CONCISE SOCIAL STUDIES
for Junior High Schools

BASIC
9

Teacher's Guide

Okyere Danso
Michael Oppong Adjei
Johnson Yeboah Gyekye

Contents

PREFACE

The Teacher's Guide for Social Studies, JHS 3 (B9) 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 Leaner'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 where the learner constructs knowledge rather than acquire it. The curriculum is designed to provide learners with opportunities 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 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 learning centred classrooms 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 provides 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 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 to share information at various levels of interaction.

5. Values to live as global citizens capable of learning about other peoples and cultures of the world.
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 study 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 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 facilitate 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 learners' 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 a 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. In using this curriculum, 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 situations 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 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 address 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 language, 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 benefit from the teaching and learning process.

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.

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 teachers' 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 in 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 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

k. **Summary:** These are the points or the core - points of all the things learners have learnt under each sub- strand.

In this book, each strand is made up of:
- Sub-strands
- Keywords
- Activities
- Content Standards
- Teaching and Learning Resources (TLRs)
- Class Discussions
- Additional Information
- Project/Group work / Community service
- Home Learning
- Questions for practice
- References to Learner's Book Page
- Summary
- Exercises
- Answers and guidelines to exercises, project/group works, Critical Thinking or Thinking time and Home Learning or Parent help.
- Diagnostic Assessment Questions
- Answers to Diagnostic Assessment Questions
- **Activities:** These are practical methods and strategies carefully designed to help learners share their views and opinions on the various themes and also to investigate and test learners Relevant Previous Knowledge (RPK) about the theme(s) under discussion. It is also to assist learners discover concepts rather than being told. Remember, Learners understand concepts better when they learn from the known to unknown, simple to complex and concrete to abstract. In taking learners through the several suggested activities, teachers must:

- Always create room for learners to see, feel, touch and observe things for themselves.
- 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.
- 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 / Community service: These activities are designed to give opportunities for learner 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 Questions are used to find out what learners already know about the theme (indicator). 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 give more information on various themes under each sub- strand.

The Role of the Teacher in Ensuring a Learner -Centered Classroom
Engage learners in meaningful "hands on" activities that bring home to the learners 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

CHILDREN WITH SPECIAL NEEDS
For 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 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 is 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 guardians 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 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, color 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 leaners 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 school 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 Ghana Education Service for Basic School (September, 2019). The Teacher's Guide is detailed and offers 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 in 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 students
It is important that precautions are taken both inside and outside the classroom to prevent the spread of COVID-19:
Physical distancing at school and classroom.
Practicing good health activities such as hand hygiene.
Cleaning and disinfection tips such as desks, countertops, doorknobs computer keyboards and others.
Mask wearing in school and classroom should be worn always.
Actions must be taken if a learner appears sick in the classroom.
Learners should be made to wash their hands very well under clean running water with soap after every field activity.
Learners should be under strict supervision when using sharp objects or chemicals for group work/ projects /experiment.

REMEDIAL LESSONS/ACTIVITIES

After assessing learners on various indicators, identify those who have not mastered some of the indicators and organise 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 gaps.
It is very important that extra care and attention is given to the learners with special needs. Employ the appropriate methods that will help them learn comfortably and understand the necessary indicators.

Sample Yearly Overview

Week	Term1(list term 1 sub strands)	Term 2(list term 2 sub strands)	Term 3(list term 3 sub strands)
1	Environmental Issues	Culture and National Identity	Promoting Democracy and Political Stability
2	Environmental Issues	Culture and National Identity	Promoting Democracy and Political Stability
3	Environmental Issues	Culture and National Identity	Promoting Democracy and Political Stability
4	Our Natural and Human Resources	The 1992 constitution	Science and Technology
5	Our Natural and Human Resources	The 1992 constitution	Science and Technology
6	Our Natural and Human Resources	The 1992 constitution	Science and Technology
7	Our Natural and Human Resources	The 1992 constitution	The Republics
8	The Family	Peace and Security in our Nation	Population
9	The Family	Peace and Security in our Nation	Population
10	The Family	Peace and Security in our Nation	The Republics
11	The Family	Financial and Investments Issues	The Republics
12	Examination	Examination	Examination

WEEK	STRAND	SUB-STRAND	CONTENT ST.	INDICATORS	RESOURCES
1	ENVIRONMENT	ENVIRONMENTAL ISSUES	**B9.1.1.1.1** Demonstrate skills in dealing with environmental challenges	**B9.1.1.1.1.** Examine air 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 Television, Video Tapes, Computer, Pictures, Inter)
2.	ENVIRONMENT	ENVIRONMENTAL ISSUES	B9. 1.1.2 Evaluate the source and ways of conserving energy.	B9.1.1.2.1 Assess global sources and the means of conserving energy.	computer, projector and screen, videos and pictures of sources of energy and ways of conserving energy.
3.	ENVIRONMNET	OUR NATURAL AND HUMAN RESOURCES	**B9.1.4.1.** Investigate the natural and human resources around us	**B9.1.4.1.1.** Examine the importance of natural resources to the development of Ghana	computer, projector and screen, videos/pictures of the natural resources.

4.	FAMILY LIFE	THE FAMILY	**B9.2.2.1.1.** Examine the importance of marriage as a social institution in Ghana.	**B9.2.2.1.** Evaluate the institution of marriage in Ghana.	Computer, projector and screen Videos/pictures Maps, Globe, Compass, Pictures, Camera
5.	FAMILY LIFE	THE FAMILY	**B9.2.2.2.1** Examine the importance of responsible parenting within the family system.	**B9.2.2.2** Asses the need for responsible parenting in the family	computer, projector and screen, videos and pictures of parents performing their responsibilities.
6.	FAMILY LIFE	THE FAMILY	**B8.2.2.2.1.** Assess population structure in Ghana and its associated development issues.	**B9.2.4.1.** Analyse the population structure in Ghana and its related issues.	Computer, projector and screen Videos/pictures **S**till and motion pictures of individuals in the family performing some activities
7.	SENSE OF PURPOSE	CULTURE AND NATIONAL IDENTITY	**B8.3.3.1.1.** Assess the significance of symbols, music and ceremonies in promoting national identity.	**B9.3.3.1.** Evaluate the place of culture in national identity.	Computer, projector and screen Videos/pictures Television, Newspapers, Still pictures, Computer Video Tapes,

No.	Strand	Sub-Strand	Content Standard	Indicator	Resources
8.	LAW AND ORDER	THE 1992 CONSTITUTION	**B9.4.3.1.** Assess the relevance of the 1992 constitution.	**B8.4.1.1.1.** Examine the 1992 constitution and its significance to national development.	Computer, projector and screen. Videos/pictures The constitution of Ghana, Journals, Newspapers, Magazines
9.	LAW AND ORDER	PEACE AND SECURITY IN OUR NATION	**B9.4.4.1.** Assess the role of peace and security in national development.	**B9.4.4.1.1.** Examine the relevance of peace and security in our community.	Computer, projector and screen Videos/pictures Television, Video Tapes, Computer, Pictures, Internet
10.	LAW AND ORDER	PROMOTING DEMOCRACY AND POLITICAL STABILITY	**B9.4.5.1.** Show understanding of how to promote democracy and political stability.	**B9.4.5.1.1.** Examine election as a way of promoting democracy and political stability.	Computer, projector and screen Videos/pictures, pictures showing individual perform various activities such as teaching, doctors, truck pushers, etc.
11.	SOCIO-ECONOMICS DEVELOPMENT	SCIENCE AND TECHNOLOGY	**B9.5.4.1.** Analyse the contribution of science and technology to national development.	**B9.5.4.1.1.** Examine how science and technology can be used to promote development.	Computer, projector and screen Videos/pictures, Pictures, internet, video tapes)

#	Strand	Sub-strand	Content Standard	Indicator	Resources
11.	SOCIO-ECONOMIC DEVELOPMENT	FINANCIAL AND INVESTMENT ISSUES	B9.5.2.1. Show understanding of the provisions under National Pensions Act 766 and PNDC Law 247.	B9.5.2.1.1. Exhibit knowledge on pension rights under National Pension Act 766 and PNDC law 247.	Computer, projector and screen Videos/pictures Newspapers, Magazines, Video tapes Television, Internet, Still Pictures
12.	NATIONHOOD	THE REPUBLICS	B9.6.2.1. Demonstrate understanding that Ghana had two republics between 1979 and 2000	B9.6.2.1.1. Explain how the Third Republic came into being (1979-1981)	computer, projector and screen, videos and pictures of the various leaders under the forth republic.
13.	NATIONHOOD	THE REPUBLICS	B9.6.2.1 Demonstrate understanding that Ghana had two republics between 1979 and 2000	B9.6.2.1.3 Explain how the fourth Republic came into being.	computer, projector and screen, videos and pictures of the various leaders under the forth republic.
14.	NATIONHOOD	THE REPUBLICS	B9.6.2.1 Demonstrate understanding that Ghana had two republics between 1979 and 2000		computer, projector and screen, videos and pictures of the various leaders under the forth republic.

CHAPTER/STRAND 1   THE ENVIRONMENT

Content Standard: Demonstrate skills in dealing with environmental challenges.
Indicator: B9.1.1.1. Examine air pollution as an environmental challenge.

LESSON 1: AIR POLLUTION AS AN ENVIRONMENTAL CHALLENGE
Refer to Learner's Book, Pages 2 – 12.

Planning to teach Sub-Strand 1:
As a facilitator you are required to facilitate this sub-strand as indicated in this Guide. The facilitator has to prepare by researching into the following **indicators**: Meaning of air pollution, identify activities in the environment that lead to air pollution, discuss the effects of air pollution and the ways to prevent air pollution. 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 what air pollution means.
    ii. identify activities in the environment that lead to air pollution.
    iii. discuss the effects of air pollution.
    iv. discuss ways to prevent air pollution.
    v. do a project in the community to educate members on the ways to reduce air pollution.

Keywords: *Refer to Learner's Book, Page 2.*
contamination, measurement, chemical, biological, physical, pollutants, impure, indiscriminate, refuse, emission, pollutes, atmosphere, fumes, latrine, renovation, irritation, moisture, infertile, injuries, respiration, poisoning

Assist learners to use the Internet/dictionary to find out the meaning of these keywords. Encourage them to also use the context of the words to get their meanings.

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

Diagnostic Assessment Questions
1. Explain the term air pollution.
2. State **three** causes of air pollution.

Expected Answers to Diagnostic Assessment Questions
1. Air pollution refers to any physical, chemical or biological change in the air.
2. *Causes of air pollution include:*
   • Bad odour from decomposed materials causes air pollution.
   • Air pollution is also caused by harmful industrial gases and smokes.
   • Cigarette and weeds smoking.

Background Information
Air pollution is one of the biggest threats for the environment and affects everyone: human, animals crops cities forests, aquatic ecosystems and public health issues.
Air pollution is caused by the presence in the atmosphere of toxic substances, mainly produced by human activities, even though sometimes it
can result from natural phenomena such as volcanic eruptions, dust storms and wildfires, also depleting the air quality.
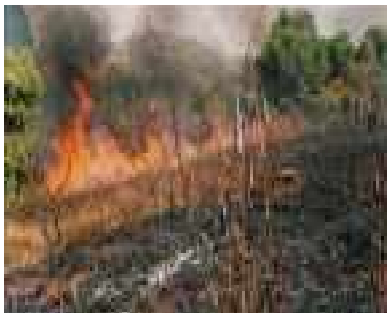
Bush Burning

Burning of Garbage
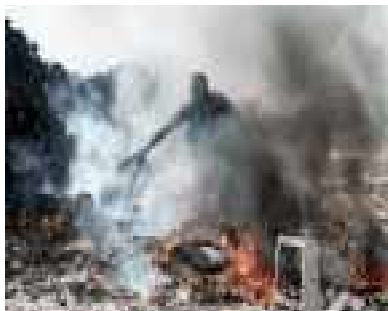
Open Burning of Electronic Waste

Clean air is one of the basic requirements of human health and well-being. However, during the process of economic development, air pollution has been and continues to be a significant health hazard worldwide. The driving forces of air pollution include economic development, urbanisation,

energy consumption, transportation and motorisation, as well as increase of urban population.

Exposure to air pollutants is a problem of increasing concern due to the diversity of the pollutants in question, adverse effects observed in a broad range of air pollution levels, and the vast number of people at risk. Air pollution levels in developed countries have been decreasing dramatically in recent decades.

However, in developing countries and in countries in transition, air pollution levels are still at relatively high levels, though the levels have been gradually decreasing or have remained stable during rapid economic development. In recent years, several hundred epidemiological studies have emerged showing adverse health effects associated with short-term and long-term exposure to air pollutants. The effects of air pollution can sometimes be observed even when the pollution level is below the level indicated by air quality guidelines.

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 air pollution in the environment.

Methods and Strategies:
The facilitator must revise the learners' relevant previous knowledge on each exemplar for learners to express their views on the concepts. You must be guided by teaching methods such as; brainstorming, questions and answers, demonstrations, in-group discussion, field trips, internet use, dramatisation 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 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 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)
- Pictures of car exhaust fumes, decayed animals, emission from factories
- A video showing some causes of Air Pollution
- A mind map of some causes of Air Pollution
- A picture chart showing some diseases that are caused by Air Pollution
- A video documentary on effects of Air pollution
- A chart showing some ways of preventing Air Pollution

Internet Sources:
- https://www.epa.gov/air-research/history-air-pollution
- https://www.nationalgeographic.org/video/air-pollution-101/
- https://www.youtube.com/watch?v=e6rglsLy1Ys

LEARNING AND TEACHING ACTIVITIES

The purpose of these suggested activities is to guide learners to explore the meaning of the concept of air pollution and to identify activities that cause air pollution. This will lead them to understand how human activities, animal movements and industrial waste can lead to air pollution. More importantly, the activities will engage learners to find solutions to the problems of air pollution.

A. Using the Gratify Wall technique, review what learners know about air pollution.
  • In a Think –Pair-Share activity learners go into pairs to study the pictures and sub-titles on LB pages 3-8.

    They then go into small mixed ability groups to read and discuss portions of the texts on LB pages 2-8.

    The groups report on the content of the texts read to the class at a plenary session for comments, observations etc. from the class.

B. Using Think-Pair-Share, learners come out with the meaning of Air Pollution.
  • Show pictures/videos of some causes of Air pollution to learners to describe.
  • In small groups, learners discuss the causes of Air pollution.
  • Using the **Jigsaw technique**, learners develop posters/charts on Air Pollution and its Causes.
  • Using the **brainstorming technique**, learners mention some diseases that are caused by Air Pollution.
  • Using **Think-Pair-Share**, learners come out with other effects of Air pollution on Human lives including leading to death.
  • Show a video documentary on the effects of Air Pollution on the natural Environment.
  • In a **Jigsaw activity**, learners create a poster on the effects Air Pollution on Human Lives and the Environment.
  • In small groups, learners use the internet to search for ideas on Preventing Air Pollution.
  • Guide learners to transform the information on ways of preventing Air Pollution into a poster. Others can transform the ideas into songs/rhymes/poems.
  • Encourage learners to share their posters and perform their songs/rhymes/poems to others in their community to help create awareness on Air Pollution.

Emissions from industries	*Dust from demolition sites*

Progressive Assessment

Assist learners to organise a talk in the community and to educate members on ways to reduce or prevent air pollution. A report must be provided.

Additional Information

Air pollution is contamination of the indoor or outdoor environment by any chemical, physical or biological agent that modifies the natural characteristics of the atmosphere. Pollution enters the Earth's atmosphere in many different ways. Most air pollution is created by people, taking the form of emissions from factories, cars, planes, or aerosol cans. Second-hand cigarette smoke is also considered air pollution. These man-made sources of pollution are called anthropogenic sources.

Some types of air pollution, such as smoke from wildfires or ash from volcanoes, occur naturally. These are called natural sources. Air pollution is most common in large cities where emissions from many different sources are concentrated. Sometimes, mountains or tall buildings prevent air pollution from spreading out. This air pollution often appears as a cloud making the air murky. It is called smog. The word "smog" comes from combining the words "smoke" and "fog." Household combustion devices, motor vehicles, industrial facilities and forest fires are common sources of air pollution.

Air pollution particles eventually fall back to Earth. Air pollution can directly contaminate the surface of bodies of water and soil. This can kill crops or reduce their yield. It can kill young trees and other plants. Air pollution consists of chemicals or particles in the air that can harm the health of humans, animals, and plants. It also damages buildings. Pollutants in the air take many forms. They can be gases, solid particles, or liquid droplets.

Pollutants of major public health concern include particulate matter, carbon monoxide, ozone, nitrogen dioxide and sulfur dioxide. Outdoor and indoor air pollution cause respiratory and other diseases and are important sources of morbidity and mortality. WHO data show that almost all of the global population (99%) breathes air that exceeds WHO guideline limits and contains high levels of pollutants, with low- and middle-income countries suffering from the highest exposures. In 2006 the World Health Organisation issued new Air Quality Guidelines. The WHOs guidelines are tougher than most individual countries existing guidelines.

The WHO guidelines aim to reduce air pollution-related deaths by 15 percent a year. Air quality is closely linked to the earth's climate and ecosystems globally. Many of the drivers of air pollution (i.e. combustion of fossil fuels) are also sources of greenhouse gas emissions. Policies to reduce air pollution, therefore, offer a win-win strategy for both climate and health, lowering the burden of disease attributable to air pollution, as well as contributing to the near- and long-term mitigation of climate change. We know that air pollution is responsible for approximately 7 million premature deaths per year, but what do the impacts of air pollution look like at the level of individual human health? With this myriad of air pollution-associated health outcomes, many studies have looked to quantify the impacts that air pollution has on the general population.

> **Activity 1***: Refer to Learner's Book, Page 9.*
> Let learners be in pairs and perform **Activity1** as indicated in the Learner's Book.

Home Learning: *Refer to Learner's Book, Page 9.*
Discuss the questions with learners and let them answer at home for inspection.

Questions for Practice: *Refers to Learner's Book, Page10.*
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 10.*
Ask learners to embark on the community service in Learner's Book.

Summary: *Refer to Learner's Book, Page 10.*
These are the key points under Lesson 1. Use them to revise the lesson with learners. Involve every individual learner in this class activity.

Answers to Multiple Choice Questions: *Learner's Book, Pages* 11-12.
1. D (point sources)
2. A (air)
3. A (automobile exhaust)
4. A (air)
5. C (Hydrogen)
6. C (aerosols)
7. B (Primary Pollutants)

Answers to fill-in Questions: *Learner's Book, Page* 12.
1. Pollution
2. Primary and secondary pollutants

Answers to True or False Questions: *Learner's Book, Page 12.*
1. True
2. True
3. True
4. True
5. False

Expected Answers to Essay Type Questions: *Learner's Book, Page* 12.
1. i. Bad odour from decomposed materials causes air pollution.
    ii. Air pollution is also caused by harmful industrial gases and smokes.
    iii. Cigarette and weeds smoking.

2. i. Air pollution results in health hazards.

ii. Another major effect of air pollution is Global Warming (greenhouse effect).

iii. Air pollution leads to depletion of the Ozone layer.

3. i. There should be public education.

ii. There should be effective waste management system.

iii. There should also be laws to control bush burning.

LESSON 2: GLOBAL SOURCES AND THE MEANS OF CONSERVING ENERGY
Refer to Learner's Book, Pages 13-28.

Content Standard: Evaluate the sources and ways of conserving energy.

Indicator: B9.1.1.2.1. Assess global sources and the means of conserving energy.

Planning to teach Indicator 2 of Sub-Strand 1:
The facilitator is required to facilitate indicator 2 sub-strand 1 as indicated in this Guide. The facilitator has to prepare by researching into the following Exemplars: identification of global energy sources and conservation in Ghana, United Kingdom and Germany, gender issues related to energy production, supply and usage as well as measuring and metering energy consumption. 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. identify global energy sources and conservation in countries such as Ghana, United Kingdom and Germany.
2. use of Internet, let learners research alternative energy sources and do a presentation in class.
3. discuss gender related issues of energy production, supply and usage in the country and the neighbouring countries.
4. describe the processes and devices for measuring and metering energy consumption.
5. create posters on the advantages of energy conservation to educate others in the community.
6. present a report on energy conservation education that learners have undertaken.

Keywords: *Refer to Learner's Book, Page 13.*
turbines, predictable, compensate, geothermal, emitted, fission, replenished, resiliency, hydropower, consumptions, voltage

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 derive the meaning of the words.

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

Diagnostic Assessment Question
Explain **three** ways of conserving energy in the home.

Expected Answers to Diagnostic Assessment Question
Turn off lights and unplug electronics, other devices, and their chargers every time they are not in use. Simplify this by installing power strips so that you can turn off multiple items with one switch. Replace all of your halogen and other incandescent light bulbs with compact fluorescent light bulbs (CFLs), LEDs, or smart light bulbs.
Check to make sure that your attic and walls are adequately insulated.

Background Information
Energy is essential to life and all living organisms. The sun, directly or indirectly, is the source of all the energy available on Earth. Energy remains one of the critical challenges of the future. Our energy choices and decisions impact Earth's natural systems in ways we may not be aware of. It is essential that we choose our energy sources carefully. The true cost of energy is more than just dollars and cents. There are important economic, political and social factors and consequences to consider as well. Different energy sources have different effects on our environment, such as emissions, waste, and their impacts on land and water use. Energy can be categorized as either renewable or non-renewable. About 7% of energy used is renewable (energy that can be easily replenished) which includes: solar energy, wind, geothermal, biomass from plants, and hydropower from turbines at a dam. About 93% of energy used is non-renewable (energy that is not replenished quickly) sources. Non-renewable energy includes: petroleum oil, natural gas, coal and uranium (nuclear).

Solar Energy

Wind Energy

Hydro Energy

We use energy in our homes, businesses, industries and transportation. Major sources of energy consumption are: Industrial: includes facilities and equipment used for manufacturing, agriculture, mining, and construction. Transportation: includes vehicles that transport people or goods, such as: cars, trucks, buses, motorcycles, trains, subways, aircrafts, boats, and barges. Residential: consists of homes and apartments. Commercial: includes buildings such as offices, malls, stores, schools, hospitals, hotels, restaurants, churches, and more.

Electricity is one of the most widely used forms of energy in Ghana, and we get it from the conversion of other sources, like hydro, thermal plant or solar energy.

Energy conservation is any behavior that results in the use of less energy. Since most of the energy we use comes in the form of non-renewable fossil fuels, conservation reduces demand and lessens negative environmental impact. In addition to preserving resources, energy conservation saves money and improves the quality of our environment. By making simple changes in your daily routine, you can reduce greenhouse gas emissions and other pollutants, while saving hundreds of dollars in fuel costs.

Electric utilities use electric meters installed at customers' premises to measure electric energy delivered to their customers for billing purposes. They are typically calibrated in billing units, the most common one being the kilowatt hour [kWh]. They are usually read once each billing period.

Subject Specific Practices

As learners evaluate the sources and ways of conserving energy skills, 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 assess global sources and means of conserving energy. The use of digital literacy will expose learners to the categories of global energy sources and conserving of 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 showing countries and their sources of energy.
- Pictures of different sources of Energy (Hydroelectric, solar, wind)
- A chart showing some ways of conserving energy
- Pictures of more energy-efficient electronic devices
- Videos on alternative energy sources such as wind energy, solar energy, geothermal energy, etc.

- Videos/pictures on how women and men are involved in energy production
- A chart showing how energy supply and usage affects men and women differently
- A chart showing the processes of measuring and metering energy consumption
- A picture of energy consumption measuring devices
- Pictures of Postpaid and Prepaid metering devices
- A video on how the prepaid/postpaid metering devices work.
- A video on the importance of energy conservationSource

Internet Source:
http://youtu.be/4Q8rJuOmQ70

LEARNING AND TEACHING ACTIVITIES

The purpose of these activities is to guide learners to identify global sources of energy and why it is necessary to conserve energy in Ghana. The activities will guide learners to assess energy sources in countries like UK, Germany and others. It will further lead learners through various activities to describe the processes and devices for measuring and metering energy consumption.

A. Lead a short discussion on the importance of energy, the source of energy available to the them and how they come by it.

1. Put learners into small mixed ability groups to read and discuss portions of the texts on LB pages 13-24.

   The groups then report on the content of the texts read to the class in a plenary for comments, observations etc. from the class.

B. 1. In groups of five, learners are to identify global energy sources and conservation in the country and other parts of the world.
   2. In groups, learners discuss gender related issues related to energy production, supply and usage in the country and the neighbouring countries.
   3. In groups, learners describe the processes and devices for measuring and metering energy consumption in the country.
   4. Learners are to think pair-share and create posters on the advantages of energy conservation in the country.

Progressive Assessment
Learners make posters on the advantages of energy conservation.

Additional Information
Energy sources are all forms of fuels used in the modern world, either for heating, generation of electrical energy, or for other forms of energy conversion processes. Energy sources can be roughly classified into three categories: renewable, fossil, and nuclear. Renewable energy is energy derived from natural sources that are replenished at a higher rate than they are consumed. Sunlight and wind, for example, are such sources that are constantly being replenished. Renewable energy sources are plentiful and all around us.
Fossil fuels - coal, oil and gas - on the other hand, are non-renewable resources that take hundreds of

millions of years to form. Fossil energy resources are obtained from dead plant and animal deposits created over the long history of the planet. These resources are vast, but limited, and are not renewable. Until recently fossil fuels have provided for the greater amount of humanity's energy demands. These resources mainly include coal, oil, and natural gas. Fossil fuels, when burned to produce energy, cause harmful greenhouse gas emissions, such as carbon dioxide. The combustion of fossil fuels produces emissions, including carbon dioxide (CO_2), carbon monoxide (CO), sulfur dioxide (SO_2), nitrogen oxides (NOX), and particulate matter (PM). Nearly all of these have negative impacts on the environment and our health.

Generating renewable energy creates far lower emissions than burning fossil fuels. Transitioning from fossil fuels, which currently account for the lion's share of emissions, to renewable energy is a key to addressing the climate crisis. Renewables are now cheaper in most countries, and generate three times more jobs than fossil fuels.

Energy conservation is the practice of using less energy in order to lower costs and reduce environmental impact. This can mean using less electricity, gas, or any other form of energy that you get from your utility and pay for. With finite energy resources available on our planet, actively conserving energy when possible is beneficial individually and to our larger energy systems.

To reduce energy consumption in your home and increase your energy savings, you do not necessarily need to go out and purchase energy efficient products. Energy conservation can be as simple as turning off lights or appliances when you do not need them. You can also use energy-intensive appliances less by performing household tasks manually, such as hang-drying your clothes instead of putting them in the dryer, or washing dishes by hand. There are tools you can use to figure out where most of your electricity is going in your home and which appliances are using the most electricity on a day-to-day basis.

An electric meter, or energy meter, is a device that measures the amount of electric energy consumed by a building, tenant space, or electrically powered equipment. When energy savings during certain periods are desired, some meters may measure demand, the maximum use of power in some interval. "Time of day" metering allows electric rates to be changed during a day, to record usage during peak, high-cost periods and off-peak, lower-cost periods. Also, in some areas meters have relays for demand response load shedding during peak load periods.

Nuclear Energy	*Electronic Meter*

Activity: *Refer to Learner's Book, Page 25*
Guide learners to do Activity 2 as specified in the Learner's Book.

Questions for Practice: *Refer to Learner's Book, Page 25.*
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 25.*
Discuss the questions with learners and let them answer at home for inspection.

Community Service: *Refer to Learner's Book, Page 26.*
Ask learners to undertake the community service in Learner's Book**.**

Summary: *Refer to Learner's Book, Pages 26 and 27.*
The outline under this section are the core-points. Use them to revise lesson 2 with learners. Pay attention to individual learners, identify their problems and address them.

Answers to Multiple Choice Questions: *Refer to Learner's Book, Page 27.*
1. C. resources
2. A. biomass
3. D. uranium
4. A. biomass
5. A. coal
6. D. unreliable supply
7. C. sun
8. A. coal

Answers to True or False Questions: *Refer to Learner's Book, Page 28*
1. True
2. False
3. True

Expected Answers to Essay Type Questions: *Learner's Book, Page 28.*
i. As a renewable energy resource, hydro power is one of the most commercially developed. By building a dam or barrier, a large reservoir can be used to create a controlled flow of water that will drive a turbine, generating electricity.

ii. Wind is a plentiful source of clean energy. Wind farms are an increasingly familiar sight in the UK with wind power making an ever-increasing contribution to the National Grid.

iii. Sunlight is one of our planet's most abundant and freely available energy resources. The amount of solar energy that reaches the earth's surface in one hour is more than the planet's total energy requirements for a whole year.

UNIT/SUB-STRAND 4	OUR NATURAL AND HUMAN RESOURCES

Content Standard: Investigate the natural and human resources around us.
Indicator: B9.1.4.1.1. Examine the importance of natural resources to the development of Ghana.

LESSON 1: IMPORTANCE OF NATURAL RESOURCES
Refer to Learner's Book, Pages: 29 - 45.

Planning to teach Sub-Strand 4:
The facilitator is required to facilitate Sub-Strand 4 as indicated in this Guide. The facilitator has to prepare well by researching into the following indicators: The explanation of the Concept of natural resources, where these resources can be located in the country and the efficient ways of exploiting these natural resources. It also involves the importance of the natural resources for the development of the country and how difficult it can be to exploit these natural resources. The facilitator, being the leader in the classroom must read further about the role of natural resources in the lives of Ghanaians. This will help the teaching and learning processes.

Performance Indicators
The learner will:
1. explain what is meant by natural resources.
2. use videos and identify the natural resources of the country both renewable and non-renewable.
3. show the location of the natural resources on the map of Ghana.
4. discuss efficient ways of exploiting the natural resources.
5. explain the importance of natural resources for the development of the country.
6. discuss the difficulty in exploiting natural resources efficiently.

Keywords: *Refer to Learner's Book, Page 29.*
proportional exploitation broadly efficiently galamsey irrigation screened commodities techniques exploration invention technology managerial species

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

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

Diagnostic Assessment Questions
1. How would you explain the concept natural resources?
2. Explain the term renewable natural resources
3. Explain the term non-renewable resources
4. Examine three (3) significance of natural resources to the country.

Expected Answers to Diagnostic Assessment Questions
1. Natural resources are all materials or product provided by nature that are used to support life and meet people's needs or which help in the production for goods and services.
2. A renewable resource is one that can be used repeatedly and does not run out because it is naturally replaced or regenerated after use.
3. A non-renewable resource is a natural resource that cannot be readily replaced by natural means at a pace quick enough to keep up with consumption.
4. Source of Raw materials
5. Source of Raw materials
6. Source of Food Supply

Background Information

Earth nourishes us like a mother with many natural resources. These resources are used for the sustenance and welfare of humanity. Earth is considered a home for many life forms, and to sustain life on Earth, we need some resources that we derive from nature. Everything material in our culture ultimately comes from natural resources. Humans use a lot of natural resources to survive in a continually developing world. These resources are called natural resources. Humans use these resources in their day-to-day life. Natural resources are substances or materials from nature that humans use to sustain life.

Rubber Plantation in Ghana

These resources are naturally available on Earth without any human action. Natural resources have economic, ecological, scientific, aesthetic, and cultural values in human life. Some of the essential resources like air, water, and food are the basic needs of humans. Natural resources include oil, coal, natural gas, metals, stone, and sand. From many of these natural resources, we

can create man-made materials that can then be used. For example, trees can be turned into paper, furniture, or fuel. Oil or petroleum can be used to make fuels or plastic. Cows can be used to get meat, dairy products and leather. Of course, many natural resources such as water and sunlight can be used in their original state, and do not need to be manufactured for them to be useful. The importance of natural resources for daily life, the economy, and agriculture has always been very high. Humans would not be able to survive without natural resources. We rely on them for our farming practices, for the products and services that we use every single day, and many of us rely on them for our employment.

Gold

Diamond

A push away from non-renewable energy sources towards renewable ones is, therefore, vital if we are going to continue to live in the way that we currently do. Irrational consumption and over utilisation of natural resources has led to socio-economic and environmental problems. That is why it is so important for us to all have some accountability and why we need to protect and respect our environment.

Subject Specific Practices

As learners examine the importance of natural resources to the development of Ghana, they will have the ability to identify important and appropriate criteria and use them to evaluate available alternatives. They will communicate and collaborate to explain ideas clearly with relevant detail. They will have the ability to combine information and ideas from several sources to reach a conclusion.

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 also 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 tell them everything. Design practical activities for learners and discuss the importance of natural resource for the development of the country and suggestions on how to exploit them in the country. When all these activities are well-organised in class, it will help learners to demonstrate a thorough understanding of a generalised concept and facts specific to a task or situation, made possible by effective 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 some Natural Resources in Ghana (timber, gold, bauxite, waterbodies, etc)
- A video on Ghana's natural resources.
- A chart showing the difference between renewable and non-renewable natural resources in Ghana.
- A map of Ghana showing the location of natural resources.
- Pictures showing challenges in exploiting natural resources in Ghana.
- A mind map on ways of exploiting natural resources in Ghana efficiently.
- A chart on the importance of natural resources.

LEARNING AND TEACHING ACTIVITIES

The purpose of these activities is to guide learners to identify and examine the importance of natural resources to the development of Ghana and how to exploit them efficiently for the benefit of the country.

A. Using the Think-Pair-Share technique, learners work in pairs to share ideas on what natural resources and their relevance. They then move into pairs/small groups to read and discuss portions of the texts on LB pages 29-43. Draw learners` attention to the need to study the accompanying maps and diagrams carefully.

- Conduct a plenary session for the groups to report on the outcome of their work to the class for its comments and observations.

B. Show pictures of different Natural Resources and have learners identify and describe.
- In small groups, learners discuss examples of Natural Resources in Ghana.
- Show a video on Ghana's Natural Resources and have learners discuss

- Using collaborative learning, learners discuss the difference between Renewable and Non-Renewable Natural Resources.
- Have learners group the examples they mentioned into Renewable and Non-Renewable Natural Resources.
- Using **Jigsaw technique**, learners prepare charts on the difference between Renewable and Non-Renewable Natural Resources in Ghana with clear examples.
- With the help of the internet, learners find examples of Ghana's Natural Resources and where they can be located.
- In small groups, learners prepare charts on Natural Resources and their locations.
- In a jigsaw activity, learners draw the map of Ghana and show where each of the identified Natural Resource can mainly be found.
- Using the **Snowball technique**, learners discuss the challenges Ghana face in exploiting its Natural Resources.
- In a small group discussion, learners highlight ways of exploiting natural resources efficiently in Ghana.
- Using the **Jigsaw technique**, learners discuss the Importance of natural resources for the development of the country.
- Using collaborative learning, learners develop a poster or compose songs/rhymes/poem on Importance of natural resources for the development of the country.

A Map of Ghana showing the location of Major Natural Resources

Progressive Assessment

Use the internet to find the differences between renewable and non-renewable and how each help in the development of the country.

Additional Information

Natural Resources are materials available in nature without human action and play a significant role in the survival and development of humankind. Humans use these resources to exist on Earth. Natural resources are of two types: renewable and non-renewable resources. Air, water, land, and minerals are some natural resources used directly or indirectly by men in their daily lives. The increases in population and over-exploitation have threatened the end of some of these natural resources. So, it is our moral duty to preserve natural resources and use them to be saved for future generations. Natural resources are of two types: Renewable Resources or Exhaustible Resources: Renewable resources are substances available in large amounts in nature. These resources are infinite and can be repeatedly used—for example, water, air, sunlight, etc.

Non-Renewable Resources or Inexhaustible Resources: These resources are also available in nature but are limited. They may end after continuous usage—for example, oil and natural gas, minerals, coal, etc. Natural resources are essential for the survival and development of humankind on this Earth. The importance of natural resources in human life is mentioned below:

- They provide us with oxygen to breathe.
- Land is used for cultivation and growing food products.
- Sunlight gives us solar energy, an important alternative energy source.
- Oil and Natural Gas give us fuel used in many industries and vehicles.
- Minerals are used as fuel and steel-like coal, iron ore, etc.

The Threat to Natural Resources:

- The increase in population is the primary threat to natural resources because of the rise in the number of people. Overpopulation harms natural resources.
- Overexploitation of natural resources can result in resource destruction, including extinction. Industrial development is also a significant reason for the overconsumption of natural resources.
- Severe climate change has affected natural resources; especially change in the rainfall pattern affects plant growth cycle, agricultural growth, and soil health. Without timely rain or high temperature, it is a risk of drought and forest fire. It decreases forest productivity.
- Pollution has affected natural resources like land, air, and water causing environmental pollution. It also affects the chemical composition of the soil, rocks, freshwater, and underground water, which destroys natural resources.

Conservation of natural resources is a procedure of protection and skillful management to preserve the resources provided by nature. The methods that can be used to conserve the natural resources are mentioned below:

- Reduce, reuse and recycle. The R3 should always be followed.
- We should take part as volunteers in cleanups in our community.
- Water should not be wasted, and rainwater should be harvested for future use.
- Ponds and lakes should be kept clean, and digging should be done more often.
- Dams and water reservoirs should be built.
- Deforestation should be stopped.

Activity 3*: Refer to Learner's Book, Page 44.*
Lead learners to undertake **Activity 3** as indicated on page 43 of the Learner's Book.

Questions for Practice: *Refer to Learner's Book, Page 44.*
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 44.*
With the use of the Internet and other sources, let learners find the location of the natural resources of the country. They are to find out the uses of these resources identified. Have a discussion with learners on the location of natural resources in Ghana.

Community Service: *Refer to Learner's Book, Page 45.*
Organise a seminar for learners to talk about ways or measures to protect the natural resources of the country. Lead a further discussion in class for learners to share what they learnt during the seminar.

A picture of renewable resources

Summary: *Refer to Learner's Book, Page 45.*
Use the outline under this section to revise the lesson with learners.

LESSON 2: IMPORTANCE OF HUMAN RESOURCES TO THE DEVELOPMENT OF GHANA: *LBK Pages 46 – 54.*

Content Standard: Investigate the natural and human resources around us.

Indicator: B9.1.4.1.2. Evaluate the importance of human resources to the development of Ghana.

Planning to teach Sub-strand 4:
The facilitator is required to facilitate Sub-Strand 4, Lesson 2 as indicated in this Guide. The facilitator has to prepare well by researching into the following indicators: Explain the Concept of human resources, identify ways of developing resources in the country and discuss why an educated and trained human resource is the most important asset of the country. It also involves how to identify, ways of developing the human resource of the country and why an educated and trained human resource is the most important asset of the country. The facilitator, being the leader in the classroom, must read further about how Ghana's human resource can be efficiently used in the production of goods and services. This will help the teaching and learning processes.

Performance Indicators
The learner will:
1. explain what is meant by **human resource.**
2. identify ways of developing human resource.
3. discuss why an educated and trained human resource is the most important asset of a country.
4. explain how Ghana's human resource can be efficiently used in the production of goods and services
5. investigate how some people in the community use their human resource abilities to help the community develop.
6. suggest new ways by which they would use their human resource abilities to develop the community.

Keywords: *Refer to Learner's Book, Page 46.*
human resource, capabilities, job-oriented, vocational, re-training, renumeration, incentives, supervision, occupation

Let learners use their dictionaries or the Internet to find the contextual meaning for each keyword.

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

Diagnostic Assessment Questions
How would you explain the concept human resource?
Examine three (3) ways of developing human resource in the country.

Expected Answers to Diagnostic Assessment Questions
1. Human resource refers to the mental and physical effort provided by man who includes human skills, capabilities, talents, knowledge, experience and physical strength for the management of affairs.
2. Formal and Job oriented type of education
   • Training people for jobs
   • Re-training of displaced workers

Background Information
The term human resource was originally used in political economy. Human resource refers to the people who are part of the workforce. Human resources are needed in every country. Some countries have enough human resources but do not efficiently use them. The human resource plays a significant role in the economy of a country by contributing to productivity. Human resource is known to be one of the superior resources as compared to the other resources like natural and physical capital. It can make use of natural and physical capital.

However, natural and physical capital cannot become useful on its own. The other resource becomes useful because of the input by the human resource. Human resource can mobilise all other resources. Without human resource, other resources remain unused or become wasted. Human resources are the agents of a nation's economic, social, cultural and technological progress. Skilled manpower is capable, experienced, trained, and efficient and contributes to the development of a country. Human resources are essential to carry out several development activities.

They can utilise the means and resources using their creativity and potential. The pace of development becomes faster if more skilled human resource is produced in the country. Human resource development is the process of appointing qualified human resource, distribute them appropriately and train them. It is an act of increasing ability and skill of an individual through skill-oriented training and education or developing resource as a whole.

Investing in human resource could ultimately increase the production of other resources. The quality of human resource is the symbol of economic and social status of the people. As a result, human development requires improvement. The healthy, educated, efficient and skilled people are the asset of the nation whereas unhealthy, inefficient and unskilled people are a burden.

Subject Specific Practices
As learners evaluate the importance of human resources to the development of Ghana, they will have the ability to identify important and appropriate criteria and use them to evaluate available alternatives. They will communicate and collaborate to explain ideas clearly with relevant detail using appropriate language. They will have the ability to combine information and ideas from several sources to reach a conclusion.

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 tell them everything. Design practical activities for learners and discuss the importance of natural resource for the development of the country and suggestions on how to exploit them in the country. When all these activities are well-organised in class, it will help learners to demonstrate a thorough understanding of a generalised concept and facts specific to a task or situation, it will also enhance their communication and collaborative as well as their critical thinking skills which are some of the key competencies of the standard based curriculum.

Teaching and Learning Resources (TLRs)

Pictures of people of different profession

A chart on ways of developing Human Resource

Pictures showing the production of goods and services

A chart of showing people belonging to different professions.

LEARNING AND TEACHING ACTIVITIES

The purpose of these activities is to guide learners to explain and evaluate the importance of human resource to the development of Ghana and ways of developing human resource for the benefit of the country.

A. Lead a class discussion to review the importance of Human Resource in national development as discussed in the last lesson. Put learners into pairs/small mixed ability groups to read and discuss portions of the texts on LB pages 46-49.
   •   At the end of the activity, the groups come together in a plenary to report on the outcome of the reading and discussion to the class for its comments, observations etc.

B. Using the Carousel Activity, revise the previous lesson on the Importance of Natural Resources for the Development of the Country.
   •   Using Brainstorming, learners explain the meaning of Human Resource.
   •   Using Think-Pair-Share, learners differentiate between Occupation and Profession with clear examples.
   •   Using the 'talking circle' technique, learners discuss Human Resource in Ghana and give examples in their locality.
   •   With the help of the internet, learners explore ways of developing Ghana's human resource.
   •   Using cooperative learning, learners develop charts/posters on ways of developing Ghana's human resource.
   •   In two groups, learners discuss points FOR or AGAINST the motion "Why an educated and trained human resource is the most important resource of the country" and debate.
   •   Using the discussion technique, learners elaborate ways through which Ghana's Human Resource can efficiently be explored in the production of goods and services.
   •   Using collaborative learning, learners Role-play some of the professions/occupations and

their ability to help the community develop.

- With the help of the internet, learners explore innovative ideas of using human resource abilities to help develop the community.
- Working in small groups, learners suggest new ways of using human resource abilities in different sectors of community development.
- Using collaborative learning, learners develop a poster or chart or compose a song/rhyme/ poem on innovative ways of using human resource abilities to help develop the community.
- Encourage learners to embark on community awareness with their poster or song/rhyme/ poem.

Progressive Assessment
Learners are to visit the community and use their human resource abilities to help the community develop.

Additional Information
Human resources are considered the most important resource because they are the foundation of any business. Human resource is considered to be one of the best resources because it can provide a wide range of opportunities for employees to grow and develop their skills. By providing a variety of opportunities, human resource development can help employees find jobs that best fit their individual talents and interests. Additionally, human resource can help employees develop relationships with their colleagues and managers.

The term human capital refers to the economic value of a worker's experience and skills. Human capital includes assets like education, training, intelligence, skills, health, and other things employers' value such as loyalty and punctuality. They can be found in many different roles, including customer service, sales, marketing, and information technology.

Human resources are not only a primary production factor but also activate other production factors. Human resource efficiency is a sign of human social and economic status. Human resources bring change in other resources, while other resources cannot affect or change human resources. The purpose of human resources is to help organisations achieve their goals. Human resource development usually begins as soon as an employee is hired and continues throughout that employee's tenure with the organisation.

This comes in different forms, including on-the-job training or job shadowing, textbook or online education, growth opportunities, and compliance training. Inadequate training and skills have affected the efficient utilisation of human resources. The type of skills and training that people receive for jobs are inadequate and the consequence is that most workers in the country are not well equipped with the training and skills required for the performance of jobs.

Questions for Practice: *Refers to Learner's Book page 51.*
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 4: *Refer to Learner's Book, Page 51.*
Lead learners to explain the purpose of the activity and then ask them to perform the activities as indicated in LBk.

Home Learning: *Refers to Learner's Book, Page 51.*
With the use of the internet, learners investigate how some people in the community use their human resource abilities to help the community develop.

Community Service: *Refers to Learner's Book, Page 51.*
Guide learners to create posters on ways of developing human resources to help develop Ghana.

Answers to Multiple Questions: *Learner's Book, Pages* 52 and 53.
1.   B. (effective management decisions)
2.   C (low level of technology)
3.   A (efficient utilisation of its natural resources)
4.   C (skilled manpower)
5.   C (well trained)
6.   C (Dam)
7.   C (Making the educational system vocationally and technically oriented)
8.   B (Land, water and air)
9.   A (Capital and technical know-how)
10. A (education and training)

Answers to fill-in Questions: *Learner's Book, Page 53.*
1.   Human resource
2.   Resource
3.   Natural resources
4.   Renewable natural resources

Answers to True or False Questions: *Learner's Book, Page 54.*
1.   False
2.   False
3.   False
4.   False
5.   False

Expected Answers to Essay Questions: *Learner's Book, Page* 54.
i. Inadequate skilled personnel or manpower.
ii. Insufficient capital.
iii. Low level of technology.

NB: Refer to pages 53 and 54 of the Learner's Book for further explanation to the question.

2. i. Through education, individuals gain knowledge and skills for national development. The education given should be job-oriented type or in the form of profession, apprenticeship and skill acquisition.

   ii. The trainee should be taught practically with the rudiments of the trade or profession that he chooses. Through training, the individual acquires knowledge, skills and attitudes for a specific purpose or job.

 iii. The human resource can be developed by re-training people who have been displaced from their jobs, to either obtain new jobs or to their own. Retraining thus, enable the displaced workers to learn new trade, new skills and widen their outlook and understanding of the job.

CHAPTER/STRAND 2

FAMILY LIFE

UNIT/SUB-STRAND 2   **THE FAMILY**

Content Standard: Evaluate the institution of marriage in Ghana.
Indicator: B9.2.2.1.1. Examine the importance of marriage as a social institution in Ghana.

LESSON 1: IMPORTANCE OF MARRIAGE AS A SOCIAL INSTITUTION IN GHANA:
Refer to Learner's Book, Pages: 55- 75.

Planning to teach Strand 2, Sub-strand 2:
The facilitator is required to facilitate Strand 2, Sub-Strand 2 as indicated in this Guide. The facilitator has to prepare well by researching into the following Exemplars: The explanation of the concept of marriage, discuss ways of contracting marriages in the country, identify the reasons why marriage is important and the causes the of broken marriages. It also involves the effects of broken marriages on the family structure. This will help the teaching and learning processes.

Performance Indicators
The learner will:
1. explain the concept of marriage as a social institution.
2. discuss ways of contracting marriage in Ghana.
3. identify the ways in which marriage is important as a social institution.
4. investigate the causes of broken marriage.
5. dramatise the effects of broken marriages on the family structure.
6. suggest ways of sustaining marriages.

Keywords: *Refer to Learner's Book, Page 56.*
customary, spouse, contracting, kingship, alimony, ordinance, scrutiny, counselling, Muhammedan, dowry, frowns, belongingness, constrains, intimately, assault, conflicting, statutory, consummate

Ask learners to use the Internet/dictionary to find out the meaning of these key words 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. Personal Development and Leadership
4. Cultural Identity and Global Citizenship
5. Efficient and Effective Communication
6. Digital Literacy

Diagnostic Assessment Questions
Explain the term marriage as a social institution.
Distinguish between customary marriage and marriage under the ordinance.

Expected Answers to Diagnostic Assessment Questions
Marriage is a union of a man and a woman in which the couple has gone through all the customary procedures/ rites recognised by the society for such a purpose and are legally recognised as husband and wife.

This type of marriage is based on customs, practices and traditions of the people. Customary marriage allows both monogamy and polygamy. Men can marry many women as their customs allow. On the other hand marriage under ordinance is always done after customary/traditional marriage in Ghana. Marriage under the ordinance allows the man to marry only one woman and vice versa (monogamous). There is an age limit in ordinance marriage below which the person cannot marry which is 18 years in Ghana.

Background Information

Nuclear Family   *Extended Family*

Marriage is an eternal concept. It is meant to be a loving, intimate, selfless relationship between a man and a woman that lasts through eternity. Every country has its own different types of marriages that are legally acceptable. In Ghana, marriage is not just a moral and legal union between a man and a woman to live together as partners, but also a union between families. The marriage can either be monogamous or polygamous depending on the type you engage in.

The main reason for the marriage union is to produce children while for others it is for companionship. There are three types of legal forms of marriage in Ghana: The Customary, the Religious and the Ordinance Marriage and each class has its own demands in order to legalise it. The traditional ceremony is a necessary common rite of marriage for all Ghanaian couples. In Ghana today, some couples perform this alone as a marriage ceremony, however, others also go

on to perform the western wedding in a church in addition to the traditional marriage ceremony. Ghanaian family law recognises a plurality of marital forms. Throughout the country, customary law marriages, consensual unions, marriages contracted under Islamic rules, and those contracted under the ordinance (civil or church) are all recognised as legal. Of these four types of marriages, marriage under customary or traditional law accounts for most marriage contracts in the country.

The Ghanaian traditional marriage sometimes called "engagement" could be a stand-alone ceremony where the process is seen as complete in itself, or it could be followed with a "blessing" or a white wedding. How such a traditional ceremony is performed depends on the tribe the bride comes from, but there are some things that most tribes have in common.

Subject Specific Practices

As learners examine the importance of marriage as a social institution in Ghana, they will have the ability to discuss ways of contracting marriages and putting forward constructive comments ideas, explanations and new ways of doing things. They will communicate and collaborate to explain ideas clearly with relevant detail using appropriate language. They will have the ability to combine information and ideas from several sources to reach a conclusion.

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 tell them everything. Design practical activities for learners and discuss the importance of marriage as a social institution. When all these activities are well-organised in class, it will help learners to demonstrate a thorough understanding of a generalised concept and facts specific to a task or situation, 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 different types of marriage
- Pictures of different types of families
- Pictures showing the different religions in Ghana
- A chart showing the processes involved in contracting traditional marriage among people in the community
- Pictures of items needed for Traditional Marriage in Ghana Pictures of items needed for Christian Marriage in Ghana
- A chart showing the processes involved in contracting Islamic marriage.
- Pictures of items needed for Islamic Marriage in Ghana
- A picture of a marriage certificate signed at the court.
- A chart showing the processes of contracting a Court marriage. A mind map showing the importance of marriage
- A picture depicting a broken home
- A chart/Mind Map on the effects of broken homes.
- A chart/mind map on ways of sustaining marriages in Ghana.

• Picture of a happy family in Ghana.

LEARNING AND TEACHING ACTIVITIES

The purpose of these activities is to guide learners to explain and evaluate the importance of marriage in Ghana and suggest ways for sustaining marriages. It also attempts to give more insight on the responsibilities involved, the preparation that ought to be made and challenges to be confronted in the marriage.

A. Put learners into pairs or small mixed ability groups and assign them to read and discuss portions of the texts on LB pages 56-70. The pairs or groups then get together in a plenary session to report on the outcome of the exercise to the class for its inputs, comments and observations.

B. In a Think-Pair Activity, learners discuss what a social Institution is.
   • Show pictures of different social institutions and have learners describe them.
   • In small groups, learners discuss a traditional marriage they have witnessed in their community.
   • Show pictures of items needed for a traditional marriage in Ghana and have learners identify and show their significance.
   • Using the Jigsaw technique, learners discuss and write on the processes involved in contracting a traditional marriage among different ethnic groups
   • In small groups, learners discuss a Christian marriage they have witnessed in their community.
   • Show pictures of items needed for Christian Marriage in Ghana and have learners identify and show their significance.
   • Using the Jigsaw technique, learners discuss and write on the processes involved in contracting a Christian marriage
   • Show pictures of items needed for an Islamic Marriage in Ghana and have learners identify them.
   • Using the discussion technique, learners outline the steps involved in contracting an Islamic marriage in Ghana.
   • Show video/pictures of Islamic marriage and have learners describe

   • Show the picture of the law court and have learners talk about its significance in contracting the Ordinance marriage.
   • In a small group discussion, learners discuss the processes involved in contracting Ordinance marriage.
   • Show the picture of a marriage certificate signed under the court marriage and a chart showing the steps involved in contracting Ordinance marriage to learners and have them talk about them.
   • Using small group discussions, learners discuss the importance of marriage as a social institution.
   • In small groups, learners discuss the causes of broken homes
   • In small groups, learners discuss the effects of Broken Homes on the community and the Nation

- In small groups, learners discuss ways of sustaining marriages in Ghana.
- Using Collaborative Learning technique, learners prepare charts/posters or compose poems, rhymes, songs on ways of sustaining marriages.

Progressive Assessment

Learners embark on project work by assessing the impact of broken marriages in the community.

Additional Information

The free consent of the spouse makes a marriage. From this consent and from the sexual consummation of marriage a special bond arises between husband and wife. This bond is lifelong and exclusive. While getting married is a personal decision, several things may help you understand "why marriage is so important."

| *Traditional Religion* | *Islamic Religion* | *Christian Religion* |

Marriage benefits a person's emotional, social, economic, physical, and mental well-being. When a couple commits to marriage, they feel more secure together. Additionally, it increases your life expectancy and has been scientifically proved to promote heart health, as well as help children and society. While today's youth increasingly show the tendency to live alone, independently, or in a live-in relationship, it is critical to remind them of the beauty and benefits of marriage. Marriage is a very strong relationship and is a union that provides two individuals with a bond that they needed so much.

Marriage is a commitment that completes your life, and you may not even know its significance until you get married. The main purpose of marriage, earlier on, was to act as an alliance between families, for either economic or political reasons, or both. The marriage was arranged, more often than not, with the couple marrying having no say in the matter. Even today, in some cultures and religions, marriages are arranged on the same basis. Traditional marriage in Ghana is not just the union of the couple and immediate family but the union of groups of people. Customary marriages can either be monogamous or polygamous. The man may have as many customary wives he may want. The marriages that fall under this category are usually registered under the Customary Marriage and Divorce Registration Law, 1985 (PNDCL112). For this marriage to be legal, the issues below are considered;

- There has to be consent from the two families.
- Consent from bride and groom.
- Payment of bride price and the celebration marks the covenant.

The ordinance is performed by a licensed marriage officer. A marriage officer can also be a religious leader, licensed to perform marriages by the government. This is a marriage governed by the Marriages Act 1884 – 1985 CAP 127. This marriage is the only marriage which is strictly a monogamous legal means of marriage in Ghana and if one desires to be with another, then legal dissolution may take place first before remarrying. The marriage can either be held at the Registrar General Department with 2 witnesses from each side of the couple in attendance. The marriage can also be officiated in the church or place of choice as long as it is officiated by a licensed marriage office.

Questions for Practice: *Refers to Learner's Book, Page 71.*
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 5: *Refer to Learner's Book, Page 71.*
Guide learners to perform **Activity 5** as indicated in the LBk.

Home Learning: *Refer to Learner's Book, Page 71.*
Learners visit the internet and investigate the causes and effects of broken marriages in society. They are to present a report for class discussion.
Lead learners to discuss the various reports in class.

Community Service: *Refer to Learner's Book page 71.*
Let learners be in their small groups and guide them to organise a symposium in the neighborhood on ways of sustaining marriages.
Do a further discussion in class with learners about the outcome of the symposium.

Summary: *Refer to Learner's Book, Page 72.*
Use the outline under this section to revise the lesson with learners.

Answers to Multiple Questions*: Refer to Learner's Book, Pages 73 and 74.*
  1. A. both families of the couple
  2. C (man must not be legally married to any woman).
  3. B (families of the spouses)
  4. B (peer pressure)
  5. B (have children).
  6. B (Customary)
  7. A (partners being committed to each other)
  8. D (Increase in streetism)
  9. B (Marrying more than one wife)
  10. C (Customary marriage).
  11. A (knocking).
  12. B (love and understanding)
  13. B (challenges of marriages).

14. A. (unmarried and childless)

Answers to fill-in Questions: *Learner's Book, Page 75.*
1. Husband or Wife
2. Challenges of marriage
3. Both families of the couple
4. Customary
5. Marriage

Answers to True or False Questions: *Learner's Book, Page 75.*
1. False
2. True
3. True
4. True
5. False
6. True

Expected Answers to Essay Questions: *Learner's Book, Page 75.*
1. i. People marry for procreation/ childbearing.
   ii. Marriage promotes a legal avenue for sexual satisfaction.
   iii. People marry for companionship.
2. i. The people may seek guidance and counselling.
   ii. The couple must be mutually responsible for the maintenance of the family.
   iii. Couple must understand and tolerate each other.
3. i. Broken marriages lead to single parenthood.
   ii. Divorce also leads to teenage pregnancy.
   iii. Marriage breakdown may bring about mental and emotional problems.

LESSON 2: THE IMPORTANCE OF RESPONSIBLE PARENTING WITHIN THE FAMILY SYSTEM: *Refer to Learner's Book Pages 76 -88.*

Content Standard: Evaluate the institution of marriage in Ghana.

Indicator: B9.2.2.2.1. Examine the importance of responsible parenting within the family system.

Planning to teach Sub-strand 2:

The facilitator is required to facilitate Sub-Strand 2 as indicated in this Guide. The facilitator has to prepare well by researching into the following indicators: The explanation of the Concept of parenthood and parenting, discuss the responsibilities of parents and inappropriate parenting behaviour that can lead to parent-child conflict. It also involves the consequences of inappropriate parenting behaviour and how some behaviour of children can let their parents act inappropriately in the society. This will help the teaching and learning processes in the classroom outcome.

Performance Indicators

The learner will:

1. explain the concepts:
   i. parenthood
   ii. parenting
2. differentiate parenthood from parenting.
3. discuss the responsibilities of parents.
4. discuss inappropriate parenting behaviour and its consequences.
5. examine how some behaviour by children can cause their parents to act irresponsibly.
6. suggest ways of handling parent-child conflicts.
7. carry out an educational programme in the community on the need for parents to be responsible.

Keywords: *Refer to Learner's Book Page 76.*

evolution, blueprint, expectant, upbringing, assault, endeavours, incur, egoistic, strangulation, resorting, detestable, favouratism, discordant, acrimonious, promiscuity, nefarious, abysmal, aggrieved

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. Personal Development and leadershipp
4. Cultural Identity and Global Citizenship
5. Efficient Effective and Communication
6. Digital Literacy

Diagnostic Assessment Questions
1. How would you explain the concepts parenthood and parenting?
2. Discuss **three** inappropriate parenting behaviour in the Ghanaian society.

Expected Answers to Diagnostic Assessment Questions
1. Parenthood is the state of being a parent. It begins when pregnancy is confirmed and a baby expected.
   - Parenting is the activity of bringing up, caring for or looking after children to become useful and responsible in the society.
2. Immoral lifestyle of parents
   - Uncooperative attitudes of children
   - Financial difficulties or poverty

Background Information
Parents are one of the most important components of the family. In today's busy world where parents could hardly find time for their children, parents need to revise the actual meaning of parenting and parenthood. Pregnancy and the transition to parenthood are major adjustment periods within a family. Parents are responsible for providing their children with housing, food, clothing, medical treatment, spiritual care, education, and social requirements. Responsibility of parenthood is an ability of parents to detect the need of happiness and desire of children and helping them to become responsible children.

Parenthood is basically considered as the stage where you are ready to carry out proper and well-organised parenting. Parenthood basically associates you with a role that you are performing in the bringing up of your child. Parenting includes special techniques, skills, and methods that are used by parents to raise up children. Parenting starts right from birth and goes on through adulthood. This implies that parenting is the process of taking care or supporting a child from birth to adulthood involving the physical, emotional, social and intellectual capabilities. It can simply mean the process or state of being a parent.

In fact one can be a parent both to the biological or non-biological children. Let us embrace our parenting practices so we can nurture responsible youth for the country. This indicator has indicated the need for an improvement in parents' preparation for parenthood, the importance of including fathers in antenatal education and that inadequate preparation remains a concern to both women and their partners. It is clear that without understanding the proper concepts of parenting and parenthood, you cannot raise a good child and a successful family.

Subject Specific Practices
As learners examine the importance of responsible parenting within the family system, they will have the ability to discuss the responsibilities of parents and inappropriate parenting behaviour and its consequences. They will communicate and collaborate to explain ideas clearly with relevant detail using appropriate language clearly. They will be able to look at and think about things differently and from different perspectives. They will have the ability to combine information and ideas from several sources to reach a conclusion.

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, demonstration, in-group discussion, field trips, internet use, and projects with reports. The facilitator must also lead learners to discover new concepts on their own rather than tell them everything. Design practical activities for learners and discuss the importance of natural resource for the development of the country and suggestions on how to exploit them in the country. When all these activities are well-organised in class, it will help learners to demonstrate a thorough understanding of a generalised concept and facts specific to a task or situation, it will also enhance communicative, collaborative and critical thinking skills which are some of the key competencies of the Standard Based Curriculum.

Teaching and Learning Resources (TLRs)

- A chart showing the differences between Parenthood and Parenting
- Pictures of parents.
- A chart showing the responsibilities of parents.
- Pictures depicting Irresponsible parenting behaviours.
- Pictures showing consequences of irresponsible parenting behaviours.
- Picture/video of children in acts that cause parents to be irresponsible.
- A chart showing ways of handling parent-child conflict.

LEARNING AND TEACHING ACTIVITIES

The purpose of these activities is to guide learners to assess and examine the importance of responsible parenting within the family system in Ghana. It also attempts to put more insight on the consequences of inappropriate parenting and children's behaviour and to suggest ways for handling parent-child conflicts.

A. Working in pairs/small ability groups, learners read and discuss portions of the texts on LBk pages 76 - 85. The pairs/groups then get together in a plenary session to report on the outcome of the exercise to the class for class inputs, comments, observation etc.

B. In small groups, learners discuss the difference between Parenthood and Parenting.
  - Show pictures of parents and have learners describe them.
  - In small groups, learners discuss the responsibilities of parents in the family.
  - Show charts that display the responsibilities of parents for reinforcement
  - Show pictures of Irresponsible parental behaviours for learners to describe.
  - In small groups, learners discuss Irresponsible parental behaviours
  - Using Think-Pair Share, learners talk about some consequences of irresponsible parental behaviours.
  - In a whole class activity, learners Role-Play some of the consequences of irresponsible parental behaviours
  - Show pictures/video on how children can cause parents to be irresponsible.
  - In small groups, learners discuss the video/pictures and highlight ways children can cause their parents to be irresponsible
  - Using the internet, learners search for other ways they can handle parent-child conflicts.
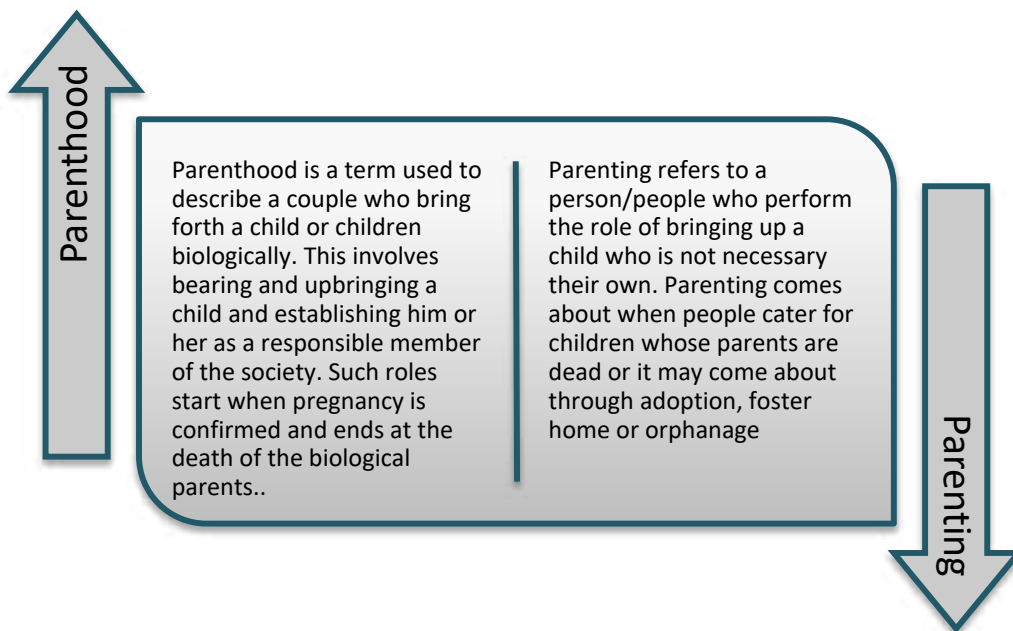
- In a Jigsaw activity, learners design posters/charts or compose poems/ songs/ rhymes on the need for parents to be responsible.

Progressive Assessment
Learners find ways of promoting good parent-child relationship in the community.

Additional Information
The term "responsible parenthood" refers to the father and mother's obligations to their children. Parenthood is the state of being a parent which means fatherhood or motherhood. It also implies that parents have a responsibility to guarantee their children's good upbringing. Parenthood is a notion that is defined by the concept of family. It is a shared responsibility of the husband and the wife to determine and achieve the desired number, spacing, and timing of their children according to their own family life aspirations, taking into account psychological preparedness, health status, socio-cultural, and economic concerns.

Parenthood

Parenthood is a term used to describe a couple who bring forth a child or children biologically. This involves bearing and upbringing a child and establishing him or her as a responsible member of the society. Such roles start when pregnancy is confirmed and ends at the death of the biological parents..

Parenting refers to a person/people who perform the role of bringing up a child who is not necessary their own. Parenting comes about when people cater for children whose parents are dead or it may come about through adoption, foster home or orphanage

Parenting

On the other hand, responsible parenthood means the ability of a parent to take adequate responsibility of the needs of their child or children as well as other members of the family in order for them to become good and responsible adult members of the society.

Parenthood usually focuses on relationship-building with your partner in order to strengthen the relationships on the journey of their parenting. Parenthood basically associates you with a role that you are performing in the bringing up of your child. Good and responsible parents respect their child/children as distinct individual(s). They use to be honest to them. They cater for the children, monitor the kind of company they keep and the type of clothes they put on, and caution the children

anytime they are found wanting. Parents care for their child's wellbeing, their health, safety and character development especially at their early years. These will help the child to grow into a law-abiding adult citizen thereby making the children contribute to the development of the society. Parenthood really helps to motivate the children.

Kindness, and honestly in Life. Every responsible parent teaches their children about how to survive in the real world. Their children learn about practical things which are common in society. Responsible parents put in their children good and acceptable societal values of love, honesty, diligence, contentment and integrity. And these influence the pattern of development and behaviour of their children, especially during adulthood. It thereby reduces the rate of crime in the society. The extended family is a strong tool in parenting. It helps to develop a strong sense of social responsibility in the child from his early years and he learns to be respectful, responsible and supportive member of the extended family and society. Irresponsible parents are those who put themselves first, who often risk their children's well-being and who fail to set proper examples. This type of parenting falls in the same category as uninvolved parenting. Irresponsible parents are generally considered bad parents mainly because of their dismissive and unresponsive nature.

Questions for Practice: *Refer to Learner's Book, Page 85.*
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 6:** *Refer to Learner's Book, Page 85*.
> Let learners perform **Activity 6** as indicated in the LBk.

Home Learning: *Refer to Learner's Book, Page 85.*
In groups of five, have learners find out from the community if there are children neglected by their parents. They are to collect information about how these children got to the orphanage and how they are being cared for. They are to present their findings to the class.

Community Service: *Refers to Learner's Book, Page 86.*
Task learners to create posters on the need for parents to be responsible.
Learners carry out an educational programme in the community on the need for parents to be responsible. They are to present reports on their findings.
Lead learners to do further discussion on their findings.

Summary: *Refer to Learner's Book, Page 86.*
As a form of revision, use the points under summary to revise the lesson with the whole class. Pay attention to individual learner problems.

Answers to Multiple Choice Questions: *Refer to Learner's Book, Pages 86 - 88.*
   1. C (parents are dead)
   2. B (activity of bringing up children)
   3. A (continue to correct their children)

4. A (must listen to the child's view point)
5. B (immediately pregnancy is confirmed)
6. A (Adapting to different situation when dealing with the child)
7. D (take them through counseling)
8. C (poverty in the home)
9. A (economic hardship)
10. B(parenthood)
11. D (respects the child's view)

Answers to fill-in Questions: *Learner's Book, Page* 88.
1. parents are dead
2. Parenting
3. Parents
4. Parenthood

Answers to True or False Questions: *Learner's Book, Page 88.*
1. False
2. False
3. True
4. True
5. False

Expected Answers to Essay Type Questions: *Learner's Book, Page 88* .
1. i. Provision of physical needs
   ii. Provision of health needs
   iii. Socialisation of the children
2. i. It leads to child abuse
   ii. It leads to child labour
   iii. It leads to moral degeneration of children
3. i. Parents must be patient, tolerant and understanding
   ii. Parents must be fair and firm
   iii. Parents must show affection and care for children

UNIT/SUB-STRAND 4	POPULATION

Content Standard: Analyse the population structure in Ghana and its related issue.
Indicator: B9.2.4.1.1. Assess population structure in Ghana and its associated development issues.

LESSON 1: POPULATION STRUCTURE IN GHANA AND ASSOCIATED DEVELOPMENT ISSUES: *Refer to LBk. 89-98*

Planning to teach Sub-strand 4:
The facilitator is required to facilitate the sub-strand as indicated in this Guide. The facilitator has to prepare by researching into the following indicators: The structure of the Ghanaian population as set in a population pyramid of Ghana, analyse the effects of rapid population growth on the family, the community and the nation and suggest ways in which social problems and rapid population growth could be minimised.

Performance Indicators
The Learner will:
1. recap on Basic 8 work on the population structure in Ghana. With the use of the internet or a chart examine the structure of the Ghanaian population.
2. analyse the effects of rapid population growth on the family, the community and the nation.
3. suggest ways in which social problems and rapid population growth could be minimised.
4. dramatise the effects of large family size on the up keep of the family

Keywords: *Refers to Learner's Book, Page 88.*
Mortality, converted, urbanisation, congestion, strictly, exhaustive, implication

Ask learners to use the Internet/dictionary to find out the meaning of these key words before the lesson. Encourage them to also derive the meanings of the words from contex*t*.

Core-Competencies
1. Critical Thinking and Problem Solving Abilities
2. Creativity and Innovation
3. Personal Development and Leadership
4. Cultural Identity and Global Citizenship
5. Digital Literacy

Diagnostic Assessment Question
Examine **three** effects of rapid population growth in the country.

Answers to Diagnostic Assessment Question
1. High dependency burden
   • It leads to low Standard of Living

• It leads to Unemployment

Background Information

Population is a dynamic field. There have been significant changes in birth rates and the population trajectories of countries and continents in recent years. Overpopulation is a major cause of most of the world's problems. Whether it is a question of food shortage, lack of drinking water or energy shortages, every country in the world is affected by it – or will be. In particular, where birth rates have recently been high, when the babies born in that period reach childbearing age, they increase the number of families, even though the size of their families is smaller than in the previous generation. This is called 'demographic momentum' and means that the impact of changes in fertility normally takes many decades to be reflected in population. However, it is most likely to continue growing for most of this century unless we take action. Overall, Ghana's population characteristics pose serious challenges for her development and not until Ghana achieves considerable fertility decline within the next few years, the nation's development efforts will be frustrated. Her annual population growth rate is among the highest in the world. It has hovered around 2.9 and 3.1% since 1984 compared with the average rate of 0.6% for the developed world. Rapid population growth and its causes continue to pose a major impediment to achieving the Sustainable Development Goal, in particular eradicating hunger and poverty, achieving gender equality, and improving health and education.
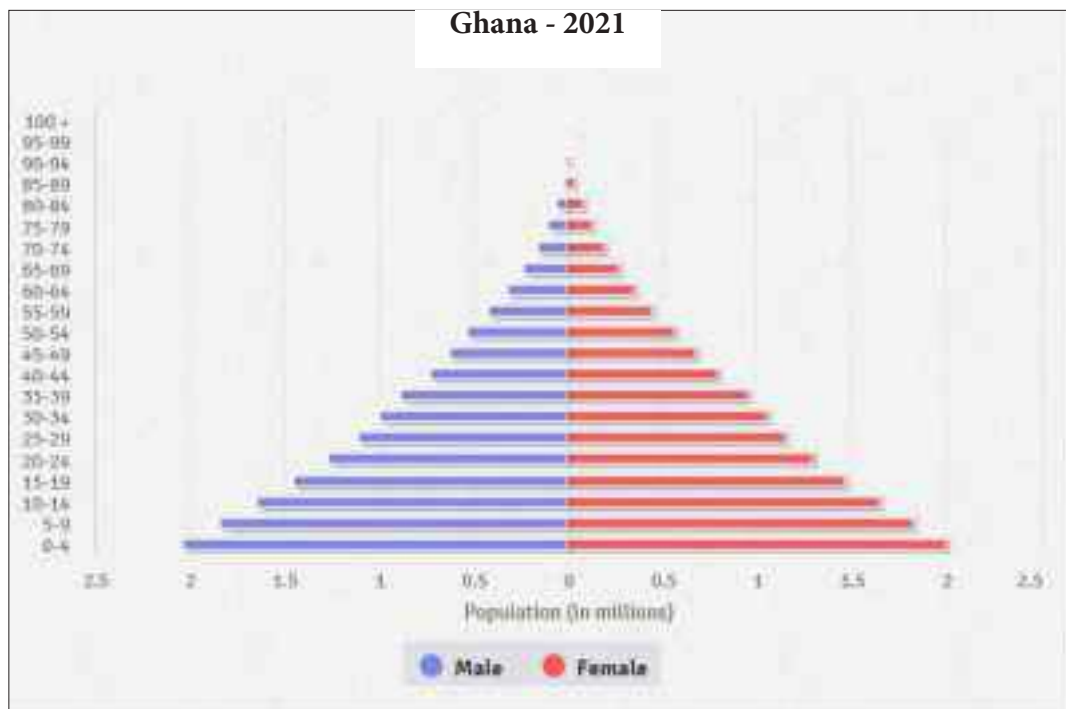
Poverty is also a significant driver and predictor of population growth. Total population in the UN's designated Least Developed Countries is projected to rise from just over 1billion in 2020 to 1.76billion in 2050. Populations are also affected by death rates, net migration and the proportion

of people of childbearing age. Populations of countries with fertility rates below replacement level often continue to experience natural increase (births minus deaths) for some time. Rapid Population growth means higher dependency burden which forces the young population to work to supplement the family income. It also creates social pressures on the government to spend more on the welfare of the people in order to maintain a minimum standard of living.

Subject Specific Practices
As learners assess the population structure in Ghana and its associated development issues, they are able to think critically and solve problems, communicate and collaborate on the various issues and create a meaningful and original piece of work or its interpretation by integrating existing information.

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 discussion, field trips, internet use, and projects with reports. The facilitator must also lead learners to discover new concepts on their own rather than tell them everything. Design practical activities for learners and discuss the various 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. Communication and collaboration and critical thinking which are some of the key competencies of the standard based curriculum will also be enhanced.

Teaching and Learning Resources (TLRs)
- A chart showing the population structure of Ghana.
- A population pyramid showing the current population structure of Ghana
- A mind map on the effects of rapid population growth on the family, the community and nation.
- A video on rapid population growth
- Pictures showing some social problems in Ghana

Internet Source
https://slideplayer.com/slide/13580954/83/images/3/Problems+of+Rapid+Growth.jpg

LEARNING AND TEACHING ACTIVITIES
The activities are designed to guide learners to assess the population structure of Ghana, effects of the rapid population growth, social problems that are connected with rapid population growth and suggest ways of addressing or minimising rapid population growth.
A. Put learners into pairs or small mixed ability groups to read and discuss portions of the texts on LB Pages 88-95. The pairs/groups then meet in a plenary to report on the outcome of the exercise to the class for class inputs, comments and observations.

B. Using Think-pair-share, learners explain what population structure is.
- In small groups, learners discuss the population of Ghana
- Using cooperative learning, learners use the internet to search for data for the construction

of the population structure of Ghana.
- In groups, learners create a chart that shows the population structure of Ghana.
- Using Think-pair-share, learners explain rapid population growth.
- Show a video on rapid population growth and have learners discuss.
- In small groups, learners discuss briefly factors responsible for rapid population growth.
- Using cooperative learning, learners discuss the effects of rapid population growth on the family.
- Using the Jigsaw technique, learners discuss effects of population growth on the community and the nation.
- Using Think-pair-share, learners explain social problems and give examples from their community.
- Learners discuss and role-play ways of minimising social problems in Ghana.
- Using collaborative learning, learners discuss ways of reducing rapid population growth in Ghana.

Progressive Assessment
Learners visit the internet to read about Ghana's policy on population. They are to analyse the effects of rapid population growth on the family, community and the country. They are to present a report as to how the population of the country could be minimised.

Additional Information
Global population is still growing by more than 80 million a year. The Ghana Population (Live) counter shows a continuously updated estimate of the current population of Ghana delivered by Worldometer's RTS algorithm, which processes data collected from the United Nations Population Division. The Population of Ghana (1950 - 2019) chart plots the total population count as of July 1 of each year, from 1950 to 2019. The Yearly Population Growth Rate chart plots the annual percentage changes in population registered on July 1 of each year, from 1951 to 2019. This value can differ from the Yearly % Change shown in the historical table, which shows the last year equivalent percentage change assuming homogeneous change in the preceding five year period.

Total fertility rate' is the number of births per woman over the course of her life and gives an indication of how family size is changing. Populations are also affected by death rates, net migration and the proportion of people of childbearing age. Due to its high fertility rate, sub-Saharan Africa has a very young population: 60% of the population is less than 25 years old. That means that many people are entering their childbearing years. Thanks to improvements in access to health care, life expectancy is increasing and child mortality is declining, meaning there are now more generations alive at the same time.

To examine the effects of rapid population growth, there are four key sectors of the Ghanaian economy which are crucial for socio-economic development. These are: the Economic sector, Education, Health, and the Environment, the relationship between population and development in Ghana, increase the awareness of government, community and opinion leaders and the general public on the need to support population policy programmes so as to enable them to advance the interest of overall national development.

It is only logical that an increase in the world's population will cause additional strains on resources. Rapid growth has led to uncontrolled urbanisation, which has produced overcrowding, destitution, crime, pollution, and political turmoil. Rapid growth has outstripped increases in food production, and population pressure has led to the overuse of arable land and its destruction. More people mean an increased demand for food, water, housing, energy, healthcare, transportation, and more. And all that consumption contributes to ecological degradation, increased conflicts, and a higher risk of large-scale disasters like pandemics.

More than 200 million women in developing countries currently have an unmet need for family planning, meaning they do not want to get pregnant but are not using modern contraceptive methods. Contraception provision must be accompanied by education, support and female emancipation to be effective. Another important factor in uptake of contraception is desired family size. Religious, cultural and social influences all play a part in that, as do economic and political factors. Where people cannot rely on the state to support them, they tend to have larger families to ensure they have children who can support them. Where child mortality is still high, people also seek to have more children.

The "value" of women and girls may also be judged by the number of children they have (not just in places where women are not empowered) and traditions valuing larger families are often internalized. Ghana currently has a national population policy with strategies to manage the country's population for long term benefit, but implementation of this has lacked political will over the years.
NOTE: The current population of Ghana is 32,424,453 as of Thursday, August 4, 2022, based on Worldometer elaboration of the latest United Nations data. Ghana 2020 population is estimated at 31,072,940 people at midyear according to UN data. Ghana population is equivalent to 0.4% of the total world population. Ghana ranks number 47 in the list of countries (and dependencies) by population. The population density in Ghana is 137 per Km2 (354 people per mi2). The total land area is 227,540 Km2 (87,854 sq. miles). 56.7 % of the population is urban (17,625,567 people in 2020). The median age in Ghana is 21.5 years.

> **Activity 7**: *Learner's Book, Page 95.*
> The purpose of this activity is to help learners appreciate the need for couples to maintain small family size. Guide learners to undertake Activity 7 as indicated in the Learner's Book.

Home Learning: *Refer to Learner's Book, Page 95.*
Learners visit the internet to read about Ghana's policy on population. They are to present a report as to how the population of the country could be reduced.

Questions for Practice: *Refer to Learner's Book, Page 95.*
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 95.*

Learners visit the community and educate the people on how large family size has an effect on the up keep of the family and how it is linked to poverty in the community. They are to present a report for class discussions.

Answers to Multiple Choice Questions *Learner's Book, Pages 96 and 97.*
1. D (Increase in population growth)
2. A (To improve the standard of living among existing people)
3. A (emigration)
4. A (decline in death rate and increase in longevity)
5. B (Fertility)
6. D (Use of contraceptive methods)
7. D (Age group 15-64 represented 54% of the entire population)
8. B (high dependency burden)
9. D (Overcrowded human settlement)

Answers to fill-in Questions: *Learner's Book, Page 98.*
1. Population
2. Population growth rate
3. Population structure

Answers to True or False Questions: *Learner's Book, Page 98.*
1. False
2. True
3. True
4. False
5. False

Expected Answers to Essay Type Questions: *Learner's Book, Pages 98.*

1. i. It leads to high dependency burden because there would be too many young people of school age in the family and the community.
   ii. A rapidly increasing population leads to an increased demand for food products, clothes, houses, etc. Consequently, the costs and prices of goods will raise leading to the cost of living of the masses.
   iii. A rapidly increasing population plunges the economy into mass unemployment and under-employment.

2. i. Public education activities on social problems relating to rapid population growth should be increased. The spread of education changes the outlook of people.

   ii. Family planning that ensures small family size should be encouraged and promoted by organization and agencies responsible for such activities.

   iii. Female education should be provided so that female students will not be tempted to go into early marriage for so long as they remain in school.

UNIT/SUB-STRAND 3	CULTURE AND NATIONAL IDENTITY

Content Standard: Evaluate the place of culture in national identity.
Indicator: B9.3.3.1.1. Assess the significance of symbols, music and ceremonies in promoting national identity.

LESSON 1: SIGNIFICANCE OF SYMBOLS, MUSIC AND CEREMONIES IN PROMOTING NATIONAL IDENTITY: *Refer to Learner's Textbook 9 pages 99-120.*

Planning to teach Sub-strand 3:
The facilitator is required to facilitate the sub-strand as indicated in this guide. The facilitator has to prepare by researching into the following **indicators**: The concept of national identity, discuss how patriotic songs promote national identity, interpret some national and traditional symbols and evaluate their importance in fostering national unity. The facilitator must read about national ceremonies and how they help draw the whole nation together.

Performance Indicators
The Learner will:
1. explain the concept of national identity.
2. sing patriotic songs and discuss how songs promote national identity.
3. with the use of videos or pictures identify some national and traditional symbols.
4. discuss the features and significance of the identified symbols.
5. interpret some national and traditional symbols and evaluate their importance in fostering national unity.
6. discuss ways of fostering national unity and defending the integrity of the nation.
7. discuss how national ceremonies can be used to foster national unity
8. discuss how respecting the customs and culture of other groups plays a part in celebrating diversity in Ghana and helps draw the whole nation together.

Keywords: *Refer to Learner's Book, Page 100.*
identity, anthem, flag, Coat of Arms, Adinkra, culture, freedom, justice, heraldic, shaft, mine, agriculture, patriotism, festival, symbols, promote

Ask learners to use the Internet/dictionary to find out the meaning of these key words before the lesson. Learners may also use the contexts of the words to get their meanings.

Core-Competencies
1. Critical Thinking and Problem Solving Abilities
2. Creativity and Innovation
3. Personal Development and leadership

4. Cultural Identity and Global Citizenship
5. Effective and Efficient Communication and Collaboration
6. Digital Literacy

Diagnostic Assessment Questions
1. What is your understanding of national identity?
2. Examine **three** importance of national symbols

Expected Answers to Diagnostic Assessment Questions
1. Natural identity is a situation where an individual sees himself/herself as part of his \her nation and relates to the symbols, traits or passions connected with the nation and not to his tribe or ethnic group.
2. Identification
   • Symbol of unity
   • National Emblems worn on Uniforms

Background Information
Our country, Ghana is a multi-ethnic, multi lingual and multicultural. It contains many ethnic groups, many languages and therefore many cultures. The aspect of national identity is cultural homogeneity, or a sense of pride in one's culture, nationality and common background with fellow citizens. It concerns with a common culture, understanding of the past, and aspiration for the future that binds a group of people together and fosters a sense of belonging to a nation. It is the unifying force that connects the people of one country. The patriotic songs become more popular and content of these songs arouse patriotic spirit. The strong lyrics are sometimes affiliated with religious beliefs that arouse the emotions that get people ready to fight for their country at any cost. It is noticed that most of the people become emotional during these national ceremonies due to the deep penetration of the lyrics and visuals of the presented songs. The traditional culture is full of proverbial teachings which are used to instill wisdom in the people. Other symbols are also used to show significant events in history and arouse behavioral tendencies in humans.

Festivals in Ghana are celebrated for many reasons pertaining to a particular tribe or culture, usually having backgrounds relating to an occurrence in the history of that culture. Ghanaian festivals are a colourful and vibrant part of the culture. Each year festivals and durbars are held in various parts of the country to celebrate the heritage of the people. Most people believe that festivals help them forge close bondage with their ancestors and ask for their protection. Festivals are also held in order to purify the whole state so that people can enter the New Year with confidence and hope.

Subject Specific Practices
As learners assess the significance of symbols, music and ceremonies in promoting national identity, they are able to think critically and solve problems, communicate and collaborate on the various issues and create a meaningful and original piece of work or its interpretation by integrating existing information.

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, 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 to do 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. It will also enhance communication and collaboration and critical thinking which are some of the key competencies of the standard based curriculum.

Teaching and Learning Resources (**TLRs)**
- Pictures showing symbols of National Identity
- Patriotic songs/Lyrics of patriotic songs
- Tape recorder/mobile phone
- Recorded versions of Patriotic Songs
- The National Flag
- A picture of the Coat of Arms
- Pictures of the Presidential Staff
- A picture of the Parliamentary Mace
- Pictures/videos of various presidents swearing with the Presidential Staff
- Pictures of the Parliamentary Mace in parliament
- A picture chart showing some Adinkra Symbols and their meaning.
- Internet access.
- A chart showing ways of fostering national unity and defending the integrity of Ghana
- A chart on how national ceremonies can be used to foster national unity
- Pictures/videos on some national ceremonies such as Independence Day Celebration
- Pictures depicting cultural tolerance

Internet Sources:
- (https://www.youtube.com/watch?v=hCU-73qvJTc) (https://www.youtube.com/watch?v=nz-RExkbv8k0)
- (https://www.youtube.com/watch?v=q74jg2kTvo4)
- (https://yen.com.gh/109816-ghanaian-traditional-symbols-meanings.html)

LEARNING AND TEACHING ACTIVITIES

The purpose of these activities is to guide learners to assess the importance of national symbols, traditional symbols, patriotic songs and national ceremonies to promote national identity and foster national unity.

A. Lead learners to sing one or two patriotic songs and also discuss briefly the need for patriotism and cultural/national identity.
- Working in pairs/small mixed ability groups, let learners read and discuss portions of the texts on LB pages 99-116. Draw their attention to the various pictures, designs, charts and

cultural symbols.
- At the end of the reading and discussion, guide the pairs/groups report on their work to the class in a plenary for comments, inputs and observations.

B. In small groups, learners discuss the concept of National Identity.
- Using 'Run to the Board' technique, learners identify symbols that depict National Identity.
- Have learners sing patriotic songs to symbolize National Identity
- Using think-pair share, learners come out with Ghanaian patriotic songs they know of.
- In small groups, learners search from the internet and write the lyrics of the patriotic songs
- Using Jigsaw technique, learners sing the patriotic songs and record with the voice recorder.
- Play recorded versions of Patriotic Songs and have learners sing along
- Using Jigsaw technique, learners discuss how the patriotic songs promote national identity.
- Using think-pair share, learners identify the National Flag and the Coat of Arms and share information on the persons who designed them.
- In small groups, let learners discuss the meaning and importance of the colours and symbols of the National Flag and the Coat of Arms.
- Learners individually draw the National Flag and colour it with the right colours.
- Using think-pair share, show pictures of the Presidential Staff and Parliamentary Mace and have learners identify and tell the person who designed them.
- Using the Snowball technique, learners discuss the significance of Presidential Staff and the Parliamentary Mace.
- Learners watch videos/pictures of the presidential staff and the parliamentary mace being used by the president and parliament respectively.
- Learners individually sketch pictures of the Presidential Staff/Parliamentary Mace
- In small groups, learners discuss the meaning and significance of some traditional symbols such as Adinkra symbols.
- In a cooperative learning session, learners match Adinkra Symbols to their meaning
- Learners individually draw and show the significance of any one traditional symbol
- In small groups, learners discuss ways of fostering national unity and defending the integrity of Ghana
- In cooperative learning session, learners role-play on ways of fostering national unity and defending the integrity of Ghana
- Using think-pair share, learners mention some national ceremonies they have attended.
- In small groups, learners discuss how such national ceremonies can help foster national unity.
- In small groups, discuss how cultural tolerance plays a part in celebrating diversity in Ghana and helps draw the whole nation together.

Progressive Assessment
Learners sing patriotic songs that promote national identity and foster national unity.

Additional Information
Cultural identity as a manifestation of social attributes of human beings is also an important medium affecting the identity of individuals and ethnic groups and national identity. Therefore,

national identity refers to the identity of the citizens of a country with their own country's historical and cultural traditions, moral values, ideals, beliefs, national sovereignty, and so on. It is manifested as individuals or groups believe that they belong to a country as a political community.

National identity is a person's identity or a person's sense of belonging to one state or to one nation. It is the sense of a nation as a cohesive whole, as represented by distinctive traditions, culture, and language. The binding factors vary across cultures, but racial and religious affiliations and common sociocultural backgrounds are two of the most common measures of national identity.

Culture is a defining feature of a people's identity, contributing to how they see themselves and the groups with which they identify. A person's understanding of his/her own and others' identities develops from birth and is shaped by the values and attitudes prevalent at home and in the surrounding community. Ghana's Independence Day, celebrated on 6th March, provides an opportunity for the outpouring of patriotic sentiments. In Accra, the Independence Day Parade is held at the Independence Square and is attended by past and present heads of state, members of parliament, ministers of state, foreign leaders and diplomats, school children, workers, and the general public. Similar parades and celebrations are held at regional and district capitals.

The general expectation is that all Ghanaians would observe its significance by taking stock of the country's progress and achievements, of challenges ahead, and of the collective destiny of Ghanaians. Patriotic music develops patriotic imagination equally on citizens whether they live anywhere in the country and everyone understands its positive approach; Imagination is a powerful method that can be used to convey message, and patriotic music is a mixer of imagination and emotions that directly influence the public mind.

Patriotic songs have boosted our morale in times of crisis, strengthened our resolve in eras of uncertainty and rekindled pride in who we are, and what we represent, as a great nation. Patriotism is of its nature defensive, both militarily and culturally. Nationalism, on the other hand, is inseparable from the desire for power. Adinkra are symbols from Ghana that represent concepts or aphorisms. Adinkra are used extensively in fabrics, logos and pottery. They are incorporated into walls and other architectural features. Adinkra symbols appear on some traditional Akan goldweights.

Celebrations are always grand in Ghana, whether it is for honoring religion, ancestors, rites of passage, or harvest. Many of these traditions are built upon long-celebrated practices, and within each region comes differing aspects of culture. Throughout the year festivals and durbars are held in various parts of the country for reunion, development purposes and to strengthen beliefs of society. You can always catch at least one Ghana holiday or festival regardless of when and where you choose to visit as there are more than 100 events throughout the year.

Sankofa Symbol	**Gye Nyame Symbol**

Questions for Practice: *Refer to Learner's Book, Page 117.*
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 8: *Refer to Learner's Book, Page 117.*
Discuss the activity with learners and then guide them to perform the activity in groups as indicated in the Learner's Book.

Home Learning: *Refer to Learner's Book, Page 117.*
Identify two (2) specific patriotic songs and assist learners to sing them. They are to practice them in the house. They are to sing them in class.

Community Service: *Refer to Learner's Book, Page 117.*
Learners visit the community and assist in educating the people on the importance of national ceremonies and how best they must support community development during festivals.

Summary: Refer to Learner's Book, page 118
Use the outline in this section to revise the lesson with learners.

Answers to Multiple Choice Questions: *Learner's Book, Pages 118 and 119.*
1. A (being more patriotic)
2. C (The natural environment)
3. D(it is rapidly changing for the better)
4. D (ruling party's flag)
5. B (maintain a strong cultural heritage)
6. C (the national integration and unity of the people)
7. A (Adinkra patterns)
8. D (Tourism)

Answers to fill-in Questions: *Learner's Book, Page 119.*
1. National identity
2. National integration
3. National flag
4. Cape coast or Ogua

5. Cultural heritage

Answers to True or False Questions: *Learner's Book, Pages 119 and 120.*
1. False
2. True
3. True
4. True
5. True

Expected Answers to Essay Type Questions: *Learner's Book, Page 120.*
1. i. The national symbols such as the National Flag and the Coat of Arms serve to identify and distinguish the country from other country.
   ii. The national symbols, the National Flag and Coat of Arms serve to bring together all individuals in the various cultures into one common society with a common sense of togetherness.
   iii. The national symbols such as Coat of Arms are worn by security personnel on their uniforms. These security personnel are the police, military, prison, customs and the immigration.

2. i. National decisions or actions are not always taken by the consent of all Ghanaians or ethnic groups. It is important to teach or educate people and our future leaders to be tolerant so that they can begin to appreciate and accept different opinions.
   ii. Encouraging honesty in Ghana is necessary if a more just and fairer society can be created in order to reduce greed and corruption. Young people must be educated on the virtues of truth so that they will learn to show concern for others, and appreciate selflessness.
   iii. There should be a way to promote a national language and teach other Ghanaian languages, and require that every Ghanaian child learns to speak and write another Ghanaian language apart from his mother-tongue. This will ensure national unity and understanding.

3. i. Celebrating festivals gives members of the community an opportunity to plan for the development projects and raise funds towards its realisation.
   ii. Festivals serve as a source of tourist attraction to both Ghanaians and non-Ghanaians who may travel from far and near to witness the occasion.
   iii. During festivals ministers and other government officials are normally invited. The chiefs in their addresses tell such government officials the needs and problems of their areas. Government officials also use the occasion to explain government economic policies to the people. This can also help promote national unity.
   iv. Celebration of festivals also helps to ensure its preservation. This is because during these moments, individuals learn traditional songs and drumming, dancing, dressing, food and political systems and other activities associated with the festivals.

UNIT/SUB-STRAND 3	THE 1992 CONSTITUTION

Content Standard: Assess the relevance of the 1992 Constitution.
Indicator: B9.4.3.1.1. Examine the 1992 Constitution and its significance to national development.

LESSON 1: THE 1992 CONSTITUTION AND ITS SIGNIFICANCE TO NATIONAL DEVELOPMENT: *Refer to Learner's Book, Pages 121-146*

Planning to teach Sub-Strand 3:
The facilitator is required to facilitate this sub-strand as indicated in this Guide. The facilitator has to prepare by researching into the following indicators: The meaning of a Constitution, features of the 1992 Constitution, functions of the three main organs of government, the rights, freedoms and obligations of citizens, conditions under which the rights of a citizens can be curtailed and the importance of the 1992 Constitution to Ghanaians.

Performance Indicator
The Learner will:
1. explain the meaning of a constitution.
2. outline the main features of the 1992 Constitution.
3. use videos or pictures to identify the functions of the three main organs of government (the legislature, the executive and the judiciary).
4. discuss the rights, freedoms and obligations of citizens under the 1992 Constitution in groups.
5. examine the conditions under which the rights of a citizen can be curtailed by the 1992 Constitution.
6. explain the importance of the 1992 Constitution to Ghanaians.

Keywords: *Refers to Learner's Book 9, Page 122.*
participation, liberties, supreme, convention, precedent, decrees, eminent, ordinance, edicts, regimes, articles, treaties, constitutional, monarchical, mandatory, preamble, amendment, ideologies, philosophy, insanity

Ask learners to use the Internet/dictionary to find out the meaning of these key words before the lesson. Guide 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. Personal Development and leadership
4. Cultural Identity and Global Citizenship
5. Effective and Efficient Communication and Collaborative
6. Digital Literacy

Diagnostic Assessment Questions
1. What is your understanding of a constitution?
2. Highlight **three** features of the 1992 Constitution of Ghana.

Expected Answers to Diagnostic Assessment Questions
1. A Constitution can be explained as a set of rules and regulations which are used for the management and administration of a country. It is the highest or supreme law of the land to which all others laws must conform.
2. It is mandatory and obligatory that all laws of the state should not be above the constitution but must be in tune with the constitution of the country.
   - The constitution guarantees the fundamental human fights of all citizens.
   - The constitution identifies the major institutions of the state such the Executive, the Legislature, Judiciary and other important ones.

Background Information
The vast majority of contemporary constitutions describe the basic principles of the state, the structures and processes of government and the fundamental rights of citizens in a higher law that cannot be unilaterally changed by an ordinary legislative act. This higher law is usually referred to as a constitution. The 1992 Constitution of the Republic of Ghana that came into effect on January 7, 1993 provides the basic charter for the country's fourth attempt at republican democratic government since independence in 1957. The preamble states clearly what the 1992 Ghanaian Constitution will employ when incorporated as the supreme law of Ghana.

As the supreme law of the land, it provides for the sharing of powers among a president, a parliament, a cabinet, a Council of State, and an independent judiciary. Through its system of checks and balances, it avoids bestowing preponderant power on any specific branch of government. Executive authority is shared by the president, the twenty-five member Council of State, and numerous advisory bodies, including the National Security Council. The president is Head of State,

Head of Government, and Commander in Chief of the armed forces of Ghana. He also appoints the Vice President. Legislative functions are vested in the National Parliament. For any bill to become law, legislation must have the assent of the president.

The 1992 Constitution

The structure and the power of the judiciary are independent of all other branches of government. The Supreme Court has broad powers of judicial review; it rules on the constitutionality of any legislative or executive action at the request of any aggrieved citizen. The hierarchy of courts derives largely from British juridical forms. The hierarchy, called the Superior Court of Judicature, is composed of the Supreme Court of Ghana, the Court of Appeal (Appellate Court), the High Court of Justice, regional tribunals, and such lower courts or tribunals as parliament may establish. The courts have jurisdiction over all civil and criminal matters.

The 1992 Constitution provided for the greater freedom of the press and human rights guarantees. The fundamental human rights and freedoms enshrined in the constitution shall be respected and upheld by the Executive, Legislature and Judiciary and all other organs of government and its agencies and, were applicable to them, by all natural and legal persons in Ghana, and shall be enforceable by the Courts as provided for in this Constitution.

Subject Specific Practices
As learners examine the 1992 Constitution and its significance to national development, they are able to think critically and solve problems, communicate and collaborate on the various issues and demonstrate a thorough understanding of generalized concept and facts specific to a task or situation. This will create a meaningful and original piece of work or its interpretation by integrating existing information.

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 tell 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, and enhance the skills of communication and collaboration and critical thinking which are some of the key competencies of the standard based curriculum.

Teaching and Learning Resources (**TLRs**)
- A copy of the 1992 Constitution of Ghana
- A Mind Map showing the types of Constitutions
- A chart showing the main features of the 1992 Constitution of Ghana.
- A mind map on the three main Arms of Government
- Pictures of the Jubilee House, the Supreme Court, Parliament House
- A picture/chart of the current Cabinet Ministers and the President of Ghana
- A chart showing the functions of the Executive, A hierarchical chart showing the composition of Parliament
- A video on activities and functions of the Legislature
- A picture of the current speaker of parliament
- A chart of some functions of the Judiciary
- A video of sitting of the Supreme Court showing the Chief Justice
- A chart showing some rights of citizens under the 1992 Constitution
- Pictures depicting the rights to education, life, etc.
- A picture depicting freedoms of association, freedom of movement, etc.
- Pictures/videos showing the responsibilities of citizens under the 1992 Constitution.
- A chart on conditions under which the rights of a citizen can be curtailed in the 1992 Constitution.
- A chart on the importance of the 1992 Constitution to the people of Ghana.
- An audio/video of a speech delivered by the President Obama on strengthening Public Institutions

Internet Sources:
- (https://cdn.modernghana.com/images/content/88201641626_ghanasupremecourtbuilding. png)
- (https://www.facebook.com/Parliament.of.Ghana/videos/special-sitting-of-parliament/378110260365917/)
- (https://www.youtube.com/watch?v=T9ezHsVMSuU

LEARNING AND TEACHING ACTIVITIES

These activities are designed to guide learners to examine the 1992 Constitution and its significance to national development and the conditions under which the rights of a citizen can be curtailed by

the 1992 Constitution.

A. Lead a brief discussion on what a constitution is and why it is important. Put learners into pairs/small mixed ability groups and assign them to read and discuss portions of the texts on LB pages 121-142. At the end of this exercise, learners get together in a plenary session for the groups/pairs to report on the outcome of the exercise to the class for inputs, comments and observations from the class.

B. Using Think-pair share, learners explain the meaning of a constitution.
Show the copy of the 1992 Constitution of Ghana to learners and have learners identify and describe it.
- In small groups, learners use the internet to search for the types of Constitutions
- In a collaborative learning activity, learners discuss the types of Constitutions.
- In small groups, learners discuss the main features of the 1992 Constitution.
- Using the Jigsaw technique, learners prepare charts on the main features of the 1992 Constitution of Ghana.
- In small groups, learners identify the pictures of the Jubilee House, Supreme Court and Parliament House of Ghana.
- Have learners match the three main Arms of Government to their main building.
- In a Jigsaw technique, learners develop charts on the Arms of Government
- Using Brainstorming, learners describe the Executive Arm of government.
- Using Think-Pair-Share, learners mention the leadership of the Executive Arm including some current cabinet ministers.
- In small groups, learners discuss the functions of the Executive Arm of Government.
- Using the cooperative learning technique, learners develop charts on the functions of the Executive.
- Using Think-Pair-Share, learners identify the picture of Parliament House and its function.
- Show a hierarchical chart of the composition of parliament and have learners discuss it.
- Show a video on the functions of the Legislature and have learners discuss it.
- In small groups, learners discuss the composition and leadership of the Judiciary.
- Show a video on a sitting and ruling given by the Supreme Court on a case with the Chief Justice and have learners discuss it.
- Using Brainstorming, learners explain the meaning of **right.**
- In Small Groups, learners discuss some rights of citizens under the 1992 Constitution of Ghana
- In Small Groups, learners discuss some freedoms of citizens under the 1992 Constitution of Ghana.
- In small groups, learners discuss the responsibilities under the 1992 Constitution of Ghana.
- In small groups, learners role-play responsibilities of citizens under the 1992 Constitution of Ghana.
- In a small group, learners discuss the conditions under which the rights of a citizen can be curtailed in the 1992 Constitution.
- In a cooperative learning, learners discuss the importance of the 1992 Constitution to the people of Ghana.
- Using collaborative learning technique, learners prepare a chart on the importance of the

1992 Constitution to Ghanaians.
- Show pictures of some public Institutions and have learners identify.
- Show the picture of the President Obama and play an important speech he made.
- In small groups, learners discuss ways of strengthening Ghana's Public Institutions.
- Using the Jigsaw technique, learners compose poems/rhymes or develop a poster/chart on ways of strengthening Public Institutions in Ghana.

Progressive Assessment
Learners discuss whether all males and females equally enjoy the rights and freedoms of the 1992 Ghana Constitution. They are to present a report.

Additional Information
The content and nature of a particular constitution, as well as how it relates to the rest of the legal and political order, varies considerably between countries, and there is no universal and uncontested definition of a constitution.

Nevertheless, any broadly accepted working definition of a constitution would likely describe it as a set of fundamental legal-political rules that: are binding on everyone in the state, including ordinary law-making institutions. Concern the structure and operation of the institutions of government, political principles and the rights of citizens; are based on widespread public legitimacy; are harder to change than ordinary laws (e.g. a two-thirds majority vote or referendum is needed); and a minimum, meet the internationally recognised criteria for democratic system in terms of representation and human rights. The introductory statement of the Ghanaian constitution, guarantees the Principle of Universal Adult Suffrage; Freedom; Justice, Probity, and Accountability; and the protection and preservation of Fundamental Human Rights and Freedoms, United and Stability.

The 1992 Constitution declared Ghana to be a unitary republic with sovereignty residing in the Ghanaian people. It was drawn up with the intent of preventing future coups, dictatorial government and one-party state. It is designed to foster unity, tolerance and the concept of power-sharing. Members of parliament are popularly elected by universal adult suffrage for terms of four years, except in war time, when terms may be extended for not more than twelve months at a time beyond the four years.

The 1992 Constitution, like previous constitutions, guarantees the institution of chieftaincy together with its traditional councils as established by customary law and usage. The National House of Chiefs, without executive or legislative power, advises on all matters affecting the country's chieftaincy and customary law.

Every citizen of Ghana eighteen years of age or above and of sound mind has the right to vote. The right to form political parties is guaranteed, an especially important provision in light of the checkered history of political parties in postcolonial Ghana. Political parties must have a national character and membership and are not to be based on ethnic, religious, regional or other sectional divisions. The constitution of Ghana (1992) states that 'The Sovereignty of Ghana resides in the

people of Ghana in whose name and whose welfare the powers of government are to be exercised' The 1992 Constitution guarantees the Human Rights of all individuals found within the territorial boundaries of the Republic of Ghana. Chapter 5 of 1992 Constitution titled Fundamental Human Rights and Freedoms provides for rights such as right to life, economic rights and women's right.

Questions for Practice: *Refer to Learner's Book, Page 143.*
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 9:** *Refer to Learner's Book, Page 142.*
> The purpose of this activity is to help learners identify the features of the 1992 Constitution of Ghana and also state the functions of the organs of government.
> Guide learners to systematically undertake Activity 9 as indicated in the Learner's Book.

Home Learning: *Refer to Learner's Book, Page 143.*
Ask learners to do further research on the importance of the 1992 Constitution at home and also compose poems on the importance of the 1992 Constitution. Let them present their poems in class for discussion.

Community Service: *Refer to Learner's Book, Page 143.*
In groups, let learners interview fellow learners and people in the community to find out what they know about the features and functions of the 1992 Constitution, the powers given to the President, Legislature and the Judiciary in the country. They are to compile their answers and present a report in class.

Task them to design posters in groups to educate the members of the community on the importance of the 1992 Constitution.

Summary: *Refer to Learner's Book, Page 143.*
These are the summary of Strand 4, sub-strand 3, Lesson 1. In a form of revision, discuss these points with learners. Use this section to identify individual learners' problems and employ the necessary strategies and methods to address them.

Answers to Multiple Choice Questions: *Learner's Book, Pages 143 and 145.*
1. C (basic laws for governing a state)
2. D (define the various offices in the state)
3. C (Convention)
4. A (deserts national service)
5. D (protection of the individual)
6. B (Foreign investors)
7. D (serves as the basis for good governance)
8. C (the process of changing it is cumbersome)
9. B (Constitution)

10. B (existence of the Police)

Answers to fill-in Questions: *Learner's Book, Page 145.*
1. Judiciary
2. Obligation
3. Parliament or Legislature
4. Entrenched or rigid clauses
5. Constitution

Answers to True or False Questions *Learner's Book, page 145*
1. True
2. True
3. True
4. True
5. True
6. True

Expected Answers to Essay Type Questions: *Learner's Book, Page 146.*
1. A Constitution can be explained as a set of rules and regulations which are used for the management and administration of a country. It is the highest or supreme law of the land to which all others laws must conform.

   • A Constitutional rule is a system of government that recognises the constitution as the ultimate basis for the administration and management of the affairs of the state.

2. i. The constitution establishes the organs of government, i.e. the Executive, the legislature, the judiciary and other important institution of state like civil service, electoral commission the police, among others.

   ii. A constitution specifies the powers and functions of the various organs and agencies and the nature of the relationship that should exist among them. The constitution also spells out limits of the powers of the various organs of government.
   iii. A constitution consists of rules and regulation that governs the behavior of the people and institutions in a country.
   iv. A constitution also serves as a reference point for the settlement of disputes in a country
   v. A constitution usually spells out in detail the fundamental human rights and duties of citizens.

3. i. **Article 13**: Right to life: According to this article, no person in Ghana is to be killed intentionally and no one has the right to take the life of another person. This is because it holds human life as an important value, implying that all persons have the right to live or exist.
   ii. **Article 14:** Right to personal liberty: This provides that the individual is not subjected to arrest or imprisonment without any reason. The constitution makes it clear that when a

person's freedom has been interfered with, he or she must be told immediately the reason for it.

iii. **Article 15**: Right to Human Dignity: This requires that every person must be respected and treated like a human being, and no one has the right to destroy a person's reputation. The article protects every person from torture or other cruel, inhuman or degrading treatments.

iv. **Article 16**: Slavery and Forced Labour: This article protects all members of the society from slavery and forced labour, which is the misuse of humans by other humans. In Ghana, one can find practices similar to slavery such as Trokosi and child trafficking. This article is important because it abolishes slave trade and prevents trafficking of humans as well as prostitution.

v. **Article 17**: Right to Equality: This article provides for the equality of all persons before the laws of Ghana and frowns on discrimination based on gender, race, colour, ethnic origin, religion and social or economic status. The article makes the law the same for everyone and should be applied in the same way to all.

vi. **Article 18**: Right to own property and privacy: It deals with the right and freedom to own properties and individual privacy. No one has the right to interfere in another's private property or life.

4. i. Those who violate the laws of a country could be denied some of their fundamental human rights.

   ii. The individual's rights may be limited or curtailed when the security of the state is threatened.

   iii. If the health of an individual threatens the general health of the society, he/she could be confined or quarantined to minimise or avoid the spread of such contagious diseases.

   iv. When natural disasters such as floods, tidal waves, fire outbreaks, earthquakes etc. occur, restrictions could be placed on the freedom of movement of people

   v. Citizens who are insane or with mental disorders (lunatics) are separated from the society for treatment or security reasons.

5. i. The most important function of Parliament is to make new laws and change or approve old ones.

   ii. All members of Parliament are elected by the people through universal adult suffrage in the country. There are 275 constituencies in Ghana and each is represented by a member.

   iii. The Executive implements the laws and other decisions of Parliament. This makes Parliament to check whatever the executive does, especially how the executive spends state resources or money.

   iv. The President selects the majority of his ministers from parliamentarians, and these help him to run the ministries. The selected ministers go through vetting before they are approved and confirmed.

   v. Parliament also acts as a forum or place where problems in various localities in the country are discussed. Each constituency has an elected Member of Parliament who conveys problems in the constituency for discussion and solutions.

LESSON 2: THE RIGHTS OF THE CHILD AS ENSHRINED IN THE 1992 CONSTITUTION: *Refer to Learner's Book, Pages 147 -162.*

Content Standard: Assess the relevance of the 1992 Constitution.
Indicator: B9.4.3.1.2. Discuss the rights of the child as enshrined in the 1992 Constitution.

Planning to teach Indicator 2 of Sub-strand 3:
The facilitator is required to facilitate the sub-strand as indicated in this Guide. The facilitator has to prepare by researching into the following indicators: Explain the concept of child rights, examine the provisions of child rights, explain the concept of child abuse, identify acts that constitute child abuse and examine the effects of child abuse.

Performance Indicators
The Learner will:
1. explain the concept of child rights.
2. examine the provisions of child rights in the 1992 Constitution.
3. discuss the need for children's rights.
4. explain the concept of child abuse
5. identify acts that constitute child abuse
6. examine the effects of child abuse.
7. carry out a project on the responsibilities.

Keywords: *Refer to Learner's Book 9, Page 147.*
compliance, entitlement, dignity, inherent, equality, declaration, inhuman, degrading, exclusions, discrimination, disabilities, exploitative, torture, tribunal, nurtured, threatening, fondling, pornography

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

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

Diagnostic Assessment Questions
1. Who is a child?
2. How would you explain child's rights?
3. Explain the term child abuse**.**

Expected Answers to Diagnostic Assessment Questions
1. "A child is a human being below the age of eighteen years (18 years)
2. Child rights are minimum entitlements and freedoms that should be afforded to all persons below the age 18 years regardless of race, colour, gender, language, religion, opinion, origins, wealth status, birth status or ability and therefore apply to all people everywhere.
3. Child abuse includes any damage done to a child which cannot reasonably be explained and which is often represented by an injury or series of injuries appearing to be non-accidental in nature.

Background Information
Children are vulnerable, tender and small, therefore are largely dependent on adults. The future of every child to a very large extent depends on the care, facilities and opportunities they get during their childhood. The drafters of the Constitution have made children's rights a priority. When it comes to any matter affecting a child's well-being, the Constitution states that the best interests of a child are of paramount importance. These rights are in the best interest of all children under the age of 18 years.

Children's rights are entrenched in the Constitution of Ghana. Consequently, if children do not get what they need, they cannot grow up to become the expected worthy citizens of the country. In order to grow up properly, some basic needs are to be fulfilled as their right. The Rights of Children include the Right to food, Right to clothing, Right to Shelter, Right to education, Right to entertainment, Right to good health and proper nourishment and the right to name and country. The idea that Children have special needs has now given way to the conviction that children have the same spectrum of rights just as their grown counterparts: civil and political rights, social, cultural and economic rights.

Under the Convention on the Rights of the Child, children's rights should be implemented without discrimination of any kind. All actions and policies should be guided by the best interests of the child. The participation of children should always be sought and all actions should aim at the promotion of the survival and development of children. For this, proper care and facilities should be provided for all children. Children need food, clothing, shelter, health facilities, education, protection, entertainment and above all, freedom.

In spite of the almost sufficient legal framework both local and International, Child Rights violations are still very common in Ghana. It is however interesting that, major social institutions that are expected to provide protection for the Rights of the Child have rather become the setting for various forms of child rights abuses. Notable amongst them include the Family or the home, the school, the church (Religion) and the state at large etc. In Ghana, it is difficult to guarantee good health to children as a result, the infant mortality rate is particularly high and life expectancy is only 57 years. Child abuse has been a global concern because of its implicational effect on human development and public health. In Ghana, there are safety net structures to curb child abuse issues, but cases of abuse are often not reported.

Subject Specific Practices

As learners discuss the rights of the child as enshrined in the 1992 Constitution, they are able to think critically and solve problems, communicate and collaborate on the various issues and demonstrate a thorough understanding of generalized concept and facts specific to a task or situation. They will have the ability to identify important and appropriate criteria and use them to evaluate available alternatives. This will create a meaningful and original piece of work or its interpretation by integrating existing information.

Methods and Strategies

The facilitator must revise the learner's previous knowledge on each indicator 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 discussion, field trips, internet use, and projects with reports. The facilitator must also lead learners to discover new concepts on their own rather than tell them everything. Design practical activities for learners and discuss the various 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 and enhance communication and collaboration as well as critical thinking skills which are some of the key competencies of the Standard Based Curriculum.

Teaching and Learning Resources (**TLRs**)
- A video on what Child rights are.
- Pictures showing some rights of the child.
- A chart showing some provisions of child rights in the 1992 Constitution of Ghana
- A chart showing the importance of children's rights.
- Pictures showing some responsibilities of children.
- A chart showing some responsibilities of children.
- Video/pictures on child abuse
- Internet access
- A mind map/chart showing some acts that constitute child abuse.

Internet Sources:
- (https://plan-international.org/srhr/child-marriage-early-forced/)
- (https://www.facebook.com/ghendschildmarriage/)
- (https://www.wvi.org/stories/ghana/shememas-poem-help-end-child-marriage-ghana)
- (https://casaspeaks4kids.com/identifying-different-types-child-abuse/)

LEARNING AND TEACHING ACTIVITIES

These activities are designed to guide learners to discuss the rights of the child as enshrined in the 1992 Constitution and explain the concept of **child abuse** and its effects on the child.

A. In small groups, learners discuss what rights are and report their answers to the class for inputs. Put learners into pairs or small mixed ability groups to read and discuss portions of texts on pages 147 - 159. The groups or pairs then meet in a plenary to report on outcome of the exercise to the class for class input, comments and observations.

B. Play a video clip on what a Child Right is.
  • Have learners discuss and come out with the meaning of Child Rights.
  • In small groups, learners role-play some examples of child rights.
  • Show pictures of some rights enjoyed by children under the 1992 Constitution of Ghana and have learners discuss the picture.
  • In a cooperative learning session, have learners role-play some of the rights children enjoy under the 1992 Constitution of Ghana.
  • In pairs, let learners talk about reasons for safeguarding children's rights.
  • Guide learners to compose a poem/rhyme/song or create posters on the need for children's rights.
  • Using the think-pair share technique, learners explain what responsibilities are and differentiate them from rights.
  • Show pictures of some responsibilities of children and have learners describe.
  • In small groups, learners discuss the responsibilities of children.
  • Using the Jigsaw technique, learners prepare a chart or poster on the responsibilities of children.
  • Using brainstorming, learners come out with the meaning of child abuse.
  • Using the internet, learners search for pictures and videos that show acts constituting child abuse.
  • Show videos/pictures on the effects of Child Abuse and have learners discuss them.
  • Using the Jigsaw technique, learners develop posters, compose poems/ rhymes/ songs to create awareness on the effects of Child Abuse.

Progressive Assessment
Examine some of the rights enjoyed by children and how they should be exercised responsibly by them.

Additional Information
In Ghana, the Children's Act of 1998 and the 1992 Republican Constitution (Section 29) in like manner also define a child as a human being below the age of eighteen (18) making it in compliance with the Convention on the Rights of the Child and the African Charter on the Rights and Welfare of the Child.

Acts of Child Labour

Every child under the 1992 Constitution has the right to be protected from engaging in work that constitutes a threat to his health, education or development and a child shall not be subjected to torture or other cruel, inhuman or degrading treatment or punishment. Children have the right to live and grow in an adequate standard of living, home, healthcare, services, to play, a balanced diet, education and access to schooling, entertainment etc. These Rights include protection from abuse, neglect, exploitation and discrimination including the right for safe children's environments and a constructive child rearing behavior. Children have to be protected from child labour which is hazardous to the child's health and can prevent him from going to school. All work is prohibited for children less than 12 years.

No child can be tortured or given other cruel treatment, parenting should be supplied with benefits provided by the relationships and upbringing by their parents and if things go wrong, the government must interfere to protect the child from parental abuse and neglect. Despite the legal bases to protect children's rights and the progress made regarding infant mortality and education, significant obstacles still stand in the way of the accomplishment of children's rights. The hardships and difficulties faced by children in Ghana include slavery and forced labour, poverty, physical and moral violence, sexual abuse, poor quality education as well as certain ancestral rites.

Leading child rights violations include cultural practices such as the Female Genital Mutilation (FGM), ritual enslavement such as the " trokosi " (ritual servitude of girls including sexual abuse and child labour) in the Volta Region, various forms of widowhood rites which violate the rights of girls, high level of illiteracy among girls, child labour, sexual abuse (high rate of teenage pregnancy , child commercial sex and pornography), high prevalence of HIV/AIDS, corporal punishment, of children, still yet to be realised real " free " universal basic education in Ghana, child domestic workers, the menace of street children, child trafficking among others.

Harm experienced in childhood can have significant and lasting effects and children can respond differently to what has occurred. Short-term consequences include medical issues and the need for social welfare intervention, and long-term consequences are compromised physical health, absence at school and psychological impact on the child. It is the direct responsibility of the children to foresee to the cleanliness of the house. Some of these rights apply to children and should be exercised responsibly. There are certainly some kinds of heavy chores which kids are not expected to perform.

Questions for Practice: *Refer to Learner's Book, Page 159.*
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 10: *Refer to Learner's Book, Page 159*
Guide learners to undertake **Activity 10** as specified in the Learner's Book.

Home Learning: *Refer to Learner's Book, Page159.*
Discuss the task for **Home Learning** with learners and assign them to answer at home. Inspect and discuss the individual answers with the whole class during the next lesson**.**

Community Service: *Refer to Learner's Book, Page 160.*
In groups, learners are to visit the community and explain to the community leaders how to empower their children to understand their rights and make informed decisions on matters that influence their lives. They are to present a report for class discussion.

Answers to Multiple Choice Questions: *Learner's Book, Pages 160-161.*
1. B (Child labour)
2. A (child abuse)
3. B (child neglect)
4. B (Physical abuse)
5. A (Emotional)
6. C (sexual)
7. C (United Nations Convention on the Rights of the Child)
8. D (All of the above)
9. C (18)
10. A (February 1990)
11. C (Show love and respect to others)

Answers to fill-in Questions: *Learner's Book, page 162.*
1. early marriage
2. sexual abuse
3. child labour
4. child neglect
5. emotional

Answers to True or False Questions: *Learner's Book, page 162.*
1. True
2. True
3. False
4. True
5. True
6. False
7. False
8. False
9. False

Expected Answers to Essay Type Questions: *Learner's Book, Page 162.*
1. i. Children have the right to family care, love and protection and the responsibility of the child to show love, respect and caring to others especially the elderly.
ii. Children have the right to a clean environment and it is the responsibility of the children to take care of their environment by cleaning the space they live in.
iii. Children have right to food means it is the responsibility of the child not to be wasteful.
iv. Children have the right to good quality education and it is the responsibility of children to learn and respect their teachers and peers.

v. Children have the right to quality medical care and it is the responsibility of children to take of themselves and protect themselves from irresponsible exposure to diseases such HIV/Aids.

2. i. Financial problems lead to economically-induced stress, despair and anger. If the problem becomes overwhelming, a person may reach a breaking point and become frustrated and irritated. These frustrations drive parents to act cruelty towards children.
    ii. Children who flagrantly flout parental authority can cause frustration to a parent or guardian and make them act irresponsibly.
    iii. Broken homes are caused by divorce or the death of a parent.

UNIT/SUB-STRAND 4	PEACE AND SECURITY IN OUR NATION

Content Standard: Assess the role of peace and security in national development.
Indicator: B9.4.4.1.1. Examine the relevance of peace and security in our community.

LESSON 1: THE RELEVANCE OF PEACE AND SECURITY IN OUR COMMUNITY: *Refer to Learner's Book, Pages 163-180.*

Planning to teach Sub-Strand 4:
The facilitator is required to facilitate the sub-strand as indicated in this Guide. The facilitator has to prepare by researching into the following indicators: The explanation of the concept of peace and security, discussing ways of promoting peace and security. Comparing a country destroyed by conflict and another that has enjoyed a long period of peace and to discuss the importance of peace and security in the community.

Performance Indicators
The learner will:
- explain the concepts of peace and security.
- discuss ways of promoting peace and security.
- use videos and pictures to compare a country destroyed by conflict and another that has enjoyed a long period of peace.
- using documentaries and pictures, examine safety measures in the community.
- discuss the importance of peace and security in community development.
- role-play how peace can be maintained in your neighbourhood.

Keywords: *Refer to Learner's Book 9, Page 163.*
realisation, transnational, synergy, complementary, constructive equitable, conducive, proliferation, aggression, sophisticated, heightening, systematic, pervade, hostility, parlance, terrorism

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

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

Diagnostic Assessment Questions
1. Explain the term **peace** and **security**.

2. Examine **three** ways of promoting peace and security in the country.

Expected Answers to Diagnostic Assessment Questions
1. Peace and security are concepts of societal friendship and harmony in the absence of hostility and violence. All areas of development are limited when communities and nations cannot live in peace and security.
2. There must be education
   - There must be social justice
   - Equitable Distribution of Wealth must be promoted

Background Information
War and violent conflicts are the most serious obstacles to development for many poor countries. No country can develop or grow economically without peaceful coexistence among its population, and within its borders. The fastest developing nations are among those with the best security structures or architecture, and having peace and tranquility thriving within them. We should remember that the world we live in has become increasingly more complex, with new security challenges developing not just on a daily basis but every other minute—counter-terrorism, counter-insurgency, multilateral peace-keeping reconstruction operations, just to mention but a few.

Application of peace and security issues to development cooperation programmes not only promotes human security and empowerment of the poor, it also increases the likelihood of sustainable development. Peace and security, sustainable economic growth and development and the rule of law are essential to the progress and prosperity of all. Every government must be committed to an effective multilateral system based on inclusiveness, equity, justice and regional cooperation as the best foundation for achieving consensus and progress on major security challenges. Leaders should become more aware of the need to integrate security and development programmes in their policy interventions. Strengthening alliance with the local community is important to integrate security and peace building processes collectively. These include identifying ways to make business practices more transparent, resolving internal conflicts more constructively, and directing their attention to communities in ways more cognizant of social justice.

Subject Specific Practices
As learners examine the relevance of peace and security in our communities, they are able to think critically and have the ability to combine information and ideas from several sources to reach a conclusion. They can solve problems, communicate and collaborate on the various issues and demonstrate a thorough understanding of generalised concepts and facts specific to a task or situation. They will have ability to identify important and appropriate criteria and use them to evaluate available alternatives. This will create a meaningful and original piece of work or its interpretation by integrating existing information.

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, demonstration, in-group discussion, field trips, internet use,

and projects with reports. The facilitator must also lead learners to discover new concepts on their own rather than tell them everything. Design practical activities for learners and discuss the various 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, and enhance communication and collaboration and critical thinking skills which are some of the key competencies of the Standard Based Curriculum.

Teaching and Learning Resources (TLRs)
- A mind map of some ways of promoting peace and security
- A song/video on peace
- A video on the effects of conflicts in some African countries.
- Internet access
- A picture chart showing some road safety signs
- A mind map on Road Safety measures
- A chart showing some fire safety tips
- A fire extinguisher
- A fire fighter
- Pictures showing communities that enjoy peace and security.
- A chart on the importance of peace and security
- A chart on ways of maintaining peace in the community.

Internet Sources:
- (https://www.kaiptc.org/research/peace-security-stud)
- (https://www.un.org/en/our-work/maintain-international-peace-and-security)

LEARNING AND TEACHING ACTIVITIES
The activities are designed to guide learners to examine the relevance of peace and security and ways of promoting peace and security in our communities.
A. Lead a short discussion for learners to explain the concepts of peace and security. Put learners into small mixed ability groups to lead and discuss portions of the texts on LB pages 163-178. The groups then meet in a plenary to report on the outcome of their findings or reading to the class for further class discussion.

B. Using small group discussion, learners come out with ways of promoting peace and security in the community.
- Have learners role-play some ways of promoting peace and security.
- Using collaborative learning, learners discuss a mind map on ways of promoting peace and security.
- Show a video on the effects of conflicts in some African countries and have learners discuss it.
- Using the Jigsaw technique, learners compare a country destroyed by conflict and another that has enjoyed a long period of peace
- Using brainstorming, learners explain what road safety means.
- Using the Snowball technique, learners discuss some road safety measures

- Show the picture/chart on road safety signs and have learners identify and discuss.
- Invite the Fire Fighter to share some safety tips on fire safety measures.
- Have the Fire Fighter demonstrate how the Fire Extinguisher is used to put off fire.
- In small groups, learners search on the internet for reasons why peace and security are important for community development.
- Using cooperative learning, learners discuss and develop charts on the Importance of Peace and Security in the community.
- Show picture chart on ways of maintaining peace and have learners discuss
- In small groups, learners role-play ways of maintaining peace in the community

Progressive Assessment

Learners collect data on road accidents and fire incidents in the community. Undertake a project to educate community members on how to promote road safety and fire safety in the community.

Additional Information

Peace and security is a pre-requisite for development as a whole because it creates an enabling environment for the fundamentals of a society's progress: human capital formation, infrastructure development, markets subject to the rule of law, and so on. In the absence of peace, education and health structures break down, systems to provide infrastructure disintegrate and commerce is crippled. Peace and security is an essential factor of human life. A peaceful and secure environment is critical to every society since it affects all aspects of economic and social development in a country, and is a necessary sin-qua non to the realisation of human rights.

The security situation in West Africa has worsened in recent years, in particular across the Sahel. This threatens the security as well as the political and economic stability of Ghana and other countries in the region. Insecurity in countries not in conflict fosters violent crime, constant threats to citizens and is an obstacle to investment and development. Human security, which includes both physical protection and empowerment, has recently emerged as a policy concept among donor governments.

The approaches for attaining peace and security for national development must have both external and internal collaborations. Promoting peace and sustainable development reduces poverty and prevents conflict, translating to a healthier business environment that allows for a more effective delivery of products and services. With this, there will be an enabling environment for businesses, investments, social services and overall economic development of a nation. Positive peace puts forward the framework for investment in the presence of attitudes, institutions and structures that create and sustain peaceful societies. Positive Peace investment promotes the optimum environment for human potential to flourish: in a personal, societal, and economic sense.

Questions for Practice: *Refer to Learner's Book, Page 178.*

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 11:** *Refer to Learner's Book, page 178.*
> Task learners to undertake **Activity 11** as specified in the Learner's Book.

Home Learning: *Refer to Learner's Book, Page 178.*
Assign learners to compose poems or rhymes on the importance of peace and security in community development at home.

Community Service: *Refer to Learner's Book page 179.*
Learners visit the community and educate community members about ways of promoting peace and security. They are to present a report for class discussion.

Summary: *Refer to Learner's Book page 179.*
Use the outline to summarise the lesson with learners.

Answers to Multiple Choice Questions: *Learner's Book, Page 180.*
A (consensus building)
D (harmonious living in society)
B (justice and fairness)

Expected Answers to Essay Type Questions: *Learner's Book, Page 180.*
1. i. Individuals must be educated about peace and security activities.
    ii. For peace and security to reign in the community or society, the rule of law must be strictly adhered to. Justice should be given irrespective of the persons involved. There should be fair play in any judgment and justice should not be denied or delayed.
    iii. Equitable distribution of public resources would reduce or eliminate tension and security problems in the community or country.
2. i. The number one rule, **DON'T** drink and drive.
    ii. Stop, Look and Listen before pulling into traffic.
    iii. When making a right-hand turn at an intersection, look both directions at least twice before proceeding.

Note: Refer to Learner's Book, Pages 163 – 166 for answers to questions 3 and 4.

UNIT/SUB-STRAND 5	PROMOTING DEMOCRACY AND POLITICAL STABILITY

Content Standard: Show understanding of how to promote democracy and political stability.
Indicator: B9.4.5.1.1. Examine election as a way of promoting democracy and political stability.

LESSON 1: ELECTION AS A WAY OF PROMOTING DEMOCRACY AND POLITICAL STABILITY: *Refer to Learner's Book, Pages 181 – 202.*

Planning to teach Sub-strand 5, **Lesson 1**
The facilitator is required to facilitate the sub-strand as indicated in this Guide. The facilitator has to prepare by researching into the following Exemplars: The explanation of the concept of democracy and election, examining the role of free and fair election in promoting democracy, discuss the processes involved in conducting an election, discuss the importance of electoral materials and assess the role of the Electoral Commission.

Performance Indicators
The learner will:
1. explain the concepts, **democracy** and **election.**
2. examine the role of free and fair elections in promoting democracy.
3. discuss the processes involved in conducting an election.
4. identify and discuss the importance of electoral materials.
5. watch videos of people casting their votes at a polling station peacefully and discuss your observations.
6. demonstrate how free and fair elections can be conducted using role-play to elect class leaders.
7. assess the role of the Electoral Commission**.**

Keywords: *Refer to Learner's Book 9, Page 181.*
destabilisation, political, administration, instability, classical, institution, plebiscites, petition, preliminary, rigging, gerrymandering, accountability, scrutinise, compliance, impersonation

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

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

Diagnostic Assessment Questions
1. What is your understanding of democracy?
2. Explain the term democratic governance.
3. How would you explain an election?

Expected Answers to Diagnostic Assessment Questions
1. Democracy can be defined as a system of government that derives its authority from the expressed opinion and will of the people.
2. Democratic governance refers to a system of administering a state, a group, or a community whereby the people have a say in matters concerning them by being represented by people they themselves have elected.
3. An election may be defined as the process or mechanism by which the voters/electorates select or elect their representatives to manage the affairs of the state. Elections are held in many other settings from clubs, schools, institutions and societies to businesses.

Background Information

Democracy is one of the universal core values of the United Nations. The UN Charter is proclaimed in the name of the peoples of the United Nations and the Universal Declaration of Human Rights emphasises that the will of the people is the basis of the authority of government. Respect for human rights and fundamental freedoms and the principle of holding periodic and genuine elections are essential elements of democracy. Political and public participation is crucial to democratic governance, the rule of law, social inclusion and economic development, and the advancement of all human rights.

Democracy can be seen 'as a way of government firmly rooted in the belief that people in any society should be free to determine their own political, economic, social, and cultural systems.' More commonly, the concept of democracy is used to describe a political system designed to widen the participation of ordinary citizens in government the powers of which are clearly defined and limited. Nonetheless, the founding pillars of any democratic political system, whether considered fragile or established, remain undoubtedly elections which can simply be taken as the most critical and visible means through which all citizens can peacefully choose or remove their leaders, and which are evidently costly affairs.

Thus, elections require the existence of a multiparty system so that citizens make a political decision by voting for the competing candidates fielded by various political parties holding divergent views and presenting different alternatives. A country cannot be truly democratic until its citizens have the opportunity to choose their representatives through elections that are free and fair. Free and fair elections play a critical role in political transitions by advancing democratisation and encouraging political liberalisation – helping to promote peaceful, democratic political transformation that leads to increased stability and prosperity.

The Electoral Commission is responsible for planning the implementation of the electoral programme of the Commission. The Commission manages programme involving demarcation of electoral boundaries, effective voter registration exercises and the conduct of election public

elections. Once the outcome of the election is decided, the candidates must respect the results of the vote. Peaceful transitions of power are vital to democracy, and candidates who are defeated in polls should not use violence or intimidation in order to seize power.

Subject Specific Practices

As learners examine election as a way of promoting democracy and political stability, learners are able to think critically and have the ability to combine information and ideas from several sources to reach a conclusion. They can solve problems, communicate and collaborate on the various issues and demonstrate a thorough understanding of generalized concept and facts specific to a task or situation. They will have ability to identify important and appropriate criteria and use them to evaluate available alternative. This will create a meaningful and original piece of work or its interpretation by integrating existing information.

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 discussion, field trips, internet use, and projects with reports. The facilitator must also lead learners to discover new concepts on their own rather than tell them everything. Design practical activities for learners and discuss the various 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 enhance communication and collaboration and critical thinking which are some of the key competencies of the standard based curriculum.

Teaching and Learning Resources (**TLRs**)
- A short video on what democracy is
- A chart showing the features of democracy
- A video on free and fair elections
- A chart showing the role of free and fair elections in promoting democracy
- A chart showing the processes involved in conducting free and fair election
- Pictures of voting scenes.
- A video showing the processes involved in conducting free and fair elections.
- A picture chart on electoral materials
- A chart showing the importance of electoral materials
- Internet access
- Electoral Materials for conducting elections.
- Rules guiding electoral conduct
- A chart showing the composition of the Electoral Commission
- Pictures of the current Electoral Commissioners of Ghana.

Internet Sources:
- (https://www.youtube.com/watch?v=x2YtRPOTmdE)
- (https://www.iri.org/news/iri-ndi-report-efforts-needed-to-ensure-confidence-and-inclusion-on-ghanas-road-to-peaceful-and-credible-polls/)

- (https://cddgh.org/codeo/)

LEARNING AND TEACHING ACTIVITIES

The activities are designed to guide learners to develop understanding of election as a way of promoting democracy and political stability.

A. Lead a short discussion in which learners talk about elections they have witnessed and or participated in.
  - Put them into small mixed ability groups and assign them to read and discuss portions of the texts on LB pages 181- 198. Next, lead a plenary session in which the groups report on their work to the class for observations, comments and other inputs from the class.

B. Using Brainstorming, learners talk about how they select their class prefects in the school.
  - Show a picture of voting scene and have learners describe.
  - Using think-pair-share, learners explain the concepts of democracy and election.
  - Show a video on what democracy is and have learners discuss it.
  - Using the discussion technique, learners elaborate the features of democracy
  - Show video on free and fair elections and have learners discuss it.
  - In small groups, learners discuss the role of free and fair elections in promoting democracy.
  - Show pictures of a voting scene and have learners describe
  - Show a video on the processes involved in conducting free and fair elections and have learners discuss it.
  - Using collaborative learning, learners develop a poster to show the processes involved in conducting free and fair election.
  - In a Think-pair share Activity, learners identify electoral materials used in conducting elections in Ghana.
  - Using the internet, learners search for more electoral materials used in conducting elections in other countries.
  - In small groups, learners discuss the importance of various Electoral Materials in conducting elections
  - Have learners set up the classroom for the conduct of the election.
  - Appoint an Electoral Commissioner and Electoral Officers to officiate the conduct of the elections.
  - Using demonstration, spell out the rules and guidelines for conducting elections.
  - Have learners go through the processes of electing their class leaders
  - Have the Commissioners and officials count and declare the results.
  - Using Think-pair-share, learners describe the Electoral Commission.
  - In small groups, learners discuss the composition of the Electoral Commission with the help of the chart
  - Using the internet, learners search for the mandate and the functions of the Electoral Commission in Ghana.
  - Using collaborative learning technique, learners develop a chart on the functions of the Electoral Commission.

Progressive Assessment
Learners go through the processes involved in conducting an election for them to elect their class prefects or leaders.

Additional Information
The nature of democracy is that elected officials are accountable to the people, and they must return to the voters at prescribed intervals to seek their mandate to continue in office. For that reason, most democratic constitutions provide that elections are held at fixed regular intervals. Electoral systems are the detailed constitutional arrangements and voting systems that convert the vote into a political decision. The first step is to tally the votes, for which various vote counting systems and ballot types are used. Voting systems then determine the result on the basis of the tally. Electoral systems determine 'the rules according to which the voters may express their political preferences and according to which it is possible to convert votes into parliamentary seats or in government posts.'

Electoral systems are by no means uniform and identical, and the selection of one type of electoral systems depends on two important variables. On the one hand, the content and design of competing electoral systems depend on the sociocultural, historical, geographic, economic and political conditions of a given state. On the other hand, they just constitute one method determining the nature of the prevailing political system, including its inclusivity towards 'groups that had previously been locked in conflict' and also the overall shape of the party system, including the way political parties organise and operate internally.

Critical development efforts cannot succeed without a legitimate and democratically elected government that is responsive and accountable to its citizens. Elections provide an important opportunity to advance democratization and encourage political liberalisation. For an election to be free and fair, certain civil liberties, such as the freedoms of speech, association and assembly, are required. Elections are the essence of democracy. They allow people to select their political leaders and then to hold them accountable. A free election is one in which all citizens are able to vote for the candidate of their choice, and a fair election is one in which all votes have equal power and are counted accurately.

There are standards that governments need to meet before, during, and after an election to ensure that an election is free and fair. But for elections to fulfill their critical function, they must be free and fair. Just holding an election is not enough. If some citizens are prevented from voting or the results are not counted properly, an election cannot be called "free and fair." Elections can be a primary tool to foster political openings and expand political participation. Electoral processes offer political parties and civic groups an opportunity to mobilise and organize supporters and share alternative platforms with the public. Elections also serve to encourage political debate and public dialogue. This can be done through promoting elements that are essential to fair elections and political processes:
- Impartial electoral frameworks
- Credible electoral administration
- Effective oversight of electoral processes
- Informed and active citizens

- Representative and competitive multi-party systems
- Effective governance by elected leaders and bodies
- Inclusion of women and disadvantaged groups
- Effective transfer of political power
- Consensus-building for democratic reform
- Sustainable local engagement

An electoral roll (variously called an electoral register, voters roll, poll book or other description) is a compilation that lists persons who are entitled to vote in particular elections in a particular jurisdiction. Ghana elects at the national level a head of state, the president, and a legislature. The president is elected for a four-year term by the people. The Parliament of Ghana has 275 members, elected for a four-year term in single-seat constituencies. The presidential election is won by having more than 50% of valid votes cast whilst the parliamentary elections is won by simple majority, The voting system has encouraged Ghanaian politics into a two-party system, creating extreme difficulty for anybody attempting to achieve electoral success under any banner other than those of the two dominant parties. Elections have been held every four years since 1992. Presidential and parliamentary elections are held alongside each other, generally on 7 December every four years.

Question for Practice: *Refer to Learner's Book, Page 199.*
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.

Ballot Box	*Biometric Verification Device*	*Seals*
Voting Screen	*Indelible Ink*	*Stamp Pad*

Thumb Print Pad	Ballot Paper	Voters' Register	Directional Poster

Activity 12: *Refer to Learner's Book, Page 198.*
Guide learners to undertake **Activity 12** as specifies in the Learner's Book.

Home Learning: *Refer to Learner's Book page 198.*
Discuss the Home Learning questions with learners and task them to do the following at home:

Make a list of any five electoral materials and explain their importance.
Create a hierarchical chart of the composition of the Electoral Commission. Discuss learners' answers with the whole class during the next lesson.
Learners are to visit the internet to explore and examine the role of free and fair elections in promoting democracy in conflict countries. They are to present their report in a form of a project.
Learners are to visit the internet to watch any voting processes in the world and suggest measures to improve Ghana's voting process.

Community Service: *Refer to Learner's Book, Page 199.*
Learners visit the community and educate community members about the role of the Electoral Commission in promoting free and fair elections in the country.

Summary: *Refer to Learner's Book, Page 199.*
Use the core-points under this section to revise the lesson with the whole class.

Answers to Multiple Choice Questions: *Learner's Book, Pages 200 and 201.*
1. C (periodic elections)
2. A (bye election)
3. C (voting by proxy)
4. C (referendum)
5. B (age requirement)
6. D (helping of the electorates to elect leaders)
7. C (Electoral Commission)
8. D (one government succeeds another without violence)
9. A (conducting elections in a country)

Answers to fill-in Questions: *Learner's Book, Page 201.*

1. Run-off election
2. Primary election
3. Seven (7) members
4. Voting Booth
5. Democratic governance

Answers to True or False Questions: *Learner's Book, page 201.*

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

Expected Answers to Essay Type Questions: *Learner's Book, Page 202.*

1. i. Existence of an Independent and Non-Partisan Electoral Commission
   ii. Existence of Acceptable Laws
   iii. Existence of Universal Adult Suffrage

2. i. It Gives Legitimacy to the Government
   ii. Ensures Responsibility and Accountability of the government
   iii. Serves as Means for Selecting Political Leaders in the country
   iv. Provide Opportunity for Peaceful Change of Government
   v. Elections make it possible for the electorates or citizenry to be educated on political issues and political systems in a state as well.

3. i. The Electoral Commission appoints a returning officer and other assistants for each constituency in which the election is to be held. A returning officer or his assistant performs his duties under the general supervision of the District Electoral Officer of the Commission.
   ii. The Commission issues a writ of election to the returning officer. The writ determines and specifies the period and place for the nomination of candidates as well as the day on which the poll is to be taken.
   iii. On receipt of a writ of an election, the returning officer publishes notice of an election throughout the constituency. Every notice of an election specifies the day, the place and time for the nomination of candidates and the day when the poll is to be taken.

4. i. The commission also demarcates electoral constituencies or electoral districts of the entire country for the purpose of national and local government elections.
   ii. The commission educates the people on the electoral process and its importance.
   iii. The commission provides rules and regulations for the operations of political parties within the state. The rules and regulations guide the general activities of all political parties.

   Refer to pages 187 and 189 of the LB for answers to question 5.

LESSON 2: THE ROLE OF THE DISTRICT ASSEMBLY IN PROMOTING DECENTRALISATION: *Refer to LB, Pages 203-215.*

Content Standard: Demonstrate understanding of the District Assembly concept in Ghana.
Indicator: B9.4.5.2.1. Examine the role of the District Assembly in promoting decentralisation.

Planning to teach Sub-strand 5, **Lesson 2**
The facilitator is required to facilitate this sub-strand as indicated in this Guide. The facilitator has to prepare by researching into the following indicators: The explanation of the concept of decentralisation, describe the structure of the District Assembly as a decentralised arm of government, examine the role of District Assemblies in the development of the districts and to examine the contribution of the Assemblies.

Performance Indicators
The learner will:
1. explain the concept of decentralization.
2. describe the structure of the District Assemblies as a decentralized arm of government.
3. examine the role of District Assemblies in the development of the district.
4. examine the contribution of the Assemblies including Metropolitan, Municipal District.
5. discuss the workings of the MMDCEs.

Keywords: *Refers to Learner's Book, Page: 203.*
destabilisation, political, administration, instability, classical, institution, plebiscites, petition, preliminary, rigging, gerrymandering, accountability, scrutinise, compliance, impersonation

Ask learners to use the Internet/dictionary to find out the meaning of these key words before the lesson. Assist learners to also use the context of some of the words to determine their meanings.

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

Diagnostic Assessment
1. What is the meaning of decentralisation?
2. Identify the Local Government structure in Ghana.

Answers to diagnostic Assessment Questions
1. Decentralisation refers to the practice whereby political and administrative authority or

power is transferred to local bodies, in order to ensure efficiency in administration.
2. Regional Coordinating Council
   • Four-tier Metropolitan Assembly
   • Three-tier Municipal or District Assembly
   • Urban or Town or Area or Zonal Council
   • Unit Committee

Background Information
The development of democracy and decentralisation has increasingly captured global interest. Since the late 1980s, many countries have embarked upon the road to deliver aspects of decentralisation. There is no standard model of decentralisation. Instead, the processes and procedures vary depending upon the original aims and objectives, and also upon the institutional and implementation arrangements. "The term, decentralisation, is used to cover a broad range of transfers of the "locus of decision making" from central governments to regional, municipal or local governments."

Decentralisation can come in a variety of forms such as political, administrative or fiscal decentralisation, and through deconcentration and devolution. The different forms are distinguishable by their different characteristics, policy implications, and conditions for success. The main objectives of decentralisation are to improve the delivery of services by the public sector and to enhance the quality of life of citizens. Decentralisation has been seen as an integral component of tackling challenges such as the increasing demands that are being placed on public services, and growing public expectations regarding the quality of services. From a policy perspective, decentralisation should improve the planning and delivery of public services by incorporating local needs and conditions while at the same time meeting regional and national objectives.

Ghana's current decentralisation is the Metropolitan, Municipal and District Chief Executives of (MMDCEs) who serve as the principal representatives of the President at the local level. A District Assembly is a body corporate with perpetual succession and a common seal and may sue and be sued in its own name. It has the power for the discharge of any of its functions to acquire and hold movable or immovable property, to dispose of such property and to enter into any contract or other transaction.

A District Assembly exercises political and administrative authority in the district, provide guidance and supervise the other administrative authorities in the district. A District Assembly shall be responsible for the overall development of the district and shall ensure the preparation and submission through the regional co-coordinating council of development plans of the district to the National Development Planning Commission for approval, and of the budget of the district related to the approved plans to the Minister responsible for Finance.

Subject Specific Practices
As learners examine the role of the District Assembly in promoting decentralization, learners are able to think critically and have the ability to combine information and ideas from several sources to reach a conclusion. They can solve problems, communicate and collaborate on the various issues

and demonstrate a thorough understanding of generalized concepts and facts specific to a task or situation. They will have the ability to identify important and appropriate criteria and use them to evaluate available alternatives. This will create a meaningful and original piece of work or its interpretation by integrating existing information.

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 tell 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 and enhance communication and collaboration and critical thinking skills which are some of the key competencies of the standard based curriculum.

Teaching and Learning Resources (**TLRs**)
1. A chart on the structure of MMDA
2. A chart on the role of MMDAs in developing MMD
3. Internet access
4. A chart showing the processes involved in selecting the MMDCE and the Presiding Member.
5. A mind map of the functions of the MMDCE

Internet Sources:
- (https://www.researchgate.net/profile/David-Forkuor/publication/303688513/figure/fig2/AS: 667602657505283@1536180285129/Structure-of-Local-Government-in-Ghana_Q320.jpg)
- (https://study.com/academy/lesson/what-is-local-government-definition-responsibilities-chal-lenges.html)
- (https://www.youtube.com/watch?v=M8Rqpzbgr-U)

LEARNING AND TEACHING ACTIVITIES

The activities are designed to guide learners to examine the role of the District Assembly in promoting decentralisation and the contribution of the Assemblies in promoting development in the local communities.

A. In a short brainstorming session, learners come out with what they think about the performance of the Metropolitan/Municipal/District Assembly in whose jurisdictions they live. They then work in small mixed ability groups to read and discuss portions of the texts on LB pages 203-212. The groups then meet in a plenary session to report on their work to class for inputs, observations etc. from the class.

B. Using Think-Pair-Share, learners explain the concept of decentralisation.
   - Using Brainstorming, learners mention the leadership of the MMDA.
   - With the help of the chart, learners discuss the structure of MMDA as a decentralised arm of government.

- Using cooperative learning, learners draw a diagram that explains the structure of the MMDA.
- In a think-pair-share activity, learners talk about the differences between Metropolitan, Municipal and District Assemblies.
- Using the internet, learners search for the functions of MMDAs in developing MMDs.
- In small groups, learners discuss in details the role of MMDAs in the development of MMDs.
- Have learners produce a chart or poster on the functions of MMDAs in developing MMDs.
- Using think-pair share, learners identify the leadership of MMDAs
- Using the Jigsaw technique, learners discuss the processes involved in selecting the MMDCE and the Presiding Member of Assemblies.
- In small groups, learners discuss the functions of the MMDCE
- Using collaborative learning, learners develop charts on the functions of the MMDCE

Progressive Assessment
The contributions of the District Assemblies are derived from statute, as mandated by Local Government Act. Invite a resource person to talk about the working of the MMDAs.

Additional Information
In Ghana, decentralisation policies aimed at enhancing local-government administration have been a central part of public policy-making and implementation processes since independence. The Ghanaian Government is committed to decentralisation in order to promote democratic development and the improvement of public services. The impact of decentralisation on local governance in Ghana since the implementation of reforms in 1988 started by Provisional National Defense Council (PNDC) for substantial realignment of functions between central government sector ministries and decentralised bodies was highlighted. A democratic government was imposed to overcome the inadequate impact of decentralisation on local governance in its Comprehensive Decentralisation Policy Framework, a three-phased implementation structure. The constitution of Ghana included the objectives of decentralisation under the National Decentralisation Action Plan (NDAP) quoting the promotion of popular participation, by enhancing the efficiency of the entire government machinery.

Decentralisation is referred to as a form of an organisational structure where there is the delegation of authority by the top management to the middle and lower levels of management in an organisation. District Authorities (DA) play a vital role in the ostentation of local governance and democracy to contribute to development efforts and deal with growing demands resulting from poverty, unemployment and conflict. The basic focus of decentralisation policy implementation in Ghana depends on five dimensional reforms as legal and policy, political administrative, fiscal, human resource development, and institutional change.

The Institute of Local Government Services is focused and committed to promoting and advancing local governance and decentralisation in Ghana. It is doing this through advocacy, training, capacity building and research. Although progress has been made in the decentralisation process, some challenges remain, such as existing regional differences. A problem facing many developing

countries is that the central government does not already provide an adequate level of services uniformly throughout the country. Instead, many government services are relatively easily available only to those living in the major cities, and there is a lack of presence of central government agencies in outlying regions. In such cases, effective decentralisation requires access to new resources in order to provide a more uniform level of service in all parts of the country.

Efforts to provide for the delivery of services by local governments cannot involve merely the transfer of resources from the centre where these resources do not exist in the first place. In such a context, the goals of decentralisation will require substantial overall increases in financial and human resources. At the heart of Ghana's current decentralisation are the MMDCEs who are appointed by the President to serve as the political head, and Assembly Members, who are popularly elected on a non-partisan basis as the legislature of the local administration.

The District Assemblies' Common Fund (DACF) is a pool of resources created under section 252 of the 1992 Constitution of Ghana. It is a minimum of 5% of the national revenue set aside to be shared among all District Assemblies in Ghana with a formula approved by Parliament. It is a Development Fund which enables the use of the nation's wealth throughout Ghana to the benefit of all citizens.

Activity 13: *Refer to Learner's Book, page 212*.
The purpose of this activity is to help learners explain the hierarchical structure of the District Assembly as a decentralised arm of government.
Lead learners to undertake the **Activity 13** as specifies in the Learner's Book.

Home Learning: *Refer to Learner's Book, Page 213*.
Assign learners to examine the differences and similarities among the Metropolitan, Municipal and District Assemblies and then task them to use the internet to identify some of the projects which have been undertaken by the District Assemblies across the country. Discuss learners' findings with the class during the next lession.

Questions for Practice: *Refer to Learner's Book, Page 213*.
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: *Refers to Learner's Book, Page 213*.
Learners visit the community and collect data on abandoned projects in the community. They are to present their findings to the community members and educate them about the role of the MMDAs in the development of the community.

Answers to Multiple Choice Questions: *Learner's Book, Pages 214 and 215.*
1. D (Unit committee)
2. A (bye-laws)
3. C (the people to participate effectively in the administration of the locality)
4. B (Constitution)

5. B (the District Chief Executive)
6. B (4years)
7. B (the Regional Coordinating Councils)
8. C (Maintenance of law and Order)
9. C (the assembly members)
10. A (the Minister of Local Government)

Answers to fill-in Questions: *Learner's Book, Page 215.*
1. 18years
2. The Local Government Act (Act 462) of 1993
3. Local

Answers to True or False Questions: *Learner's Book, Page 215.*
1. False
2. True
3. True

Answers to Essay Type Questions: *Learner's Book, Page 215.*
1. i. The General Assembly or the Assembly is the highest decision-making body of the district. They perform deliberative, legislative and executive functions and these functions are performed under the leadership of the Presiding Member.
    ii. Committees of the District Assemblies in the performance of their functions of the DA works through the Executive Committee and its subsidiary committees of development planning, social services, works, finance and administration, justice and security and others. The respective functions of these committees are discussed below. Details of the committees are discussed in chapter 6 of this book
    iii. The Coordinating Directorate of the District Assembly as spelt out in the Local Government Service Act of 2003 (Act 656), the office of the coordinating directorate is the administrative and technical unit of the District Assembly. The office is headed by the District Coordinating Director and it is responsible for assisting the Assembly in the performance of its duties such as coordinating and harmonizing the work programmes of the decentralized departments of the Assembly.

2. i. Be responsible for the overall development of the district and ensure the preparation and submission through the Regional Coordinating Council for approval of the development plan to the commission and budget to the Minister of Finance for the district,
    ii. Formulate and execute plans, programmes and strategies for the effective mobilisation of the resources necessary for the overall development of the district,
    iii. Promote and support productive activity and social development in the district and remove any obstacles to initiative and development.

LESSON 3: THE SIGNIFICANCE OF POLITICAL STABILITY IN NATIONAL DEVELOPMENT: *Refer to LBK Pages 216-222.*

Content Standard: Evaluate the importance of political stability in Ghana's development.
Indicator: B9.4.5.3.1. Assess the significance of political stability in national development.

Planning to teach Sub-strand 5, **Lesson 3**
The facilitator is required to facilitate this sub-strand as indicated in this Guide. The facilitator has to prepare by researching into the following indicators: Explain political stability, examine the ways of achieving political stability and discuss the importance of political stability.

Performance Indicator
The learner will:
1. explain political stability.
2. examine the ways of achieving political stability.
3. discuss some of the threats to political stability in the country.
4. discuss the importance of political stability.
5. suggest ways of promoting political stability in Ghana.

Keywords: *Refers to Learner's Book 9, Page 216.*
transitional, enshrined, decentralisation, immemorial, autonomy, devolution, delegation, de-concentration, subsidiary, constitutive, dispersed, equitable, demographic

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

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

Diagnostic Assessment Questions
1. What is your understanding of political stability?
2. Highlight **three** reasons why political stability is important.

Answers to Diagnostic Assessment Questions
1. Political stability is a good human relation that positively affects human survival through good leadership. This shows that leadership is the driving force to achieve political stability. A stable government can be achieved in many ways not just with democracy.

2. Political stability promotes both the economic and social development of the country.
   - It removes the ambiguity about the future and points to the future with confidence.
   - When there is political stability, there is increase in domestic and foreign investments thus bringing about increase in public trust.

Background Information

Stability is very important, especially for developing countries, especially for the countries such as Ghana where industrialisation, political stability and economic development for the state are not fully completed. Political stability is paramount for the development of a country. A stabilized country has workable laws such as a constitution governing the country. This is very important because economic development may be achieved through political stability.

Instability in a country brings chaos and slows down development in the country. The lack of political stability and economic development, constitute negative effects. Countries may have the opportunity to carry out economic development faster and in a shorter period in case of political stability. Political stability is the condition of the government of a country that precludes the possibility of open revolt because the government is governing correctly, people are content, the leader is far from corrupt, and citizens benefit from all the policies. A country that is able to capture the main condition for a stable economic growth has a strong and stable political structure. Powerful, safe environment and a political authority that knows what they are doing, will also eliminate the uncertainty of the future. Political stability and economic growth are deeply interconnected.

On the one hand, the uncertainty associated with an unstable political environment may reduce investment and the pace of economic development. Again, poor economic performance may lead to government collapse and political unrest. Ghana practices the democratic system of governance and as such this system must be guarded to prevent instability especially from political parties and ethnic groups.

Ghana is considered one of the more stable countries in West Africa since its transition to multi-party democracy in 1992. Stability will increase by allowing the people to enjoy their rights and freedoms under the constitution, having free and fair elections. Having transparent and accountable government and avoidance of dictatorship can help people free their minds and contribute to the general well-being of the state. The country has made major strides towards consolidating its democratic achievements. One of the principal attractions of Ghana as an Investment destination is its status as one of the best governed and stable states in the Sub Saharan region.

Subject Specific Practices

As learners assess the significance of political stability in national development, learners are able to think critically and have the ability to combine information and ideas from several sources to reach a conclusion. They can identify important and appropriate alternatives and solve problems. They are to communicate and collaborate on the various issues and demonstrate a thorough understanding of generalised concept and facts specific to a task or situation. They will have ability to identify

important and appropriate criteria and use them to evaluate available alternatives. This will create a meaningful and original piece of work or its interpretation by integrating existing information.

Methods and Strategies
The facilitator must revise the learners' 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, and projects with reports. The facilitator must also lead learners to discover new concepts on their own rather than tell them everything. Design practical activities for learners and discuss the various 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, and also enhance communication and collaboration as well as critical thinking skills which are some of the key competencies of the standard based curriculum.

Teaching and Learning Resources (**TLRs)**
- A mind map on ways of promoting political stability
- Pictures depicting political stability
- A KWL chart
- A chart showing some threats to political stability
- Internet access
- A Chart showing the importance of political stability.
- Videos/Pictures depicting the importance of political stability

Internet Sources:
- (https://ecfr.eu/wp-content/uploads/Mali_protests806-864x486-c-center.jpg)
- (https://www.wilsoncenter.org/event/instability-west-africa-issues-and-challenges-to-development-and-international-security)
- (https://www.crisisgroup.org/middle-east-north-africa/north-africa/tunisia/tunisia-toward-return-constitutionality)

THE SIGNIFICANCE OF POLITICAL STABILITY IN NATIONAL DEVELOPMENT:
Refer to Learner's Textbook 9, Pages 218 – 219.

LEARNING AND TEACHING ACTIVITIES
The activities are designed to guide learners to assess the significance of political stability in national development and ways of achieving political stability.
A. In small mixed ability groups, learners go on the internet to research on political, instability in the West African sub-region. The groups present reports for discussion by the class.
   - In the same groups, learners read and discuss portions of the text on LB pages 216-220. The groups then get together in a plenary and report on the outcome of the work to the class for observations, comments and other inputs from the class.
B. Using the KWL chart, learners write what they KNOW and what they WANT to know about Political Stability.
   - Show pictures depicting political stability and have learners describe them.

- Using the Collaborative learning technique, learners discuss ways of promoting political stability.
- In small groups, learners use the internet to search for some threats to political stability in the country.
- Using the cooperative learning approach, learners discuss threats to political stability in the country.
- Show a chart on threats to political stability and have learners talk about it.
- Show videos/pictures on Importance of Political Stability
- In small groups, learners discuss the importance of political stability.
- Using Collaborative Learning Technique, learners compose a poem on the importance of political stability.

Progressive Assessment

Instability in a country brings about chaos and slows down development in the country. What can be done to ensure political stability in the country?

Additional Information

There is no exact agreement about the concept of political stability as it differs from county to county and from time to time within the same society. The concept of Political stability is broad. This is based on government stability (remaining for the entire election period) and stability of a political regime (as the government is changed from the legal aspect according to the constitution) on one hand, and stability of internal legal and external stability (no external threats against the country's stability) on the other hand.

Political stability affects the aid-growth link through its effect on the ability of a nation's citizens to accumulate capital, save, invest and innovate. In particular a stable political environment can lead to effective economic policies and correct investment decisions both of which can spur growth. When we talk about political stability in the context of growth, we are leaving aside resource-driven bubbles. It means a specific kind of stability: the rule of law, strong institutions rather than powerful individuals, an efficient bureaucracy, low corruption and an investment enabling business climate.

Indeed, what we really mean is that stable governance is crucial for growth. Political instability is a social reality. Political instability is a natural tendency of a government's collapse either because of conflicts or growing struggles, sometimes violent, between various political parties.

Political instability also occurs if there is a rapid change of a government and policy, increasing the likelihood of subsequent instability. Not even the advanced states of the world are completely immune to it. Hence measures are put in place by serious state leaderships to reduce its occurrence to its barest minimum. However, a grasp of the nature, sources and causes of political instability is essential in any attempt to address the problem.

The 1992 Constitution mandates a multi-party system of governance with the President as the Head of State. The tenure of the President is limited to a maximum of two terms of four years each. One of the principal attractions of Ghana as an Investment destination is its status as one of the best governed and stable states in the Sub Saharan region. Ghana's governance has received significant

progress through the strengthening of its democratic credentials.

There are 24 registered political parties in Ghana according to the Electoral Commission. The landscape is dominated however by two parties. The longest traditional democracy in Africa has been practiced by Ghana. The country also has a strong sense of national identity and unity that supersedes other affiliations such as ethnicity and tribe, arising out of an educational system in which people from different backgrounds tend to mix. Moreover, instability of political regime, it means occurring of main changes in form of political regime such as conversion of political system from one to another.

Questions for Practice: *Refers to Learner's Book, Page 220.*
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 14: *Refer to Learner's Book, page 220.*
1. Let learners be in their small groups to brainstorm and explain political stability.
2. In a think-pair share activity, guide them to examine the ways to achieve political stability in a country with their partners.
3. Orgainse learners to watch a video on vigilantism or any documentary on threat to political stability in a country. Guide learners to discuss the scenes in the video they have watched and present report for further class discussion.

Home Learning: *Refer to Learner's Book, Page 220.*
Task learners to visit the internet to watch acts/scenes of political instability in the world and suggest measures to promote political stability in Ghana. Let them present reports for further class discussion.

Community Service: *Refer to Learner's Book, Page 221.*
Learners undertake a project in the community on citizens' political rights and how to safeguard them. They are to educate community members on why political stability is important for the development of the community. A report must be presented for the class to discuss.

Answers to Multiple Choice Questions: *Learner's Book, Pages 221 and 222.*
1. C (there is little chance of a return to civilian rule)
2. A (political)
3. C (executive branch)
4. A (the security of the state)
5. B (the actors are likely to be a variety of social groups, organisations and private military companies rather than the regular armed forces of sovereign states)

Answers to True or False Questions: *Learner's Book, Page 222.*
1. True
2. True

3. False
4. False
5. True

Answers to Essay Type Questions: *Learner's Book, Page 222.*

i. If the rights and freedoms of the people are not respected or are trampled upon, then it is very easy for instability to emerge.

ii. Corruption and mismanagement of the wealth of a country by the leaders

iii. Political instability occurs when elections are not free and fair.

i. The fundamental human rights of individuals must be recognised, respected and protected.

ii. Opportunities must exist for effecting a change of government through the ballot box.

iii. The principles of transparent and accountable governance must be seen and adhered to.

CHAPTER/STRAND 5 SOCIO-ECONOMIC DEVELOPMENT

Content Standard: Analyse the contribution of science and technology to national development
Indicator: B9.5.4.1.1. Examine how science and technology can be used to promote development

LESSON 1: HOW SCIENCE AND TECHNOLOGY CAN BE USED TO PROMOTE DEVELOPMENT: *Refer to Learner's Book, Pages 223 -238.*

Planning to teach Strand 5, Sub-strand 4, Lesson 1:
The facilitator is required to facilitate the sub-strand as indicated in this Guide. The facilitator has to prepare by researching into the following indicators: Explain the concepts, science and technology, examine the differences between science and technology, how science and technology can be used for development and production, the role of science and technology in specific sectors and the problems impeding the development of science and technology in Ghana. It must be aimed at suggesting ways of promoting science and technology in Ghana.

Performance Indicator
The learner will:
1. explain the concepts:
   i. science
   ii. technology
2. explain the difference(s) between Science and Technology.
3. discuss how science and technology can be used for development and production in Ghana.
4. examine the role of science and technology in specific sectors of the economy.
5. investigate and make presentations on the role of science and technology in the development of Ghana.
6. examine the problems impeding the development of science and technology in Ghana.
7. suggest ways of promoting science and technology in Ghana.
8. **project:** identify a problem in the school and use the knowledge acquired in science and technology to solve it.

Keywords: *Refers to Learner's Book, Page 224.*
analytical, civilisation, experiments, phenomena, appliances, indispensable, cellular

Ask learners to use the Internet/dictionary to find out the meaning of these key words before the lesson. Guide learners to also use the context of some of the words to derive their meanings.

Core-Competencies
1. Critical Thinking and Problem Solving Abilities

2. Creativity and Innovation
3. Presentation and leadership Skills
4. Cultural Identity and Global Citizenship
5. Effective and Efficient Communication and Collaborative
6. Digital Literacy

Diagnostic Assessment Questions
1. What is your understanding of science and technology?
2. Differentiate between science and technology.
3. Highlight three (3) problems impeding the development of science and technology in Ghana.

Expected Answers to Diagnostic Assessment Questions
1. Science is a broad field or body of knowledge about the physical world acquired through systematic methods of enquiry or investigation with the view to gaining an understanding of an observed fact.
   • It is the application of scientific knowledge to satisfy human needs. Technology involves the use of tools, machines, materials and techniques to control and exploit the natural or man-made world to satisfy human wants.
2. Science refers to the process of exploring new knowledge methodically through observation and experiments. It focuses on ethical processes of gathering data. **WHEREAS**: Technology refers to the process of applying scientific knowledge in practical applications for various purposes. It focuses on ethical effects of taking action.
3. Inadequate funds
   • Low level of literacy
   • Ignorance of the link between science and technology

Background Information
In the present world, if we think of any sort of development, then the presence of science and technology cannot be ignored. The study of science has evolved with the civilization of human beings. Science has also helped in the development of human skills. This is one of the fundamental contributions of Science. Science fundamentally is the systematic study of the structure and behavior of the natural and physical world through observations and experiments. Technology is basically the application of this scientific knowledge. Science and technology have undoubtedly made our life easier and faster. Almost everything we see around us is the gift of science and technology, whether it is smartphones, fans, electricity, microwave, radio, television, laptops, wheel vehicles, cloth, paper, toothbrushes, etc. We need science and technology in every area of our life. The developments in the field of technology paves the way for research and development in the field of Science. For example, space science is one of them.

Technological development likewise indirectly stimulates basic research in the field of science. In today's world, the role of science and technology is indispensable. We need Science and Technology in every sphere of our lives like to treat diseases such as cancer or even to book a cab or train/flight ticket. One of the most important aspects of Science and Technology is that it has solution to the

difficult problems, the problems which have the potential to become major bottlenecks to the overall growth of the country. Some of these problems could be – health aspects, the standard of education, availability of healthy food and safe drinking water and Infrastructure. All these technologies, in turn, provide favorable conditions for the country's growth and increase healthy competition nationally and also internationally.

In today's world, we often get to read or hear about developed countries, developing countries, underdeveloped countries, or even third-world countries. All these designate the level of development of Science and Technology in other countries. They have created an exclusive department to emphasise on the development of Science and Technology and a separate budget is also allocated for the same. Therefore, in order to alleviate the basic problems of food and the supply of safe drinking water, health problems, education, infrastructure, etc., the emphasis and gradual development of Science and Technology is essential. The development of Information Technology has made the educational system simpler, easier, and widespread. Now, people of remote areas can also use technology for their children's education and also avail themselves of the benefits of adult education. Science and technology which have improved human life and made us feel comfortable and enabled us to live a modern way of life.

Subject Specific Practices
As learners examine how science and technology can be used to promote development, they are able to think critically and have the ability to combine information and ideas from several sources to reach a conclusion. They can identify important and appropriate alternatives and solve problems. They are to communicate and collaborate on the various issues and demonstrate a thorough understanding of generalised concepts and facts specific to a task or situation. They will have the ability to identify important and appropriate criteria and use them to evaluate available alternatives. This will create a meaningful and original piece of work or its interpretation by integrating existing information.

Methods and Strategies

The facilitator must revise the learners' 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, demonstration, in-group discussion, field trips, internet use, and projects with reports. The facilitator must also lead learners to discover new concepts on their own rather than tell them everything. Design practical activities for learners and discuss the various 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 and enhance communication and collaboration and critical thinking skills which are some of the key competencies of the Standard Based Curriculum.

Teaching and Learning Resources (TLRs):
- A chart showing the difference between Science and Technology
- Internet access
- Videos on the use of science and technology in mining, education, agriculture, and energy generation.
- A mind map on the role of science and technology in specific sectors of the economy including mining, education, agriculture and energy generation, etc.
- Picture charts/videos showing some problems preventing the development of Science and Technology in Ghana.

LEARNING AND TEACHING ACTIVITIES

The following activities are designed to guide learners to examine how science and technology can be used to promote development in the sectors of agriculture, health education, mining and energy generation.

A. Get learners into small groups to use their background knowledge to explain the terms Science and Technology and cite examples of their impact in the Ghanaian society.
- After briefly reporting on the above, learners, in the same groups, read and discuss portions of the texts on LB pages 223-234. The groups then get together in a plenary session to report on the outcome of the reading and discussion to the class for comments, observations and other inputs from the class.

B. In small groups, learners discuss the difference between Science and Technology.
- Using the internet, learners watch videos and pictures on the difference between Science and Technology.
- Using the Jigsaw technique, learners discuss how science and technology are used for development and production in Ghana.
- In small groups, learners watch videos on the uses of science and technology in specific sectors of the economy including mining, education, agriculture, energy generation, etc.
- Using the Jigsaw technique, learners discuss the videos and highlight the role of science and technology in specific sectors of the economy including mining, education, agriculture, energy generation, etc.
- Show a mind map on the role of science and technology in specific sectors of the economy including mining, education, agriculture, energy generation, etc. and have learners discuss it.

- Using the internet, learners identify and talk about some problems holding back the development of Science and Technology in Ghana.
- In a Jigsaw activity, learners suggest ways of promoting science and technology in Ghana.
- Show picture charts/video on problems preventing the development of Science and Technology in Ghana and have learners talk about them.

Progressive Assessment

Learners identify any activity in the community that science and technology can be applied on effectively and efficiently. They are to present a report on how it could be applied.

Additional Information

Science encompasses the systematic study of the structure and behaviour of the physical and natural world through observation and experiment, and technology is the application of scientific knowledge for practical purposes. The evolution of science is like a boon to the world, as human beings come to know a lot about the world they are living in including the activities they indulge in. Furthermore, the development of technology along with the advancement in Science helps to bring in a revolution in various fields such as medicine, agriculture, education, information and technology, and many more.

Development at any phase is always linked with technology and technology happens when there is advancement in science. Hence science, technology and development are all proportional to each other. The 21st century has come to be known as the era of Information Technology. It is the key driver of economic growth of not only a nation, but rather the whole world. The growth and progress of every sector of the country today depends on the level of Information Technology. The technology, which is exclusively designed to store, process, and transmit information, is known as Information Technology.

Today, countries are classified as developed and developing countries. The major categorization is based on the economy and the application of science and technology. If carefully analysed, one gets to understand that countries which have a strong base in science and technology are the ones that developed faster. For every nation to get developed, the application of both science and technology has to go hand in hand. Villages are developed into towns and towns into cities and cities are expanding to greater horizons. This expansion has occurred through the expansion of science and technology over the years and will be more in the coming years.

The role that science and technology has played in improving the life conditions across the globe is vivid, but the benefit has to be harvested maximally by all countries. Science and technology has made life a lot easier and also a lot better with the advancement of medicines and analysis on diseases. Apart from the medical side, there has been remarkable development in education, communication, agriculture, industry etc. The global economic output has increased. In spite of the advancements in almost all sectors, still the world is not free from hunger, disease, pollution, illiteracy and poverty. The gap between the rich and the poor has widened. Without proper implementation of science and technology, no nation could grow and all those nations that were labelled as low in growth have proved where they stand today and all that has happened only

because of science and technology.

The most serious challenges hindering the development of science and technology in Ghana include a steady decline in funding, brain drain, inadequate expertise, inadequate infrastructure, insufficient levels of literacy, inappropriate market, poverty and a shortage of women in science.

Questions for Practice: *Refers to Learner's Book, Page 235.*
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 15: *Refer to Learner's Book, Page 235.*
Guide learners to undertake the **Activity 15** as specified in the Learner's Book.

Home Learning: *Refer to Learner's Book, Page 235.*
Learners identify a problem in the school and use the technology acquired in science to solve it. Task them to present reports in groups for further class discussion.

Community Service: *Refer to learner's Book, Page 235.*
Lead learners to visit the community and educate members on the contribution of science and technology to the development of the community and the role they can play to help train scientists for Ghana. A report must be presented for the class. Let them present their reports for further class discussion.

Answers to Multiple Choice Questions *Learner's Book, pages 235 and 237.*
1. B (favourable rainfall pattern)
2. C (storage facilities)
3. C (access to agriculture machinery)
4. A (high literacy level)
5. A (the superstitious beliefs of the people)
6. D (supplied with adequate science equipment)
7. B (equip the youth with scientific knowledge)
8. B (ingenuity and creativity)
9. D (scientific knowledge)

Answers to fill-in Questions *Learner's Book, page 237.*
1. Science
2. Technology
3. Technology
4. Technology

Answers to True or False Questions *Learner's Book, page 237.*
1. False
2. True

3. False
4. False
5. True

Expected Answers to Essay Type Questions: *Learner's Book, Page 238.*

1. i. For Human Welfare and Convenience
   ii. For Business and Banking
   iii. It is used for Entertainment
2. i. It has promoted Modern farm machinery
   ii. Pests, weeds and disease control
   iii. Animal health management:

Refer to pages 228 and 226 of the Learner's Book for the answers to question 3.

UNIT/SUB-STRAND 2	FINANCIAL AND INVESTMENT ISSUES

Content Standard: Show understanding of the provision under National Pension Act 766 and PNDC Law 247.

Indicator: B9.5.2.1.1. Exhibit knowledge on pension rights under the National Pensions Act 766 and PNDC Law 247.

LESSON 1: PENSION RIGHTS UNDER NATIONAL PENSIONS ACT 766 AND PNDC Law 247: *Refer to Learner's Textbook 9, Pages 239-249.*

Planning to teach Sub-strand 2:

The facilitator is required to facilitate this sub-strand as indicated in this Guide. The facilitator has to prepare by researching into the following **Exemplars**: Discuss the provision under National Pensions Act 766 and PNDC Law247, benefits under the Three Tier Pension Scheme and the application processes for the various SSNIT benefits.

Performance Indicator

The learner will:
1. discuss the provisions under National Pensions Act 766.
2. do a presentation on the provisions under PNDC Law 247.
3. discuss social security in Ghana.
4. do a presentation on the benefits under the Three-Tier Pension Scheme including Tier 1, Tier 2 and tier 3.
5. investigate the application processes for the various SSNIT benefits.

Keywords: *Refers to Learner's Book 9, Page 239.*

Three-tier, mandatory, deduct, trustees, minimum, occupational, liquidation, conviction, statutory, retirement, proclamation, provisional, investment, invalidity, computation, pursuance, perpetual, succession, proportional, superannuation

Ask learners to use the Internet/dictionary to find out the meaning of these key words before the lesson. Learners should also be encouraged and guided to determine the meanings of words from their context.

Core-Competencies
1. Critical Thinking and Problem Solving Abilities
2. Creativity and Innovation
3. Presentation and leadership Skills
4. Cultural Identity and Global Citizenship
5. Effective and Efficient Communication and Collaborative
6. Digital Literacy

Diagnostic Assessment Questions
1. Highlight the contributory aspect of the National Pensions Act, Act 766 in Ghana.
2. Explain the main objectives of the three-tier pension scheme under National Pensions Act 766 in Ghana.

Expected Answers to Diagnostic Assessment Questions
1. 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.
2. Provide pension benefits to ensure retirement income security for workers.
   - Ensure that every worker receives retirement and related benefits as and when due.
   - Establish a uniform set of rules, regulations and standards for the administration and payment of retirement and related benefits for workers in the public and the private sector.

Background Information
In 2004, concerns were raised and agitations were made by public servants over inadequacies of the level of pensions to sustain a respective life for retired public servants. The most concern of workers was the low pensions they received under the Social Security and National Insurance Trust (SSNIT) Pension Scheme as compared to those still under Chapter 30 of the 1950 British Colonial Ordinance (Pension Ordinance No 42), popularly known as CAP 30. In addition, pension schemes that have been operated in the country so far had their limitations. It also failed to consider the plight of workers in the informal sector, who constitute about 80% of the working population in Ghana.

In recognition of the need for reforms to ensure a universal pension scheme for all employees in the country, and to further address concerns of Ghanaian workers, the Government in July 2004 initiated a major reform of the Pension System in Ghana. The process started with the establishment of a Presidential Commission on Pensions under the chairmanship of Mr. T. A. Bediako which reported its findings to the Government in March, 2006. Following consideration of that report, the Government issued a White Paper in July, 2006, which accepted almost all of the Commission's recommendations. In order to implement the new pension system, an 8- member Pension Reform Implementation Committee ("the Committee") and a Consultant was appointed in October, 2006. The Committee commenced work in November, 2006 and as part of its Mandate submitted proposals for National Pension Reform Bill to Government in 2007. Cabinet approved the Bill and submitted it to Parliament for passage into law. The Bill was passed by Parliament and received Presidential assent in December, 2008.

A new Pensions Law, the National Pensions Act, 2008 (Act 766) was promulgated on 12th December, 2008. The National Pension Scheme also known as National Pension System is opened to all the employees from the public sector, private sector, and even the unorganized sector except for those who work in the Armed Forces. Any Ghanaian citizen from the age group of 18 years to 60 years can open the National Pension Scheme account. The National Pension Scheme matures at the age of 60 years.

Subject Specific Practices

As learners' exhibit knowledge on pension rights under National Pensions Act 766 and PNDC Law 247, learners are able to think critically and have the ability to combine information and ideas from several sources to reach a conclusion. They can identify important and appropriate alternatives and solve problems. They are to communicate and collaborate on the various issues and demonstrate a thorough understanding of generalized concept and facts specific to a task or situation. They will have ability to identify important and appropriate criteria and use them to evaluate available alternatives. This will create a meaningful and original piece of work or its interpretation by integrating existing information.

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 discussion, field trips, internet use, and projects with reports. The facilitator must also lead learners to discover new concepts on their own rather than tell them everything. Design practical activities for learners and discuss the various 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 and enhance 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 chart showing the provisions of the National Pensions Act 766 and PNDC Law 247
- Internet access
- A Chart showing the application processes for the various SSNIT benefits.
- A chart showing the benefits under the 3-tier Pension Scheme.

LEARNING AND TEACHING ACTIVITIES

These activities are designed to guide learners to exhibit the necessary knowledge on pension rights under the National Pensions Act 766 and PNDC Law 247 and the benefits under the Three Tier pension scheme.

A. Lead a short brainstorming session for learners to say what they know about pensions and pension schemes and their benefits/problems. In small mixed gender ability groups, learners then read and discuss the contents of the texts on LB pages 239-246. At the end of the exercise, the groups present their reports on the outcome of their work to the class for its comments, observations and other inputs.

B. Using think-pair share, learners search on the internet for the provisions of the National Pensions Act 766 and PNDC Law 247.
- Using the Jigsaw technique, learners discuss the National Pensions Act 766 and PNDC Law 247 Learners prepare charts to highlight the provisions of the National Pensions Act 766 and PNDC Law 247.
- Using think-pair share, learners share their knowledge on the SSNIT in pairs.

- In small groups, learners discuss the meaning of Social Security
- Using the internet, learners search for the processes involved in applying for the various SSNIT benefits.
- In small groups, learners prepare charts to explain the processes involved in applying for the various SSNIT benefits.
- With the help of the internet, learners research on what the 3-tier Pension Scheme is and its benefits.
- Learners Role Play the benefits an individual can get under the 3-tier Pension Scheme.
- With the help of the TLR, learners highlight the benefits under the 3-tier Pension Scheme.

Progressive Assessment
Encourage learners to make weekly voluntary contribution as a form savings for future use.

Additional Information
The National Pension Scheme (NPS) is a retirement-oriented investment option that provides a periodic annuity (in the form of monthly pension) and a lump sum corpus on the attainment of retirement age. The scheme is one of the ideal pension and retirement planning schemes available in Ghana for salaried, self-employed professionals and freelancers like lawyers, doctors, chartered accountants, entrepreneurs, architects and others who work in their individual capacity wherein no employer is attached. Any Guamanian citizen aged between 18 and 60 years can enroll in this scheme.

THE NATIONAL PENSIONS ACT, 2008
The National Pensions Act is divided into four parts; Part One is on the establishment of a contributory three-tier pension scheme and National Pensions Regulatory Authority, Part Two deals with the basic national social security scheme, Part Three provides for occupational pension schemes, provident fund and personal pension schemes and management of the schemes and Part four is on general provisions.

Part One - Establishment of Contributory Three–tier Pension Scheme and National Pensions Regulatory Authority. This Part establishes a contributory three-tier pension scheme as follows:
- First tier basic national social security scheme, which incorporates an improved system of SSNIT benefits and shall be mandatory for all employees in both the private and public sectors;
- Second tier occupational (or work-based) pension scheme, mandatory for all employees but privately managed, and designed primarily to give contributors higher lump sum benefits than presently available under the SSNIT or Cap 30 pension schemes; and
- Third tier voluntary provident fund and personal pension schemes, supported by tax benefit incentives for workers in the formal sector who want to make voluntary contributions to enhance their pension benefits and also for workers in the informal sector.

The mandatory basic national social security scheme is to be managed by SSNIT which is undergoing restructuring under the supervision of the Implementation Committee. The mandatory fully funded and privately managed occupational pension scheme and the   voluntarily provident fund and personal pension schemes are to be managed by approved trustees (licensed by a National

Pensions Regulatory Authority) and pension fund managers and custodians (licensed by the Security and Exchange Commission and registered with the Authority).

The main objective of the three-tier pension scheme is to provide for pension benefits that will ensure retirement income security for the worker. The employer will make a monthly contribution of thirteen per cent (13%) of workers salary whilst the worker will make a contribution of five and a half percent (5.5%) making it a total of eighteen and half percent (18.5%) of workers salary as mandatory contribution towards pension. Out of the total contribution of eighteen and half percent, the employer will remit thirteen and half percent to the first-tier mandatory basic national social security scheme and five percent to the mandatory second tier occupational pension scheme. The National Pensions Regulatory Authority (Authority) is established to supervise, regulate and monitor the three–tier pension scheme. The Authority has a comprehensive approval and monitoring system, including ensuring that:

- Only companies and individuals that meet the necessary criteria i.e. capital adequacy, financial soundness, fitness and propriety as well as internal control standards can become trustees, fund managers and custodians.
- The components of the schemes are managed under trust arrangements and governed by the laws of the Republic of Ghana.
- Scheme assets are held separate from the assets of trustees, fund managers and other service providers.

The functions of the Authority are among others to advise on pension policy, ensure compliance with provisions of the Act and supervise the implementation of the basic national social security scheme. The Authority will register occupational pension schemes, provident fund and personal schemes and regulate the affairs and activities of approved trustees to ensure that they are responsible and prudent in the handling of the assets entrusted to them. It will also sensitise the public on matters related to the various pension schemes, receive and investigate complaints of impropriety in respect of the management of pension schemes, receive, and investigate grievances from pensioners and provide for redress and advise government on the general welfare of pensioners. The governing body of the Authority is an eleven-member Board consisting of a Chairperson, the Chief Executive of the Authority and other representatives from the Bank of Ghana, Organized Labour, National Pension Association and the Securities and Exchange Commission, among others.

Question for Practice: *Refer to Learner's Book, Page 247.*
Discuss the question with learners in class. Ask them to answer the questions into their exercise books for marking. Supervise them to avoid copy work.

> **Activity 16:** *Refer to Learner's Book, page 246.*
> Lead learners to perform **Activity 16** as indicated in the Learner's Book page 244.

Home Learning: *Refer to Learner's Book, Page 247.*
With the use of the internet, learners research on the application processes for the various SSNIT benefits in the country. Let them present reports for class discussion.

Community Service: *Refer to Learner's Book, Page 247.*
Lead learners to visit the community and educate members of the community on why they should be part of the National Pension Scheme for themselves and their children. A report must be presented for the class for further discussion.

Summary*: Refer to Learner's Book, Pages 247 - 248.*
These are the core-points of Lesson 1 under sub-strand 2. Use the points to revise the lesson with learners.

Answers to Multiple Choice Questions: *Learner's Book, Pages 248-249.*
1. D. (No contribution)
2. D. (60 years)

Answers to fill-in Questions: *Learner's Book, page 249.*
1. The New Pension Scheme was launched on **16th September, 2009**
2. Its implementation started in **January 2010**

Answers to True or False Questions: *Learner's Book, Page 249.*
1. True
2. False

Expected Answers to Essay Type Questions: *Learner's Book, Page 249.*
The Establishment of Contributory of Three–tier Pension Scheme and National Pensions Regulatory Authority. This Part establishes a contributory three-tier pension scheme as follows:
*   First tier basic national social security scheme, which incorporates an improved system of SSNIT benefits and shall be mandatory for all employees in both the private and public sectors;
*   Second tier occupational (or work-based) pension scheme, mandatory for all employees but privately managed, and designed primarily to give contributors higher lump sum benefits than presently available under the SSNIT or Cap 30 pension schemes; and
*   Third tier voluntary provident fund and personal pension schemes, supported by tax benefit incentives for workers in the formal sector who want to make voluntary contributions to enhance their pension benefits and also for workers in the informal sector.

Q2. Answers to the question will vary.

Content Standard: Demonstrate understanding that Ghana had two Republics between 1979 and 2000.

Indicator: B9.6.2.1.1. Explain how the Third Republic came into being (1979-1981).

LESSON 1: HOW THE THIRD REPUBLIC CAME INTO BEING (1979-1981): *Refer to Learner's Book 9, Pages 250 -256.*

Planning to teach Sub-strand 2:

The facilitator is required to facilitate this sub-strand as indicated in this Guide. The facilitator has to prepare by researching into the following Exemplars: How the Third Republic was established, the main political parties that took part in the June, 1979 elections and their respective candidates, the outcome of the June, 1979 elections and dramatise the handing over of power from the AFRC People's National Party, the party to which Dr. Liman belonged.

Performance Indicator

The learner will:
1. use the internet, print media and oral sources to find out how the Third Republic was established.
2. identify the main political parties that took part in the June 1979 elections and their respective candidatures.
3. discuss the outcome of the June 1979 elections.
4. role-play the handing over of power from the AFRC to Dr. Hilla Limann's People's National Party.

Keywords: *Refers to Learner's Book 9, Page 251.*

Decade, constituent, promulgated, paved, unopposed, predecessors, abrogated, swearing, inauguration, probation, infirmity, allegiance, discharging immunity, gazette, amendment, intimidation, harassment

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

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

Diagnostic Assessment Question
Briefly explain why the People's National Party (PNP) won the 1979 election.

Answers to Diagnostic Assessment Question
1. The PNP had old politicians at the background with CPP fame. These politicians used their experience of CPP era i.e. Organisational ability was effective.
   - The PNP was organized as a mass-party. The party, like its predecessor, the CPP, covered almost every village in the country.

In both the Presidential and Parliamentary elections, the PNP presented new faces. The Ghanaian electorate had become fed up with the old politicians and therefore voted for a new politician like Dr. Hilla Limann.

Background Information
In July 1978, in a sudden move, the other SMC officers forced Acheampong to resign, replacing him with Lieutenant General Frederick W.K. Akuffo. The SMC apparently acted in response to continuing pressure to find a solution to the country's economic dilemma. The council was also motivated by Acheampong's failure to dampen rising political pressure for changes. Akuffo, the new SMC chairman, promised publicly to hand over political power to a new government to be elected by 1 July 1979.

Despite Akuffo's assurances, the opposition to the SMC persisted. The call for the formation of political parties intensified. In an effort to gain support in the face of continuing strikes over economic and political issues, the Akuffo government announced that the formation of political parties would be allowed after January 1979. Akuffo also granted amnesty to former members of both Nkrumah's CPP and Busia's PP, as well as to all those convicted of subversion under Acheampong leadership. The decree lifting the ban on party politics went into effect on 1 January, 1979, as planned. The constitutional assembly that had been working on a new constitution presented an approved draft and adjourned in May. All appeared set for a new attempt at constitutional government in July, when a group of young army officers overthrew the SMC government in June 1979.

Despite the coup and the subsequent executions, the planned elections had to take place for Ghana to return to constitutional rule by the end of September 1979. Through a combination of force and exhortation, the AFRC attempted to rid Ghanaian society of corruption and profiteering. At the same time, the AFRC accepted, with a few amendments, the draft constitution that had been submitted; permitted the scheduled presidential and parliamentary elections to take place in June and July.

The AFRC promulgated the constitution of the Third Republic of Ghana. Limann, though almost unknown even in Ghana, was elected President on the People National Party ticket and had strong support among followers of former Ghana President Kwame Nkrumah. He stood for the elections following the disqualification of Alhaji Imoro Egala by the then ruling Supreme Military Council and won 62% of the popular vote in the second round of voting.

The AFRC led by Jerry Rawlings handed over power to the newly elected President and Parliament of the Third Republic on September 24, 1979. The administration of Hilla Limann was inaugurated

on 24 September, 1979, as the beginning of the Third Republic. The government was expected to measure up to the new standard advocated by the AFRC.

Subject Specific Practices
As learners' explain how the Third Republic came into being (1979-1981), they will be able to think critically and have the ability to combine information and ideas from several sources to reach a conclusion. They have the ability to ascertain when information is needed and are able to identify, locate, evaluate and effectively use it to solve a problem. They are to communicate and collaborate on the various issues and demonstrate a thorough understanding of generalised concepts and facts specific to a task or situation. They will have the ability to identify important and appropriate criteria and use them to evaluate available alternatives. This will create a meaningful and original piece of work or its interpretation by integrating existing information.

Methods and Strategies
The facilitator must revise the learners' 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, 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 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, and enhance their communication and collaboration as well as their critical thinking skills which are some of the key competencies of the standard based curriculum.

Teaching and Learning Resources (**TLRs**)
- A picture of Dr. Limann
- A picture of Jerry John Rawlings
- A chart showing the political parties that took part in the June, 1979 elections, their candidates and symbols.
- Pictures of candidates that contested in the June, 1979 elections
- Internet access
- A table showing the results of the June, 1979 elections
- A video of the handing over from AFRC to Dr. Limann

Internet Sources:
https://www.youtube.com/watch?v=9USm6g5eYgI

LEARNING AND TEACHING ACTIVITIES
These activities are designed to guide learners to explain how the Third Republic came into being and the outcome of the June, 1979 elections.

A. In a short brain storming session, lead a discussion on the first two republics with learners telling about what they heard, read or learnt about them. They then try a comparison between the past and present republics.

- Put learners into small groups to read and discuss portions of the texts on LB pages 250-255. The groups then prepare and report on their work to the class in a plenary and report on their work to the class in a plenary session for comments, observations and other inputs from the class.

B. In small groups, learners discuss how the Third Republic was established in Ghana.
- Using cooperative learning, learners role-play the establishment of the First Republic of Ghana.
- Show TLRs and have learners identify the pictures of Dr. Limann and Jerry Rawlings.
- Learners, in small groups, discuss the relationship that existed between JJ Rawlings and Dr. Limann.
- In small groups, learners search on the internet for the main political parties that took part in June, 1979 elections.
- Using cooperative learning, learners prepare charts showing the main political parties that took part in the June, 1979 elections and their respective candidates
- Show pictures of candidates that contested in the June, 1979 elections and have learners identify them.
- In small groups, learners match each candidate to the political party represented including its symbol.
- In small groups, learners discuss the outcome of the June, 1979 elections with the help of the table showing the results of the June, 1979 elections
- Show a video on the handing over from AFRC to Dr. Liman
- Learners role-play the handing over of power by the AFRC to Dr. Hilla Limann

Progressive Assessment
With the use of oral sources, find out from the elderly persons in the community how the Third Republic came into being.

Activity 17*: Refer to Learner's Book, page 253.*
Guide learners to undertake **Activity 17** as specified in Learner's Book page 253.

LESSON 2: POLITICAL DEVELOPMENTS UNDER THE THIRD REPUBLIC: *Refer to Learner's Book, Pages 257-261.*

Content Standard: Explain political developments under Third Republic

Planning to teach Indicator 2 of Sub-strand 2:
The facilitator is required to facilitate the sub-strand as indicated in this Guide. The facilitator has to prepare by researching into the following **Exemplars**: The main features of the Third Republican Constitution, the impact of the Third Republican Constitution on the development of the country and compare the features of the Second and Third Republican Constitutions.

Performance Indicator
The learner will:
1. identify the main features of the Third Republican Constitution.
2. discuss the impact of the Third Republican Constitution on the political development of the country.
3. compare the features of the Second Third Republican Constitution.

Keywords: *Refer to Learner's Book, Page 257.*
ombudsman, presidential, parliamentary, Universal Adult Suffrage, presidential Assent, bill, judicial review

Assist learners to use their dictionaries to find the contextual meanings of the keywords.

Diagnostic Assessment Question
Examine **three** powers of the president under the third republican constitution.

Answers to Diagnostic Assessment Question
1. Being the head of state, the president was the commander-in-chief of the Armed Forces. Therefore, the President had power to declare a state of emergency in any part of the country.
   • The President Prerogative power of mercy. He had the power to pardon offenders and he could grant amnesty to offenders.
   • The President had power of appointments. He nominated his ministers on the advice of the Council of State outside the legislature to be approved by parliament.

Background Information
Dr. Limann assumed office as president on 24th September, 1979. He was an economic moderate, and supported democratic values and Pan-Africanism. Under the Constitution of 1979, the president was head of both state and government. The president was directly elected and served a four-year term that expired at the next general election; a president might serve a maximum of two terms. The Constitution of the Republic of Ghana in1979 includes chapters on the Constitution

itself, the laws and the territories of Ghana. It also details the directive principles of State Policy, citizenship, fundamental human rights, representation of the people, the Executive branch, and the Legislature, the Council of State, the Ombudsman, and the Judiciary. There were also chapters on Finance, Public Services, Prison Services, the Armed Forces, the Police Service, the National Service, Chieftaincy, Local Government and Administration, Land, the Press Commission, Commissions of Inquiry, the Code of Conduct for public officers, and Amendments to the Constitution. President Limann had the challenging task of reforming and transforming Ghana after years of rot and indiscipline occasioned by the long run of military dictatorship from 1972 to 1979.

The achievements of his regime were widespread and varied, ranging from energy, agriculture, transportation, rural development, corporate governance and foreign policy, among others. The list of ministers who served in Limann's People's National Party government made progress during the Third Republic of Ghana. It ended with the coup on 31 December, 1981, which brought the Provisional National Defence Council of Jerry Rawlings to power.

Subject Specific Practices and Core-competencies:
As learners explore political developments under the Third Republic, they are able to think critically and have the ability to combine information and ideas from several sources to reach a conclusion. They have the ability to ascertain when information is needed and are able to identify, locate, evaluate and effectively use it to solve problems. They are to communicate and collaborate on the various issues and demonstrate a thorough understanding of generalized concept and facts specific to a task or situation. They will have the ability to identify important and appropriate criteria and use them to evaluate available alternatives. This will create a meaningful and original piece of work or its interpretation by integrating existing information.

Methods and Strategies
The facilitator must revise the learners' 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, and projects with reports. The facilitator must also lead learners to discover new concepts on their own rather than tell them everything. Design practical activities for learners and discuss the various 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, and enhance 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 mind map showing the main features of the Third Republican Constitution.
- A chart showing the features of both the Second and Third Republican Constitutions.
- A chart showing the major impacts of the third republican constitution on the political development of the country
- Internet access

Internet Source
(http://africanelections.tripod.com/gh.html#1979_National_Assembly_Election)

LEARNING AND TEACHING ACTIVITIES

These activities are designed to guide learners to explain political developments under the Third Republic and the impact of the third Republican Constitution on the development of the country.

A. Working in small mixed ability groups, learners read and discuss portions of the texts on LB pages 257-261. They then converge for the groups to report on the contents of the texts read to the class for comments, observations and other inputs from the class.
B. In small groups, learners discuss the importance of the Constitution in a Republic.
   • Using the Jigsaw technique, learners discuss the main features of the Third Republican Constitution.
   • In small groups, learners recount the features of the Second Republican Constitution.
   • Using the Jigsaw technique, learners highlight the differences and similarities of the Second Republican Constitution and the Third Republican Constitution.
   • In small groups, learners use the internet to search for the impact of the third republican constitution on the political development of the country.
   • Using the Jigsaw technique, learners discuss the impact of the third republican constitution on the political development of the country.
   • In a cooperative learning session, learners develop charts/posters on the impact of the third republican constitution on the political development of the country.

Progressive Assessment

With the use of the internet, learners find out the functions and powers of the executive and the legislature.

Activity 18: *Refer to Learner's Book, page 261.*
The purpose of this activity is to help learners identify and name the features of the Third Republican Constitution of Ghana. It is also designed to help learners discuss the impact of the Third Republican Constitution on the political development of Ghana.
Guide them to perform the activity as indicated in the Learner's Book.

LESSON 3: HOW THE FOURTH REPUBLIC CAME INTO BEING:
Refer to Learner's Book, Pages 262 – 275.

Content Standard: B9.6.2.1.3. Explain how the Fourth Republic came into being.

Planning to teach Indicator 3 of Sub-strand 2:
The facilitator is required to facilitate this sub-strand as indicated in this Guide. The facilitator has to prepare by researching into the following **Exemplars**: How the Fourth Republic was established, the outcome of the 28 April, 1992 referendum, identify the political parties that took part in the 1992 elections and their respective leaders, the nature of the First Parliament of the Fourth Republic and analyse the 1992 Constitution, the American Constitution and the Westminster system of government.

Performance Indicator
The learner will:
1. use the internet, print media and oral sources to find out how the Fourth Republic was established.
2. discuss the outcome of the 28 April, 1992 Referendum.
3. identify the political parties that took part in the 1992 elections and their respective leaders.
4. discuss the nature of the First Parliament of the Fourth Republic.
5. dramatise the inauguration of the First President of the Fourth Republic.
6. analyse the 1992 Constitution vis-a-vis the American Constitution and The Westminster system of government.

Keywords: *Refer to Learner's Book, Page262.*
Provisional, West Minster, revolutionary, consultative, abrogated, boycott, referendum, lecture, experts, committee, commission, draft , consultation

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

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

Diagnostic Assessment Question
Briefly explain the nature of the first parliament of the fourth republic.

Answer to Diagnostic Assessment Question

Elections were held for the new Parliament provided for in the April 1992 Constitution and as part of the programme to revert to civilian rule by 7 January 1993. The country was divided into 200 single-member constituencies. The four parties that contested the presidential election: People's National Convention, the National Independence Party, People's Heritage Party and New Patriotic Party. The New Patriotic Party decided to boycott the legislative polling despite attempts by the Commonwealth observer group to persuade them. The NDC won an overwhelming majority of the seats (189) while eight went to the NCP and one to the EGLE. The two other seats were won by independent candidates. Registered and Total Vote figures exclude 23 constituencies with unopposed candidates.

Background Information

Ghana has had four constitutional republics since independence. However, only the Fourth Republic – 1992 to the present – has remained relatively stable. This is partly due to the fact that its institutional arrangements are different from the earlier more turbulent efforts. On 31st September, 1981, the Provisional National Defence Council, (PNDC) led by John Jerry Rawlings toppled the 3rd Republic in a Coup that saw the military government rule Ghana from December, 1981 till 7th January 1993.

In line of fully restoring the country to a democratic system of governance and also spurred by similar democratic trends across the region in the 1990s, the PDNC authorised the NDC to embark on a public consultation process designed to collect, analyse and collate Ghanaians' views on the form of state they desired. The process led to a report which resulted in the appointment of an inclusive 258 member Committee of Experts to draw up constitutional proposals for consideration by a Consultative Assembly. The Assembly prepared a draft constitution based on proposals submitted to it by the PNDC, as well as previous constitutions of 1957, 1969 and 1979, and the report of the Committee of Experts.

The final draft constitution was unanimously approved by the people in a referendum on 28 April, 1992. The main issues were the reintroduction of multi-party politics and the division of powers between the president and parliament. On 18 May, 1992, the ban on party politics was lifted in preparation for multi-party elections. The PNDC and its supporters formed a new party, the National Democratic Congress (NDC), to contest the elections. Presidential elections were held on November 3 and Parliamentary elections held on December 29 in the same year. In November, 1992 Flight Lieutenant Jerry Rawlings, who had led Ghana during 11 years of military rule under the Provisional National Defense Council (PNDC), received 58 per cent of votes cast in the presidential election. Although the election results were accepted as valid by international observers, the election process was marked by "irregularities" Members of the opposition boycotted the parliamentary elections. The opposition parties, alleging "massive fraud," boycotted the December 1992 parliamentary elections. Because the opposition had boycotted the parliamentary elections, the NDC was able to take control of both the presidency and parliament. However, it resulted in a 200-seat parliament with only 17 opposition party members and two independent members.

The new constitution entered into force on 7 January, 1993, and founded the Fourth Republic. On that day, Rawlings was inaugurated as president and members of parliament swore their oaths of office. In 1996, the opposition fully contested the presidential   and parliamentary elections, which were described as peaceful, free, and transparent by domestic and international observers. Rawlings was re-elected with 57% of the popular vote.

Subject Specific Practices

As learners explain how the Fourth Republic came into being, they will be able to think critically and have the ability to combine information and ideas from several sources to reach a conclusion. They will have the ability to ascertain when information is needed and are able to identify, locate, evaluate and effectively use it to solve problems. They are to communicate and collaborate on the various issues and demonstrate a thorough understanding of generalised concepts and facts specific to a task or situation. They will have ability to identify important and appropriate criteria and use them to evaluate available alternatives. This will create a meaningful and original piece of work or its interpretation by integrating existing information.

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, demonstration, in-group discussion, field trips, internet use, and projects with reports. The facilitator must also lead learners to discover new concepts on their own rather than tell them everything. Design practical activities for learners and discuss the various 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, and enhance 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 chart showing major political events leading to the establishment of the 4th Republic.
- A picture of Ex- President J.J. Rawlings
- Internet access
- A table showing the results of the 28 April, 1992 referendum
- A picture chart of candidates that contested the 1992 Election, their political parties and symbols.
- A picture/video of a sitting by the First Parliament under the Fourth Republic
- A picture of Parliament House
- A picture of the 1st Speaker of Parliament under the Fourth Republic.
- A video on the inauguration of JJ Rawlings as the 1st president under the 4th Republic.
- Pictures on the first inauguration of Rawlings as 1st president under the 4th Republic
- A chart showing the features of the 1992 Constitution and the American Constitution
- A chart comparing the Presidential System of Ghana to the Westminster system in UK
- Copy/copies of the 1992 Constitution of Ghana

LEARNING AND TEACHING ACTIVITIES

These suggested activities are designed to guide learners to explain how the Fourth Republic came into being, the outcome of the referendum and the nature of the First Parliament of the Fourth Republic.

A. Lead a short discussion on what a constitution is and what they can recall about some of the pass constitution in Ghana.
    *   Put learners into small mixed gender groups and assign them to read and discuss portions of the texts on LB Pages 262-275. Draw their attention to the various tables, charts and pictures which they need to study and analyse.
    *   At the end of the exercise, they get together in a plenary for the groups to report on the content of the texts read to the class for further discussion.

B. Using the think-pair-share strategy, learners describe the Fourth Republic of Ghana.
    *   Show the picture of JJ Rawlings and have learners identify him as the leader of the PNDC government that ushered Ghana into the Fourth Republic.

    *   In small groups, learners discuss the various activities leading to the establishment of the 4th Republic
    *   Using the think-pair share, learners share what they know about a referendum.
    *   Using the Snowball technique, learners discuss the purpose of the 28 April, 1992 referendum.
    *   With the help of the internet, learners tabulate the results of the 28 April, 1992 referendum.
    *   Have learners individually tabulate the results and calculate the results in percentages.
    *   In a Think-Pair-Share Activity, learners identify political parties that contested the 1992 Election.
    *   Show the pictures of candidates that contested the 1992 Elections and have learners identify them.
    *   In a collaborative learning session, learners match the pictures of the candidates to their political parties and symbols
    *   Show a picture/chart on candidates that contested the 1992 Election, their political parties and symbols and have learners talk about it.
    *   Using Think Pair Share, learners describe the picture of the parliament house and show its significance in governance.
    *   Show a video/ pictures of a sitting of the 1st parliament under the 4th Republic and have learners discuss it.
    *   In small groups, learners describe the nature of the First Parliament under the Fourth Republic
    *   Display picture of the 1st Speaker of Parliament under the Fourth Republic and have learners identify and talk about his role
    *   In small groups learners watch and discuss the inauguration of the 1st president under the 4th Republic of Ghana.
    *   In a whole class activity, learners role-play the inauguration of the 1st president of the 4th Republic of Ghana.

- In small groups, learners search on the internet for the features of the American Constitution.
- Have learners compare and highlight the similarities and differences between the American Constitution and the 1992 Constitution of Ghana
- In a cooperative learning activity, learners compare the features of the British Westminster system to Ghana's Presidential system using the internet.

Progressive Assessment

Assess the outcome of 3 November 1992 presidential elections.

Activity 19: *Refer to Learner's Book, Page 275*.

Guide learners to explain the essence of the activity and then lead them to undertake the activity as specified in the Learner's Book.

LESSON 4: POLITICAL DEVELOPMENT UNDER THE FORUTH REPUBLIC: *Refer to Learner's Book, page 276 -285.*

Content Standard: Explain political development under the Fourth Republic.

Planning to teach Indicator 4 of Sub-strand 2:
The facilitator is required to facilitate the sub-strand as indicated in this Guide. The facilitator has to prepare by researching into the following **indicators**: The main features of the Fourth Republican Constitution, the pro and cons of the First Parliament of the Fourth Republic, assess the advantages of fusion of power and compare Ghana's presidential system of government and the Westminster system in the United Kingdom.

Performance Indicator
The learner will:
1. discuss the features of the Fourth Republican Constitution.
2. debate the pros and cons of the First Parliament of the Fourth Republic.
3. assess the advantages of this arrangement.
4. compare Ghana's Presidential system of government and the Westminster system in the United Kingdom.

Keywords: *Refer to Learner's Book, Page 273.*
Monocephalous, Executive, Unicameral ,Legislature, power sharing Commander-in-chief

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

Diagnostic Assessment Question
Examine **three** advantages of a president being the head of state, head of government and commander in chief of the Ghana armed forces.

Answers to Diagnostic Assessment Question
1. There is quick decision making in the governance of the country.
   • It helps in emergency situations where the real governmental powers are in the hands of the president.
   • This system promotes responsibility and accountability of the president to the citizens.

Background Information
This Constitution, also known as the Constitution of the Fourth Republic, was promulgated in January, 1993. The Ghana 1992 Constitution was drafted by the PNDC government led by ex President, Jerry John Rawlings. The 1992 Constitution, as the supreme law of the land, provides for the sharing of powers among a president, a parliament, a cabinet, a Council of State, and an independent Judiciary.

Through its system of checks and balances, it avoids bestowing preponderant power on any specific branch of government. The constitution also calls for the establishment of a number of special institutions, including the Commission on Human Rights and Administrative Justice, the Media Commission, the Electoral Commission and the National Commission on Civic Education. The constitution outlines many prohibitions that infringe the country's political multi-party system. The country's present system of government has been very educative. The Constitution of the Fourth Republic, promulgated in 1993, provided for the following:

- Reinforcement of the unitary nature of the state while allowing for decentralisation and local government.
- A US style presidential system of government with an executive president elected for a four-year term, renewable once.
- Greater press freedom and fundamental human rights guarantees

Today, the 1992 Constitution serves as the most important law of Ghana. As the main legal framework governing the 4th Republic of Ghana, it is the most important document of the land.

Subject Specific Practices and Core-competencies:
As learners explore political developments under the Fourth Republic, they are able to think critically and have the ability to combine information and ideas from several sources to reach a conclusion. They have the ability to ascertain when information is needed and are able to identify, locate, evaluate and effectively use it to solve problems. They are to communicate and collaborate on the various issues and demonstrate a thorough understanding of generalised concept and facts specific to a task or situation. They will have the ability to identify important and appropriate criteria and use them to evaluate available alternatives. This will create a meaningful and original piece of work or its interpretation by integrating existing information.

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 discussion, field trips, internet use, and projects with reports. The facilitator must also lead learners to discover new concepts on their own rather than tell them everything. Design practical activities for learners and discuss the various 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 and enhance communication and collaboration and critical thinking skills which are some of the key competencies of the Standard Based Curriculum.

Teaching and Learning Resources (**TLRs**)
- A chart showing the main features of the 1992 Constitution of Ghana
- A copy/Copies of the 1992 Constitution
- Pictures of the first parliament under the 4th Republic
- A video on the sitting of the first parliament under the 4th Republic.
- A chart showing the functions of the president under the 4th Republic.
- A chart or pictures of all the presidents under the 4th Republic.

Internet Sources:
(https://www.pulse.com.gh/news/local/life-of-president-rawlings-1979-to-2000/cv64bwt)
(https://www.youtube.com/watch?v=HATNFF9ks3c)

LEARNING AND TEACHING ACTIVITIES
The activities below are designed to guide learners to explain political developments under the Fourth Republic and understand the advantages of the presidential system of government as compared to the Westminster system of government.
A. Lead the class to sing one or two patriotic songs to warm up for the class and ask learners to name the presidents of Fourth Republic and some of their ministers.
    • Learners then go into small mixed ability groups to read and discuss portions of the texts on LB pages 276-280. At the end of the reading and discussion, the groups get together in a plenary session to report on the outcome of their work to the class for comments, observations and other inputs from the class.

B. In small groups, describe the 1992 Constitution and its role
    • Using the Jigsaw technique, learners discuss the features of the 1992 Constitution of Ghana
    • Have learners prepare a chart on the features of the 1992 Constitution
    • Show a video on the first sitting of the first parliament and have learners discuss.
    • In small groups, identify and discuss the pros and cons of the first parliament of the Fourth Republic. Learners debate the pros and cons of the first parliament of the Fourth Republic
    • In small groups, learners identify the pictures of presidents with their names, tenure and political party
    • In a collaborative learning, learners discuss the functions of the office of the president under the 1992 Constitution/Fourth Republic.
    • In a Jigsaw technique, learners develop a chart on the functions of the president under the 4th Republic.

Progressive Assessment
Compare Ghana's presidential system of government and the Westminster system in the United Kingdom.

Additional Information
The Supreme Military Council (SMC1) headed by General Acheampong replaced the NRC in 1975. Some 60 percent of voters approved the union of civilian and military institutions in Ghana in a referendum held on March 30, 1978. General Acheampong was forced to resign as head-of-state on July 5, 1978, and General Frederick Akuffo took control of the government on July 6, 1978. The SMC2 declared a state-of-emergency on November 6, 1978. The SMC lifted the state-of-emergency and ban on political party activity on January 1, 1979. Government troops suppressed a military rebellion led by Lt. Jerry Rawlings on May 15, 1979. General Akuffo was overthrown in a military rebellion on June 4, 1979, and the ten-member Armed Force Revolutionary Council (AFRC) headed by Lt. Jerry Rawlings took control of the government on June 5, 1979.
Legislative elections were held on June 18 and July 9, 1979, and the People's National Party (PNP) won 71 out of 140 seats in the National Assembly. The Popular Front Party (PFP) won 42 seats in

the National Assembly. Six military officers, including General Frederick Akuffo and Lt. General Akwasi Afrifa, were executed on June 26, 1979. Hilla Limann of the PNP was elected president with some 62 percent of the votes in the second round of presidential elections held on July 9, 1979, and he was inaugurated as President on September 24, 1979.

Following the continuous downward spiral of the country under the successive military regimes, Flight Lt Jerry Rawlings of the Armed Forces Revolutionary Council (AFRC), which had been responsible for the 1979 coup d'état, successfully staged another in 1981. The AFRC, though often criticized, considered itself on both occasions as responsible for restoring a sense of responsibility, direction, morality and accountability in the development of the state.

The coup d'etat of 1981 set out to implement far reaching reforms that set the country back on the path to democracy and development. It suspended the 1979 Constitution as well as its institutions. A nine member Provisional National Defence Ruling Council (PNDC) with legislative and executive powers was set up to preside over the reforms. To directly develop and implement the strategy for democratic restoration, a National Commission for Democracy (NCD) was established. The PNDC also decentralised government by setting up elected regional assemblies and elected district assemblies to bring the government closer to the people.

The Movement for Freedom and Justice (MFJ) headed by Adu Boahan was established in 1990. On May 10, 1991, Lt. Rawlings announced that Ghana would return to constitutional rule in 1992. A new constitution was approved by some 93 percent of voters in a referendum held on April 28, 1992, and Lt. Rawlings lifted the ban on political parties on May 17, 1992. The PNDC was disbanded, and the National Democratic Congress (NDC) was established as a political party on June 10, 1992. Lt. Rawlings resigned from the air force on September 14, 1992, and he announced his candidacy for the presidency on September 30, 1992. Jerry Rawlings of the NDC was elected president with 58 percent of the vote on November 3, 1992, and he was inaugurated as president on January 7, 1993.

The 1992 Constitution provides for one Parliament, which exercises all primary legislative functions. There is a Council of State, which is an advisory body to the President. The President may refer bills or even laws to the Council of State for its comments. One of the important characteristics of the Constitution of the Republic of Ghana, 1992, is the prominence it gives to the constitutional protection of the rights of men, women and children who live for a larger part of their lives as families. In 2008, John Atta Mills won the presidential elections on a platform of, inter alia modernising the Ghanaian constitution. In keeping with the promise, the government established a Constitutional Review Commission in January 2010. The Commission, which has a three year mandate, has three key roles:

- Ascertain from the people of Ghana their views on the operation of the 1992 Fourth Republican Constitution and, in particular, the strengths and weaknesses of the Constitution.
- Articulate the concerns of the people of Ghana as regards the amendments that may be required for a comprehensive review of the 1992 Constitution
- Make recommendations to the Government for consideration and provide a draft Bill for possible amendments to the 1992 Constitution

Democracy grows when a people identify shortfalls in how they practise it and take appropriate remedial measures to set things right. The Constitution is a living document and must be nurtured and nourished to grow. This constitutional review process has come in the nick of time to prepare grounds for better governance. Finally, highly controversial provisions of the constitution indemnify members and appointees of the PNDC from liability for any official act or omission during the eleven years of PNDC rule. These provisions seem designed to prevent the real possibility of retribution, should a new government hostile to the PNDC replace it, and to foster a climate of peace and reconciliation.

Activity 20: *Refer to Learner's Book, Page 281*.
Lead learners to explain the activity and task them to undertake the activity as indicated in the Learner's Book.

**President-elect Dr. Hilla Limann dressed in Batakari during his inaugural ceremony as President of the Republic of Ghana on September 24, 1979.
(Image Courtesy: Information Service Department, Ghana).**

President-elect Ft. Lt. Jerry John Rawlings dressed in toga and round-neck shirt combinations during his two-term inaugural ceremonies as President of the Republic of Ghana on January 7, 1993 .
(left image) and on January 7, 1997 (middle and right images) respectively.

Home Learning: *Refer to Learner's Book, Page 281.*
Task learners to visit the internet at home and watch the presidential system practice in America and the parliamentary system practice in UK, and compare it with Ghana's democracy. Let them present reports for further class discussion.

Community Service: *Refers to Learner's Book, Page 281.*
Lead learners to visit nearby community and educate community members of the importance the fourth republican constitution and how it should be protected for the development of the community. A report must be presented for the class.

Summary: *Refer to Learner's Book, pages 281 and 282.*
These are the core-points of the lesson discussed with learners. In a form of revision, discuss the core-points with the whole class. Use the section to identify individual learners with peculiar problems and address them.

Answers to Multiple Choice Questions: *Learner's Book, pages 282 and 284.*
1. B (accept a multi-party system of government)
2. C (1993)
3. A (Presidential system of government.
4. C (7th January, 1993)
5. D (Presidential system of government)
6. D (Supreme Court)
7. D (Presidential system of government)
8. D (Speaker of parliament)
9. B (President)
10. C (Union government)

11. C (1979 constitution)
12. B (Separation of powers)

Answers to fill-in Questions: *Learner's Book, Page 284.*
1. General Frederick Akuffo
2. 31st March 1992
3. January 7, 1993.
4. January 7, 1993.
5. The third republican constitution (1979)

Answers to True or False Questions: *Learner's Book, page 285.*
1. True
2. True
3. True
4. False
5. False

Expected Answers to Essay Type Questions: *Learner's Book, Page 285.*
1. Being the head of state, the president was the commander-in-chief of the Armed Forces. Therefore. the President had power to declare a state of emergency in any part of the country.
    i. The President has Prerogative power of mercy. He had the power to pardon offenders and he could grant amnesty to offenders.
    ii. The President had power of appointments. He nominated his ministers on the advice of the Council of State outside the legislature to be approved by parliament.
    iii. The executive members should not be more than (30) and not less than (10) to form his cabinet.

2. i. Parliament had no power or prohibited from passing a law to establish a one-party state.
    ii. It had no power to pass any retrospective law.
    iii. Parliament was prohibited from passing any law that would impose any religion on Ghanaians.
    iv. The constitution prohibited Parliament from passing any law to require a person or persons to obtain a license of any kind for the establishment of a newspaper.

3. i. The 1992 constitution created an executive branch of government in which the executive power is vested in the Executive president. He or she is elected by the people.
    ii. The president has a 4-year term of office and can hold office for two terms.
    iii. Another feature of the constitution is the legislature which is vested with the law-making power of the state. The one-chamber legislature is to have at least 200 members each elected from a constituency on universal adult suffrage.

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