



MINISTRY OF EDUCATION

Religious and Moral Education

for Senior High Schools

TEACHER MANUAL



YEAR TWO



NATIONAL COUNCIL FOR
CURRICULUM & ASSESSMENT
OF MINISTRY OF EDUCATION

MINISTRY OF EDUCATION



REPUBLIC OF GHANA

Religious and Moral Education

for Senior High Schools

Teacher Manual

Year Two



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

RELIGIOUS AND MORAL EDUCATION 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 Religious and Moral Education 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: TIME MANAGEMENT

Strand: **Work, Time Management and Leisure**

Sub-Strand: **Time Management**

Learning Outcome: *Develop skills in managing time profitably.*

Content Standard: Demonstrate an understanding of the concept of time and indicate how it can be used profitably.

Hint



- **Assign Portfolio Assessment** for the academic year by Week 2. Portfolio should be submitted by Week 22. *See Appendix A of this Section and Teacher Assessment Manual and Toolkit pages 22–25 for more information on how to organise a portfolio assessment.*
- **Assign Group Project** for the academic year by Week 3. The project should be submitted by Week 7. *See Appendix B of this Section and Teacher Assessment Manual and Toolkit page 27 for more information on how to organise a group project.*
- The Recommended Mode of Assessment for Week 6 is **Mid-semester Examination**. Refer to **Appendix C** at the end of Section 1 for a table of specification for further information on how to go about the mid-semester examination.

INTRODUCTION AND SECTION SUMMARY

This introductory section of the Year two Religious and Moral Education Teachers' Manual focuses on 'Time Management'. The purpose is to support learners in developing understanding and skills in managing time profitably within and outside the school. Lessons in this section would help learners to explain the concept of time and how time is conceptualised in Ghanaian society; examine religious and cultural underpinnings of time in Ghana and compare time across different global cultures. This section would also assist learners in ascertaining ways of misusing time and how they can beneficially manage time to achieve maximum outcomes. These are necessary to prepare learners for adult life, the world of work and further studies.

The weeks covered by the section are:

Week 1: Time Conceptualisation in Ghanaian Society

Week 2: Religious and Cultural Context of Time in Ghanaian Society

Week 3: Comparison of Time across Different Global Cultures

Week 4: Ways in which Learners Misuse Their Time

Week 5: Skills in Managing Time Profitably as a Learner

Week 6: Time Management at Work

Week 7: Benefits of Good Time Management at Work

Week 8: Work-Life Balance

SUMMARY OF PEDAGOGICAL EXEMPLARS

In this section, teachers are encouraged to create a warm and conducive classroom atmosphere to ensure the delivery of the lessons. The successful realisation of the learning indicators will be dependent on teachers' creative use of suggested learner-centred pedagogies such as collaborative learning, experiential learning, use of interviews, internet resources, local materials, and resource persons among others. It is expected that teachers will engage learners in activities such as talk for learning, experiential and service learning, presentations and concept design using digital tools to whip up excitement and interest in the study of Religious and Moral Education. Teachers should be mindful of the diversity of their learners in terms of gender, ability and religion, and utilise that as a resource during the assignment of group tasks. Content and pedagogy of the lessons should be differentiated along the abilities of learners, being mindful that all learners cannot accomplish the same task at all times. Particular attention should be given to persons with special education needs, making relevant accommodation to ensure their full participation in all activities.

ASSESSMENT SUMMARY

To evaluate the success of lessons and measure learners' attainment, assessment strategies have been suggested for each of the lessons. The emphasis is on formative assessment with the end goal of providing information about learners' progress in terms of their holistic development. Assessment activities suggested include presentations, written assignments, poster making, creative art, case-study, and oral responses among others. These are meant to gauge learners' progress towards achieving the learning outcome and not necessarily to assign grades and sort them into excellent and weak learners. Teachers are to make careful choices from among the assessment options provided and create innovative assessment activities that will achieve this goal. It will be noticed that for each of the assessment options suggested, a level of Depth of Knowledge (DOK) has been gauged. Teachers are to make choices that will ensure a good mix of high and low levels to accommodate the diverse abilities of the learner.

WEEK 1

Learning Indicator: Explain the concept of time and how it is conceptualised in Ghanaian society

FOCAL AREA: TIME CONCEPTUALISATION IN GHANAIAN SOCIETY

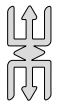
Key Takeaways

1. Overview of the concept of time

- a. Time is a precious resource that is measured in hours, minutes and seconds.
- b. Time can be measured in the past, present and future.
- c. Other elements of time are yesterday, today, and tomorrow.
- d. Time is precious like money, land, minerals, water bodies and human resources.
- e. A minute lost today cannot be gained tomorrow. This is the reason we say that “Time is money” or “Time is precious”.

2. How time is measured in Ghanaian culture.

- a. Ghanaian concept of time is not linear but cyclical.
 - i. In the linear concept of time, events occur in chronological order; one after the other. Each moment is unique and separate from the others.



Note

A full day is divided into a 24-hour scale; beginning from 12 am to 11.59 pm.

- ii. The cyclical concept of time suggests that time is fluid and not fragmented into precise units such as hours, minutes and seconds. In this case, time is seen as a flow, with events and activities blending into each other and repeating themselves. Usually, a full day is divided into dawn, morning, afternoon, evening and night.
- b. Ghanaian society views time as flexible and relative
 - i. Time is viewed as elastic; meaning, not rigidly fixed but rather stretchable and adaptable. E.g. A programme scheduled for the morning can take place any time between 6 am and 12 noon.
 - ii. Time is focused on completing tasks rather than adhering to strict time frames.
 - iii. Appointments and meetings may start later or earlier than expected. Often the presence of prominent personality (chief, family head, political leader, religious functionary, officiating officials etc) marks the beginning of activities or programmes.
- c. Life cycle
 - i. Life is seen as a cycle, with birth, growth, maturity and death. Each stage has its unique characteristics, responsibilities and expectation.

- ii. Time is measured by milestones and transitions between stages (initiation, marriage, parenthood and death).
- iii. The cycle of life is often tied to natural cycles. Examples, seasons, and lunar faces.
- d. Time is measured with events
 - i. Death of a great chief.
 - ii. Market days (e.g., in the next two market days).
 - iii. Natural occurrences – Eclipses of the sun, floods, drought, famine, epidemics/pandemics, earthquakes etc. (e.g., Kwame Nkrumah Circle Flooding/Fire on June 3, 2015).
 - iv. Disasters – May 9, 2001, Accra Sports Stadium disaster.
 - v. Tradition festivals – Akwasidae, celebrated by most Akans (Every 42 days), Homowo, celebrated by Ga's (often in August each year), Damba, celebrated by most Northern Ghana ethnic groups (often in July or August).
- e. Measuring time according to seasons of the year
 - i. Farming seasons.
 - ii. Rainy and dry seasons.

Learning Tasks

1. State any two ways by which traditional Ghanaian society measures time.
2. Differentiate between the linear and cyclical concepts of time.
3. Examine the flexibility and relativity of the traditional Ghanaian concept of time and productivity in the modern Ghanaian context.

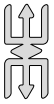
Pedagogical Exemplars

1. Think-pair-share

Through think-pair-share learners brainstorm the meaning of time.

2. Collaborative Learning

- a. In mixed-ability/religious groupings, learners narrate how Ghanaians measure time in cyclical. e.g., using life cycles such as “Two Market Days”.
- b. In the same groupings, learners cite examples from their families and communities of how time is measured using life events such as the death of a great chief, festivals, farming season, natural disasters etc.



Note

The teacher moderates discussion being mindful of the different abilities of the learners and poses questions that will elicit responses that reflect their abilities. Eg.

- a. *What ways does traditional Ghanaian society measure time? – AP*
- b. *How would you explain flexibility and relativity in the traditional Ghanaian concept of time? – P*
- c. *How would you distinguish between the linear and cyclical concepts of time? – HP*

Key Assessment

DoK Level 1: Describe how time is measured in Ghanaian society.

DoK Level 2: In relations to your life experiences, explain how time is measured according to...

- a. Seasons of the year
- b. Life cycle events

Hint



The Recommended Mode of Assessment for Week 1 is **questioning**. Refer to the Teacher Assessment Manual and Toolkit (TAMT) page 30 for more information on how to use the questioning strategy as a mode of assessment.

WEEK 2

Learning Indicator: *Explain the concept of time and how it is conceptualised in Ghanaian society*

FOCAL AREA: RELIGIOUS AND CULTURAL CONTEXT OF TIME IN GHANAIAN SOCIETY

Key Takeaways

1. **Some religious and cultural festivals that are used to measure time in Ghanaian Society**
 - a. African Traditional Religion: Addae, Aboakyir, Homowo, Hogbetsotso, Damba, Akwambo, Kundum, Apor, Kakube, Kobena etc.
 - b. Christianity: Christmas, Ash Wednesday, Palm Sunday, Easter, Ascension Day etc.
 - c. Islamic: Eid-ul-Fitr, Eid-ul-Adha, Maulid al-Nabi etc.
2. **Links between festivals and the cyclical nature of the seasons**
 - a. Homowo is celebrated by the Ga people, often in August, to mark the end of the harvest season and the beginning of the hunger season.
 - b. Bakatue is celebrated by the Elminas (Edinas), on the first Tuesday in July, to mark the beginning of the fishing season.
 - c. Addae is celebrated by the most Akans to commemorate their ancestors, seasons and the timings of agricultural activities.
 - d. Damba is celebrated in the Northern Regions to mark the birth of Prophet Muhammad and the harvest season.
3. **Religious teachings on time and the importance of utilising it wisely**
 - a. African Traditional Religion
 - i. “Time is cyclical, with events and experiences repeating themselves” (A wise saying).
 - ii. “The past, present and future are interconnected” (A wise saying).
 - iii. Time measured by the rhythms of nature and community’s experiences” (A wise saying).
 - b. Christianity
 - i. Time is a gift from God (Psalm 31:15).
 - ii. Redeem the time, making the most of every opportunity (Ephesians 5:15-16).
 - iii. There is time and seasons for everything ... (Ecclesiastics 3:1-11).
 - c. Islamic
 - i. Mankind loses time, except those who have believed and do righteous deeds (Qur’an 103: 1-3.)

- ii. Time is a trust from Allah and the one who misuses time is disobeying Allah's commandment (Hadith-Al-Bukhari).
- iii. Remember that Allah owns time, and He can extend or constrict it for you as He chooses... (Qur'an 23:80).

Learning Tasks

1. State three religious and cultural festivals used to measure time in Ghana.
2. Explain the link between festivals and the cyclical nature of seasons in Ghana with relevant examples.
3. Defend the assertion that time must be used productively and support your response with a verse or a saying from any two of the three main religions in Ghana.

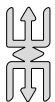
Pedagogical Exemplars

1. Talk-for-Learning

- a. Using a talk-for-learning strategy, learners give examples of religious events that help them measure time. e.g., Christmas, Easter, Eid-ul-Adha, Eid-Fitr, Akwasidae, Kundum, Kakube etc.

2. Collaborative Learning

- a. In mixed-ability/religious groups, learners identify and discuss the links between festivals and the cyclical nature of seasons.
- b. In the same groups, learners examine the religious teachings on time and the importance of utilising them wisely.



Note

The teacher moderates discussion being mindful of the different abilities of the learners and poses questions that will elicit responses that reflect their abilities. Eg.

- a. *What religious and cultural festivals are used to measure time in Ghana? – AP*
- b. *What are the links between religious and cultural festivals in measuring time in traditional Ghanaian society? - P*
- c. *How would you defend the assertion that time must be used productively and back your views with two sayings from any of the three main religions in Ghana? – HP*

Key Assessment

DoK Level 1: List three religious and cultural festivals that are used to measure time in Ghana.

DoK Level 2: Based on your understanding of the concept of time from the teachings of the three main religions, craft your own saying about time. (Example; “Time is precious”).

Hint



Assign Portfolio Assessment for the academic year by Week 2. Portfolio should be submitted by Week 22. See Appendix A of this Section and Teacher Assessment Manual and Toolkit pages 22–25 for more information on how to organise a portfolio assessment.

WEEK 3

Learning Indicator: *Explain the concept of time and how it is conceptualised in Ghanaian society*

FOCAL AREA: COMPARISON OF TIME ACROSS DIFFERENT GLOBAL CULTURES

Key Takeaways

1. How time is perceived in different world cultures

- a. In Western cultures
 - i. Time is perceived as linear and uses clock to measure it.
 - ii. Each activity should have a precise beginning and end.
 - iii. Events occur in chronological order; one after the other.
 - iv. Each moment is unique and separate from the others.
 - v. A full day is divided into a 24-hour scale; beginning from 12 am to 11.59 pm.
- b. In African (Ghana) cultures
 - i. Time is perceived as cyclical and uses life events and natural occurrences to measure it. E.g., the death of a great chief, seasons within the year like a farming season, festivals, rainy and dry seasons etc.
 - ii. Time is viewed as elastic; meaning, not rigidly fixed but rather stretchable and adaptable. E.g. A programme scheduled for the morning can take place any time between 6 am and 12 noon.
 - iii. Time is focused on completing tasks rather than adhering to strict time frames.
 - iv. Appointments and meetings may start later or earlier than expected. Often the presence of a prominent personality (chief, family head, political leader, religious functionary, officiating officials marks the beginning of activities.

2. Urban versus rural concept of time

- a. Urban perception of time
 - i. Time is often perceived as a scarce resource, with a focus on efficiency and productivity.
 - ii. Schedules and deadlines are strictly adhered to, with an emphasis on punctuality.
 - iii. Time is fragmented into smaller units, with focus on seconds and minutes.
 - iv. Technology and digital tools dominate time management.
- b. Rural perception of time
 - i. Time is often perceived as a more relaxed and flexible concept.
 - ii. Schedules are less rigid, with focus on natural rhythms and cycles (e.g sunrise, sunset etc).

- iii. Time is perceived in larger units, with attention on hours, days and seasons.
- iv. The pace of life is slower, with stronger connection to nature.
- v. Traditional practice and oral traditions influence time management.

3. Work versus leisure – work/life balance

a. Work Time

- i. Paid employment or professional activities.
- ii. It is often structured and scheduled.
- iii. Goal-oriented and productive.
- iv. It can be stressful and demanding.
- v. It may require concentration and focus.
- vi. Typically takes place in a specific workplace or settings.

b. Leisure Time

- i. Personal and discretionally time.
- ii. Flexible and self-directed time.
- iii. Relaxed and enjoyable.
- iv. Rejuvenating and refreshing.
- v. Can be spontaneous or planned.
- vi. Often takes place in various settings: home, outdoors, or recreational spaces.

Learning Tasks

1. Identify two differences between Africa (Ghana) and Western concepts of time.
2. Differentiate between rural and urban perceptions of time.
3. Justify why work time should not be used for leisure and, leisure time not be used for work in Ghana.

Pedagogical Exemplars

1. Research/Digital Pedagogy

- a. Learners use digital mediums (e.g., phones, tablets, laptops etc), to individually surf the internet for the different concepts of time across the globe. E.g. African versus Western concept of time.

2. Collaborative Learning

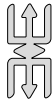
- a. In mixed-ability/religious groups, learners share their findings of the different time concepts across the globe with their group members.
- b. In the same groupings, learners compare and compile the differences between Ghanaian time concepts and mediums of measuring time with those of Western cultures.

3. Whole Class Discussion

- a. Groups present their findings on the differences between Ghanaian time concepts and mediums of measuring time with those of Western cultures.

4. Context Analysis

- a. With relevant examples, learners analyse the urban and rural contextualisation of time, and work and leisure time balance in both contexts.



Note

The teacher moderates discussion being mindful of the different abilities of the learners and poses questions that will elicit responses that reflect their abilities. Eg.

- a. *What differences exist between African and Western concepts of time? – AP*
- b. *How do rural and urban populations perceive time differently? – P*
- c. *Why should there be a balance between working and leisure times? – HP*

Key Assessment

DoK Level 1: Explain how time is perceived in different world cultures.

DoK Level 2: Compare the differences between the Ghanaian concepts of time with those of western cultures.

Hint



Assign Group Project for the academic year by Week 3. The project should be submitted by Week 7. See Appendix B of this Section and Teacher Assessment Manual and Toolkit page 27 for more information on how to organise a group project.

WEEK 4

Learning Indicator: *Identify the various ways learners misuse their time and the benefits of proper time management*

FOCAL AREA: **WAYS IN WHICH LEARNERS MISUSE THEIR TIME**

Key Takeaways

1. **The various ways in which learners misuse their time at home and school.**
 - a. Watching unnecessary programmes.
 - b. Spending too much time on social media.
 - c. Procrastination (putting off homework and studying until the last minute).
 - d. Destructions (allowing family members, pets or neighbours to interrupt study time).
 - e. Failing to prioritise tasks and manage time effectively.
 - f. Overwhelming breaks (taking excessively long breaks leading to decreased productivity).
 - g. Losing focus during lessons and failing to engage with the materials.
 - h. Socialising excessively (spending too much time chatting with friends).
 - i. Misusing technology (Using devices for non-academic purposes during class).
2. **The cost of learners' misused time (the value of time)**
 - a. Poor academic performance.
 - b. Reduced productivity.
 - c. Increased stress.
 - d. Decreased employability.
 - e. Poor time management habits.
 - f. Reduced creativity.

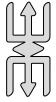
Learning Tasks

1. State three ways in which learners misuse their time at home and school.
2. Explain, with examples, three costs of learners' misuse of time at home and school.
3. Examine four ways by which learners can use their time effectively at home and school.

Pedagogical Exemplars

1. Talk-for-Learning

- a. In mixed ability/religious groups, learners use talk for learning strategy to identify and discuss the various ways in which they misuse their time.
- b. In the same groups, learners assess and discuss the possible costs of misused times.
Note: Relevant examples of how learners misuse their time at home and school and its effects should be cited to enrich discussions.



Note

The teacher moderates discussion being mindful of the different abilities of the learners and poses questions that will elicit responses that reflect their abilities. Eg.

- a. *What ways do learners misuse time at home and school? – AP*
- b. *What costs do learners incur in misusing time at home and school? –P*
- c. *How would you, as a learner, use your time effectively at home and school? – HP*

Key Assessment

DoK Level 3: As learners, identify three ways you misuse time at home and school and describe its effects on your studies.

Do1K Level 4: Reflect on your use of time and make four achievable recommendations to improve it.

Hint



The Recommended Mode of Assessment for Week 4 is **group presentation**. Refer to the DoK Assessment Level 3 question for a sample to assign and the Teacher Assessment Manual and Toolkit (TAMT) page 50 for more information on how to use the group presentation as a mode of assessment.

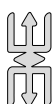
WEEK 5

Learning Indicator: *Identify the various ways learners misuse their time and the benefits of proper time management*

FOCAL AREA: **SKILLS IN MANAGING TIME PROFITABLY AS A LEARNER**

Key Takeaway

1. **Skills in Managing time profitably as a learner.**
 - a. Make a list of your daily activities as a learner during the day and night.
 - b. Segment your tasks into smaller and manageable units.
 - c. Allot time for each of the daily activities.
 - d. Implement your activities according to your schedule.
 - e. Be punctual at all events and stick to the timelines.
 - f. Do not procrastinate (particularly learning time).
 - g. Allot time for leisure (creating breaks in between activities).
 - h. Regularly reflect and review your time management strategies.
2. **Awareness of the relationship between learners' thoughts and emotions and time management.**
 - a. Learners' thoughts and emotions can significantly impact their ability to manage time effectively.
 - i. Examples of learners' thoughts
 - Limiting beliefs: I will never be able to finish this task on time.
 - Self-doubt: I am not good enough to complete this assignment.
 - Distraction: I will just check my phone/social media very quickly.
 - ii. Examples of learners' emotions
 - Procrastination due to fear of failure.
 - Overwhelmed and anxious when faced with multiple tasks.
 - Lack of motivation due to boredom or disinterest.



Note

Effective time management requires recognising and managing these thoughts and emotions. By acknowledging and addressing these mental and emotional barriers, learners can develop better time management skills and achieve their learning goals and targets.

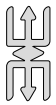
Learning Tasks

1. State three skills which can help learners to manage their time profitably.
2. Explain two examples of learners' thoughts that can inhibit them from achieving their daily targets.
3. Justify the need to understand learners' thoughts and emotions and their significance in effective time management.

Pedagogical Exemplars

1. Collaborative Learning

- a. In mixed ability/religious groupings, learners brainstorm skills in managing time profitably to achieve their daily target as learners.
- b. In the same groups, learners identify and discuss thoughts and emotions that can create barriers or promote effective time management.



Note

The teacher moderates discussion being mindful of the different abilities of the learners and poses questions that will elicit responses that reflect their abilities. Eg.

- a. *What skills can learners use to manage their time profitably? – AP*
- b. *What thoughts can inhibit learners from managing their times profitably – P*
- c. *Why should learners' thoughts and emotions be considered significant in the time management discourse? – HP*

Key Assessment

DoK Level 3: Use ICT tools to design sample daily schedules for learners and post them on their social media handles. Write the names of group members underneath your work. (*Note:* Products of learners should first be submitted to the RMEC for approval before sharing).

Hint



The Recommended Mode of Assessment for Week 5 is **poster**. Refer to the DoK Assessment Level 3 question and use it as a sample to assign and the Teacher Assessment Manual and Toolkit (TAMT) page 75 for more information on how to use poster as a mode of assessment.

WEEK 6

Learning Indicator: *Identify the various ways learners misuse their time and the benefits of proper time management*

FOCAL AREA: **TIME MANAGEMENT AT WORK**

Key Takeaways

1. The concepts of time management
 - a. Time management is a set of principles, practices, skills, tools and systems that help one use time to accomplish what one wants.
 - b. Time management is the process of planning and controlling how much time is spent on different activities to maximise efficiency and productivity.
2. How to manage time at work
 - a. Set goals and priorities.
 - b. Plan events using a calendar.
 - c. Make a list of daily activities.
 - d. Schedule daily activities (allocate time to them).
 - e. Eliminate distraction (minimise the use of phones, social media, socialising with colleagues etc.).
 - f. Take regular breaks to recharge and avoid burnout.

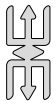
Learning Tasks

1. Define time management.
2. Explain three ways of managing work time.
3. Examine, with examples, five strategies for managing work time effectively.

Pedagogical Exemplars

1. **Think-pair-share**
 - a. Learners individually brainstorm the meaning of the concept “Time Management”, pair and share their response to the whole class.
2. **Collaborative learning**
 - a. In mixed-ability/religious groups, learners identify and discuss ways of managing time at work.
 - b. In the same groups, learners suggest the importance of good time management skills at work.

- c. Learners discuss the importance of following schedules in achieving individual and organisational work targets.



Note

Guide learners to recognise individual differences and abilities, and how they affect the time needed to get a task done i.e. knowing that some people may require assistance from others to cooperate with others.

The teacher moderates discussion being mindful of the different abilities of the learners and poses questions that will elicit responses that reflect their abilities. Eg.

- a. *What is time management? – AP*
- b. *What methods would you adopt to manage your work time effectively? – P*
- c. *Explain strategies that you could use to manage your work time effectively? – HP*

Key Assessment

DoK 3: Describe three benefits of effective time management.

- a. In the workplace
- b. To an individual

DoK 4: Extended Critical Thinking: Plan a schedule of their weekend activities, observe it accordingly, and report their experiences following the schedule for class presentation in the next lesson.

Hint



The Recommended Mode of Assessment for Week 6 is **Mid-semester Examination**. Refer to **Appendix C** at the end of Section 1 for a table of specification for further information on how to go about the mid-semester examination.

WEEK 7

Learning Indicator: *Identify the various ways learners misuse their time and the benefits of proper time management*

FOCAL AREA: **BENEFITS OF GOOD TIME MANAGEMENT AT WORK**

Key Takeaways

1. Benefits of good time management at work
 - a. Increases productivity.
 - b. Reduces stress and anxiety.
 - c. Improves work-life balance.
 - d. Enhances creativity and focus.
 - e. Encourages better relationships and communication.
 - f. Increases sense of control and accomplishment.
 - g. Allows more free time and personal space.

Learning Tasks

1. State three benefits of good time management at work.
2. Explain the need to schedule work time.
3. Examine three reasons for proper time management skills at work.

Pedagogical Exemplars

1. Reflection/Presentation

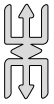
- a. Learners (individually) report on their experiences by following their scheduled weekend activities assigned to them from the previous lesson.

2. Reflection and Critical Thinking Activity

- a. *Individual Activity:* If you were given the chance to relive yesterday, having in mind the digital concepts of “Undo” and “Copy and Paste”, which actions would you repeat and which ones would you like to do differently based on your understanding of good time management.

3. Collaborative Learning

- a. In mixed-ability/religious groups, learners reflect on the outcome of their individual activity above, identify and discuss the benefits of managing time effectively and efficiently in achieving individual and organisational work targets.



Note

The teacher moderates discussion being mindful of the different abilities of the learners and poses questions that will elicit responses that reflect their abilities. Eg.

- a. *What are the benefits of good time management at work? – AP*
- b. *Why does one need to schedule their work time? – P*
- c. *How significant are proper time management skills at work? – HP*

Key Assessment

DoK Level 4: Visit the school kitchen or contact the head of the unit and enquire about how they set and meet individual as well as unit schedules/targets in the school. Using their notes of the discussion learners should produce a report on how the school kitchen/unit is managed using effective time management techniques.

Hint



The Recommended Mode of Assessment for Week 7 is **poster**. Refer to the DoK Assessment Level 3 question and use it as a sample to assign and the Teacher Assessment Manual and Toolkit (TAMT) page 75 for more information on how to use poster as a mode of assessment.

WEEK 8

Learning Indicator: *Identify the various ways learners misuse their time and the benefits of proper time management*

FOCAL AREA: **WORK-LIFE BALANCE**

Key Takeaways

1. Meaning of work-life balance

- a. Work-life balance refers to the ability to manage and balance the demands of work and personal life in a fulfilling and sustainable way.
- b. Work-life balance is a continuous process that requires effort, intention and self-care.

2. Strategies for achieving a good work-life balance.

- a. Setting clear boundaries between work and personal time
- b. Prioritising self-care and personal well-being
- c. Learning to say “no” to excessive work demands
- d. Using technology wisely to avoid work creep
- e. Making time for activities and relationships that bring joy and fulfilment
- f. Managing work-related stress and avoiding burnout
- g. Being present and fully engaged in both work and personal life
- h. Seeking support from colleagues, friends, and family

3. Benefits of Good Work-Life Balance

- a. Increased productivity and focus at work
- b. Improved mental and physical health
- c. Stronger relationships with family and friends
- d. Increased job satisfaction and engagement
- e. Greater overall sense of happiness and well-being

Learning Tasks

1. State the meaning of work-life balance.
2. Explain three strategies for achieving a good work-life balance.
3. Justify, with practical examples, the benefits of a good work-life balance to learners.

Pedagogical Exemplars

1. Think-Pair-Share

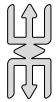
Through think-pair-share, learners brainstorm the meaning of the concept “work-life balance”.

2. Collaborative Learning

In mixed-ability/religious groups, learners identify and discuss strategies for achieving a better work-life balance. *Note:* School and learner-related examples can be emphasised to make the lesson more meaningful. Learners should be encouraged to practice what they have learnt from this lesson in their daily life activities.

3. Talk for Learning

- a. Learners suggest and discuss the benefits of good work-life balance to the overall well-being of humans.



Note

The teacher moderates discussion being mindful of the different abilities of the learners and poses questions that will elicit responses that reflect their abilities. Eg.

- a. *What do you understand by the term “work-life balance?” – AP*
- b. *What strategies would you adopt to achieve a good work-life balance? –P*
- c. *How would you justify that good work-life balance is beneficial? – HP*

Key Assessment

DoK Level 3: Read the Case Scenario and answer the questions that follow

Zulu is hardworking young man yet his results/outcomes do not tally with his efforts. He is always the first to report to work, and the last to leave the workplace. He works his heart out and tackles tasks from all angles but ends the day with many unfinished targets. Today as he got to work, his boss queried him, stating that if he is unable to improve performance to meet the targets of his assigned work he would be laid off at the end of the month.

From the case...

- a. What do you think Zulu lacks in his work life?
- b. How would you assess Zulu’s knowledge about work-life balance?
- c. What strategies should Zulu adopt to meet his targets?

Hint



The Recommended Mode of Assessment for Week 8 is **Case Study**. Refer to the DoK Assessment Level 3 question and use it as a sample to assign and the Teacher Assessment Manual and Toolkit (TAMT) page 25 for more information on how to use case study as a mode of assessment.

SECTION 1 REVIEW

In this section, learners were introduced to the concept of ‘Time Management’. Learners have been supported to gain knowledge and skills in managing time profitably within and outside the school. The lessons focused on enlightening learners’ appreciation for how time is conceptualised in Ghanaian society to help them compare time with different global cultures. Teachings from the three main religions and cultural underpinnings of time were explored. Learners have been equipped with skills to develop and strictly follow schedules in meeting individual and organisational targets and maintaining a healthier work-life balance for holistic well-being. Learner-centred pedagogies such as experiential, collaborative learning, reflection, case-study, internet resources and the use of ICT tools among others were utilised to teach the concepts. Emphasis was placed on formative assessment with the end goal of providing information about learners’ progress in terms of their holistic development. Assessment activities suggested included: presentations, poster making, creative art, and digital literacy projects, case-study, oral and written responses among others. The learners’ backgrounds were used as a vehicle to explore the contextualisation of time in their local, national and global settings. It is expected that lessons from this section will help learners to appreciate time management in their daily individual and group activities, and adequately prepare them for adult life, the world of work and further studies.

ADDITIONAL READING

The Holy Bible.

The Holy Qur’an.

Mbiti, J.S. (1990). *African religions and philosophy*. Portsmouth, NH: Heinemann.

Twumasi, K.D., & Adade, C. (2014). *Religious and Moral Education in scope for junior high schools 1-3*. Tema: Kinwawily Publications Ltd.



APPENDIX A: Sample Portfolio Assessment

Task Compile and submit a comprehensive portfolio that represents your work for the entire academic year. The portfolio should include a selection of exercises/assignments, project work, reflective pieces, and both mid-semester and end of semester examination papers.

Structure and Organisation of the Portfolio

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

1. Cover Page with
 - a. learner's name
 - b. class
 - c. subject
 - d. period/date, etc.
2. Table of Contents which has the list of items included with page numbers.
3. Brief description/background of items such as background information for each included artefact, etc.

Learners' works to be included in the Portfolio

1. Class Exercises/Assignments
2. Project works
3. Reflective Pieces
4. Mini-research work
5. Mid-semester examination papers
6. End of semester examination papers, etc.

Mode of Administration for Portfolios

1. Clearly explain the purpose of the portfolio and its various components to the learners. Provide examples and templates for each section to guide them in their work.
2. Set up regular review sessions, every 4 weeks, to monitor learners' progress. During these checkpoints, they offer feedback and guidance to help them improve their portfolios.
3. Share the scoring rubrics with the learners and thoroughly explain how their work will be evaluated.

Set the final due date for portfolio submission in Week 22 of the academic calendar. Offer a grace period for learners to make revisions based on the final feedback they receive.

Mode of submission/presentation

1. Clearly inform all learners of the final deadline for portfolio submission to ensure that all work is completed and submitted on time.

2. Learners should organise their portfolios in a clear and logical manner, with each section clearly labelled and easy to access.
3. Learners may submit their portfolios either in physical form or via the school's online submission system.
4. For digital submissions, learners should upload their portfolios either as a single file or in well-organised folders within the online platform.
5. Ensure the portfolio contains all required components: assignments, projects, quizzes, tests, reflective pieces, mini-research work, as well as mid-semester and end of semester examination papers.

Feedback strategy

1. Schedule regular meetings to review learners' progress, set new goals, and make any necessary adjustments to their learning strategies.
2. Provide helpful comments throughout the learning process to support learners' development. Ensure that learners clearly understand how to use this feedback to continually improve their work and achieve better results.

Scoring rubric/ Marking scheme

<i>Learner's pieces of work</i>	<i>Items</i>	<i>Marks per Item</i>	<i>Total Marks</i>
<i>Assignments/Exercises</i>	2	1 mark each	2 marks
<i>Projects works (Individual/ Group)</i>	2	2.5 marks each	5 marks
<i>Mini-project work</i>	1	2 marks	2 marks
<i>Reflective Piece</i>	1	2 marks	2 marks
<i>Mini-research Work</i>	1	2 marks	2 marks
<i>Mid-semester Examination Papers</i>	2	2 marks each	4 marks
<i>End of semester Examination Paper</i>	1	3 marks	3 marks
<i>Total Marks</i>			20 marks



APPENDIX B: Group Project

TASK

How do beliefs and cultures shape the way we understand and use time—and how can learners manage time more profitably?

Choose Your Focus (pick 1–3 to combine)

1. Time conceptualisation in Ghana
2. Religious & cultural context of time in Ghanaian society
3. Comparison of time across different global cultures
4. Ways learners misuse time & skills for profitable time management

Expected Outputs (Portfolio)

1. **Concise Report (1,000–1,400 words)**
 - Introduction, methods, findings, analysis, recommendations, references.
2. **Time-Use Study**
 - 3-day **time diary** from each group member + one **combined group chart** of time categories (study, chores, worship, screen time, sleep, travel, leisure).
3. **Community Insight**
 - At least **2 short interviews** (e.g., elder, religious leader, market trader, teacher, or international student) with anonymised notes.
4. **Practical Toolkit**
 - A one-page **Learner Time Plan** (weekly timetable + 3 techniques you'll use).
5. **Visual Product**
 - Poster/infographic **or** 3–5 minute presentation (slides or short video/role-play) showing key insights and recommendations.

Group Setup (4–6 learners)

- **Coordinator** (keeps tasks moving)
- **Lead Researcher** (interviews, sources)
- **Data & Charts** (diaries, totals, graphs)
- **Writer/Editor** (report, one-page toolkit)
- **Designer/Presenter** (poster/slides)
- (Optional) **Ethics Officer** (consent & anonymity checks)

4-Week Step-by-Step Plan

Week 1 – Define & Plan

Goal: Frame the study and assign roles.

- Pick your focus area(s) and write a **Project Brief** (60–80 words).
- Draft **3–5 research questions**, e.g.
 - How do Ghanaian religious/cultural events influence punctuality and scheduling?
 - How do different cultures at our school/community treat “start time”?
 - What are our top time-wasting habits and their causes?
- Prepare tools: **Interview guide** (5–7 short, neutral questions), **Time-Diary Template** (see template below).
- Make a **task timeline** with deadlines and who does what.
- **Checkpoint to teacher:** Brief + questions + roles + tools.

Week 2 – Gather Evidence

Goal: Collect real, local data.

- Each member completes a **3-day time diary**.
- Conduct **at least 2 interviews** (10–15 minutes each). Take notes, record only with permission.
- Do one **mini-observation** (e.g., church/mosque start time vs advertised time; club meeting; market hours).
- Begin a **source log** (date, who/where, 3 key points).
- **Checkpoint:** Submit copies of two interview notes + a sample filled diary.

Week 3 – Analyse & Build Products

Goal: Turn data into insights and solutions.

- Aggregate diary data: compute **totals & percentages** per category; draw a **bar chart or pie chart**.
- Compare:
 - **Ghanaian time practices** (religious/cultural events, family, school)
 - **Another culture’s practices** (from an interview, a classmate, or a source).
 - Identify **similarities/differences** and **possible reasons** (values, context, transport, weather, obligations).
- Identify **3 top time-misuse patterns** among learners; map **causes → effects** (grades, stress, lateness).
- Draft **recommendations** (e.g., weekly timetable, Eisenhower matrix, Pomodoro, batching errands, device rules, “5-minute start rule”).
- Build your **poster/infographic** and **Learner Time Plan** (one page).
- **Checkpoint:** Draft report + visual + toolkit for feedback.

Week 4 – Finalise & Present

Goal: Polish, present, submit.

- Edit for clarity, cultural sensitivity, and correct totals.

- Rehearse a **5–7 minute presentation** (or present the poster).
- Submit the **Portfolio**: Report, Time-Use data & chart, Interview notes, Visual product, Learner Time Plan.
- Optional: 1-paragraph **reflection** per member (what changed in your time use?).

Rubric (Total = 20 marks)

Criterion (4 marks each)	4 – Excellent	3 – Good	2 – Fair	1 – Needs Improvement
Content Accuracy & Cultural Respect	Explanations are accurate; Ghanaian and other cultural contexts handled sensitively; no stereotyping.	Mostly accurate; minor lapses; generally respectful.	Some inaccuracies or broad generalisations.	Frequent inaccuracies; insensitive generalisations.
Evidence & Data Use	Time diaries (3+ members), 2+ interviews, clear chart; conclusions clearly supported by data.	Adequate diaries, 2 interviews; chart present; some links to data.	Limited or incomplete data; weak chart; few links to findings.	Minimal/unclear data; no charts; claims unsupported.
Analysis & Comparison	Clear causes/effects; Ghana vs other culture compared with insight; explains <i>why</i> .	Comparison present; some causes/effects noted.	Mostly description; limited analysis or unclear comparisons.	Little/no analysis; comparisons missing.
Practical Toolkit & Recommendations	Toolkit is realistic (timelines/techniques), directly solves identified problems.	Useful tips; partly connected to findings.	Generic tips; weak link to findings.	Vague or impractical tips; not linked to findings.
Communication & Teamwork	Report well-structured; visuals clear; on time; roles evident; presentation engaging.	Generally clear; minor issues with visuals/timing/roles.	Some disorganisation; visuals or timing weak.	Disorganised; hard to follow; missing components.



APPENDIX C: Mid-Semester Examination

STRUCTURE

There are 20 multiple choice items. Answer all questions. Each item is followed by four alternatives, A-D.

Read each item carefully and select the option that **best** answers the question.

Example

The traditional Ghanaian cultures perceive time in all the following expressions **except**. Time is...

- A. allotted for each activity and should have a precise beginning and end.
- B. cyclical and uses life events and natural occurrences to measure it.
- C. focussed on completing tasks rather than adhering to strict time frames.
- D. not rigidly fixed but rather stretchable and adaptable.

Table of Test Specification

Week	Focal Area	Type of Question	Depth of Knowledge			
			L1	L2	L3	Total
1	Time conceptualisation in Ghana	Multiple Choice	2	1	1	4
2	Religious and cultural context of time in Ghanaian society	Multiple Choice	1	2	1	4
3	Comparison of time across different global cultures	Multiple Choice	2	1	1	4
4	Ways in which learners misuse their time	Multiple Choice	1	2	1	4
5	Skills in managing time profitably as a learner	Multiple Choice	2	1	1	4
Total			8	7	5	20

SECTION 2: RESPONSIBLE PARENTING AND PARENTHOOD

Strand: Stewardship and Responsibility

Sub-Strand: Responsible Parenting and Parenthood

Learning Outcome: *Justify the need for responsible parenting.*

Content Standard: Demonstrate knowledge and understanding of concept of parenting and parenthood, and the reproductive roles of parents and children.

Hint



- The **End of First Semester Examination** will be conducted in Week 12. Refer to **Appendix D** of this Section 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.
- Assign **Individual Project Work** for the academic year by Week 14. The project should be submitted by Week 17. See **Appendix E** of this Section and Teacher Assessment Manual and Toolkit for more information on how to organise a group project.

INTRODUCTION AND SECTION SUMMARY

This section of the Religious and Moral Education Teachers' Manual focuses on 'Responsible Parenting and Parenthood'. The purpose is to support learners in developing an appreciation for the role played by parents in Ghana. Lessons in this section will expose learners to the differences between parenting and parenthood, parenting styles, traditional and contemporary ways of parenting, and the obligations of parents and children in the family. It will also equip learners with the knowledge and skills needed to become a responsible parent themselves, while being aware of some of the challenges faced in parenting. These are necessary to prepare learners for adult life, the world of work and further studies.

The weeks covered by the section are:

Week 9: The Concept of "Parenting and Parenthood"

Week 10: Cultural and Religious Principles about the Concept of Parenting and Parenthood

Week 11: Parental Roles

Week 12: Parenting Styles

Week 13: Obligations of Parents and Children in the Family and Society

Week 14: Parents Neglect

Week 15: Responsible Parenting

Week 16: Challenges Faced in Parenting**SUMMARY OF PEDAGOGICAL EXEMPLARS**

In this section, teachers are encouraged to create a warm and conducive classroom atmosphere to ensure the delivery of the lessons. The successful realisation of the learning indicators will depend on teachers' creative use of suggested learner-centred pedagogies such as collaborative learning, experiential learning, use of internet resources, local materials, and resource persons. Teachers are expected to engage learners in activities such as talk for learning, experiential and service learning, presentations and concept design using digital tools to whip up excitement and interest in the study of Religious and Moral Education. Teachers should be sensitive to the diversity of their learners in terms of gender, ability and religion, and utilise that as a resource during the assignment of groups and tasks. The content and pedagogy of the lessons should be differentiated along the abilities of learners, being mindful that all learners cannot accomplish the same task at all times. Particular attention should be given to persons with special educational needs, making relevant accommodations to ensure their full participation in all activities.

ASSESSMENT SUMMARY

To evaluate the success of lessons and measure learners' attainment, assessment strategies have been suggested for each of the lessons. The emphasis is on formative assessment with the end goal of providing information about learners' progress in terms of their holistic development. Assessment activities suggested include presentations, written assignments, poster making, creative art, case-study, and oral responses among others. These are meant to gauge learners' progress towards achieving the learning outcome and not necessarily to assign grades and sort them into excellent and weak learners. Teachers are to make careful choices from among the assessment options provided and create innovative assessment activities that will achieve this goal. It will be noticed that for each of the assessment options suggested, a level of Depth of Knowledge (DOK) has been gauged. Teachers are to make choices that will ensure a good mix of high and low levels to accommodate the diverse abilities of the learners.

WEEK 9

Learning Indicator: *Explain the concept of parenting and parenthood*

FOCAL AREA: THE CONCEPTS OF PARENTING AND PARENTHOOD

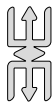
Key Concepts

This lesson focuses on exposing learners to the concepts of parenting and parenthood. Teachers should help learners appreciate the differences between parenting and parenthood and the roles played by each of them. The following concepts should be emphasised:

Key Takeaways

1. Definition of parenting

- a. It refers to bringing up and looking after children to be useful citizens.
- b. It is the process of promoting and supporting a child's physical, emotional, social, financial and intellectual development from infancy to adulthood.



Note

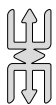
It is key to remember that parenting roles can be performed by people who do not have their own children.

2. People who can take up parenting roles:

- a. Biological parents of a child
- b. Adoptive parents
- c. Fosters parents
- d. Older siblings of a child
- e. Nannies or caregivers
- f. Social workers (Especially, in the orphanages)
- g. Teachers and other school workers etc.

3. Parenthood:

- a. It is the state of being a parent.
- b. It typically implies a biological relationship with a child.



Note

It begins during pregnancy until the person dies.

4. Differences between parenting and parenthood

Parenting	Parenthood
The act of raising and caring for a child.	It is the state or status of being parents.
It focuses on the responsibilities, tasks and activities involved in childrearing.	It encompasses the emotional, social and legal aspects of being a mother or father.
It emphasizes the skills, strategies and techniques needed to nurture and guide the child.	It involves the identity, role and relationship associated with being a parent.
It can be performed by biological parents, adoptive parents, foster parents or other caregivers.	It typically implies a biological relationship with a child.
It is what you do. Eg. Feeding, teaching, disciplining etc.	It is what you are. Eg. Mother or father.

Learning Tasks

1. Define parenting and parenthood.
2. Identify the people who can perform parenting roles.
3. Differentiate between parenting and parenthood.

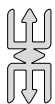
Pedagogical Exemplars

1. Think-pair-share

- a. Using the think-pair-share, learners brainstorm the meaning of parenting and parenthood. Learners can use internet resources to help them find the meaning of the concepts.
- b. Learners brainstorm and suggest people who perform parenting and parenthood roles. Teachers should encourage learners to reflect on their backgrounds for rich examples to support class discussion. However, examples should be free from marginalisation of minor groupings and abilities.

2. Collaborative Learning

- a. In mixed-ability/religious groups, learners identify and discuss with relevant examples the differences between parenting and parenthood based on the various meanings deduced from the think-pair-share activities.



Note

The teacher moderates discussion being mindful of the different abilities of the learners and poses questions that will elicit responses that reflect their abilities. E.g.

- a. *What is the meaning of parenting and parenthood? – AP*
- b. *Which people play the role of parenting and parenthood? – P*
- c. *How would you distinguish between parenting and parenthood? –HP*

Key Assessment

DoK Level 2: Explain the concepts

- a. Parenting
- b. Parenthood

DoK Level 3: With relevant examples, differentiate between parenting and parenthood.

Hint



*The Recommended Mode of Assessment for Week 9 is **essay**. Refer to the DoK Assessment Level 3 question and use it as a sample to assign and the Teacher Assessment Manual and Toolkit (TAMT) page 74 for more information on how to use essay as a mode of assessment.*

WEEK 10**Learning Indicator:** *Explain the concept of parenting and parenthood***FOCAL AREA: CULTURAL AND RELIGIOUS PRINCIPLES ABOUT THE CONCEPTS OF PARENTING AND PARENTHOOD****Key Concepts**

This lesson is to examine the cultural and religious principles applied to the concepts of parenting and parenthood in the Ghanaian context. Teachers should help learners to understand and appreciate the need for cultural and religious roles in the quest to ensure responsible parenting and parenthood. The following concepts should be emphasised:

Key Takeaways

- 1. Some common cultural and religious principles of parents and families in Ghana.**
 - a. It takes a collective effort of the extended family to raise a child.
 - b. Ghanaians place a premium on respect for elders and other values like humility and hard work in their childrearing.
 - c. The community plays an active role in childrearing practices.
 - d. Discipline and correction are at the heart of the process.
 - e. Gender roles are prevalent.
 - f. Education and socialisation are means of passing on values and heritage.
 - g. Good role modeling is a significant aspect of childrearing.
 - h. Spiritual guidance is sacred.
 - i. Forgiveness and mercy are cherished values in the upbringing of a child.
 - j. Unconditional love is stressed.
 - k. Prayer and blessing.
- 2. Importance of the roles of parents and family members in transmitting cultural/religious values.**
 - a. They help children in their identity formation (they shape their sense of belongingness and purpose from their family's cultural and religious heritage).
 - b. They help children to acquire moral values and principles to shape their ethical decision-making and behaviour.
 - c. They ensure the transmission and preservation of cultural heritage.
 - d. They assist children with a sense of collectiveness such as family and communal living rather than individualism.
 - e. They help children develop important life skills such as respect, humility, empathy, critical thinking and hard work.

Learning Tasks

1. Identify four common cultural and religious principles of parents and families in Ghana.
2. Examine the importance of the roles of parents and family members in transmitting cultural/religious values.
3. Justify the need for the knowledge and awareness of cultural/religious principles in parenting in the current dispensation.

Pedagogical Exemplars

1. Research

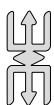
- a. In mixed-ability/religious groupings, learners search for common cultural and religious principles in Ghanaian society. Each group should work on one of the three main religions in Ghana to find some of the teachings on parenting.

2. Presentation

- a. The groups take turns to present their research findings on the cultural and religious teachings on parenting to the whole class. Learners should be guided to identify the teachings that cut across the three main religions in Ghana.

3. Collaborative Learning

- a. Learners in their groups discuss the importance of parents and family in transmitting cultural/religious values to children.



Note

The teacher moderates discussion being mindful of the different abilities of the learners and poses questions that will elicit responses that reflect their abilities. E.g.

- a. What are some of the common Ghanaian religious/cultural principles in parenting?
– AP
- b. What roles do parents play in transmitting cultural/religious values to children?
– P
- c. How would you justify the need to transmit cultural/religious values to children?
–HP

Key Assessment

DoK Level 1: State three common Ghanaian cultural and religious principles about parenting and parenthood.

Dok Level 2: Describe the importance of parental influence in transmitting Ghanaian cultural/religious values.

Dok Level 3: How do parents/families achieve the transmission of cultural/religious values in any one of the main religions in Ghana?

Hint



The Recommended Mode of Assessment for Week 10 is **quiz**. Refer to the DoK Assessment questions and use any as a sample to assign to learners.

WEEK 11**Learning Indicator:** *Explain the concept of parenting and parenthood***FOCAL AREA: GENDER ROLES IN PARENTING****Key Concepts**

The focus of this lesson is to enlighten learners on gender roles in parenting. The lesson seeks to expose learners to gender-specific roles as well as gender-neutral roles in parenting. Teachers should therefore help learners to appreciate the respective key roles fathers and mothers are expected to play in the parenting process and the roles that are neutral and can be played by both fathers and mothers. In doing so, conscious efforts should be made by the teacher in helping learners to examine biases against different genders and gender stereotypes in parenting in the Ghanaian context. The following concepts should be emphasised:

Key Takeaways**1. Gender-specific and gender-neutral roles in parenting****a. Mothers:**

- i. Nurturing and emotional care
- ii. Primary caregiver
- iii. Nutrition and feeding

b. Father:

- i. Provider and breadwinner
- ii. Disciplinarian and authority figure
- iii. Play and recreation
- iv. Protection and safety

c. Gender-neutral parental roles:

- i. Co-parenting and shared decision-making
- ii. Shared-childcare and responsibilities
- iii. Equal involvement in education and development
- iv. Shared financial responsibilities and provider roles
- v. Emotional support and communication
- vi. Household chores and domestic responsibilities

2. Biases against different genders and gender stereotypes in parenting and society in general

It is often perceived that

- a. Mothers are naturally nurturing and caregivers, while fathers are providers and disciplinarians
- b. Women are more emotional and intuitive, while men are rational and logical.
- c. Mothers are responsible for domestic work and childcare, while fathers are responsible for financial support.
- d. Fathers are not capable of caring for young children or managing household chores.
- e. Mothers are overly protective and nurturing, while fathers are distant and authoritarian.

Learning Tasks

1. State two specific gender roles of a mother and a father in Ghanaian society.
2. Explain three gender-neutral roles in parenting in Ghanaian context.
3. Examine the effects of gender-stereotype roles in parenting.

Pedagogical Exemplars

1. Talk for Learning

- a. Using talk for learning, learners brainstorm the traditional roles of parents in the various homes and communities. Pose questions that will help encourage learners approaching proficiency level to contribute to the discussions while posing challenging questions to stretch the imagination of the highly proficient learners.

2. Moral Scenario

Mr. Ntim has been involved in staking lotto and due to that, for the fifth time this week, he leaves the house without providing money for the upkeep of the home. Mrs. Ntim instructs Yate and Gyimaa to get ready for school. They were sacked from school later that morning because their school fees had not been paid. They met an empty cooking pot, the dishes undone and an untidy compound. Mrs. Ntim was not at home when they returned because she had gone to her friend, Aisha's house to while away the time gossiping.

Mr. Ntim returns from work to meet Yate and Gyimaa crying because they are starving and he's upset that there's no food set on the table for him. Mrs. Ntim returns with her newly bought funeral cloth in her armpit, a toothpick in her mouth because she had had a good meal at her friend's house, and happily throws the leftover bone in her hands to their dog, Nyamebekyere to lick its marrow.

- a. From the scenario, learners are to:
 - i. Examine who is responsible for the chaos.
 - ii. Identify and discuss gender-specific and gender-neutral parental roles in the family.
 - iii. Identify gender biases and stereotypes in parenting and society in general.
 - iv. Analyse the possible effects of gender stereotypes in parenting in the family.

Key Assessment

Dok Level 1: Mention three traditional parenting roles in Ghanaian society.

DoK Level 2

1. Explain three possible effects of gender stereotyping in parental roles.
2. Argue for or against the motion, “Gender-specific parental roles are the sure way of ensuring the proper upbringing of children

DoK Level 3: Examine the need to promote gender-neutral parental responsibilities.

Hint



*The Recommended Mode of Assessment for Week 11 is **debate**. Refer to the DoK Assessment Level 2 question 2 and use it as a sample to assign and the Teacher Assessment Manual and Toolkit (TAMT) page 41 for more information on how to use debate as a mode of assessment.*

WEEK 12

Learning Indicator: *Explain the concept of parenting and parenthood*

FOCAL AREA: PARENTING STYLES

Key Concepts

The focus of this lesson is to expose learners to the different parenting styles with a keen interest in their unique features. Teachers are to help learners to examine the effects of each of the parenting styles on the growth and development of the child. This will afford learners the opportunity to learn, unlearn and relearn effects of parenting styles and purge themselves from any negative influence of the type of parenting they grew up under. It will also help learners to form their own ideal parenting style they will adopt in nurturing their children to become responsible and productive citizens. The following concepts should be emphasised:

Key Takeaways

1. Parenting styles and their features

- a. Authoritarian/autocratic style of parenting: This is a style of parenting whereby the parent places a lot of restrictions on the liberty of the child.

Features

- i. The parents take a punitive position and direction, and the child is expected to follow or face punishment.
- ii. Firm limits and control are placed on the child.
- iii. Very little verbal exchange is allowed.
- iv. Parents are harsh and dictatorial
- v. Parents set inconsistent rigid rules and expectations.
- vi. They use excessive force to obtain strict compliance.

Effects

- i. Children may live in anxiety.
- ii. Children cannot initiate any activity on their own.
- iii. They may have very poor communication skills.
- iv. They may become aggressive in behaviour.
- v. They look timid and lack self-esteem (inferiority complex).
- vi. They are constantly discouraged etc.

- b. Democratic/participatory/authoritative style of parenting: In this style of parenting, the child is encouraged to be independent but the parent still places limits and control on their actions.

Features

- i. Extensive verbal give and take is allowed.
- ii. Parents are warm and nurturing towards the children.
- iii. They are firm and set limits for their children.
- iv. Communications involve reasoning and analysis of issues with children.
- v. Rules and expectations are clearly established etc.

Effects

- i. Children are socially competent and responsible.
 - ii. They feel accepted and ready to be assisted in times of problems.
 - iii. Children are self-reliant and can take initiative.
 - iv. Children are assertive and inquiring.
 - v. Children have lower psychological stress.
- c. Laissez-faire/permissive style of parenting:** This parenting style allows children to assume more active and influential roles. Parents allow children to take decisions concerning their own lives. This type of parenting can be categorised into two: neglectful and indulgent.
- i. **Neglectful:** In this style, parents are not that much involved in their children's lives. Neglectful parents are indifferent about the needs and care of the children. They may not even know the whereabouts of their children.
 - ii. **Indulgent:** This is a style of parenting in which parents are highly involved with their children but place few demands or controls over them. They allow their children to do what they want. Children therefore never learn to control their own behaviour and always expect to get their own way.

Effects

- i. Children think other aspects of their parents lives are more important than them.
- ii. They are socially incompetent.
- iii. Children show very poor self-control.
- iv. They do not handle independence well.
- v. They rarely have respect for others.

Learning Tasks

1. State the three main styles of parenting in Ghanaian society.
2. Explain two features in each of the three parenting styles.
3. Examine the effects of any one of the parenting styles.

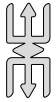
Pedagogical Exemplars

1. Video Show

Learners watch video clips on various parenting styles and take notes of the meaning features, strengths and weaknesses of each parenting style.

2. Research Activity/Collaborative Learning

- a. In mixed ability/religious groups, learners are tasked to search for a given parenting style from a book or the internet and discuss its meaning and features. Each group presents their research findings to the class for consideration.
- b. In the same groups, learners discuss the effects of each parenting style and share their observations.



Note

The teacher moderates discussion being mindful of the different abilities of the learners and poses questions that will elicit responses that reflect their abilities. E.g.

- a. *What are the three parenting styles that are common in Ghanaian society? – AP*
- b. *What are the effects of the Authoritarian/autocratic style of parenting? –P*
- c. *How would you, differentiate between democratic/participatory and laissez-faire/permissive styles of parenting? – HP*

Key Assessment

DoK Level 1: Identify the three main styles of parenting.

DoK Level 2: Explain two features of any two of the parenting styles.

DoK Level 3: Distinguish between authoritarian and authoritative styles of parenting.

DoK Level 4: Justify the parenting styles you would recommend for parents of contemporary times.

Hint



*The End of First Semester Examination will be conducted in Week 12. Refer to **Appendix D** of this Section 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

Learning Indicator: *Examine the obligations of individuals to the family and the society*

FOCAL AREA: OBLIGATION OF PARENTS AND CHILDREN IN THE FAMILY

Key Concepts

The focus of this lesson is to expose learners to the obligations of both parents and children in the family. Teachers should help learners to appreciate the roles played by their parents as well as their own responsibilities. Helping learners appreciate the complimentary roles played by their parents and themselves will promote sustainable coexistence in the family. The following concepts should be emphasised:

Key Takeaways

1. Obligations of parents in the family

Parents are to perform the following obligations to ensure the proper upbringing of children;

- a. Provision of basic needs such as food, shelter, clothing, education and healthcare.
- b. Provision of emotional support like love, care, nurturing and emotional guidance.
- c. Ensuring a safe and secure environment.
- d. Establishing clear rules and sanctions.
- e. Taking an active interest in children's lives and activities.
- f. Managing and resolving conflicts in a healthy and constructive manner.
- g. Setting good examples of behaviours and values (Role-modeling).

2. Obligations of children in the family

Children are expected to play the following roles to support their parents:

- a. Showing respect, obedience and gratitude to parents.
- b. Contributing to household chores by doing age-appropriate tasks.
- c. Taking responsibility for their educational and personal development.
- d. Lending support and taking an interest in other siblings' care and development.
- e. Being responsible for their possessions and belonging.
- f. Being honest and transparent in their words and actions.
- g. Taking responsibility for their actions and decisions.

Learning Tasks

1. State four obligations of parents in the family.
2. Explain four obligations of children in the family.

3. Examine the complimentary roles played by parents and children for the sustenance of the family.

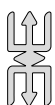
Pedagogical Exemplars

1. Video Show

- a. Learners watch a video about a family and analyse the roles played by individual members – mother, father, children and others. Help learners follow the storyline of the movie by pausing and offering commentaries as and when necessary.

2. Reflection

- a. Learners reflect on the obligations of their family members and relate them to the roles played in the movie.



Note

The teacher moderates discussion being mindful of the different abilities of the learners and poses questions that will elicit responses that reflect their abilities. E.g.

- a. *What are some of the obligations of parents in the Ghanaian family context? – AP*
- b. *What roles do children play in supporting parents in the Ghanaian family context? – P*
- c. *How would the failure of children to meet their obligations affect the sustenance of the family? – HP*

Key Assessment

DoK Level 3: Perform a 20-minute drama on the obligations of parents and children in the family.

DoK Level 4: Draw/sketch your ideal family tree and indicate at least one obligation of each member.

Hint



The Recommended Mode of Assessment for Week 13 is **dramatisation**. Refer to the DoK Assessment Level 3 question and use it as a sample to assign and the Teacher Assessment Manual and Toolkit (TAMT) page 80 for more information on how to use debate as a mode of assessment.

WEEK 14

Learning Indicator: *Examine the obligations of individuals to the family and the society*

FOCAL AREA: PARENTAL NEGLECT**Key Concepts**

The focus of this lesson is to highlight the meaning, causes and effects of parental neglect. After this lesson, learners are expected to understand why some parents fail to perform their obligations to their families and help them reflect on the dangers of those failures. Teachers should use context-specific examples to help learners relate well to the lesson. The following concepts should be emphasised:

Key Takeaways

1. Parental neglect: It refers to the failure of the parents or caregivers to provide a child with the necessary care, support and guidance resulting in harm or risk of harm to the child's physical, emotional or mental wellbeing.
2. Causes of parental neglect
 - a. Financial struggles and poverty
 - b. Single parenting
 - c. Broken home
 - d. Bad influence from others
 - e. One's own orientation
 - f. Negative attitude of children
 - g. Physical and mental disabilities
 - h. High dependency ratio
 - i. Lack of parenting skills
3. Effects of parental neglect
 - a. Child labour
 - b. Child abuse
 - c. Low self-esteem of children
 - d. Emotional difficulties of children
 - e. Behaviourial problems
 - f. Cognitive impairment
 - g. Physical and health problems
 - h. Could lead to many social vices (streetism, thievery, prostitution, etc.)

Learning Tasks

1. State four causes of parental neglect in Ghanaian society.
2. Discuss three effects of parental neglect on the development of children in Ghanaian society.
3. Justify the need for parents to discharge their duties effectively and efficiently.

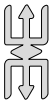
Pedagogical Exemplars

1. Talk for Learning

- a. Through talk for learning approach, learners are tasked to explain parental neglect from their own understanding.

2. Collaborative Learning

- a. In mixed-ability/religious groups, learners brainstorm the causes of parents neglecting their obligations to their children. Learners should be guided to understand the consequences of their actions that could cause parental neglect of their needs.
- b. In the same groups, learners suggest the possible effects of the inability of parents to perform their obligations on children's growth and development.



Note

The teacher moderates discussion being mindful of the different abilities of the learners and poses questions that will elicit responses that reflect their abilities. E.g.

- a. What is the meaning of parental neglect? – AP
- b. What are the reasons behind parental neglect? –P
- c. How would parental neglect affect the growth and development of children? – HP

Key Assessment

Dok Level 2: Explain what is meant by parental neglect from your understanding.

DoK Level 3

1. Examine four factors that can cause parents to neglect their obligations.
2. Analyse any two rippling effects of parental negligence on the growth and development of children.

Hint



Assign **Individual Project Work** for the academic year by Week 14. The project should be submitted by Week 21. See **Appendix E** of this Section and Teacher Assessment Manual and Toolkit for more information on how to organise a group project.

WEEK 15

Learning Indicator: *Examine the obligations of individuals to the family and the society*

FOCAL AREA: RESPONSIBLE PARENTING

Key Concepts

The focus of this lesson is to lay bare the act of responsible parenting and its importance to learners. Teachers should use real-life situations to highlight the features that constitute responsible parenting while helping learners imbibe the features for their adult lives. The following concepts should be emphasised:

Key Takeaways

1. **Responsible parenting:** It refers to the approach of raising children in a way that is mindful of their physical, emotional and mental well-being, while also teaching them values, skills and responsibilities needed to prepare them for independence and successful adult life.
2. **Key aspects of responsible parenting**
 - a. Responsible parents provide the basic needs of their children.
 - b. They provide safe and nurturing environments to their children.
 - c. They set clear boundaries and consequences.
 - d. They deploy open communication and emotional intelligence in dealing with their children.
 - e. They model positive values and behaviours for emulation.
 - f. They are adaptable and responsive to the children's changing needs, etc.
3. **Importance of responsible parenting**
 - a. It ensures a child's physical, emotional and psychological needs are met for promoting their healthy development and well-being.
 - b. It helps model children's values, morals and behaviours that shape their character and influence their relationships.
 - c. It enables children to develop their academic potential and other essential life skills such as problem-solving, decision-making and self-care.
 - d. It promotes independence, preparing children for self-sufficiency and adulthood.

Learning Tasks

1. Explain what is meant by responsible parenting.
2. Identify five key aspects of responsible parenting.
3. Assess the importance of responsible parenting.

Pedagogical Exemplars

1. Onion ring

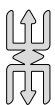
- a. Using onion ring approach, learners brainstorm and discuss the meaning of responsible parenting with their pairs. The pairing of learners should reflect on their mixed-ability/religious background to promote inclusivity.

2. Moral Dilemma/Scenario

Today like any other weekday, Amboley wakes up early and does his apportioned household chores. While he is getting ready for school, Dede, his sister is still dragging herself out of bed. Yaaba, their mother, has been in the kitchen all this while preparing breakfast. The family is seated for breakfast except for Dede who rushes to the table combing her hair as she greets and slides into her seat. Yaaba implores Dede that she must complete her chores before leaving for school. Mr. Mensah provides Yaaba, his wife, with money for the upkeep of the home. He beckons to Amboley and Dede, “I have already paid your school fees in full so take this money for your snack and lunch and make sure to put a lot of effort into your studies”.

They watched television together as a family and reminisced about the day’s activities, as it had become their family tradition. Amboley drags his feet in joining the family and his father observes his demeanor. Dede interrupts that she excelled in her class test and made a new friend at school. Yaaba applauded her and asked about the chores she did shabbily in the morning. Mr. Mensah immediately rebuked Dede and advised her to replicate the seriousness she attaches to her academics in doing her household chores. Amboley then mentions that he did not feel prepared enough for their end-of-term exams which is fast approaching. “To help you manage your time better, we will reduce your chores within this period of preparation so you can have adequate time to study for your upcoming exam”, Mr. Mensah retorted.

- a. Help learners to reflect on the passage above and:
 - i. Suggest examples of the household chores expected to be completed by both Amboley and Dede in the morning before they go to school.
 - ii. Suggest what type of parenting styles are being implemented by Mr. Mensah and Yaaba.
 - iii. What parenting features deduced in the scenario justify your response to the question (ii)?
 - iv. Would you judge Mr. Mensah and Yaaba as responsible parents? Justify your answer with examples from the scenario.



Note

The teacher moderates discussion being mindful of the different abilities of the learners and poses questions that will elicit responses that reflect their abilities. Eg.

- a. *What do you understand by the term “Responsible parenting”? – AP*
- b. *What aspects of parenting would you deem as responsible? – P*
- c. *How would you justify the need for responsible parenting? – HP*

Key Assessment

DoK Level 1

1. State what is meant by responsible parenting.
2. Mention the features of responsible parenting.

DoK Level 4: Justify which of the parenting styles would be their ideal responsible parenting.

Hint



*The Recommended Mode of Assessment for Week 15 is **homework**. Refer to the DoK Assessment Level 4 question and use it as a sample to assign to learners.*

WEEK 16

Learning Indicator: *Examine the obligations of individuals to the family and the society*

FOCAL AREA: CHALLENGES FACED IN PARENTING

Key Concepts

The focus of this lesson is to assist learners in appreciating the challenges faced in parenting. Teachers should draw on the background experiences of the learners to enrich class discussions. The following concepts should be emphasised:

Key Takeaways

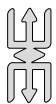
1. Some challenges in raising children
 - a. Discipline and modeling behaviours of children
 - b. Balancing work and family responsibilities
 - c. Managing children's screen time and technology use (eg. social media influence)
 - d. Maintaining proper nutrition and healthy habits of children
 - e. Supporting children's emotional and mental wellbeing
 - f. Meeting the financial obligations of their families
 - g. Navigating different parental styles
 - h. Changing values and beliefs
 - i. Building children's self-esteem and confidence

Learning Tasks

1. Give four challenges parents face in raising children in Ghanaian society.
2. Examine the challenges faced in parenting in modern Ghanaian society.
3. Justify why learners need to learn about the challenges of parenting.

Pedagogical Exemplars

1. **Video Show**
 - a. Learners watch a movie that depicts parents facing specific challenges raising their children. Teachers should strive to show context-appropriate movies that would help learners appreciate and relate to the stories.
2. **Reflection**
 - a. Learners reflect and evaluate the movie watched and highlight some challenges parents face in raising children.



Note

The teacher moderates discussion being mindful of the different abilities of the learners and poses questions that will elicit responses that reflect their abilities. E.g.

- a. *What are some of the challenges parents faced in raising children? – AP*
- b. *What are the emerging challenges that the influx of multimedia pose in modern day parenting? – P*
- c. *How could modern day parents ameliorate the challenges posed by the influx of multimedia? – HP*

Key Assessment

DoK Level 2: State any lesson(s) learnt from the movie watched.

DoK Level 3: Design a poster campaign against parental neglect in Ghanaian society.

Hint



The Recommended Mode of Assessment for Week 16 is **peer assessment**. Refer to the DoK Assessment Level 3 question and use it as a sample to assign and see the Teacher Assessment Manual and Toolkit (TAMT) page 72 for more information on how to use peer assessment as a mode of assessment.

SECTION 2 REVIEW

In this section, learners were introduced to the concept of ‘Responsible Parenting and Parenthood’. Learners have been supported to gain an appreciation for the roles played by parents in Ghana. The lessons in the section exposed learners to understanding the differences between parenting and parenthood, parenting styles, traditional and contemporary ways of parenting and obligations of parent and children in the family. It also equipped learners with the knowledge and skills needed to become responsible parents as well as challenges faced by parents. Learner-centred pedagogies such as experiential, collaborative learning, reflection, case-study, internet resources and the use of ICT tools among others were utilised to teach the concepts. Emphasis was placed on formative assessment with the end goal of providing information about learners’ progress in terms of their holistic development. Assessment activities suggested included: presentations, poster making, creative art, and digital literacy projects, case-study, oral and written responses among others. The learners’ backgrounds were used as a vehicle to explore the contextualisation of time in their local, national and global settings. It is expected that lessons from this section will help learners to appreciate responsible parenting and parenthood, and adequately prepare them for adult life, the world of work and further studies.



APPENDIX D: End of Semester Examination

Structure

The examination is in two parts; Part I and Part II.

Part I contains 40 multiple-choice questions (for 40 marks) covering learning sessions for weeks 13-23. Answer all questions within 45 minutes. Each item is followed by four alternatives, A-D. Read each item carefully and select the option that bears the best answer.

Part II is made up of five essay questions; answer three out of five questions within 90 minutes. Each question carries 20 marks (total of 60marks)

Table of Test Specification

Week	Focal Area	Type of Question	Depth of Knowledge				
			L1	L2	L3	L4	Total
1	Time conceptualisation in Ghanaian society	Multiple Choice	2	1	1		4
2	Religious and cultural context of time in Ghanaian society	Multiple Choice Essay	2	1	1 1		4 1
3	Comparison of time across different global cultures	Multiple Choice Essay	1	2 1	1		4 1
4	Ways in which learners misuse their time	Multiple Choice	2	1	1		4
5	Skills in managing time profitably as a learner	Multiple Choice	1	2	1		4
6	Time management at work	Multiple Choice Essay	2	1	1		3 1
7	Benefits of good time management at work	Multiple Choice	1	1	1		3
8	Work-life balance	Multiple Choice Essay	1	2	1 1		4 1
9	The concept of parenting and parenthood	Multiple Choice	1	2	1		4
10	Cultural and religious principles about the concept of parenting and parenthood	Multiple Choice	1	1	1		3
11	Parental roles	Multiple Choice Essay		2	1 1		3 1
Total			14	17	14		45



APPENDIX E: INDIVIDUAL PROJECT

Driving Question

How do cultural and religious views of time affect the way I use my time—and what changes can I make to manage time better?

Sample Task

“My Time, My Culture: Understanding and Managing Time in Ghanaian and Global Contexts”

Focal Areas Combined

- Religious and cultural context of time in Ghanaian society
- Ways in which learners misuse their time
- Skills in managing time profitably as a learner

3-Week Step-by-Step Guide for Learners

Week 1 – Explore & Reflect

- Write a **1-page reflection** on how time is treated in your family, school, or religious community (e.g., punctuality, festivals, prayer times, or events).
- Interview **one person** (elder, parent, or religious leader) about their view of time. Take short notes.
- Keep a **2-day personal time diary**: record how you spend your time each hour (study, chores, worship, leisure, sleep, etc.).

Checkpoint Submission: Reflection + Interview notes + 2-day diary.

Week 2 – Analyse & Compare

- Review your diary: Which activities **took the most time**? Which ones were **time-wasters**?
- Compare your personal use of time with what you learnt from the interview. Write **1 page** answering:
 - What values shape how time is used in my culture/religion?
 - How is my own use of time similar or different?
- Create a **pie chart or bar chart** showing how you spent your time (study, chores, sleep, leisure, worship, etc.).

Checkpoint Submission: 1-page comparison + chart.

Week 3 – Plan & Present

- Design a **1-page “My Time Management Plan”** including:
 - A simple **weekly timetable** (school, study, chores, worship, rest).
 - At least **3 strategies** to avoid time misuse (e.g., setting reminders, prioritising tasks, reducing screen time).
 - Two **personal goals** for better time use in the next month.

- Write a **1-page conclusion**: “What I learnt about time from my culture and from myself.”
- Submit your **Portfolio**: Reflection, interview notes, diary, chart, plan, and conclusion.

Simple Rubric (20 Marks Total)

Criterion (4 marks each)	4 – Excellent	3 – Good	2 – Fair	1 – Needs Improvement
Cultural & Religious Understanding	Explains cultural/religious views of time clearly with examples.	Explains mostly clear with 1 example.	Limited explanation; few details.	Very weak or missing explanation.
Evidence & Data (Diary + Interview)	Complete diary + thoughtful interview notes + clear chart.	Diary & interview done; chart mostly clear.	Partial diary or weak interview notes; chart unclear.	Little/no diary or interview; no chart.
Analysis & Comparison	Strong comparison of self vs culture; identifies causes of time misuse.	Some comparison; mentions misuse.	Minimal comparison; general comments.	No comparison; off-topic.
Time Management Plan	Realistic timetable; 3+ clear strategies; 2 personal goals.	Mostly realistic; 2 strategies; 1 goal.	Basic or vague plan; weak strategies.	No clear plan; unrealistic.
Presentation & Clarity	Well-organised portfolio; neat, clear writing/visuals.	Organised; minor issues with neatness or clarity.	Somewhat unclear or disorganised.	Very unclear; incomplete.

SECTION 3: CHARACTER VALUES

Strand: Ghanaian Values

Sub-Strand: Character Values

Learning Outcome: Analyse Ghanaian character values as identify marker and desirable ideals for global citizenship.

Content Standard: Exhibit appreciation for Ghanaian character values as treasured part of our identity.

Hint



- The recommended mode of assessment for Week 18 is **Mid-semester Examination**. Refer to **Appendix F** for further information on how to go about the mid-semester examination for the Second Semester.
- The Recommended Mode of Assessment for Week 24 is **End of semester Examination**. Refer to **Appendix G** at the end of this Section for further information on how to go about the end of semester examination.

INTRODUCTION AND SECTION SUMMARY

This section of the Religious and Moral Education Teachers' Manual focuses on 'Ghanaian Values'. The purpose is to support learners in developing an appreciation for the influence of Ghanaian character values as identity markers of its people. Lessons in this section will expose learners to the Ghana's National Core Values, religious teachings and their influences on development of Ghanaian character values, the relationships between (and among) Western character values, Universal character values and Ghanaian character values. Also, learners will have the opportunity to peruse the strengths and weaknesses of Individualism and Communalism value systems, the effect of modernity on Ghanaian values, to reflect and strike positive balance in developing their own character value. These are necessary to prepare learners for adult life, world of work and further studies.

The weeks covered by the section are:

Week 17: Ghanaian Character Values as Identity Markers

Week 18: Ghanaian Character Values as Identity Markers

Week 19: Religious Teachings and their Influence on Ghanaian Character Values

Week 20: Relationship Between Western Character Values and Universal

Character Values

Week 21: Comparison Between Individualism and Communalism (Collectivism Value Systems)

Week22: Historical/Development of Communal Value System in Ghana

Week23: Self-Reflection on Learners' Own Individual Values

SUMMARY OF PEDAGOGICAL EXEMPLARS

In this section, teachers are encouraged to create a warm and conducive classroom atmosphere to ensure the delivery of the lessons. The successful realisation of the learning indicators will be dependent on teachers' creative use of suggested learner-centred pedagogies such as collaborative learning, experiential learning, use of Interview, internet resources, local materials, and resource persons among others. It is expected that teachers will engage learners in activities such as talk for learning, experiential and service learning, presentations, debates and concept design using digital tools to whip up excitement and interest in the study of Religious and Moral Education. Teachers should be mindful of the diversity of their learners in terms of gender, ability, socio-economic and religion backgrounds, and utilise that as a resource during the assignment of group tasks. Content and pedagogy of the lessons should be differentiated along the abilities of learners, being mindful that all learners cannot accomplish the same task at all times. Particular attention should be given to persons with special educational needs, making relevant accommodation to ensure their full participation in all activities.

ASSESSMENT SUMMARY

To evaluate the success of lessons and measure learners' attainment, assessment strategies have been suggested for each of the lessons. The emphasis is on formative assessment with the end goal of providing information about learners' progress in terms of their holistic development. Assessment activities suggested include presentations, written assignments, poster making, creative art, case-study, and oral responses like debate among others. These are meant to gauge learners' progress towards achieving the learning outcome and not necessarily to assign grades and sort them into excellent and weak learners. Teachers are to make careful choices from among the assessment options provided and create innovative assessment activities that will achieve this goal. It will be noticed that for each of the assessment options suggested, a level of Depth of Knowledge (DOK) has been gauged. Teachers are to make choices that will ensure a good mix of high and low levels to accommodate the diverse abilities of the learner.

WEEK 17**Learning Indicator:** *Explain Ghanaian character values as identity markers***FOCAL AREA: GHANAIAN CHARACTER VALUES AS IDENTITY MARKERS****Key Concepts**

The focus of this lesson is to expose learners to Ghanaian character values as identity markers of the people. Teachers should help learners to reflect on how they develop their personal values and the influence they have on their behaviour patterns. The following concepts should be emphasised:

Key Takeaways**1. Meaning of values**

- a. Values can be defined as principles or standards that guide behaviour, decision and actions.
- b. It may also be defined as guiding forces that influence our priorities, goals and motivations.

2. Ghanaian Character Values

- a. Family and community oriented
- b. Respect for customs, tradition and cultural heritage
- c. Respect for hierarchy, elders and authority
- d. Hospitality and welcoming nature
- e. Attach importance to education and knowledge
- f. Cherish hard work and self-reliance
- g. Value social harmony and consensus
- h. Respect for humanity and modesty
- i. Honesty

3. The National Core Values of Ghana

- a. Patriotism
- b. Sacrifice
- c. Perseverance
- d. Tolerance
- e. Stewardship
- f. Respect for time
- g. Accuracy

- h. Open-minded
- i. Planning
- j. Accountability
- k. Integrity
- l. Honesty
- m. Peace-loving

4. The influence of Ghanaian values system on people's behaviour

- a. Ghanaians portray good interpersonal relationships.
- b. They place family (extended) at heart and demonstrate strong sense of belongingness
- c. They exhibit good moral behaviour and etiquette.
- d. Ghanaians demonstrate positive work ethics leading to high productivity.
- e. They demonstrate high community involvement and social responsibility.
- f. Ghanaians show a high sense of cultural identity and national pride.
- g. They use indirect communication to maintain respect for elders and people in authority.
- h. They show dynamic conflict resolution skills and maintain peaceful co-existence.

Learning Tasks

1. State four Ghanaian character values that are observable in your community.
2. Explain three National Core Values of Ghana with relevant examples.
3. Examine two ways in which Ghanaian values influence the behaviour of its people.

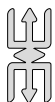
Pedagogical Exemplars

1. Digital Learning/Word Clouds

In pairs, learners surf the internet for the meaning of values and present their findings to the class. Learners should be assisted to identify keywords from the definitions presented and use them in a word cloud for a gallery walk.

2. Collaborative Learning

- a. In mixed ability/religious groups, learners brainstorm and discuss Ghanaian character values and highlight the ones that are observable in their school and communities.
- b. In the same groups, learners search and discuss the National Core Values of Ghana from books or internet.
- c. Learners brainstorm how Ghanaian character values and National Core Values influence people's behaviour. Learners should be guided to reflect on their daily engagements with family members, friends and community members and cite relevant examples of how their behaviours are influenced by their values.



Note

Teachers facilitate lessons taking into consideration the different abilities of all the learners. E.g. learners who cannot talk may be tasked to write their thoughts and share them with the class. Also, where they are to listen, learners who have difficulty in listening should be provided with a written transcription of the content to read. Pose questions that will elicit responses that reflect their abilities E.g.

- a. *What Ghanaian character values are observable in your community?*
- b. *Why is it important to learn the National Core Values?*
- c. *How do the National Core Values influence the behaviour of the people?*

Key Assessment

DoK Level 1: State four Ghanaian character values that are common in their community.

DoK Level 2: Describe three Ghanaian character values and how they link to identified National Core Values.

DoK Level 3: Examine three ways in which Ghanaian character values influence its people's behaviour.

Hint



The Recommended Mode of Assessment for Week 17 is **short answer test**. Refer to the DoK Assessment Level 2 and 3 questions and use it as samples to assign.

WEEK 18

Learning Indicator: *Explain Ghanaian character values as identity markers*

FOCAL AREA 1: GHANAIAN CHARACTER VALUES AS IDENTITY MARKER

Key Concepts

The focus of this lesson is to expose learners to Ghanaian character values as identity markers of the people. Teachers should help learners to reflect on how they develop their personal values and the influence they have on their behaviour patterns. The following concepts should be emphasised:

Key Takeaways

1. Explaining Ghanaian character values

- a. Ghanaian character values are often demonstrable in sayings, songs, symbols and artifacts, and are embedded in traditions, culture and religions. Some of the Ghanaian character values are
 - i. Respect for elders and tradition: Elders are highly respected, and their advice and decisions are considered very significant in family and community endeavours.
 - ii. Community and family orientation: Ghanaians place great importance on family bonds and community support. The extended family members usually play a central role in an individual's life.
 - iii. Hospitality: Ghanaians are well recognised for their warmth and hospitality which often makes guests feel welcome.
 - iv. Hard work: Ghanaians place strong emphasis on hard work, perseverance, self-reliance and diligence in personal and professional endeavours.
 - v. Integrity and honesty: Upholding one's integrity, honesty, truthfulness and transparency are important values in Ghanaian society.
 - vi. Love: Compassion and kindness are much cherished in Ghana.
 - vii. Humility: Modesty, respect for elders and people in authority are significant values in Ghana.
 - viii. Courage: Bravery, strength and resilience are cherished character values in Ghanaian society.
 - ix. Religious faith: Ghanaians are much religious. Greater percentage of their people belong to one of the three main religions in Ghana (African Indigenous Religion, Christianity or Islam).

2. Explaining Ghanaian character values and their integration into everyday life

- a. Parenting and upbringing: Children are taught Ghanaian character values from a young age through stories, proverbs, songs and role-modelling.

- b. Community and social interactions: Ghanaians reinforce their character values through social norms, customs and traditions.
- c. Cultural events and celebrations: Ghanaian character values are shown during festivals and ceremonies such as rites of passage (naming ceremony, marriage, funeral etc.).
- d. Language and proverbs: Ghanaians exhibit their character values in language utilizing idioms, proverb, myths, songs, stories etc.
- e. Religious and spirituality: Teachings from the three main religions in Ghana usually align with and reinforce Ghanaian character values which are observable in the day-to-day dealings of the people.

3. Indigenous Ghanaian folktales and myths and their demonstrable character values

E.g.

- a. Anansesem in Akan
- b. Egli in Ewe
- c. Silma in Dagari
- d. Soalima in Mampruli
- e. Salma in Dagbani
- f. Adesa in Ga

Learning Tasks

1. State three Ghanaian character values.
2. Explain three ways in which Ghanaian character values are integrated into everyday life of its people.
3. Analyse one Ghanaian indigenous folktales or myth and indicate the character value(s) it portrays.

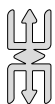
Pedagogical Exemplars

1. Collaborative Learning

- a. In mixed-ability, gender and religious groups, learners discuss assigned Ghanaian character values and explore their meaning in Ghanaian context. Findings are shared through appropriate mediums (e.g. oral or written) to the whole class.
- b. With relevant examples, learners brainstorm the various ways in which Ghanaian values are exhibited at school, home and community.

2. Folk Tales

Learners read/listen/observe/pay attention to Indigenous folk tales that contain Ghanaian character values and analyse the benefits of using folk tales to inculcate values in schools.



Note

Teachers facilitate lessons by taking into consideration the different abilities of all the learners. E.g. learners who cannot talk may write their thoughts and share them with

the class. Also, where they are to listen, learners who have difficulty in listening should be provided with a written transcription of the content to read. Pose questions that will elicit responses that reflect their abilities E.g.

- a. What values are derived from Ghanaian folk tales?*
- b. How do Ghanaian folk tales integrate character values?*
- c. How would you use Indigenous Ghanaian folktales or myth to inculcate character values?*

Key Assessment

DoK Level 2: Explain what you understand about Ghanaian character values and how they can be integrated into everyday living.

DoK Level 4: Produce one Ghanaian Indigenous folktale that depicts specific Ghanaian character value(s) and explain the relevance of the tale to current character values.

Hint



The recommended mode of assessment for Week 18 is **Mid-semester Examination**. Refer to **Appendix F** for further information on how to go about the mid-semester examination for the Second Semester.

WEEK 19

Learning Indicator: Explain Ghanaian character values as identity markers

FOCAL AREA: RELIGIOUS TEACHINGS AND THEIR INFLUENCE ON GHANAIAN CHARACTER VALUES

Key Concepts

The focus of this lesson is to expose learners to religious teachings that influence Ghanaian character values. Teachers should help learners to examine some quotations from the three main religions in Ghana that shape the character values of the people. The following concepts should be emphasised:

Key Takeaways

1. African Indigenous Religion's influences on Ghanaian character values

E.g.

- a. *"The young who does not listen to the old will be punished by their own errors."* This saying stresses the importance of heeding the advice and teaching of elders to avoid mistakes.
- b. *"One who is not willing to share his food should not expect to eat from others."* This saying emphasises the importance of friendship and hospitality.
- c. *"A single bracelet does not jingle." "If you want to fast, go alone, but if you want to go far, go together."* These sayings highlight the importance of communal living.
- d. *"You cannot reap the fruits of a tree that you did not plant."* This saying encourages people to work hard.

2. Christianity's influences on Ghanaian character values

E.g.

- a. *"For those who exalt themselves will be humbled, and those who humbles themselves will be exalted."* (Matthew 23:12 - NIV); *"Pride goes before destruction, a haughty spirit before a fall."* (Proverbs 16:18 – NIV). These sayings highlight the essence of staying humble.
- b. *"The Lord detests lying lips, but he delights in people who are trustworthy."* (Proverbs 12:22 – NIV). This bible quotation teaches about importance of honesty and being truthful.

3. Islam's influence on Ghanaian character values

E.g.

- a. *"And he [Prophet Ibrahim (Abraham)] had toiled hard for the hospitality of his guests."* (Qur'an 51:26). *"... And whoever believes in Allah and the last day should*

entertain his guest generously...” (Sahih al-Bukhari Book 78, Hadith 49). These Islamic quotations teach the importance of hospitality.

- b. *“The Prophet Muhammed (peace be upon him) said, ‘No one eats better food than that which he has earned by his own labour.’”* (Sahih al-Bukhari Book 34, Hadith 25). This Islamic teaching emphasises the need to work hard.

Learning Tasks

1. State three religious quotations from the three main religions in Ghana that highlight specific Ghanaian character values.
2. Highlight two relevant examples of how Ghanaians way of life depicts their religious beliefs.
3. Examine any similarities between two religious quotations from the three main religions in Ghana that highlight Ghanaian character values.

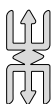
Pedagogical Exemplars

1. Collaborative Learning/Research

- a. In mixed ability/gender/religious groups, learners search (from internet, oral sources, scriptures etc.) for religious teachings that have influenced Ghanaian character values and ways of life.

2. Presentation

- a. Learners present their findings on the religious teachings that have influenced the Ghanaian character values for a class discussion. Learners should be helped to identify and analyse the similarities among the quotations from the three main religions in Ghana that promote Ghanaian character values.



Note

Teachers facilitate lessons taking into consideration the different abilities of all the learners. E.g. learners who cannot talk may write their thoughts and share them with the class. Also, where they are to listen, learners who have difficulty in listening should be provided with a written transcription of the content to read. Pose questions that will elicit responses that reflect their abilities E.g.

- a. *What quotations from the three main religions in Ghana would you use to inculcate Ghanaian character values?*
- b. *How do the quotations depict their religious character values in everyday life?*
- c. *Why is it important to discuss the similarities between the quotations from the three main religions in Ghana in the learning of the Ghanaian values?*

Key Assessment

DoK Level 3

1. With relevant examples, analyse two religious quotations that emphasise Ghanaian character values and way of life.

2. Narrate a short traditional story/folktale that emphasises the importance of friendship and hospitality as a traditional character value in Ghanaian society.

Hint



*The Recommended Mode of Assessment for Week 19 is **monologue**. Refer to the DoK Assessment Level 3 question 2 and use it as a sample to assign to learners. .*

WEEK 20

Learning Indicator: *Analyse the relationship among Ghanaian character values, western character values, and universal character values*

FOCAL AREA: **RELATIONSHIPS BETWEEN GHANAIAAN CHARACTER VALUES, WESTERN CHARACTER VALUES, AND UNIVERSAL CHARACTER VALUES**

Key Concepts

This lesson focus on exposing learners to the relationship between Ghanaian character values, Western character values and the Universal character values. Teachers should support learners to identify and discuss the differences and the similarities between Ghanaian and Western value systems. The following concepts should be emphasised:

Key Takeaways

1. Western character values

- a. Individualism: Western societies the emphasis is on personal freedom and self-expression.
- b. Democracy: They value participation in governance and the importance of fair representation.
- c. Equity: They cherish the belief that all individuals should have equal rights and opportunities.
- d. Justice and Rule of Law: Western societies commit to fairness and consistent application of laws.
- e. Rationalism: They prioritise reason and logic over superstition or tradition.
- f. Human Right: They respect and protect the inherent dignity and right of every individual.
- g. Secularism: There is a separation of religious institutions from governmental institutions.
- h. Freedom of Speech: Westerners support open dialogue and the exchange of ideas.
- i. Scientific Inquiry: They encourage exploration, experimentation and the scientific method as means to understand the world.

2. Universal character values

- a. Honesty: Being truthful and transparent in one's actions and words.
- b. Respect: Showing consideration and appreciation for others, their rights and their feeling.
- c. Responsibility: Being accountable for one's actions and obligations.
- d. Fairness: Treating others equally and justly without favouritism or bias.

- e. Compassion: Demonstrating empathy and concern for well-being of others.
- f. Integrity: Upholding strong moral principles and consistency in ethical behaviour.
- g. Courage: Facing challenges and adversity with bravery and resilience.
- h. Humility: Recognising one's limitations and being modest about one's achievements.
- i. Kindness: Acting with generosity and consideration towards others.
- j. Gratitude: Appreciating and being thankful for the kindness and benefits received from others.

3. Comparison of Western character values against Ghanaian values

- a. Differences between Western character values and Ghanaian character values
 - i. Individualism vs. Collectivism
 - ii. Rationalism vs. Tradition
 - iii. Democracy vs. Hierarchical Respect
 - iv. Secularism vs Religiosity
- b. Similarities between Western character values and Ghanaian character values
 - i. Respect
 - ii. Integrity and Honesty
 - iii. Compassion and Kindness
 - iv. Responsibility

4. Influence of the adoption of positive values on societal change

- a. Social Harmony and Cohesion
 - i. Increase trust and cooperation
 - ii. Enhance social support networks
- b. Justice and Equality
 - i. Promotion of fairness and justice
 - ii. Empowerment of marginalised groups
- c. Economic Development
 - i. Improved work ethic and productivity
 - ii. Ethical business practices
- d. Governance and Political Stability
 - i. Strengthened democratic institutions
 - ii. Civic engagement
- e. Education and Innovation
 - i. Improved educational outcomes
 - ii. Lifelong learning and adaptability

- f. Environmental Sustainability
 - i. Stewardship of natural resources
 - ii. Promotion of sustainable lifestyles
- g. Overall Well-being
 - i. Enhanced quality of life
 - ii. Reduction of crime and violence

Learning Tasks

1. Identify three Western character values and three Universal character values.
2. Explain three similarities as well as three differences between Western and Ghanaian character value systems.
3. Examine two influences of the adoption of positive character values on societal change.

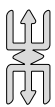
Pedagogical Exemplars

1. Collaborative Learning

- a. In mixed-ability/gender/religious groups, learners search (may surf the internet or from books) and tabulate (compare) Western-inclined values and those that are universal.
- b. Learners compare Western character values against Ghanaian character values. Learners should be supported to identify and appreciate the common values that cut-across the cultures.

2. Talk for Learning

Learners examine the influence of the adoption of positive character values on societal change.



Note

Teachers facilitate lessons by taking into consideration the different abilities of all the learners. E.g. learners who cannot talk may be tasked to write their thoughts and share them with the class. Also, where they are to listen, learners who have difficulty listening should be provided with a written transcription of the content to read. Pose questions that will elicit responses that reflect their abilities E.g.

- a. *What are the unique features of Western character value system? - AP*
- b. *What similarities could you identify among Ghanaian and Western character value systems? - P*
- c. *How would the adoption of Western character values influence societal change.? - HP*

Key Assessment

DoK Level 4

1. In the same groups, task learners to design a poster or make word clouds with universal character values and share their products on the social media and school platforms. Learners can use digital tools (alternative means are also allowed)
2. Search from the internet, for information on Western and Ghanaian character values and present a one-page typed work on two differences between Western and Ghanaian character value systems and submit the work in hardcopy (Font: Times New Roman: Font size:12: Double spacing).

Hint



*The Recommended Mode of Assessment for Week 20 is **e-assessment**. Refer to the DoK Assessment Level 4 question 2 and use it as a sample to assign and see the Teacher Assessment Manual and Toolkit (TAMT) page 68 for more information on how to use e-assessment as a mode of assessment.*

WEEK 21

Learning Indicator: Analyse relationship among Ghanaian character values, western character values and universal character values

FOCAL AREA: COMPARISON BETWEEN INDIVIDUALISM AND COMMUNALISM (COLLECTIVISM) VALUE SYSTEMS

Key Concepts

This lesson focuses on exposing learners to Individualism and Communalism as two distinct philosophical ideologies that underpin the organisation of societies in the world. Teachers should support learners to identify and discuss the meanings, features as well as the advantages and the disadvantages of each ideology. The following concepts should be emphasised:

Key Takeaways

1. Difference between Individualism and Communalism value systems

- a. Individualism and communalism represent two contrasting social philosophies about the relationship between individuals and their communities.

Individualism	Communalism
Focus on the individual	Focus on the community
Personal freedom	Collective responsibility
Merit-based success	Shared success
Minimum interference	Community involvement
Visible in most Western societies	Visible mostly in African and Asian societies

2. Advantages and disadvantages of both value systems

- a. Advantages of Individualistic society
 - i. It guarantees personal freedom and autonomy.
 - ii. It promotes creativity and innovation.
 - iii. It fosters merit-based opportunities.
 - iv. It promotes diverse perspectives.
 - v. Human Rights and individual liberties are ensured.
- b. Disadvantages of Individualistic society
 - i. It leads to social isolation.
 - ii. It promotes inequality and social marginalisation.
 - iii. It brings about unhealthy competition, stress and burnout.

- iv. It may lead to erosion of community cohesion and collectiveness.
 - v. It may foster neglect of vulnerable groups.
 - vi. It reduces cooperations.
 - vii. It fragments family ties.
- c. Advantages of Communalistic society**
- i. It promotes strong social bonds.
 - ii. It enhances mutual support.
 - iii. It ensures equality and sharing.
 - iv. It enhances cooperation and teamwork.
 - v. It leads to shared responsibility.
 - vi. It preserves community and culture.
 - vii. It reduces unhealthy competition, stress and burnout.
- d. Disadvantages of Communalistic society**
- i. It limits personal freedom.
 - ii. It brings about conformity pressure.
 - iii. It retards creativity and innovation.
 - iv. It increases overdependency.
 - v. It slows decision-making process.
 - vi. Positive change may be resisted.
 - vii. Privacy is often hampered.

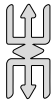
Learning Tasks

1. State two differences between Individualistic and Communalistic societies.
2. Discuss two advantages and two disadvantages of Communalistic societies.
3. Analyse the need to balance Individualist and Communalist ideologies in Ghanaian society.

Pedagogical Exemplars

1. Jigsaw Activity

In mixed ability/gender/religious groups, **communalism** (collectiveness) and **individualism** value systems are shared among the various groups to search for the meaning, features, advantages and disadvantages of both value systems for class presentation and discussion. Two groups can be assigned to work on the meanings and features of both value systems whiles other groups work on the advantages and the disadvantages of both value systems.



Note

Teachers facilitate lessons taking into consideration the different abilities of all the learners. E.g. learners who cannot talk may be tasked to write their thoughts and share them with the class. Also, where they are to listen, learners who have difficulty in listening should be provided with a written transcription of the content to read. Pose questions that will elicit responses that reflect their abilities E.g.

- a. *What differences exist between Individualistic and Communalistic ideologies? - AP*
- b. *What are the advantages and the disadvantages Individualistic and Communalistic societies? - P*
- c. *Why do we need to balance Individualism and Communalism ideologies in the contemporary Ghanaian society? - HP*

Key Assessment

DoK Level 4

1. Prepare a debate to discuss the topic “Individualism has no place in Ghanaian value system.”
1. In a tabular form, analyse the differences between value systems in Individualism and Communalism.

Hint



The Recommended Mode of Assessment for Week 21 is **feedback**. Refer to the DoK Assessment Level 4 question 2 and use it as a sample to assign and see the Teacher Assessment Manual and Toolkit (TAMT) page 68 for more information on how to use **feedback** as a mode of assessment.

WEEK 22

Learning Indicator: *Analyse relationship among Ghanaian character values, western character values and universal character values*

FOCAL AREA 4: HISTORY OF COMMUNAL VALUE SYSTEM IN GHANA

Key Concepts

This lesson focus on highlighting the historical foundations of Ghana communal value system to learners. Teachers should help learners to appreciate the background of Ghanaian character values and reflects on the changing patterns in the contemporary Ghanaian society. The following concepts should be emphasised:

Key Takeaways

1. Historical foundations of communal value system in Ghana

- a. Ghana Indigenous society, tradition and cultural practices
 - i. Ghana was a home to several powerful kingdoms and empires such as the Ashanti, Ga-Adamgbe, Fante and Mole-Dagbani.
 - ii. These societies had strong communal values, emphasising kingship, collective responsibility and mutual support. For instance, cooperative/communal farming practices (Nnobia in Akan Language) were prevalent in their societies.
 - iii. Traditional institutions like the chieftaincy system played a crucial role in maintaining discipline, social cohesion and communal welfare.
 - iv. Decision making process was communal.
 - v. Festivals were used to strengthen the bond among the people and their ancestors or gods and to show allegiance to them.
 - vi. Extended family system was a fundamental social unit, where resources and responsibilities were shared among members.

Learning Tasks

1. State two historical kingdoms in Ghana.
2. Explain two historical facts about Ghana's communal character values system.
3. Analyse the need to maintain communal values system in Ghana.

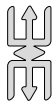
Pedagogical Exemplars

1. Resource Person

With the aid of a resource person (e.g., history or social studies etc.) learners are taken through the historical foundations of communal values system in Africa, specifically Ghana.

2. Collaborative Learning

In mixed ability/gender/religious groups, learners are tasked to identify and discuss the influence of modernity and the changing patterns of the communal character values in Ghana.



Note

Teachers facilitate lessons by taking into consideration the different abilities of all the learners. E.g. learners who cannot talk may be tasked to write their thoughts and share them with the class. Also, where they are to listen, learners who have difficulty in listening should be provided with a written transcription of the content to read. Pose questions that will elicit responses that reflect their abilities E.g.

- a. *What historical facts underline Ghana's communal character value system? - AP*
- b. *What roles do the chieftaincy institution play in sustaining communal character values in Ghana? - P*
- c. *Why should Ghanaians maintain elements of communal character values in their communities today? - HP*

Key Assessment

DoK Level 3

1. Task learners in their groups to analyse the need to maintain communal character value system in Ghana.
2. *Search the internet or other relevant sources for information on the history of the communal value system in Ghana and summarise your findings in not more than two pages.*

Hint



The Recommended Mode of Assessment for Week 22 is **research**. Refer to the DoK Assessment Level 3 question 2 and use it as a sample to assign and see the Teacher Assessment Manual and Toolkit (TAMT) page 61 for more information on how to use **research** as a mode of assessment.

WEEK 23

Learning Indicator: *Analyse relationships among Ghanaian character values, western character values and universal character values*

FOCAL AREA 4: SELF-REFLECTION ON LEARNER'S OWN INDIVIDUAL VALUES

Key Concepts

This lesson focuses on helping learners to reflect on their own individual character values. The emphasis is to help learners appreciate their influence on others and vice versa, to develop strong positive values. Gender stereotypes as shaped by Ghana character values would also be explored. The following concepts should be emphasised:

Key Takeaways

1. Learners' self-diagnostics of Ghanaian character values on their thought and behaviour patterns.
2. Identification of common family character values by learners.
3. Appreciation for other learners' character values and their influence on their own.
4. How the appreciation of character values of both genders erodes biases and stereotyping.

Learning Tasks

1. State four personal or family character values.
2. Explain how you developed your personal character values.
3. Examine three ways in which positive character values can help erode gender biases and stereotyping.

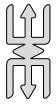
Pedagogical Exemplars

1. Reflection/Check List

- a. Learners are provided with a checklist (developed by RMEC) on key Ghanaian values to self-check and tick the values they think they possess.
- b. Learners reflect on their ticked values to examine the ones common in their family and the ones that are uncommon to them.
- c. Learners point out some Ghanaian character values observed from their friends that they wish to have.

2. Talk for Learning

Using talk for learning, learners identify and discuss how the appreciation of character values of both genders erodes biases and stereotyping.



Note

Teachers facilitate lessons taking into consideration the different abilities of all the learners. E.g. learners who cannot talk may be tasked to write their thoughts and share them with the class. Also, where they are to listen, learners who have difficulty in listening should be provided with a written transcription of the content to read. Pose questions that will elicit responses that reflect their abilities E.g.

- a. *What personal or family character values have you observed? - AP*
- b. *How did you develop your personal character values? - P*
- c. *How would positive personal character values erode gender biases and stereotypes in Ghanaian society? - HP*

Key Assessment

DoK Level 4

1. Task learners to prepare a debate on the proposition “Ghanaian character values suppress female gender and children”
2. *Carefully go through the given checklist form, self-check and tick the Ghanaian key values you think you possess and reflect with peers on them and those values you think you do not possess.*

Hint



The Recommended Mode of Assessment for Week 23 is **checklist**. Refer to the DoK Assessment Level 4 question 2 and use it as a sample to assign and see the Teacher Assessment Manual and Toolkit (TAMT) page 61 for more information on how to use **checklist** as a mode of assessment.

WEEK 24

RME COMMENDATION DAY

Overall Appraisal of RME Year Two Lessons in collaboration with the school authority, the Religious and Moral Education Committee (RMEC) should organise a special gathering at the end of every academic year to honour deserving students who have exhibited a high sense of the real values and morals learnt from the RME lessons. The available awards and criteria for selecting suitable candidates could be made known to learners at the beginning of the academic year by the RMEC. The award should be preceded by a short address on the purpose of the gathering and the need for the learners to live up to the values enshrined in the curriculum and Ghanaian society.

Based on the strands, the following honours could be considered (a school can create its award title based on its local situation):

1. Mannerly Courteous Award – This award can be given to learners with a consistent record of decency in speech and behaviour.
2. Authentic Honest Award – Learners with persistent truthful track records.
3. Nature-Nurturer Award – Learners with a demonstrable passion for environmental preservation and protection.
4. Powerful Problem Solver Award – Learners who are self-directed in finding immediate solutions to problems confronting fellow learners or the school community.
5. Incredible Hard Worker Award – Learners who have consistently demonstrated traits of hard work in class and toward school activities.
6. Valiant Volunteer Award – Self-directed and self-motivated learners who engage in developmental tasks without financial or material expectations.
7. Helping-Hand Award – Learners who are readily available to render services when called upon by fellow learners or teachers in the school.
8. Creative Learner Award – Learners who through critical thinking initiate innovative strategies in dealing with their affairs and school-related issues.
9. Cooperative Captain Award – Learners who demonstrate outstanding leadership with participatory team-playing skills in class and the school community.
10. Passionate Participant Award – Learners who productively participate in group activities either in class or in the school community.
11. Perfectly Patient Award – Learners who exhibit a high sense of decorum even in the face of provocation.
12. Splendid Sharer Award – Learners who have demonstrated an appreciable level of generosity to fellow learners in their school life.
13. Fantastic Finisher Award – Learners who complete assigned tasks within the stipulated time with impressive outcomes.
14. Overall Learner Excellence Award (This learner will demonstrate attainment of several of the other awards).

Awards can be in the form of badges, certificates, plaques, honour codes, citations etc. as the school deem fit. The list of awardees and the photographs of the event should be hosted on all school platforms including the school noticeboard, magazines and social media handles. Note: RMEC should create avenues for the exhibition of various works from learners' activities from RME lessons. The programme could be interspersed with exhibitions of charts, video clips/skits, the display of drama, poetry recitation, and musical interludes (eg. raps/songs) made by learners during their RME lessons.

Hint



The Recommended Mode of Assessment for Week 24 is **End of semester Examination**. Refer to Appendix G at the end of this Section for further information on how to go about the end of semester examination.

SECTION 3 REVIEW

In this section, learners were introduced to 'Ghanaian Values'. Learners have been supported to gain an appreciation about the influence of Ghanaian character values as identity markers. The lessons in the section exposed learners to the Ghana's National Core Values, religious teachings and their influences on development of Ghanaian character values, the relationships between (and among) Western character values, Universal character values and Ghanaian character values. Also, learners have had the opportunity to peruse the strengths and weaknesses of Individualism and Communalism value systems, the effect of modernity on Ghanaian values, to reflect and strike positive balance in developing their own character value. Learner-centred pedagogies such as experiential, collaborative learning, reflection, case-study, internet resources and the use of ICT tools among others were utilised to teach the concepts. Emphasis was placed on formative assessment with the end goal of providing information about learners' progress in terms of their holistic development. Assessment activities suggested included: presentations, poster making, creative art, and digital literacy projects, case-study, debate, oral and written responses among others. The learners' backgrounds were used as a vehicle to explore the contextualisation of time in their local, national and global settings. It is expected that lessons from this section will help learners to appreciate responsible parenting and parenthood, and adequately prepare them for adult life, the world of work and further studies.

ADDITIONAL READING

The Holy Bible.

The Holy Qur'an.

Mbiti, J.S. (1990). *African religions and philosophy*. Portsmouth, NH: Heinemann.

Mintah-Afari, E. (2016). *Social Studies for senior high schools*. Kumasi: Approachers Ghana Limited.

Twumasi, K.D., & Adade, C. (2014). *Religious and Moral Education in scope for junior high schools 1-3*. Tema: Kinwawily Publications Ltd.



APPENDIX F: Mid Semester Examination

STRUCTURE

There are 20 multiple choice items. Answer all questions. Each item is followed by four alternatives, A-D.

Read each item carefully and select the option that **best** answers the question.

Example

A learner observes that he often spends hours on social media, delaying his homework until late at night. From the perspective of **time management skills in Ghanaian cultural and religious contexts**, which of the following is the **best recommendation** for him to manage his time profitably?

- A. Continue using social media since time in Ghanaian culture is flexible and event-based.
- B. Balance social media with studies by creating a timetable that prioritises learning before leisure.
- C. Reduce sleep hours so he can have more time for both social media and studies.
- D. Avoid all cultural and religious activities to dedicate maximum time to schoolwork.

Correct Answer: B

Table of Test Specification

Week	Focal Area	Type of Question	Depth of Knowledge			
			L1	L2	L3	Total
13	Obligations of parents and children in the family and society	Multiple Choice	2	1	1	4
14	Parents neglect	Multiple Choice	1	2	1	4
15	Responsible parenting	Multiple Choice	1	2	1	4
16	Challenges faced in parenting	Multiple Choice	1	1	2	4
17	Ghanaian cultural values as identity markers	Multiple Choice	1	2	1	4
Total			6	8	6	20



APPENDIX G: End of Semester Examination

Structure

The examination is in two parts; Part I and Part II.

Part I contains 40 multiple-choice questions covering learning sessions for weeks 13-23. Answer all questions within 45 minutes. Each item is followed by four alternatives, A-D. Read each item carefully and select the option that bears the **best** answer.

Part II is made up of five essay questions; answer three out of five questions within 90 minutes. Each question carries 20 marks (total – 60marks)

Table of Test Specification

Week	Focal Area	Type of Question	Depth of Knowledge				
			L1	L2	L3	L4	Total
13	Obligations of parents and children in the family and society	Multiple Choice	2	1	1		4
14	Parents neglect	Multiple Choice Essay	2	2	1		4 1
15	Responsible parenting	Multiple Choice Essay	1	3 1			4 1
16	Challenges faced in parenting	Multiple Choice	1	2	1		4
17	Ghanaian character values as identity markers	Multiple Choice	1	2	1		4
18	Ghanaian character values as identity markers	Multiple Choice Essay	2	1	1		3 1
19	Religious teachings and their influence on Ghanaian character values	Multiple Choice	1	1	1		3
20	Relationship between Western character values and universal character values	Multiple Choice Essay	1	2	1 1		4 1
21	Comparison between individualism and communalism	Multiple Choice	1	1	1		3
22	Development of communal value system in Ghana	Multiple Choice	2	1	1		4
23	Self-reflection on learners' values.	Multiple Choice Essay	1	1	1 1		3 1
Total			15	18	12		45

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