of an energy service.
b. – Turn your refrigerator down
– Use energy-efficient light bulbs
– Do full loads when ironing.
2. – Reduce Living Expenses
– Benefits to the Environment and how it Protects Wildlife
– Fewer Power Plants
– Promote Health
– Reduce Dependence
– Finite Resources

UNIT/SUB-STRAND 3 UNDERSTANDING OUR NATURAL WORLD

Content Standard: Demonstrate understanding of the significance of weather and climate to the environment.

Indicator: B8.1.3.1.1. Assess the significance of weather and climate to the environment.

LESSON 1: SIGNIFICANCE OF WEATHER AND CLIMATE TO THE ENVIRONMENT:

Refers to Learner's Book, Pages 27 - 49.

Planning to teach Unit/Sub-strand 3

The facilitator is required to facilitate unit/sub-strand 3 as indicated in this Guide. The facilitator has to prepare by researching into the following Exemplars: Explanation of the concepts climate and weather, discuss the elements of climate including temperature, humidity, atmospheric pressure and precipitation. Discuss ways of measuring the elements of weather and climate, the world climate zones and factors that affect climate including altitude and distance from the sea.

Performance Indicators**The learner will:**

- i. explain the concepts climate and weather.
- ii. discuss the elements of climate.
- iii. discuss various ways of measuring the elements of weather and climate.
- iv. discuss the world climatic zones in Ghana and the World.
- v. examine the factors that affect climate.

Keywords: *Refers to Learner's Book, Page 27.*

atmosphere, geographical, temperature, thermometer, humidity, barometer, precipitation, rain gauge, hygrometer, moisture, mechanical

Ask learners to use the Internet/dictionary to find out the meaning of these keywords before the lesson. They may also use the context of the words for the same purpose. It may also be necessary to show real objects like rain-gauge, hydrometer, etc. to learners.

Core competencies

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

Background Information

Climate change is happening because humans are causing it and this is perhaps the most serious environmental issue facing us. Climate change describes a change in the average conditions such

as temperature and rainfall patterns in a region over a long period of time. These include warming temperature and changes in precipitation as well as the effect of the earth's warming such as rising sea level, shrinking mountain glaciers. Weather and climate are related but differ in the time scale of changes and their predictability. This unit/sub-strand is therefore to guide the facilitator in order to provide learners with the necessary understanding of the significance of weather and climate to the environment and to demonstrate understanding of natural disaster and their management. It is important that we understand how the climate is changing so that we can prepare for the future. Studying the weather and climate help to predict how much rain the next time might bring or how far sea levels will rise due to warmer sea temperature so as to prevent disasters in the communities.

For this reason, it is suggested that the unit/sub-strand on weather and climate be organised well for learners. The first must be focused on the explanation of the concept climate and weather, discussing the elements of climate, discussing ways of measuring the elements of weather and examining the factors that affect climate. The second must examine natural disasters and the causes of flooding, the effects of flooding on the environment.

Subject Specific Practices

As learners study about the significance of weather and climate change in their immediate environment, they are able to think critically, communicate effectively, solve environmental problems and become creative.

Methods and Strategies

Test the learner's previous knowledge on each exemplar for learners to express their views on the themes. The facilitator must be guided by teaching methods 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. Design practical activities for learners and discuss the various environmental issues in the communities they live. When all these activities are well-organised in class, it will help learners to develop and improve on their confident level, communication and collaboration and critical thinking which are some of the key competencies of the standard based curriculum.

Teaching and Learning Resources (TLRs)

- Pictures of different weather conditions (Sunny, rainy, windy, hazy)
- A mind map of the elements of climate, A chart on elements of weather/climate and the instruments used in measuring them
- A mind map of the four main climatic zones in Ghana
- Pictures showing the features of the various climatic zones in Ghana
- A Mind map of the climatic zones of the world
- A chart showing the features of the various climatic zones of the world
- A chart on factors that affect Climate, Globe.

Diagnostic Assessment

1. What is your understanding of climate and weather?
2. Identify **three (3)** elements of the climate.

Answers to Diagnostic Assessment Questions

1. Climate is defined as the average atmosphere conditions of an area over a long period of time. Unlike weather, climate of a geographical area lasts for a very long time usually 20 -30 years.

Weather refers to the condition of the atmosphere of a geographical area at a certain time over a short period of time.

2. Elements of Climate include:
Temperature,
Humidity,
Atmosphere pressure

Diagnostic Assessment

Examine **three (3)** factors that affect the climate in Ghana.

Expected Answers to Diagnostic Assessment Questions

- Latitude,
- Altitude,
- Distance from the sea



Meaning of the concept climate and weather: Refer to Learner's Book, Page 28.

Brainstorm the meaning of the concepts of climate and weather with learners. It will lead learners through various activities to discuss the elements of climate and ways of measuring the elements of weather and climate. Lead learners through to activities further discuss the climatic zones of Ghana and the world including their features. Ensure that every individual learner takes active part in the class discussion.

Teaching and Learning Activities

1. Sing a *song* related to weather and climate as a starter
2. Using the *think-pair-share technique*, learners talk about different weather conditions they experience
3. Show *pictures* of different weather conditions to learners and have them describe.
4. Put learners into *small group* to study the pictures and diagrams on Learner's Book pages 29-34.
Assign them then to read and discuss given portions of texts. After each portion is read, it is discussed by the group followed by a general discussion by the class at a plenary.
5. In *small groups*, learners discuss the meaning of Climate and Weather.
6. Using *brainstorming*, mention some elements of climate they know.
7. Using *Jigsaw technique*, learners prepare charts on the elements of Climate
8. Using *Think-Pair Share*, learners come out with the name of the instrument used in measuring temperature. Eg; when they visit the hospital, what instrument is used to measure the body temperature.
9. Show the thermometer or a picture of it and have learners identify.
10. In small groups, learners discuss other instruments used in measure elements of weather/ climate.
11. In a *Jigsaw activity*, learners match instruments to their right element they measure.
12. Display the chart on elements of weather/climate and the instruments used in measuring them for re-enforcement
13. Show the *mind map* of the four main climatic zones in Ghana
14. Using the Snowball technique, learners discuss the features of each of the climatic zones
15. Using *Think-Pair-Share*, learners share their knowledge on Climatic Zones of the world
16. Show the *Mind Map* on Climatic Zones of the World and guide learners identify through a drill technique.
17. Using *Jigsaw technique*, learners discuss the features of the various climatic zones of the World.
18. Using '*talking circles*' technique, learners come out with names of countries that can be found in the climatic zones of the world.

Activity 1: Refer to Learner's Book, Page 44

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

Progressive Assessment

Let learners design the climatic zones in the world and present it to class.

Factors That Affect the Climate: Refer to Learner's Book Pages 40-46.

The aim of these activities is to guide learners to examine the factors that affect climate. The activities will guide learners to discuss the factors that affect the climate and weather.

1. Using the *Carousel Activity*, revise the previous lesson on the Climatic Zones of the World.
2. Using the *Snowball technique*, guide learners to discuss the factors that affect Climate.
3. Show the *chart* on factors that affect Climate.

-
4. Using *collaborative learning*, ask learners to develop a poster on the factors that affect Climate
 5. Have *groups* present their works to the class for further discussion.

Activity 2: Refers to Learner's Book, Page 46.

Guide learners to perform the various activities specified in the Learner's Book.

Progressive Assessment

Learners are to visit their meteorological service to learn much more about the weather and climate changes in their communities. They are to present a report on the visit for school discussion.

Additional Information

The natural world is the natural environment that surrounds us in various forms like the earth, sun, moon, stars, forests, rivers, animals and others. It can be described as the earth's environment which includes everything which is not man made and or which has not been substantially altered by Humans. It can also be described as everything that occurs in its natural form like the rocks, mountains, vegetation etc. which have originated on their own and have survived for centuries.

Climate is what the weather is like over a long period of time in a specific area. Different regions can have different climates. To describe the climate of a place, we say what the temperatures are like during different seasons, how windy it usually is, or how much rain or snow typically falls. When scientists talk about climate, they are looking at average of precipitation, temperature, humidity, sunshine, wind and other measures of weather that occur over a long period in a particular place. In some instances, they might look at these averages over 30 years.

More specifically, weather is the mix of events that happen each day in the atmosphere Even though there is only one atmosphere on earth; the weather is not the same all around the world. Weather is different in different parts of the world and changes over minutes, hours, days, and weeks.

There are many different factors that can change the atmosphere in a certain area like air pressure, temperature, humidity, wind speed and direction, and lots of other things. Together, they determine what the weather is like at a given time and location. Climate is essentially the aggregate of weather over longer time periods. So they are similar in that they are measured in the same way. Across the globe, observers and automated stations measure weather conditions at thousands of locations every day of the year. Some observations are made hourly, others just once a day. Over time, these weather observations allow us to quantify long-term average conditions, which provide insight into an area's climate.

Today, climates are changing. Our Earth is warming more quickly than it has in the past according to the research of scientists. Warming is causing Earth's average global temperature to increase. The amount of solar radiation, the chemistry of the atmosphere, clouds, and the biosphere all affect Earth's climate.

Climate types on earth include tropical, dry, temperate, continental and polar. Climate change and their impacts on weather events affect people all around the world. Rising global temperatures are expected to further raising sea levels and change precipitation patterns and other local climate conditions.

Changing regional climates could alter forests, crop yields, and water supplies. They could also affect human health, animals, and many types of ecosystems. Deserts may expand into existing rangelands, and features of some of our national parks and national forest may be permanently altered. The natural processes are still shaping and changing the environment.

Question for Practice: *Refer to Learner's Book, Page 47.*

Discuss the questions with learners in class. Ask them to answer the questions into their exercise books for marking. Supervise them to avoid copy work.

Home learning: *Refer to Learner's Book, Page 47.*

Discuss the questions with learners and let them answer at home for inspection

Answers to Multiple Choice Questions: *Learner's Book, Page 47.*

1. D. (both A and B)
2. D. (temperature)
3. D. (transpiration)
4. C. (weather)
5. A. (climate)

Answers to fill-in Questions: *Learner's Book, Pages 46-47.*

1. atmosphere
2. rain gauge
3. weather front
4. climate
5. barometer

Answers to True or False Questions: *Learner's Book, Page 47.*

1. True
2. False
3. True
4. False
5. False

Expected Answers to Essay Type Question: *Learner's Book, Page 47.*

1. – Distance from the Sea
– Ocean Currents
– Direction of Prevailing Winds
– The Shape of the Land
– Distance from the Equator

-
- Latitude
2.
 - Ultra-Violet Radiation affects terrestrial and aquatic ecosystem
 - Causes skin cancers
 - It results in disruption of the physiological and developmental processes in plants.

LESSON 2: NATURAL DISASTERS AND THEIR MANAGEMENT: *Learner's Text Book 8, Pages 50-81.*

Content Standard: Demonstrate understanding of natural disasters and their management.
Indicator: B7.1.3.2.1. Discuss natural disasters.

Planning to teach Content Standard 2 of Unit/Sub-strand 3:

The facilitator is required to facilitate unit/sub-strand 3 as indicated in this Guide. The facilitator has to prepare by researching into the following Exemplars: Explanation for Natural disasters, give samples of natural disasters, identification of natural disasters in Ghana, examine the causes of flooding, investigate the effects of flooding on the environment and suggest ways to manage disasters in Ghana.

Performance Indicators

The learner will:

- i. discuss natural disasters that occur in our environment and share the understanding of the term.
- ii. examine the causes of flooding including human actions.
- iii. investigate the effects of flooding on the environment.
- iv. carry out a project to raise awareness in the community about the need for certain flood control measures and careful planning of any new development.

Keywords: *Refer to Learner's Book, Page 50.*

flood, permeable, landscaping, snowmelt, hydrologic, infiltration, spillover, levees, topography, wetland, toxic chemical

Ask learners to use the Internet/dictionary to find out the meaning of these Keywords before the lesson. They may also use the context of the words to determine their meanings.

Core competencies

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

Diagnostic Assessment

State **two (2)** effects of flooding on the environment.

Expected Answers to Diagnostic Assessment Questions

- Erosion and sedimentation
- Destruction of properties

-
- Water pollution
 - Injuries and Death

Background Information

The natural world is an incredible wonder that inspires us all. It underpins our economy, our society, indeed our very existence. Knowledge and Understanding of the World relates to learner's everyday lives, their homes, families, other people, the local environment and community, and the wider world. A natural disaster is characterized by the abnormal intensity of a natural agent (flood, mudslide, earthquake, avalanche, drought) when the usual measures to be taken to prevent this damage were not able to prevent their emergence or were not able to be taken. Observations indicate that climate change has driven an increase in the intensity of natural disasters. This, in turn, may drive an increase in economic damages.

Floods are the most frequent type of natural disaster and occur when an overflow of water submerges land that is usually dry. Floods are often caused by heavy rainfall, rapid snowmelt or a storm surge from a tropical cyclone or tsunami in coastal areas. Flooding is the most common environmental hazard worldwide. This is due to the vast geographical distribution of river floodplains and low-lying coastal areas. The practices of flood disaster management have evolved over the years. This is from traditional approaches of ad-hoc response measures to integrated approaches involving technologically advanced tools in flood disaster awareness, preparedness and response measures. This guide proffers understanding into flood disasters in the country and worldwide. What flood events share in common, is their ability to cause widespread community disruption, displacement, economic loss, property damage deaths, injury as well as profound emotional suffering. Infrastructure and property, agriculture endeavours as well as historical and cultural sites may also be affected in flood disasters.

Subject Specific Practices

As learners are taking through natural disasters and its management, they become analytical, problem solvers and conscious about natural disasters.

Methods and Strategies

Revise learner's previous knowledge on each exemplar for learners to express their views on the themes. The facilitator must be guided by these teaching methods such as; brainstorming, questions and answers, demonstrations, in-group discussions, field trips, internet use, and projects with reports. 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. When all these activities are well-organised in class, it will help learners to develop and improve on their confident level, communication and collaboration and critical thinking which are some of the key competencies of the Standard Based Curriculum.

Teaching and Learning Resources (TLRs)

- Pictures/videos of Natural Disasters that occur in Ghana and across the world,
- Newspaper reports on Natural Disasters,
- A video/pictures of flooding in Ghana and its effects,

- A chart on Flood Control Measures,
- A chart on the benefits of controlling floods.

Internet source:

<http://youtu.be/Sx6vuSr9l34>

Teaching and Learning Activities

The purpose of these activities is to guide learners to brainstorm the meaning of natural disasters, floods, flooding and share their understanding. The various activities are to assist learners to examine the causes of flooding especially in major cities in Ghana.

1. Using *Brainstorming*, lead learners to talk about some natural disasters they have experienced or seen in the newspapers or other media.
2. Using *Think-Pair-Share*, ask learners to come out with the meaning of Natural Disaster.
3. Show *pictures* of some Natural Disasters that occur around the world and have learners identify and describe them.
4. Using the '*talking circle*' technique, let learners discuss and identify from the list of Natural Disasters, those that occur in the Ghanaian Context.
5. Using *Think-Pair-Share*, guide learners to describe flooding experience they have had or seen on media.
6. Have learners to go into *pairs* to read and discuss the content of the texts on LB pages 49-75.
The groups then come together in a plenary to report on the outcome of their reading and discussion with the class for its comments, observations and opinions.
7. Show *video/pictures* of flooding in Ghana and have learners describe them.
8. Show Newspaper reports on flooding in Ghana and have learners identify the main causes of flood.
9. Using *cooperative learning*, guide learners to discuss the Natural and Human causes of flood in Ghana.



Flooding

Activity 1: Refer to Learner's Book, Page 78.

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

Diagnostic Assessment Questions

1. What is your understanding of flooding?
2. Examine **two (2)** causes of flooding in the community.

Expected Answers to Diagnostic Assessment Questions

1. Floods occur when large volumes of runoff flow quickly into streams and rivers.
2. Causes of flooding include:
 - Construction of roads and buildings often involve removing vegetation, soil and depression from the land surface.
 - Large-scale agricultural operations can remove topsoil, reducing the amount of nutrients present and reducing its quality.
 - Strip mining removes large sections of the topsoil, exposing layers beneath to run-off water.

Progressive Assessment

Learners are to visit the community to find out the causes of flooding in the community. They are to investigate the effects of flooding and carry out a project about the need for certain flood control measures. They are to suggest plans for any new development in the community.

Effects and Measures of Flooding on the Environment: Refer to Learner's Book, Pages 55-59.

Teaching and Learning Activities

1. Using the '*Carousel*' technique, revise the previous lesson on the causes of flooding.
2. Using *Think-Pair-Share*, guide learners to share experiences they have had or seen on media about the effects of flooding on the environment.
3. Show *pictures/video* of flooding and its effects and have learners discuss the pictures/videos.
4. In *mixed-ability groups*, let learners develop posters or chart on the effects of flooding on the environment.
5. Using *Brainstorming*, lead learners to discuss some of the ways to avoid flooding in the environment.
6. Display the *chart* on ways of controlling flood and have learners describe what they see on the chart.
7. Using *collaborative learning*, let learners work in small groups and compose poems/rhymes/songs on flood control measures.
8. In *small groups*, guide learners to discuss the importance of flood control measures.

Progressive Assessment

Lead learners to visit the community to find out the causes of flooding in the community. They are to investigate the effects of flooding and carry out a project about the need for certain flood control

measures. They are to suggest plans for any new development in the community.

Additional Information

Natural disasters disrupt people's lives through displacement, destruction of livelihoods and property, deaths, and injuries. A natural disaster is a major adverse event resulting from natural processes of the Earth; examples include firestorms, dust storms, floods, hurricanes, tornadoes, volcanic eruptions, earthquakes, tsunamis, storms, and other geologic processes.



Wildfire



Rainstorm

Floods are the most frequent type of natural disaster and occur when an overflow of water submerges land that is usually dry. Floods are often caused by heavy rainfall, rapid snowmelt or a storm surge from a tropical cyclone or tsunami in coastal areas. Floods may also be caused by, waterway overflow from being blocked with debris or ice, or overflow of levees, dams, or waste water systems. Flooding can occur slowly over many days or happen very quickly with little or no warning (called flash floods). If flooding occurs, an area of land that is usually dry is covered with water after heavy rain or after a river or lake flows over its banks.

Flooding may happen with only a few inches of water, or it may cover a house to the rooftop. Floods can look very different because flooding covers anything from a few inches of water to several feet. They can also come on quickly or build gradually. The National Severe Storms Laboratory put floods into five types. They include; river flood, coastal flood, storm surge, inland flooding and flash flood. No matter what causes of flood, it can have devastating effects on your community.

There are actually many dangerous flooding effects. Besides physical danger, floods also cause economic and social problems. The integrated flood risk management proposes proactive infrastructure, institutional, and policy measures that address three causes of flooding in urban Accra, Ghana: urbanisation and slum development; rainfall intensity and poor management of surface runoff; and actual and perceived impacts of climate change. With increasing global surface temperatures the possibility of more droughts and increased intensity of storms will likely occur. As more water vapour is evaporated into the atmosphere it becomes fuel for more powerful storms to develop to cause flooding.

Community Service: Refer to Learner's Book, Page 76.

Ask learners to embark on the community service in the Learner's Book.

Summary: Refer to Learner's Book page 79

The outline under this section are the core-points of the lesson treated. Use these core-points to revise the lesson with learners and address individual learners' problems.

Home Learning: Refer to Learner's Book, Page 79.

Discuss the questions with learners and let them answer at home for inspection during the next lesson. Individual answers will differ. Discuss all the answers with learners.

Answers to Multiple Choice Questions: Learner's Book, pages 79-80

1. A (burning of fossil fuel)
2. D (biological disaster)
3. D (All of the above)
4. B (Put valuables high up)
5. C (dikes and dam that are too high)

Answers to fill-in Questions: Learner's Book, Page 78.

1. flood
2. overflow dam
3. deforestation
4. snowmelt
5. flash flood

Answers to True or False Questions: Learner's Book, Page 78.

1. True
2. True
3. False
4. True
5. True

Answers to Essay Type Questions: Learner's Book, Page 81.

1. – Construction of buildings
– Construction of roads
– Construction of hydroelectric power
– Mining operations
2. – Erosion and sedimentation
– Disruption of essential Services
– Water pollution
– Injuries and death
3. – Regular and effective cleaning and desilting or emptying of drains.
– Proper construction of drains and gutters in our towns and cities.
– Effective public education on the causes, effects and prevention of flood, especially on effective waste management.
– Proper planning of the towns and cities which will ensure proper layout of settlements
– Enforcement of the laws on building and sanitation.
4. An earthquake is any sudden shaking of the ground caused by the passage of seismic waves through Earth's rocks.

5. – Ground shaking is the most familiar effect of earthquakes.
 - Ground rupture is another important effect of earthquakes.
 - The vibrations from an earthquake can lead to ground displacement and surface rupture.
 - Landslides
6. – It can cause a rise in sea levels, flooding and erosion.
 - It can lead to climate change.
 - It can harm animals and plant species.
 - It can lead to a reduction in agricultural production.
 - It can lead to the depletion or destruction of vegetation
7. Answers to this question will vary.

UNIT/SUB-STRAND 2 **MAPPING SKILLS**

Content Standard: Demonstrate skills in sketching maps and interpreting landscapes from maps.
Indicator: B8.1.2.1.1. Sketch maps and interpret landscapes from maps.

LESSON 1: SKETCHING AND USING MAPS TO SHOW DIRECTIONS: *Refer to Learner's Book, Pages 82-92.*

Planning to teach Indicator 1 of Unit/Sub-strand 2:

Facilitate unit/sub-strand 2 as indicated in this Guide. Prepare by researching into the following

Exemplars: Sketch maps and interpret landscapes from maps and show position or directions to their homes using compass directions.

Performance Indicators

The learner will:

- i. sketch a map of the school compound.
- ii. sketch and use the eight-point compass giving directions.
- iii. use a map with grid square to locate some important landmarks.
- iv. draw/sketch the map of the community indicating important landmarks.
- v. sketch a map of the school compound to scale.
- vi. sketch maps showing the positions or directions to your home using compass directions.

Keywords: *Refer to Learner's Book, Page 82.*

maps, sketch, landscapes, community, shapes, locations, compass, settlement

Ask learners to use the Internet/dictionary to find out the meaning of these keywords before the lesson. They may also use the context of the words for the same purpose.

Core competencies

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

Background Information

Maps are an important part of our everyday lives. We use them for driving directions, to look up restaurants or stores and parse election data. We can even use smartphone maps to locate friends when they are out of the town. 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,

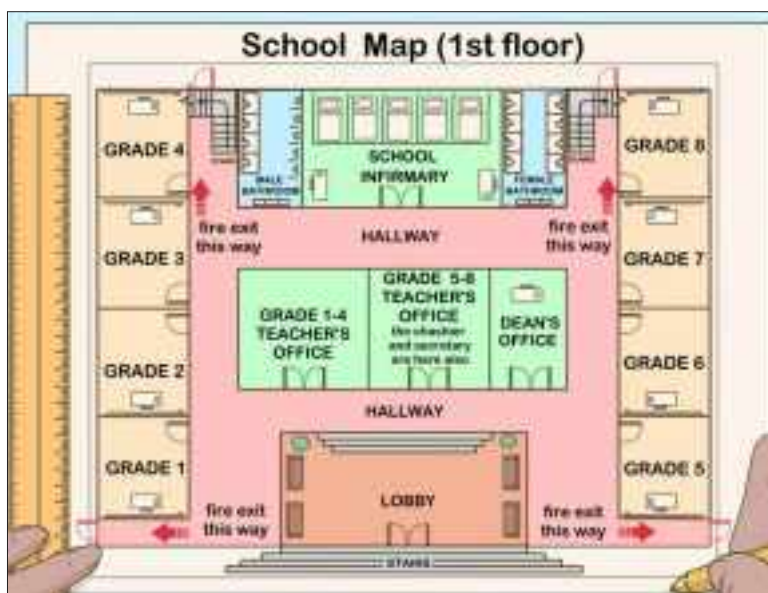
and distances between places. Maps can show distributions of things over Earth, such as settlement patterns. Most maps include a compass which indicates the directions of north, south, east and west. They also include a scale which is useful for estimating distances. This unit/sub-strand is therefore designed to introduce learners to skills in sketching maps and interpreting landscapes from maps.

Subject Specific Practices

As learners sketch and use maps to give directions, they become critical thinkers and problem solvers, communicate and collaborate with others and develop their digital literacy.

Methods and Strategies

Test the learner's previous knowledge on each exemplar for them to express their views on the themes. The facilitator must be guided by teaching methods 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 by being creative in sketching the school compound and important places in the community. When all these activities are well-organised in class, it will help learners to develop and improve on their confident level, communication and collaboration and critical thinking which are some of the key competencies of the Standard Based Curriculum



A sketched map of the school compound

Teaching and Learning Resources (TLRs)

- Instruments and materials for sketching a map (pencil, measuring tape, etc.),
- An example of a sketched map of the school compound.
- A chart showing the list of procedures in sketching a map of the school compound.
- A Compass showing the four cardinal points.
- A compass showing the intercardinal and secondary intercardinal points.

-
- A picture chart on Conventional signs and symbols.
 - A 4-figure Grid Reference map.
 - A sketched map of a community.

Teaching and Learning Activities

These activities are designed to guide learners to sketch maps and interpret landscapes from maps the importance of maps to individuals and how to draw the map of the school, community and the some countries in the world.

1. Lead a *class discussion* on the sketches, diagrams on LB pages 82-89. Learners then work in groups to read and discuss portions of the text on the pages referred to. Lead a general discussion on the content of the texts involved.
2. Using *Brainstorming*, guide learners to explain the differences between a map and a sketch.
3. In *small groups*, lead learners to discuss the procedure involved in sketching the map of a school to scale.
4. Show an example of how a sketched *map* drawn to scale looks like.
5. In *mixed-ability groups*, let learners sketch a map of their school compound under the guidance of the chart of procedures and with the instruments/materials.
6. Using *Think-Pair-Share*, guide learners to explain what a compass is.
7. In small groups, lead learners to discuss the purpose of the compass.
8. Using *Jigsaw technique*, guide learners to discuss and draw the Four point Cardinal Compass, the Intercardinal compass and the Secondary Intercardinal Compass
9. Using *Think-Pair-Share*, ask learners to share their views on what a landmark is.
10. Show the picture chart on Conventional Signs and Symbols and have learners identify representation of landmarks.
11. Using '*back-to-back*' *technique*, lead learners to talk about some important landmarks in their community.
12. Using *demonstration*, guide learner to outline the steps involved in locating landmarks with a grid square map.
13. Using *collaborative technique*, guide learners to trace important landmarks on a 4-figure Reference Map.
14. Using *discussion technique*, let learners outline the steps involved in sketching a map of a community.
15. Using *cooperative learning*, guide learners to sketch the map of the community in which they live with the help of the instruments/materials.
16. In a *small group discussion*, lead learners to take turns to give direction to various landmarks in their community including their homes.
17. Using *small group discussions*, guide learners to discuss how they can give or receive direction using the compass.
18. Using *demonstration technique*, guide learners through the processes involved in finding direction
19. Using *jigsaw technique*, ask learners to give directions using the compass and the map.

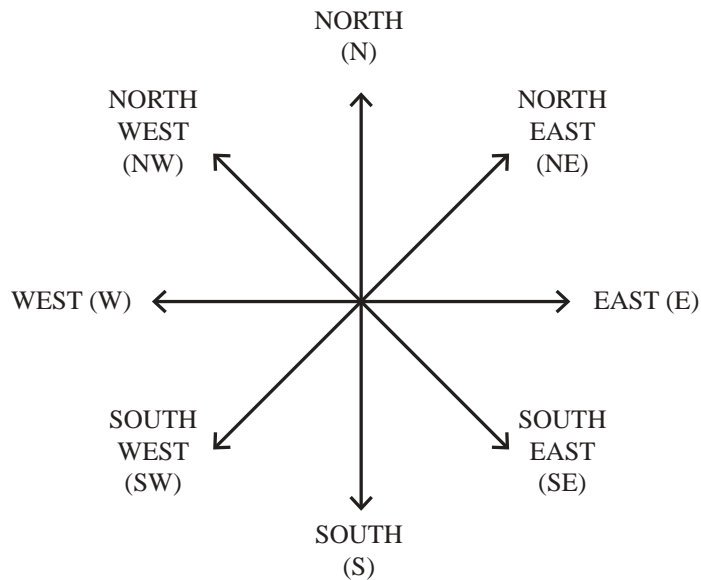
Activity: Refer to Learner's Book, page 90.

Guide learners to work out the suggested activities in their textbooks under your supervision.

Diagnostic Assessment:

Draw a diagram showing an eight-point compass.

Expected answer to Diagnostic Assessment Question:



Progressive Assessment

Learners are to sketch the map of the school and present the drawing for inspection.

Additional Information

Maps are important tools of geographers. A map is a symbolic representation of selected characteristics of a place, usually drawn on a flat surface. Maps 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 Earth, such as settlement patterns. They can show exact locations of houses and streets in a city neighbourhood. But you may occasionally find it useful to make your own maps.

Sketching your own map can be a valuable study aid, giving you a better grasp of where places are located. You can study a map in a book or atlas for hours and still not know where things are. If you draw your own map based on what you see in the book, you will probably have a better understanding of the subject of the map. You will also be able to remember it better. Drawing your own maps might help you understand events you read about in a newspaper or learn about on television.

Sketch maps are free hand maps drawn from memory on a blackboard or drawing pad to present geographic ideas and facts clearly and forcefully. Sketch mapping minimises irrelevant detail and maximizes major geographic points. Sketch maps provide an effective means for both facilitators and the learners to assess levels of progress and proficiency in learning world place location. Facilitators can use sketch map activities in their classrooms and provides examples of students' maps that illustrate progressive levels of learning world place location information. Mapmakers, called cartographers, create maps for many different purposes. Vacationers use road maps to plot routes for their trips. Meteorologists—scientists who study weather—use weather maps to prepare forecasts. City planners decide where to put hospitals and parks with the help of maps that show land features and how the land is currently being used. While many skills have become obsolete in the digital age, map reading remains an important tool for building learner's spatial reasoning skills and helping them make sense of our world.

Questions for Practice: *Refer to Learner's Book, Page 91.*

Discuss the questions with learners in class. Ask them to answer the questions into their exercise books for marking. Ensure that learners do independent work.

Community Service: *Refer to Learner's Book, Page 91.*

Ask learners to embark on the community service as indicated in the Learner's Book.

Home Learning: *Refer to Learner's Book, Page 91.*

Discuss the questions with learners and let them answer at home for inspection during the next lesson. Discuss the answers to the questions with the whole class.

Summary: *Refer to Learner's Book, Page 91*

The purpose of the summary is to give you the opportunity to revise the lesson taught and also identify peculiar problems among learners and address them.

Use the outline to revise the lesson with the whole class by involving every learner in this class activity.

Answers to Multiple Choice Questions: Learner's Book, Pages 91.

1. B (Location)
2. D (. Scale)

Answers to fill-in Questions: *Learner's Book, Page 91.*

1. direction
2. maps
3. four (4)

Answers to True or False Questions: *Learner's Book, Pages 91.*

1. True
2. True
3. False

Answers to Essay Type Questions: *Learner's Book, Page 91.*

1. Maps are diagrammatic representations of the world, showing physical features like roads,

rivers, mountains and more.

Map reading is the process of looking at the map which involves identifying the features or phenomena portrayed by the symbols and labels used, and information about the map that may not be displayed on the map.

Road maps display roads and transport links to help drivers get from one place to another.

- Topographic maps show the shape of the Earth's surface, using contour lines, colour gradients and shaded relief. They are used by hunters and hikers, as well as geologists and surveyors.
- Geologic maps show the rocks and sediment below the surface of a geographic area, and are used to plan construction projects.

Refer to pages 82 -90 for answers to questions 2 - 4. Learners are supposed to use the concepts and landmarks to answer questions 2 and 4. Note that answers to these questions will vary. Discuss all the answers provided by learners with the whole class and discuss major corrections with learners.

UNIT/SUB-STRAND 1 THE FAMILY

Content Standard: Show understanding of the family and family life issues

Indicator: B8.1.1.1.1. Examine the composition and functions of the nuclear and the extended families.



Planning to teach Unit/Sub-strand 2:

Facilitate unit/sub-strand 2 as indicated in this Guide. Prepare by researching into the following Exemplars: Meaning of the family, Types of family, the role of the members in the nuclear family, the role of the extended family. The facilitator, being the leader in the classroom, must further read on the various headings such as advantages and disadvantages of the nuclear family so as to compare the Ghanaian family system and that of the western world. The importance of the family and the role the family plays in supporting gender equality as well as the inheritance system in Ghana.

Performance Indicators

The learner will:

- i. differentiate nuclear from extended family systems.
- ii. discuss the roles of various members of the nuclear family and the extended family.
- iii. discuss the advantages and disadvantages of the nuclear family systems.
- iv. compare the Ghanaian family system and that of any country in the Western world.
- v. discuss the role of the family in supporting gender equality.

LESSON 1: COMPOSITION AND FUNCTIONS OF THE NUCLEAR AND THE EXTENDED FAMILIES: *Learner's Text Book 8, Pages 94-108.*

Keywords: *Refer to Learner's Book, Page 92.*

maps, sketching, landscapes, community, shapes, locations, compass, settlement

Lead learners to use the Internet/dictionary to find out the meaning of these keywords before the lesson. They may also use the dictionaries and/or the context to derive the meaning of the keywords.

Core competencies

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

Diagnostic Assessment Questions

1. Explain the concept of family.
2. State **two (2)** types of the family.
3. State **two (2)** advantages of a nuclear family.

Answers to Diagnostic Assessment Questions

1. The concept family refers to a group of people who are related by blood (birth), marriage or adoption. (The family is the basic unit of every society).
2. Nuclear family and extended family systems
3. – The nuclear family system promotes hard work among its members
– Inheritance procedures are simplified

Background Information

Each person defines family in his or her own way. For some, family may represent those individuals living in the same home (under one roof). For others, family may be the child's parents and all of the important adults who help care for the young child, such as grandparents, aunts, uncles, neighbours or best friends. Each family is different and it is important to keep an open mind about what makes up a family. When you think of the family what does it mean to you? Who makes up the family? What kinds of things do you do together? What role do you play in your family? What roles do your parents play in the family? This unit/sub-strand is therefore designed to enable learners to show understanding of the family and family issues. To do this, it is expected that the unit/sub-strand will be structured by the facilitators, focusing on the following: the concepts of family, differentiating nuclear from extended family systems, identifying the roles of various members of the nuclear family and explaining the role of the extended family. Again, discuss the advantages and disadvantages of the nuclear family systems; compare the Ghanaian family system and that of any country in the western world and the importance of the family as an institution.

Subject Specific Practices:

As learners demonstrate skills in dealing with family issues, 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 compare different family systems and adopt ways of dealing with challenges and roles as an institution.

Methods and Strategies:

Revise learners' relevant previous knowledge on each exemplar for learners to express their views on the themes. The facilitator must be guided by teaching methods such as; brainstorming, questions and answers, demonstrations, in-group discussions, field trips, internet use, dramatisations and projects with reports. Lead 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. When all these activities are well-organised in class, it will help learners to develop and improve on their confident level, communication and collaboration and critical thinking which are some of the key competencies of the standard based curriculum.

Teaching and Learning Resources (TLRs)

A video/song on Family, Pictures of members of the family, Chart/Mind Map on members of the Nuclear Family and extended family, Pictures of the members of the Nuclear Family, A chart/mind map on the roles of parents, Chart/Mind Map on the roles of Children, A chart showing the advantages and disadvantages of Nuclear Family, A Chart showing the roles or advantages and disadvantages of the Extended Family, A picture chart showing some family systems in the Western World, A picture of Ghanaian family systems, A Mind Map on Importance of the family, A picture of boys/men performing female-dominated roles, A picture of girls/women performing male-dominated roles.

Teaching and Learning Activities

These activities are designed to guide learners explain the concept of family and differentiate between the nuclear from extended family systems. These various activities will engage learners to use the internet and the other teaching and learning resources to compare the Ghanaian family system and that of any country in the western world.

1. Ask learners to brainstorm on the meaning family, nuclear family and extended family.
2. In groups, guide learners to discuss and differentiate between nuclear family and extended family system.
3. In *groups*, lead learners to examine the roles of various members of the nuclear family.
4. In *talking circles*, learners discuss the role of the extended family.
5. In a *fishbowl activity*, let learners discuss the importance of the family as an institution.
6. In groups, learners discuss the advantages and disadvantages of the nuclear family systems.
7. With the use of the *Internet*, guide learners to compare the Ghanaian family system and that of any country in the western world.
8. In *pairs*, ask learners to discuss the roles of the family in supporting gender equality.

Activities 1 and 2: Refer to Learner's Book, Page 106.

Discuss activities 1 and 2 with learners and lead them to undertake these activities as specified in the Learner's Book.

Progressive Assessment

Make a table of two columns. In the first column, list the advantages of the nuclear family. In the second column, list the advantages of the extended family. Let learners compare the two columns in any format and explain which one has more advantages than the other.

Additional Information

The family is our first introduction into this physical world. It is also our blueprint, giving us our genes, ancestral experiences, and earthly ties. Family is a group of persons united by the ties of marriage, blood, or adoption, constituting a single household and interacting with each other in their respective social positions, usually those of spouses, parents, children, and siblings. The family group is distinguished from a household, which may include boarders and roomers sharing a common residence.

At its most basic, then, a family consists of an adult and his or her offspring. Most commonly, it consists of two married adults, usually a man and a woman (almost always from different lineages and not related by blood) along with their offspring, usually living in a private and separate dwelling. This type of unit, more specifically known as a nuclear family, and it is the oldest of the various types of families in existence.

Sometimes the family includes not only the parents and their unmarried children living at home, but also children that have married, their spouses, and their offspring, and possibly elderly dependents as well. Such an arrangement is called an extended family. In today's world when everything is losing its meaning, we need to realize the importance of family more than ever. While the world is becoming more modern and advanced, the meaning of family and what it stands for remains the same. No matter how much life changes in the future, it will probably continue to be needed in one form or another.

Like many healthy social relationships, strong bonds with family members can have great benefits for society and individuals. The modern family is today more of a consuming as opposed to a producing unit, and the members of the family work away from home rather than at home. Public authorities, primarily governmental ones, have assumed many of the functions that the family used to provide, such as caring for the aged and the sick, educating the young, and providing for recreation.

Technological advancements have made it possible for couples to decide if and when they want to have children. The succession of family interests upon the death of its members can be considered a part of family law. Most legal systems have some means of dealing with distribution of property left by a deceased family member.

The Will, or testament, specifies the decedent's wishes as to such distribution, but a surviving spouse or offspring may contest what appear to be unreasonable or inequitable provisions. There are also laws that recognise family claims in the event that property is left intestate (i.e., with no will to determine its distribution). Families are important to individuals for several key reasons and relevant as it ever was if not more.

Home learning: *Refer to Learner's Book, Page 106.*

Discuss the questions with learners and let them answer at home for inspection.

Questions for Practice: *Refer to Learner's Book, Page 106.*

Discuss the questions with learners in class. Ask them to answer the questions into their exercise books for marking. Supervise them to avoid copy work.

Community Service: *Refer to Learner's Book, Page 106.*

Guide learners to undertake the community service as indicated in the Learner's Book.

Answers to Multiple Choice Questions: *Refer to Learner's Book, Page 106.*

1. B (Adoption)
2. B (It is the first unit that children interact with)
3. D (Father)
4. A (Urbanisation)
5. C (School)
6. D (Extended Family)

Answers to fill-in Questions: *Refer to Learner's Book, Page 106.*

1. household
2. heredity
3. Family Life Cycle
4. brothers and sisters
5. clan
6. home or family
7. family of procreation

Answers to True or False Questions: *Refer to Learner's Book, Page 106.*

1. False
2. False
3. False
4. True
5. False

Expected Answers to Essay Type Questions: *Refer to Learner's Book page 106.*

1. The nuclear family is a type of family that consist of father, mother, with or without children. It is the basic unit and the smallest in any society Where as the extended family

is a type of family which involves a group of people who trace their ancestry to a common person. In fact, in an extended family, one can find a number of nuclear families.

2. The extended family encourages laziness among family members.
 - It over-burdens the well-to-do members in the family.
 - Inheritance procedures are more problematic which sometimes results into conflict among the family members.
3. There is sharing of economic responsibilities
 - Child care support is given .
 - Adult care giving is practiced .
 - Family culture and traditions are provided

LESSON 2: ISSUES OF INHERITANCE IN GHANA: *Learner's Text Book 8, Pages 109-117.*

Content Standard: Show understanding of the family and family issues

Indicator B 2.2.1 2: Discuss the issues of inheritance in Ghana

Planning to teach Indicator 2 of Unit/Sub-strand 2:

You are required to facilitate Indicator 2 as indicated in this Guide. Prepare by researching into the following Exemplars: Meaning of the inheritance, the systems of inheritance in Ghana, positive and negative effects of the inheritance systems in Ghana. The facilitator, being the leader in the classroom, must further read on the various headings such as advantages and disadvantages of the nuclear family so as to compare the Ghanaian family system and that of the western world. The importance of the family and the role the family plays in supporting gender equality as well as the inheritance system in Ghana.

Performance Indicators

The learner will:

1. discuss the concept of inheritance.
2. discuss the systems of inheritance in Ghana.
3. discuss the positive and negative effects of the inheritance systems in Ghana.
4. suggest ways of improving the indigenous inheritance system.
5. debate the Intestate Succession Laws versus the indigenous inheritance system in Ghana.

Keywords: *Refer to Learner's Book, Page 109.*

properties, legal, illegitimate, conflict, inheritance, Intestate, succession, residues, transmission, regulated, normative, heirs, estate, gambling, patrilineal

Ask learners to use the Internet/dictionary to find out the meaning of these Keywords before the lesson. They may also use the context of the words to determine their meanings.

Core competencies

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

Diagnostic Assessment Questions

1. How would you explain inheritance?
2. In your own word explain the term "a will".

Answers to Diagnostic Assessment Questions

1. Inheritance refers to the practice of passing on or receiving material properties or status

through a dead person.

2. A will is said to be a legal document that shows how a person's property should be disposed of after his or her death

Background Information

Inherited wealth is of increasing importance today and this may continue in years to come. If someone dies without a Will then the estate (property and assets) will be administered according to the laws of intestacy in Ghana. Who is included and who is excluded from inheriting particular assets depends on legal property rights, as well as religious and cultural norms concerning social roles and relationships. If you die intestate, meaning without a will, your heirs are the people who would automatically inherit your property. A beneficiary is a person you name in your will or revocable living trust to receive property from your estate when you pass away. You can name specific beneficiaries to inherit any assets in your estate—including real estate, financial accounts, and more. Under the rules of PNDCL 111, in the absence of a will, the entire estate of the deceased devolves to the next of kin. The compulsory beneficiaries are the children, spouse and parents of the deceased. Ghana's customary legal regimes as regards inheritances can be meaningfully divided into two broad categories: matrilineal and patrilineal traditions. Customary law governs the majority of Ghanaians' cases of intestate (no will) inheritance.

Subject Specific Practices

As learners demonstrate skills in dealing with family issues, 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 compare different family systems and adopt ways of dealing with challenges of family issues.

Methods and Strategies:

Revise learners' relevant previous knowledge on each exemplar for learners to express their views on the themes. Be guided with teaching methods such as; brainstorming, questions and answers, demonstrations, in-group discussions, field trips, internet use, dramatisations and projects with reports. The facilitator must also lead 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. When all these activities are well-organised in class, it will help learners to develop and improve on their confident level, communication and collaboration and critical thinking which are some of the key competencies of the standard based curriculum.

Teaching and Learning Resources (TLRs)

A chart showing the difference between Matrilineal and Patrilineal Inheritance system, A chart showing the list of the provisions of the Intestate Succession Law, A chart showing the positive and negative effects of the Inheritance Systems in Ghana.

Teaching and Learning Activities

The activities are designed to guide learners to discuss and explain the concept of inheritance in the Ghanaian context. The various activities are geared towards the improvement of the Intestate

Succession Law and indigenous inheritance system in Ghana.

1. Lead a *brief discussion* on what inheritance is in the Ghanaian context. Learners then go into small ability groups to read and discuss the content of the texts on the following pages.
2. In *small groups*, lead learners to discuss the concept of inheritance.
3. Using *Jigsaw technique*, guide learners discuss the differences between Matrilineal and Patrilineal Inheritance Systems in Ghana.
4. In *mixed-ability groups*, learners discuss and write on Patrilineal system and the Ethnic Group that practice it in Ghana.
5. Using *Jigsaw technique*, lead learners to debate on the advantages and disadvantages of Patrilineal Inheritance.
6. In *small groups*, guide learners to discuss and write on Matrilineal system of Inheritance and the Ethnic Group that practice it in Ghana.
7. Using *Jigsaw technique*, let learners debate on the advantages and disadvantages of Matrilineal Inheritance.
8. Using *Think-Pair-Share*, learners explain the concept of Intestate System of Inheritance
9. In *small groups*, guide learners to discuss the Intestate System of Inheritance as practiced in Ghana making reference to the LB content.
10. Lead learners to *role-play* some provisions in the Intestate Succession Law.
11. Using *Snowball technique*, learners discuss the advantages of the Intestate Succession Law.
12. Using *small group discussion*, learners raise points on the Negative and Positive effects of the Inheritance Systems in Ghana.

Activity: Refer to Learner's Book, Page 111.

Guide learners to perform activities specified in the textbook under your supervision.

Progressive Assessment

1. Learners are to visit the law courts to find out how properties are shared according to testate or Intestate Succession Law.
2. Do you share the view that a greater proportion of a deceased person's properties should be given to their children and spouses? Write a report or argument and present to class for discussions.
3. Learners are to visit the community to meet opinion leaders and explain to them the difference between testate and intestate succession.

Additional Information

Inheritance rights determine who has the legal right to claim your property after you die. In some cases, inheritance rights can override the arrangements you have made in your Will. While you can legally leave your property to whomever you like, there are some limitations, specifically involving surviving spouses.

The PNDC law 111 is a Ghanaian law, which was passed in 1985 and amended in 1991. It is a right to property law, which protects the spouse and child/children of an interstate

deceased, by devolving the existing house and some percentage of the remaining estate to the spouse and child/children. Since PNDC law 111 provides that the surviving spouse and children are entitled to one house, it means the wife may be compelled to inherit and use the property together with the children.

A will is a testament that declares the intention of the person with regard to his wealth and property which he wants to be executed after his death. If one dies without making a will (called 'intestate' in legal parlance), his wealth is inherited by the heirs according to the inheritance laws. A person does not become an heir before the death of the deceased, since the exact identity of the persons entitled to inherit is determined only then. An heir is a person who is legally entitled to collect an inheritance when a deceased person did not formalize a last will and testament.

Generally speaking, heirs who inherit the property are children, descendants, or other close relatives of the deceased. A beneficiary is someone named in a legal document to inherit money or other property. Wills, trusts, and insurance policies commonly name beneficiaries; beneficiaries can also be named for "payable-on-death" accounts.

Questions for Practice: *Refer to Learner's Book, Page 115.*

Discuss the questions with learners in class. Ask them to answer the questions into their exercise books for marking. Supervise them to avoid copy work.

Community Service: *Refer to Learner's Book, Page 115.*

Ask learners to embark on the community service as specified in the Learner's Book.

Home Learning: *Refer to Learner's Book, Page 115.*

Discuss the questions with learners and let them answer at home for inspection.

Answers to Multiple Choice Questions: *Refer to Learner's Book, Page 116.*

1. A (avoid unfair treatment of the wife and children of a deceased)
2. B (determined by the lineage head)
3. B (surviving spouse and children)
4. B (given to children of the deceased)

Summary: *Refer to Learner's Book, Page 116.*

Use the outline under this section to revise the lesson with the whole class. Ensure that every learner participates actively in this activity. Identify peculiar problems of individual learners and address them.

Answers to fill-in Questions: *Refer to Learner's Book, Pages 115-116.*

1. Intestate
2. testate
3. inheritance
4. matrilineal
5. patrilineal

Answers to True or False Questions: *Refer to Learner's Book, Page 116.*

1. True
2. True
3. False
4. False
5. False

Answers to Essay Type Questions: *Learner's Book, Page 116.*

1. The PNDC Law 111 was made to reduce the suffering of surviving spouses and their children from maltreatment by wicked relatives.
2. Patrilineal Inheritance is where a person receives material benefit or status through the father's line and Matrilineal Inheritance system of is where one receives material benefits or status through the mother's line. In this system, a person inherits his mother's brother.
3. A testate is where person is said to have made a Will before death or died whilst intestate is where if one dies without a will.

UNIT/SUB-STRAND 2 POPULATION

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

Indicator: B8.2.4.1.1. Compare the population structure of high-income and middle/low income countries.

LESSON 1: POPULATION STRUCTURE OF HIGH-INCOME AND MIDDLE/LOW INCOME COUNTRIES: *Refers to Learner's Book, Pages 118-131.*

Planning to teach Unit/Sub-strand 2:

The facilitator is required to facilitate the unit/sub-strand as indicated in this Guide. Prepare by researching into the following Exemplars: The Meaning of population structure, examine the structure of the population as set in a population pyramid of Ghana, examine the population structure of any developed country in the world, discuss the population structures of low middle and high income countries and suggest reasons for the population pyramids of low middle and high income countries with different shapes.

Performance Indicators

The learner will:

- i. draw/sketch the population structure of your school.
- ii. examine the population structure of Ghana.
- iii. examine the population structure of any high-income country in the world.
- iv. compare the population structures of high-income and middle/low income countries.

Keywords: *Refer to Learner's Book, Page 118.*

population, structure, composition, medical care, housing, proportion, obstacle, implication, eradication, potential, optimum, density

Ask learners to use the Internet/dictionary to find out the meaning of these keywords before the lesson. They may also use other dictionaries and the context of the words to determine the meanings of the keywords.

Core competencies

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

Diagnostic Assessment Questions

1. How would you explain the concept population structure?
2. State **four (4)** socio-economic implications of Ghana's population structure on the people.

-
3. How does the structure of Ghana's population affect economic growth?
 4. What are the implications of the sex and age structure of Ghana's population?
 5. Illustrate the effects of rapid population growth on the economy of Ghana.

Expected Answers to Diagnostic Assessment Questions

1. Population structure refers to the composition of the population in terms of age sex, occupation religion educational status, geographical distribution socio-economic status etc.
2. High dependency burden
 - Low savings and investment
 - High rate of unemployment
 - High fertility growth and rate
 - There would be labour supply
 - Large market base
 - Increase in revenue for government
 - Diversion of resources for the needs of children and the aged

3 and 4. The structure depicts a proportion of the total population that represents higher dependency group. This increases expenditure of household and government on consumption.

- The higher proportion of dependency ratio means those in the working group cannot save and undertake investment. This affects growth and expansion of the economy.
 - The structure also depicts a proportion of the labour force will compete for little or non-existing jobs. This makes the huge number of the youth to be rendered jobless or under-employed.
 - The age and sex structure of Ghana portrays the country has a young generation with a great potential for high fertility and growth of the population. These people are sexually active and are likely to increase the growth of the population by double. This can affect economic growth and development in years to come.
 - The country is highly blessed with strong and youthful labour force which can turn the fortunes of the country for growth and development if they are properly developed and used.
 - Producers and suppliers have a large number of the population who would be working to earn income. They would be able to demand or consume their products for themselves and their dependents. This affects the socio-economic development of the country.
 - The government revenue will be increased through taxations. This is because many people will be engaged in the various economic activities. As the government imposes taxes on them, it will help to raise tax revenues for projects and social infrastructure.
 - Since the children and the aged are relatively larger, resources meant for productive investment would be diverted into consumables.
5. It leads to high dependency burden
 - It leads to heavy pressure on social infrastructure or social amenities
 - There would be overcrowding and congestions in urban cities
 - It brings high cost of living in the country
 - It leads to growing of social vices or crime waves
 - It cause unemployment in the country

- It brings low standard of living or low per capita income
- It increase aggregate demand of goods and service in the country
- It creates opportunities for healthy competition and innovation in the country
- There is reduction in savings for capital investment.
- It can lead to supply of cheap labour in the country.
- There would be poor sanitation and waste management in the urban towns.
- There would be pressure on agricultural lands

Background Information

In our Ghanaian society, people are producing too many children and more rapidly than they can adequately cater for. This result is rapid population growth. Rapid population growth affects the quality of life and development of the individual, the family and the society. The current population growth rate of about 2.4 percent per annum implies the population will double in about 25 years. Besides, a very fast growing population results in a lot of social problems such as poor education, teenage pregnancy, substance abuse, streetism, inadequate parental care, early marriages and malnutrition, etc. which threaten our discipline and very survival as a people. Based on these problems, it is suggested that the teaching and learning of this unit/sub-strand be geared towards providing knowledge that will assist learners to analyse the population structure in Ghana, its related issues and compare the population structure of high-income and middle/low income countries.

Subject Specific Practices:

As learners analyse the population structure in Ghana and its related issues, they are able to think critically and solve problems, communicate and collaborate on the various issues and thereby give creative and innovative ways in which to compare the population structure of other countries. The use of digital literacy will expose learners to the categories of high-income and middle/low income countries around the world.

Methods and Strategies

Revise the learner's previous knowledge on each exemplar for learners to express their views on the themes. Be guided by these teaching methods such as; brainstorming, questions and answers, demonstrations, in-group discussions, field trips, internet use, and projects with reports. Lead learners to discover new concepts on their own rather than telling them everything. Design practical activities for learners and discuss the various population issues 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 as well as their communication and collaboration and critical thinking skills which are some of the key competencies of the Standard Based Curriculum.

Teaching and Learning Resource (TLRs)

- A picture showing Ghana's population pyramid.
- A picture depicting the vicious cycle of rapid population growth in Ghana.

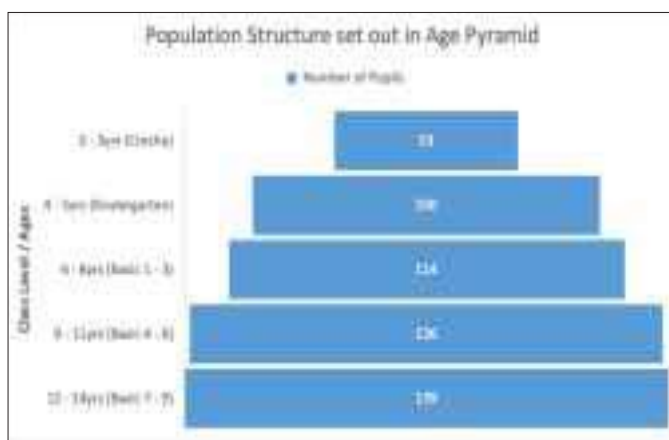
The Population Structure in Ghana: *Refer to Learner's Textbook, Page 120.*

Teaching and Learning Activities

The activities are designed to guide learners to explain population structure and compare the

population structure of high-income and middle/low-income countries in the world.

1. Lead a *short discussion* on populations and population structure. Explain the various diagrams and charts accompanying the texts to learners. They then go into small and mixed ability groups to read and discuss the texts. The groups then report on their reading and discussion to the class for its comments and observations.
2. Guide learners to *brainstorm* the meaning of population structure.
3. Assist learners to *sketch* the population of the school.
4. With the use of the *internet*, guide learners to examine the population structure of Ghana and compare it with any developed country in the world.
5. In *groups*, let learners examine and discuss the population structure of low, middle and high income countries. They are to use the internet as a guide and compare Ghana to any developed country in the world.
6. Assist learners to present reports in groups on how the population of the country could be reduced.



Age Structure

Progressive Assessment

1. Learners are to visit the internet to read about Ghana's policy on population. They are to present a report on how the population of the country could be reduced.
2. Learners are to visit the community and educate the people on how population growth is linked to poverty in the community.

Additional Information

Population is the whole number of inhabitants occupying an area (such as a country or the world) and continually being modified by increases (births and immigrations) and losses (deaths and emigrations). Populations of nations, regions, continents, islands, or cities, however, are rarely closed in the same way. As with any population, the size of a human population is limited by the supply of food, the effect of diseases, and other environmental factors.

Human populations are further affected by social customs governing reproduction and by the technological developments, especially in medicine and public health that have reduced mortality

and extended the life span. Few aspects of human societies are as fundamental as the size, composition and rate of change of their populations. Such factors affect economic prosperity, health, education, family structure, crime patterns, language, and culture—indeed, virtually every aspect of human society is touched upon by population trends.

One of the most astounding facts about population is the sheer speed at which the world population is growing. The world population reached 7.6 billion as of mid-2017. The world has added approximately one billion inhabitants over the last twelve years. Even with the high death rates of those living in poverty; the world population is still expanding at an incredible rate. The world's population is growing by 1.10 % per year, or approximately an additional 83 million people annually.

The global population is expected to reach 8.6 billion in 2030, 9.8 billion in 2050 and 11.2 billion in 2100. 50.4 % of the world's population is male and 49.6 % is female. The median age of the global population, that is, the age at which half the population is older and half is younger, is 30 years. While the developed world argues over the ethics of issues like birth control and family planning, the poor continue to experience unprecedented population growth.

The pattern and pace of population aging vary substantially in different settings. Many high-income countries (HICs) already have sizable older-age populations, while many low- and middle-income countries (LMICs) remain relatively young. These differences have important demographic implications and suggest very different policy responses across countries. However, demographics provide a baseline for monitoring population health and offer insight into the mechanisms driving population declines.

Classification as per World Bank

- **Low income:** Low income economies are those with GNI per capita, calculated using the World Bank Atlas method, of \$1,045 or less in 2014.
- **Low to middle income:** Lower-middle-income economies are those with a GNI per capita, calculated using the World Bank Atlas method, of more than \$1045 but less than \$4,125.
- **Middle income:** Middle-income economies are those with a GNI per capita, calculated using the World Bank Atlas method, of more than \$1,045 but less than \$12,736.
- **Middle to upper income:** Upper-middle-income economies those with a GNI per capita, calculated using the World Bank Atlas method, of more than \$4,125 but less than \$12,736.
- **High-income:** High-income economies are those with a GNI per capita, calculated using the World Bank Atlas method, of \$12,736 or more.

Activity 1: Refer to Learner's Book, Page 128.

This activity is aimed at helping learners to analyse the population structure of an area. Assist learners to undertake the activity systematically as indicated in the Learner's Book.

Summary: Refer to Learner's Book, Page 129.

This section outlines the core-points of the lesson in unit/sub-strand 2. Use the points to revise the lesson with learners.

Questions for Practice: *Refer to Learner's Book, Page 128.*

Discuss the questions with learners in class. Ask them to answer the questions into their exercise books for marking. Supervise them to avoid copy work.

Home Learning: *Refer to Learner's Book, Page 128.*

Discuss the questions with learners and let them answer at home for inspection.

Community Service: *Refer to Learner's Book, Page 129.*

Let learners undertake the community service indicated in the Learner's Book.

Answers to Multiple Choice Questions: *Refer to Learner's Book, Page 129.*

1. C (young)
2. C (high dependency burden)
3. B (fall below twenty-six years of age)
4. C (build more schools)
5. C (Ratio of males to females)

Answers to fill-in Questions: *Refer to Learner's Book, Page 129.*

1. pyramid
2. census
3. demography
4. population growth
5. fertility rate

Answers to True or False Questions: *Refer to Learner's Book, Page 129.*

1. True
2. True
3. False
4. False
5. False

Expected Answers to Essay Type Questions: *Learner's Book, Page 129.*

1. Population structure refers to the composition of the population in terms of age sex, occupation, religion, educational status, geographical distribution, socio-economic status etc.
2. – Population size
– Spatial distribution
– Growth rate
3. – Low per capita income
– Mass poverty
– Rapid population growth
– Unemployment and Underemployment
4. – Human Development Index
– Per Capita Income is high

- Industrialisation
 - Political stability
5. Refer to LBK pages 118-129 for answers to question 5.
Note that answers to this question may differ.

UNIT/SUB-STRAND 1 THE INDIVIDUAL AND THE COMMUNITY

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

Indicator: B8.2.4.1.1. Compare the population structure of high-income and middle/low income countries.

LESSON 1: THE ROLE OF THE INDIVIDUALS IN THE COMMUNITY: *Learner's Text Book 8, Pages 135-145.*

Planning to teach Unit/Sub-strand 1:

The facilitator is required to facilitate unit/sub-strand 1 as indicated in this Teacher's Guide. Prepare by researching into the following Exemplars: The Meaning of community and community development, factors involved in community decision-making, importance of community development and the relevance of volunteerism to community development. The facilitator being the leader in the classroom must read further on the various headings so as to have total control during the teaching and learning processes.

Performance Indicators**The learner will:**

- i. discuss different types of communities.
- ii. explain what community development involves.
- iii. explain the factors to be considered in community decision-making.
- iv. highlight the importance of community development.
- v. identify and solve problems in the community.



Keywords: Refer to Learner's Book, Page 133.

heritage, habits, enduring, structure, mobilisation, commitment, misplaced, priority, strategise, alternative, transparency, accountability, criticisms, expertise, implementation, consulted, judicious, disbursement, philanthropic.

Assist learners to use the Internet/dictionary to find out the meaning of these keywords before the lesson. They may also use other dictionaries as well as the context of the words to get the meanings of the keywords.

Core competencies

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

Diagnostic Assessment Questions

1. How would you explain community?
2. Explain what community development involves?
3. Identify three factors to be considered in community decision-making process.

Answers to Diagnostic Assessment Questions

1. A community is a group of people who reside in a specific locality, share leaders, resources and also has a common tradition, customs and historical heritage
2. Development can be defined as progress towards positive improvement in the social and economic well-being of people in a community. A community leader helps to make positive changes in the community. An effective community leadership must be in touch, build and maintain relationships and speak for the community on major issues.
3.
 - Identification of needs/problems
 - Sensitization of the people of the needs
 - Prioritization of needs
 - Study of alternative solutions

Background Information

Every individual is important equally liable to some roles and responsibilities when living in a cultured community. The relationship between individual and the community is very close. The basic responsibilities of an individual are respect, cooperation and participation. To this, every individual is responsible for the cleanliness of his or her surroundings and expected to take active part in all important activities being held in the community. Learners can play an important role in improving and strengthening the community. The facilitator is therefore to assist learners to demonstrate knowledge and examine the role of the individual in the community. For this reason, it is suggested that the unit/sub-strand 2, the individual and the community be organised well for learners. The facilitator must focus on the explanation of the concept of community and what

community development involves and factors to be considered in community decision-making process. The second must examine the relevance of volunteerism to community development and the importance of volunteerism to socio-economic development of the community.



Rural Communities in Ghana

Subject Specific Practices:

As learners demonstrate knowledge of the role of the individual, they will have the ability to combine information and ideas from several sources to reach a conclusion. They can demonstrate skills in volunteerism and 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 solve community problems. The use of digital literacy will expose learners to the categories of volunteerism around the world.

Methods and Strategies

The facilitator must revise the learner's previous knowledge on things they do in the house for learners to express their views. The facilitator must be guided by these teaching methods 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. Design practical activities for learners and discuss the various environmental issues in the communities they live. When all these activities are well-organised in class, it will help learners to develop and improve on their confident level, communication and collaboration and critical thinking which are some of the key competencies of the standard based curriculum.

Teaching and Learning Resources (TLRs)

- Pictures/videos of rural and urban communities in Ghana,
- A chart showing the factors to be considered in community decision-making process,
- A chart on the importance of community development.

Internet Source:

<https://www.youtube.com/watch?v=2d45KQOM9QY>

Teaching and Learning Activities

The activities are designed to guide learners to explain the concept of community and the role of individuals in the community. The activities will introduce learners to types of communities in Ghana and ways of developing the community.

1. Lead a *short discussion* on, The Role of the Individual in a Community. Learners get into small mixed ability groups to read and discuss the contents of the texts on LB pages 131-140. The groups then report on their reading and discussion to the class for inputs in a plenary session.
2. Using *Brainstorming*, let learners describe the communities they live in.
3. Show *pictures/videos* of rural and urban communities in Ghana to have learners describe.
4. Using *Think-Pair-Share*, assist learners to explain the concept of community and community development.
5. In *small groups*, guide learners to discuss the differences between Rural and Urban Community.
6. In a *whole class activity*, learners role-play Community Development principles such as Teamwork, Participatory Democracy, etc.
7. In small groups, learners role-play the processes involved in community decision-making.
8. In a *Think-Pair Share Activity*, learners discuss the Importance of Community Development
9. Using *brainstorming*, learners mention some problems that their communities face. And discuss ways of solving these problems.

Activity 1: Refers to Learner's Book, Page 143.

Guide learners to perform the activity as specified in the textbooks.

Progressive Assessment

1. Learners should identify voluntary clubs in their community. They are to discuss in groups the functions of the voluntary clubs within the community.
2. Learners are to give examples of successful community mobilisation group in the community or in the area and state the reasons why it was successful
3. Learners are to give examples of unsuccessful community mobilisation group and state the reasons for the failure.

Additional Information

The word community has a strange power to it. It conveys a sense of togetherness and positivity. Community development is a process where community members come together to take collective action and generate solutions to common problems. Community development directly impacts the quality of life of the residents in a community.

Developing the community includes engagement in projects like libraries, schools, and parks, and includes providing care and resources for the elderly, homeless, and at-risk youth. Many people believes that education is possibly the most important component because it is more than just preparing for a job; it involves learning to be a responsible citizen and community member, building

strong social and emotional skills, sparking curiosity and a passion for learning, developing physical skills and health, just to name a few of the powerful benefits of attending school or being home schooled.



A Urban Communities in Ghana

Community development is important because it provides the foundation a city builds off of to improve the lives of its citizens. It creates strong, diverse communities that are able to attract and keep talent, start and grow businesses, and overcome issues that arise. Citizens will be happier, healthier, richer, and live longer lives. When community development is effective, there is less crime, less disparity between citizens, availability of better jobs, a more talented workforce, and less negative issues that impact residents. Community development does not necessarily solve problems in a community; it reduces problems and increases opportunities for growth. Without community development, both economic and business development suffers greatly.

Question for Practice: *Refer to Learner's Book, Page 143.*

Discuss the question with learners in class. Ask them to answer the questions into their exercise books for marking. Ensure that learners answer the question independently.

Home Learning: *Refer to Learner's Book, Page 143.*

Discuss the questions with learners and let them answer at home for inspection.

Community Service: *Refer to Learner's Book, Page 143.*

Let learners undertake the community service indicated in the Learner's Book.

Summary: *Refer to Learner's Book, Pages 143-144.*

These are the core-points of the lesson treated with learners. Use the points to revise the lesson with the whole class and identify peculiar problems with learners and address them.

Answers to Multiple Choice Questions: *Learner's Book, Pages 144.*

1. B. (Common colour)
2. D. (Find out the types of services the community offers)
3. C. (control anger and friendship)
4. D. (Implementation of activities)
5. B. (create a better quality of life for common members)

Answers to fill-in Questions: *Learner's Book, Pages 143-144.*

1. Volunteerism
2. Volunteering
3. A community
4. Community Development
5. A community leader

Answers to Essay Type Questions: *Learner's Book, Pages 144.*

1. – Leaders must support in providing effective public education
 - There should be provision of improved sanitation facilities
 - Leaders should provide means of recycling of plastics and other waste materials
 - Leaders can help encourage reusing waste materials which will help improve sanitation
2. – The programme will not be legitimised by the citizens
 - Good decision will not be made
 - Desired changes in their attitudes and beliefs as the citizens are not involved
 - The citizens will not learn how to resolve conflicting interest for the general welfare of the group.
3. – The citizen can bring about a desired change in community projects by expressing his desire, either individually or through a community group.
 - The individual learns how to make desired changes in their attitudes and beliefs.
 - Community involvement results in better decisions. It is argued that community decisions that involve citizens are more likely to be acceptable to the local people.
 - It has also been suggested that citizen participation promotes dignity and taps into the knowledge and resources of individual citizens within the community. This contributes to the accuracy of community solutions
 - Citizen participation can legitimise a programme, its plan, actions and leadership. Unsupported leaders often become discouraged and stop activities that are beneficial to community residents.

LESSON 2: RELEVANCE OF VOLUNTEERISM TO COMMUNITY DEVELOPMENT: *Learner's Text Book 8, Pages 146-154.*

Indicator: B8.3.1.1.2. Discuss the relevance of volunteerism to Community Development.

Planning to teach Indicator of Unit/Sub-strand 1:

The facilitator is required to facilitate the indicators as indicated in this Guide. The facilitator has to prepare by researching into the following Exemplars: The Meaning of volunteers, volunteering and volunteerism. The activities should involve the importance of volunteerism in community development. The facilitator, being the leader in the classroom, must read further on the various headings so as to have total control during the teaching and learning processes.

Performance Indicators

The learner will:

- i. examine the ways by which one can render volunteer service in the community responsibly.
- ii. identify some volunteering roles in the community and their contribution to community development.
- iii. discuss the importance of volunteerism to socio-economic development of the community.
- iv. undertake a volunteering task in the community.

Keywords: *Refer to Learner's Book, page 146.*

charitable, mission, philanthropic, disasters, transactions, responsibility

Ask learners to use the Internet/dictionary to find out the meaning of these Keywords before the lesson. They may also use other dictionaries and the context of the words for the purpose.

Subject Specific Practices and Core-competencies:

As learners demonstrate knowledge of the role of the individual, they will have the ability to combine information and ideas from several sources to reach a conclusion. The learners can demonstrate skills in volunteerism and 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 solve community problems. The use of digital literacy will expose learners to the categories of volunteerism around the world.

Methods and Strategies

Revise the learner's previous knowledge on things they do in the house for learners to express their views. Use teaching methods such as; brainstorming, questions and answers, demonstrations, in-group discussions, field trips, internet use, and projects with reports. Also, lead 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. When all these activities are well-organised in class, it will help learners to develop and improve on their confident level, communication and collaboration and critical thinking which are some of the key competencies of the standard based curriculum.

Teaching and Learning Resources (TLRs)

- A video/pictures on Volunteerism in Ghana
- Pictures of some activities of volunteering groups in Ghana
- A chart on how to start a voluntary club.
- Internet Source:
<https://www.youtube.com/watch?v=2d45KQOM9QY>

Diagnostic Assessment Question

How would you explain volunteerism and volunteering?

Answers to Diagnostic Assessment Question

- The act of individuals or groups of individuals freely giving time and labour for community service.
- It is the contribution of time, effort and talent to a need, cause or mission without financial gain.

Teaching and Learning Activities

The activities are designed to guide learners to examine the ways by which one can volunteer in the community responsibly. Through the various activities, learners would discuss the role and importance of volunteerism to socio-economic development.

1. Lead a *brief discussion* on Volunteerism in Ghana then go into pairs/small mixed ability groups to read and discuss the contents of the texts. The pairs/groups then report on their work to the class in a plenary for responses from the class.
2. In a *Think-Pair-Share activity*, let learners explain the concept of volunteerism.
3. Play a *video clip* on Volunteerism in Ghana and have learners discuss the scenes from the video.
4. In small groups, learners role-play some of the responsible ways of volunteering in the community.
5. Show *video/pictures* on some volunteering roles in the community and have the learners explain the volunteering role.
6. In *pairs*, let learners decide and discuss volunteerism in the community and how it can contribute to the community's development.
7. In *pairs*, let learners talk about how volunteerism can promote the socio-economic development of their community.
8. Let them visit the *internet* to discover various forms of volunteerism in the world that can be implemented in their community.
9. Help learners to form *voluntary groups* that will work towards community development.

Activity 1: *Refer to Learner's Book, Page 151.*

Guide learners to perform Activity as specified in the textbook.

Progressive Assessment

Learners are to do a voluntary work in the community and write a report on it. They are expected to present the report for general discussion in the classroom.

Additional Information

Every individual is important and equally liable to some roles and responsibilities when living in a cultured community. The roles an individual plays are of a neighbour, an owner of the house or a tenant etc. The basic responsibilities of an individual are respect, cooperation, and participation.

There are many ways to get involved, including:

- Attending a community council meeting
- Volunteer to help at a local event hosted by the city
- Serve on a Board
- Volunteer time for a Committee that helps with Community Development

Volunteer is to help people outside your usual circle of friends and influence or encourage others to be involved with local organisations.

Above all, volunteering is a way of giving back to the community while also developing essential social skills and gaining valuable experiences. What makes one a good volunteer is their passion and enthusiasm to bring some kind of positive change through their work. The gratification you can obtain by playing a positive role in someone else's life is unparalleled

Question for Practice: *Refer to Learner's Book, Page 152.*

Discuss the question with learners in class. Ask them to answer the question into their exercise books for marking. Supervise them to avoid copy work.

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

Let learners undertake the community service as indicated in the Learner's Book.

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

Discuss the questions with learners and let them answer at home for inspection

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

Use this section to revise the lesson with the whole class. Involve all the learners in the discussion to identify their problems and address them.

Answers to Multiple Choice Questions: *Learner's Book, Pages 152-153.*

1. B (Volunteering)
2. A (By volunteerism and civic responsibility)

3. D (All of the above)
4. B (Volunteering to do free work to benefit your community)
5. D (All of the above)

Answers to fill-in Questions: *Learner's Book, Page 153.*

1. Volunteer
2. Volunteerism
3. Volunteering

Answers to True or False Questions: *Learner's Book, Pages 152 and 153.*

1. True
2. False
3. True
4. False
5. True

Answers to Essay Type Question: *Learner's Book, Page 153.*

1. Volunteering helps to establish connection
2. Volunteering can advance your career
3. Volunteering helps in building the national economy
4. Volunteering helps in raising awareness
5. Volunteering ensures the delivering of some part of public services
6. Volunteering promotes people to be more active in civic engagement and concerned about citizenship.

UNIT/SUB-STRAND 1 CITIZENSHIP AND HUMAN RIGHTS

Content Standard: Investigate the rights and responsibilities of a citizen.

Indicator: B7.1.1.1.1. Examine the importance of human rights in the Ghanaian society.

LESSON 1: IMPORTANCE OF HUMAN RIGHTS IN GHANAIAN SOCIETY: *Refers to Learner's Book, Pages 156-172.*

Planning to teach Unit/Sub-strand 1:

The facilitator is required to facilitate sub-strand 1 as indicated in this Guide. Prepare by researching into the following Exemplars: The explanation of the Concept of Human Rights and responsibilities, examine the United Nations Declaration on Human Rights, Responsibilities of a Ghanaian citizen and Good Working Attitudes. The facilitator, being the leader in the classroom, must read further about the importance of the protection of human rights.

Performance Indicators**The learner will:**

- i. examine the United Nations Declaration of Human Rights.
- ii. identify some examples of human rights enshrined in the 1992 Constitution for citizens.
- iii. assess the importance of human rights protection.
- iv. examine the rights and responsibilities of a citizen.
- v. embark on awareness creation in the community on human rights and how to safeguard them.



Keywords: *Refers to Learner's Book, Page 156.*

dignity, detention, torture, maim, declaration, privacy, arbitrary, universal, realisation,

remuneration, treaties, harmony, rights, responsibility, entrenched, enshrined

Guide learners to use the Internet/dictionary to find out the meaning of these keywords before the lesson. They may also use the context of the words to determine their meanings.

Core competencies

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

Diagnostic Assessment Questions

1. How would you explain the concept human rights?
2. Identify **four (4)** human rights declarations in the United Nations Charter.
3. Examine **three (3)** reasons why human rights are important.
4. How would you explain the term responsibilities.
5. Analyse **three (3)** reasons for performing responsibilities.
6. Illustrate **three (3)** relationship between rights and responsibilities.

Expected Answers to Diagnostic Assessment Questions

1. The rights people have because they were created by God. They are also known as natural rights. These rights cannot be deprived of without justification. Human Rights are described as 'Universal'.
2. – **Article 3:** Everyone has the right to life, liberty and security of person.
– **Article 4:** No one shall be held in slavery or servitude and the slave trade shall be illegal in all their forms.
– **Article 5:** No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.
– **Article 6:** Everyone has the right to recognition everywhere as a person before the law.
3. – Human rights ensure people have basic needs met.
– Human rights allow people to stand up to societal corruption.
– Human right encourages freedom of speech and expression.
– Human rights give people the freedom to practice their religion.
4. – It refers to what an individual is obliged to perform as a duty. As you are a citizen, it is what you are morally and legally supposed to do.
5. – National development is the responsibility of everybody.
– Collective efforts of individuals to bring societal advancement.
– There is self-satisfaction in fulfilling one's responsibilities as a citizen
6. – If we have a right to life then we have the obligation to respect life.
– If we have a right to liberty then we have the obligation to respect other people's liberty.
– If we have a right to 'security then we have the obligation to create the conditions for every human being to enjoy human security.

Background Information

The relationship of citizenship and human rights has become a central issue to contemporary politics. Citizenship and human rights education is about learning to live together and respect each other. It is also about knowing and understanding your rights in order to play an active role in decisions that concern you. Expanding the limits of the concept of human rights will expose learners to understand that citizenship is an international issue. It is in this light that this unit/sub-strand will examine the importance of human rights in the Ghanaian society. For this reason, it is suggested that the unit/sub-strand on citizenship and human rights be organised for learners to become responsible citizens. It must focus on the explanation of the concept, human rights, and examine the United Nations declaration on human rights. It must also be geared towards identifying some of the human rights enshrined in the 1992 Constitution and the importance of the protection of human rights.

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

Revise the learner's previous knowledge on each exemplar for learners to express their views on the themes. You must be guided by teaching methods such as; brainstorming, questions and answers, demonstrations, in-group discussions, field trips, internet use, and projects with reports. Lead learners to discover new concepts on their own rather than telling them everything. Design practical activities for learners and discuss the various 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 confident level, communication and collaboration and critical thinking which are some of the key competencies of the Standard Based Curriculum.

Teaching and Learning Resources (TLRs)

A mind map of some basic rights, A song/video on human rights, A chart showing the 30 Universally Declared UN Human Rights, A copy/copies of the 1992 Constitution, A chart showing the importance of human rights protection, Videos/pictures of some responsible behaviours of citizens, A chart on the Rights and Responsibilities of a citizen. A chart on how to safeguard individual rights, Picture chart of avenues that can help safeguard an individual's right.

Teaching and Learning Activities

The activities are designed to guide learners to explain the concept of human rights. The various activities are structured to examine the United Nations Declaration of Human Rights and identify some of the human rights enshrined in the 1992 Constitution.

1. Using brainstorming, guide learners to come out with the meaning of Human Rights.
2. Using the Snowball technique, learners discuss some examples of human rights
3. Show pictures depicting human rights and have learners describe.
4. Using collaborative learning, learners develop charts on some human rights and freedoms.

5. Assign learners in pairs/groups to read and discuss the contents of the texts on LB pages 156-170. They then report on their reading and discussion to the class for its comments and observations.
6. With the help of the *internet*, let learners search for the UN Declaration of Human Rights.
7. Using *Jigsaw technique*, learners discuss the 30 Universally Declared UN Human Rights.
8. Using the *Snowball technique*, learners discuss some human rights enshrined in the 1992 Constitution of Ghana.
9. Give copy/copies of the *1992 Constitution of Ghana* to learners and have them open to the article that has Human Rights enshrined.
10. Using *collaborative learning*, task learners to develop posters on some human rights enshrined in the 1992 Constitution of Ghana.
11. Using the '*talking circle*' technique, learners discuss the importance of Human Rights.
12. Show *video/pictures* of some responsible behaviours of citizens and have learners describe.
13. Using *cooperative learning*, learners compare the rights of individuals with the responsibilities of citizens
14. Show *picture chart* on avenues that can help safeguard individual's rights and have learners discuss.
15. In *small group* discussion, learners discuss how such avenues can help safeguard individual's rights
16. Using *cooperative learning technique*, learners develop a poster or chart or songs/rhymes/songs on Individual's Right to help create awareness in the Community.

Activity 1: Refer to Learner's Book, Page 168.

Guide learners to perform the activity as specified in the textbook.

Progressive Assessment

1. Learners examine the differences and similarities between the convention on the rights of the child and the Universal Declaration of Human Rights.
2. With the help of the internet, learners identify a group /s of children who are unable to enjoy their rights as easily as others and suggest how this can be remedied.
3. Learners visit the community and identify some of the human rights abuses as a project. They are to educate community members about human rights issues.
4. Learners undertake a project in the community on citizens' rights and how to safeguard them. They are to collect data on human right issues on the community and present it in a form of report for remedy.
5. Learners make a chart for comparing rights with responsibilities in the community.

Additional Information

Human rights are the basic rights and freedoms that belong to every person in the world, from birth until death. They apply regardless of where you are from, what you believe or how you choose to live your life. These basic rights are based on shared values like dignity, fairness, equality, respect and independence. These values are defined and protected by law. The expression, human rights, is relatively new, having come into everyday parlance only since World War 2, the founding of the United Nations 1945, and the adoption by the UN General Assembly of the Universal Declaration of

Human Rights in 1948. It replaced the phrase Natural Rights, which fell into disfavour in the 19th century in part because the concept of Natural Law (to which it was intimately linked) had become controversial with the rise of legal positivism.

The infographic consists of seven colored boxes, each containing a definition of a human right and a title for that right. The boxes are arranged in three rows. The first row has three boxes: orange (right to life), grey (right to own personal properties), and yellow (right to education and information). The second row has three boxes: blue (right to be treated with dignity and respect as a human being), green (right to work), and orange (right to fair hearing and fair trial). The third row has one box: grey (equality before the law). Each box has a semi-transparent circle on its right side.

- This means everyone has the right to live and no one has the right to take his or her life or kill another person intentionally except by due process of the law.
The right to life
- This means everyone can own property either alone or together with others and that property can only be used by another with the permission of the owner.
The right to own personal properties
- Every Ghanaian has the right to equal educational facilities and opportunities without discrimination. He or she has the right to be informed about the way the country is being governed
The right to education and information
- This means that we are all to respect others' beliefs and opinions and be respected as well. Under no circumstances should a person be treated without dignity or respect.
The right to be treated with dignity and respect as a human being
- Every individual capable and willing to work shall have the right to do so under satisfactory working conditions and shall receive equal salary for equal work done.
The right to work
- A person charged with a criminal offence shall have the right to fair hearing and trial in court and shall even be given a state prosecutor to defend him/her
The right to fair hearing and fair trial
- The law states that all persons shall be treated equally without any discrimination because the law is no respecter of persons.
Equality before the law

The term human rights also replaced the later phrase, the rights of Man, which was not universally understood to include the rights of women. It is a common observation that human-beings everywhere require the realization of diverse values or capabilities to ensure their individual and collective well-being. It also is a common observation that this requirement—whether conceived or expressed as a moral or a legal demand—is often painfully frustrated by social as well as natural

forces, resulting in exploitation, oppression, persecution, and other forms of deprivation. Deeply rooted in these twin observations are the beginnings of what today are called “human rights” and the national and international legal processes associated with them. Non-citizens, no matter what their immigration status, generally have the same rights as citizens when law enforcement officers stop, question, arrest, or search them or their homes. Since the Constitution uses the term "people" or "person" rather than "citizen," many of the "basic rights, such as the freedom of religion and speech, the right to due process and equal protection under the law apply to citizens and noncitizens. Each citizen has certain basic obligations and responsibilities that relate to active participation in society and government.

Active participation happens when a citizen is actively participating to help maintain promote the common good. Active participation comes in many different forms for both obligations and responsibilities. Obeying the laws, registering for selective service, defending the nation, serving on juries and paying taxes are all obligations and examples of active participation in the society and government. Registering to vote, attending civic meetings, joining interest groups, joining a political party, running for office, and petitioning the governments are all responsibilities of good citizens. The rights of individuals under the Constitution apply to citizens and non-citizens alike. In Ghana our human rights are protected by the 1992 Constitution in chapter 5, Article 12 to Article 33.

Question for Practice: *Refer to Learner's Book page 169.*

Discuss the question with learners in class. Ask them to answer the question into their exercise books for marking. Supervise them to avoid copy work.

Home learning: *Refer to Learner's Book page 169.*

Discuss the questions with learners and let them answer the at home for inspection.

Community Service: *Refer to Learner's Book, Page 169.*

Ask learners to embark on the community service as indicated in Learner's Book.

Summary: *Refer to Learner's Book, Pages 169-170.*

Use the key points in this section to revise the lesson with the whole class.

Answers to Multiple Choice Questions: *Refer to Learner's Book, Pages 169-170.*

1. D (failing to help the police)
2. C (social rights)
3. C (natural to man)
4. B (protection of the individual)
5. D (Article 15)
6. A (UN)
7. B (30)
8. A (Every individual, regardless of religion, race, gender or cultural background.)
9. C (Rights and responsibilities)
10. C (Natural rights)

Answers to fill-in Questions: *Refer to Learner's Book page 170.*

1. Rights
2. Responsibilities
3. 1948
4. Responsibilities
5. Social rights

Answers to True or False Questions: *Refer to Learner's Book, Pages 170-171.*

- | | |
|----------|----------|
| 1. True | 4. True |
| 2. False | 5. False |
| 3. True | 6. True |

Expected Answers to Essay Type Questions: *Learner's Book, Page 171.*

1. – Article 13: Right to life
– Article 14: Right to personal liberty
– Article 15: Respect for human dignity
2. – Human rights ensure people have basic needs met.
– Human rights protect vulnerable groups from abuse.
– Human rights allow people to stand up to societal corruption.
3. – Obeying the law
– Paying taxes
– Practicing tolerance
4. – If we have a right to life, then we have the obligation to respect life.
– If we have a right to liberty, then we have the obligation to respect other people's liberty.
– If we have a right to security, then we have the obligation to create the conditions for every human being to enjoy human security.
5. – National development is the responsibility of everybody.
– Collective efforts of individuals to bring societal advancement
– There is self-satisfaction in fulfilling one's responsibilities as a citizen.
– There can be no rights without responsibilities.

Answers to questions 6-9 will vary.

UNIT/SUB-STRAND 2 CONFLICT PREVENTION AND MANAGEMENT

Content Standard: Analyse ways of preventing and managing conflicts.

Indicator: B8.4.2.1.1. Examine ways of preventing and managing conflict in the community.

LESSON 1:WAYS OF PREVENTING AND MANAGING CONFLICT IN THE COMMUNITY: *Refer to Learner’s Textbook 8, Pages 173-187.*

Planning to teach Unit/Sub-strand 2:

The facilitator is required to facilitate unit/sub-strand 2 as indicated in this Guide. Prepare well by researching into the following Exemplars: The explanation of the concept of conflict, conflict prevention, and discuss some causes of conflict in the community, the effects of conflict in the community and examine attitudes and values needed to prevent conflict in the community. Read further about the role of women in conflict prevention and management. This will help the teaching and learning processes.

Performance Indicators

The learner will:

- i. identify and discuss some causes of conflict in a community.
- ii. discuss the effects of conflicts on the society.
- iii. examine attitudes and values needed to prevent conflict in a community.
- iv. assess the role of women in conflict prevention and management.
- v. suggest ways to manage conflict situations in a community.

Keywords: *Refer to Learner’s Textbook 8, Page 173.*

reconciliation, succession, displacement, diversion, torture, massacre, humiliation, traumatised, resolution, consensus, stakeholders, arbitration, mediation, collaborating

Ask learners to use the Internet/dictionary to find out the meaning of these Keywords before the lesson. They may also use the context of the words to determine their meanings.

Core competencies

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

Diagnostic Assessment Questions

1. How would you explain the following terms: conflict, conflict prevention, conflict management?
2. Examine the problems that arise as a result of conflicts.

-
3. Suggest ways to manage conflict situations in a community.

Expected Answers to Diagnostic Assessment Questions

1. – It can be seen as a misunderstanding or disagreement between people or groups of people with opposing needs, beliefs values or goals.
 - This can be seen as the process of identifying signs of conflicts and encouraging people to work out their differences to avoid clashes.
 - Conflict management is also seen as the use of various plans and methods to reduce tension during periods of conflicts to make peace possible.
2. – Destruction of Infrastructure
 - Loss of Property and livelihoods
 - Refugees and Internal Displacement
 - Abuse of Human Rights
3. – Negotiation
 - Mediation
 - Arbitration
 - Compromise

Background Information

Conflicts and disagreement are parts of human behaviour in life. Some of our views and opinions will differ from those of others. When people with different backgrounds, values, education and lifestyle meet, conflict can occur. During conflicts people's abilities are put into destructive rather than useful activities. Many lives are lost and even more people are wounded physically and mentally for the rest of their lives.

Our country is peaceful as compared to other countries in West Africa. However, there are petty conflicts in certain communities that have not been completely resolved. It is therefore important for all persons in Ghana to gain knowledge of conflict prevention and management. This unit/sub-strand will help us find solutions to end or reduce conflicts in the communities in order to bring about friendly atmosphere for economic and social development in Ghana.

To achieve this, it is suggested that the unit/sub-strand be structured with focus on conflict prevention and attitudes and values needed to prevent conflicts in the community.

Subject Specific Practices:

As learners examine causes of conflicts in the community, they will have the ability to combine information and ideas from several values to reach conclusion by thinking critically and solving problems. They will communicate and collaborate on the various ways of preventing and managing conflicts in the community. They will also have personal development by being creative and innovative to suggest ways to manage conflicts in the community.

Methods and Strategies

The facilitator must revise the learner's previous knowledge on each exemplar for learners to express their views on the themes. Use teaching methods such as; brainstorming, questions and

answers, demonstrations, in-group discussions, field trips, internet use, and projects with reports. Lead learners to discover new concepts on their own rather than telling them everything. Design practical activities for learners and discuss the various suggestions to manage conflict in the communities they live. When all these activities are well-organised in class, it will help learners to develop attitudes and values needed to prevent conflict and improve on their confidence level, communication and collaboration and critical thinking which are some of the key competencies of the standard based curriculum.

Teaching and Learning Resources (TLRs)

- Short video/pictures on conflicts and its effects
- A mind map of attitudes and values needed to prevent conflicts.
- Pictures of women engaged in ways of preventing and managing conflicts
- A chart showing some ways of managing conflict situations in the community.
- Internet Sources:
 - <https://www.youtube.com/watch?v=Qgqzj0JrGfw>
 - <https://www.youtube.com/watch?v=kp-acWhR3m8>

Ways of Preventing and Managing Conflicts in the Community: Refer to Learner's Book, pages 173 - 183.

Teaching and Learning Activities

The activities are designed to guide learners to explain these terms: conflicts, conflict preventions and conflict management. These activities are structured to also make learners aware of the causes and effects of conflict in the community.

1. Using *brainstorming*, guide learners to share experiences on any conflict scene including arguments and fighting in their school.
2. Show *video/pictures* of conflict scenes and have learners discuss the pictures.
3. Using the discussion technique, learners explain the concepts of Conflict, Conflict Prevention and Conflict Management.
4. In *Jigsaw Activity*, learners discuss the causes of conflicts in their community and the country.
5. Assign learners, in *groups/pairs* to read and discuss the contents of the texts on pages 172-180. The groups/pairs then report on their reading and discussion to the class for its comments and observations.
6. Show *video/pictures* on conflicts and have learners discuss the effects of conflicts.
7. Using collaborative learning, learners develop a poster or chart or a song/rhyme/poem on Conflicts, it causes and effects.
8. In a *Think-Pair Activity*, learners discuss some attitudes and values they have employed at home or in the school in preventing conflicts.
9. In small groups, *role-play* attitudes and values needed to prevent conflict such as tolerance, forgiveness, etc
10. In *small groups*, learners discuss the role that women play in conflict prevention and management.

11. Using *collaborative learning*, learners role-play the roles of women in preventing and managing conflicts.
12. In *small groups*, learners discuss ways of managing conflict in the community.



People moving away from Conflict zones

Activity: Refer to Learner's Textbook, Page 184.

Guide learners to perform Activities specified in their textbooks.

Progressive Assessment

1. Learners visit the internet to explore the various roles women play in the prevention and management of conflict in the community. They are to present their report in a form of a project.
2. Learners visit the internet to watch a conflict in any part of the world and suggest measures to prevent such conflict.
3. Land and chieftaincy are major causes of conflict in some communities. Learners visit those communities and educate members as to how to identify, prevent and manage conflicts.
4. Learners support conflict prevention and management games in the community.
5. Learners visit the internet to explore the various roles women play in the prevention and management of conflict in the community. They are to present their report in a form of a project.
6. Learners visit the internet to watch a conflict in any part of the world and suggest measures to prevent such conflict.

Additional Information

Conflict is not a strange thing for people. Human beings experience it in their day-to-day lives with their friends, families, and more so their professional lives. In the workplace, conflict causes a massive degree of frustration, pain, discomfort, sadness, as well as anger. It is a normal life aspect.

In the world of today, organisations hire employees from diverse geographical locations with dissimilar cultural and intellectual backgrounds, as well as various viewpoints. In a working

environment where people have disparate outlooks toward the same problems, disagreements are bound to happen.

A conflict arises when individuals have different opinions, thought processes, attitudes, interests, needs and find it difficult to adjust with each other. When individuals perceive things in dissimilar ways and cannot find the middle way, a conflict starts. Conflicts may arise from many sources, including confusion about people's positions, personality differences, legitimacy of opinion, hidden agendas, poor norms, competitive reward systems, and poorly managed meetings. The issues resulting in a conflict must be controlled at the right time to prevent the eruption of a big fight.



A Conflict Situation

Conflict management plays an important role everywhere, at work places and even in our personal lives. Fighting never makes anyone happy and actually makes one's life miserable. On a general level, conflict prevention and conflict management are broad terms for methods and mechanisms used to avoid, minimise, and manage conflicts between different parties. Conflict prevention is a set of instruments used to prevent or solve disputes before they develop into active conflicts. Conflict management is a theoretical concept focusing on the limitation, mitigation, and/or containment of a conflict without necessarily solving it. Conflict resolution has traditionally referred to measures attempting to resolve the underlying incompatibilities of a conflict, including attempts to get the parties to mutually accept each other's' existence.

The processes and aims of conflict management and conflict resolution can overlap with those of conflict prevention. The methods involved in conflict management and resolution may include negotiation, mediation, arbitration, joint problem-solving and search for integrative solutions, and/or customary or traditional methods. Similar to conflict prevention, conflict management and resolution activities often seek to identify and address the perceived root causes of conflicts in order to tailor appropriate solutions.

The applicability of democratisation and economic development, for example, which are commonly proposed solutions to conflict, may vary depending on the root causes of conflict. Where the root

cause is political marginalisation or the absence of a social contract, democratisation may play a positive role in conflict resolution; whereas if the root cause concerns identity politics, democratisation may not be the appropriate response and in some contexts may exacerbate the risk of conflict. It is important to note here that the traditional separation of conflict prevention, management and resolution not only treat them as different concepts, but also as separate processes.

Questions for Practice: *Refer to Learner's Book page 185.*

Discuss the questions with learners in class. Ask them to answer the questions into their exercise books for marking. Supervise them to avoid copy work.

Activity 1: *Refer to Learner's Book, Page 184.*

Discuss the aim of the activity with the whole class and then lead learners to undertake the activity as specified in the Learner's Book.

Community Service: *Refer to Learner's Book, Page 184.*

Ask learners to embark on the community service in the Learner's Book.

Home learning: *Refer to Learner's Book, Page 184.*

Discuss the questions with learners and let them answer at home for inspection.

Summary: *Refer to Learner's Book, Page 184.*

These are the salient points of the lesson treated. Use the points to revise the lesson with the whole class and then address individual learner's problems.

Answers to Multiple Choice Questions: *Refer to Learner's Book, Page 183.*

1. B (Arbitration)
2. C (Dialogue)
3. B (Adherence to democratic principle)
4. C (Demonstrate tolerance)
5. C (Honesty)
6. A (Confrontation)
7. D (Mistrust)
8. D (Complaining)
9. B (Agreement)
10. B (Tolerance)

Answers to fill-in Questions: *Refer to Learner's Book, Page 183.*

1. arbitration
2. mediation
3. refugee
4. conflict
5. constitution

Answers to True or False Questions: *Refer to Learner's Book, Page 183.*

1. False
2. True
3. True
4. False
5. True

Answers to Essay Type Questions: *Learner's Book, Page 183.*

1. – Destruction of Infrastructure
 - Abuse of Human Rights
 - Refugees and Internal Displacement
2. – Negotiation
 - Mediation
 - Arbitration
 - Reconciliation
3. – Tolerance
 - Forgiveness
 - Respect for One Another
 - Apologize or Admit Mistakes

UNIT/SUB-STRAND 1 FINANCIAL AND INVESTMENT ISSUES

Content Standard: Demonstrate understanding of employer and employee relations in social security and pension

Indicator: B7.1.1.1.1. Employer and Employee Relation in Social Security and Pension Schemes

LESSON 1: EMPLOYER AND EMPLOYEE RELATION IN SOCIAL SECURITY AND PENSION SCHEME: *Refer to Learner's Book, Pages 189-194.*



Planning to teach Unit/Sub-strand 2:

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 Exemplars: The explanation of the Concepts of employment, employer, and employee and discuss the employer and employee obligation towards social security and pension schemes.

Performance Indicators

The learner will:

1. explain the following concepts: Employment, Employer and Employee
2. discuss the obligations of an employer towards social security and pension schemes.
3. discuss the obligations of an employee towards social security and pension schemes.

Keywords: *Refer to Learner's Book, Page 189.*

employment, employer, employee, company, skilled, unskilled, labour, fund manager, contribution, registered.

Ask learners to use the Internet/dictionary to find out the meaning of these keywords before the lesson. Encourage them to also use the context of the words to determine their meanings.

Core competencies

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

Diagnostic Assessment Question

Explain the following concepts: Employment, Employer and Employee

Expected Answers to Diagnostic Assessment Question

It is an economic situation in which within working age (16 – 60 years) people are offered jobs in production. It refers to the work that you are paid to do regularly for a person or a company

- Any individual who employs any person in an organisation or in the government sector, private non-profit and business sector that hires and pays people for their work.
- It refers to someone who is paid regularly to work for a person or an organisation. Any individual who is hired or employed by another person in an organisation and performs work.

Background Information

The employment relationship is the legal link between employers and employees. It exists when a person performs work or services under certain conditions in return for remuneration. It is through the employment relationship that reciprocal rights and obligations are created between the employee and the employer. It has been, and continues to be, the main vehicle through which workers gain access to the rights and benefits associated with employment in the areas of labour law and social security. The existence of an employment relationship is the condition that determines the application of the labour and social security law provisions addressed to employees. It is the key point of reference for determining the nature and extent of employers' rights and obligations towards their workers. In this sub-strand, the learner will be exposed to demonstrate understanding of employer and employee relations in social security and pension. To achieve this, it is suggested that the unit/sub-strand be structured, which focuses on exhibiting knowledge on employer and employee relations in social security and pension schemes.

Subject Specific Practices

As learners discuss financial and investment issues, they are able to make critical financial and investment decisions, solve financial problems, communicate effectively, become innovative and are able to take future investment decisions.

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 these teaching methods such as; brainstorming, questions and answers, demonstration, 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. Design practical activities for learners and discuss the various responsibilities of employee and employer towards social security, and pension schemes.

Teaching and Learning Resources (TLRs)

- A chart showing the difference between Employer and Employee.
- A chart on obligations of an employer in Social Security and Pension.
- A chart showing the obligations of an employee towards Social Security and Pension.

Teaching and Learning Activities

The activities are designed to guide learners to explain the concepts of employer and employee, and discuss obligations towards social security and pension schemes.

1. Using *Think-Pair-Share*, guide learners to come out with the work they wish do in future.
2. Lead a *brief discussion* on the theme of the sub-strand. Assign learners to work in pairs/ small mixed ability groups to read and discuss the text in Learner's Book pages 188-191 and discuss the contents.
3. Using *discussion technique*, assist learners to explain the meaning of employment.
4. In *small group* discussions, let learners discuss the difference between employer and employee.
5. Using the *internet*, task learners to search for the obligations of an employer in Social Security and Pension.
6. In *small groups*, learners produce a paper on the obligations of an employer in Social Security and Pension.
7. Using *small group* discussions, lead learners to discuss who an employee is and his/her role towards Social Security and Pension.
8. Using *jigsaw technique*, let learners develop charts with the TLR as a guide on the Obligations of an employee towards Social Security and Pension.

Activity: Refer to Learner's Book, Page 193.

Guide learners to perform the Activity as specified in the textbook.

Progressive Assessment

1. Learners create a poster on the benefits of social security to the individual and suggest ways to improve on the benefits of the general security.
2. Learners visit the community to talk to pensioners in the community as to how best they are surviving after working.
3. Learners plan on how they can invest for their future.

Additional Information

We spend our whole lives working, spending the money we earn and hopefully saving a little too.

When we retire, everything we have ever experienced about managing our own finances gets turned upside down. We no longer earn as much or any money from work. We have to figure out how to make do with and maximize what we already have. Instead of saving as much as possible, the new objectives include developing retirement income strategies-creating predictable retirement income out of what we have.

A pension plan is an employee benefit that commits the employer to make regular contributions to a pool of money that is set aside in order to fund payments made to eligible employees after they retire. The plan requires contributions by the employer and may allow additional contributions by the employee. The employee contributions are deducted from salaries or wages. The employer may also match a portion of the worker's annual contributions up to a specific percentage or cedi amount.

There are two main types of pension plans the defined-benefit and the defined-contribution plans. In a defined-benefit plan, the employer guarantees that the employee will receive a specific monthly payment after retiring and for life, regardless of the performance of the underlying investment pool. The employer is thus liable for a specific flow of pension payments to the retiree, in cedi amount that is typically determined by a formula based on earnings and years of service. In a defined contribution plan, the employer commits to making a specific contribution for each worker who is covered by the plan. This may be matched by contributions made by the employees. The final benefit received by the employee depends on the plan's investment performance. The National Pensions Act, 2008 in Ghana establishes a contributory three-tier pension scheme consisting of the following:

- A mandatory basic national social security scheme
- A mandatory fully funded and privately managed occupational pension scheme
- A voluntary fully funded and privately managed provident fund and personal pension scheme.

The Act of 2008 is a national law that is designed to protect the retirement assets of investors. The law establishes guidelines that retirement plan fiduciaries must follow to protect the assets of public and private-sector employees. The minimum pension payment is based on fifty per cent (50%) of the average annual salary for the three best years of a member's working life. Where a worker works beyond the minimum contribution period, the amount of pension payable is increased by one and half per cent for every additional twelve months worked up to a maximum of eighty per cent. The employee must have a significant retirement income from Social Security. The trick is to calculate how much more you might be spending every month and figuring out a reliable income plan for that difference.

Activity 1: *Refer to Learner's Book, Page 193.*

Explain the purpose of the activity with learners and then lead them to undertake the activity as indicated in the Learner's Book.

Community Service: *Refer to Learner's Book page 193.*

Ask learners to embark on the community service in the Learner's Book.

Home learning: *Refer to Learner's Book page 193.*

Discuss the questions with learners and let them answer at home for inspection

Answers to Multiple Questions: *Refer to Learner's Book page 193.*

1. C (wage)
2. B (employer)
3. C (employment)

Expected Answers to Essay Type Questions: *Learner's Book, Pages 193.*

1. Employer is any individual or group of individuals who employs any person or group of persons in an organisation or an institution and pays them in the form of wages and salaries. Whereas an Employee refers to someone or a person who is paid regularly to work for a person or an organisation.
2. – Register with SSNIT to get a membership number (Social Security number) and a smart card under the scheme. The Social Security number is a unique number and used to track your contribution and related personal data.
 - Be honest in the information submitted to register for pension. Untruthful information is fraudulent and can have consequences.
 - Contribute to the SSNIT Scheme during their working life to receive monthly pension during retirement or when incapacitated. Since deductions are made at source, this is typically not a problem.
 - Check that your employer deducts and makes monthly pension payments to SSNIT and your private pension fund managers. If your employer does not

UNIT/SUB-STRAND 2 TOURISM

Content Standard: Evaluate tourism as an important economic sector for national development.

Indicator: B8.5.3.1.1. Assess the importance of tourism to socio-economic development of Ghana.

Planning to teach Unit/Sub-strand 3:

The facilitator is required to facilitate this unit/sub-strand as indicated in this Guide. The facilitator has to prepare by researching into the following Exemplars: The explanation of the Concepts tourism and leisure, identify some attractive places, suggest ways of improving tourist sites and how it can be developed to promote socio-economic development in Ghana.

Performance Indicators**The learner will:**

- i. suggest ways of improving tourist sites in Ghana.
- ii. discuss how new tourist sites can be developed.
- iii. examine the importance of tourism to socio-economic development.
- iv. compare the development of tourism between:
 - a. Ghana and Kenya
 - b. Ghana and United Kingdom

Keywords: *Refers to Learner's Book, Page 195.*

tourism, monuments, cultural adulteration, tourist site, tourists, foreigners

Ask learners to use the Internet/dictionary to find out the meaning of these Keywords before the lesson.

Core competencies

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

Background Information

Tourism is important for the success of many economies around the world. There are several benefits of tourism of host destinations. Tourism boosts the revenue of the economy and creates thousands of jobs. It therefore develops the infrastructure of a country and plants a sense of cultural exchange between foreigners and citizens. The number of jobs created by tourism in many different areas is significant. These jobs are not only a part of the tourism sector but may also include the agriculture sector, communication sector, health sector and the educational sector. Many tourists travel to experience the hosting destination's culture, different traditions and more. Governments that rely on tourism for a big percentage of their revenue invest a lot in in the infrastructure of the

country to attract domestic tourism, inbound tourism and out bound tourism. This leads to new roads and highways, new airports and possibly better schools and hospitals. In this unit/sub-strand we will evaluate tourism as an important economic sector for national development. This unit/sub-strand is intended to help learners assess the importance of tourism as an aspect of socio-economic development of Ghana.



Cape Coast Castle, C/R

Kakum National Park, C/R



Aburi Botanical Gardens, E/R

Lake Volta, E/R

Subject Specific Practices

As learners' study about tourism, they become aware of their cultural values such as tolerance and respect and also become more creative, innovative and communicate effectively.

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 these teaching methods 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. Design practical activities for learners and discuss the various tourist sites in the communities they live. When all these activities are well-organised in class, it will help learners to develop and improve on their confident level, communication and collaboration and critical thinking which are some of the key competencies of the standard based curriculum.

Teaching and Learning Resources (TLRs)

A picture chart of tourist sites in Ghana, video blogs of tourist sites in Ghana, map of Ghana showing the location of tourist sites, a picture chart on tourist sites across the world, videos on some tourist sites across the world, a chart showing some ways of improving tourist sites in Ghana, chart/ mind map on ways of developing new tourist sites in Ghana.

Internet Source:

- https://www.youtube.com/watch?v=hNb_ODldWwg



Stonehenge-UK



Tower of London-UK



The British Museum-UK



Eden Project-UK

LESSON: IMPORTANCE OF TOURISM TO SOCIO-ECONOMIC DEVELOPMENT OF GHANA: Refer to Learner's Book, Pages 195-206.

Teaching and Learning Activities

The aim of these activities is to guide learners to explore ways of improving tourist sites in the Ghana. It is designed to guide learners to compare tourism in Ghana with other countries.

1. In *KWL chart*, learners write the names of tourist sites they know and what they want to know about tourist sites in Ghana.
2. Lead a *short discussion* on the theme: Importance of Tourism to the Socio-Economic Development of Ghana. Have learners study and discuss the pictures on LB pages 197-198. They then get into pairs/groups to read the texts and discuss the contents. At a plenary, learners report on their reading and discussion to the class for its comments and observations.
3. Show *videos and pictures* of tourist sites and have learners identify and describe them.
4. Using *Collaborative Learning technique*, learners match tourist sites in Ghana to their specific locations and regions.
5. In *small groups*, learners talk about the tourist sites in Ghana and write short notes on them.
6. In *small groups*, assist learners to use the internet to search for tourist sites across the world.
7. Using *collaborative learning*, let learners let prepare a chart on tourist sites across the world and their specific location.
8. In a *Jigsaw technique*, learners discuss ways of improving Tourist Sites in Ghana.
9. In *small groups*, learners identify new places in their community that can be developed into a new tourist site.
10. Show pictures of landscapes and landmarks and have learners discuss how such natural forms can be developed into new tourist sites.
11. In small groups, assist learners to discuss the importance of tourism to the socio-economic development of Ghana.
12. Using Jigsaw technique, let learners develop charts or poems on the importance of tourism to the socio-economic development of Ghana.
13. Using the internet, task learners to search on tourism development in Ghana, United Kingdom and Kenya.

Activity 1: Refer to Learner's Book, Page 198.

Guide learners to perform activities as specified in their textbooks.

Diagnostic Assessment Questions

1. Identify **five (5)** tourist sites in Ghana.
2. Explain **four (4)** benefits of tourism to Ghana's development.

Expected Answers to Diagnostic Assessment Questions

1.

SCENERY (TOURIST SITES)	LOCATION	REGION
Tano Sacred Grove	Tanoboase	Ahafo
Bui National Park	Bui	Bono
Elmina Castle	Elmina	Central
Cape Coast Castle	Cape Coast	Central
Kakum National Park	Cape Coast	Central

2. – Provision of job opportunities
- Tourism serves as a source of revenue to the state
 - Tourism serves as a source of foreign exchange
 - Tourism promotes the expansion of infrastructure

Progressive Assessment

1. Learners are to identify ten tourist sites in Ghana and state their locations.
2. Learners are to visit the community and identify potential tourist sites.

Additional Information

Every country has tourist sites and attractions; it is up to the country to make them unique. Tourism is one of the most important resources of foreign exchange and boost the country's economy. The tourism industry is booming nowadays which is why the competition is also becoming tough among the entire top tourist destinations. Tourism is a natural resource and recreational; people pay visits to these attractive tourist sites for leisure. Countries get money from people who pay to visit and enjoy these places. Monies generated from tourist sites are then used to develop the country. Tourism can play a significant role in sustainable development and the United Nations Environment Programme (UNEP) and the World Tourism Organisation (WTO) wish to encourage all countries to make sure that their policies and actions for its development and management fully embrace the principles of sustainability.

Likewise, policies to promote sustainable development should take full account of the opportunities offered by tourism. Various international conventions and declarations have put forward principles and guidelines for sustainable tourism and the importance of tourism and its sustainability was underlined at the 2002 World Summit on Sustainable Development. Many countries declare that they are pursuing, or wish to pursue, policies for sustainable tourism. Despite this interest, there remains a degree of uncertainty over the scope and priorities for making tourism more sustainable and only partial appreciation of how to put this into practice.

Ghana as a country has many breath-taking tourist attractions as a result of its national resource endowments and also rich cultural heritages, examples of which are the Cape Coast and Elmina Castles, Kakum National Park and Canopy Walkway, Paga Crocodile Pond, Buabeng Fiema monkey sanctuary, just to mention a few. Considering how beautiful Ghana is, there are a few things that can be done to improve tourism in Ghana and make it more convenient and attractive. Below

are some ways to improve tourism in Ghana:

- **Maintaining the Site:** It is common to see sites that have run down over the years due to lack of maintenance. Let us keep the natural exquisiteness that is a part of Ghana's soul.
- **Providing all in one packages:** working together with other local businesses to provide a nature experience, food and bed and breakfast.
- **Incorporate Culture:** Culture is the core of Ghana's past, present and future, and its increased incorporation into every aspect of tourism is a must.
- **Create an online and social media presence:** The importance of a regularly updated website and social media presence cannot be understated.

Community Service:

Explain the aim of the community service with learners. Lead them to visit the community and identify potential tourist sites.

Guide them to engage in discussion with the community leaders on how such places could be developed.

Home Learning: *Refer to Learner's Book page 205.*

Discuss the questions with learners and task them to prepare a chart on ten tourist sites in Ghana.

Answers to Multiple Choice Questions: *Learner's Book, Pages 205.*

1. B (Central Region)
2. D (Demolishing monuments and sceneries in tourist sites)
3. D (Chester Zoo)

Answers to True/False Questions: *Learner's Book, Pages 205.*

1. True
2. True
3. False

Expected Answers to Essay Type Questions: *Learner's Book, Page 205.*

1. – Cape Coast Castle, C/R
– Kakum National Park, C/R
– Aburi Botanical Gardens, E/R
– Lake Volta, E/R
– Paga Crocodile Pond-Paga, (U/ER)
– Ensuring better environmental control practices.
– Adequate security must be provided at the various tourist centers.
– Provision of adequate infrastructural facilities.
2. – Provision of job opportunities.
– Tourism serves as a source of revenue to the state.
– Tourism serves as a source of foreign exchange.
– Tourism promotes the expansion of infrastructure.

UNIT/SUB-STRAND 1 THE REPUBLICS

Content Standard: Analyse the main development in the Republics between 1960 and 1972.

Indicator: B8.6.2.1.1. Explain how the First Republic came in to being



Planning to teach Unit/Sub-strand 1

As a facilitator, you are required to facilitate this unit/sub-strand as indicated in this Guide. You are to prepare by researching into the following Exemplars:

- The outcome of 27 April, 1960 Referendum and the Presidential Election.
- The explanation of the political developments under the First Republic must also be exposed to learners.
- Examine the changes that happened in the country as a result of the 1960 Constitution of the First Republic.
- Describe the membership of the cabinet under the 1960 Constitution.

Performance Indicators

The learner will:

1. investigate how the First Republic was established.
1. discuss the outcome of 27 April, 1960 referendum.
2. discuss the outcome of 27 April, 1960 presidential elections.
3. produce a chart showing major political events from 1951 to 1960.

Keywords: Refer to Learner's Book, Page 208.

colonialism, lapses, privy, quest, inspiration, endorsed, motion, referendum, overwhelmingly, incumbent, automatically, enacted, proclaimed, constitution, mandated

Ask learners to use the Internet/dictionary to find out the meaning of these keywords before the lesson. They may also use the context of the words to determine their meanings.

Core competencies

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

Diagnostic Assessment Questions

1. How would you explain the term republic?
2. Examine **three (3)** reasons why Ghana adopted the republican system

Expected Answers to Diagnostic Assessment Questions

1. The word republic implies the interest of the public. A republic is statuses of a country which enable it hold an important political position through elections
2. The desire to break away totally from the colonial past
 - The republican status would enable Ghana have the power to sign bills into law instead of the Governor General.
 - The republican status was to give Ghanaians the opportunity to decide which form of government was good for them. The country has eventually chosen a presidential system of government

Background Information

Republic day is a day to remember. It is the day when Ghana officially became a sovereign state. It took place on 1st July, 1960. This historical event formally transitioned Ghana to become an independent republic. Ghana, as a colony of the British, became independent from the rule of the British. This was achieved through struggles and perseverance. In other words, the country remembers the day on which the constitution came into effect.

Almost 3 years after independence, Ghana became a sovereign secular socialist democratic republic. Since then, the country has seen several republics. This sub-strand/unit will analyse the main developments and issues surrounding the first republic and the rest. To achieve this, it is suggested that the unit/sub-strand be structured by focusing on how the First Republic came into being and explaining political development under the First Republic. Learners will also be exposed to how the second republic came into being and explain political developments under the second republic.

Subject Specific Practices:

As learners explain how the First Republic came into being, they will be able to discuss the outcome of the 27th of April, 1960 Referendum and Presidential Elections and explain political development under the first republic. They will communicate and collaborate on the changes that happened in the country as a result of the 1960 Constitution of the First Republic. They will also be able to describe the membership of the cabinet in a collaborative manner.

Methods and Strategies:

Revise the learner's previous knowledge on each exemplar for learners to express their views on the themes. The facilitator must be guided by these teaching methods such as; brainstorming, questions and answers, demonstration, in-group discussion, field trips, internet use, dramatisation and projects with reports. Lead learners to discover new concepts on their own rather than telling them everything. Design practical activities for learners and discuss the various activities and issues that took place during, after and outcome of the 27 April, 1960 Referendum and presidential elections in the country. 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.

Teaching and Learning Resources (TLRs)

- A table of the Plebiscite Results, A Chart showing the demands of the NLM
- A Video on Independence Declaration.
- Pictures showing some leaders of Ghana that fought for Ghana's Independence
- A picture of the Queen of Britain (Queen Elizabeth II)
- A table showing the results of the 27th April, 1960 Referendum
- A table showing the results of the 1960 Presidential Elections, Pictures of Dr. Kwame Nkrumah and Dr. J.B. Danquah
- A mind map showing the main features of the 1960 First Republican Constitution, Pictures of some of the Cabinet Ministers under the 1960 Constitution
- A picture chart showing some leaders of the NLC, Pictures of Dr. Busia and K.A. Gbedemah
- A table showing the results of the 1969 General Elections
- A video on the handing over from NLC to PP
- Pictures of leaders of NLC, Pictures of K.A. Busia and Edward Akuffo Addo
- A chart showing the features of the Second Republican Constitution
- A chart on the changes that happened in the country as a result of the Constitution of the 1969 Second Republic
- A table showing the list of Cabinet Ministers, Positions and Tenure under the 1969 Constitution.

Internet Sources:

- https://www.youtube.com/watch?v=qZBLm1kYU_s
- https://www.youtube.com/watch?v=qZBLm1kYU_s
- <https://www.youtube.com/watch?v=0uvZeeZALAM>

LESSON 1: HOW THE FIRST REPUBLIC CAME IN TO BEING: *Refer to Learner's Book, Pages 208-212.*

Teaching and Learning Activities

The activities will deal with the accounts of the 27 April, 1960 Referendum and the presidential elections in the First Republic of Ghana. This is to guide learners build understanding of how the first Republic was established in Ghana.

1. Using *Jigsaw technique*, let learners discuss the Ewe British Togoland Issue and why it delayed Ghana's Independence.
2. Guide learners to *role-play* the 1956 Plebiscite and tabulate the results.
3. In *small groups*, assist learners to discuss activities of the NLM as one of the major political movements between 1951 to 1960.
4. Show *videos* on Ghana's Independence Declaration and have learners discuss.
5. Let learners *role-play* Ghana's Independence Declaration.
6. In *small groups*, lead learners to discuss how the First Republic was established in Ghana.
7. In *small groups*, assist learners to discuss the outcome of the 27th April, 1960 Referendum in Ghana.
8. Using *cooperative learning*, let learners tabulate the results of the 27th April, 1960 Referendum in Ghana.
9. With the help of the *internet*, let learners discuss the importance of the 27th April, 1960 Referendum in Ghana.
10. In *small groups*, learners discuss why both the 1960 Referendum and Presidential Elections were held on the same day.
11. Guide learners to *role-play* the 1960 Presidential Elections with some acting as Dr. Kwame Nkrumah and some as Dr. J. B. Danquah.

Progressive Assessment

1. Learners use the internet to produce a chart showing major political events from 1951 to 1960.
2. Learners visit elderly members in the community and take oral account on how the First Republic was established. They are to write a report for class discussions.

LESSON 2: POLITICAL DEVELOPMENTS UNDER THE FIRST REPUBLIC: *Refer to Learner's Book, Pages 213-221.*

Indicator: B8.6.2.1.2. Explain political development under the First Republic.

Planning to teach Indicator of Unit/Sub-strand 1, Lesson 2:

As a facilitator you are required to facilitate this unit/sub-strand as indicated in this Guide. You are to prepare by researching into the following Exemplars: The features of the 1960 Constitution. Examine the changes that happened in the country as a result of the 1960 Constitution of the First Republic. Describe the membership of the cabinet under the 1960 Constitution.

Performance Indicators

The learner will:

- i. identify the main features of the 1960 constitution of the First Republic.
- ii. examine the changes that happened in the country as a result of the 1960 constitution of the First Republic.
- iii. debate the effects of the changes in the 1960 Republican Constitution on the status of the country.
- iv. describe the membership of the cabinet under the 1960 Constitution.

Keywords: *Refer to Learner's Book, Page 213.*

Executive President, Unicameral, Multi-party, Judiciary, Head of State, Head of Government.

Lead learners to explain the contextual meaning of the keywords. Encourage them to also use dictionaries and the Internet for the meaning of the words.

Diagnostic Assessment Questions

1. Examine **three (3)** features of the 1960 Constitution of the First Republic.
2. Analyse **two (2)** changes that occurred as a result of the 1960 Constitution.

Expected Answers to Diagnostic Assessment Questions

1. – The executive branch of government must be headed by one person.
 - The president is the head of state and commander in chief of the armed forces.
 - The first president under the constitution is elected directly by the electorates. However, the subsequent presidents must be elected indirectly by the legislature.
 - The president had no vice president. The president is at the same time a member of parliament.
2. – The constitution established one executive with a president exercising both the ceremonial as well as real executive functions.
 - The constitution provided for an executive president, who was the head of state and head of government. The president was directly elected by the people and therefore responsible to the people.
 - The judicial power of the state was vested in the judicial by the constitution for the first time. The decision made by the Supreme Court was not vetted by the Privy Council in London. It meant Ghana organised its own courts.

Subject Specific Practices

As learners identify the main features of the 1960 constitution of the First Republic, they will be able to examine the changes that happened in the country and describe the membership of the cabinet under the first republic. They will communicate and collaborate on the changes that happened in the country as a result of the 1960 constitution of the First Republic. They will also be able to debate the effects of the changes in a collaborative manner.

Methods and Strategies:

You must revise the learner's previous knowledge on each exemplar for them to express their views on the themes. The facilitator must be guided by these teaching methods such as; brainstorming, questions and answers, demonstration, in-group discussions, field trips, internet use, dramatization, debates and projects with reports. The facilitator must also lead learners to discover new concepts on their own rather than telling them everything. Design practical activities for learners and discuss the features of the 1960 Constitution. 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 skills which are some of the key competencies of the Standard Based Curriculum.

Teaching and Learning Activities

The activities will deal with the features of the 1960 First Republican Constitution and the changes the constitution brought to the country.

1. In *small groups*, task learners to discuss the importance of the Constitution in a Republic.
2. Using the *Jigsaw technique*, lead learners to discuss the main features of the 1960 First Republican Constitution
3. In small groups, guide learners to discuss the changes that occurred in the country as a result of the Constitution of the First Republic.
4. Using the Jigsaw technique, let learners debate the effects of these changes that the Constitution had brought.
5. In small groups, assist learners to discuss the need for Cabinet Ministers under a Republic.
6. Using the Jigsaw technique, let learners identify the members of Cabinet under the 1960 Constitution of Ghana.
7. Using the internet, ask learners to research on some of the Ministers including their nationality and the roles they played in the First Republican Government.

Activity: Refer to Learner's Book, Page 220.

Guide learners to perform the activity in groups as specified in the LBK.

Home Learning: Refer to Learner's Book, Page 221.

Task learners to do further research and produce a chronological chart showing major political events from 1951 to 1960 at home and present it during the next lesson. Discuss learners' feedback with the whole class.

Progressive Assessment

1. Learners are to use the internet to identify and describe the membership of the Cabinet under the 1960 Constitution. They are to identify and mention the portfolio each occupied.
2. Debate the effects of the changes in the 1960 Republican Constitution on the status of the country. For example, the introduction of a presidential system of government.
3. Put learners in two groups; put the debate topic (motion) before the class. Let each group discuss and prepare a debate on the sub-strand. Let each group select three learners to represent them in this debate. Guide learners to debate on the topic.

LESSON 3: HOW THE SECOND REPUBLIC CAME INTO BEING: *Refer to Learner's Book, Pages 222-226.*

Indicator: B8.6.2.1.3. Explain how the Second Republic came into being.

Planning to teach Indicator 3 of Unit/Sub-strand 1:

The facilitator is required to facilitate the unit/sub-strand as indicated in this Teacher's Guide. Prepare by researching into the following Exemplars: Discuss The outcome of 1969 general elections. The political developments under the Second Republic, Compare the First Republican and the Second Republican Constitutions. Describe the main features of the 1969 Constitution of the Second Republic and explain the changes that happened in the country. Discuss the membership of the cabinet under the 1969 Constitution.

Performance Indicators

The learner will:

- i. use the internet, print media and oral sources to find out how the Second Republic was established.
- ii. discuss the outcome of the 1969 general elections.
- iii. compare the First Republican Constitution and the Second Republican Constitution.

Diagnostic Assessment

1. Examine **two** similarities in the first republican constitution and the second republican constitution.
2. Examine **two** differences in the first republican constitution and the second republican constitution

Answers to Diagnostic Assessment Questions

- Both provided security of tenure for judges to ensure judicial independence in the country.
- Both assented to bills passed by parliament.
- Both constitutions gave the commander-in- chief of the Ghana armed forces the executive power.
- The 1960 Constitution gave parliamentary qualification at 25years but the 1969 put it at 21 years old.
- The 1960 Constitution gave Ghana presidential system of government but the 1969 gave Constitution Ghana parliamentary system of government.
- The 1960 parliament had 104 members but the 1969 also provided for 140 and not more than 150 members.

Subject Specific Practices:

As learners explain how the Second Republic came into being, they will be able to discuss the outcome of 1969 general elections and explain political development under the Second Republic. They will communicate and collaborate and also dramatise the handing over of power from the NLC to Progress Party. They are to analyse the changes that happened in the country as a result of

the 1969 Constitution of the Second Republic and compare the First Republican Constitution and the Second Republican Constitution with critical thinking. They will also describe the membership of the cabinet in a collaborative manner.

Methods and Strategies:

Revise the learner's previous knowledge on each exemplar for learners to express their views on the themes. The facilitator must be guided by teaching methods such as; brainstorming, questions and answers, demonstration, in-group discussion, field trips, internet use, dramatisation and projects with reports. Lead learners to discover new concepts on their own rather than telling them everything. Design practical activities for learners and discuss the various activities and issues that took place during and after the 1969 general elections in the country. When all these activities are well-organised in class, it will help learners to develop and improve on their confidence level, as well as their communicative and collaboration and critical thinking skills which are some of the key competencies of the Standard Based Curriculum.

Teaching and Learning Activities

1. Using Think-Pair-Share, guide learners to describe the Second Republic of Ghana.
2. Show the pictures and have learners identify members of the NLC and Dr. Kwame Nkrumah.
3. In small groups, let learners discuss the activities of the NLC and the eventual overthrow of Dr. Kwame Nkrumah.
4. Using Snowball technique, lead learners to discuss the main contenders of the 1969 General Elections.
5. Let learners role-play the 1969 General Elections.
6. Have learners individually tabulate the results and calculate percentages of the results.
7. Using small group discussion, guide learners to discuss the positions of the Prime Minister and the President under the Second Republic.
8. Show the pictures of Dr. Busia and Mr. Akuffo Addo and have learners identify and explain their specific roles.
9. Show a video on the handing over from NLC to the PP government.
10. In a collaborative learning, learners discuss the significance of this handing over in the Second Republic of Ghana.

Summary: *Refer to Learner's Book, Page 226.*

This section spells out the salient points of lesson 3. Use these points to revise the lesson with the whole class. Identify learners' difficulties and organise remedial lesson to address the difficulties

Activity: *Refer to Learner's Book, page 226.*

Guide learners to perform the activity as specified in their textbooks.



Prime Minister K.A. Busia, left, with President Edward Akuffo Addo, middle

Progressive Assessment

Guide learners to watch the video and comment on the inauguration of Dr. K. A. Busia in 1969. Put learners in two groups; put the debate topic (motion) before the class. Let each group discuss and prepare a debate on the sub-strand. Let each group select three learners to represent them in this debate. Guide learners to debate on the topic.

LESSON 4: POLITICAL DEVELOPMENT UNDER THE SECOND REPUBLIC

Refer to Learner's Book, pages 227-237.

Indicator: B8.6.2.1.4. Explain political development under the Second Republic.

Planning to teach, Lesson 4:

Required to facilitate this unit/sub-strand as indicated in this Guide. You are to prepare by researching into the following Exemplars: The features 1969 Constitution. Examine the changes that happened in the country as a result of the 1969 Constitution of the second republic. You must assist the learners to describe and discuss the membership of the cabinet under the 1960 Constitution.

Performance Indicators

The learner will:

1. describe the main features of the 1969 Constitution of the Second Republic.
2. explain the changes that happened in the country as a result of the 1969 constitution of the Second Republic.
3. discuss the membership of the cabinet under the 1969 Constitution.

Diagnostic Assessment Questions

1. State **three (3)** main features of the 1969 Constitution.
2. Explain **three (3)** changes that happened in the country as a result of the 1969 Constitution of the Second Republic.

Expected Answers to Diagnostic Assessment Questions

1. – The constitution clearly stated the supremacy over all other laws and institutions in the country
 - It provided for multi-party system
 - It also provided for a parliamentary or cabinet system of government.
 - It created two executives. This is where the Prime Minister was the Head of Government and the President was the Head of State
2. – The 1969 Constitution laid more emphasis on the supremacy of the constitution as the highest law of the land.
 - The constitution was based on Parliamentary System because it prevented the concentration of power in the hands of a single person.
 - The constitution gave security of tenure and independence to the judiciary. A judge cannot be removed easily. It must be done with consultation with the council of state.
 - The constitution guaranteed and protected the fundamental human rights of the individuals in the country.

Subject Specific Practices:

As learners identify the main features of the 1969 Constitution of the Second Republic, they will be able to examine the changes that happened in the country and describe the membership of the cabinet under the second republic. They will communicate and collaborate on the changes that

happened in the country as a result of the 1969 Constitution of the second republic.

Methods and Strategies:

Revise the learner's previous knowledge on each exemplar for learners to express their views on the themes. The facilitator must be guided by these teaching methods such as; brainstorming, questions and answers, demonstrations, in-group discussions, field trips, internet use, dramatisation, debates and projects with reports. Lead learners to discover new concepts on their own rather than telling them everything. Design practical activities for learners and discuss the features of the 1960 Constitution. When all these activities are well-organised in class, it will help learners to develop and improve on their confident level, communication and collaboration and critical thinking.

Teaching and Learning Activities

1. In a *short class discussion*, let learners express what they recall about how the First and Second Republic came into being. Assign them to read portions of the texts on LB pages 227-234 carefully and discuss the contents with a partner or their group members. Let learners get together in a plenary to discuss the text generally as a class.
2. Using *Think-Pair-Share*, guide learners to describe the Second Republic.
3. With the help of the internet, task learners to search for the features of the Second Republic Constitution.
4. In *small groups*, assist learners to discuss the features of the Second Republic Constitution
5. In *small groups*, ask learners to use the internet to find some similarities of the First Republican and the Second Republican Constitution.
6. In a *Jigsaw*, let learners discuss the similarities of the First Republican and the Second Republican Constitution.
7. In *small groups*, ask learners to search on the internet the differences between the First Republican Constitution and the Second Republican Constitution.
8. In a *cooperative learning*, lead learners to discuss the differences between the First Republican Constitution and the Second Republican Constitution.
9. In *small groups*, let learners discuss the changes that happened in the country as a result of the Constitution of the 1969 Second Republic.
10. In *small groups*, guide learners to discuss the impacts of the changes on the status of the country
11. In *small groups*, search on the internet the names, positions and tenure of members of cabinet under the 1969 Constitution.
12. In a *Jigsaw technique*, let learners develop a chart/table showing the list of Cabinet Ministers, Portfolios and Tenure under the 1969 Constitution.

Activity 1: Refer to Learner's Book: Page 233.

Guide learners to perform the Activity as specified in their textbooks.

Progressive Assessment

1. Learners use the internet to produce a chart showing major events between 1969 and 1972.
2. Learners visit elderly members in the community and take oral accounts of the various events within the Second Republic.

3. Learners present a report on those events to the class for discussions.

Additional Information

Modern Ghana, formerly known as the Gold Coast, was the first country in Sub-Saharan to gain political independence from colonial rule in 1956. Prior to independence, Ghana was under colonial rule in various forms including direct or indirect British rule. On February 12 1951, the first Ghanaian government or cabinet, dominated by native Ghanaians was formed in the run up to independence on March 6, 1957.

Under the Constitution promulgated for the new nation in 1957, a Westminster System of Government was established with the Prime Minister as Head of Cabinet and the British Monarch as the Head of State. Besides setting up a Parliamentary System of Government, the 1957 Constitution provided for the representation of chiefs and tribal authorities in the regional councils, converted the legislative assembly to the national assembly, and entrenched clauses relating to its amendments. Following years of British rule, a new legislative assembly elected in 1956 passed a resolution requesting independence for the British colony of the Gold Coast, which was granted on 6 March, 1956.

In March 1960, the Government of Ghana presented for the consideration of the people of the country and the National Assembly, setting as a constituent assembly its proposal for a Republican Constitution. In a plebiscite held last April, the principles of the constitution were approved by a great majority. In May, the Conference of Commonwealth of Prime Ministers met in London; it agreed to the continued membership of the Republic of Ghana in the commonwealth.

On the June 29 1960, the constituent assembly enacted the new constitution which came into effect on 1st July 1960. The new constitution was adopted, changing Ghana from a Parliamentary System with a Prime Minister to a Republican form of Government Headed by a powerful President. Ghana had undergone the transformation from the status of a British dependency (the Gold Coast) and a United Nation Trust Territory (Togoland) under British administration respectively, to that of a Sovereign, Independent State. The transformation was achieved in accordance with the constitutional processes designed for such changes. Ghana attained independence as a member of the commonwealth which until was called Dominion Status. English Law and the British Constitutional Conventions and Traditions were used as the foundations upon which the structures of the new state were erected. In August 1960, Nkrumah was given authority to scrutinize newspapers and other publications before publication. This political evolution continued into early 1964, when a constitutional referendum changed the country to a one-party state.

On February 24, 1966, the Ghanaian Army and police overthrew Nkrumah's regime. Nkrumah and all his ministers were dismissed, the CPP and National Assembly were dissolved, and the constitution was suspended. The new regime cited Nkrumah's flagrant abuse of individual rights and liberties, his regime's corrupt, oppressive, and dictatorial practices, and the rapidly deteriorating economy as the principal reasons for its action. Leaders of the established 1966 coup, included Army Officers Colonel E.K. Kotoka, Major A.A. Afrifa, Lieutenant General (retired) J.A. Ankrah, and Police Inspector J.W.K Harley Major, Lieutenant General (retired) , and Police Inspector

General justified their takeover by charging that the CPP administration was abusive and corrupt.

The leaders of the February 24 coup established the new government around the National Liberation Council (NLC) and pledged an early return to a duly constituted civilian government. Members of the judiciary and civil service remained at their posts and committees of civil servants were established to handle the administration of the country. Parliamentary elections were held in Ghana on 29 August 1969, the first since the 1966 coup by the National Liberation Council which toppled the Nkrumah government.

There were no presidential elections, as the system adopted was a Parliamentary Republic. Ghana's government returned to civilian authority under the Second Republic in October 1969 after the parliamentary election in which the Progress Party, led by Kofi A. Busia, won 105 of the 140 seats. In a special election (Electoral College) on August 31, 1970, the former Chief Justice Edward Akufo-Addo was chosen as the President (Ceremonial President), and Dr. K.A. Busia became Prime Minister of Ghana.

Faced with mounting economic problems, Prime Minister Busia's government undertook a drastic devaluation of the currency in December 1971. The government's inability to control the subsequent inflationary pressures stimulated further discontent, and military officers seized power in a bloodless coup on January 13, 1972. It took place in the morning in the New Year, and at the time when the prime minister was absent in the country.

Home Learning: *Refer to Learner's Book, Page 233.*

Discuss the question with learners and let them answer at home for inspection.

Answers to Multiple Choice Questions: *Refer to Learner's Book, Page 234.*

1. A (established for the first time a republic status of Ghana)
2. D (Judicial committee of the privy council)
3. B (The 1960 Constitution)
4. B (1969 Constitution)
5. B (Progress party)
6. A (Lord Listowel)
7. A (1969)
8. D (Electorate)
9. B (The legislature)
10. B (Parliamentary system)

Answers to fill-in Questions: *Refer to Learner's Book, Page 234.*

1. Prime minister
2. President
3. Supreme court
4. Legislature or Parliament
5. The president
6. Republic

7. Republican system

Answers to True or False Questions: *Refer to Learner's Book, Page 234.*

1. True
2. True
3. True
4. False
5. True
6. True
7. False

Expected Answers to Essay Type Questions: *Learner's Book, Pages 234.*

1. – The desire to break away totally from the colonial past. The republican system would remove the British head of state and replace it with a Ghanaian head of state.
 - The republican status would enable a Ghanaian to have the power to sign bills into law instead of the Governor-General.
 - The republican status was to give Ghana the opportunity to decide which form of government was good for the country. The country has eventually chosen a presidential system of government.
2. – The Constitution clearly stated the supremacy over all other laws and institutions in the country.
 - It provided for multi-party system.
 - It also provided for a parliamentary or cabinet system of government.
 - If created two executives. This is where the Prime Minister was the Head of Government and the President was the Head of State.

Glossary

- acceleration** - increase in speed
- accountability**- taking responsibility for one's own actions
- adulteration** - the act of making food or drugs worse in quality by adding something to them
- alternative**- one of two or more available options
- ancestry**- a person's ancestors the people who were in your family in past times
- appliances**- pieces of equipment, usually operated electrically
- arbitration**- a third person in settling a dispute between two people
- atmosphere**- the whole mass of air that surrounds the earth
- cloud cover**- a covering of clouds over all of the sky
- collaborating**- the act of working together to produce a piece of work
- colonialism**- the practice of one country taking full or partial political control of another country
- commitment**- a promise to give yourself, your money, your time, etc., to support or buy something
- consensus**- is general agreement among a group of people
- conservation**- is a careful preservation and protection of something
- consumption**- the process of using something
- contamination**-the process of making something dirty or poisonous
- cooperation**- the action or process of working together to the same end
- copper cylinder**- used in a property to heat and store water for the home.
- criticisms**- judging a particular group of people or someone over the
- cultural**-the ideas, customs, and social behaviour of a society
- detention**- the act of being forced to stay in a place
- dignity**-the quality of a person that makes him or her deserving of respect
- disasters**-is a very bad accident such as an earthquake or a plane crash, especially one in which a lot of people are killed
- disbursement**- the act of paying out money
- discrimination**- the practice of treating one person or group differently from another in an unfair way
- displacement**- the action of moving something from its place or position
- diversion**- the act of causing something or someone to turn in a different direction
- dumping**- the act of getting rid of something that is not wanted
- dynamite**- a powerful explosive used in mining
- employee**-an employee is a person who is paid to work for an organisation or for another person
- employer**- a person or organisation that employs people
- employment**- the state of having paid work
- enacted**- to make a law
- endorsed**- to make a public statement of your approval or support for something or someone
- enduring**- lasting over a period of time
- enshrined**- preserve (a right, tradition, or idea) in a form that ensures it will be protected and respected

eradication- the process of getting rid of something completely or of destroying something bad

excreta- the waste material produced by a body such as faeces

expertise- having a high level of **skill** or knowledge in something

foreigners- a person born in or coming from a country other than one's own

geographical- based on or derived from the physical features of an area

habits- a behaviour that is hard to stop doing

harmony- the effect that an action or decision will have on something else in the future

heritage- property that is or may be inherited; an inheritance

humiliation- the action of disgracing someone or the state of being disgraced

illegitimate- not in accordance with accepted standards or rules

implementation- the process of putting a decision or plan into effect

implication- the effect that an action or decision will have on something else in the future

incentives- a thing that motivates or encourages someone to do something.

incumbent- your duty or responsibility to do something

indiscriminate- doing something in a wrongly way causing widespread harm

infrastructure- the basic physical and organisational structures and facilities such as roads, buildings etc.

inspiration- the process of being mentally stimulated to do or feel something, especially to do something creative

judicious- having or showing good judgment in making decisions

landscapes- the arrangement of the natural and artificial physical features of an area

lapses- a short or temporary period when you fail or forget to do something in the right way

legal- connected with the law

locations- a particular place or position

mandated- give (someone) authority to act in a certain way

massacre- an indiscriminate and brutal killing of many people

matrilineal- family relationships that can be traced through a female

mediation: the process of talking to groups involved in a disagreement to help them to agree or find solutions to their problems.

misplaced- to put something in a wrong place

obstacle- a thing that blocks one's way or prevents or hinders progress.

orientation- an introduction, as to guide one in adjusting to new surroundings, employment, activity etc

pesticides- a substance used for destroying insects or other organisms harmful to cultivated plants or to animals

philanthropic- person or organisation freely gives money or other help to people who need it

priority- a thing that is regarded as more important than others

privacy- the right to keep one's personal matters and relationships secret

proclaim- to announce something publicly

procreation- the process of producing young animals or babies

properties- a thing or things belonging to someone

rainfall- the amount of rain that falls in a place during a particular period

realisation- an act of becoming fully aware of something as a fact.

reconciliation- a situation in which two people or groups of people become friendly again after they have argued

recyclable- waste or materials can be processed and used again

referendum- a vote in which all the people in a country or an area are asked to give their opinion about or decide an important political or social question

rehabilitation- the action of restoring someone to health or normal life through training and therapy after imprisonment, addiction, or illness

remuneration- the amount of money that they are paid for the work that they do

residue- a small amount of something that remains after the main part has gone or been taken or used

regulated- to control an activity or process by rules

normative- creating or stating particular rules of behaviour

heir- a person who will legally receive money, property, or a title from another person

gambling- play games of chance for money

resolution- a firm decision to do or not to do something

responsibility- a duty to be in charge of someone or something

rights- those things that one is morally or legally entitled to do or have

settlement- an official agreement intended to resolve a dispute or conflict

snowmelt- water produced by the melting of snow

socialization- the process of learning to behave in a way that is acceptable to society

ssnit- social security and national insurance trust

stakeholder- an individual or group that has an interest in any decision or activity of an organisation

strategise- to think of a detailed plan for achieving success in situations such as war, politics, business, industry, or sport

succession- the conditions under which one person after another succeeds to a property, dignity, title, or throne

topography- the arrangement of the natural and artificial physical features of an area

torture-the action of causing pain to someone as a punishment or in order to force them to do or say something

tourist site-a place that people visit for pleasure and interest

tourist-a person who is travelling or visiting a place for pleasure

toxic chemical-a substance that can be poisonous or cause health effects

transaction-an instance of buying or selling something

transparency-the quality that makes it possible to see through something

traumatised-feeling of severe, lasting sense of shock and hurt

treaties-formal agreements between two or more nations, relating to peace, alliance, trade, etc.

turbine- a machine that uses a moving stream of air, water, steam, or hot gas to turn a wheel to produce mechanical power

vegetation cover-the percentage of soil which is covered by green vegetation

wage-the amount of money that is regularly paid to them for the work that they do
waterway-a way or channel for water for water
wetland- an area of very wet, muddy land with wild plants growing in it.

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