



MINISTRY OF EDUCATION

Management In Living for Senior High Schools

TEACHER MANUAL



YEAR TWO



NATIONAL COUNCIL FOR
CURRICULUM & ASSESSMENT
OF MINISTRY OF EDUCATION

MINISTRY OF EDUCATION



REPUBLIC OF GHANA

Management In Living

for Senior High Schools

Teacher Manual

Year Two



**NATIONAL COUNCIL FOR
CURRICULUM & ASSESSMENT
OF MINISTRY OF EDUCATION**

MANAGEMENT IN LIVING TEACHER MANUAL

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INTRODUCTION

The National Council for Curriculum and Assessment (NaCCA) has developed a new Senior High School (SHS) curriculum which aims to ensure that all learners achieve their potential by equipping them with 21st Century skills, competencies, character qualities and shared Ghanaian values. This will prepare learners to live a responsible adult life, further their education and enter the world of work.

This is the first time that Ghana has developed an SHS Curriculum which focuses on national values, attempting to educate a generation of Ghanaian youth who are proud of our country and can contribute effectively to its development.

This Teacher Manual for Management in Living is a single reference document which covers all aspects of the content, pedagogy, teaching and learning resources and assessment required to effectively teach Year Two of the new curriculum. It contains information for all 24 weeks of Year Two including the nine key assessments required for the Student Transcript Portal (STP).

Thank you for your continued efforts in teaching our children to become responsible citizens.

It is our belief that, if implemented effectively, this new curriculum will go a long way to transforming our Senior High Schools and developing Ghana so that we become a proud, prosperous and values-driven nation where our people are our greatest national asset.

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SECTION 1: RESOURCES MANAGEMENT

Strand: Personal and Family Resources Management

Sub-Strand: Resource Management Practices

Learning Outcomes

1. Apply the knowledge and understanding of resources to develop, preserve and make efficient use of resources to meet the needs of individuals, families and society.
2. Apply management processes in resource management to achieve individual, family and community goals.

Content Standards

1. Demonstrate knowledge and understanding of developing and managing family resources
2. Demonstrate knowledge and understanding on the application of management processes in resource management to achieve individual, family and community goals

Hint



- Assign Group Project in Week 2. This should be submitted in Week 10. Refer to Teacher Assessment Manual and Toolkit pages 27–29 for how to conduct Project-Based Assessment. Refer to **Appendix A** which has been provided at the end of the section for the structure and rubrics of the group project.
- Assign Portfolio Assessment for the Academic Year in Week 4. Portfolio to be submitted by week 22. Refer to the Teacher Assessment Manual and Toolkit pages 22–25 for information on how to conduct Portfolio Assessment. Refer to **Appendix B** which has been provided at the end of the section for the structure and mark scheme/rubrics of the group project.
- Mid-Semester Examination for the first semester is in Week 6. Refer to **Appendix C** for a Table of Specifications to guide you in setting the questions. Set questions to cover all the indicators covered for at least weeks 1 to 5.

INTRODUCTION AND SECTION SUMMARY

This section aims to support learners to explore the efficient and effective use of resources such as time, money, materials and human resources. The section guides learners to understand the principles of managing these resources to maximise utility while minimising waste in order to achieve individual and family goals. The minimum competencies required of a learner in this section include the ability to identify resources, understand the nature of resources, effectively and efficiently apply management processes and utilise resources. In every focal area, learners

are exposed to the theoretical aspect of the concepts and will be assigned to do individual and group practical exploration of the concepts in class or for further discussion in the next lesson.

The weeks covered by the section are:

Week 1: Classify Family Resources

Week 2: Characteristics of Resources

Week 3: Resource Efficiency

Week 4: Management Processes in Resource Management

Week 5: Management Processes in Promoting Resource Utilisation

Week 6: Evaluating the Management Process

SUMMARY OF PEDAGOGICAL EXEMPLARS

The section targets learner centred lesson delivery under each focal area. To do this, the teacher is expected to explore and apply other pedagogical exemplars suitable for each focal area and not limit themselves to those mentioned in the section. Some of the pedagogical exemplars that could be employed include problem-based learning, collaborative learning, experiential learning, collaborative talk for learning approaches, structured talk for learning, collaborative and managing talk for learning, group work, build on what others say, to mention but a few. The teacher is also encouraged to incorporate GESI, SEN, SEL, the 21st Century skills, Core National Values and ICT in the lesson delivery, to make it more interactive, inclusive and learner focused.

ASSESSMENT SUMMARY

There is the need for the teacher to assess learners' knowledge, understanding and skills on the concepts under this section. To effectively do this, the teacher should use varying assessment strategies to unearth learners' Depth of Knowledge (DoK), as outlined in this manual and SHS/SHTS/STEM Curriculum. It is equally important to align the assessment activities with the learning indicators as well as the pedagogical exemplars, to create a synergy between them. Teachers are to make choices that will ensure a good mix of high and low levels to accommodate the diverse abilities of the learner. As a guide, specific examples of the assessment tasks have been outlined in the section to assist the teacher. You are encouraged to administer the recommended assessments each week, carefully record the results, and submit them to the **Student Transcript Portal (STP)** for documentation. The recommended assessments include:

Week 1: Class Exercise (concept map)

Week 2: Discussion

Week 3: Homework

Week 4: Case Study

Week 5: E-Assessment

Week 6: Mid-Semester Examination

WEEK 1: CLASSIFY FAMILY RESOURCES

Learning Indicator: *Classify resources available to families into various categories.*

FOCAL AREA 1: THE CONCEPT OF RESOURCES

The concept of resources

Resource refers to all the assets available to individuals, families and communities which are technologically accessible, economically feasible and culturally sustainable. They support individuals to achieve their personal and collective goals. Resources can broadly be classified according to their availability as renewable or non-renewable resources. The effective development and utilisation of resources promotes wealth acquisition, efficient functioning of a system and a better quality of life for individuals, families and societies.

FOCAL AREA 2: CLASSIFICATION OF RESOURCES

Ways of Classifying Resources

The resources available to families can be classified into three major categories:

- a. **Human resources:** Human resources refer to the resources formed by individual family members. These include knowledge, skills, abilities, energy, and time and are all intangible components of human resources. The individuals in the family are a valuable resource because of these factors. These resources are present and can be developed to varying degrees in every family.
- b. **Non-human resources:** The non-human resources refer to the materialistic commodities and assets acquired by the family that contribute to the physical, social and economic development of the family. These material resources include relevant assets such as money, land, houses and other goods. They are known as the tangible resources that family members employ to achieve their individual and collective goals which have economic value.
- c. **Community resources:** Community resources refer to the materialistic commodities and assets owned by the general community and contribute to the physical, social and economic development of individuals, families and society. These material resources include relevant assets such as markets, schools and other goods. They are known as the tangible resources that family members employ to achieve their individual and collective goals which have economic value.

Resources may be classified based on:

- Origin: Biotic and abiotic
- Exhaustibility: Renewable and non-renewable
- Ownership: Individual, community, national and international
- Status of development: Potential, developed stock and reserves, etc.

Learning Tasks

1. Explain the concept of resources with specific examples
2. Identify the resources available to individuals, families and society
3. Classify the various resources available under the major categories and justify your reasons

Pedagogical Exemplars

1. Problem Based Learning

Brain-write, think-square-share or brainstorm to identify different types of resources available to individuals, families and society with specific examples.

2. Collaborative learning

- a. Ask learners to work in pairs and provide them with relevant texts to read or observe charts/slides on different resources to classify resources under the following headings
 - i. Human resources
 - ii. Non-human resources
 - iii. Community resources
- b. Develop the lesson around learner's immediate environment and experiences using everyday practices where different resources are used to encourage active participation of all learners.
- c. Encourage all learners to participate in role-play activities, take roles of interest and express ideas in a friendly learning environment.

Key Assessment

1. DoK Level 2: Skills of conceptual understanding

Explain the concept of resources and give at least three examples.

2. DoK Level 3: Strategic reasoning

- a. Identify at least two ways of classifying resources
- b. Develop a concept map to illustrate the classification of resources available to individuals, families and society.
- c. Observe your environment and identify five resources that can be found explaining why they could be placed under any of the classifications of resources.

Hint



The recommended mode of assessment for Week 1 is a **class exercise (concept)**. Ensure to use a blend of items of different DoK levels from the key assessment. Refer to the Teacher Assessment Manual and Toolkits page 63–65 on how to conduct class exercise You may use item “b” of DoK level 3 as a task example for the class exercise.

WEEK 2: CHARACTERISTICS OF RESOURCES

Learning Indicator: *Discuss the characteristics of resources and their implication to management.*

FOCAL AREA 1: CHARACTERISTICS OF RESOURCES

To understand the usefulness of resources, learners should better understand the nature of resources available to them.

1. **Resources are limited in nature:** The supply of resources varies in quantity and quality when supplied. As they are supplied or used, they reduce as time goes on.
2. **Resources are scarce:** They are not readily available all the time. In other words, they could be available at a particular time and not available at another time. For instance, fruits and vegetables may be in abundant supply in the rainy season and may not be available during the dry season. There may also be an inadequate supply for their needs.
3. **Resources can be exchanged:** One can use a resource in exchange for another resource. We can use money to buy fruits or vegetables for household use, etc.
4. **Resources may have alternative uses:** One resource can have other uses. Human energy for instance, can be used for working to earn an income, it could also be used for doing household tasks or studying.
5. **They can be substituted:** This means that one resource can be interchanged with another to achieve a goal. If I can sew a dress and do not have the time to sew for myself, I can pay someone to make/sew the dress for me. In this case, in paying for the dress, I have substituted my time for money.
6. **Resources can be managed:** All resources can be managed to improve the quality of life for the family. In management, it is not always what a person has but how effectively a resource is used.
7. **They can be developed:** Some resources can be developed, especially the natural and man-made resources. This could be done through technological innovations, regulation compliance on the use of existing resources to ensure sustainability. Again, conservation management can be adopted where we can renew resources like the forest, water or the adoption of restoration projects where damaged ecosystems affected by resource extraction can be restored.
8. **Resources can be saved:** Natural resources can be saved through conservation techniques, efficient use of the resources and waste reduction. Human resources could be saved through skills development, promoting a healthy and safe environment in the workplace amongst others. Financial resources could also be saved through budgeting and planning, cost reduction, investment strategies etc. Technological resources could be saved through lifecycle management, energy efficiency and resource sharing.

FOCAL AREA 2: IMPLICATIONS OF THE CHARACTERISTICS OF RESOURCES TO THEIR MANAGEMENT

The characteristics of management help to shape how resources are managed, distributed and used to improve the quality of life. The characteristics of resources significantly affect their management in various ways including:

1. **Resources are scarce and limited in nature:** These inform effective management practices such as prioritisation, careful budgeting, long-term strategic planning and efficiency improvement that help to optimise available resources.
2. **Resources can be substituted, exchanged and have alternative uses:** These inform responsiveness and adaptability to changing conditions as resources are shifted to where needed thereby ensuring flexibility which is key in managing resources
3. **Resources can be managed and developed:** Resources must be developed to enhance utility and efficiency, therefore there is the need to continuously assess resources to ensure they are efficiently utilised for a better life, if not then they should be discarded to make way for more efficient ones.
4. **Resources can be saved:** Using resources wisely can help to conserve them, making them readily available in time of need.

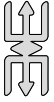
In sum, resource management is greatly influenced by the inherent characteristics of resources and understanding these allow individuals and families to make informed decisions about planning, allocation, maintenance, sustainability and optimisation to ensure efficient use over time.

Learning Tasks

1. Explain the characteristics of resources.
2. Describe ways that resources can be used sustainably.
3. Explain the usefulness of the characteristics of resources to management.

Pedagogical Exemplars

1. **Collaborative and talk for learning approaches**
 - a. In mixed ability/cultural groups discuss the characteristics of resources and their implication to management.
E.g.,
 - Resources are useful
 - Resources are limited
 - Resources are inter-related and interdependent
 - Resources can be substituted
 - b. In their groups, learners should use talking points to share their report on the characteristics of resources and their implication to management.



Note

Adopt the principle of reduce, reuse and recycle to preserve and conserve family resources

2. Experiential learning

- a. Ask learners in mixed ability/gender groups, task to carry out field visits to places of interest, depicting different settings in which individuals, families and societies use resources to achieve goals. This could be carried out over time, possibly a couple of days prior to the follow-up lesson.
- b. Regroup learners in random groups to think-pair-share the nature or characteristics of resources they have identified from the field visit or classroom videos, charts, pictures

3. **Problem-based learning:** Guide learners in pairs, to list resources observed under the various classifications and discuss their importance to the family.

Key Assessment

1. DoK Level 2: Skills of conceptual understanding

Discuss any three of the characteristics of resources and their effect on real life situations

2. DoK Level 3: Strategic reasoning

Discuss the characteristics of resources and their implication to management.

Hint



Assign Group Project in Week 2. This should be submitted in Week 10. See Teacher Manual and Toolkit pages 27–29 for more information on project-based assessment. See Appendix A which is provided at the end of the section for the project task, structure and rubrics.

WEEK 3: RESOURCE EFFICIENCY

Learning Indicator: *Analyse ways individuals and families can develop and utilise their resources.*

FOCAL AREA 1: DESCRIBE HOW INDIVIDUALS AND FAMILIES CAN DEVELOP AND USE THEIR RESOURCES TO ACHIEVE INDIVIDUAL, FAMILY OR SOCIETAL GOALS

1. **Providing nutritious meals:** A family with enough resources, such as money, or land to grow crops would be able to provide quality, well-balanced nutritious meals for family members. Well-fed children perform better at school and adults can work more effectively.
2. **Educating children:** Adequate availability of resources could support a family to provide quality education for its members. Even if they don't have financial resources but have access and ownership of other natural resources, they could exchange those to aid them to support the education of other family members.
3. **Provision of good health care:** Quality health care service provision is driven by availability and access to the required resources by the health care service providers and clients alike. Quality health care can improve the overall health of individuals and families. This will lead to greater economic productivity for both communities and society. Inadequate supply of the required resources or high-cost health care services will reduce people's ability to access them.
4. **Good housing:** The provision of good quality housing is essential to individuals and families. This provides stability and security which will contribute to social mobility and prosperity. Children raised in a secure and stable home environment are more likely to perform better at school and achieve higher paying jobs.

FOCAL AREA 2: EFFICIENT UTILISATION OF RESOURCES

The following are ways of ensuring resources are not just used but are optimised for long-term success.

1. **Prioritise and plan:** Identify the most important tasks and allocate resources to them focusing on what brings the most value.
2. **Reduce waste:** Cut down unnecessary consumption by being disciplined especially in terms of the use of resources such as time, money, etc.
3. **Use labour-saving devices:** This helps to save time, energy and reduces error
4. **Education, training and development:** When individuals within the family have the requisite skills, they are more efficient. They are able to use available tools and equipment and may be more innovative.
5. **Sustainability practices:** Adopt sustainable practices to ensure resources are not depleted and are used responsibly
6. **Team-work/collaboration:** Effective communication among individuals in the family ensures resources are used where they are needed most and not wasted

- 7. Monitoring and evaluation:** Continuous and careful monitoring and evaluation of the use of resources ensures they are aligned with changing needs and goals

Learning Tasks

1. Analyse resources used by individuals and families and their impact on the development of family members.
2. Make the connection between well-fed, well-housed, well-educated people and the impact on wider society.
3. Explain ways that resources can be used efficiently

Pedagogical Exemplars

1. Project-based learning

- a. In groups learners should conduct a survey in the community to identify and analyse different ways families of diverse socio-cultural backgrounds develop and utilise the resources available to them. This will be done outside the classroom and group reports will be presented in the next lesson.
- b. Assign learners with specific roles to encourage active participation of all learners (male, female and SEN learners).

2. Collaborative and talk for learning approaches

- a. Organise an open forum to share the group reports for peer review.
- b. Learners should record/write a personal reflection on the group reports to build portfolios.

3. Experiential learning

- a. Organise a role-play to showcase how families identify, develop and use available resources (human, non-human and community) to achieve various family goals.
- b. During the role-play, guide learners to dramatise the impact of well-fed, well-housed and well-educated people on the development of the wider community.
- c. Ask the learners to write and share at least two things learnt from the role-play.
- d. Provide prompt and constructive feedback to all learners using GESI friendly language.

Key Assessment

1. DoK Level 3: Strategic reasoning

Describe **five** ways of optimising resources to achieve long-term success and their benefits

2. DoK Level 4: Extended critical thinking and reasoning

- a. Describe how the development and utilisation of individual and family resources impact wider society in relation to the following:
 - i. Feeding
 - ii. Housing
 - iii. Education

- b. Identify a real-life situation and provide evidence of how an individual, family or community identified and developed resources to meet set targets/goals.

Hint

*The recommended assessment mode for week 3 is **homework**. See the Teacher Assessment Manual and Toolkit pages 46 – 48 for more information on how to conduct homework. You may refer to item B under DoK level 2 of the key assessment as an example of a homework task.*

WEEK 4: MANAGEMENT PROCESSES IN RESOURCE MANAGEMENT

Learning Indicator: *Apply management processes in resource management to achieve individual, family and community goals.*

FOCAL AREA: APPLICATION OF MANAGEMENT PROCESSES IN RESOURCE MANAGEMENT

The following are the management principles which could be employed to make efficient use of available resources to achieve goals:

1. **Planning:** Planning involves setting objectives and determining the best course of action to achieve them. Effective planning ensures that resources are allocated appropriately and used efficiently. Planning involves different stages:
 - a. The first part involves resource allocation which involves the identification and prioritisation of the resources needed (human, material and community resources) to achieve family goals.
 - b. The second part is goal setting where clear, measurable and achievable goals are defined to guide the utilisation of resources.
 - c. The third part is standard setting where the level of goal attainment is identified. The standards set can influence the kind, nature, quality and quantity of resources needed for the goal attainment.
 - d. The action sequence is the final stage of the planning process. This includes the order in which the various activities will take place. For instance, in planning family meals, you need to determine the meals to be prepared, the ingredients and other resources required, the activities and timings involved in preparing the meals and arrange them in a logical sequence.
 - e. Finally, budgeting is important to develop budgets that allocate financial resources effectively, ensuring that each family unit or department has what it needs without overspending.
2. **Organising:** This involves arranging resources and tasks in a structured manner to achieve objectives. Organising involves different stages:
 - a. The first aspect of organising is determining the best way to structure resources to maximise efficiency which involves (e.g., creating teams, departments, or divisions)
 - b. The second aspect involves assigning roles and responsibilities clearly to ensure that all resources are used effectively and there is no overlap or redundancy.
 - c. The third part deals with designing workflows and processes that streamline operations and make optimal use of resources.
 - d. Finally, resource co-ordination ensures that all parts of the organisation are working together harmoniously and that resources are shared and allocated where needed.

3. **Implementing (Controlling):** This involves monitoring and measuring progress towards goals and adjusting as necessary to ensure resources are used efficiently.
 - a. Performance monitoring is used to regularly track the performance of resources (e.g., through key performance indicators) to ensure they are being used as planned.
 - b. It also involves implementing quality control measures to ensure resources produce the desired outcomes without wastage.
 - c. It includes cost control to monitor expenses and implement cost-saving measures to prevent overspending and ensure financial resources are used effectively.
 - d. Controlling principles also involve corrective actions to identify areas where resources are not being used efficiently and to take corrective actions to address issues promptly.
4. **Evaluating:** Evaluating involves assessing the effectiveness of resource use and the achievement of organisational goals, leading to continuous improvement. This process involves different stages:
 - a. Outcome assessment measures the outcomes of resource use against the goals set during the planning phase to determine effectiveness.
 - b. Feedback can be a creative mechanism for attaining feedback to understand how resources are being used and where improvements can be made.
 - c. Benchmarking compares resource use and performance against set standards or other competitors to identify “best practices” and areas for improvement.
 - d. Continuous improvement involves the utilisation of evaluation results to make informed decisions about future resource allocation, planning and process improvements.

By applying these management principles, individuals, families and organisations can ensure that resources are used efficiently and effectively, reducing waste, improving productivity and achieving their goals more successfully.

Learning Tasks

1. Identify management processes applied in resource management.
2. Explain two management processes that could be applied in managing family resources.
3. Analyse three factors within your family that could have an impact on resource management to the individual, family and society and produce a report on how you could apply the management processes in resolving this situation.

Pedagogical Exemplars

1. Experiential learning

- a. Learners work in pairs/mixed gender/cultural groups to identify any situation in their family, that requires the application of the management processes in achieving the family goals with limited resources.
- b. Apply the management processes to resolve the challenge. Produce a report to demonstrate the efficient use of resources to achieve goals.

- c. Groups will present their reports for a whole class discussion using different presentation modes.

2. Collaborative and talk for learning approaches

- a. Learners work in mixed ability/friendship groups to read case study scenarios and think-pair-share different ways individuals, families and societies apply management processes in the use of available resources to meet their family goals.
- b. Ask the groups to share their findings for a whole class discussion.

3. Structuring Talk for Learning

- a. Use question-and-answer, concept maps or radio presentation strategy to analyse case study scenarios to identify the:
 - i. Management situations
 - ii. Resources available
 - iii. Management principles and processes used
 - iv. Goal achievement
 - v. Challenges
- b. Make recommendations for improvement

Key Assessment

1. DoK Level 2: Skills of conceptual understanding

Identify at least **two** management processes and explain how they can be applied in resource management.

1. DoK Level 3: Strategic reasoning

As a member of your family, identify and analyse **three** factors that could have an impact on resource management to the individual, family and society.

2. DoK Level 4: Extended critical thinking and reasoning

Case study scenario

The Ibrahim's family consists of Mr Majeed and Madam Feruza and their two children, Munira (8yrs) and Jamal (5yrs) respectively. Mr Majeed works full-time as a delivery driver and earns GHC650.00 a month, while Madam Feruza works part-time at a local retail store where she earns GHC250.00 monthly. Due to recent economic challenges, the family is facing several issues consisting of budget constraints, child-care dilemma and home maintenance.

Analyse the case study and using the management processes to make efficient use of the limited available resources, produce a written explanation about how the family can achieve its goals. Consider the following

- a. The resources available
- b. The management principles and processes to be used
- c. The goals to be achieved

- d. The challenges
- e. Recommendations for improvement

Hint



- The recommended assessment mode for week 3 is a **case study**. See the Teacher Assessment Manual and Toolkit pages 25 – 26 for more information on how to conduct case study. Refer to the item under DoK level 4 of the key assessment as an example of a case study task.
- Assign Portfolio Assessment for the Academic Year by week 4. The portfolio is to be submitted by week 22. Refer to the Teacher Assessment Manual and Toolkit pages 22–25 for information on how to conduct Portfolio Assessment. See appendix B, which has been provided at the end of the section, for the structure and mark scheme/rubrics of the group project

WEEK 5: PROMOTE RESOURCE UTILISATION THROUGH MANAGEMENT PROCESSES

Learning Indicator: *Identify how management processes can promote resource utilisation.*

FOCAL AREA: PROMOTING RESOURCE UTILISATION WITH THE MANAGEMENT PROCESS

Promoting resource utilisation within the management process involves strategically managing resources to ensure efficiency and effectiveness

1. **Resource planning and allocation:** Create detailed resource plans to identify what resources are needed, the quantity needed and the time they are needed to help ensure that the right resources are allocated to the right tasks at the right time
2. Organise the activities to ensure a systematic flow in relation to the resources available to conserve and meet the targets set.
3. Control activities by monitoring and measuring the progress of work adjusting them towards the goals set.
4. **Evaluate:** By assessing how effective the resources are in the achievement of goals, they can be continuously improved and some conserved.

By following a structured management process, individuals and families can significantly promote resource utilisation by ensuring that resources are adequately allocated, monitored and adjusted efficiently to achieve set goals. This can lead to:

1. Maximising efficiency
2. Minimising waste
3. Ensuring sustainability
4. Continuous improvement.

Learning Tasks

Explain how the process of management can support resource utilisation

Pedagogical Exemplars

1. **Problem Based Learning**
 - a. Ask learners to brain-write, think-square-share or brainstorm to identify how the management processes promote resources utilisation.
 - b. Ask learners to present their findings for whole class discussion.
2. **Collaborative Learning**
 - a. Guide learners in pairs/groups, to read relevant texts, charts, slides, poster/video or surf the internet for information on how the management processes affect resource utilisation among individuals, families and society.

- b. Develop the lesson around learner's immediate environment and experiences using everyday practices where different resources are used to encourage active participation of all learners.
- c. Encourage all learners to participate in role-play activities, take roles of interest and express ideas in a friendly learning environment.

Key Assessment

1. DoK Level 2: Skills of conceptual understanding

Outline the management processes in a sequential order and discuss how they interconnect

2. DoK Level 3: Strategic reasoning

Case Study

A family is considering the strategic management of their resource utilisation. They have failed to implement the planning stage of the management process effectively.

Describe the potential effect and consequences to the strategic management of the process and the possible implications for the family as a whole

Hint



*The recommended assessment mode for week 5 is **E-assessment**. See the Teacher Assessment Manual and Toolkit pages 68 – 70 for more information on how to conduct e-assessment. You may refer to the item under DoK level 2 of the key assessment as an example of an e-learning task.*

WEEK 6: EVALUATING THE MANAGEMENT PROCESS

Learning Indicator: *Evaluate how to apply management processes in resource management to achieve individual, family and community goals.*

FOCAL AREA 1: EVALUATE HOW TO APPLY MANAGEMENT PROCESSES IN RESOURCE MANAGEMENT

The application of management processes in resource management can be evaluated effectively by:

1. **Budgeting:** Tracking income and expenses to determine if money is being allocated efficiently. This can be done with the help of a budget which shows how money is being spent according to priorities.
Question: am I able to meet my financial goals while still covering necessary expenses?
2. **Cost-efficiency:** Evaluate cost efficiency to know if you are getting the most value out of purchases.
Question: am I spending money on things that add long term value to my life or well being?
3. **Time tracking:** Assess how time is spent daily to see if it aligns with priorities like work, family, self-care.
Questions: am I using my time in the way that supports my personal and family goals? Are there areas where time could be better spent?
4. **Task prioritisation:** Track the way time is used with the focus on the most important tasks.
Questions: am I spending too much time on non-essential activities? Am I using time effectively to balance work, rest, personal activities, etc?
5. **Physical and mental energy:** Assess how your physical and mental energy is being used throughout the day.
Questions: am I getting enough rest and taking breaks to avoid burnout? Am I managing my energy levels to be productive and still maintain my health and well-being?
6. **Delegation and sharing:** Assess if everyone is contributing to household tasks in a balanced and fair way by delegating tasks to the right people based on their abilities and availability.
Question: are responsibilities being shared effectively among individuals in the family?
7. **Resource distribution:** Assess if resources are allocated in a way that aligns with short-term, medium and long-term goals.
8. **Waste management:** Assess if any of the resources are being wasted or under-utilised.
9. **Progress tracking:** regularly check if goals are being achieved by tracking milestones, reviewing progress and adjusting when necessary.
Question: Am I making progress towards my personal and family goals? if not, what adjustments are needed?

- 10. Environmental resources:** Consider how natural resources are being used and whether sustainable practices could be adopted.

FOCAL AREA 2: THE CHALLENGES OF APPLYING MANAGEMENT PROCESSES

There are different challenges for individuals, family and communities when attempting to apply management processes

1. Individual level

- a. Lack of financial literacy
- b. Poor time management
- c. Limited access to opportunities
- d. Psychological barriers, etc.

2. Family level

- a. Financial constraints
- b. Conflicting priorities
- c. Limited knowledge on sustainable resource use
- d. Cultural and social influences, etc.

3. Community level

- a. Poor governance and corruption
- b. Environmental degradation
- c. Lack of infrastructure and technology
- d. Inequality and social conflicts, etc.

Learning Tasks

1. Produce a report on the use of resources to achieve goals.
2. Produce concept maps.
3. Discuss challenges faced when evaluating the outcome of applying the management process in resources management.

Pedagogical Exemplars

1. Experiential learning

- a. Learners work in groups to visit a place of interest/watch videos, cartoons, charts, pictures or posters depicting different settings in which individuals, families and societies use resources to achieve goals.
- b. Ask learners in their groups to write a report on their observation and share information with the class for discussion

2. Problem based learning

- a. Ask learners in pairs/mixed ability groups to evaluate how individuals, families and communities assess the outcome of their application of the management processes in resource management to achieve their goals.
- b. Guide learners to put their findings into concept maps.
- c. Ask learners to share with the class how these concepts interconnect/interrelate.

3. Collaborative and talk for learning approaches

- a. Ask learners in groups to use talking points to discuss the challenges individuals, families and communities face when evaluating the outcome of applying the management process in resources management.
- b. Ask learners to think-pair-share what the challenges are for individuals, families and communities.

Key Assessment

1. DoK Level 3: Strategic reasoning

To what extent can the evaluation of the management process ensure the efficient use of available resources?

- a. Guarantees full efficiency
- b. Focuses only on allocation
- c. Has little impact
- d. Identifies areas to improve

2. DoK Level 4: Extended critical thinking and reasoning

Analyse **three** challenges encountered by individuals and families when applying the management process in resource management and outline practical solutions to each.

Hint



- Mid-Semester Examination for the first semester is in Week 6. Refer to **Appendix C** for the structure and table of specifications to guide you in setting the questions. Set questions to cover all the indicators covered for at least weeks 1 to 5. Refer to the MCQ item under DoK level 3 as an example.
- The mid-semester examination should be scored immediately for submission to STP.

SECTION 1 REVIEW

This section on resource management and decision-making principles explored issues of efficient and effective use of resources available to individuals and families for the attainment of set goals. It outlined the types as well as the characteristics of resources such as human, non-human and community resources, with substitution, scarcity and limitedness as some of their characteristics. It threw more light on ways of developing these resources to make them more efficient leading to improved quality of life. Learner-centred pedagogical approaches such as experiential learning, collaborative learning and use of pictures, videos, internet resource were utilised to teach the concept. With the integration of GESI, SEL and differentiation in the pedagogical and assessment strategies, the emphasis was on the formative assessment and the end goal of providing information about learners' progress in terms of their holistic development. Assessment activities included: presentations, peer – editing critique, oral responses among others. This section, if well understood, will help learners' build more confidence and tolerance, be responsible and seek support from others when managing personal and family situations for a healthy living.



APPENDIX A: Sample Group Project Work

Project Task

- Conduct a group project to interview to gather information from at least five individuals and household on the type of decision-making processes they employ.
- Analyse the data collected and present your findings using different presentation modes for peer assessment.
- Organise a peer-education programme to create awareness of the different types of decision-making and their implication healthy family living.

Criteria	Excellent – 5marks	Very good – 4marks	Good – 3 marks	Satisfactory – 2 marks	Needs improvement
Content/ concept Understanding	Identifying and understanding of 5 decision-making processes; able to articulate implications on healthy family living with real-life examples.	Identifying and understanding of 4 decision-making processes; able to articulate implications on healthy family living with real-life examples.	Identifying and understanding of 3 decision-making processes; able to articulate implications on healthy family living with-out real-life examples.	Identifying and understanding of 2 decision-making processes; able to articulate implications on healthy family living with-out real-life examples.	Identifying and understanding of 1 decision-making processes; able to articulate implications on healthy family living with-out real-life examples.
Collaboration and Team-work	Demonstrate any 5 collaborative and teamwork skills Respect for others' views, support for others, taking responsibility, tolerating, resolving conflict	Demonstrate any 4 collaborative and teamwork skills Respect for others' views, support for others, taking responsibility, tolerating, resolving conflict	Demonstrate any 3 collaborative and teamwork skills Respect for others' views, support for others, taking responsibility, tolerating, resolving conflict	Demonstrate any 2 collaborative and teamwork skills Respect for others' views, support for others, taking responsibility, tolerating, resolving conflict	Demonstrate any 1 collaborative and teamwork skills Respect for others' views, support for others, taking responsibility, tolerating, resolving conflict
Communication skills	Exhibit any 5 of these; Audible voice, keeping eye contact, paying attention to audience, use of gestures, presenting without script	Exhibit any 4 of these; Audible voice, keeping eye contact, paying attention to audience, use of gestures, presenting without script	Exhibit any 3 of these; Audible voice, keeping eye contact, paying attention to audience, use of gestures, presenting without script	Exhibit any 2 of these; Audible voice, keeping eye contact, paying attention to audience, use of gestures, presenting without script	Exhibit any 1 of these; Audible voice, keeping eye contact, paying attention to audience, use of gestures, presenting without script

Total marks =15 marks



APPENDIX B: Sample Portfolio Assessment

Task

Collect all your work from the academic year, starting from the beginning of the first semester and compile it into a portfolio to be submitted at the end of the year for assessment. Your portfolio should include assignments, projects, quizzes, tests, reflective pieces, glossary of new terms learnt, mid-term and end-of-semester papers.

Structure and organisation

As part of the structure of the portfolio assessment, make sure the following information has been provided:

- a. **Cover Page:** Learner's name, class, subject and period/date.
- b. **Table of Contents:** which has the list of items included with page numbers.
- c. **Background:** Brief description of what is captured in the portfolio and the importance of a portfolio to the learner.
- d. **Items in the Portfolio:** Example of learners' works to be included in the Portfolio Assessment
 - Assignments
 - Projects
 - Quizzes and Tests
 - Reflective Pieces
 - Glossary of new terms learnt
 - Mid semester and end of semester papers

Marking Scheme/Rubrics

Learner's works	Score
Assignments/Exercises	5 marks
Projects/Case studies	5 marks
Quizzes and Tests	5 marks
Reflective Pieces	5 marks
Glossary of new terms learned	5 marks
Mid-semester and End-of-semester Papers	5 marks
Total marks	30

How to Administer

- a. Explain the purpose and components of the portfolio to the learners and provide examples and templates for each section.
- b. Schedule periodic reviews (e.g., every 3-4 weeks) to ensure learners are keeping up with their portfolios and provide feedback and guidance during these checkpoints.

- c. *Provide learners with the scoring rubrics and provide detailed explanation on the rubrics.*
- d. *Final portfolios are due in week 22 of the academic calendar. Allow a grace period for revisions based on final feedback.*

Refer to the Teacher Assessment Manual and Toolkits pages 22-26 for guidelines on portfolio assessment.

Feedback

- a. *Schedule periodic check-ins to discuss progress, set goals and adjust strategies as needed.*
- b. *Utilise both formative and summative feedback to guide learners' development and ensure they understand how to enhance their work continuously.*
- c. *Give individualised and targeted feedback to learners on areas they did well in the portfolio and the areas they need improvement.*



APPENDIX C: Structure and Table of Specification for Mid-Semester Examination

Structure

1. Cover content from weeks 1-5 Taking into consideration Depth of Knowledge (DOK) levels.
2. Resources:
 - a. Answer booklets
 - b. Learner Material
 - c. Teacher Manual
3. The test should include
40 multiple choice questions
4. Time: 40 minutes
5. Total Score: 40 marks to be scaled down to 20 marks for submission.

Task example

A community organisation aims to improve support for families by classifying various available resources. Which of the following classifications best classifies the resources based on their primary function in supporting family well-being?

- I. Financial Assistance, Educational Resources, Health Services
 - II. Community Events, Nutritional Programs, Employment Opportunities
 - III. Counselling Services, Recreational Activities, Legal Aid
 - IV. Emergency Help, Parental Support, Transportation Service
- A. I only
 - B. I and III
 - C. II and IV
 - D. I, II, III, and IV

Table of specifications to guide the development of mid-semester examination questions.

Week	Focal Area	Type of questions	DoK Level				Total
			1	2	3	4	
1	Classify resources available to families into various categories	Multiple choice	2	3	3	-	8
2	Discuss the characteristics of resources and their implication to management	Multiple choice	3	3	2	-	8
3	Analyse ways individuals and families can develop and utilise their resources	Multiple choice	2	4	2	-	8

4	<i>Apply management processes in re-sources management to achieve individual, family and community</i>	<i>Multiple choice</i>	2	3	3	–	8
5	<i>Identify how management processes can promote resources utilisation</i>	<i>Multiple choice</i>	3	3	2	–	8
	Total		12	16	12	–	40

SECTION 2: DECISION-MAKING AND COMMUNICATION PRINCIPLES

Strand: Personal and Family Resources Management

Sub-Strand: Management Principles for Quality Living

Learning Outcomes

1. *Analyse and use decision making principles and skills efficiently to make quality decisions to achieve individual, family and society goals.*
2. *Apply good communication skills in family decision making to improve quality of life.*

Content Standards

1. Demonstrate knowledge and understanding of how to use decision making principles and skills to make quality decisions to achieve individual, family and society goals.
2. Demonstrate knowledge, understanding and application of good communication skills in family decision making to improve quality of life.

INTRODUCTION AND SECTION SUMMARY

This section aims to support learners to understand and apply decision and communication principles in management to enhance the quality of life through making effective decision-making and communication. The section guides learners to understand the importance of making informed decisions and communicating it clearly for efficient implementation by all family members or group members. The minimum competencies required of a learner in this section include the ability to apply the management process in goal attainment, decision-making, and effective and efficient communication in decision-making processes. Learners are to be exposed to the theoretical aspect of the concepts and be assigned to do individual and group practical exploration of the concepts in class or for further discussion in the next lesson.

The weeks covered by the section are:

Week 7: The Concept of Decision-Making

Week 8: The Decision-Making Process

Week 9: Classification of the Management Process

Week 10: Enhancing Quality of Life through Decision-Making

Week 11: Communication

SUMMARY OF PEDAGOGICAL EXEMPLARS

This section focuses on learner-centred lesson delivery under each focal area. In this vein, the teacher is expected to explore and apply interest-sustaining pedagogical exemplars suitable for each focal area and not limit themselves to those mentioned in the section. Some of the pedagogical exemplars that could be employed include problem-based learning, collaborative learning, experiential learning, collaborative talk for learning approaches, structured talk for learning, collaborative and managing talk for learning, group work, build on what others say, to mention but a few. The teacher is also encouraged to incorporate GESI, SEN, SEL, the 21st Century skills, Core National Values and ICT in the lesson delivery, to make it more interactive, inclusive and learner focused.

ASSESSMENT SUMMARY

There is the need for the teacher to assess learners' knowledge, understanding and skills on the concepts under this section. To effectively do this, the teacher should use varying assessment strategies to unearth learners' Depth of Knowledge (DoK), as outlined in this manual and SHS/SHTS/STEM Curriculum. It is equally important to align the assessment activities with the learning indicators as well as the pedagogical exemplars, to create a synergy between them. Teachers are to make choices that will ensure a good mix of high and low levels to accommodate the diverse abilities of the learner. As a guide, specific examples of the assessment tasks have been outlined in the section to assist the teacher.

WEEK 7: THE CONCEPT OF DECISION-MAKING

Learning Indicator: *Discuss how to apply decision making principles and skills to make quality decisions.*

FOCAL AREA 1: DECISION MAKING PRINCIPLES AND SKILLS

1. The concept of decision-making

Decision-making is the thinking process involving the selection of a course of action from multiple alternatives. It involves identifying and evaluating options, predicting outcomes and choosing the best or most effective course of action based on the information available and the desired objectives. It could also be the process by which individuals, families and societies select right and effective choices from two or more alternatives, explore values and come to conclusions that guide behaviours/actions to achieve a desired goal.

2. Principles of decision-making

Decision-making within a family involves a systematic approach that aligns with the subject matter, organisational structure, objectives and policies and the analysis of alternatives. Effective decision-making is facilitated by clear communication. These issues are briefly explained below.

- a. **The subject matter for the decision:** Under the subject matter on which the decision is to be taken, we first consider the relevance of the subject matter. This means that the decision should be directly related to the specific issue or opportunity at hand. Understanding the core subject matter ensures that the decision addresses the root cause or main objective. The second issue to consider is expertise of the decision makers having solid understanding of the subject matter, leveraging specialised knowledge or consulting experts if necessary to be able to come out with the right decision.
- b. **The organisational/family structure:** In making effective and efficient decisions, there is the need to understand the family organisational structure to aid in taking the appropriate decisions. To do this better, the hierarchy and authority within the organisation or family should be considered. Decisions should align with the family/organisational hierarchy, ensuring that those with the appropriate authority are making or approving decisions. Clear delegation of decision-making responsibilities could also empower individuals and streamline the process, while ensuring accountability. Last but not the least, decisions should be co-ordinated across the family members or different departments or units of the organisation to ensure consistency and prevent conflicts.
- c. **Analysis of the objectives and policies:** In the analysis of the objectives and policies in decision-making, the decisions to be made should align with the family or organisational objectives. This means that decisions must support the overarching goals and strategic objectives of the family or organisation. Each decision should be evaluated based on how well it advances these objectives. Another point to consider is policy adherence. This refers to decisions being complied with existing family or organisational policies and procedures. Understanding these policies helps in making decisions that are legally and ethically sound.

- d. **Analytical study of the alternatives:** In all decision-making, there are alternatives for the one making the decisions to choose from and they must analyse these alternatives to make informed decisions. This can be done by having a comprehensive evaluation of the alternatives. To do this, we consider all possible options, looking at how each one fits with the family's goals and resources. After making the analysis on the alternatives, we need to consider cost-benefit analysis, by assessing the potential benefits and costs of each alternative, including financial, emotional and time-related factors. After the cost-benefit analysis, we need to also consider risk assessment, by evaluating the risks associated with each option, considering both short-term and long-term impacts on the family. Finally, we should carry out a scenario analysis where we think through various scenarios and their potential effects on the family to better understand the implications of each choice.
- e. **Proper communication:** After going through the above steps, the next is to communicate the decision properly. Clarity in communication is key. We need to clearly communicate the decision-making process and the final decision to all family members, ensuring everyone understands and agrees.
- f. **Feedback and evaluation:** There must also be feedback where we create an open environment for family members to express their opinions and concerns, fostering mutual respect and understanding. Documentation of the decision made is also key. While formal documentation might not always be necessary, keeping a family calendar or list of decisions can help track agreements and commitments. Last but not least, regular meetings should be held among family members to discuss important decisions, update each other on progress and address any concerns or changes.

Table 1: Steps in the family decision-making process

S/N	Step	Process
1	Identify the decision requirement	Recognise the need for a decision, whether it's planning a vacation, budgeting, or handling a family issue.
2	Gather information	Collect relevant information and input from all family members to ensure a well-rounded understanding
3	Identify alternatives	Brainstorm a range of possible solutions or courses of action
4	Evaluate alternatives	Discuss and assess each alternative based on feasibility, benefits, costs and risks.
5	Make informed decision	Choose the best option through consensus or if necessary, by the decision of the family leader(s).
6	Implement the decision	Put the chosen solution or decision into action, assigning tasks and responsibilities as needed to see it being carried out.
7	Monitor and review	Continuously monitor the outcomes and gather feedback from family members to review the decision and make adjustments if needed.

Learning Tasks

1. Explain the concept of decision-making
2. Explain the principles of decision-making and the steps in the family decision-making process.

Pedagogical Exemplars

1. Collaborative and managing talk for learning approaches

- a. Ask learners in mixed groups to use think-pair-share, mingling and/ or questioning strategies to explain the concept of decision-making.
- b. Ask the groups to use jigsaw or onion ring techniques to discuss the principles of decision-making.

2. Collaborative and managing talk for learning approaches: In mixed ability groups/ mixed gender groups, use think-pair-share, mingling and/or questioning strategies to discuss the decision-making process

3. Group Work: Use jigsaw or onion ring techniques to discuss the principles of decision making.

Key Assessment

1. DoK Level 2: Skills of conceptual understanding

- a. Explain the concept of decision-making in your own words
- b. Explain the principles of decision-making.

2. DoK Level 3: Strategic reasoning

- a. Produce a concept map to show how the components of the decision-making process are interconnected.
- b. Assess how the principles of decision making could impact satisfactory or quality decisions.

FOCAL AREA 2: THE IMPORTANCE OF DECISION-MAKING

1. *Explore the importance of decision-making to the individual, family and society*

Decision-making is a fundamental aspect of life that significantly impacts individuals, families, and society. Effective decision-making helps establish and achieve short and long-term goals, structures routines, allocates resources efficiently, fosters unity and healthy relationships, and promotes participation.

a. *Importance of decision-making to the individual*

- i. **Establishment of Short and Long-Term Goals:** Decision-making helps the individual to set clear and achievable goals, thereby providing direction and purpose for his/her life. Decision-making also assists the individual in making progress assessments to track achievements. Regular decision-making allows

individuals to track their progress and make necessary adjustments to stay on course.

- ii. **Structure and Routine of Work:** Decision-making promotes efficiency in an individual's life. Effective decision-making helps individuals create structured routines, leading to increased productivity and better time management. Effective decision-making also promotes consistency in an individual's life. Establishing routines through decisions helps maintain consistency and reduces stress.
- iii. **Allocation and Use of Resources:** Decision-making helps individuals in their *Financial Management*. Making informed decisions about spending, saving, and investing resources ensures financial stability. Decision-making supports individuals in *Time Management* too. Allocating time appropriately to various activities ensures a balanced and fulfilling life.
- iv. **Fostering Unity and Healthy Relationships:** Decision-making supports individuals in *Conflict Resolution*: Good decision-making involves considering others' perspectives, which helps resolve conflicts and maintain harmonious relationships. It also promotes *Mutual Respect* in the family. Decisions that consider the needs and desires of others foster mutual respect and understanding.
- v. **Promoting Participation:** Decision-making creates a feeling of empowerment among individuals. Making decisions empowers individuals, boosting their confidence and sense of control over their lives. Decision-making promotes active involvement of individuals in the family. Encouraging individuals' participation in decision-making, helps individuals feel valued and involved in family matters.

b. Importance of decision-making to the family

- i. **In establishment of Short and Long-Term Goals:** Decision-making promotes a *Shared Vision* among family members. Family decision-making ensures that goals are aligned with the collective vision and values of the family to be able to achieve its goal, with all members contributing their parts. Joint decision-making facilitates coordinated efforts to achieve family goals.
- ii. **Structure and Routine of Work:** Establishing routines through family decisions helps create an organised and smoothly functioning household which is important in family growth and development. It also creates some form of consistency for children in the family. Consistent routines provide stability and security for children, contributing to their development.
- iii. **Allocation and Use of Resources:** Budgeting becomes necessary to utilise allocated resources better. Family decision-making ensures resources are allocated wisely, covering the essentials and allowing for savings and leisure. Decisions on time allocation promote healthy family relations, especially those about how to spend time together. This strengthens family bonds and ensures quality time.
- iv. **Fostering Unity and Healthy Relationships:** Collaborative decision-making fosters a sense of shared responsibility and teamwork among family members which is a way of promoting healthy family relationships. Again, open communication during decision-making builds trust and strengthens family relationships.

- v. **Promoting Participation:** Involving all family members in decisions promotes inclusivity and makes everyone feel valued. Participating in decision-making also helps children and other family members develop important life skills which are essential for survival.

c. Importance of decision-making to society

- i. **Establishment of Short and Long-Term Goals:** It promotes collective progress in society. Society benefits when individuals and families make decisions that contribute to social and economic progress. It also promotes sustainable development in society. Decisions at the community and societal level that focus on long-term goals ensure sustainable development.
- ii. **Structure and Routine of Work:** It enhances overall productivity in society. Societal decision-making that promotes structured routines in workplaces and communities enhances overall productivity. It enhances stability in society. Consistent societal structures contribute to social stability and order.
- iii. **Allocation and Use of Resources:** Allocation and use of resources in society promotes economic efficiency. Efficient allocation of resources in decisions at the societal level ensure that resources are used effectively and equitably. Allocation of societal resources also promote environmental stewardship. Societal decisions that prioritise sustainable resource use help protect the environment.
- iv. **Fostering Unity and Healthy Relationships:** Inclusive decision-making promotes social cohesion and reduces inequalities. Decisions that consider diverse perspectives and promote justice, foster peace and harmony in society.
- v. **Promoting Participation:** Decision-making promotes participation of members in societal development. Participation in decision-making processes strengthens democratic practices and civic engagement. It also promotes community involvement in societal development issues. Active participation in community decisions fosters a sense of belonging and collective responsibility.

Pedagogical Exemplars

Collaborative and Managing Talk for Learning Approaches

1. Invite groups to discuss the importance of decision-making to the individual, family and society.
2. Encourage learners to use the radio reporter techniques to share their group reports for the whole class and provide constructive feedback to their peers during presentation.

Key Assessment

1. DoK Level 2: Skills of conceptual understanding

To what extent is decision-making important to individuals and families

2. DoK Level 3: Strategic reasoning

Provide learners with a decision-making scenario related to either an individual, family, or society. They should evaluate the decision-making processes required to make effective choices and identify the importance of the exercise that they have undertaken.

Hint

The recommended assessment mode for Week 3 is **Essay** for both focal areas. See the *Teacher Assessment Manual and Toolkit* pages 74 –76 for more information on how to conduct essay. You may refer to the item under DoK level 1 of the key assessment as example of an essay type task.

WEEK 8: THE DECISION-MAKING PROCESSES

Learning Indicator: *Compare the types of decision-making processes individuals and families employ.*

FOCAL AREA 1: TYPES OF DECISION-MAKING PROCESSES

- a. Types of decision-making processes that individuals, families and societies can employ to achieve their set goals.

Individuals, families, and societies can employ various types of decision-making processes to achieve their set goals. These processes vary in terms of their approach, complexity and the extent of participation involved. In the context of management in living, different types of decision-making approaches can be applied to various aspects of family or household management.

- i. **Autocratic Decision-making** refers to decision made by a single person, typically the head of the household or a dominant family member, makes decisions without seeking input from other family members. The characteristics include quick decision-making, authority and control are concentrated in one individual, limited discussion or consultation with others.
- ii. **Democratic Decision-making** involves all family members participating in the decision-making process. Each person's opinion is considered, and decisions are often made through discussion and voting. Characteristics of democratic decision-making include it encourages participation and inclusivity; decisions reflect the collective input of the family and typically results in higher satisfaction among family members.
- iii. **Chain Decision-making** refers to a sequential process where decisions are passed down or communicated through a series of steps or individuals. The characteristics of chain decision-making include information and decisions flow in a linear manner. Each step in the chain may add, modify, or interpret the decision, it can be slow due to the sequential nature of communication.
- iv. **Satellite Decision-making** involves a central figure or group making the core decision while surrounding individuals or subgroups provide input or execute specific parts of the decision. The characteristics of satellite decision making include centralised decision making with distributed execution, input is gathered from various "satellites" (family members or subgroups) before the final decision is made, it ensures that specialised tasks are handled by those best equipped to manage them.
- v. **Centralised Decision-making** concentrates decision-making authority in a single person or a small group, often the heads of the household, who make decisions for the entire family. The characteristics include central authority has the final say, can be efficient in terms of time and resource allocation, it has limited input from other family members.

FOCAL AREA 2: SIMILARITIES, DIFFERENCES AND CHALLENGES OF THE TYPES OF DECISION-MAKING PROCESSES INDIVIDUALS AND FAMILIES EMPLOY

a. Similarities of the different decision-making processes

Nature of Decision-Making Process	Description
Goal oriented	All processes aim to achieve specific goals, whether individual, family or societal.
Structure and order	Each method follows a defined structure to reach a decision.
Decision-making involvement	Each process involves individuals or groups in making decisions in diverse and varying extents.
Effectiveness:	The effectiveness of each process depends on the context and nature of the decision being made.

b. Differences between the different Decision-Making Processes

Type of Decision-Making Process	Characteristics of the Decision-Making Process			
	Decision Authority	Participation Level	Speed and Efficiency	Inclusivity
Autocratic	Centralised in one person	Minimal to no participation from others	Fast and efficient.	Low inclusivity.
Democratic	Distributed among all participants	High participation from all involved.	Can be slower due to the need for consensus.	High inclusivity.
Chain	Sequential, passing through different levels.	Varies at each level of the chain	Potentially slow due to sequential nature.	Moderate inclusivity depends on each level.
Satellite	Central figure makes the core decision with input from others.	Input from various subgroups before a central decision.	Moderately efficient, depends on the complexity	Moderate inclusivity, input is considered but not decisive.
Centralised	Concentrated in a single person or a small group.	Limited to the central authority, minimal input from others.	Generally efficient, depending on the number of decision-makers.	Low to moderate inclusivity.

c. Challenges of the Different Decision-Making Processes**i. Autocratic**

- Resistance: Can lead to dissatisfaction and resistance from others.
- Lack of Diverse Perspectives: Decisions may not consider different viewpoints.
- Dependence on One Person: Risky if the central figure makes poor decisions.

ii. Democratic

- Time Consuming: Requires time to reach a consensus.
- Potential Conflicts: Differences in opinions can lead to conflicts.
- Difficulty in Decision-Making: Can be challenging to make decisions when there is no clear majority.

iii. Chain

- Communication Breakdowns: Information can be distorted as it passes through levels.
- Delays: Sequential process can be slow.
- Responsibility Diffusion: Accountability may be unclear if the decision passes through many hands

iv. Satellite

- Coordination Issues: Requires effective co-ordination between central decision-maker and subgroups.
- Complexity: Managing input from multiple sources can be complex.
- Potential for Overload: Central figure may be overwhelmed by the amount of input.

v. Centralised

- Limited Input: Decisions may not fully consider diverse perspectives.
- Over-reliance on Central Authority: Central figures may be overburdened, and their absence can stall decision-making.
- Potential for Autocracy: Can drift towards autocratic style if central authority becomes too dominant.

Learning Tasks

1. Describe the types of decision-making processes that individuals, families and societies can employ to achieve their set goals.
2. Identify the similarities, differences and challenges of the different decision-making processes.
3. Evaluate the socio-cultural factors that influence decision-making practices among families.

Pedagogical Exemplars

1. Build on what others say

- a. Engage learners to use the pyramid discussion strategy to identify the types of decision-making processes individuals, families and societies can employ to achieve their set goals.
- b. Put learners in mixed cultural groups and provide them with a case study in which they are required to identify different types of decisions people make in life and the reasons behind those decisions.

2. Experiential learning

- a. Ask learners in small groups to watch videos/ drama/role-play on the different types of decision-making processes and discuss the step-by-step processes used in decision-making in different settings.
- b. Invite the groups to share their findings for a whole class discussion.
- c. Provide prompt and constructive feedback to all learners.

Key Assessment

1. DoK Level 3 Strategic reasoning

- a. Identify at least **two** types of decision-making processes
- b. Identify at least **three** characteristics of any **three** types of decision-making processes.
- c. Discuss the similarities and differences of at least **three** types of decision-making processes.

2. DoK Level 4 Extended critical thinking and reasoning

- a. Evaluate how the characteristics influence the decision-making process of individuals and families in the Ghanaian.
- b. Present your findings using different presentation modes for peer assessment.

Hint



- The recommended assessment mode for week 3 is **oral presentation**. See the Teacher Assessment Manual and Toolkit pages 76 – 88 for more information on how to conduct essay. Refer to the tasks/items under DoK level 4 of the key assessment for an example of an oral presentation task.
- Learners are to submit their Group Project Work this week. Please score the group work immediately using the rubric given in Appendix A and record the scores for onward submission to the STP.

WEEK 9: TYPES OF DECISION-MAKING PROCESS

Learning Indicator: Compare the types of decision-making processes individuals and families employ.

FOCAL AREA 1: SOCIO-CULTURAL FACTORS THAT INFLUENCE DECISION-MAKING PRACTICES AMONG FAMILIES

Decision-making practices among families are significantly influenced by a variety of socio-cultural factors. Generally, family decision-making is a complex interplay of various socio-cultural factors. These factors shape the values, priorities and processes through which family members arrive at decisions. Understanding these influences requires a holistic view of the family's cultural background, social context and individual circumstances. The Key socio-cultural influences may include:

1. Cultural Values and Beliefs

- a. **Collectivism vs. Individualism:** In the Ghanaian context, collectivist cultures seem to be much adhered to, as practices in many Asian and African societies where family decisions are made with the group's well-being in mind. In contrast, individualistic cultures, such as those in the United States and Western Europe, emphasise personal autonomy and individual preferences.
- b. **Religious Beliefs:** Religious doctrines and practices often dictate family roles, gender expectations and acceptable choices, heavily influencing decisions on issues like marriage, education and morality.

2. Social Norms and Traditions

- a. **Gender Roles:** Traditional gender roles can dictate who has the authority to make decisions within the family. In many patriarchal societies, men are often seen as the primary decision-makers, while in matriarchal or more egalitarian societies, women may have a more significant or equal role.
- b. **Age Hierarchy:** Respect for elders and the hierarchy of age within a family can impact decision-making. Older family members might have more influence over major decisions, such as those related to finances, marriage, and family disputes.
- c. **Education Status/Levels:** Higher levels of education among family members often lead to more democratic and inclusive decision-making processes. Educated family members are likely to value evidence based and well-informed decisions.
- d. **Socio-Economic Status:** Financial stability or instability can dictate the urgency and nature of decisions. Wealthier families might prioritise long-term investments and educational opportunities, while economically disadvantaged families might focus on immediate survival and employment.

3. Communication Patterns

- a. **Openness and Directness:** Some cultures encourage open and direct communication, which can lead to more transparent and participatory decision-making. In contrast, cultures that value indirect communication might rely on implied understanding and deference to authority figures.
- b. **Conflict Resolution Styles:** The approach to resolving conflicts, whether through negotiation, mediation, or authoritative resolution, influences how decisions are made and how dissenting opinions are handled within the family.
- c. **Migration and Acculturation**
- d. **Immigrant Families:** Families that have migrated often experience a blend of their native cultural practices with those of their new environment. This can lead to hybrid decision-making practices, balancing traditional values with new societal norms.
- e. **Acculturation Levels:** The degree to which families have adapted to the dominant culture of their new country can affect decision-making. Those highly acculturated might adopt more of the host culture's decision-making styles, while those less acculturated might adhere closely to traditional practices.

4. Historical and Political Context

- a. **Political Systems:** The political environment can shape family decision-making, particularly in areas related to education, career choices, and social mobility. For example, families in socialist countries might make decisions differently from those in capitalist societies.
- b. **Historical Events:** Significant historical events, such as wars, economic crises, or social movements, can have a long-lasting impact on family values and decision-making processes. These events can influence priorities, such as the importance placed on security, education, or health.

5. Technological Advancements

- a. **Access to Information:** The availability of technology and the internet provides families with access to vast amounts of information, which can democratise decision-making by making knowledge more accessible to all members.
- b. **Social Media Influence:** social media can shape opinions and decisions, especially among younger family members, by exposing them to diverse viewpoints and global trends.

6. Peer and Community Influence

- a. **Peer Pressure:** The influence of peers can be strong, particularly among adolescents. Peer opinions can sway decisions related to education, lifestyle, and social activities.
- b. **Community Standards:** The norms and values upheld by the community or social groups to which the family belongs can also influence decision-making. This includes expectations around marriage, parenting, and professional success.

Learning Tasks

1. Identify the characteristics of the different types of decision-making processes.
2. Identify the similarities, differences and challenges of the different decision-making processes.
3. Evaluate how individuals and families apply the different decision-making processes.

Pedagogical Exemplars

1. Collaborative Learning/Group Work

- a. Put learners in family/friendship groups to role-play different decision-making processes their families employ to achieve their set goals.
- b. Ask learners in their groups to reflect on the role-play to identify the characteristics of the different types of decision-making processes they observed in the role-play.

2. Group work/collaborative learning

- a. Ask learners in groups to compare the characteristics of the different types of decision-making processes, identifying their similarities, differences and challenges.
- b. Encourage the groups to present their findings using concept maps/cartoons or flip charts and paste on the wall for gallery walk.
- c. Ask learners in mixed cultural groups to use the diamond nine strategy to identify socio-cultural factors that influence decision-making practices among families.
- d. Encourage all learners to support their peers to actively participate in the discussion.

3. Experiential learning

- a. Ask learners in small groups to interview individuals and households to find the type of decision-making processes they use and their justification.
- b. Invite the groups to share their findings for a whole class discussion.
- c. Provide prompt and constructive feedback to all learners.

Key Assessment

1. DoK Level 3 Strategic reasoning

- a. Identify at least **three** characteristics of any **three** types of decision-making processes.
- b. Discuss the similarities and differences of characteristics of **three** types of decision-making processes. how each of the processes identified are used within families and societies.

2. DoK Level 4 Extended critical thinking and reasoning

- a. Conduct a group project to interview to gather information from at least five individuals and household on the type of decision-making processes they employ.
- b. Analyse the data collected and present your findings using different presentation modes for peer assessment.

- c. Organise a peer-education programme to create awareness of the different types of decision-making and their implication healthy family living.

Hint

*The recommended assessment mode for week 9 is **Research**. See the Teacher Assessment Manual and Toolkit pages 84 – 86 for more information on how to conduct research. Refer to the task under DoK level 4 of the key assessment for an example of a research task.*

WEEK 10: ENHANCING QUALITY OF LIFE THROUGH DECISION-MAKING

Learning Indicator: *Exhibit the ability to make personal and family decisions to enhance the quality of life.*

FOCAL AREA: APPLICATION OF THE DECISION-MAKING PROCESS TO REAL-LIFE SITUATIONS

Applying the decision-making processes to real life situations helps to ensure thoughtful, informed and effective choices.

Example scenario: A personal decision on whether to accept a new job offer

1. **Identify the decision:** the need to either accept or decline the job offer.
2. **Gather information:** collect relevant information about the company, the role you are going to play, the salary, benefits, company culture, location, etc. all these could be obtained from existing workers in the company and/or from customers.
3. **Identify the alternatives;** One will have to consider whether to accept, negotiate or reject the offer and what will be the impact of that decision e.g., what will be the financial impact of rejecting the job offer.
4. **Evaluate alternatives;** this has to do with assessing each alternative i.e. If one has declined, what could be the consequences and if one must negotiate, then one should know what terms are worth negotiating for e.g. it could be conditions of service, salary, time off etc.
5. **Make informed decisions;** to either accept or reject which should be the best option having scrutinised the options.
6. **Implement the decision;** this is done by writing an acceptance letter to the company making clear your intention of accepting the offer and vice versa.
7. **Monitor and review;** this is done by continuously monitoring the outcome of the decision and gathering feedback that can be used to inform future decisions.

Learning Tasks

1. Apply the decision-making process through scenarios and role play
2. Provide each group with a case study involving a family decision-making situation (e.g., budgeting limited income, deciding on chores, choosing an education path or resolving family conflicts).

For the role play activity

3. Assign family roles such as parent, sibling and grandparent to group members
4. Monitor group activities and encourage critical thinking and collaborative problem-solving.

Pedagogical Exemplars

1. Collaborative and Talk for Learning Approaches

- a. Ask learners in friendship/gender groups, read case study scenarios involving family decision-making situations to:
 - i. Identify the problem
 - ii. Discuss possible solutions
 - iii. Explain the choice of decision
 - iv. Evaluate the potential outcome of the decision
- b. Present your findings for a whole class discussion using different presentation modes.

2. Experiential Learning /Group Work

Ask learners in mixed groups to role play the family decision making scenarios to stimulate real-life decision making and enhance communication and negotiation skills.

3. Project-Based Learning

With the aid of a worksheet, individually and/or collectively reflect on a personal decision you made or need to make and present your report for peer assessment and appraisal

Key Assessment

1. DoK Level 2: Skills of conceptual understanding

Outline the key steps to follow when making a decision

2. DoK Level 3: Strategic reasoning

Using a real-life situation, explain how any **two** of the types of decision-making processes could be employed to improve the effectiveness of the decision-making process and indicate the effect they could have on future decisions.

3. Dok Level 4: Extended critical thinking and reasoning

As a family life consultant, design a family life improvement plan for a family facing a specified family life challenge.

Hint



The recommended assessment mode for week 10 is **Poster presentation**. See the Teacher Assessment Manual and Toolkit pages 76 – 78 for more information on how to conduct poster. Refer to the tasks/items under DoK level 4 of the key assessment for an example of a poster presentation task.

WEEK 11: COMMUNICATION

Learning Indicators

1. *Explain the concept of communication in family decision making to improve the quality of life.*
2. *Discuss the importance of communication in promoting healthy family living.*
3. *Exhibit good communication skills in family decision-making processes to promote healthy living.*

FOCAL AREA 1: COMMUNICATION

1. The Concept of Communication

The term communication is the act of transmitting information from one person, group, or place to another. Understanding these components helps in identifying where communication might break down and what can be done to improve it. For example, a sender might need to refine their encoding process if their messages are frequently misunderstood, or a recipient might need to improve their listening skills to better decode messages. Steps involved in the communication process include.

- a. **The sender of the communication:** The sender, also known as the communicator or source, is the person or entity that initiates the communication. The sender has a specific idea, thought, or piece of information they want to convey to someone else. The sender is responsible for crafting the message and ensuring that it is clear and understandable. They decide the content of the message, the tone, and the medium through which it will be sent. The effectiveness of communication often depends on the sender's ability to articulate their message and choose the appropriate medium and timing.
- b. **Encoding of a message:** Encoding is the process by which the sender translates their thoughts or information into a form that can be transmitted to the recipient. This involves choosing the right words, symbols, or gestures to express the message. During encoding, the sender considers how best to present the message so that the recipient will understand it as intended. This includes selecting language, tone, and non-verbal elements like body language or visual aids. Proper encoding is crucial because any errors or ambiguities in this stage can lead to misunderstandings or misinterpretations.
- c. **The recipient of the message:** The recipient, also known as the receiver or audience, is the person or group for whom the message is intended. The recipient's role is to interpret and understand the message as it was intended by the sender. The recipient's responsibility is to actively listen, read, or observe the message and attempt to comprehend it. They provide feedback to the sender to indicate whether the message has been understood correctly. The recipient's background, knowledge, and perceptions play a significant role in how the message is interpreted. Effective communication relies on the recipient's ability to accurately decode and respond to the message.
- d. **Decoding the message:** This is the process by which the recipient interprets and makes sense of the encoded message. This involves translating the sender's words, symbols, or gestures back into meaningful information. The recipient uses their own experiences, knowledge and understanding to decode the message. This involves not

just understanding the literal meaning of the words but also interpreting any underlying implications or emotions. Successful decoding ensures that the message received is as close as possible to the sender's original intent. Misinterpretations or misunderstandings during this stage can lead to communication breakdowns.

2. The Elements of Good Communication Skills in Decision-making

The elements of good communication such as active listening, maintaining posture, clarity, feedback, friendliness and confidence, contribute to a more effective and collaborative decision-making process by enhancing understanding, trust and engagement among all participants.

- a. **Active listening:** Active listening involves fully concentrating, understanding, responding, and remembering what is being said. This skill is fundamental in decision-making for several reasons. Active listening helps in comprehending the viewpoints and concerns of all stakeholders, which is critical for making informed decisions. When people feel heard, they are more likely to trust the decision-making process and the outcomes. It minimises the chances of miscommunication, ensuring that all information is accurately conveyed and interpreted. It creates an environment where participants feel valued and are more willing to share their ideas and opinions.
- b. **Maintain posture:** Is a non-verbal communication skill that plays a role in how messages are perceived and interpreted during decision-making. Good posture communicates confidence and authority, which can positively influence how others perceive the speaker's ideas and decisions. An open and upright posture indicates attentiveness and interest, encouraging others to engage more openly in the discussion. It demonstrates respect for others in the conversation, creating a more conducive environment for collaborative decision-making.
- c. **Clarity:** Clarity involves being clear and precise in communication, ensuring that messages are easily understood. Clear communication prevents misunderstandings and confusion, which are critical in making accurate and effective decisions. When instructions and information are clear, it is easier for team members to act on decisions and implement plans effectively. Clarity reduces the need for repeated explanations and questions, streamlining the decision-making process.
- d. **Feedback:** This is the process of providing and receiving constructive responses about performance or behaviour. Providing feedback ensures that everyone understands their roles, responsibilities, and the implications of the decisions made. Feedback helps in identifying areas for improvement and learning from past experiences, leading to better decision-making over time. When feedback is encouraged and acted upon, it fosters a culture of open communication and continuous improvement.
- e. **Friendliness:** This involves being approachable and kind, which can significantly impact the communication dynamics in decision-making. A friendly demeanour helps in building strong interpersonal relationships, making it easier for team members to collaborate and share ideas. Friendliness can help to ease tensions and conflicts, creating a more positive environment for decision-making. People are more likely to speak up and contribute their thoughts and ideas when they feel the environment is friendly and supportive.
- f. **Confidence:** Confidence in communication entails conveying messages with assurance and assertiveness. Confident communication helps to inspire trust and credibility in the decision-making process and the decisions themselves. Confidence can help in

driving decisions forward, especially in uncertain or challenging situations. When leaders and participants communicate confidently, it empowers others to also participate confidently, enriching the decision-making process with diverse perspectives and ideas.

3. Types of communication

- a. **Verbal Communication:** involves the use of spoken or written words to convey messages.
 - i. **Spoken Communication:** Face-to-face conversations, phone calls, video conferences, speeches, and presentations.
 - ii. **Written Communication:** Emails, letters, reports, memos, and text messages.
Its key features include clarity of language, tone and pitch (for spoken), grammar and structure (for written), etc.
- b. **Non-verbal Communication:** This type of communication uses body language, gestures, facial expressions, posture, eye contact, and other physical cues to convey messages. Examples: Nodding to show agreement, folding arms to express defensiveness, smiling to indicate friendliness, etc. This is very important as it reinforces or contradicts verbal messages and also conveys emotions more accurately than words
- c. **Visual Communication:** this relies on images, symbols, graphs, charts, and other visual aids to transmit information. It commonly includes formats such as infographics, diagrams and flowcharts, slide presentations, signage, etc.
The main purpose is to simplify complex data, engage audiences effectively, and enhance understanding and retention
- d. **Formal Communication:** this follows established organisational or social protocols. It is often documented and occurs in structured environments. E.g., business meetings, official memos, legal documents, company reports and is characterised by, professional tone, clear chain of command, usually written or scheduled.
- e. **Informal Communication:** is casual and spontaneous. It often occurs between colleagues or friends and isn't governed by formal rules. E.g., chatting with co-workers, social media messages, informal emails, etc. It is beneficial in builds relationships, encourages openness and collaboration, etc.
- f. **Electronic Communication:** This modern form of communication involves the use of digital technology to share messages through Email, Instant messaging apps (e.g., WhatsApp, Slack), Social media platforms, Video conferencing tools, etc. it is advantageous in terms of speed and convenience, global reach, recordkeeping and accessibility

Learning Tasks

1. Explain the term communication and discuss steps involved in the communication process.
2. Describe elements of good communication skills in decision-making processes.
3. Compare different types of communication.

Pedagogical Exemplars

1. Collaborative and talk for learning approaches

- a. In mixed groups use think-pair-share mingling and/or questioning strategies to explain the concept of communication.
- b. In mixed groups, use think-pair-share, mingling and/or questioning strategies to discuss the elements of good communication e.g.
 - i. Clarity
 - ii. Conciseness
 - iii. Active listening
 - iv. Feedback
 - v. Emotional intelligence, etc.
- c. Use the radio reporter technique to share your group reports for whole class discussion

2. Collaborative and talk for learning approaches

- a. In mixed groups, use shower thought/think-pair-share to identify the elements of good communication skills in decision making. E.g.,
 - i. Active listening
 - ii. Maintain correct posture
 - iii. Clarity
 - iv. Feedback
 - v. Friendliness
 - vi. Confidence, etc.
- b. Write the findings on cardboard, flip charts, concept maps and paste on the wall for gallery walk.

3. Group Work/Collaborative learning

- a. Use the pyramid group discussion in mixed groups/think-pair-share strategies to compare the types of communication to identify their similarities, differences and challenges.
- b. Develop the lesson around learner's immediate environment and experiences using everyday practices where different forms of communication can be used to encourage active participation of all learners.
- c. Present findings using concept maps/cartoons or flip charts and paste on the wall for gallery walk.

4. Experiential Learning

Watch videos/ drama/role-play on how communication is applied in the different types of decision-making process in different settings.

FOCAL AREA 2: IMPORTANCE OF GOOD COMMUNICATION

1. Importance of communication in promoting healthy family living

Good communication is integral to the decision-making process and is a very relevant tool to promote the dynamics of interpersonal relationships, establishing strong social connections and the effectiveness of decision-making and planning. It ensures that all stakeholders are informed, engaged and aligned, leading to better outcomes and a more cohesive family and organisational environment. The importance of communication is relevant to the following contexts:

- a. **Good interpersonal relationships:** These are the foundations of a productive and harmonious work environment. Effective communication plays a vital role in fostering these relationships. Transparent and open communication builds trust among team members. When people communicate honestly and openly, they are more likely to trust each other's intentions and decisions. Good communication helps in addressing and resolving conflicts efficiently. When individuals communicate their concerns and grievances effectively, misunderstandings can be clarified, and amicable solutions can be reached. Strong interpersonal relationships, bolstered by effective communication, enhance collaboration. When team members communicate well, they can co-ordinate their efforts better, share knowledge, and work together towards common goals. Effective communication fosters empathy and understanding. When team members feel heard and understood, it strengthens their bond and improves their ability to work together harmoniously.
- b. **Establish good social connections:** Good social connections extend beyond immediate work relationships and involve broader networks within and outside the organisation. Effective communication is crucial in establishing and maintaining these connections. Good communication skills facilitate networking, enabling individuals to establish and maintain professional relationships that can be beneficial for personal growth and organisational success. How individuals communicate can affect their reputation and the perception of their competence and reliability. Clear, respectful and effective communication enhances one's professional image. Effective communication helps in accessing and leveraging resources, information, and support from a broader network, which can be invaluable in decision-making and problem-solving. Good communication fosters a sense of community within the organisation, creating an inclusive environment where diverse voices and perspectives are valued and considered in the decision-making process.
- c. **Decision-making and planning:** These are core functions in any organisation and effective communication is crucial in ensuring these processes are successful. Effective communication ensures that relevant information is shared accurately and promptly. This is essential for making informed decisions and planning effectively. Clear communication aligns team members with the organisation's goals and objectives, ensuring that everyone is working towards the same outcomes. Effective communication helps in identifying potential risks and challenges early. By discussing these openly, teams can develop strategies to mitigate risks and adapt their plans accordingly. Good communication involves all relevant stakeholders in the decision-making process, ensuring that their inputs and concerns are considered. This leads to more comprehensive and inclusive decisions. Clear communication is vital for the successful implementation of decisions and plans. It ensures that everyone understands their roles and responsibilities and the steps required to execute the plan. Continuous communication

allows for feedback during the implementation phase. This feedback is crucial for making necessary adjustments and improvements to the plan.

2. How Good Communication Promotes Effective Decision-Making among Families

Good communication is essential for effective decision-making among families because it fosters an environment where every family member can openly and willingly share information, participate in discussions, resolve conflicts and build trust. A collaborative atmosphere is essential for making decisions that are well-informed, inclusive and considerate of everyone's needs and perspectives, ultimately leading to better outcomes for the entire family.

- a. **Clarity of information:** Effective communication ensures that all family members have a clear understanding of the issues at hand. This prevents misunderstandings and ensures that decisions are based on accurate and complete information.
- b. **Inclusiveness and Participation:** Open communication encourages all family members to participate in the decision-making process. This inclusiveness fosters a sense of ownership and commitment to the decisions made, as everyone feels their input is valued and considered.
- c. **Conflict Resolution:** When families communicate effectively, they are better equipped to resolve conflicts. Open dialogue allows for the expression of differing opinions and feelings, which can be addressed constructively, preventing the build-up of resentment and fostering a cooperative environment.
- d. **Building Trust:** Transparent communication builds trust among family members. When people feel they can openly share their thoughts and concerns, it creates a foundation of trust, which is crucial for making decisions that are respected and upheld by everyone involved.
- e. **Understanding Needs and Preferences:** Good communication helps family members understand each other's needs, preferences, and perspectives. This understanding is essential for making decisions that consider the well-being and satisfaction of all family members.
- f. **Shared Goals and Values:** Effective communication allows families to discuss and agree shared goals and values. This alignment is critical for making decisions that support the family's collective vision and long-term objectives.
- g. **Reducing Stress and Anxiety:** When families communicate well, it reduces uncertainty and anxiety about decisions. Knowing that there is a structured and open process for making decisions can alleviate stress and create a more harmonious family environment.
- h. **Enhancing Problem-Solving Skills:** Good communication fosters a collaborative approach to problem-solving. Family members can pool their knowledge, skills, and resources to find the best solutions to challenges, leading to more effective and creative decision-making.
- i. **Encouraging Responsibility and Accountability:** When decisions are made through open communication, it is easier to assign roles and responsibilities clearly. This clarity promotes accountability, as each family member understands their role in the decision-making process and its implementation.

- j. Strengthening Relationships:** Regular and open communication strengthens relationships among family members. Stronger relationships improve the overall dynamics within the family, making it easier to navigate complex decisions together.

Learning Tasks

1. Describe the importance of good communication in relation to the decision-making process
2. Describe how good communication promotes effective decision-making among families.

Pedagogical Exemplars

1. Group Work/Talk for Learning

- a. In mixed gender/cultural groups, build on what others say or use the pyramid discussion strategy to discuss the importance of communication in promoting healthy family living. E.g.,
 - i. Good interpersonal relationship.
 - ii. Establish good social connections.
 - iii. Promote effective decision making and planning, etc.

- a. **Case Study:** Use a case study to identify different types of decisions people make in life.

2. Group Work:

In mixed cultural groups, use the diamond nine strategy to identify socio-cultural factors that influence communication practices among families. E.g.,

- a. Ethnicity
- b. Age
- c. Gender
- d. Family structure

3. Group work

- a. Organise a peer-decision making activity to model family decision making process and explore how to exhibit good communication skills in decision making.
- b. Rehearse to dramatise the activities in class to share with the whole class and video/record the activities.

Key Assessment

1. DoK Level 2: Skills of conceptual understanding

- a. Describe the **four** steps involved in the communication process.

2. DoK Level 3: Strategic reasoning

- a. Learners carry out role play in pairs. Each learner is to be provided with a script containing a message with key information to be relayed to the other partner. They should make notes about their understanding of the key points of the message. They

should take it in turns being the sender and recipient of the message and feedback to each other/ the group.

Exemplar Role Play Instructions

Pairs Setup: Arrange learners into pairs. Each pair will take turns being the sender and the recipient of the message.

Script Distribution: Provide each learner with a script containing a message that includes key information to be relayed to their partner.

Message Exchange: Each learner will read their message to their partner, who will take notes on their understanding of the key points.

Role Reversal: After the first round, partners will switch roles and repeat the process with a new script.

Feedback Session: Each pair will discuss their understanding of the messages exchanged, providing feedback on clarity, key points captured and any misunderstandings.

Group Discussion: Pairs will share their experiences with the larger group, discussing the importance of effective communication and any challenges faced during the activity.

Scenario 1: Family Vacation Planning

Script 1 (Sender): “Your family is planning a vacation. You need to communicate to your partner the following key points:

- Destination options: Beach, mountains or city tour.
- Budget constraints: Maximum of Gh¢1,500. 00
- Preferred activities: sightseeing or relaxation.
- Travel dates: Next school holidays, which are two weeks long.

Script 2 (Recipient): Your family is discussing a potential vacation. You need to understand the following key points from your partner:

- The destination options they are considering.
- The budget they have set.
- The types of activities they prefer.
- The possible travel dates.

3. DoK Level 4 Extended critical thinking and reasoning

- a. Either from their own experience or from a scenario provided ask learners to analyse a situation where good communication has enabled families to make effective decisions.

Exemplar Scenario for Analysis

A family is deciding whether to move to a new city due to a job opportunity. They need to consider the pros and cons, including:

- Job benefits vs. current job stability.
- Impact on children’s education.
- Housing market and cost of living.

- Proximity to extended family and friends.

Good communication involves

- Regular family meetings to discuss concerns and preferences.
- Clear presentation of facts and figures by the parents.
- Open forum for children to express their feelings.
- Seeking external advice from friends and professionals.

Outcome: The family made an informed decision to move, leading to a successful transition and overall satisfaction. Effective communication ensured everyone's concerns were heard and addressed, minimising stress and conflict.

Hint



The recommended assessment mode for Week 11 is **role play**. See the Teacher Assessment Manual and Toolkit pages 80 – 82 for more information on how to conduct role play. Refer to the task under DoK level 3 of the key assessment for an example of role play task.

SECTION 2 REVIEW

In summary, this section equips learners with essential skills in resource management, decision-making and communication, preparing them to manage personal and family resources effectively and make well-informed decisions in various aspects of their lives. The inclusion of practical exercises, case studies and interactive discussions significantly enhances the learning experience, ensuring that learners are not only theoretically informed but also shows various proficiency levels in applying what they have learned.

SECTION 3: ENTREPRENEURSHIP AND BUSINESS DEVELOPMENT

Strand: Personal and Family Resource Management

Sub-Strand: Creative Product Development and Entrepreneurs

Learning Outcomes

1. *Apply creative and innovative techniques to develop products that meet specific needs and preferences of individuals and families.*
2. *Evaluate personal and family resources for starting entrepreneurial ventures.*

Content Standards

1. Demonstrate the ability to apply creative and innovative techniques to develop products that meet specific needs and preferences of individuals and families.
2. Demonstrate knowledge and understanding of how to assess the use of personal and family resources in creating and sustaining small businesses.

Hint



- *The End of Semester Examination will be conducted in Week 12. Refer to Appendix F for a Table of Specification to guide you to set the questions. Set questions to cover all the indicators covered for at least weeks 1 to 11.*
- *Individual Project Work should be assigned to learners by the end of Week 13. Ensure that the project covers several learning indicators and spans over several weeks. Learners are expected to submit the individual project by week 17. Also, develop a detailed rubric and share with learners*

INTRODUCTION AND SECTION SUMMARY

This section focuses on helping learners to identify business ideas and opportunities, explore resources within the environment that can be used to make products that help to solve individual and family problems besides providing the individual or family with income. The section guides learners to understand the need to make use of family resources as start-up capital and instill in learners, attributes that will support the growth and success of a business. Learners will be exposed to the theoretical aspect of the concepts and assignments will encourage individual and group practical exploration of the concepts in class or for further discussion in the next lesson.

The weeks covered by the section are:

Week 12: Product Development

Week 13: Evaluate a Developed Product

Week 14: Resources needed when setting up a Business

Week 15: Growing a successful Business

Week 16: Setting up a Business

SUMMARY OF PEDAGOGICAL EXEMPLARS

The section targets learner-centred lesson delivery under each focal area. To do this, the teacher is expected to explore and apply other pedagogical exemplars suitable for each focal area and not limit themselves to those mentioned in the section. Some of the pedagogical exemplars that could be employed include problem-based learning, collaborative learning, experiential learning, collaborative talk for learning approaches, structured talk for learning, collaborative and managing talk for learning, group work, build on what others say, to mention but a few. The teacher is also encouraged to incorporate GESI, SEN, SEL, the 21st Century skills, Core National Values and ICT in the lesson delivery, to make it more interactive, inclusive and learner focused.

ASSESSMENT SUMMARY

There is the need for the teacher to assess learners' knowledge, understanding and skills on the concepts under this section. To effectively do this, the teacher should use varying assessment strategies to unearth learners' Depth of Knowledge (DoK), as outlined in this manual and SHS/SHTS/STEM Curriculum. It is equally important to align the assessment activities with the learning indicators as well as the pedagogical exemplars, to create a synergy between them. Teachers are to make choices that will ensure a good mix of high and low levels to accommodate the diverse abilities of the learner. As a guide, specific examples of the assessment tasks have been outlined in the section to assist the teacher.

WEEK 12: PRODUCT DEVELOPMENT

Learning Indicators

1. Explain the basic concepts and stages of product development.
2. Apply knowledge of product development to create a simple product using available materials and resources.

FOCAL AREA 1: THE CONCEPT OF PRODUCT DEVELOPMENT

1. Product development refers to the entire journey of a product, from ideation through to the final offering stage of taking it to the market.
2. It may also be defined as the process of creating and improving products from idea generation through market launch and beyond.
3. It aims to deliver a product that meets consumer needs, has a viable market and aligns with a company's business goals

The process of developing a product

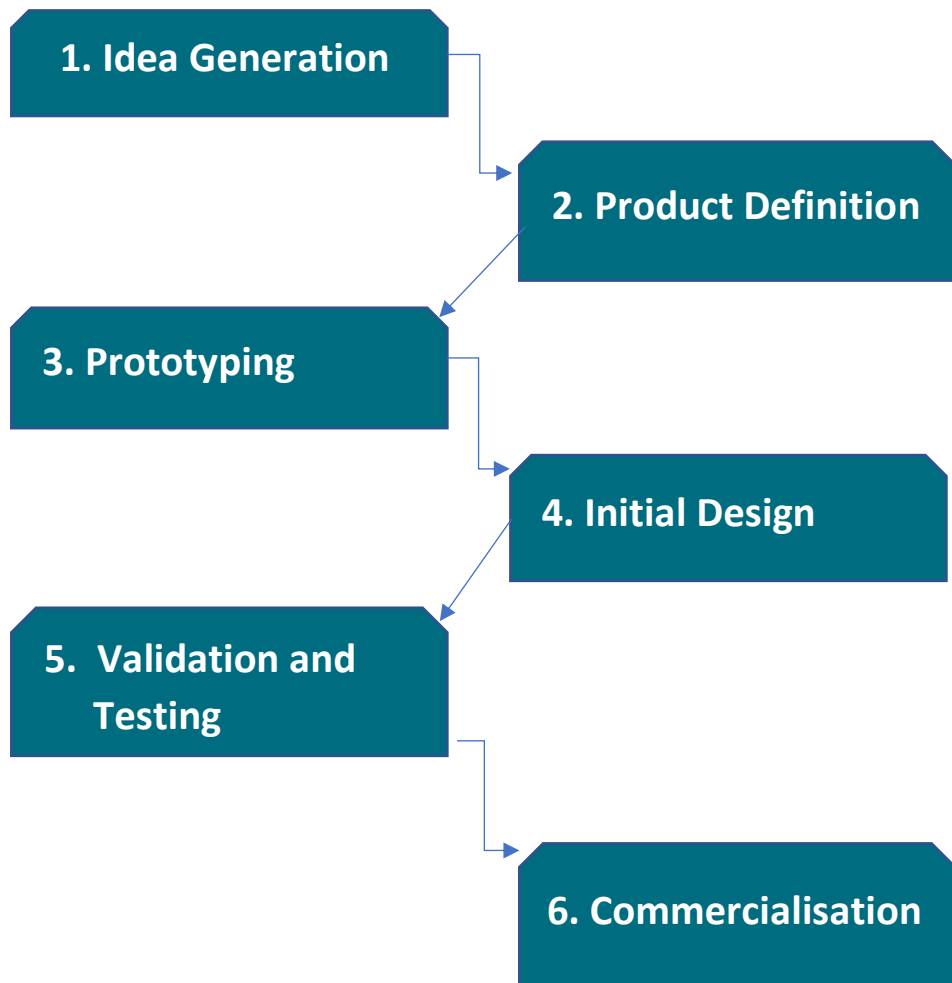
The process of developing a product encourages cross-team collaboration, with communication at the forefront of the process. These processes include:

- a. **Conceptualisation/ idea generation (ideation):** This is the product innovation stage where concepts based on customer needs are brainstormed, tested and market surveyed. Document all ideas in the form of a business plan to give a better understanding of the features and objectives of your new product to the team members. The following factors must be considered when initiating a new product:
 - i. **Target market:** This is the potential consumer profile you are building the product for. It helps individuals or groups to align the product with the customers' needs.
 - ii. **Existing products:** To develop a new product concept, it is necessary to evaluate existing products to determine whether the new product will be sufficiently unique to be viable or be able to share the market with other competitors.
 - iii. **Functionality:** A product developer needs to have a general idea of what function the product will serve. This helps to consider the look and feel of the product and why someone would show interest in purchasing it.
 - iv. **SWOT analysis:** There is the need to conduct an analyse to identify the products' strengths, weaknesses, opportunities and threats early enough to help produce the best version of the new concept which will solve the market gap.
 - v. **SCAMPER method:** Substituting, combining, adapting, modifying, putting to another use, eliminating or rearranging the product help to refine the idea.
- b. **Product Definition:** To develop a complete business plan, the product needs to be defined. This is done by defining the *scope* or concept development which concentrates on fine-tuning the product roadmap/blueprint. At this stage one needs to define specifics including:

- i. **Business analysis:** This consists of mapping out distribution strategies, e-commerce strategy and more in-depth competitor analysis. This is to begin building a clearly defined product roadmap.
 - ii. **Value Proposition:** Refers to the specific problem the product is designed to solve. This is done by considering how different your product is from the existing ones on the market.
 - iii. **Success metrics:** Clarify success metrics early to evaluate and measure success once the product is launched. The key metrics that could be used are basic **KPIs** (key performance indicators) like customer satisfaction, user retention rate, time-to-market etc.
 - iv. **Marketing Strategy:** Once value proposition and success metrics are identified, brainstorm the marketing strategies that fit your needs. Consider the channels you want to use to promote your product including social media or a blog post. The strategies identified are subject to revision once the product is finished. This helps to begin planning for instance if you would like to use a sales team to advertise your product, you don't wait till the product is fully ready before looking for them.
3. **Prototyping:** This stage has to do with intensively researching and documenting the product by creating a more detailed business plan and constructing the product. The early stages of prototypes may be as simple as drawing of the initial design. This helps you to identify areas of risk before the product is created. During this stage, one will have to work on specifics such as
 - a. **Feasibility analysis:** Determine if the workload and estimated timeline are possible to achieve. If not, adjusting the date and requesting additional help from stakeholders could be necessary.
 - b. **Market risk research:** To create the new product, physically analyse any potential risks associated with its production. This will shield the product launch from future setbacks and help you to communicate the risk to your team. These can be documented in a risk register.
 - c. **Development strategy:** This has to do with knowing how tasks would be assigned and the timelines to the tasks. A critical path technique can be used for planning this.
 - d. **Minimum Viable Product (MVP):** This is the outcome of the prototype stage. The MVP helps you execute the product more quickly than building all desired features which can delay timelines. Other desired features may be added later.
4. **Initial Design:** During this stage, the product stakeholders work together to produce a mockup of the product based on the MVP prototype. This should be done with the target group in mind to ensure it complements the key functions of your product. A successful product design may take several iterations to get it just right and may involve communicating with distributors to source necessary materials. To produce the initial design:
 - a. **Source materials:** This plays a very important role in designing the initial mockup. It entails working with various vendors and ordering materials or creating your own materials. Since materials can be sourced from various places, they need to be documented for easy reference.

- b. **Connect with stakeholders:** It is important to keep tight communication during the design phase to verify if your initial design is on the right track. It is important to share daily or weekly progress reports and updates to get approvals as needed.
 - c. **Receive initial feedback:** When completed, ask management/stakeholders for initial feedback. This can help you make the necessary revision if need be. Once the design is approved move to the next stage which is validation for final testing before the launch of the product.
5. **Validation and testing:** To go live with a new product; you first need to validate and test it to ensure every part of the product – from development to marketing is working efficiently before it's released to the public. To ensure quality of product, complete the following:
- a. **Concept development and testing:** After successfully designing the prototype, you may still need to work through any issues. This could involve software development or the physical production of the initial prototype. Test functionality by enlisting the help of team members and testers to quality-assure the development.
 - b. **Front-end testing:** Test the front-end functionality for risk with development code or consumer-facing error. This includes checking the ecommerce functionality and ensuring it is stable for launch.
 - c. **Testing market:** Before you begin producing your final product, test your marketing plan for functionality and error. This is also a time to ensure that all campaigns are set up correctly and ready to launch.
- Once the initial testing is complete and successful, you are ready to begin producing the final product concept and launch it to your customers.
6. **Commercialisation:** This stage involves launching your product by introducing it to the market, managing distribution channels and executing lunch strategies to maximise reach and sales. This stage also has to do with collecting feedback from customers, analyzing product performance and making improvements based on real-world use.

The Stages of Developing a Product



Learning Tasks

1. Explain the concept of product development
2. Describe the processes involved in developing a product
3. Describe the stages in developing products

Pedagogical Exemplars

1. Talk for Learning

In random/friendship groups, brain-write, think-square-share or brainstorm to explain in own words the concept of product development with specific examples.

E.g., The process of designing, creating and improving a product to meet consumer needs and preferences such as a new recipe, clothing design or innovative packaging

2. Problem-Based Learning

- a. Ask learners to brain-write, think-square-share or brainstorm to explain in own words the concept of product development with specific examples
- b. Ask learners to share their views for whole class discussion.

3. Collaborative Learning

- a. Ask learners in pairs/mixed groups, to read relevant texts, charts, slides, poster/video or surf the internet to identify the key stages of creative product development.
- b. Guide learners to present their findings using different presentation modes.
 - i. Develop the lesson around learner's immediate environment and experiences using everyday practices where different resources are used to encourage active participation of all learners
 - ii. All learners participate in role-play activities, take roles of interest and express ideas in a friendly learning environment.
 - iii. Stress the need for learners to be responsible and accountable in the use of resources

Key Assessments

1. DoK Level 2: Skills of conceptual understanding

Explain the concept of product development in your own words

2. DoK Level 3: Strategic reasoning

With the help of a concept map, describe the stages of product development

FOCAL AREA 2: CREATE A SIMPLE PRODUCT

1. The stages of product creation

These can be applied by following a structured process that helps one to transform an idea or concept into a marketable product. The following are the stages of product creation

- a. **Idea generation:** this first step of conceiving an idea of a new product may come from various sources such as customer feedback, market trends, competitor products, etc. For instance, one may conceive the idea of making quality liquid soap based on the recent proliferation of low-quality ones on the market.
- b. **Product definition:** when accepted, the idea is developed into a product concept by refining it into a tangible concept that spells out the roadmap. For instance, having accepted the idea of making quality liquid soap, one needs to draw a roadmap of how the product should be in terms of thickness, ability to lather, ability to perform multifunctional tasks, etc. One needs to also map up distribution strategies like identifying potential shops that may be interested in selling that product, delivery, etc.
- c. **Prototyping:** one needs to be clearer on the details of the idea. E.g., draft a design of the label, identify quantities of ingredients to be used, methods to employ in production, etc. produce a raw sample and test for basic characteristics which may be a focus group.
- d. **Initial design:** source materials, produce a mockup or prototype of the liquid soap and test it with identified target groups which could be made up of chop bar/ restaurant operators, mechanics, mothers of toddlers, etc. to test how viable and potent it is in foaming, cleaning surfaces and removing stains as well as how soothing it is to the skin

- e. **Validate and test:** check if the whole process from production to marketing is working efficiently using feedback from initial design to produce a product of a higher quality. Give to a target group to validate the quality and ascertain market penetration.
- f. **Production:** Finally produce the liquid soap, packaging and commence the launch while still collecting feedback for improvement.

2. Producing a prototype product using available resources

A prototype is an early version of a product that helps test and validate concepts, features and designs before full scale production. The following is a guide for producing a prototype:

- a. **Define the purpose and requirements of the prototype:** one needs to know the goal of the prototype, that is, whether you are testing functionality, design or user experience. Set specific requirements based on intended use. For instance, if you are prototyping a mobile app, you may need a basic version of the interface and key features but if it's a physical product like a liquid soap, you might need a functional attribute like ability to foam or remove dirt and stains.
- b. **Assess resources available:** This includes the materials, equipment and tools as well as skills you already have. Select inexpensive or less expensive materials and tools for the initial prototype. Procure missing materials and tools if needed
- c. **Sketch the concept:** for physical products, make simple sketches or drawings of the design to give a clearer picture of how the product should look and work. Once the basic idea is clear, create a more detailed design. Use simple available tools like pencils and sketch pads or design software to help bring ideas to life before building the prototype.
- d. Create a plan for production by choosing methods that are in line with your available resources. Also estimate the steps and timelines required to build the prototype and organise these in a logical sequence.
- e. Create the prototype by cutting out all parts, assembling the parts, keeping it simple focusing on the goal which is functionality over perfection
- f. Test and evaluate the prototype by testing if it works as intended, take note of problems and collect feedback from peers, team members, etc.
- g. Refine by adjusting based on feedback. Repeat testing to be sure of satisfaction
- h. Document the process by recording and keeping track of the processes from start to finish including modifications and adjustments made.

Learning Task

In groups, design and create a product prototype.

Pedagogical Exemplars

1. Experiential Learning

- a. Ask learners in groups to visit a place of interest/watch videos, cartoons, charts, pictures or posters depicting different settings in which individuals and families use

resources to design and create a prototype of a product using available materials and resources.

- b. In small groups, organise a practical session to explore how to apply the stages of product development to produce a prototype product.

2. Problem-Based Learning

Learners will work in pairs/groups to brainstorm ideas for a new product in relation to unique food products, clothing items, or household tools *Monitor and provide prompt feedback to guide learners to consider resources available and potential consumers. Provide support to engage all learners in the creative process and encourage teamwork*

3. Project-Based/Collaborative Learning

Learners will work in pairs/small groups, to design a product prototype of their product idea with the aid of papers, markers, basic food ingredients or fabric

Key Assessment

1. DoK Level 3: Strategic reasoning

Explain the basic concepts and stages of product development.

2. DoK Level 4: Extended critical thinking and reasoning

Apply the knowledge of product development to create a simple product using available materials and resources.

Hint



The Recommended Mode of Assessment for Week 12 is End of Semester Examination. Refer to Appendix D for a Table of Specification to guide you to set the questions. Set questions to cover all the indicators covered for at least Weeks 1 to 11

WEEK 13: EVALUATE THE QUALITY OF A DEVELOPED PRODUCT

Learning Indicators

1. *Evaluate the quality, functionality and marketability of the developed prototype products through feedback and revision.*
2. *Revise products based on evaluation and feedback to improve product quality.*

FOCAL AREA 1: EVALUATING DEVELOPED PRODUCTS

By following the steps below, one can effectively evaluate a product at different stages of development and ensure that it meets the desired quality standards, user needs and business goals.

1. Define the importance of evaluating products

- a. Ensures quality and reliability by identifying defects and inconsistencies, enhancing durability and compliance with standards.
- b. Improves customer satisfaction
- c. Drives innovation and continuous improvement
- d. Minimises risks
- e. Competitive advantage
- f. Helps with regulatory compliance
- g. Enhances marketing and sales
- h. Supports post-launch monitoring
- i. Helps to minimise cost

2. Steps involved in evaluating a product

- a. Define the evaluation criteria by identifying key objectives and measurable features that constitute products success.
- b. Conduct market and competitor analysis
- c. Prototype testing (if applicable)
- d. Gather user feedback
- e. Perform functional and performance test
- f. Conduct quality control inspections
- g. Assess aesthetics and design
- h. Analyse cost and efficiency
- i. Test for scalability (if relevant)
- j. Conduct post-launch evaluation
- k. Report findings and make recommendations

Learning Tasks

1. Discuss the importance of evaluating a product
2. Describe the steps involved in evaluating a product

Pedagogical Exemplars

1. Collaborative and Talk for Learning Approaches

In a whole class discussion, ask learners to explain the importance of evaluating products using the **three** key criteria of quality, functionality and marketability. Stress the role of feedback in improving product quality.

2. Project-Based Learning

Learners work in groups to conduct a peer-review session for each group to test another group's product (e.g., tasting food, evaluating designs or packages).

Provide feedback forms with criteria such as creativity, functionality and appeal to assess the quality, functionality and marketability of a developed product.

3. Collaborative and Talk for Learning Approaches

Organise an open forum, for groups to present their previously developed product from the prototype creation activity. And share their reports

Provide evaluation forms for other groups to assess the product based on:

- i. *Quality*
- ii. *Functionality*
- iii. *Marketability, etc.*

Groups provide written and verbal feedback to each other

Record/write a personal reflection on the presentations to build portfolios.

4. Experiential Learning

Ask learners in their groups to use the feedback to identify areas for improvement of a new product to revise a product based on evaluation and feedback.

Key Assessment

1. DoK Level 3: Strategic reasoning

Evaluate the quality, functionality and marketability of the prototype product

2. DoK Level 4: Extended critical thinking and reasoning

Redesign the prototype product based on evaluation feedback to improve the product quality.

FOCAL AREA 2: IMPROVING PRODUCT QUALITY

It is important to note that evaluation feedback plays a vital role in improving product quality by providing insights into product performance, design, and functionality as well as user experience. Evaluation feedback could be used to improve product quality as follows:

4. Identify product weaknesses and areas for improvement: this could be based on customer complaints or usability issues from either customers or team members which could help the producer to improve upon such weaknesses.
5. Evaluation feedback can help a producer to refine product features based on customer suggestions for additional features, observed competitor advantage, performance enhancement, etc.
6. Producers may improve product design and aesthetics because of feedback on design flaws that affect the product's appearance in terms of style, colour scheme, textures, shapes, packaging designs.
7. Evaluation feedback will help to address quality control issues like manufacturing defects, durability concerns, ease in cleaning and maintenance
8. Enhance customer satisfaction and retention by resolving pain points such as frustrating product setup or slow customer support, customised solutions all of which improve customer experience and retention
9. Evaluation feedback helps to refine product testing and validation by pushing producers to improve testing procedures to uncover issues pertaining to products
10. Evaluation feedback help producers to optimise product documentation and support by improving instructional manuals and product information like expiry dates, how to use and care for products, etc. that enhance customer support.
11. It helps to maintain competitive advantage by adapting to customers' changing needs/ trends and allows the product to stay ahead of competitors.
12. It informs product iterations and future versions as it fosters a culture of continual improvement creating the avenue for future versions or models.
13. Evaluation feedback helps to maximise efficiency while minimising cost.

Learning Task

Explain how evaluation feedback could be used to improve the quality of a product.

Pedagogical Exemplars

1. Experiential Learning

- a. Ask learners in pairs/mixed groups to organise a product improvement workshop session to revise products based on evaluation and feedback designed to improve product quality. E.g.,
 - i. Make physical changes if possible: Redesign packaging or adjust product.
 - ii. Update the concept or presentation: Create a new marketing pitch.

iii. Encourage learners to apply feedback and improve product quality, functionality or marketability, etc.

b. Each group explains how they improved their product and what changes were made.

2. Talk for learning /Collaborative learning

In a whole class discussion, explain the impact of evaluation and feedback on improving products.

Providing reflective questions to guide learners, outline the key lessons learned about the importance of quality, functionality and marketability. E.g.,

How did feedback help you improve your product?

What will you do differently in future product development projects?

Key Assessment

1. DoK Level 2: Skills of conceptual understanding

Discuss any three ways evaluation feedback can be used to improve the marketability of a product.

2. DoK Level 3: Strategic reasoning

Evaluate the quality, functionality and marketability of the prototype product

3. DoK Level 4: Extended critical thinking and reasoning

Redesign the prototype product based on evaluation feedback to improve product quality.

Hint



Remember to assign Individual Project Work to learners by the end of this Week. Ensure that the project covers several learning indicators and spans over several weeks. Also, develop a detailed rubric and share with learners.

WEEK 14: SUPPORTING ENTREPRENEURIAL ACTIVITIES

Learning Indicator: *Identify personal and family resources that can support entrepreneurial activities.*

FOCAL AREA: RESOURCES NEEDED TO SET UP A BUSINESS

Setting up a business requires a combination of both individual and family resources which may be classified as follows:

1. Financial resources

- a. Personal savings
- b. Family contributions
- c. Loans and credit
- d. Crowdfunding: platforms like GoFundMe, Kickstarters, Mastercard Foundation, Camfed, etc., help individuals to raise funds for their businesses from a wider community.

2. Legal resources

- a. Business structure/entity. E.g., sole proprietorship, partnership, etc
- b. Family agreements: Are family members involved, their roles, responsibilities and profit entitlements.
- c. Licenses and permits appropriate to your business
- d. Family trusts/ownership agreement to help clarify roles, inheritance and succession plan.

3. Human resources

- a. Staff taking into consideration the resources required for recruitment
- b. Training and development for both family members and employees. Especially important in specialised business operations.
- c. Time and effort: time management i.e., balancing time between personal life and business, support networks like family and friends
- d. Knowledge and expertise: business education, family skills/experience, advisors (could be legal or business)
- e. Support systems: mentorship, peer groups
- f. Emotional and social support: family dynamics like good communication, setting boundaries and handling conflicts with care.

4. Physical resources

- a. Home office/business location
- b. Equipment: Computers, office furniture, inventory tools, communication tools, security gadgets

- c. Storage e.g., Warehouse or an organised home garage.
- 5. Technology e.g. Website, computer software, digital tools, cyber security
- 6. **Marketing and branding**
 - a. Brand identity (a clear business name, logo, messaging that represent your brand)
 - b. Marketing strategy including digital marketing, social media, print ads, etc
- 7. **Product or service resources**
 - a. Suppliers/ manufacturers
 - b. Inventory management (tools to track sales, plan restocking)
 - c. Logistics e.g. Transportation, packaging, or specialised skills

Learning Tasks

1. Identify individual and family resources needed to set up a business
2. Describe how these resources can help set up the business

Pedagogical Exemplars

Collaborative Learning/Talk for Learning

- a. Ask learners in pairs/mixed gender groups, read relevant texts, charts, slides, poster/ video or surf the internet to explain how personal and family resources can support entrepreneurial activities with the aid of a case study of a successful entrepreneur who used personal or family resources to start a business.
- b. Ask learners to share their responses using the panel discussion method. Groups present their findings using different presentation modes such as role-play, videos, drama and concept maps, etc.

Encourage learners to share real-life examples of family businesses they know.

Stress the need for learners to be responsible and accountable in the use of resources.

Key Assessment

1. DoK Level 2: Skills of conceptual understanding

Explain how any **two** resources needed for business can be used to support the success of a business venture.

2. DoK Level 3: Strategic reasoning

Explain how family resources can be used to support the success of a business venture.

Hint



*The recommended assessment mode for week 14 is a **self-assessment**. See the Teacher Assessment Manual and Toolkit pages 72 – 74 for more information on how to conduct self-assessment. Refer to the item under DoK level 4 of the key assessment as an example of a self-assessment task.*

WEEK 15: GROWING A SUCCESSFUL BUSINESS

Learning Indicators

1. *Explain how budgeting and resource allocation affects business success.*
2. *Demonstrate how effective utilisation of family resources can contribute to entrepreneurial success.*

FOCAL AREA 1: THE IMPACT OF BUDGETING ON BUSINESS SUCCESS

1. The concept of budgeting.
 - a. Budgeting is a process of creating a plan to manage income and expenses over a specified period
 - b. A budget, also called a spending plan, is a plan for future expenditure that helps individuals and families to achieve set goals.
 - c. A budget typically includes
 - i. Income: that is the total amount of money earned such as salary, interest on savings, dividends from investments, etc.
 - ii. Expenses: fixed expenses (rent, utility bills, etc.) and variable expenses (groceries, clothing, entertainment, etc.)
 - iii. Savings and goals: allocating a portion of income to savings, investments or specific financial goals.
 - iv. Time frame: a month or year
 - d. The goal of budgeting is to have financial control, avoid debt and save some money for the future.
 - e. Budgeting helps to:
 - i. Track spending habits to eliminate wasteful spending.
 - ii. Adjust to unexpected financial challenges
 - iii. Achieve long term goals through regular savings, etc.
2. Effects of resource allocation on business success.
 - a. Resource allocation is a strategic distribution of resources across various projects and tasks.
 - b. Effective resource allocation will
 - i. Ensure efficient utilisation by aligning with organisational goals.
 - ii. Maximise productivity.
 - iii. Enhance financial management.
 - iv. Support adaptability and growth.
 - v. Improve project outcomes.

- c. Poor resource management can threaten the viability of a business as it can lead to:
 - i. Increased debt
 - ii. Problems with cash flow
 - iii. Bankruptcy or insolvency
 - iv. Lost opportunities
- v. Damaged reputation
 - vi. Decline in operational efficiency
 - vii. Low morale and productivity
 - viii. Regulatory penalties

Learning Tasks

1. Outline the components of a budget.
2. Discuss the effect of resource allocation on the success of a business.

Pedagogical Exemplars

1. Talk for Learning

- a. Ask learners in pairs to brainstorm the concept of budgeting and how budgeting ensures financial stability and business success
- b. Ask learners to share their views for whole class discussion.

2. Experiential Learning

- a. Guide learners to visit a place of interest/watch videos, cartoons, charts, pictures or posters and discuss how individuals and families apply budgeting and resource allocation skills to real-life scenarios.
- b. Ask learners to share their reports for whole class discussion.

3. Problem-based Learning

- a. Ask learners in pairs/mixed groups to identify the importance of effective resource allocation.
- b. Ask learners to share their views for whole class discussion using varied presentation modes

4. Collaborative and Talk for Learning Approaches

Ask learners in mixed groups, use talking points to analyse the consequences of poor financial and resource management

Key Assessment

1. DoK Level 2: Skills of conceptual understanding

- a. Define the terms “budgeting” and “effective resource” allocation in your own words.
- b. Describe what information is typically included in a budget.

2. DoK Level 3: Strategic reasoning

Explain how budgeting and resource allocation affect the success of a business

FOCAL AREA 2: UTILISING FAMILY RESOURCES IN ENTREPRENEURIAL SUCCESS

Family resources may contribute to the success of an entrepreneurial venture in the following ways:

1. Financial support: as seed money or capital/ as risk buffer
2. Emotional and psychological support: encouragement and motivation, stress reduction
3. Skills and knowledge: transferable skills, mentorship
4. Networking and connections: professional networks, business partners
5. Time and labour: shared workload, support during emergencies
6. Social capital: trust and loyalty
7. Business continuity: general involvement

Importance of utilising family resources in entrepreneurship

Family resources can significantly impact an entrepreneur's ability to start, sustain and grow a business. Even though there can be challenges associated with using family resources, the positive implication outweighs the possible setbacks. Some important reasons for using family resources for entrepreneurial ventures:

1. **Access to initial capital**
 - a. **Startup funding:** securing sufficient capital to start a business is one of the most difficult hurdles to jump when about setting up a business. This hurdle is eased when family resources such as personal savings or investments are used to support the entrepreneur. This is very necessary to kick-start a business as it is mostly very difficult to secure startup funds.
 - b. **Less complex/stringent term:** capital from family members have more flexible terms of repayment and sometimes interest-free easing the financial pressure on the entrepreneur.
2. **Emotional support and motivation:** A family can provide motivation and encouragement that can help an entrepreneur to maintain emotional stability during challenging moments especially at the startup stage.
3. **Skills and expertise**
 - a. Transferable skills like marketing, accounting or technical expertise are essential skills family members can render to the entrepreneur to help manage varying aspects of the business.
 - b. **Mentorship:** experienced family members can offer valuable advice, guidance and even share personal and business experiences to make the entrepreneur successful.

4. Networking and connections

- a. **Professional networks:** the entrepreneur can make use of established family networks among whom may be clients, suppliers or even partners. These help to open doors that would otherwise take years to open.
 - b. **Business partnerships:** family connections can open avenues for collaboration for both local and international partnerships.
5. **Time and labour:** Family members can also contribute their time and energy/effort in various operational forms which can reduce the burden of increased employee rate which increases business expenditure.
 6. **Social capital:** This has to do with loyalty and trust as family members typically have a sense of trust and loyalty towards one another which translates into stronger business relationships that leads to business success.
 7. **Business continuity:** With the involvement of family members, a business stands a higher chance of continuity and long-term success as they are likely to preserve the values and legacy of the business.

Learning Tasks

Discuss the importance of using family resources in entrepreneurship.

Pedagogical exemplars

1. Project-Based Learning

- a. Ask learners in mixed groups to analyse case studies of successful entrepreneurs to
 - Discuss how family resources contribute to entrepreneur success.
 - Identify successful entrepreneurs who utilised family resources
 - Discuss the importance of utilising family resources in entrepreneurship
- b. Guide learners to present their findings using the panel discussion method

2. Collaborative and Talk for Learning approaches

- a. In pairs and groups discuss the challenges of using family resources. E.g.,
 - Conflict: Personal disagreements may interfere with business decisions.
 - Dependency: Over-reliance on family support may limit external growth opportunities.
 - Lack of professionalism: Mixing personal and professional roles may affect the business, etc.

3. Experiential Learning

- a. Role-play to showcase how to start a business using family resources in opening a bakery or tailoring shop, etc.
- b. Provide case studies of local and foreign successful entrepreneurs who utilised family resources effectively.

- c. Monitor participation during group discussions and activities to provide support where necessary.

Key Assessment

1. DoK Level 3: Strategic reasoning

Demonstrate how effective utilisation of family resources can contribute to entrepreneurial success

2. DoK Level 4: Extended critical thinking and reasoning

Create and evaluate a budget plan for a school-based business.

Hint



The recommended assessment mode for this week, week 15 is **demonstration**. See the Teacher Assessment Manual and Toolkit pages 49 – 52 for more information on how to conduct demonstration. Refer to the task under DoK level 3 of the key assessment for an example of demonstration task.

WEEK 16: SETTING UP A BUSINESS

Learning Indicator: *Develop practical strategies for starting a business with family support.*

FOCAL AREA: STRATEGIES FOR STARTING A BUSINESS

1. Identify a profitable business idea, this can be done by
 - a. **Trying to solve a problem:** Identifying and looking for solutions to problems can spark a business idea. For example, in an attempt to deal with the filth created by sachet bags, many companies such as zoom Lion, etc. who are into waste management and recycling have sprung up and are succeeding.
 - b. **Market research:** Conduct market research to identify customer needs, competitors' shortfalls and industrial trends. This can also help to identify an idea or assess the viability of an identified idea
 - c. **Validate the idea:** Communicate with potential customers, conduct surveys or start with a minimum viable product (MVP).
 - d. **Create a business plan;** by creating a business plan, you will be able to
 - i. Define your vision and mission
 - ii. Identify your niche or target audience
 - iii. Set financial goals
 - e. Create an action plan which is a plan that breaks down your goals into achievable bits, and outlines steps and timelines to achieve them.
2. Choose the right legal structure such as
 - a. **Sole proprietorship:** the simplest form of business ownership, here, the business owner is the sole or only owner of the business therefore solely responsible for all liabilities and benefits.
 - b. **Partnership:** business owned by two or more people therefore liabilities, responsibilities and ownership are shared.
 - c. **Limited liability Company (LLC):** offers personal liability protection while allowing flexibility in management.
 - d. **Corporation:** more complex structure suitable for businesses looking to scale up and attract investors
3. Secure funding
 - a. Personal savings
 - b. Family and friends
 - c. Business loans from banks or financial institutions
 - d. Venture capital/angel investors who provide capital in exchange for equity
 - e. Crowdfunding platforms that allow a businessman to raise funds by presenting business ideas to a broad audience.

4. Register the business by selecting a business name, logo, then registering to obtain a business permit.
5. Set up your finances by opening a business account with a bank, implementing an accounting system to track income, expenditure and taxes
6. Develop your brand and market your business
7. Launch and iterate your product or service
8. Build a team by hiring competent people who share your vision and provide an enabling environment that encourages collaboration, innovation and productivity.

Learning Tasks

1. Identify the steps involved in setting up a business.
2. Discuss the process of starting a business.
3. Develop a business plan.

Pedagogical Exemplars

1. Talk for Learning/ Collaborative Learning

- a. Learners work in pairs to think-pair-share to identify practical strategies for utilising family resources effectively.
- b. Ask learners to share their answers for a whole class discussion.

2. Experiential Learning/ Project-Based Learning

- a. Guide learners in groups to develop and present a simple business plan using family resource.
- b. Ask learners to present their plan for a class discussion.
- c. Encourage teamwork, collaboration and tolerance

3. Experiential Learning/ Project-Based Learning

- a. Organise a role-play session on how to apply communication and problem-solving skills to manage conflicts in family-supported businesses
- b. Create a scenario where learners simulate starting a business with family support. Assign roles such as entrepreneur, family financier, marketer and advisor.

Key Assessment

1. DoK Level 2: Skills of conceptual understanding

Describe the strategies needed to start a business

2. DoK Level 3: Strategic reasoning

Explain the main ways in which the family can provide support for a new business to succeed

3. DoK Level 4: Extended critical thinking and reasoning

Develop a business plan for starting a business with family support

Hint

The recommended assessment mode for this focal area of Week 16 is **simulation**. Refer the Teacher Assessment Manual and Toolkit pages 54 – 57 for more information on how to conduct simulation. Refer to the task under DoK level 3 of the key assessment for an example of simulation task.

SECTION 3 REVIEW

The section ensures learners' ability to identify business ideas and opportunities that help to solve basic individual and societal problems by creating products from resources found in their environment. The section integrates research and experimentation that give learners' hands-on experiences making it more learner-centred and practical as well as interesting.



APPENDIX D: Structure and Table of Specifications of End of First Semester Examination

Nature

1. *Cover content from weeks 1-11 Taking into consideration Depth of Knowledge (DOK) levels.*
2. *Resources:*
3. *Answer booklets*
4. *Learner Material*
5. *Teacher Manual*
6. *The test should include*
 - a. *Multiple Choice Questions – 40 questions*
 - b. *Essay – 5 Questions, Answer any three questions*
 - c. *Case Study – 1 Compulsory Question*
7. *Time: MCQs 45 minutes; Essay: 1hour*
8. *Total Score: 40 marks to be scaled down to 20 marks for submission.*

Task example

Which scenario **best** shows the difference between consensus and authoritative decision-making?

- A. *Family agrees on a vacation spot together.*
- B. *Family votes on weekend activities.*
- C. *Leader chooses a new car after research.*
- D. *One parent picks a restaurant alone.*

Table of Specification for End of First Semester Examination

weeks	Focal Area(s)	Type of Questions	DoK Levels				Total
			1	2	3	4	
1	Classify resources available to families into various categories	Multiple choice	1	2	1	–	4
		Essay	–	1	–	–	1
2	Discuss the characteristics of resources and their implication to management.						
		Multiple choice	1	1	1	–	3
		Essay	–	–	1	–	1

3	<i>Analyse ways individuals and families can develop and utilise their resources</i>	Multiple Choice	1	1	1	–	3
		Essay	–	–	–	–	–
4	<i>Identify how management processes can promote resources utilisation</i>	Multiple Choice	1	2	–	–	3
		Essay	–	–	1	–	1
5	<i>Discuss the characteristics of resources and their implication to management</i>	Multiple Choice	1	2	–	–	3
		Essay	–	–	–	–	–
6	<i>Evaluate how to apply management processes in resource management to achieve individual, family and community goals</i>	Multiple Choice	1	2	–	–	3
		Essay	–	–	–	–	1
7	<i>Discuss how to apply decision making principles and skills to make quality decisions.</i>	Multiple Choice	2	1	–	–	3
		Essay	–	–	–	–	–
8	<i>Compare the types of decision-making processes individuals and families employ</i>	Multiple Choice	1	1	1	–	4
		Essay	–	–	1	–	1
9	<i>Compare the types of decision-making processes individuals and families employ</i>	Multiple Choice	2	1	1	–	4
		Essay	–	–	–	–	–
		Case Study	–	–	–	–	–
10	<i>Exhibit the ability to make personal and family decisions to enhance the quality of life</i>	Multiple Choice	1	2	1	–	3
		Essay	–	–	1	–	1
11	<i>Explain the concept of communication in family decision making to improve the quality of life.</i>	Multiple Choice	1	2	1	–	4
		Essay	–	–	–	–	–
12	<i>2. Apply knowledge of product development to create a simple product using available materials and resources</i>	Multiple Choice	1	2	1	–	4
		Essay	–	–	1	–	1
		Case Study	–	–	1	–	–
			14	20	14	–	48



APPENDIX E: Individual Project Work

Project Task

As a family life consultant, design a family life improvement plan for a family facing a specified family life challenge. You are required to make a presentation of your designed plan.

Criteria	Excellent – 5 marks	Very good – 4 marks	Good – 3 marks	Satisfactory – 2 marks	Needs improvement
Clarity of Goals	Goals are specific, measurable, and actionable. There clear steps and timelines established. Family understands and is committed.	Goals are specific, measurable, and actionable. There clear steps and timelines established. Family understands and but show no commitment.	Goals are specific, measurable, and actionable. There clear steps and timelines established. Family understands and but show no commitment.	Goals are specific, measurable, and actionable. There clear steps and timelines established. Family understands and but show no commitment.	Goals are specific, measurable, and actionable. There clear steps and timelines established. Family understands and but show no commitment.
Implementation of Plan	Fully executed with active participation. Clear roles and responsibilities. Adhering to timelines.	Fully executed with active participation. Clear roles and responsibilities. But not adhering to timelines.	Fully executed with active participation. With no clear roles and responsibilities and no adherence to timelines.	Fully executed with active participation. With no clear roles and responsibilities and no adherence to timelines.	Fully executed with no active participation. With no clear roles and responsibilities and no adherence to timelines.
Communication skills	Exhibit any 5 of these; Audible voice, keeping eye contact, paying attention to audience, use of gestures, presenting without script	Exhibit any 4 of these; Audible voice, keeping eye contact, paying attention to audience, use of gestures, presenting without script	Exhibit any 3 of these; Audible voice, keeping eye contact, paying attention to audience, use of gestures, presenting without script	Exhibit any 2 of these; Audible voice, keeping eye contact, paying attention to audience, use of gestures, presenting without script	Exhibit any 1 of these; Audible voice, keeping eye contact, paying attention to audience, use of gestures, presenting without script

Total marks =15 marks

SECTION 4: HOUSING AND HOME FURNISHING

Strand: Family and Social Relationships

Sub-Strand: Responsible Family and Social Living

Learning Outcomes

1. Apply the knowledge, understanding and skills to select, design, acquire and provide housing to meet the needs of individuals and families.
2. Apply the knowledge, values, principles and skills of home furnishing to create comfortable, friendly and improved home settings to meet individual and family needs

Content Standard

1. Demonstrate knowledge and understanding of housing and explore housing practices in rural and urban communities.
2. Demonstrate knowledge, understanding and application of skills in furnishing the home to meet individual and family needs.

Hint



The mid-semester examination will be conducted in Week 18. Refer to Appendix F at the end of this section for the structure and the table of specification to guide the setting of the questions. Set questions to cover all the indicators covered from weeks 13 to 17.

INTRODUCTION AND SECTION SUMMARY

Housing is a fundamental need that greatly influences the well-being and quality of life of an individual or a family. Proper housing provides shelter, security and a conducive environment for family members to live, learn and grow. Acquiring a house, home improvement and furnishings are key areas addressed in this section. Home improvement involves making changes to the home to enhance its functionality, comfort and aesthetic appeal. Home furnishing involves selecting and arranging furniture and accessories to create a comfortable, functional and aesthetically pleasing living space. Learners will be able to understand the concept of housing, ways of acquiring a house, the concept of home improvement, the furnishings used for home improvement and the skills of furnishing the home to address individual and family housing needs.

Weeks covered by this section include:

Week 17: Housing the Family

Week 18: Home Improvement

Week 19: Furnishing the Home for Comfort in Different Settings

SUMMARY OF PEDAGOGICAL EXEMPLARS

This section employs a variety of pedagogical exemplars that are learner-centred, making the lesson delivery learner focused. A few of the pedagogical exemplars used in this section include talk for learning approaches, collaborative approaches, structured talk for learning, experiential learning, group work, to mention but a few. The teacher is expected to explore and apply other pedagogical exemplars suitable for each focal area within the section and not to limit themselves to only the pedagogies mentioned in the section. The teacher should create a link between the pedagogical exemplars, the assessment strategies captured in the Teacher Assessment Manual Toolkit (TAMT, NaCCA 2023), which feed into the requirement of the Internal Assessment and Transcript System. The teacher is encouraged to incorporate cross-cutting issues such as GESI, SEN, SEL, the 21st Century skills, Core National Values and ICT in the lesson delivery, to make it more interactive, inclusive and learner-centred.

ASSESSMENT SUMMARY

This section encourages teachers to implement varying effective assessment strategies to assess learners under each focal area. The assessment should ensure that learners grasp key theoretical concepts in each focal area and be able to apply their knowledge practically to address individual and family housing needs. The assessment should target learners' levels of Depth of Knowledge (DoK) as outlined in this manual and SHS/SHTS/STEM Curriculum. The teacher should vary the assessment strategies to cater for different learners' needs. Again, several assessment strategies are captured in the Teacher Assessment Manual Toolkits (TAMT, NaCCA 2023), on how to use the assessment strategies effectively. The teacher should also make use of the Internal Assessment and Transcript System (IATS, NaCCA 2023), to guide them in the forms and structure of assessment in line with the transcript system in assessing learners.

Recordable Assessments for this Section are Individual Class Assessment to be conducted from week 18.

WEEK 17: HOUSING THE FAMILY

Learning Indicators

1. *Explain the concept of housing and its implication to healthy family living.*
2. *Discuss ways individuals and families can acquire houses in diverse contexts.*

FOCAL AREA 1: BASIC CONCEPTS IN HOUSING

1. Definitions

- a. **A House:** A structure or building designed primarily for human habitation. It provides shelter and a place for people to live, sleep, eat and perform various daily activities.
- b. **A Home:** A place or environment in which people share space and household items and live-in comfort, satisfaction and a sense of belonging. A home provides not only shelter but also emotional and psychological significance, often associated with personal identity, family and stability.
- c. **Housing:** Housing refers to the provision and arrangement of buildings or structures designed for people to live in. It encompasses not only the physical buildings themselves but also the broader system of planning, constructing, maintaining and managing residential environments. Housing can come in different forms of residential buildings such as single-family homes, apartments, condominiums, townhouses and multi-family residences.

2. Examine the housing needs of families

Housing fulfils some important needs of individuals and families including physical housing needs, psychological/emotional housing needs and social housing needs.

- a. **Physical Housing Needs:** Housing meets the physical needs of the individual or family through the provision of the things our bodies need for survival such as shelter, food, sleep, clothing, safe environment for eating, resting or sleeping, storing possessions, protection against the weather and external dangers
- b. **Psychological or Emotional Housing Needs:** These are the needs related to our thoughts and feelings in relation to housing. They include the need to feel a sense of identity, expressing oneself, to feel loved and accepted and the feelings of emotional and mental security, belongingness, affection and privacy
- c. **Social Housing Needs:** The home creates an opportunity for the occupants to interact, develop and share their social needs and aspirations. These interactions could be among spouses, siblings, children and even members of the neighbourhood. Social habits, considerations and co-operation, socialisation among members of the family are formed in the home and neighbourhood. This provides a nurturing environment from childhood through to adulthood.
- d. **Economic Housing Needs:** The economic housing needs of a family revolve around ensuring that housing is affordable, sustainable and conducive to the family's financial stability. Addressing these needs involves various factors such as affordability, proximity to employment, access to education and training, energy efficiency and

utility cost, maintenance and upkeep etc., that help maintain a balance between housing expenses and the family's overall financial health.

3. Housing challenges among families

- a. **Physical Challenges:** These can include inadequate space, lack of social amenities (poor water supply system, insanitary waste disposal, lack of access roads, overcrowding) could have a negative impact on housing to individuals and the family. Again, overcrowded living conditions can result from a shortage of affordable housing, leading to multiple families sharing small spaces, which affects privacy and living quality.
- b. **Health Challenges:** The health of individuals, family and the neighbourhood could be affected negatively depending on the housing structure. Substandard housing can expose residents to environmental hazards such as asbestos and poor air quality, which can cause serious health issues, particularly for children and the elderly. Homes without access to green spaces or recreational areas can affect physical and mental health, limiting opportunities for exercise and relaxation.
- c. **Natural Challenges:** Homes in areas prone to extreme weather events (e.g., hurricanes, floods, wildfires) face higher risks of damage and loss, leading to displacement and financial hardship. Inadequate heating or cooling systems can make homes uncomfortable or even uninhabitable during extreme temperatures, affecting health and safety.
- d. **Social Challenges:** Inadequate social amenities are a serious housing challenge facing most individuals and families especially in Ghana. Economic inequality can limit access to affordable housing, with lower-income families often relegated to poorer quality homes in less desirable areas. Lack of access to employment can exacerbate housing challenges, as families struggle to afford rent or mortgage payments.

4. Discuss the factors that influence house choices

- a. **Money available:** The amount of money a family has, including savings and financing options like mortgages, determines the price range of houses they can consider. Access to loans, interest rates and down payment requirements influence how much a family can afford to spend on a house. A family with little income has less to spend on acquiring a house and vice versa.
- b. **Availability of the type of house individuals require:** Different families have different house preferences, such as single-family homes, apartments, townhouses, or condos. The availability of these types in the desired area influences the individual or family choice. The availability of houses with specific features (e.g., number of bedrooms, bathrooms, yard space, garage) and layout that match the family's preferences and requirements is crucial.
- c. **Location:** Families often prioritise homes that are conveniently located near workplaces, schools and essential services to reduce commute times and increase convenience. Again, proximity to amenities like supermarkets, healthcare facilities, parks and recreational centres is a significant factor in choosing the location of a house. The safety of the area, including low crime rates and good security measures, greatly influences the desirability of a location.

- d. **Size of the family neighbourhood:** Larger families need more bedrooms to ensure that all members have adequate space and privacy. Sufficient common areas such as living rooms, dining rooms and outdoor spaces including adequate storage for belongings are important for family activities and gatherings. A neighbourhood with a strong sense of community, friendly behaviour and active local organisations including parks, playgrounds, sports facilities can be more attractive to families. The quality and reputation of local schools play a significant role, especially for families with children.
- e. **Family values or taste:** Proximity to cultural and religious institutions that align with the family's beliefs and practices can be important. The architectural style, design and overall aesthetics of the house must match the family's taste and preferences to influence them to choose the house. The house and neighbourhood should support the family's lifestyle, whether it includes outdoor activities, social gatherings, or a need for quiet and privacy.

Learning Tasks

1. Discuss the different types of houses.
2. Discuss ways of acquiring a house.
3. Examine the housing needs of families.

Pedagogical Exemplars

1. Collaborative and initiating talk/talk for learning approaches

- a. Ask learners in groups to think-pair-share the concept of housing, giving specific examples in their families or community.

2. Structured talk for learning

- a. Guide learners in mixed ability groups, through video presentation or the use of charts/posters on different types of houses, to discuss the different types of houses they might have observed or known.

3. Experiential learning

- a. Ask learners in groups to do a community walk or visit, to observe the unique features of various houses in the community prior to the lesson delivery day and share their views on the lesson day.
- b. Present a video on different settings of housing in the community to learners, to observe, identify and share the unique features of various houses of families in the community.

4. Group work/talk for learning approaches

- a. Guide learners to use the pyramid or the onion ring discussion methods, to examine the housing needs of families.
- b. Ask learners in mixed groups to discuss the factors that influence the choice of a house.

Key Assessment Levels

1. DoK Level 2: Skills of conceptual understanding

- a. Define a house, home and housing
- b. Explain how the housing needs of families influence their house choices

2. DoK Level 3: Strategic reasoning

- a. In your various groupings, visit your communities and conduct research on the challenges families face in the choice of a house
- b. Propose the best affordable solutions in addressing these challenges justifying your choice of solutions for each challenge identified.
- c. Prepare and present a report in class for discussions.

FOCAL AREA 2: EXPLORE WAYS OF ACQUIRING A HOUSE

1. Discuss the different types of houses

- a. **Courtyard/Compound house:** This features a central open space or courtyard, surrounded by rooms or buildings. This design is traditional in many cultures and provides ventilation, light and a private outdoor area within the home. It is particularly suitable for hot climates as it helps keep the indoor space cooler.
 - i. Mud houses: Made from clay, mud and straw, common in rural areas.
 - ii. Thatched houses: Have roofs made of dried grass, palm leaves or reeds.
 - iii. Wooden houses: Made from timber or logs, common in forested areas, etc.
- b. **Modern Houses:** Built using concrete, bricks, steel and glass, offering durability and modern amenities. These include:
 - i. Detached house: This is a stand-alone structure that does not share walls with any other building. It offers maximum privacy and often comes with larger gardens or yards. These houses provide more flexibility in design and modification but are typically more expensive to build and maintain.
 - ii. Semi-detached houses: These consist of two units sharing a common wall. Each unit has its own entrance and garden or yard space. This type of housing is a compromise between detached houses and terraced houses, offering some degree of privacy and space while being more affordable than detached houses.
 - iii. Terraced houses: These are also known as row houses. They are a series of identical or mirror-image houses sharing side walls. They are typically found in urban areas and provide a cost-effective way to accommodate more people in a limited space. Terraced houses often have small front and back gardens or yards.
 - iv. Storey building: These are multi-level structures with one or more floors on top of the other. They can vary in height from two-storey houses to high-rise buildings. Storey buildings maximise the use of land and are common in both residential and commercial architectural areas. They can accommodate multiple families or businesses within the same footprint.

- v. **Block of flats:** This refers to a large building divided into separate residences, known as flats or apartments. Each flat is self-contained, with its own living spaces, kitchen and bathroom. This type of housing is common in urban areas, offering affordable living spaces for many families.
- vi. **Apartments:** These are individual living units within a larger building, like flats. They can vary in size from studios to multi-bedroom units. Apartments are popular in cities due to their efficient use of space and the amenities often provided, such as security, maintenance and recreational facilities.
- vii. **Bungalows:** These are single-storey houses, often with a simple and practical design. They are ideal for people who prefer living on one level, making them accessible and easy to maintain. Bungalows usually come with larger plots of land, offering ample outdoor space. Each type of house has its own unique features, advantages and disadvantages, catering to different preferences, budgets and lifestyles.
- viii. **Mansions:** Large, luxurious houses with multiple rooms and amenities.
- ix. **Duplex houses:** Two separate living units under the same roof, etc.
- c. **Temporary and special houses:** Short-term or purpose-built structures for specific needs.
 - i. **Tents:** Made of fabric or plastic, used for camping or emergencies.
 - ii. **Caravans/Mobile homes:** Houses built on wheels for travel or temporary housing.
 - iii. **Containers homes:** Made from repurposed shipping containers, etc.

2. Discuss ways of acquiring a house

- a. **Renting:** This involves paying a landlord a regular fee (monthly, quarterly, or yearly) to live in a house or apartment. This option provides flexibility, especially for those who may need to move frequently for work or other reasons. Renters are not responsible for major repairs or maintenance, as these are typically handled by the landlord. However, renting does not build equity and renters must adhere to the terms set by the landlord or property management.
- b. **Buying:** This means purchasing property outright, either by paying the full amount upfront or through a mortgage loan. Homeownership offers stability and the opportunity to build equity over time. Owners can modify their property as they wish and potentially benefit from the property's appreciation in value. However, buying a house requires significant financial commitment, including a down payment, mortgage payments, property taxes, insurance and maintenance costs.
- c. **Building:** Building involves constructing a new home on a plot of land. This option allows customisation to meet specific needs and preferences. Building can be more expensive and time-consuming than buying an existing home, but it ensures that the house is designed exactly as desired. Challenges include finding suitable land, dealing with contractors, adhering to local building codes and managing the construction timeline and budget.
- d. **Inheriting:** This occurs when property is passed down from a family member or relative, usually through a will or estate. This can be a cost-effective way to acquire a home, often with little to no financial outlay. However, inherited properties may come

with their own challenges, such as outstanding mortgages, the need for renovations, or emotional attachments. It's also important to handle the legal and tax implications of inheritance.

- e. **A gift/award:** This happens through various means, such as a generous family member, friend, employer, or organisation recognising someone's contributions or achievements. This method of acquiring a house involves no financial burden for the recipient, but it may come with certain conditions or expectations. Legal and tax considerations should be considered, as large gifts can have tax implications. Each method of acquiring a house has its own benefits and challenges and the best option depends on an individual's financial situation, long-term plans and personal preferences.

Learning Tasks

1. Discuss different types of houses
2. Discuss ways of acquiring a house

Pedagogical Exemplars

1. Group Work/Talk for Learning Approaches

- a. Guide learners in mixed groups, to think -pair-share the various ways of acquiring a house.
- b. Ask learners to present their findings for a whole class discussion. Provide support and prompt feedback to all learners.

2. Experiential Learning

- a. Task learners in their various groups to conduct interviews with people in their communities on how they acquired their houses.
- b. Produce a report for class presentation and further discussion.

Key Assessment

1. DoK Level 2 Skills of conceptual understanding

- a. Provide a list of houses with a description of each one and ask learners to link the description with the correct type of house e.g. A bungalow, a small house or cottage that is single-story.

2. DoK Level 3 Strategic reasoning

Case Study

Mr Majeed, a Municipal Health Director and his wife Alima, have four children made up of three boys and one girl. The three boys; Ali (18 years), Jamal (16 years) and Fuseini (14 years) are still in SHS and JHS. The youngest child, Fati (12 years) is in primary six. The family was initially living in Sayoo, a village closer to Walewale. Mr Majeed has been transferred to the headquarters in Accra.

- a. Produce a list of requirements for a house that Mr Majeed would like to acquire for his family in Accra and how he can acquire such a house.

- b. Justify your reasons for the selection of the housing requirements you have identified for Mr Majeed.

Hint



- The recommended assessment mode for this focal area of week 17 is **discussion**. See the Teacher Assessment Manual and Toolkit pages 52 – 54 for more information on how to conduct discussion. Refer to the task under DoK level 3 of the key assessment for an example of discussion task.
- Remember learners are to submit their individual project work this week. Score and submit the score to the **STP**

WEEK 18: HOME IMPROVEMENT

Learning Indicators

1. *Explain the concept of home improvement and its relevance to responsible family and social living.*
2. *Identify the soft and hard furnishes used for home improvement.*

FOCAL AREA 1: THE CONCEPT OF HOME IMPROVEMENT

1. What is home improvement?

Home improvement refers to the process of making changes or additions to one's home to enhance its aesthetics, functionality, comfort and overall value. These changes can range from minor repairs and cosmetic updates to major renovations and structural alterations. Home improvement projects can be undertaken by homeowners themselves or by hiring professionals.

2. What is required for home improvement?

Home improvement requires careful planning, resources and execution. Here are the key elements required for successful home improvement:

- a. **Planning and Design:** Determines the areas of the home that need improvement and defines the purpose of the improvement (e.g., increasing space, updating style, enhancing functionality). Establish a realistic budget and allocate funds for materials, labour, and unexpected expenses. Create a design plan or hire a professional designer and consider the layout, style and overall aesthetic. Checking the local building codes and obtaining the necessary permits to ensure compliance with safety and zoning regulations.
- b. **Materials and Supplies:** This determines the quality and appropriate materials to be used which includes choosing durable and high-quality materials for longevity and selecting materials that fit the desired style and functionality. Ensuring access to necessary tools (e.g., hammers, drills, saws, etc) and consider renting specialised equipment if needed. You can decide whether to do the work yourself or hire professionals. On complex tasks, such as electrical or plumbing work, hiring licensed professionals is recommended. You may hire reputable contractors, builders, or specialists for specific tasks. You can also get multiple quotes and check references before hiring.
- c. **Execution and Project Management:** Develop a timeline for the project and schedule tasks in a logical sequence to avoid delays. Monitor progress and manage the workflow. You can also address any issues or changes that arise promptly. Remember to inspect work regularly to ensure it meets standards and make necessary adjustments or corrections as needed.
- d. **Finishing and Detailing:** Apply final touches such as painting, staining or sealing. Also install fixtures, fittings and hardware. Clean up the work area and remove debris. Organise and set up the space for use.

- e. **Safety and Maintenance:** Implement safety precautions during the project. Ensure proper ventilation and use protective gear. Develop a maintenance plan to keep the improvements in good condition. Schedule regular inspections and repairs as needed.
- f. **Documentation and Warranties:** Maintain records of all work done, including contracts, receipts and permits. Document changes and updates made during the project. Ensure warranties for materials and workmanship are in place. Understand the terms and conditions of warranties.
- g. **Post-Improvement Evaluation:** Assess the completed project to ensure it meets goals and expectations. Gather feedback from household members and address any concerns. Consider future improvements or adjustments based on the current project's success. Plan for ongoing enhancements and upgrades to maintain the home's value and comfort.

3. Describe the reasons for carrying out home improvements.

- a. **Health:** Home improvements can significantly impact the health and well-being of occupants. Firstly, it improves air quality. Installing air purifiers and ventilation systems can reduce allergens, pollutants and toxins. Also using non-toxic, eco-friendly building materials and paints can minimise exposure to harmful chemicals. It can improve safety by installing smoke detectors, carbon monoxide detectors and fire extinguishers which can help reduce safety risks.
- b. **Decoration:** These home improvements focus on enhancing the aesthetic appeal of a home, making it more visually pleasing and comfortable. Decoration includes repainting walls, adding wallpaper, or installing new flooring to refresh the look of a living space. It also involves replacing outdated fixtures and fittings with modern designs. It also includes enhancing the atmosphere, improving layout and personalisation.
- c. **Storage:** Improving storage solutions can greatly enhance the functionality and organisation of a home, making it more efficient and clutter-free. When family size increases more space and storage is required. Improved house storage involves maximising space, decluttering and enhancing accessibility.
- d. **Sleep:** Home improvements aimed at enhancing sleep can lead to better rest and overall well-being. Upgrading to a high-quality mattress and bedding will ensure a comfortable sleeping surface. Adding blackout curtains or blinds to block out light and create a dark sleeping environment will improve the sleeping environment for the individual or family.

Learning Tasks

1. Describe the concept of home improvement
2. Describe the reasons for carrying out home improvements

Pedagogical Exemplars

1. Collaborative and talk for learning approaches

- a. Put learners in mixed ability groups to use brainstorm/mingling to explain the concept of home improvement.

- b. Task learners in mixed groups to use think-pair-share/ brainstorming/mingling, to explore the importance of home improvement.
- c. Task learners in mixed groups to use think-pair-share/ brainstorming/mingling, to describe ways in which home improvements could be carried out.

Key Assessment Levels

1. DoK Level 2 Skills of conceptual understanding

- a. Define the concept of home improvement
- b. Describe the reasons for carrying out home improvements

2. DoK Level 3 Strategic reasoning

Describe the key elements required for carrying out home improvements

FOCAL AREA 2: THE FURNISHES USED FOR HOME IMPROVEMENT

1. Local and modern furnishes used in the home

- a. **Local furnishes used in homes:** Traditional mats (raffia or straw mats) are commonly used as floor coverings or for sleeping which are made from natural fibres such as raffia or straw. Wooden stools and benches which are hand-carved and made from local timber. They are often used in living areas and kitchens. Hand-woven baskets are often used for storage and decoration and are made from materials like cane, straw and reeds. Clay pots are used for cooking and water storage which keep water cool naturally. Calabashes are used as bowls, cups and decorative items which are made from dried gourd shells. Kente and other traditional fabrics are used as wall hangings, tablecloths, and bedspreads which are hand-woven with vibrant patterns. The Adinkra symbols and art are used in decorations, carvings and fabrics which represent various cultural meanings and values.
- b. **Modern furnishings:** These include sofas and armchairs which are made from materials like leather, fabric and synthetic fibres and are designed for comfort and style in living areas. Coffee tables and side tables are made from wood, glass or metal used in living rooms for functionality and decoration. Entertainment units are designed to hold televisions, audio systems and other electronics and are often made from wood, metal or glass. Dining tables and chairs are made from various materials including wood, metal and plastic and are designed for dining areas. Modular kitchen cabinets are made from materials like plywood and laminates and are designed for efficient storage and modern aesthetics. Bed frames and mattresses are made from wood, metal or upholstered materials designed for comfort and support. Curtains and blinds are made from fabrics, synthetic materials or metals and are used for privacy, light control and decoration. Modern lighting fixtures include ceiling lights, floor lamps and table lamps made from materials like glass, metal and plastic.

- 2. Classification of furnishings used for home improvement: Home improvement involves upgrading and enhancing various aspects of a home, including aesthetics, functionality and comfort. Furnishings used for home improvement can be classified into several categories

- a. **Living room furnishings:** It includes sofas, couches, armchairs, recliners and sectionals. Tables including coffee tables, side tables, console tables and storage including bookshelves, TV stands, entertainment units, cabinets and credenzas. It includes decorative items such as rugs, carpets, wall art and paintings, decorative pillows and throws
 - b. **Bedroom furnishings:** These furnishings include bedding such as bed frames, headboards, mattresses, box springs, bedside tables and nightstands. Storage includes dressers, chests of drawers, wardrobes, armoires, closet organisers. Decorative items including but not limited to bed linens, bedspreads, curtains, blinds, mirrors and wall décor.
 - c. **Kitchen furnishings:** Kitchen furnishings are used to improve aesthetic appearance. This includes cabinetry such as base and wall cabinets, pantry units and Island units. Also, countertops which include granite, quartz, laminate surfaces and butcher block tops etc. It could also include furniture such as dining tables, chairs and bar stools. Storage solutions also include shelving units, pot racks and utensil holders, drawer organisers
 - d. **Bathroom furnishings:** These furnishings include vanities such as single or double sink vanities and vanity mirrors. Storage facilities such as medicine cabinets, linen closets, bathroom shelves and organisers. Accessories include shower curtains and rods, bathmats and rugs, towel racks and hooks
 - e. **Home office furnishings:** These furnishings provide office work support. They include desks such as writing desks, computer desks, standing desks and seating including office chairs, ergonomic chairs. Storage includes filing cabinets, bookshelves, desk organisers
 - f. **Outdoor furnishings:** This includes seating such as patio chairs, loungers, outdoor sofas and benches, tables such as outdoor dining tables, coffee and side tables and accessories such as umbrellas, canopies, outdoor rugs, planters and garden décor
 - g. **Storage and organisation furnishings:** These include closet systems including modular closet systems, hangers and hooks and shelving which includes freestanding shelves, wall-mounted shelves, and containers such as storage bins and baskets, and under-bed storage boxes
 - h. **Decorative and accent furnishings:** They include lighting such as chandeliers and pendant lights, floor lamps and table lamps. Decor items could include vases and sculptures, picture frames and photo displays. Textiles could include throws, blankets, pillows, curtains and drapes
 - i. **Functional and utility furnishings:** These include entryway furnishings such as coat racks and shoe storage, entryway benches, laundry room furnishings including laundry hampers, utility shelves and cabinets, and miscellaneous items which include room dividers and folding screens
3. **The components of home furnishings:** Home furnishings play a crucial role in creating a comfortable, functional, and aesthetically pleasing living environment. They can be categorised into three main components: soft furnishings, hard furnishings, and accessories. Each category has its unique elements and purposes.

- a. **Soft furnishings:** These refer to fabric-based items that add comfort, warmth, and style to a home. They are often used to enhance the visual appeal and functionality of living spaces. This includes upholstery (sofas, armchairs, pillows, seating, for added comfort and decoration). Curtains and drapes (window treatments that provide privacy, control light and add a decorative element and the available in various materials, patterns and styles to complement different interior designs). Bedding (sheets, pillowcases, duvet covers and blankets that provide comfort and enhance bedroom aesthetics, bedspreads and comforters for additional warmth and style). Rugs and carpets and table linens.
 - b. **Hard furnishings:** Hard furnishings are the non-fabric items that provide structure and functionality to a home. They are typically made from materials like wood, metal, glass and plastic. Examples include furniture of all types and kinds, storage solutions like cabinets, drawers, closets, pantry unit, lighting fixtures and hard flooring of all kinds
 - c. **Accessories:** Accessories are the decorative and functional items that enhance the overall look and feel of a home. They are often smaller and more easily changeable than other furnishings. Some examples of accessories include decorative items like art works, vases and sculpture. Textiles such as decorative pillows, throws and blankets. Functional accessories such as clocks, picture frames, candles that add both practical and aesthetic purposes, trays, blankets and plants and greenery such as indoor plants, flowers. Accessories also include window treatment such as blinds, shades and shutters.
4. Challenges of home furnishing and home improvements
- a. **Budget constraints:** Limited funds can restrict the quality and quantity of furnishings and improvements. This could be addressed by focusing on essential improvements and furnishings first and undertaking do-it-yourself projects where it is feasible to save on labour costs. You could also purchase materials and furnishings during sales or use coupons and discounts.
 - b. **Space limitations:** Small or awkwardly shaped spaces can make it difficult to fit in furniture and improve functionality. This could be addressed by using furniture that serves multiple purposes, like sofa beds or storage ottomans. You can also consider custom-built furniture that fits the space perfectly. Also, remove unnecessary items to create more usable space.
 - c. **Design and style differences:** Family members may have different tastes and preferences, leading to conflicts in choosing furnishings and improvements. One can address this by involving all family members in the decision-making process and find common ground. Also, starting with a neutral colour scheme and adding personal touches with accessories and décor could help.
 - d. **Quality and durability issues:** Ensuring the longevity and durability of furnishings and materials can be difficult, especially with children or pets. This could be addressed by investigating products thoroughly before purchasing, paying attention to reviews and ratings. Allocating more of the budget to high-use items like sofas and beds to ensure they last longer. Also use protective covers, mats and treatments to extend the life of furniture and surfaces.
 - e. **Lack of expertise and knowledge:** Limited knowledge of home improvement techniques can lead to mistakes and subpar results. Hiring professionals for complex tasks like electrical work, plumbing, and structural changes. The use of online tutorials,

workshops and home improvement classes to gain skills or seek advice from experts or experienced friends and family members

- f. **Time constraints:** Balancing home improvement projects with work, family and other commitments can be challenging. Breaking the project into manageable parts and setting realistic deadlines. Allocate specific times for working on the project, even if it's just a few hours a week. Also consider hiring additional help to speed up the process without compromising quality.

Learning Tasks

1. Classify the furnishes used for home improvement.
2. Discuss the components of home furnishes.
3. Explain the challenges of home furnishes and home improvement.

Pedagogical Exemplars

1. Collaborative and talking point

In mixed groups, watch a video/demonstration/picture to identify soft and hard furnishes used for home improvement.

2. Group work/Collaborative Learning

- a. Ask learners in mixed groups to identify local and modern furnishes used in the home
- b. Ask learners in mixed groups to classify the furnishes used for home improvement
- c. Ask learners in mixed ability groups, to discuss the functions of furnishes used in the home.

Key Assessment

1. DoK Level 2 Skills of conceptual understanding

- a. Define the concept of home improvement.
- b. Give at least **three** examples of each of the following: soft furnishings, hard furnishings and accessories.
- c. Describe the functions of each of the following types of furnishing
 - i. Living room furnishing
 - ii. Bedroom furnishing
 - iii. Kitchen furnishing
 - iv. Decorative and accent furnishing

2. DoK Level 4 Extended critical thinking and reasoning

Compare traditional décor with modern furnishings and evaluate the advantages and disadvantages of each.

Hint



The recommended assessment mode for Week 18 is mid-semester examination. Refer to Appendix F at the end of this section for the structure and the table of specification to guide the setting of the questions. Set questions to cover all the indicators covered from weeks 13 to 17.

WEEK 19: FURNISHING THE HOME FOR COMFORT IN DIFFERENT SETTINGS

Learning Indicator: *Exhibit skills of furnishing the home for comfort in different settings*

FOCAL AREA: **DISCUSS THE PRINCIPLES AND ELEMENTS OF DESIGN USED IN HOME FURNISHING AND IMPROVEMENT**

1. **Elements of Design:** The elements of design are the fundamental components used by designers to create and structure visual compositions. Understanding these elements is crucial for creating aesthetically pleasing and functional designs. Here are the primary elements of design:
 - a. **Line:** A line is a continuous mark made on a surface by a moving point. It can be straight, curved, diagonal, horizontal, vertical, zigzag. Line defines shapes, creates textures, indicates direction and implies movement.
 - b. **Shape:** A shape is a two-dimensional, flat area enclosed by lines or curves. The types include geometric (circles, squares, triangles) and organic (irregular, freeform shapes). Shapes create forms, distinguish areas and contribute to the overall composition.
 - c. **Form:** A form is a three-dimensional object or volume. The types of forms include geometric (cubes, spheres, pyramids) and organic (natural, irregular forms). Form adds depth and dimension to designs, making them appear more realistic.
 - d. **Space:** This is the area around, between, or within elements of a design. These types include positive space (occupied by objects) and negative space (empty or background areas). Space creates a sense of balance, organisation and emphasis.
 - e. **Texture:** Texture is the surface quality or feel of an object. It can be actual (physical texture) or implied (visual texture). Texture adds interest, depth and realism to designs.
 - f. **Colour:** This is the aspect of objects caused by the light they reflect, emit or transmit. The components of colour include Hue: The name of the colour (e.g., red, blue). Value: The lightness or darkness of a colour. Saturation: The intensity or purity of a colour. Colour evokes emotions, creates contrast, and establishes visual hierarchy.
 - g. **Value:** Value is the lightness or darkness of a colour or shade. Value types include high value (lighter colours) and low value (darker colours). Value adds depth, contrast, and emphasis to designs.
 - h. **Size:** Size is the physical dimensions or magnitude of an object. Size establishes proportion, scale and visual hierarchy.
2. **Principles of Design:** The principles of design are the foundational guidelines that help artists and designers create visually appealing and effective compositions. These principles include:
 - a. **Balance:** Balance refers to the distribution of visual weight within a composition. It can be symmetrical (evenly balanced) or asymmetrical (unevenly balanced but still achieving harmony).

- b. **Contrast:** Contrast involves using opposing elements, such as light and dark, rough and smooth or large and small, to create visual interest and draw attention to specific parts of the design. Contrast types include colour contrast, value contrast, shape contrast, texture contrast. Contrast highlights important elements, adds variety, and guides the viewer's eye.
 - c. **Emphasis:** Emphasis is about creating a focal point in the design. It draws the viewer's eye to the most important part of the composition, often using contrast, colour, size or placement.
 - d. **Movement:** Movement guides the viewer's eye through the artwork in a specific direction or path. This can be achieved through lines, shapes and colours that lead the viewer from one part of the design to another.
 - e. **Pattern:** Pattern involves the repetition of elements, such as shapes, lines or colours, within a design. Patterns can create rhythm and unity, adding to the overall coherence of the composition.
 - f. **Rhythm:** Rhythm is the repetition or alternation of elements to create a sense of movement or flow within the design. It can be regular, flowing or progressive.
 - g. **Unity:** Unity refers to the harmony of all the elements within a design. It ensures that all parts of the design work together to create a cohesive whole. Unity can be achieved through the consistent use of colour, shape, texture and other elements.
 - h. **Proportion:** Proportion is the relationship between the sizes of different elements within a composition. It ensures that elements are in harmony and the design looks balanced and natural.
 - i. **Variety:** Variety involves using different elements and principles to create interest and break monotony. It adds complexity and keeps the design engaging.
 - j. **Alignment:** Alignment ensures that elements are placed in a visually pleasing and organised manner. Proper alignment can help create order and structure within the design. Understanding and applying these principles can help designers create effective and aesthetically pleasing compositions.
3. Factors that influence the way individuals and families furnish and improve their home environment.
- a. **Economic Factors**
 - i. **Income level:** Higher income allows for more spending on furnishings and home improvements, enabling the purchase of higher-quality, durable and often more aesthetically pleasing items.
 - ii. **Budget constraints:** Families must prioritise their spending, balancing necessities with desires. This impacts the quality, quantity and type of furnishings and improvements made.
 - iii. **Property value:** Homeowners might invest more in furnishings and improvements if they believe it will increase their property's market value.
 - b. **Cultural Factors**
 - i. **Cultural heritage:** Traditions and cultural backgrounds influence design preferences, such as the choice of colours, patterns and types of furniture.

- ii. **Cultural trends:** Popular trends within a culture can shape preferences for certain styles, materials and layouts.
- iii. **Religious beliefs:** Some furnishings and improvements may be influenced by religious practices and the need for specific spaces or items.
- c. Social Factors**
 - i. **Family size and composition:** The number and age of family members dictate the need for space, furniture and storage. For example, families with young children may prioritise safety and durability.
 - ii. **Lifestyle:** Active social lives, hobbies and home-based activities can influence the need for specific types of furnishings and home improvements.
 - iii. **Social status:** Perceptions of status and a desire to impress guests can drive families to invest in stylish or high-end furnishings.
- d. Personal Factors**
 - i. **Personal tastes and preferences:** Individual tastes play a significant role in the selection of colours, styles and types of furniture.
 - ii. **Life stage:** Different life stages, such as newlyweds, growing families or retirees, have different needs and preferences for home environments.
 - iii. **Health and mobility:** Health considerations, such as the need for ergonomic furniture or accessibility improvements, influence home furnishing choices.
- e. Environmental Factors**
 - i. **Climate:** The local climate affects the choice of materials and types of furnishings. For example, homes in tropical climates may favour lightweight, breathable materials.
 - ii. **Location:** Urban, suburban or rural locations impact the style and type of home furnishings due to differences in space availability and lifestyle.
 - iii. **Environmental sustainability:** Increasing awareness and concern for the environment lead some individuals to choose eco-friendly and sustainable furnishings and improvement options.
- f. Psychological Factors**
 - i. **Sense of security:** The need for safety and security can influence choices, such as installing security systems or choosing sturdy, safe furniture.
 - ii. **Aesthetic desire:** The desire to create a visually pleasing environment that reflects one's own personal identity and tastes can drive home improvement and furnishing decisions.
 - iii. **Comfort:** Comfort is a major consideration, influencing the choice of soft furnishings, ergonomic designs and functional layouts.
- g. Technological Factors**
 - i. **Smart home technology:** The integration of smart home devices and systems can influence the design and layout of home environments.
 - ii. **Availability of resources:** Access to a wide range of products and online resources can broaden options and influence decisions.

Learning Tasks

1. Discuss the principles and elements of design used in home furnishing and improvement.
2. Discuss the factors that influence the way individuals and families furnish and improve their home environment.

Pedagogical Exemplars

1. Collaborative and Managing Talk for Learning Approaches

- a. Task learners in mixed groups, using think-pair-share or shower thought strategy to discuss the principles and elements of design used in home furnishing and improvement.
- b. Invite the groups to share their findings for a whole class discussion.

2. Experiential Learning/Collaborative Learning Approaches

- a. Invite a resource person to lead a presentation, task learners to observe and demonstrate an activity from the presentation on different ways of applying the principles and elements of furnishing homes for different occasions and family settings.
- b. Guide learners to watch videos on different ways of applying the principles and elements of furnishing homes for different occasions and family settings.

3. Group Work/Project-based Learning

- a. In mixed groups organise practical activities to demonstrate how learners will apply the principles and elements of design to exhibit different skills of furnishing a home to suit different family contexts, needs and events.
- b. Make a Video recording of the process and playback to the class for self-assessment and peer-review session.

4. Collaborative and Talk for Learning Approaches

- a. Guide learners to use the pyramid or onion ring discussion strategies to:
 - i. Explore factors that influence the way individuals and families furnish and improve their home environment.
 - ii. Identify home furnishing and home improvement challenges among individuals and families.
 - iii. Suggest ways of solving the challenges identified.

5. Experiential Learning

- a. Task learners to visit a community of choice to study and analyse the furnishing and home improvement activities and identify the entrepreneurial opportunities in furnishing and home improvement.
- b. Ask learners to present their findings for peer appraisal

Key Assessment

1. DoK Level 2 Skills of Conceptual Understanding

- a. Define elements of design and principles of design.

- b. Identify home furnishing and home improvement challenges among individuals and families.
- c. Suggest at least **two** ways of solving the challenges identified

2. DoK Level 3 Strategic reasoning

Describe the factors that influence a family's decision making when furnishing and improving their home.

3. DoK Level 4 Extended critical thinking and reasoning

Design a room in a house using design elements and principles

Hint



*The recommended assessment mode for this week, week 19 is **Practical**. Refer to the Teacher Assessment Manual and Toolkit pages 37 – 38 for more information on how to conduct practical. Use the task under DoK level 3 of the key assessment as an example of practical task.*

SECTION 4 REVIEW

This section reinforces learners' understanding and appreciation of the concept of housing, ways of acquiring a house, the concept of home improvement, furnishings use in home improvement and skills in furnishing the home. The adoption of case studies, group work and interactive discussions would significantly enhance learners' learning experiences, ensuring that learners are not only theoretically informed but also show various proficiency levels in applying what they have learned in addressing the individual and family housing needs.



APPENDIX E: Individual Project Work

Project Task

As a family life consultant, design a family life improvement plan for a family facing a specified family life challenge. You are required to make a presentation of your designed plan.

Rubrics for individual project work

Criteria	Excellent – 5marks	Very good – 4marks	Good – 3 marks	Satisfactory – 2 marks	Needs improvement
Clarity of Goals	Goals are specific, measurable, and actionable. There clear steps and timelines established. Family understands and is committed.	Goals are specific, measurable, and actionable. There clear steps and timelines established. Family understands and but show no commitment.	Goals are specific, measurable, and actionable. There clear steps and timelines established. Family understands and but show no commitment.	Goals are specific, measurable, and actionable. There clear steps and timelines established. Family understands and but show no commitment.	Goals are specific, measurable, and actionable. There clear steps and timelines established. Family understands and but show no commitment.
Implementation of Plan	Fully executed with active participation. Clear roles and responsibilities. Adhering to timelines.	Fully executed with active participation. Clear roles and responsibilities. But not adhering to timelines.	Fully executed with active participation. With no clear roles and responsibilities and no adherence to timelines.	Fully executed with active participation. With no clear roles and responsibilities and no adherence to timelines.	Fully executed with no active participation. With no clear roles and responsibilities and no adherence to timelines.
Communication skills	Exhibit any 5 of these; Audible voice, keeping eye contact, paying attention to audience, use of gestures, presenting without script	Exhibit any 4 of these; Audible voice, keeping eye contact, paying attention to audience, use of gestures, presenting without script	Exhibit any 3 of these; Audible voice, keeping eye contact, paying attention to audience, use of gestures, presenting without script	Exhibit any 2 of these; Audible voice, keeping eye contact, paying attention to audience, use of gestures, presenting without script	Exhibit any 1 of these; Audible voice, keeping eye contact, paying attention to audience, use of gestures, presenting without script

Total marks =15 marks



APPENDIX F: Table of Specification for Mid-Semester Examination, Second Semester

Nature

1. *Cover content from weeks 13-17 Taking into consideration Depth of Knowledge (DOK) levels.*
2. *Resources:*
 - a. *Answer booklets*
 - b. *Learner Material*
 - c. *Teacher Manual*
3. *The test should include*
40 multiple choice questions
4. *Time: 45 minutes*
5. *Total Score: 40 marks to be scaled down to 20 marks for submission.*

Task example

Which characteristic of resources most directly impacts a manager's ability to utilize them effectively?

- A. *Durability*
- B. *Cost.*
- C. *Flexibility*
- D. *Scarcity*

Table of specifications to guide the development of mid-semester examination questions.

Week	Focal Area	Type of questions	DoK Level				Total
			1	2	3	4	
13	Evaluate the quality, functionality and marketability of the developed prototype products through feedback and revision Revise products based on evaluation and feedback to improve product quality	Multiple choice	2	3	1	–	6
14	Discuss the characteristics of resources and their implication to management.	Multiple choice	1	2	1	–	4
15	Explain how budgeting and resource allocation affects business success Demonstrate how effective utilisation of family resources can contribute to entrepreneurial success	Multiple choice	1	1	1	–	3

16	<i>Develop practical strategies for starting a business with family support</i>	<i>Multiple choice</i>	1	–	–	–	1
17	<i>Explain how budgeting and resource allocation affects business success Demonstrate how effective utilisation of family resources can contribute to entrepreneurial success</i>	<i>Multiple choice</i>	–	4	2	–	6
	Total		5	10	5	–	20

SECTION 5: CONSUMER EDUCATION AND SUSTAINABLE LIVING

Strand: Responsible Family and Social Relationships

Sub-Strand: Consumer Education and Sustainable Living

Learning Outcomes

1. *Appreciate and apply storage principles to maintain quality and extend the life span of items.*
2. *Analyse potential hazards in the home and apply safety practices to prevent accidents and promote healthy living.*

Content Standards

1. Demonstrate knowledge and ability to apply storage principles to maintain the quality and extend the lifespan of purchased items.
2. Demonstrate knowledge and ability to identify potential hazards, accidents and recommend strategies to ensure personal and family safety and happy family living.

Hint



Conduct the End of Semester Examination in Week 24. Refer to Appendix G for a Table of Specification to guide the setting of the questions. Set questions to cover all the indicators covered for weeks 13 to 24.

INTRODUCTION AND SECTION SUMMARY

A home is said to be Healthy when the house including the inhabitants are safe and secured from hazards and accidents. To ensure these, there is the need to enlighten learners on the need to prevent hazards and accidents and how to handle a victim when it occurs. Proper storage does not only make identification as well as access easy but also helps to promote healthy living by preventing accidents and frustration when looking for an item, and this is what this section seeks to achieve. The minimum competences required of a learner in this section, include their ability to understand the concept and principles of storing various items both at home and workplace, understand and identify basic hazards that may lead to accidents both at home and workplace when precautionary measures are not taken as well as provide care and support for victims of accidents by applying basic first aid before medical attention is sought.

The weeks covered by the section are:

Week 20: Storage in the Home

Week 21: Principles of Storage

Week 22: Methods of Storing Various Items in the Home

Week 23: Home and Work Place Hazards and Accidents

Week 24: Understanding and Preventing Accidents in the Home

SUMMARY OF PEDAGOGICAL EXEMPLARS

This section employs a variety of pedagogical exemplars that are learner-centred, making the lesson delivery learner focused. A few of the pedagogical exemplars used in this section include talk for learning approaches, collaborative approaches, structured talk for learning, experiential learning, group work, to mention but a few. The teacher is encouraged to incorporate cross-cutting issues such as GESI, SEN, SEL, the 21st Century skills, Core National Values and ICT in the lesson delivery, to make it more interactive, inclusive and learner-centred.

ASSESSMENT SUMMARY

The section encourages teachers to implement varying effective assessment strategies to assess learners under each focal area. The assessment should ensure that learners grasp key theoretical concepts in each focal area and be able to apply their knowledge practically to address individual and family storage needs as well as predict possible accidents as a result of existing hazards, prevent such accidents and provide first aid when the accident occurs. The assessment should target learners' levels of Depth of Knowledge (DoK) as outlined in this manual and SHS/SHTS/STEM Curriculum. The teacher should vary the assessment strategies to cater for different learners' needs. Again, several assessment strategies are captured in the Teacher Assessment Manual and Toolkits (TAMT, NaCCA 2023), on how to use the assessment strategies effectively. The teacher should also make use of the Internal Assessment and Transcript System (IATS, NaCCA 2023), to guide them in the forms and structure of assessment in line with the transcript system in assessing learners.

WEEK 20: STORAGE IN THE HOME

Learning Indicators

1. Discuss the types of storage to maintain the quality and extend the lifespan of household items
2. Identify methods of storing different food, clothing and other household items to extend their lifespan (1)

FOCAL AREA 1: TYPES OF STORAGE

1. The concept of storage

- a. Storage is the organisation and allocation of space to store personal belongings, household items and other essentials in an efficient and accessible manner.
- b. Good storage ensures tidiness, functionality and comfort in the home.
- c. Some items used to reduce clutter and enhance storage include cabinets, shelves, closets, bins, drawers, multipurpose furniture, etc.

2. Types of storage

Storage may be classified based on their location (interior/exterior - basement), function (cold storage) and design (ottomans).

- a. **Open storage:** these ensure visibility as items kept here can easily be seen. E.g., shelves, racks, pegboards or hooks
- b. **Closed storage:** these help to hide items put here thereby ensuring some level of privacy or security. E.g., cupboards/cabinets, closets/wardrobes, drawers
- c. **Portable storage:** these ensure easy movement of items. E.g., storage bins and boxes, laundry baskets, rolling carts.
- d. **Outdoor/home exterior storage:** these help to store items like garden tools and supplies, bikes, etc. which may otherwise clutter a given room and also ensure easy accessibility for use. E.g., sheds and balcony/patio storage benches
- e. **Multifunctional storage:** these perform more than a function. E.g., storage bed which has in-built drawers for storing items. E.g.,
 - i. **Modular storage units:** allow for customisation based on the size and shape of the space. These systems often consist of stackable or adjustable shelves, cubbies, or drawers, enabling individuals to organise items according to their specific needs.
 - i. **Foldable and Collapsible Furniture:** Items such as fold-out desks, wall-mounted shelves, and collapsible storage bins can maximise space in smaller living environments by providing storage when needed and folding away when not in use.
 - ii. **Under-Stair Storage:** The area beneath staircases is often underutilised and can serve as an excellent space for storing smaller items. This space can be fitted with custom cabinetry or shelving to accommodate a variety of items.

- iii. **Storage Ottomans and Benches:** Furniture pieces like ottomans and benches with hidden compartments offer a dual purpose: they provide seating or surface space while also offering storage for items such as blankets, pillows, or games.



Example of a shelf for storage



Modern Living Room Floating Shelves



Example of Ottoman with storage



Multi-functional bed with drawers

Learning Tasks

1. Define the concept of storage.
2. Describe the types of storage.

Pedagogical exemplars

1. Collaborative and Talk for Learning Approaches

- a. In groups use think-pair-share/brainstorming/mingling to explain the concept of storage.
- b. Ask learners to share their responses for whole class discussion

2. Collaborative and Talk for Learning Approaches

- a. In groups, demonstrate the different types of storage.
- b. Present findings for whole class discussion

Key Assessment

1. DoK Level 2: Skills of conceptual understanding

Discuss the types of storage used to maintain and extend the lifespan of purchased items

2. DoK Level 3: Strategic reasoning

To what extent can any **three** of the types of storage be used to maintain and extend the lifespan of purchased items?

FOCAL AREA 2: METHODS OF STORING ITEMS

1. The methods used to store items depend on the available space, type of item and the desired accessibility and may include

- a. **Shelving units:** these may be open or closed shelves used to store items such as books, decors, kitchenware, etc. They are versatile and easy to access.
- b. **Storage bins and baskets:** When labelled these make identification and accessibility easy and are excellent for organising smaller items and can be stored under beds, in closets or on shelves.
- c. **Drawer organisers:** These use inserts in drawers to create separate spaces for organising belongings
- d. **Closet storage:** this could be a walk-in or reach-in and offer varied options for organising items.
 - i. Used for storing clothing, shoes and accessories
 - ii. They can include shelves, hanging rods, drawers and hooks
- e. **Cabinet storage:** mostly used in the kitchen, bathrooms and living areas and used for storing dishes, cleaning supplies, toiletries and other household items.
- f. **Pantry storage:** used to organise and store food, spices and pantry items or kitchen essentials. They are mostly in the form of shelves and cabinets.
- g. **Attic, garage or basement storage:** used to store seasonal decorations, bulky items and tools and equipment especially those sparingly used and those for sports. Storage is mostly in the form of shelves, wall-mounted racks/overhead storage that help to maximise space.
- h. **Drawer storage:** mostly used in desks, kitchens and bathrooms for storing smaller items like utensils, office supplies or make-up kits. Adding dividers can make items in drawers more organised.
 - i. **Wall-mounted storage:** these may come in the form of floating shelves, hooks, or pegboards that utilise vertical space to store items.
- j. **Storage ottomans/furniture:** these are multifunctional and decorative furniture that have hidden storage for items such as blankets, shoes, magazines, etc.

2. Guidelines for ensuring efficiency when storing items

- a. Declutter before storing

- b. Use appropriate containers
- c. Clearly label everything
- d. Store items in relation to frequency of use
- e. Protect fragile items
- f. Utilise vertical space
- g. Maintain optimum climate control
- h. Avoid overcrowding
- i. Disassemble large items
- j. Regularly review and update stored items

3. Storage of Common Household Items

- a. **Clothing Storage:**
 - i. **Closets and Wardrobes:** this is the most common method for storing clothing. They may be fitted with shelves, hangers, and drawers to allow for easy organisation and accessibility.
 - ii. **Under-Bed Storage:** this may be used to store items such as off-season clothing, shoes, or bedding in flat, sliding storage bins beneath the bed, utilising otherwise wasted space.
 - iii. **Over-the-Door Organisers:** These are ideal for smaller spaces, offering a means to store accessories, shoes, and folded clothing in an easily accessible manner.
- b. **Kitchen Items:** these are mostly stored using:
 - i. **Cabinets and Drawers:** Drawers can be used to organise utensils and small kitchen gadgets.
 - ii. **Pantries or larder:** this is ideal for non-perishable food items. Items should be organised by category (e.g., canned goods, grains, spices) to increase accessibility.
 - iii. **Countertop and Under-Sink Storage:** this is best for items used frequently, such as dish soap, sponges, or appliances like blenders. Under-sink areas can be used for cleaning supplies in adjustable shelving units or caddies.
- c. **Books and Media:**
 - i. **Bookshelves:** these can be placed along walls or within specific rooms like studies or living rooms. Open shelving allows easy access, while closed shelving helps reduce clutter.
 - ii. **Media Cabinets:** For electronics, DVDs, and other media, a media console or cabinet provides organised storage. Items should be stored in such a way that they are protected from dust, and cords are managed to avoid tangling.
- d. **Tools and Hardware:**
 - i. **Toolboxes and Storage Bins:** For small tools, screws, nails, and other hardware, clear plastic bins and toolboxes offer excellent solutions. Items can be sorted and labelled according to type or size.

- ii. **Pegboards and Shelving Units:** In garages or workshops, pegboards can store frequently used tools while freeing up valuable floor space. Shelving units or cabinets are ideal for storing larger items or bulkier tools.
- e. **Seasonal Items:**
 - i. **Attic and Basement Storage:** Seasonal items like holiday decorations, winter coats, and camping gear can be stored in clearly labelled boxes in attics or basements. Climate-controlled spaces are ideal for protecting delicate items.
 - ii. **Vacuum-Sealed Bags:** For clothing or linens that are not in use, vacuum-sealed bags can minimise space while providing protection against dust and pests.

Learning Tasks

Discuss the methods of storing items.

Pedagogical exemplars

1. Collaborative and Talking Point

- a. Ask learners to watch a video/demonstration/picture to identify the various methods of storing different food, clothing and other household items.
- b. Ask learners to share their observation for whole class discussion.

2. Group Work/Collaborative Learning

Ask learners in mixed gender/random groups to identify storage facilities individuals and families use to store clothing, food and other household items to ensure safety.

Key Assessment

1. DoK Level 2 Skills of conceptual understanding

Discuss the types of storage used to maintain the quality and extend the shelf life of purchased items

2. DoK Level 3 Strategic reasoning

Analyse how any two methods of storage can be used to maintain the quality of two specific household items?

3. DOK Level 4 Extended critical thinking and reasoning

- a. Demonstrate how to store a named household item of your choice for a given period.
- b. Produce a written report to indicate your observation of the stored item over the period from the beginning to the end

Hint



The recommended assessment mode for this week, week 20 is **critiquing**. Refer to the Teacher Assessment Manual and Toolkit pages 58 – 60 for more information on how to conduct critiquing. Use the task under DoK level 3 of the key assessment as an example of critiquing task.

WEEK 21: PRINCIPLES OF STORAGE

Learning Indicator: *Apply the principles of storage in storing food, clothing and other household items to maintain the quality and extend the lifespan.*

FOCAL AREA: APPLICATION OF THE PRINCIPLES OF STORAGE

The principles of storage are integral to creating an efficient and organised living space. These include:

- a. **Maximising space utilisation:** Efficient storage makes optimal use of the available space by considering both horizontal and vertical dimensions. This principle focuses on utilising underused areas and avoiding the unnecessary consumption of space.
- b. **Accessibility and ease of use:** Items should be stored in a way that allows for easy visibility, retrieval and replacement. The principle of accessibility emphasises making frequently used items easy to access without causing disruption to other items.
- c. **Categorisation and grouping:** Categorising items by their function, frequency of use, or size helps organise a storage system. Grouping similar items together not only makes the system more intuitive but also ensures that you know exactly where to find something when needed.
- d. **Accurate labelling and clear identification:** Clearly labelling storage containers, shelves, and boxes enhances efficiency. It reduces the time spent searching for items and ensures that everything has a defined place.
- e. **Adaptability and flexibility:** A storage system should be adaptable to change, allowing for reorganisation as new items are added, or the function of the space changes. This ensures that the storage system remains efficient over time.
- f. **Protection and preservation:** Storage methods should be designed to protect items from damage, deterioration, or dust. This principle focuses on using appropriate storage containers and conditions to prolong the life of items.
- g. **Consistency and routine maintenance:** A good storage system requires consistent habits and periodic maintenance. This principle stresses the importance of maintaining order by regularly reviewing and reorganising stored items.

Explain how the principles may be applied in real life situations

- a. **Maximising space utilisation**
In a kitchen with limited cabinet space, you might install hanging racks on the underside of cabinets to store mugs or utensils. This keeps your counters clear and optimises the vertical space in your kitchen.
- b. **Accessibility and ease of use**
In a home office, files that are frequently accessed should be stored in shallow drawers or open shelving units, ensuring they are easy to grab when needed. In the bathroom, commonly used toiletries like toothpaste, shampoo, or soap can be kept in easily reachable bins or caddies on shelves or counters, reducing time spent searching for

them. Items like winter coats or seasonal decorations should be stored in a less accessible area, such as an attic or closet, where they are only needed once a year.

c. Categorisation and grouping

In a pantry, organising food by category—such as grains, canned goods, and snacks—makes it easier to find what you need while cooking. In a closet, grouping clothing by type (e.g., shirts, pants, jackets) and then by colour or season can make getting dressed faster and more efficient. In a garage, tools can be categorised by type (screwdrivers, hammers, power tools) and stored in clearly labelled bins or a pegboard.

d. Accurate labelling and clear identification

In a home office, file folders can be labelled by client name or project title, making it easy to retrieve them when needed. Similarly, storage boxes in a closet or attic should be clearly labelled with their contents, such as “Winter Clothes,” “Holiday Decorations,” or “Old Photos.” In the kitchen, jars and containers should be labelled with the contents and expiration date, especially for dry goods or homemade items.

e. Adaptability and flexibility

Our collection of items such as clothes, shoes, saucepans, etc. change over time, therefore the need a modular shelving unit or adjustable closet rods that ensures reconfiguring of storage system to fit needs.

f. Protection and preservation

Store delicate items like wool sweaters in breathable garment bags or boxes to avoid moth damage. Similarly, fragile items like breakables should be placed in sturdy boxes with appropriate padding to ensure they are not damaged.

g. Consistency and routine maintenance

Regularly declutter storage spaces preferably every month by tidying up storage areas such as closets, drawers, or under-bed storage. This helps to remove items that are no longer needed and reorganise items that may have become disorganised. A good example is in a closet—by sorting through clothes once a season and donating or discarding unused items, the closet remains organised and functional. Similarly, in a kitchen, cleaning out the pantry and checking expiration dates can prevent waste and make it easier to use up what is stored

Learning Tasks

1. Discuss the principles of storage.
2. Explain how the principles may be applied in real life situations.

Pedagogical Exemplars

1. **Collaborative and Managing Talk for Learning Approaches:** Use think-pair-share/shower thought to discuss the principles of storage.
2. **Experiential Learning /Collaborative Learning Approaches:** Observe a resource person perform/demonstrate an activity/watch videos on how to store various food, clothing and other household items.

3. **Group Work/Project-Based Learning:** in mixed groups, organise a practical activity to demonstrate how to apply the methods and principles of storage to exhibit different skills on how to store various food, clothing, tools and other household items of choice and video record the process and playback to the class for self-assessment and peer review.
4. **Collaborative and Talk for Learning Approaches:** Use the pyramid/onion ring discussion strategies to discuss the importance of storage to maintain the quality and extend the lifespan of purchased items
5. **Group Work/ Experiential Learning:** Visit a community of choice to study and analyse the ways individuals and families store various food, clothing tools and other household items in the home. Write and present your report for self and peer appraisal using different presentation modes.

Key Assessment

1. DoK Level 3 Strategic reasoning

Analyse and compare **three** different principles of storing food, clothing and other household items.

1. DoK Level 4 Extended critical thinking and reasoning

Demonstrate how any **three** of the principles of storage can be applied to the following:

- Food item
- Clothing item
- Any other household items.

Hint



The recommended assessment mode for this week, Week 21 is **demonstration**. Refer to the Teacher Assessment Manual and Toolkit pages 46 – 48 for more information on how to conduct demonstration. Use the task under DoK level 4 of the key assessment as an example of demonstration task.

WEEK 22: METHODS OF STORING VARIOUS ITEMS IN THE HOME

Learning Indicator: *Identify methods of storing different food, clothing and other household items to extend their lifespan (2)*

FOCAL AREA1: METHODS OF STORING FOOD ITEMS IN THE HOME

In selecting a method for storing food, one needs to consider its level of perishability. Perishable foods spoil rapidly due to their high moisture and nutrient content. E. g., milk, meat, fruits and cooked as well as processed foods. Semi-perishable and non-perishable foods contain relatively low amounts of water and may have a high concentration of salt, sugar and acid.

1. Refrigeration

Refrigeration slows down the growth of bacteria and preserves perishable food by keeping food cold below 4.

Examples

- Dairy products
- Fresh meat
- Cooked leftovers
- Fruits and vegetables

Best Practices

- Keep the refrigerator at or below **40°F (4°C)**.
- Store raw meat on the bottom shelf to avoid cross-contamination.
- Clean and wrap meat and other strongly scented food items in an airtight poly or covered in an airtight container.

2. Freezing

Freezing halts bacterial growth and is suitable for long-term storage.

Examples

- Meat and poultry
- Bread and baked goods
- Vegetables (after blanching)

Best Practices

- Keep freezer at **0°F (-18°C)** or lower.
- Use airtight containers or freezer bags to prevent freezer burn.

3. Dry Storage (Pantry Storage)

It is used for shelf-stable items that don't require cold storage.

Examples

- Grains, pasta, cereals
- Canned goods
- Spices

Best Practices

- Store in a cool, dry place (below **70°F/21°C**).
- Use airtight containers to prevent insect infestation and moisture exposure.

4. Canning (Home Canning)

A method of preserving food in jars using heat to destroy microorganisms and seal containers.

Examples

- Jams and jellies
- Pickles
- Tomatoes

Best Practices

- Use tested recipes.
- Use pressure canning for low-acid foods.

5. Vacuum Sealing

Description: Removes air from packaging to reduce oxidation and prevent spoilage.

Examples:

- Meats
- Cheese
- Coffee beans

Best Practices:

- Combine with freezing for extended storage.
- Use food-safe vacuum sealers and bags.

6. Fermentation: Uses beneficial microbes to preserve and transform food.

Examples

- Yogurt
- Sauerkraut
- Kimchi

Best Practices:

- Maintain proper salt concentrations.
- Use clean utensils and containers.

FOCAL AREA 2: METHODS OF STORING CLOTHING ITEMS IN THE HOME

1. **Hanging Storage (Closets and Wardrobes):** Hanging prevents wrinkles and maintains garment shape. This is best for coats, dresses, blouses, suits
 - i. Use proper hangers (wooden for heavy garments, padded for delicate ones).
 - ii. Hang garments by type and season for easy access.
2. **Drawer Storage (Folding):** Folding clothes into drawers saves space and keeps them organised. Mostly proffered for T-shirts, undergarments, pyjamas
 - i. Use the vertical (file) folding method for visibility.
 - ii. Drawer dividers can keep items sorted.
3. **Storage Bins and Boxes:** Boxes or containers protect clothing not in current use. Seasonal clothing, special occasion outfits are best stored in bins and boxes.
 - i. Use breathable fabric bins for natural fibres.
 - ii. Label boxes and store in a cool, dry place.
4. **Vacuum-Sealed Storage Bags:** Removes air to reduce bulk and protects from dust, insects, and moisture. This is most suitable for bulky items like winter coats, blankets, etc.
 - i. Avoid long-term storage of delicate or natural fabrics in vacuum bags.
5. **Under-Bed Storage:** Makes use of space under beds for clothes and linens. Most suitable for off-season clothing, spare linens, etc.
 - i. Choose bins with lids or fabric cases to avoid dust.
 - ii. Add silica or cedar blocks to prevent moisture and pests, etc.

FOCAL AREA 3: METHODS OF STORING ITEMS IN THE HOME

3. **Kitchenware Storage:** Cabinet and drawer organisation for storing pots, pans, utensils, dishes and food containers
 - i. Use drawer dividers and shelf risers to maximise space.
 - ii. Store frequently used items at eye level.
4. **Cleaning Supplies Storage:** Utility closet or under-sink storage such as sprays, disinfectants, sponges and mops
 - i. Keep chemicals out of children's reach (e.g. use locking cabinets).
 - ii. Use caddies for portability and easy access.
5. **Electronics and Cords:** Cord organisers and labelled bins which are mostly used for chargers, headphones, USB cables and remote controls.
 - i. Use cable clips or wraps to avoid tangles.
 - ii. Store in labelled zip pouches or boxes.

Learning tasks

1. Discuss the methods of storing food items.
2. Discuss the methods of storing clothing items
3. Discuss the methods of storing homeware items

Pedagogical exemplars

1. **Collaborative and Talking Point:** Watch a video/demonstration/picture to identify the various methods of storing different food, clothing and other household items.

2. **Group Work/Collaborative Learning**

In mixed groups use panel discussion strategy to:

- Identify storage facilities individuals and families use to store clothing, food and other household items to ensure safety.
- Develop the lesson around learner's immediate environment and experiences using everyday practices where different storage practices are used to encourage active participation of all learners.
- Integrate the local and the emerging technological storage available to the learners and their families and the wider community using GESI friendly language to encourage active participation of all (males, females and SEN learners).

Key Assessment

1. **DoK Level 2 Skills of conceptual understanding**

Describe the type of storage required and best practice to maintain the quality and extend the shelf life of perishable food items

2. **DoK Level 3 Strategic reasoning**

Analyse how the following **two** methods of storage can be used to maintain the quality of **two** specific clothing items

- Hanging Storage
- Storage Bins and Boxes

3. **DOK Level 4 Extended critical thinking and reasoning**

- a. Demonstrate how to store a named household item of your choice for a given period.
- b. Produce a written report to indicate your observation of the stored item over the period from the beginning to the end

Hint



The recommended assessment mode for this week, week 22 is **performance assessment**. Refer to the Teacher Assessment Manual and Toolkit pages 35 – 36 for more information on how to conduct performance assessment. Use the task under DoK level 4 of the key assessment as an example of performance assessment task.

WEEK 23: HOME AND WORKPLACE HAZARDS AND ACCIDENTS

Learning Indicators

1. Discuss potential hazards and their implications to healthy family living
2. Identify the types of accidents that occur in the home and workplace

FOCAL AREA 1: THE CONCEPT OF HAZARDS

1. Explain the concept of hazards

A **hazard** is anything that has the potential to cause harm. It is a source of danger. A hazard is a risk waiting to happen unless it's managed properly.

Hazards can be:

- i. Physical: slippery floors, exposed wires, heavy machinery
- ii. Chemical: toxic substances, flammable materials
- iii. Biological: viruses, bacteria, mould
- iv. Ergonomic: repetitive motions, poor posture
- v. Psychosocial: stress, harassment, fatigue

2. Discuss the implications of hazards to healthy family living

Hazards can have significant and far-reaching implications for healthy family living. Here's a breakdown of the key impacts

a. Physical Health Risks

- i. **Injuries:** Accidents at home (e.g., falls, burns, cuts) can cause injuries ranging from minor to life-threatening, especially for children and the elderly.
- ii. **Illnesses:** Exposure to hazards such as mould, carbon monoxide, or toxic chemicals can lead to chronic health problems (e.g., asthma, poisoning)

b. Emotional and Psychological Impact

- i. **Trauma:** Accidents, particularly serious ones, can leave lasting emotional scars. Children may develop fear or anxiety, while adults might experience stress or PTSD.
- ii. **Family Stress:** Coping with injuries or illnesses can strain relationships, leading to tension or emotional burnout among family members.

c. Financial Consequences

- i. **Medical Costs:** Treatment, hospitalisation, and rehabilitation can be expensive, especially if there is no insurance or inadequate coverage.
- ii. **Loss of Income:** If a breadwinner is injured or becomes ill, it may lead to lost wages or even permanent job loss, affecting the family's financial stability.

- iii. **Home Repairs and Safety Upgrades:** Addressing the causes of accidents (like fixing faulty wiring or installing safety equipment) can also incur extra costs
- d. **Disruption of Daily Life**
 - i. **Caregiving Burden:** When a family member is injured, others may have to step in as caregivers, affecting work, school, or other responsibilities.
 - ii. **Lifestyle Changes:** Serious accidents may require permanent changes in lifestyle or home modifications, affecting the family's normal routines.
- e. **Impact on Children's Development**
 - i. **Learning and Behaviour:** Children exposed to frequent accidents or unsafe environments may struggle with concentration, behaviour, or emotional regulation.
 - ii. **Sense of Security:** A safe home fosters a sense of trust and stability. Constant hazards can erode that foundation, affecting emotional development
- f. **Social Implications**
 - i. **Isolation:** Ongoing health issues or fear of repeated accidents may limit social interactions or participation in community activities.
 - ii. **Stigma:** In some culture and communities, families dealing with visible injuries or disabilities might face judgment or isolation.

3. Discuss ways of preventing hazards in homes

- a. **Keep the Home Clean and Organised**
 - i. **Declutter regularly** to avoid tripping hazards.
 - ii. **Clean spills immediately** to prevent slips and falls.
 - iii. **Store sharp objects** like knives and scissors out of children's reach.
- b. **Electrical Safety**
 - i. **Do not overload sockets** or use damaged cords.
 - ii. **Keep electrical appliances away from water.**
 - iii. **Childproof outlets** with socket cover.
- c. **Fire Prevention**
 - i. **Install smoke detectors** in key areas like the kitchen and bedrooms.
 - ii. **Turn off appliances** when not in use.
 - iii. **Store flammable items** like matches or lighters in safe places.
 - iv. **Have a fire extinguisher** and know how to use it.
- d. **Safe Storage of Chemicals and Medications**
 - i. **Label and store chemicals** (cleaning agents, pesticides, etc.) in locked cabinets.
 - ii. **Keep medicines** in a secure place, away from children and pets.
 - iii. **Never mix cleaning products**, as some combinations can produce toxic gases.
- e. **Childproofing**
 - i. **Install safety gates** on stairs and secure furniture to walls.

- ii. **Use corner guards** on sharp furniture edges.
- iii. **Keep small objects** out of reach to prevent choking.
- f. **Proper Lighting**
 - i. **Ensure good lighting** in all areas, especially stairways and hallways.
 - ii. **Use night lights** in bedrooms or bathrooms to prevent night-time accidents.
- g. **Preventing Falls**
 - i. **Use non-slip mats** in bathrooms and kitchens.
 - ii. **Fix loose tiles or floorboards.**
 - iii. **Install handrails** on staircases and in bathrooms for elderly family members.
- h. **Routine Maintenance**
 - i. **Inspect gas lines, smoke detectors, and wiring** regularly.
 - ii. **Fix leaks** to avoid water damage and mould growth.
 - iii. **Check for pests** that may carry diseases or damage property.
- i. **Emergency Preparedness**
 - i. **Create an emergency plan** for fires, earthquakes, or medical emergencies.
 - ii. **Keep a first aid kit** in an easily accessible place.
 - iii. **Teach family members** how to call for help and use emergency numbers.

Learning Tasks

Explain the concepts of hazards and their implications to healthy family living

Pedagogical exemplars

1. Collaborative and Talk for Learning Approaches

Use think-pair-share/brainstorming/mingling to explain the concepts of hazards and accidents and their implication to healthy family living

2. Group Work/Project-Based Learning

In pairs/small groups, identify ways of preventing hazards in homes. Share your views in a whole class discussion

Key Assessment

1. DoK Level 2: Skills of conceptual understanding

Define the term hazard

2. DoK Level 3: Strategic reasoning

Explain **three** implications of hazards to family healthy living

FOCAL AREA 2: TYPES OF ACCIDENTS IN THE HOME OR WORKPLACE

1. Define the term accidents

An accident is an unplanned or unexpected event that results in injury, illness, damage, or loss. It often happens because a hazard was not properly identified or controlled.

Examples

- a. Slipping on a wet floor
- b. Getting burned by a chemical
- c. A fire breaking out in the kitchen

2. Explain the relationship between accidents and hazards

A **hazard** is anything that has the potential to cause harm or danger, while an **accident** is an unexpected event that results in injury, damage, or loss. In simple terms:

Hazards cause accidents if they are not identified and managed properly while **Accidents** are the results of one's contact with a hazard.

3. Identify common accidents in the home and workplace

a. Common accidents in the home

i. Slips, Trips, and Falls

- On wet floors, stairs, or cluttered walkways.
- Common among children and the elderly.

ii. Burns and Scalds

- From hot water, stoves, irons, or hot food.

iii. Cuts and Bruises

- From sharp objects like knives, broken glass, or tools.

iv. Electric Shocks

- Caused by faulty appliances, exposed wires, or using electrical items near water.

v. Poisoning

- From swallowing household cleaners, medications, or pesticides.

vi. Choking or Suffocation

- Especially among children, due to small toys or food items.

vii. Falling Objects

- Items falling from shelves or improperly stored materials.

b. Common Accidents in the Workplace

i. Slips, Trips, and Falls

- Wet floors, uneven surfaces, or loose cables in offices, factories, or kitchens.

- ii. **Machinery Accidents**
 - Getting caught in or injured by machines (common in factories or construction).
- iii. **Cuts and Lacerations**
- c. From tools, equipment, or broken glass.
 - i. **Burns**
- d. From chemicals, hot surfaces, or equipment (especially in kitchens or labs).
 - i. **Back Injuries and Strains**
- e. From lifting heavy objects improperly or poor posture.
 - i. **Electric Shocks**
- f. Faulty wiring, misuse of electrical equipment, or lack of training.
 - i. **Falls from Heights**
- g. Falling from ladders, roofs, or scaffolding (common in construction).
 - i. **Exposure to Harmful Substances**
- h. Breathing in fumes, dust, or chemicals without protection.



4. Discuss the characteristics of accidents

- a. **Unexpected and Unplanned**
 - i. Accidents usually happen **suddenly** and **without warning**.
 - ii. They are **not intentional** and often take people by surprise.
 - iii. Example: A person slipping on a wet floor without noticing it was wet.
- b. **Cause Harm or Damage**
 - i. Accidents can result in **injuries to people**, **damage to property**, or both.
 - ii. Some may also cause **emotional or psychological distress**.
 - iii. Example: A fire accident damaging a home and causing burns.
- c. **Often Caused by Hazards or Unsafe Conditions**
 - i. Accidents don't just "happen"—they are often the result of **neglected hazards**, **carelessness**, or **lack of safety measures**.
 - ii. Example: An uncovered electrical socket leading to a shock.

d. Can Be Prevented

- i. While accidents are unplanned, **many are avoidable** through awareness and safety practices.
- ii. Example: Using non-slip mats to prevent falls in the bathroom.

e. May Involve People, Equipment, or Environment

- i. **People** (e.g., human error or negligence),
- ii. **Equipment** (e.g., faulty machinery),
- iii. **Environment** (e.g., slippery floors, poor lighting).

f. Range in Severity

- i. Some accidents are **minor** (e.g., small cuts or bruises),
- ii. Others are **serious** (e.g., broken bones, fire, or fatal injuries).

g. Can Occur Anywhere, Anytime

- i. Accidents are **not limited to a specific place**—they can happen at home, work, school, or in public places.
- ii. They can occur **at any time**, which is why constant safety awareness is important.

Learning Tasks

1. Explain the relationship between accidents and hazards.
2. Identify common accidents in the home and workplace and the characteristics of accidents.

Pedagogical Exemplars**1. Collaborative and Talk for Learning Approaches**

Use think-pair-share/brainstorming/mingling to explain the concept of accidents in the home and the relationship between hazards and accidents

2. Experiential Learning/Collaborative Learning Approaches

Observe a resource person perform/demonstrate an activity/watch videos to identify common accidents that affect the safety of individuals, families and society

3. Group Work/Problem-Based Learning

In mixed groups, discuss the characteristics of accidents in the home

Key Assessment Levels**1. DoK Level 2: Skills of conceptual understanding**

List four types of accidents that occur in the home or workplace and ways that they can be avoided

2. DoK Level 3: Strategic reasoning

- a. Distinguish between hazards and accidents
- b. Explain **three** characteristics of accidents

Hint



*The recommended assessment mode for this week, week 23 is **display**. Refer to the Teacher Assessment Manual and Toolkit pages 46 – 48 for more information on how to conduct display. Use the task under DoK level 3 of the key assessment as an example of display task.*

WEEK 24: UNDERSTANDING AND HANDLING ACCIDENTS IN THE HOME

Learning Indicators

1. *Examine the causes and ways of preventing home-based accidents to ensure safety and healthy family and social relationships*
2. *Provide first aid to accident victims to save lives and promote responsible family and social living*

FOCAL AREA 1: CAUSES AND PREVENTION OF ACCIDENTS

1. Discuss the causes of accidents

Here are some of the **common causes** of accidents at home, at work, and in everyday life:

- a. **Human Error or Carelessness**
 - i. Not paying attention
 - ii. Ignoring safety rules
 - iii. Rushing or being impatient
- b. **Unsafe Environment**
 - i. Poor lighting
 - ii. Slippery floors
 - iii. Cluttered walkways
 - iv. Example: Tripping over items left on the floor.
- c. **Faulty Equipment or Tools**
 - i. Broken ladders
 - ii. Defective machines or appliances
 - iii. Unmaintained vehicles or tools
 - iv. Example: A faulty gas stove causing a fire.
- d. **Lack of Safety Measures**
 - i. No fire extinguisher or smoke detector
 - ii. No warning signs (e.g., “wet floor”)
 - iii. No protective gear (e.g., gloves, helmets)
 - iv. Example: Working with chemicals without safety gloves.
- e. **Poor Health or Fatigue**
 - i. Being tired or unwell can reduce focus and reaction time
 - ii. Example: A tired driver falling asleep at the wheel.

f. Distractions

- i. Using a phone while walking, driving, or operating machines
- ii. Talking or daydreaming while doing something risky
- iii. Example: Burning food while distracted on the phone.

g. Substance Use

- i. Alcohol or drug use can impair judgment and coordination
- ii. Example: Drunk driving leading to a car crash.

h. Lack of Training or Knowledge

- i. Not knowing how to use a tool or machine safely
- ii. Not understanding safety procedures
- iii. Example: A child using cleaning chemicals unsafely.

2. Discuss ways of preventing accidents

Preventing accidents means taking steps to **identify hazards, stay alert, and create a safe environment**.

General ways to prevent accidents in any setting—at home, school, or work**a. Stay Alert and Aware**

- i. Always pay attention to your surroundings.
- ii. Avoid distractions like using your phone while walking or working.

b. Keep the Environment Clean and Organised

- i. Remove clutter from walkways to prevent trips and falls.
- ii. Keep items in their proper places to avoid accidents.

c. Maintain Equipment and Facilities

- i. Regularly check and repair tools, appliances, machines, and electrical wiring.
- ii. Report or fix anything that is broken or unsafe.

d. Use Safety Equipment

- i. Wear protective gear such as helmets, gloves, goggles, or masks when needed.
- ii. Use seatbelts in vehicles and child safety seats for young children.

e. Educate and Train

- i. Teach children and workers about safety rules and emergency procedures.
- ii. Provide proper training for handling tools, chemicals, or equipment.

f. Follow Rules and Safety Guidelines

- i. Obey warning signs, instructions, and safety procedures.
- ii. Don't take shortcuts or risky actions.

g. Store Dangerous Items Safely

- i. Keep sharp objects, chemicals, and medicines out of reach of children.

- ii. Label harmful substances clearly and store them in locked cabinets.
- h. Install Safety Devices**
 - i. Use smoke detectors, fire extinguishers, and first aid kits.
 - ii. Install handrails, non-slip mats, socket covers, and safety gates.
- i. Prepare for Emergencies**
 - i. Know emergency contact numbers and first aid steps.
 - ii. Practice fire drills and emergency evacuations regularly.

3. Identify specific accidents and their causes

- a. Slips, Trips, and Falls**
 - i. Keep floors dry and clean spills immediately.
 - ii. Use non-slip mats in bathrooms and kitchens.
 - iii. Ensure good lighting in stairways and hallways.
 - iv. Remove clutter from walkways.
 - v. Install handrails on stairs.
- b. Cuts and Bruises**
 - i. Store sharp objects like knives, scissors, and tools safely.
 - ii. Use protective gear like gloves when handling sharp tools.
 - iii. Keep glass objects in safe places, especially away from children.
- c. Burns and Scalds**
 - i. Keep hot pots, kettles, and irons out of children's reach.
 - ii. Always turn pot handles inward on the stove.
 - iii. Test bath water temperature before use.
 - iv. Unplug appliances like irons when not in use.
- d. Electric Shocks**
 - i. Never use electrical appliances with wet hands.
 - ii. Repair or replace damaged wires and plugs.
 - iii. Use socket covers in homes with small children.
 - iv. Hire qualified electricians for repairs and installations.
- e. Poisoning**
 - i. Store medicines and cleaning products in locked cabinets.
 - ii. Never store chemicals in food containers.
 - iii. Label all substances clearly.
 - iv. Educate children not to touch or taste unknown items.
- f. Fires**
 - i. Install and check smoke detectors regularly.

- ii. Turn off stoves and appliances when not in use.
- iii. Keep matches and lighters away from children.
- iv. Don't overload electrical outlets.
- g. Choking or Suffocation**
 - i. Keep small objects and toys with tiny parts away from young children.
 - ii. Cut food into small pieces for toddlers.
 - iii. Supervise children while eating or playing.
- h. Falls from Heights**
 - i. Use sturdy ladders and never stand on chairs or unstable furniture.
 - ii. Install safety rails on balconies and staircases.
 - iii. Supervise children around windows and stairs.
- i. Machinery and Tool Accidents (Workplace)**
 - i. Train workers on proper use of machines and tools.
 - ii. Wear personal protective equipment (PPE).
 - iii. Keep machines in good condition with regular maintenance.
 - iv. Always follow safety procedures.
- j. Road/Vehicle Accidents (at work or home)**
 - i. Avoid distractions while driving (e.g., texting).
 - ii. Don't drive under the influence of alcohol or drugs.
 - iii. Follow traffic rules and speed limits.
 - iv. Regularly maintain vehicles.

Learning Tasks

1. Identify the causes of accidents and how to prevent them
2. Identify specific accidents and discuss their causes.

Pedagogical Exemplars

1. Collaborative and Talking Points

Watch a video or demonstration or picture to examine the causes of different causes of accidents that occur in the home.

2. Group Work /Project- Based Learning

- a.** In mixed groups, organise a home visitation activity to find out
 - i. the types of accidents that occur
 - ii. discuss ways of preventing them
 - iii. their effects on individuals, families and society.

- b. Video record the process and play back to the class for self-assessment and peer review

Key Assessment Levels

1. DoK Level 3: Strategic reasoning

- b. Examine the causes of home-based accidents

2. DoK Level 4: Extended critical thinking and reasoning

- a. To what extent can any **three** measures help to prevent any specific named accident from the following list
 - Slips, trips and falls
 - Burns and scalds
 - Electric shocks
 - Falls from heights
 - Machinery and Tool accidents in the workplace

FOCAL AREA 2: FIRST AID

1. Explain the concept of First aid

First Aid is the immediate care or help given to a sick or injured person before professional medical help arrives. It is not meant to replace full medical treatment but to:

- a. Save a life
- b. Prevent the condition from getting worse
- c. Help the person recover faster

Key Points about First Aid

- a. It's immediate
- b. It's temporary
- c. Anyone can learn it
- d. It uses simple tools and skills
- e. It requires calmness

2. Describe how to handle first aid situations

Examples of First Aid Situations:

- a. Cleaning and dressing a cut
- b. Using a bandage for a sprain
- c. Helping someone who is choking
- d. Giving CPR to someone who has stopped breathing
- e. Cooling a burn with running water

3. The First Aid Kit

It is a box that contains tools and materials needed to provide first aid treatment to an injured person

A **First Aid Kit** contains tools needed for emergency, like:

- Bandages and plasters
- Antiseptic cream or wipes
- Scissors and tweezers
- Gloves
- Pain relievers

4. Identify different ways of providing first aid to different accident victims.

a. First Aid for Cuts and Scrapes

- i. Clean the wound with clean water to remove dirt and debris.
- ii. Apply antiseptic to prevent infection.
- iii. Cover the wound with a clean bandage or gauze.
- iv. Apply pressure if the bleeding doesn't stop.

b. First Aid for Burns

- i. Cool the burn immediately with cool (not cold) water for at least 10 minutes.
- ii. Cover the burn with a sterile bandage or cloth.
- iii. Don't pop blisters or apply ice, ointments, or butter.
- iv. Avoid tight clothing that can irritate the burn.

c. First Aid for Choking

- i. Encourage coughing if the person can cough.
- ii. Perform the Heimlich manoeuvre (abdominal thrusts) for an adult or child:
 - Stand behind the person, make a fist with one hand, place it just above the navel, and give quick inward and upward thrusts.
- iii. Call for help immediately if the person can't breathe or cough.

d. First Aid for Broken Bones (Fractures)

- i. Stabilise the injured area by using a splint or any sturdy object.
- ii. Apply ice wrapped in a cloth to reduce swelling.
- iii. Avoid moving the person unnecessarily.
- iv. Elevate the injured area, if possible, to reduce swelling.

e. First Aid for Sprains and Strains

- i. Rest the injured area and avoid putting weight on it.
- ii. Ice the injury to reduce swelling.
- iii. Compress with an elastic bandage to reduce swelling (not too tight).

- iv. Elevate the injured area above the level of the heart.
- f. First Aid for Nosebleeds**
 - i. Sit the person upright (don't lie down).
 - ii. Pinch the nostrils together for 5–10 minutes while breathing through the mouth.
 - iii. Apply a cold compress to the back of the neck or the nose area.
 - iv. Avoid tilting the head backward, as it may cause choking.
- g. First Aid for Heart Attack (Chest Pain)**
 - i. Call for emergency help immediately (dial emergency number).
 - ii. Encourage the person to sit or lie down and remain calm.
 - iii. If the person is conscious, offer aspirin (unless allergic) to help thin the blood.
 - iv. Perform CPR if the person becomes unconscious and stops breathing.
- h. First Aid for Stroke**
 - i. Call emergency services immediately.
 - ii. Keep the person calm and comfortable.
 - iii. Do not give them food or drink.
 - iv. Note the time of symptoms (important for medical treatment).
- i. First Aid for Seizures**
 - i. Stay calm and protect the person from injury by moving nearby objects.
 - ii. Place something soft under their head (if possible).
 - iii. Do not try to hold the person down or put anything in their mouth.
 - iv. Time the seizure to note its duration.
 - v. Stay with the person after the seizure until they are fully conscious.
- j. First Aid for Drowning**
 - i. Call for help immediately and remove the person from the water if possible (without putting yourself at risk).
 - ii. Check for breathing and pulse—if absent, start CPR.
 - iii. Clear the airways of water and fluids if needed.
 - iv. Provide rescue breathing or chest compressions until help arrives.

Learning Tasks

1. Explain the concept of first aid and how to handle first aid situations.
2. Discuss the first aid kit and ways of providing first aid to different accident victims.

Pedagogical exemplars

1. Collaborative and Talk for Learning Approaches

- a. Watch a video/demonstration/picture to identify ways of providing first aid to accident victims of different types of accidents to save life

2. Group Work/Project Based Learning

- a. In mixed groups role-play how to provide first aid to accident victims: Cuts and bleeding, sprains and fractures, poisoning, choking, shocks and drowning,
- b. Video record the process and play back to the class for self -assessment and peer review session.

3. Collaborative and Talk for Learning Approaches

- b. In small groups use pyramid/ onion ring discussion strategies to reflect on the role-play activities and discuss how the groups applied the general precautions in first aid.

Key Assessment

1. DoK Level 2: Skills of conceptual understanding

Describe the concept of first aid and its importance for healthy family living

2. DoK Level 3: Strategic reasoning

Show how first aid can be applied to the following types of accidents.

- a. Cuts
- b. Scalds
- c. Electric shock

3. DoK Level 4: Extended critical thinking and reasoning

Scenario: A parent left a pot of soup on a fire unattended when a toddler ran into it and the soup poured over the child. Analyse the scenario and explain the following

- a. The hazard
- b. The type of accident
- c. The first aid treatment that is required to help the child.

Hint



The recommended assessment mode for this week, week 24 is **end of semester examination**. Refer to the Appendix G for the structure and the table of specification to guide the setting of the questions. Ensure that the questions sampled from weeks 13–24. Questions should entail all the DoK levels

SECTION 5 REVIEW

The section reinforces learners' understanding and highlights the key issues on maintaining a healthy Home, emphasising the need to engage learners in discussing and understanding

the key concepts under the section. Learners are expected to understand and appreciate the concept and principles of storage, hazards and accidents that occur in the home and workplace housing as well as ways of administering first aid to accident victims. The adoption of case studies, group work and interactive discussions would significantly enhance learners' learning experiences, ensuring that learners are not only theoretically informed but also show various proficiency levels in applying what they have learned in addressing the individual and family housing needs.



APPENDIX G: Structure of End of Second Semester Examination

Nature

1. Cover content from weeks 13-24 taking into consideration Depth of Knowledge (DoK) levels.
2. Resources:
 - a. Answer booklets
 - b. Learner Material
 - c. Teacher Manual

3. The test should include

Multiple Choice Questions – 40 questions

Essay – 5 Questions, Answer a minimum of three questions

Case Study – 1 Compulsory Question

4. Time: MCQ: 45 minutes; Essay: 1hr

Task example

Which of the following methods is effective for extending the lifespan of perishable food items?

- A. Storing in the pantry
- B. Sealing in airtight containers
- C. Hanging clothes in the closet
- D. Placing items near windows

Table of Specification for End of First Semester Examination

week	Focal Area(s)	Type of Questions	DoK Level				Total
			1	2	3	4	
13	Evaluate the quality, functionality and marketability of the developed prototype products through feed-back and revision Revise products based on evaluation and feedback to improve product quality	Multiple choice	1	2	1	-	4
		Essay	-	1	-	-	1
14	Discuss the characteristics of re-sources and their implication to management.	Multiple choice	1	1	1	-	3
		Essay	-	-	1	-	1

15	<i>Explain how budgeting and resource allocation affects business success Demonstrate how effective utilisation of family resources can contribute to entrepreneurial success</i>	Multiple Choice	1	1	1	-	3
		Essay	-	-	-	-	-
16	<i>Develop practical strategies for starting a business with family support</i>	Multiple Choice	1	2	-	-	3
		Essay	-	-	1	-	1
17	<i>Discuss the characteristics of resources and their implication to management Explain the concept of housing and its implication to healthy family living. Discuss ways individuals and families can acquire houses in diverse contexts.</i>	Multiple Choice	1	2	-	-	3
		Essay	-	-	-	-	-
18	<i>Explain the concept of home improvement and its relevance to responsible family and social living. Identify the soft and hard furnishes used for home improvement</i>	Multiple Choice	1	2	-	-	3
		Essay	-	-	-	-	1
19	<i>Exhibit skills of furnishing the home for comfort in different settings</i>	Multiple Choice	2	1	-	-	3
		Essay	-	-	-	-	-
20	<i>Discuss the types of storage to maintain the quality and extend the lifespan of household items Identify methods of storing different food, clothing and other household items to extend their lifespan (1)</i>	Multiple Choice	1	1	1	-	4
		Essay	-	-	1	-	1
21	<i>Apply the principles of storage in storing food, clothing and other household items to maintain the quality and extend the lifespan.</i>	Multiple Choice	2	1	1	-	4
		Essay	-	-	-	-	-
		Case Study	-	-	-	-	-
22	<i>Identify methods of storing different food, clothing and other household items to extend their lifespan (2)</i>	Multiple Choice	1	2	1	-	3
		Essay	-	-	1	-	1
23	<i>Discuss potential hazards and their implications to healthy family living Identify the types of accidents that occur in the home and workplace</i>	Multiple Choice	1	2	1	-	4
		Essay	-	-	-	-	-

24	<i>Examine the causes and ways of preventing home-based accidents to ensure safety and healthy family and social relationships</i> <i>Provide first aid to accident victims to save lives and promote responsible family and social living</i>	Multiple Choice	1	2	1	-	4
		Essay	-	-	1	-	1
		Case Study	-	-	1	-	-
			14	20	14	-	48

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