



MINISTRY OF EDUCATION

Social Studies

for Senior High Schools

TEACHER MANUAL

YEAR 2



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

MINISTRY OF EDUCATION



REPUBLIC OF GHANA

SOCIAL STUDIES

For Senior High Schools

Teacher Manual

Year Two



NATIONAL COUNCIL FOR
CURRICULUM & ASSESSMENT
OF MINISTRY OF EDUCATION

SOCIAL STUDIES TEACHER MANUAL

Enquiries and comments on this manual should be addressed to:

The Director-General

National Council for Curriculum and Assessment (NaCCA)

Ministry of Education

P. O. Box CT PMB 77 Cantonments Accra

Telephone: 0302909071, 0302909862

Email: info@nacca.gov.gh

Website: www.nacca.gov.gh



© 2025 Ministry of Education

This publication is not for sale. All rights reserved.

No part of this publication may be reproduced without prior written permission from the Ministry of Education, Ghana.



Contents

INTRODUCTION	viii
ACKNOWLEDGEMENTS	ix
SECTION 1: IDENTITY AND NATIONAL COHESION	1
Strand: Identity Significance and Purpose	1
Sub-Strand: Identity and National Cohesion	1
Week 1	3
Focal Area: Values and Traditions that Identify a Ghanaian	3
Week 2	13
Focal Area: Concept of False Identity and Its Implications for Personal Development	13
Week 3	18
Focal Area: Promoting National Cohesion in Ghana	18
APPENDIX A: GROUP PROJECT WORK	23
APPENDIX B: Sample Portfolio	27
SECTION 2: ENVIRONMENTAL LITERACY AND SUSTAINABILITY	29
Strand: Environment	29
Sub-Strand: Environmental Literacy and Sustainability	29
Week 4	31
Focal Area: The Relationship Between Humans And The Physical Environment And How They Promote Sustainable Development	31
Week 5	36
Focal Area: Ways Of Developing A Sense Of Responsibility Among The Youth Towards The Physical Environment	36
SECTION 3: LAW ENFORCEMENT MECHANISMS IN GHANA	44
Strand: Law and Order in Society	44
Sub-Strand: Law Enforcement Mechanisms in Ghana	44
Week 6	46
Focal Area: Institutions Mandated To Enforce Law & Order In Ghanaian Society & How Their Functions Help To Maintain Law & Order	46
Week 7	55
Focal Area: The Challenges Of Law Enforcement In Ghana And How They Can Be Addressed	55
APPENDIX C: Mid-Semester	61
APPENDIX D: Sample Rubric For Display And Exhibition	62
SECTION 4: EUROPEAN ENCOUNTER, COLONIALISM AND NEO-COLONIALISM	64

Strand: Nationalism and Nationhood	64
Sub-Strand: European Encounter, Colonialism and Neo-Colonialism	64
Week 8	66
Focal Area: The Motivations Behind European Exploration Of Africa	66
Week 9	69
Focal Area: The “Scramble for and Partition of Africa” and Its Impact on the African Continent	69
Week 10	74
Focal Area: Forms And Legacies Of European Colonialism In Africa	74
SECTION 5: NATIONALISM, CITIZENSHIP AND NATION BUILDING	78
Strand: Nationalism and Nationhood	78
Sub-Strand: Nationalism, Citizenship and Nation Building	78
Week 11	80
Focal Area: The Origins And Impact Of Pan-Africanism On The Growth Of Nationalist Consciousness In Africa	80
Week 12	85
Focal Area: Challenges Faced By African Nations After Decolonisation And Solutions Informed By Pan-Africanist Ideals	85
APPENDIX E: End Of Semester Examination	90
SECTION 6: LEISURE AND TOURISM	92
Strand: Ethics and Human Development	92
Sub-Strand: Leisure and Tourism	92
Week 13	94
Focal Area: Opportunities for Leisure and Recreation	94
Week 14	100
Focal Area: Relevance of Leisure and Recreation to Personal and National Development	100
APPENDIX F: A Sample Individual Project	106
SECTION 7: REVOLUTIONS THAT CHANGED THE WORLD	108
Strand: Ethics and Human Development	108
Sub-Strand: Revolutions that Changed the World	108
Week 15	110
Focal Area: Major Events Leading To The Rise Of The Scientific Revolution In The Sixteenth Century	110
Week 16	114
Focal Area: Relevance Of The Scientific Revolution In Shaping The Modern World	114
SECTION 8: THE YOUTH AND NATIONAL DEVELOPMENT	119
Strand: Ethics and Human Development	119
Sub-Strand: The Youth and National Development	119

Week 17	121
Focal Area: Expectations Of The Ghanaian Youth And How They Can Be Met	121
Week 18	126
Focal Area: Challenges Faced By The Ghanaian Youth And How They Can Be Addressed	126
APPENDIX G: Mid-Semester	132
SECTION 9: ECONOMIC ACTIVITIES IN GHANA	133
Strand: Production, Exchange and Creativity	133
Sub-Strand: Economic Activities in Ghana	133
Week 19	135
Focal Area 1: The Concepts Of Local Production And Local Consumption	135
Focal Area 2: Challenges Of Local Production And Ways Of Promoting Made-In-Ghana Products	139
APPENDIX H: Dramatisation Assessment Rubric	145
SECTION 10: ENTREPRENEURSHIP, WORKPLACE CULTURE AND PRODUCTIVITY	147
Strand: Production, Exchange and Creativity	147
Sub-Strand: Entrepreneurship, Workplace Culture and Productivity	147
Week 20	149
Focal Area: Traits And Capabilities Of An Entrepreneur In Setting Up A Business	149
Focal Area 2: The Role Entrepreneurs Play In National Development	152
Week 21	155
Focal Area: Challenges Facing Entrepreneurs In Ghana And How To Sustain A Business	155
SECTION 11: CONSUMER RIGHTS, PROTECTION AND RESPONSIBILITIES	160
Strand: Production, Exchange and Creativity	160
Sub-Strand: Consumer Rights, Protection and Responsibilities	160
Week 22	162
Focal Area: The Role Of Responsible Consumers In Promoting Sustainable And Eco-Friendly Products	162
Focal Area 2: How Forms Of Consumer Responsibilities Ensure National Growth & Development	166
SECTION 12: FINANCIAL LITERACY	171
Strand: Production, Exchange and Creativity	171
Sub-Strand: Financial Literacy	171
Week 23	173
Focal Area: Roles Of Savings In Achieving Financial Goals	173
Week 24	178
Focal Area: Personalised Saving Plan Based On Short-Term And Long-Term Financial Goals	178
APPENDIX I: End Of Second Semester Table Of Specifications	183
REFERENCES	184

List of Figures & Tables

Figure 1.1: The Flag of Ghana	3
Figure 1.2: The Coat of Arms	4
Figure 1.3: Smock Wear	5
Figure 1.4: Calabash	6
Figure 1.5: The Xylophone (Gyil)	6
Figure 1.6: Kente	7
Figure 1.7: Adinkra Symbols and Meanings	7
Figure 1.8: Drums	8
Figure 1.9: Beads and Jewellery	8
Figure 5.1: Environmental problems	36
Figure 5.2: Illegal Mining	37
Figure 6.1: Ghana Police Service.	50
Figure 6.2: The Ghana Armed Forces	50
Figure 6.3: Supreme Court of Ghana	51
Figure 11.1: Dr. Kwame Nkrumah	80
Figure 11.2: Marcus Garvey	81
Figure 11.3: Jomo Kenyatta	81
Figure 11.4: W.E.B. Dubois	81
Table 1: Challenges faced by African nations after decolonialism	86
Table 2: Avenues for leisure and recreation and the opportunities they offer	95
Figure 19.1: Made-in-Ghana Products	135
Figure 19.2: Tom Brown	137
Figure 19.3: Local Producers - Cobbler	140

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 Social Studies 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.

Acknowledgements

Special thanks to Professor Samuel Ofori Bekoe, Director-General of the National Council for Curriculum and Assessment (NaCCA) and all who contributed to the successful writing of the Teacher Manuals for the new Senior High School (SHS) curriculum.

The writing team was made up of the following members:

National Council for Curriculum and Assessment	
Name of Staff	Designation
Eric Amoah	Deputy Director-General, Technical Services
Reginald Quartey	Ag. Director, Curriculum Development Directorate
Anita Cordei Collison	Ag. Director, Standards, Assessment and Quality Assurance Directorate
Rebecca Abu Gariba	Ag. Director, Corporate Affairs
Anthony Sarpong	Director, Standards, Assessment and Quality Assurance Directorate
Uriah Kofi Otoo	Senior Curriculum Development Officer (Art and Design Foundation & Studio)
Nii Boye Tagoe	Senior Curriculum Development Officer (History)
Juliet Owusu-Ansah	Senior Curriculum Development Officer (Social Studies)
Ayuuba Sullivan Akudago	Senior Curriculum Development Officer (Physical Education & Health)
Godfred Asiedu Mireku	Senior Curriculum Development Officer (Mathematics)
Samuel Owusu Ansah	Senior Curriculum Development Officer (Mathematics)
Thomas Kumah Osei	Senior Curriculum Development Officer (English)
Godwin Mawunyo Kofi Senanu	Assistant Curriculum Development Officer (Economics)
Joachim Kwame Honu	Principal Standards, Assessment and Quality Assurance Officer
Jephtar Adu Mensah	Senior Standards, Assessment and Quality Assurance Officer
Richard Teye	Senior Standards, Assessment and Quality Assurance Officer
Nancy Asieduwaa Gyapong	Assistant Standards, Assessment and Quality Assurance Officer
Francis Agbalenyo	Senior Research, Planning, Monitoring and Evaluation Officer
Abigail Birago Owusu	Senior Research, Planning, Monitoring and Evaluation Officer
Ebenezer Nkuah Ankamah	Senior Research, Planning, Monitoring and Evaluation Officer
Joseph Barwuah	Senior Instructional Resource Officer
Sharon Antwi-Baah	Assistant Instructional Resource Officer
Dennis Adjasi	Instructional Resource Officer

National Council for Curriculum and Assessment	
Name of Staff	Designation
Samuel Amankwa Ogyampo	Corporate Affairs Officer
Seth Nii Nartey	Corporate Affairs Officer
Alice Abbew Donkor	National Service Person

Subject	Writer	Designation/Institution
Additional Mathematics	Dr. Nana Akosua Owusu-Ansah	University of Education Winneba
	Gershon Kwame Mantey	University of Education Winneba
	Innocent Duncan	KNUST Senior High School
Agricultural Science	David Esela Zigah	Achimota School
	Prof. J.V.K. Afun	Kwame Nkrumah University of Science and Technology
	Issah Abubakari	Half Assini Senior High School
	Mrs. Benedicta Carbilba Foli	Retired, Pope John SHS and Minor Seminary
Agriculture	Esther Fobi Donkor	University of Energy and Natural Resources, Sunyani
	Prof. Frederick Adzitey	University for Development Studies
	Eric Morgan Asante	St. Peter's Senior High School
Automotive and Metal Technology	Dr. Sherry Kwabla Amedorme	Akenten Appiah Menka University of Skills Training and Entrepreneurial Development (AAMUSTED)
	Kunkyuuri Philip	Kumasi Senior High Technical School
	Emmanuel Korlety	Benso Senior High Technical School
	Philip Turkson	GES
Electrical and Electronics Technology	Walter Banuenumah	Akenten Appiah Menka University of Skills Training and Entrepreneurial Development (AAMUSTED)
	Akuffo Twumhene Frederick	Koforidua Senior High Technical School
	Gilbert Second Odjamgba	Ziavi Senior High Technical School

Subject	Writer	Designation/Institution
Building Construction and Woodwork Technology	Wisdom Dzidzienyo Adzraku	Akenten Appiah Menka University of Skills Training and Entrepreneurial Development (AAMUSTED)
	Michael Korblah Tsorgali	Akenten Appiah Menka University of Skills Training and Entrepreneurial Development (AAMUSTED)
	Dr. Prosper Mensah	CSIR-FORIG
	Isaac Buckman	Armed Forces Senior High Technical School
	Firmin Anewuoh	Presbyterian College of Education, Akropong-Akuapem
	Lavoe Daniel Kwaku	Sokode Senior High Technical School
Arabic	Dr. Mohammed Almu Mahaman	University for Development Studies
	Dr. Abas Umar Mohammed	University of Ghana
	Mahey Ibrahim Mohammed	Tijjaniya Senior High School
Art and Design Studio and Foundation	Dr. Ebenezer Acquah	University of Education Winneba
	Seyram Kojo Adipah	GES – Ga East Municipal Education Directorate
	Dr. Jectey Nyarko Mantey	Kwame Nkrumah University of Science and Technology
	Yaw Boateng Ampadu	Prempeh College
	Kwame Opoku Bonsu	Kwame Nkrumah University of Science and Technology
	Angela Owusu-Afriyie	Opoku Ware School
Aviation and Aerospace Engineering	Opoku Joel Mintah	Altair Unmanned Technologies
	David Kofi Oppong	Kwame Nkrumah University of Science and Technology
	Sam Ferdinand	Afua Kobi Ampem Girls' Senior High School
Biology	Paul Beeton Damoah	Prempeh College
	Jo Ann Naa Dei Neequaye	Nyakrom Senior High Technical School
	Abraham Kabu Out	Prampram Senior High School
Biomedical Science	Dr. Dorothy Yakoba Agyapong	Kwame Nkrumah University of Science and Technology
	Davidson Addo	Bosomtwe Girls STEM SHS
	Jennifer Fafa Adzraku	
Business Management	Ansbert Baba Avole	Bolgatanga Senior High School
	Dr. Emmanuel Caesar Ayamba	Bolgatanga Technical University
	Faustina Graham	Ghana Education Service, HQ

Subject	Writer	Designation/Institution
Accounting	Nimako Osei Victoria	SDA Senior High School, Akyem Sekyere
	Emmanuel Kodwo Arthur	ICAG
	Bernard Adobaw	West African Examination Council
Chemistry	Awumbire Patrick Nsobila	Bolgatanga Senior High School
	Paul Michael Cudjoe	Prempeh College
	Bismark Kwame Tunu	Opoku Ware School
	Michael Amissah	St. Augustine's College
Computing and Information Communication	Raphael Dordoe Senyo	Ziavi Senior High Technical School
	Kwasi Abankwa Anokye	Ghana Education Service, SEU
Technology (ICT)	Osei Amankwa Gyampo	Wesley Girls High School, Kumasi
	Dr. Ephriam Kwaa-Aidoo	University of Education Winneba
	Dr. Gaddafi Abdul-Salaam	Kwame Nkrumah University of Science and Technology
Design and Communication Technology	Gabriel Boafo	Kwabeng Anglican Senior High Technical School
	Joseph Asomani	Akenten Appiah Menka University of Skills Training and Entrepreneurial Development (AAMUSTED)
	Phyllis Mensah	Akenten Appiah Menka University of Skills Training and Entrepreneurial Development (AAMUSTED)
Economics	Dr. Peter Anti Partey	University of Cape Coast
	Charlotte Kpogli	Ho Technical University
	Salitsi Freeman Etoram	Anlo Senior High School
Engineering	Daniel Kwesi Agbogbo	Kwabeng Anglican Senior High Technical School
	Prof. Abdul-Rahman Ahmed	Kwame Nkrumah University of Science and Technology
	Valentina Osei-Himah	Atebubu College of Education
English Language	Esther Okaitsoe Armah	Mangoase Senior High School
	Kukua Andoh Robertson	Achimota School
	Beatrice Antwiwaa Boateng	Oti Boateng Senior High School
	Perfect Quarshie	Mawuko Girls Senior High School
French	Osmanu Ibrahim	Mount Mary College of Education
	Maurice Adjete	Retired, CREF
	Mawufemor Kwame Agorgli	Akim Asafo Senior High School

Subject	Writer	Designation/Institution
General Science	Dr. Comfort Korkor Sam	University for Development Studies
	Robert Arhin	SDA Senior High School, Akyem Sekyere
Geography	Raymond Nsiah–Asare	Methodist Girls' High School
	Prof. Ebenezer Owusu– Sekyere	University for Development Studies
	Samuel Sakyi–Addo	Achimota School
Ghanaian Languages	David Sarpei Nunoo	University of Education Winneba
	Catherine Ekua Mensah	University of Cape Coast
	Ebenezer Agyemang	Opoku Ware School
Government	Josephine Akosua Gbagbo	Ngleshie Amanfro Senior High School
	Augustine Arko Blay	University of Education Winneba
	Samuel Kofi Asafua Adu	Fettehman Senior High School
History	Dr. Anitha Oforiwah Adu–Boahen	University of Education Winneba
	Prince Essiaw	Enchi College of Education
Management in Living	Grace Annagmeng Mwini	Tumu College of Education
	Dorcas Akosua Opoku	Winneba Secondary School
Clothing and Textiles	Jusinta Kwakyewaa (Rev. Sr.)	St. Francis Senior High Technical School
	Rahimatu Yakubu	Potsin T.I Ahmadiyya SHS
Food and Nutrition	Ama Achiaa – Afriyie	St. Louis SHS
	Lily–Versta Nyarko	Mancell Girls' Senior High Technical School
Literature–in–English	Blessington Dzah	Ziavi Senior High Technical School
	Juliana Akomea	Mangoase Senior High School
Manufacturing Engineering	Benjamin Atribawuni Asaaga	Kwame Nkrumah University of Science and Technology
	Dr. Samuel Boahene	Kwame Nkrumah University of Science and Technology
	Ali Morrow Fatormah	Mfantsipim School
Mathematics	Edward Dadson Mills	University of Education Winneba
	Zakaria Abubakari Sadiq	Tamale College of Education
	Collins Kofi Annan	Mando Senior High School
Performing Arts	Dr. Latipher Amma Osei Appiah–Agyei	University of Education Winneba
	Prof. Emmanuel Obed Acquah	University of Education Winneba
	Chris Ampomah Mensah	Bolgatanga Senior High School

Subject	Writer	Designation/Institution
Core Physical Education and Health	Dr. Mary Aku Ogum	University of Cape Coast
	Paul Kofi Yesu Dadzie	Accra Academy
Elective Physical Education and Health	Sekor Gaveh	Kwabeng Anglican Senior High Technical School
	Anthonia Afosah Kwaaso	Jukwa Senior High School
Physics	Dr. Linus Kweku Labik	Kwame Nkrumah University of Science and Technology
	Henry Benyah	Wesley Girls' High School, Cape Coast
	Sylvester Affram	Kwabeng Anglican Senior High School
Christian & Islamic Religious Studies	Dr. Richardson Addai- Mununkum	University of Education Winneba
	Dr. Francis Opoku	Valley View University College
	Dr. Francis Normanyo	Mount Mary College
	Dr. Haruna Zagoon-Sayeed	University of Ghana
	Kabiru Soumana	GES
	Seth Tweneboa	University of Education Winneba
Religious and Moral Education	Anthony Mensah	Abetifi College of Education
	Joseph Bless Darkwa	Volo Community Senior High School
	Clement Nsorwineh Atigah	Tamale Senior High School
Robotics	Dr. Eliel Keelson	Kwame Nkrumah University of Science and Technology
	Isaac Nzoley	Wesley Girls' High School, Cape Coast
Social Studies	Mohammed Adam	University of Education Winneba
	Simon Tengan	Wa Senior High Technical School
	Dr. Adwoa Dufie Adjei	University Practice Senior High School
	Dr. Isaac Atta Kwenin	University of Cape Coast
Spanish	Setor Donne Novieto	University of Ghana
	Franklina Kabio-Danlebo	University of Ghana
	Mishaël Annoh Acheampong	University of Media, Art and Communication
Technical Support	Benjamin Sundeme	St. Ambrose College of Education
	Dr. Isaac Amoako	Atebubu College of Education
	Eric Abban	Mt. Mary College of Education

SECTION 1: IDENTITY AND NATIONAL COHESION

STRAND: IDENTITY SIGNIFICANCE AND PURPOSE

Sub-Strand: Identity and National Cohesion

Learning Outcome: *Analyse Ghanaian values and traditions that promote national cohesion.*

Content Standard: *Demonstrate knowledge and understanding of Ghanaian values and traditions and how they promote or challenge national cohesion.*

HINT:



- *Individual Portfolio Assessment for the academic year starts by Week 3. Facilitators are expected to assign learners' individual portfolio building task. Learners are expected to submit this before the end of week 22.*
- *Group Project Assessment. Facilitators are expected to give group projects to learners in week 2. Learners are expected to submit them in week 8 for scoring and recording.*

INTRODUCTION AND SECTION SUMMARY

Welcome to SHS Year 2, Strand 1, Sub-Strand 1, Section 1. This sub-strand, “Identity and National Cohesion”, will be taught for three weeks (1 to 3). The focus is on examining the traditional and national symbols and values that showcase us as Ghanaians. As a result, learners are expected to identify the various traditional and national symbols and indicate how these symbols identify us as Ghanaians. During week 1, learners will discuss the values and traditions that identify a Ghanaian and how those values and traditions identify a Ghanaian. Learners will also discuss the similarities and differences in values and traditions across different societies in Ghana. In week 2, learners will examine the concept of false identity and its implications for personal development. Learners will also discuss the challenges and opportunities in resisting false identities. In week 3, learners will discuss ways of promoting national cohesion in Ghana. They will also identify some Ghanaian patriotic songs and analyse their relevance in promoting national cohesion. The overall learning outcome for the learning area in this section is for learners to analyse Ghanaian values and traditions that promote national cohesion. Teachers should ensure that all learners benefit from the content and the challenges that come with it, by moving around the classroom, providing support and using appropriate pedagogy to enhance learners' understanding.

The weeks covered by the section are:

- **Week 1:** *Traditional and National symbols that showcase the Ghanaian identity and values.*
- **Week 2:** *Concept of false identity and its implications for personal development.*
- **Week 3:** *Promoting national cohesion in Ghana.*

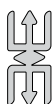
SUMMARY OF PEDAGOGICAL EXEMPLARS

In this section, it is recommended that teachers sequence various pedagogies to engage learners. For Week 1, learners are to be guided to discuss ***Ghanaian identity and values***, utilising collaborative learning with differentiated tasks for various groups. Provide appropriate support for different learning abilities, including visual aids for those who are less confident or struggling with content (AP learners) and independent research for those learners who are much more secure and confident (P learners). Those who have shown mastery of the content and skills (HP learners) engage in broader contexts and take leadership roles. Make accommodations for learners with disabilities as needed. In Week 2, using Talk for Learning and Experiential Learning will help learners explore the ***concept of false identity***. Tailor the tasks to challenge different learners accordingly. For Week 3, continue with Experiential Learning and include Collaborative Learning activities focusing on ***promoting national cohesion in Ghana***. Adapt materials and activities to cater for learners of varied abilities and disabilities. Encourage deeper reflections and discussions for all learners, particularly focusing on ***unity and national significance***.

ASSESSMENT SUMMARY

In Weeks 1 to 3, learners will explore identity and national cohesion in Ghana. A variety of assessment modes will be employed to gauge learners understanding of these concepts. It is important for teachers to conduct these assessments regularly and promptly to track learners' progress effectively. Teachers are also required to record the results meticulously, and submit them to the **Student Transcript Portal (STP)** for documentation. The assessments are;

- **Week 1:** *Debate*
- **Week 2:** *Individual Class Exercise*
- **Week 3:** *Role Play*

**NOTE**

It is recommended that teachers consult the Teacher Assessment Manual and Toolkits on how to effectively deploy these assessment modes.

WEEK 1

Learning Indicator: *Discuss the values and traditions that identify a Ghanaian.*

Focal Area: Values and Traditions that Identify a Ghanaian

Ghanaian identity and values are vividly represented through various traditional and national symbols. These symbols are deeply rooted in the country's history, culture and social norms and they play a significant role in showcasing the unique identity and values of Ghana.

In Ghana, there are two important national symbols and they are the national flag and Coat of arms.

1. National Symbols that Showcase the Ghanaian Identity and Values

- a. **The flag of Ghana** consists of three horizontal stripes of red, gold and green, with a black five-pointed star in the centre of the gold stripe.



Figure 1.1: *The Flag of Ghana*

Significance of the features of the Ghana Flag includes:

- **The red** colour represents the Ghanaians who fought and shed their blood for the independence struggle of the country.
- **The yellow** colour stands for the rich mineral resources of the country. These include gold, diamond, bauxite and manganese.
- **The green** symbolises the agricultural wealth of the country, which includes forests, cocoa, timber, food crops, coffee and others.
- **The Black star** in the middle of the flag symbolises the hope, freedom, unity and aspirations of all Africans. It is also a prominent feature of the Black Star Gate and the Black Star Square in Accra.

- b. The Coat of Arms** is the official emblem or badge of Ghana. It is made up of two main features and other equally significant features. The main features are the inner part and the outer part. The inner part consists of a shield which is divided into four quarters by a St. George's cross, with a golden lion at the centre.
- i. At the top left, there is a ceremonial sword and a crossed-linguist staff on a blue background.
 - ii. The top right spots a castle and waves of the sea on a light-blue background.
 - iii. At the bottom left, there is a cocoa tree.
 - iv. At the bottom right features a mining shaft.



Figure 1.2: *The Coat of Arms*

Significance of the features of the Coat of Arms include:

- **The sword and the staff** represent the power and authority of the two levels of government in the country, the central government and the local administration of chiefs or traditional rulers. While the sword represents the power and authority of the central government, the staff represents the power and authority of Chiefs or traditional rulers.
- **The castle on the sea** waves represents the central government, which was first set up by the British government in the country.
- **The cocoa tree** signifies the country's agricultural wealth.
- **The mining shaft** symbolizes the country's mineral wealth.
- **The lion** at the center of the shield signifies the strong tie between Ghana and the British government. It depicts the country's membership in the Commonwealth of Nations, which is an occasion of Britain's former colonies.

The two eagles carrying the Coat of Arms depict that the country is in safe hands.

- **The eagle described as the “king of Birds”** is strong and powerful. This suggests that the country, its resources and independence are in safe hands.
- **The Black star** stands for the hope and aspiration of Africa and it is the country's hope for the unity of all Africans.

- **The freedom and justice inscription** indicates that Ghanaians are free from all forms of colonialism, dictatorship and oppressive rule.

c. The National Anthem

*God bless our homeland Ghana
And make our nation great and strong,
Bold to defend forever,
The cause of Freedom and of Right.
Fill our hearts with true humility
Make us cherish fearless honesty,
And help us to resist oppressor's rule
With all our will and might for evermore.*

This song reflects the aspirations and values of the Ghanaian, it emphasises unity, freedom and justice.

2. Traditional Symbols that Showcase the Ghanaian Identity and Values

- a. **Smock (Fugu):** A traditional garment, often worn by men in Northern Ghana during festivals, ceremonies and important events. It promotes **Values** such as:
 - i. **Cultural Pride:** The smock symbolises cultural heritage and identity.
 - ii. **Unity and Social Status:** Wearing a smock during important events signifies unity and high social status within the community.
 - iii. **Respect:** The craftsmanship of smock weaving is respected and often passed down through generations.



Figure 1.3: Smock Wear

- b. Calabash (Gourd):** This is widely used as containers for drinking water, serving food and as musical instruments. It also promotes values such as:
- i. Unity and Community:** Sharing water or food from a calabash emphasises communal living and unity.
 - ii. Sustainability:** The use of calabash promotes the value of utilising natural resources sustainably.
 - iii. Resourcefulness and Creativity:** The diverse uses of calabash reflect the ingenuity and versatility of the people.



Figure 1.4: *Calabash*

- e. Xylophone (Gyil):** A wooden percussion instrument traditionally used in music and dance in Northern Ghana, commonly among the Dagaaba. The xylophone is integral to traditional music and dance, which are key aspects of cultural identity. Played during festivals and social gatherings, it promotes community cohesion and celebration.



Figure 1.5: *The Xylophone (Gyil)*

- f. **Kente** is a handwoven silk and cotton fabric made of interwoven cloth strips. Originating from the Akan ethnic group, Kente is known for its vibrant colours and intricate patterns. Each pattern has a specific meaning, often reflecting social status, history or values.

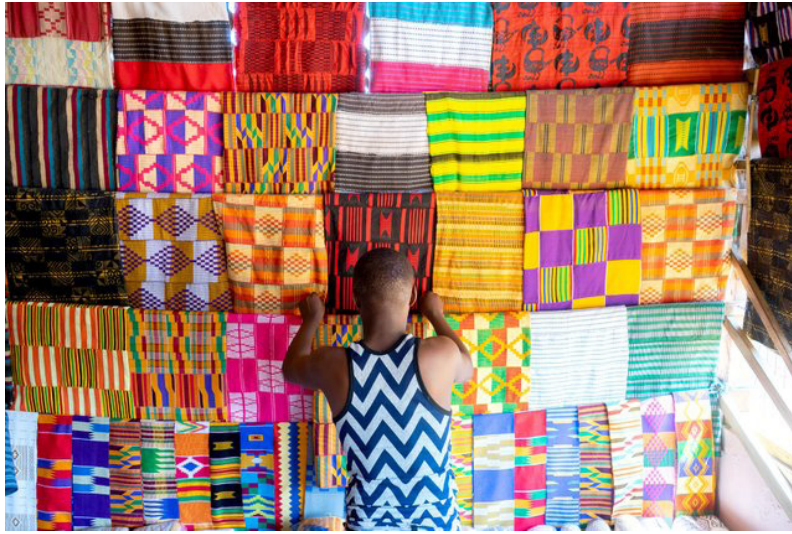


Figure 1.6: Kente

- g. **Adinkra symbols** are visual symbols originally created by the Akan. They represent concepts or aphorisms and are used extensively in textiles, pottery, logos and advertising. Some common Adinkra symbols include the **Gye Nyame** which means “Except for God,” symbolising the omnipotence and supremacy of God.

think ahead	welcome	good living	learn from your mistakes	two heads are better than one	truth
hand come, hand go	congratulations	wisdom/knowledge	good-bye	have courage	I salute you
strength	faithfulness	enjoy yourself	royalty	good fortune	performing the unusual/impossible
give me your heart	forgiveness	faith	I shall meet you again	hope	love eye
two good friends	you have changed	house of peace	the king sees all	understanding	drum
					peace

Figure 1.7: Adinkra Symbols and Meanings

- h. The skin of a cow** holds significant symbolic meaning, particularly among Dagaaba, Mole Dagbani, etc. ethnic groups and in other cultural contexts. Among many Ghanaian ethnic groups, cowhide is used to make royal regalia, including stools and other symbols of authority. For instance, in the Northern regions, chiefs often sit on stools covered with cowhide during important ceremonies, symbolising their authority and power.
- i. Drums** are central to many Ghanaian ceremonies and celebrations. Different types of drums, such as the talking drum, Kpanlogo and Atumpan, are used to convey messages, celebrate events and invoke spiritual connections.



Figure 1.8: *Drums*

- j. Traditional festivals** like the Kakube of the Dagaaba (Nandom), Aboakyir of the Effutu and Adae of the Ashanti are significant cultural festivals. They celebrate historical events, harvests and ancestral spirits, reinforcing community values and heritage.
- k. Beads and jewellery** are important in various rites of passage, including birth, puberty, marriage and death. They are also worn as adornments and symbols of status and identity.



Figure 1.9: *Beads and Jewellery*

Similarities and Differences in Values and Traditions across Societies in Ghana

Ghana is a diverse country with many ethnic groups, each having its unique values and traditions. Nonetheless, some commonalities bind these groups together as part of the broader Ghanaian culture. The following are some similarities and differences in values and traditions across different societies in Ghana:

1. Similarities in Values and Traditions Across Societies in Ghana

- a. **Hospitality:** Hospitality is a core value in Ghanaian society. Visitors from other communities are warmly welcomed and treated with great respect, a practice often encapsulated in the word “Akwaaba” (welcome). People are always ready and willing to give their best to visitors who come into our various communities.
- b. **Respect for Elders:** Across all ethnic groups in Ghana, there is a strong emphasis on respecting elders. Elders are seen as the custodians of wisdom and tradition and play significant roles in family and community decision-making.
- c. **Communal living:** The importance of community and extended family ties is a common value in Ghana. Social support networks are crucial and family members often live in closeness to support one another. People can rely on the extended family as a form of social security. Every member of the community is a parent.
- d. **Common Traditional Festivals:** Many ethnic groups celebrate traditional festivals that honour their ancestors, mark agricultural seasons, or commemorate historical events. These festivals typically involve music, dance, drumming and communal feasting.
- e. **Religious Tolerance:** There is a high level of religious tolerance and co-existence among Christians, Muslims and practitioners of traditional African religions. Religious diversity is respected across different communities. Most communities can live in harmony even if they share different religious beliefs. There is high religious tolerance in our various communities.

2. Differences in Values and Traditions Across Societies in Ghana

- a. **Language:** Ghana is a multilingual country with over 155 languages spoken. Different ethnic groups have their own languages, such as Dagbani among the Dagomba, Ewe among the Ewe people, Dagaare among the Dagaaba and Ga among the Ga-Dangme, etc. Language plays a crucial role in cultural identity.
- b. **Chieftaincy Systems:** While the institution of chieftaincy is prevalent across Ghana, the structure and roles of chiefs can vary. For instance, the Asantehene (king of the Ashanti) has a highly formalised and influential role, whereas, in some other groups, the chieftaincy might be less centralised.
- c. **Funeral Rites:** Funeral practices differ across ethnic groups. The Akan, for example, are known for their elaborate and often prolonged funeral ceremonies, which involve extended family and community participation. Other groups might have shorter or less elaborate funeral rites.

- d. Festivals and their Significance:** While festivals are common, their significance and how they are celebrated can vary. The Homowo festival of the Ga people celebrates the end of a famine, the Kakube festival of the Dagaaba for harvest, the Aday festival of the Ashanti is a time to honour ancestors and the Hogbetsotso festival of the Ewe commemorates their migration journey.
- e. Traditional Attire:** Traditional clothing varies. The Akan are known for their Kente cloth, which is worn during special occasions. The Northern groups, such as the Dagomba, wear smocks (Batakari/Fugu) which are different in design and fabric.
- f. Dietary Preferences:** Dietary staples and food preparation methods can differ. For example, fufu (a dough-like food made from cassava and yam, cassava and cocoyam or cassava and plantain) is common among the Akan, while kenkey (fermented maize dough) is a staple among the Ga-Dangme and Ewe, depending on the type of kenkey.
- g. Art and Craft:** Art forms and crafts can vary. The Akan are famous for their gold jewellery and wood carvings, while the Ewe are known for their intricate kente weaving patterns and the Northern ethnic groups (Dagomba, Dagaaba, etc.) for their leatherwork, smocks and basket weaving.

Learning Tasks

1. Learners identify traditional and national symbols and analyse how they showcase Ghanaian identities and values.
2. Learners discuss traditional and national symbols that showcase Ghanaian identities and values.
3. Learners evaluate the need for traditional and national symbols to create a shared culture.

PEDAGOGICAL EXEMPLAR

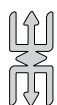
Collaborative learning

1. In pairs, learners match the symbol with its meaning and then analyse the purpose behind using the symbol.
 - a. Learners should be provided with a document to complete this task.
 - b. Learners who are less confident (AP) should be given a document that is partially filled in to model the correct method.
2. In groups, learners discuss traditional and national symbols that showcase the Ghanaian identity and values.
 - In differentiated task groups, learners discuss the similarities and differences in values and traditions across various societies in Ghana.
 - a. Provide AP learners with background information on traditional and national symbols and guided questions to start discussions.

- b. Provide AP learners with visual aids to help them optimise understanding when explaining the similarities and differences in Ghanaian values and traditions.

Learners debate the following: ‘Traditional symbols have no use in a modern Ghana.’

- a. Support AP learners with sentence starters/ prompts.
- b. Challenge highly confident learners (HP) to take the more difficult side of the debate and extend their responses.
- c. All learners should summarise their learning by responding to the following question: ‘Why are traditional and national symbols important in modern Ghana?’ This could be done verbally for less confident learners.



NOTE

1. For visually impaired learners, provide texts in Braille or audio descriptions of symbols and traditions.
2. For hard-of-hearing learners, use transcripts, written instructions and visual aids to help hard-of-hearing learners and ensure group discussions are conducted with clear, face-to-face communication.
3. For physically challenged learners, ensure the learning environment is accessible and allow for flexible seating arrangements.
4. For short/long-sighted learners, modify visual presentations for clarity and provide materials in larger print if necessary.

TRANSCRIPT

- Monitor and document task completion and understanding of diverse values.
- Track and record research depth and quality of comparative analysis.
- Note critical analysis and contributions made by learners across proficiency levels.

Observe and Record:

- Hard of hearing learners’ communication strategies, active participation in discussions, understanding of values and traditions.
- Visually impaired learners’ utilisation of alternative formats/modified materials on the focal area, participation in activities/discussions and understanding of symbols and feedback on visual accommodations.
- Physically challenged learners’ accessibility, participation in discussions and feedback on learning accommodations.

KEY ASSESSMENTS

Level 1: Written Task

1. Describe the values of Ghana and list the traditional and national symbols that showcase the Ghanaian identity and values.

Level 2: Written Task

1. Explain some importance of the Black Star in the Ghana flag national identity.

Level 3: Essay

1. What is a Ghanaian identity?
 - Is there such a thing?
 - Explain your answer.

Level 4: Written Task

1. Critically evaluate the impact of colonial history on the development of national symbols and patriotic songs in Ghana.

WEEK 2

Learning Indicator: *Examine the concept of false identity and its implications for personal development.*

Focal Area: Concept of False Identity and Its Implications for Personal Development

THE CONCEPT OF FALSE IDENTITY

The concept of false identity refers to an individual's adoption of behaviours, beliefs or personas that do not authentically reflect their true self. This often arises due to societal pressures, expectations, or a desire to fit in or be accepted. False identity can have profound implications for personal development, affecting self-awareness, mental health, relationships and one's personal life satisfaction.

1. Causes of False Identity

- a. **Societal Pressure:** Individuals may feel pressured to conform to societal norms and expectations, leading them to adopt behaviours and attitudes that are not genuinely theirs.
- b. **Peer Influence:** Peer pressure can drive people to mimic the behaviours and attitudes of their friends or social circles to gain acceptance and or avoid rejection.
- c. **Cultural Expectations:** Cultural norms and values can compel individuals to suppress their true selves in favour of identities that align with the cultural expectations of their society.
- d. **Family Dynamics/pressure:** Family expectations and upbringing can also play a significant role in people living in false identities. Individuals might adopt a false identity to meet the expectations of their parents or family members.
- e. **Social Media:** The portrayal of idealised lives on social media can lead individuals to create false identities in an attempt to match those unrealistic standards. Particularly in the era of technological advancement and AI proliferation where people put out false representations of what they are not.

2. Implications for Personal Development

Adopting a false identity can have serious implications for personal development which impacts various aspects of an individual's life. The following are some key areas affected by maintaining a life that is not a true reflection of who you are:

- a. **Limited Self-Awareness:** Adopting a false identity can hinder the development of self-awareness. Without an accurate understanding of one's true desires, strengths and weaknesses, personal growth is stunted.

- b. Mental Health Issues:** Living a life that is not true to oneself can lead to stress, anxiety and depression. The constant effort to maintain a facade can be mentally exhausting.
- c. Low Self-Esteem:** A false identity often stems from a lack of self-acceptance. This can result in low self-esteem and a diminished sense of self-worth.
- d. Inauthentic Relationships:** Relationships built on a false identity lack authenticity and depth. This can lead to shallow connections and an inability to form meaningful, lasting relationships.
- e. Career Dissatisfaction:** When career choices are influenced by a false identity, individuals may find themselves in professions that do not align with their true interests and passions, leading to job dissatisfaction and failure sometimes.
- f. Hinders Creativity and Innovation:** Authenticity fosters creativity and innovation. When individuals suppress their true selves, they may also suppress their creative potential and unique contributions.

3. Challenges and Opportunities in Resisting False Identities

- Resisting false identities involves navigating numerous challenges and leveraging opportunities for personal growth and fulfilment. The challenges and opportunities for individuals resisting false identity are outlined as follows:

Challenges in Resisting False Identities

- a. Societal Pressure:** Societal Pressure often imposes rigid norms and expectations, making it difficult for individuals to break away from false identities without facing judgement or ostracism. For example, a young professional might feel pressured to pursue a high-status career in law or medicine despite having a passion for the arts, due to societal valuation of certain professions over others.
- b. Family expectations:** Family expectations can be a significant barrier, especially in cultures where household or familial approval is highly valued. For instance, an individual might conform to family traditions and career paths dictated by parents, fearing disappointment or rejection.
- c. Fear of Rejection:** The fear of being rejected by peers or significant others can prevent individuals from revealing their true selves. For example, someone might hide their true sexual orientation to avoid alienation from friends and family or even their background or tribe because of fears of discrimination.
- d. Internalised Beliefs:** It is also a challenge to people trying to overcome false identity. Over time, false identities can become deeply ingrained, making it difficult for individuals to distinguish between their true selves and the persona they have adopted. For example, a person might struggle to break free from perfectionism and the constant need for approval instilled by years of societal and family pressure.
- e. Economic Risks:** Resisting false identities can sometimes involve economics, such as losing a job. To reveal one's true self may have economic consequences which the individual may not be ready to bear. For example, a corporate executive might fear losing his or her

lucrative position if he or she decides to pursue a less conventional and lower-paying career aligned with his or her true passion.

- f. **Social Risks:** On many occasions, when people claim to be what they are not, it later leads to disgrace and shame. People have claimed what they are not for such a long time that when they are busted, there is so much disgrace and shame to the person and even to their immediate family members. For, if one claims to be a lawyer or a doctor, such a person may be discovered by the Medical or Judicial Council and be arrested and jailed.

Opportunities in Resisting False Identities

- a. **Personal Growth and Self-Discovery:** The ability to resist false identities opens the door to profound personal growth and self-discovery. By embracing one's true interests and passions, individuals can achieve a deeper understanding of themselves and what brings them joy and fulfilment.
- b. **Improved Mental Health:** Living authentically can lead to improved mental health and reduce stress, anxiety and depression associated with maintaining a fake lifestyle. For example, a person who comes out about their true identity may experience a significant reduction in the mental burden of hiding their identity.
- c. **Authentic Relationships:** Authenticity fosters deeper and more meaningful relationships based on genuine connection rather than superficial personas. An individual who expresses their true interests and values can attract friends and partners who appreciate and resonate with their authentic selves.
- d. **Enhanced Creativity and Innovation:** Authenticity encourages creativity and innovation by allowing individuals to think and express themselves freely. For example, an artist who embraces their unique style and perspective can produce more original and impactful work.
- e. **Career Fulfilment:** Pursuing a career aligned with one's true interests and passions can lead to greater job satisfaction and overall career fulfilment. For example, a person who transitions from a corporate job to a career in social work, driven by a genuine desire to help others, may find more meaning and satisfaction in their work.
- f. **Empowerment and Confidence:** Embracing one's true identity can lead to a sense of empowerment and increased self-confidence. A person who overcomes societal and family pressures to live authentically may develop a stronger sense of self and greater confidence in their abilities and decisions.

Learning Tasks

1. Learners discuss the concept of false identity and its implications for personal development.
2. Learners role-play the challenges and opportunities in resisting false identities.
3. Learners design a campaign for young Ghanaians to encourage them to resist false identities.

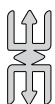
PEDAGOGICAL EXEMPLARS

1. Talk for Learning:

- a. In small groups, learners discuss the concept of false identity and its implications for personal development.
 - i. Support learners who lack confidence in the concept (AP) with scenarios or discussion prompts.
 - ii. Challenge confident learners (HP) to extend and develop their answers.

2. Experiential Learning

- a. Learners role-play a scenario to deepen their understanding of the challenges and opportunities in resisting false identities.
 - i. Provide AP learners with a straightforward definition of false identity and simple, real-life examples. Use guided group discussions with structured prompts and starter questions.
 - ii. For more confident (P) learners, give scenarios for role-playing and more complex examples for discussion on the concept of false identity.
 - iii. Provide highly confident (HP) learners with challenging scenarios that require them to consider broader societal implications.
- b. Learners are tasked with designing a social media/ TV campaign on false identities for young people encouraging them to resist false identities.
 - i. Learners who are not confident in the content (AP) should be placed in groups with more confident and proficient learners.
 - ii. Learners who have mastery of the concepts (HP) should be encouraged to justify the choices that they have made when designing the campaign.
 - What message are they going to have? Why
 - What demographic are they targeting? Why?
 - What are their aims with the campaign?
 - How will this help Ghana?



NOTE

1. With the help of a special needs teacher, visually impaired learners should be guided to use tactile materials and provide role-play scripts in audio or Braille.
2. Use sign language (the service of a sign language interpreter might be needed here) or written scripts for role-plays and discussions to promote learning among **hard-of-hearing learners**.
3. For physically challenged learners, ensure role-playing activities are accessible, possibly using seated or adapted roles.

4. Ensure written materials are provided in accessible formats, with larger print if necessary for learners who are short/long-sighted.

TRANSCRIPT

- Monitor role-play engagement and understanding.
- Document critical analysis and insights shared.
- Note leadership qualities and deeper societal implications considered.
- Take note of learners' visually impaired learners' utilisation of alternative formats. Participation in role-plays, feedback on materials as well as learners who are short/long-sighted utilisation of modified materials, engagement in activities and feedback on visual accommodations.
- Observe and record physically challenged learners' accessibility, participation in role-plays and feedback on accommodations.
- Include information on hard-of-hearing learners' observations on communication strategies, participation in activities and feedback on discussions.

KEY ASSESSMENTS

Level 1: Review

1. Define the term '*false identity*' and list the potential implications of using a false identity.

Level 2: Written Task

1. Explain why using a false identity can be harmful to personal development and describe one scenario in which someone might be tempted to use a false identity and its possible consequences.

Level 3: Evaluation Task

1. Considering the personal and societal implications, what strategies can be implemented in schools to educate learners about the dangers of false identity?

HINT



Group Project Work must be assigned by Week 2. The outline indicating a detailed scope and rubrics for learners to focus on in their project has been provided in Appendix B.

WEEK 3

Learning Indicator: *Discuss ways of promoting national cohesion in Ghana.*

Focal Area: Promoting National Cohesion in Ghana

1. Ways of Promoting National Cohesion in Ghana

There are several effective ways to enhance national unity which include:

- a. **Inclusive Education:** Implementing an inclusive curriculum that teaches learners about the diverse cultures, histories and contributions of all ethnic groups in Ghana. Incorporating local languages into the education system ensures that learners from different regions feel represented and valued.
- b. **Political and Governance Reforms:** Ensuring that all ethnic and social groups are represented in government and decision-making processes to foster a sense of ownership and participation in national affairs. Additionally, empowering local governments to address the specific needs of their communities, reduces regional disparities and enhances local governance.
- c. **Social Integration Initiatives:** Community Engagement promotes community-based projects and dialogues that encourage interaction and cooperation among different ethnic and social groups. Furthermore, developing youth programs that bring together young people from diverse backgrounds, fosters mutual understanding and a sense of national identity.
- d. **Cultural Exchange and Celebration:** National festivals and events that celebrate the diverse cultures of Ghana, such as Independence Day should be organised to foster unity and pride. Additionally, supporting Cultural Institutions such as museums, cultural centres and heritage sites that educate the public about the nation's diverse cultural heritage will help promote national cohesion.
- e. **Media and Communication:** Positive Representation by media outlets to highlight stories of cooperation and unity among different ethnic groups and to avoid sensationalism that could exacerbate divisions. Utilising public broadcasting platforms to promote messages of unity, inclusivity and national pride will also help promote national cohesion.
- f. **Interfaith and Intercultural Dialogue:** Promoting interfaith dialogues and activities that encourage mutual respect and understanding among different religious communities. Initiating programs that facilitate cultural exchange and dialogue among various ethnic groups to promote understanding and reduce prejudices.
- g. **National Symbols and Narratives:** Promoting shared national symbols, such as the flag, national anthem and monuments, that embody the collective identity and aspirations of the Ghanaian. Creating and promoting national narratives that celebrate diversity and emphasise the contributions of all ethnic and social groups to the nation's development.

- h. Sports and Recreation:** National sports programs and events that bring together people from different backgrounds, fostering a sense of unity and national pride. Encouraging local sports events that promote interaction and solidarity among diverse community members.

2. Ghanaian Patriotic Songs and Their Relevance in Promoting National Cohesion

Patriotic songs play a significant role in fostering national cohesion by instilling a sense of pride, unity and collective identity among citizens. In Ghana, several patriotic songs have been instrumental in promoting national unity and cohesion. The following are a few notable examples:

- a. “God Bless Our Homeland Ghana” (National Anthem):** The official national anthem is a powerful reminder of the collective aspirations of Ghanaians for freedom, justice and prosperity. It calls for unity and patriotism, urging citizens to contribute to the nation’s development and uphold its values. Singing the national anthem at public events and ceremonies reinforces national identity and solidarity.
- b. “Arise Ghana Youth” by Jonathan Michael Teye (JMT):** This song encourages the youth of Ghana to rise and contribute to the nation’s progress. It emphasises the importance of hard work, education and patriotism. By targeting the youth, it promotes a future-oriented sense of national cohesion, ensuring that the next generation feels connected and committed to the country’s well-being.
- c. “Yen Ara Asaase Ni” by Ephraim Amu:** This song is considered Ghana’s unofficial national anthem. It emphasises the beauty and richness of the Ghanaian land and encourages citizens to cherish and protect their country. By celebrating the nation’s natural resources and cultural heritage, it fosters a sense of pride and unity among Ghanaians.

Note: This particular song has been translated into various local languages and is sung throughout the country.

3. How Patriotic Songs Promote National Cohesion

- a. Fostering National Pride:** Patriotic songs highlight the beauty, strength and achievements of the nation, instilling a sense of pride among citizens. This shared pride helps unite people from different backgrounds.
- b. Creating a Shared Identity:** These songs emphasise common values, goals and aspirations, contributing to a collective national identity. This shared identity is crucial for national cohesion as it transcends individual differences.
- c. Encouraging Collective Action:** Many patriotic songs call for unity and collective effort in addressing national challenges. By promoting the idea of working together for the common good, these songs help build a sense of solidarity and mutual support.
- d. Celebrating Cultural Diversity:** Patriotic songs often incorporate elements from various Ghanaian cultures, including languages, rhythms and traditional themes. This celebration of diversity within a unified national framework reinforces the idea that Ghana’s strength lies in its cultural richness.

- e. **Reinforcing National Values:** The lyrics of patriotic songs often emphasise values such as freedom, justice, hard work and patriotism. By reinforcing these values, the songs contribute to a cohesive society where citizens are committed to the same principles.
- f. **Marking National Occasions:** Patriotic songs are commonly sung during national holidays, events and ceremonies. These occasions provide opportunities for citizens to come together, reflect on their shared history and celebrate their national identity, thus promoting cohesion.

Learning Tasks

1. Learners study the Independence Day celebrations and national durbar on cross-cultural displays.
2. Learners sing and reflect on patriotic songs and their relevance in promoting national cohesion.
3. Learners role-play scenarios on how to promote national cohesion in Ghana.

PEDAGOGICAL EXEMPLARS

1. Experiential Learning:

- a. Learners study videos/pictures of the re-enactment of the Independence Day celebration, national durbar on cross-cultural displays, etc to then contrast and compare them. Learners should then explain, through discussion or written work, why these events are important to national unity.
 - i. Provide less confident (AP) learners with short, well-annotated videos and focus on key elements that promote national cohesion in Ghana. Use worksheets with clear, simple instructions to guide their understanding.
 - ii. Encourage more confident learners who are secure in their understanding (P) learners to identify subtle elements that demonstrate national cohesion. Use more open-ended questions for analysis.
 - iii. Task very confident (HP) learners to compare and contrast historical and contemporary celebrations. Challenge them to evaluate the impact of different events on national unity.

2. Collaborative Learning:

- a. In small groups, learners sing and reflect on patriotic songs and their relevance in promoting national cohesion. Learners then write their patriotic songs. Encourage them to consider what themes and motifs they would include as well as what kinds of instruments they would choose.
 - i. Provide AP learners with structured questions to guide a discussion session.

- ii. For confident (P) learners, encourage them to do deeper reflections on the significance of patriotic songs. Engage P learners to analyse the implications of national cohesion scenarios.
- iii. Encourage HP learners to explore innovative ideas for enhancing unity, for example, through music and cultural events.

3. Talk for Learning

- a. Develop a plan for a school event to celebrate and promote national cohesion among learners from different regions of Ghana.
 - i. Make sure groupings are such that AP learners are supported and provide them with some ideas/ prompts to allow access.
 - ii. Expect HP learners to support their reasoning with detailed explanations.

TRANSCRIPT

Include information on:

- Observations on key elements noted, reflections on national cohesion and engagement in discussions by learners who are AP.
- AP learners' role-played scenarios, observations on participation and reflections on promoting national cohesion.
- Insights into videos watched by P learners, analysis of elements promoting national cohesion and reflections on historical and contemporary celebrations.
- P learners' reflections on improvised scenarios, analysis of social issues and proposed solutions.
- Comparative analysis conducted, impact assessments shared and critical insights provided by HP learners.
- AP learners' engagement in discussions, reflections on the lyrics of the patriotic songs, the relevance of the songs and understanding of patriotic themes.
- Leadership roles undertaken by P learners, their analysis of the implications of the songs for national cohesion and contributions to discussions.
- HP learners':
- Critical analysis of song backgrounds, innovative ideas proposed and insights into enhancing national unity.
- Innovative scenarios were created, critical discussions conducted and insights shared on promoting national cohesion.

KEY ASSESSMENTS

Level 1: Review

1. List some of the ways through which national cohesion can be promoted in Ghana and identify one method of promoting national cohesion in Ghana.

Level 2: Extended Paragraph

1. Explain how patriotic songs contribute to national cohesion in Ghana

Level 3: Extended Writing

1. Analyse the impact of cross/inter-cultural displays on national unity.

HINT

Portfolio Assessment must be assigned by Week 3. Refer to Appendix B at the end of Section 1 for further information on how to administer the portfolio.

SECTION 1 REVIEW

This section is for review of all the lessons taught for week 1, 2 and 3. A summary of what the learner should have learnt includes:

1. Discuss traditional and national symbols that showcase the Ghanaian identity and values.
2. Discuss the similarities and differences in values and traditions across various societies.
3. Discuss the significance and impact of Ghana's national symbols in broader contexts.
4. Discuss the concept of false identity and its implications for personal development.
5. Role-play the challenges and opportunities in resisting false identities.
6. Engage learners to watch videos/pictures of the re-enactment of the Independence Day celebration, national durbar on cross-cultural displays, etc.
7. Sing and reflect on patriotic songs and their relevance in promoting national cohesion.



APPENDIX A: GROUP PROJECT WORK

Research and gather relevant information and resources related to the challenges of law enforcement in Ghana for the display and exhibition to engage more meaningfully with other learners.

1. INTRODUCTION

- a. Topic Overview
- b. Project Objective

2. BACKGROUND

- a. History of Law Enforcement in Ghana
- b. Legal and Institutional Framework

3. MAIN CHALLENGES OF LAW ENFORCEMENT IN GHANA

- a. Corruption and Lack of Accountability
- b. Resource Constraints, etc.

4. REAL-LIFE EXAMPLES AND CASE STUDIES

- a. Case Studies
- b. Public Reactions

5. PROPOSED SOLUTIONS AND REFORMS

- a. Short-term Solutions
- b. Long-term Reforms
- c. Role of Civil Society

7. RECOMMENDATIONS

- a. Practical Steps
- b. Stakeholder Involvement

8. CONCLUSION

- a. Summary of Key Points
- b. Call to Action

9. VISUAL AND INTERACTIVE ELEMENTS FOR THE EXHIBITION

- a. Posters or Infographics
- b. Videos or Interviews

10. REFERENCES

Suggested Approach For Administering The Group Project On The Challenges Of Law Enforcement In Ghana

1. GROUP FORMATION

- a. **Assign Groups:** Divide students into small groups, ensuring a mix of skills and perspectives.
- b. **Set Roles:** Assign specific roles within each group (e.g., researcher, presenter, designer. to encourage collaboration and accountability.

2. PROJECT TIMELINE

- a. **Set Deadlines:** Establish a clear timeline with milestones for each phase of the project (e.g., research, drafting, design, rehearsal..
- b. **Regular Check-ins:** Schedule regular progress meetings to monitor group progress and address any challenges.

3. RESEARCH PHASE

- a. **Guided Research:** Provide resources and guidance on where to find relevant information (e.g., online databases, local libraries, interviews..
- b. **Collect Data:** Encourage groups to gather data through various methods, including literature reviews, surveys, and interviews with relevant stakeholders.

4. PREPARATION PHASE

- a. **Outline Creation:** Each group should create an outline based on the provided structure to organise their findings and ideas.
- b. **Content Development:** Groups will develop content for each section, focusing on clarity, coherence, and engagement.

5. DESIGN AND VISUALS

- a. **Visual Aids:** Encourage groups to create visual aids (posters, infographics, videos. to enhance their presentations.
- b. **Interactive Elements:** Suggest incorporating interactive components (e.g., Q&A sessions, discussions. to engage the audience during the exhibition.

6. REHEARSAL

- a. Allocate time for groups to rehearse their presentations, focusing on timing, clarity, and delivery.

7. HOW TO ADMINISTER (EXHIBITION DAY.

- a. **Set Up Displays:** Allow time for groups to set up their displays and arrange their visual materials.

- b. **Presentation Format:** Determine the format for the exhibition (e.g., open house style, scheduled presentations.)
- c. **Audience Engagement:** Encourage interaction with the audience, allowing for questions and discussions.

Refer to the teacher Assessment Manual and Toolkits for how to administer the project

8. ASSESSMENT RUBRICS

Criteria	4 – Excellent	3 – Good	2 – Fair	1 – Poor
Content Understanding	Provide 4 information of challenges such as: - corruption - resource constraints - excessive use of force - public perception	Provide 3 information of challenges such as: - corruption - resource constraints - excessive use of force - public perception	Provide 2 information of challenges such as : - corruption - resource constraints - excessive use of force - public perception	Provide 1 information of challenges such as: - corruption - resource constraints - excessive use of force - public perception.
Organisation	Exceptionally organised; seamless flow; clear connections between sections.	Well-organised; clear structure; sections connect logically.	Some organisation; sections present but may not flow logically.	Disorganised; difficult to follow; lacks clear structure.
Visual and Interactive Elements	Presentation contains any 4 of Illustrations, and graphics - Sliders - Topography - Colour scheme - Layout - background	Presentation contains any 3 of Illustrations, and graphics - Sliders - Topography - Colour scheme - Layout - background	Presentation contains any 2 of Illustrations, and graphics - Sliders - Topography - Colour scheme - Layout - background	Presentation contains any 1 of Illustrations, and graphics - Sliders - Topography - Colour scheme - Layout - background.
Communication Skills	Showing 4 of the skills e.g. - Audible voice, - Keeping eye contact - Pay attention to audience - Engaging the audience with interaction - Use of gesture	Showing 3 of the skills e.g. - Audible voice, - Keeping eye contact - Pay attention to audience - Engaging the audience with interaction - Use of gesture.	Showing 2 of the skills e.g. - Audible voice, - Keeping eye contact - Pay attention to audience - Engaging the audience with interaction - Use of gesture.	Showing 1 of the skills e.g. - Audible voice, - Keeping eye contact - Pay attention to audience - Engaging the audience with interaction - Use of gesture

Criteria	4 – Excellent	3 – Good	2 – Fair	1 – Poor
Team Collaboration	Exhibit 4 of these <i>Contributing to the group.</i> • Respecting the views of others • Tolerating others • Resolving conflicts • Taking responsibility	Exhibit 3 of these <i>Contributing to the group.</i> • Respecting the views of others • Tolerating others • Resolving conflicts • Taking responsibility	Exhibit 2 of these <i>Contributing to the group.</i> • Respecting the views of others • Tolerating others • Resolving conflicts • Taking responsibility	Exhibit 1 of these <i>Contributing to the group.</i> • Respecting the views of others • Tolerating others • Resolving conflicts • Taking responsibility

Total Score: 20 marks

9. REFLECTION AND FEEDBACK

- a. **Group Reflection:** After the exhibition, facilitate a session for groups to reflect on their experiences and what they learned.
- b. Provide targeted feedback on the project process and presentations, highlighting strengths and areas for improvement.



APPENDIX B: SAMPLE PORTFOLIO

PURPOSE OF THE PORTFOLIO

- To provide a comprehensive record of learners' academic achievements, progress, and growth over time.
- The portfolio will be compiled throughout the academic year. This comprehensive portfolio of assessments will be administered in week 1 and collected at the end of week 22 of the second semester, scored and recorded.

PORTFOLIO TASK

Complete and compile the listed items below as a portfolio for the academic year. Place the collected items in a file.

E.g.

- a. Learners' class exercise and homework books for Social Studies (handwritten or photocopied)
- b. A copy of the group project, handwritten or photocopied.
- c. Individual project(s)
- d. Reflective journal: task learners to record what they recall after every lesson in an exercise book or any preferred booklet. They are to include the focal areas and date of every lesson.
- e. Give learners a copy of the Learner Reflection Template, either written on the board or printed to fill in as academic work unfolds, etc.

STRUCTURE AND ORGANISATION OF THE PORTFOLIO

As part of the structure of the portfolio, learners should ensure the following details have been provided:

- a. Cover Page (Title, Learner's name, Class, Date of submission)
- b. Table of Contents

HOW TO ADMINISTER

Collect evidence related to the outcomes being assessed;

- a. Select the best and appropriate evidence and label each piece of evidence according to the learning outcome being demonstrated.
- b. Be guided on how to write a one or two-page reflective essay/memo that explains why they selected the particular examples, how the pieces demonstrate their achievement of the program outcomes, and/or how their knowledge/ability/attitude changed.

ASSESSMENT RUBRICS

- a. Cover page** - In block letters, which should include:
- i.** *Name of school*
 - ii.** *Academic year*
 - iii.** *Name of learner*
 - iii.** *Name of teacher*
 - iv.** *Form and specific subject*
 - v.** *Date and signature* **2 marks**
- b.** Collection of all the artefacts(documents) in a clear file. **2 marks**
- c.** Table of content-should include:
- i.** *Portfolio task arranged in order of the weeks they were given*
 - ii.** *Labelled as A.* **2 marks**
- d.** Completed learner Academic Reflection Template; Reflective journal (Record of what learners recall after every lesson) **10 marks, etc.**
- e.** Any additional relevant contributions like ‘their view of social studies’ presented and clarity of work with evidence of participation in all the years’ activities. **2 marks**
- f.** A written summary of the portfolio. **2 marks**

Total score is 20 marks

FEEDBACK

Give detailed feedback on the entire portfolio to individual learners, allowing them to come up with their challenges and strengths, etc.

SECTION 2: ENVIRONMENTAL LITERACY AND SUSTAINABILITY

STRAND: ENVIRONMENT

Sub-Strand: Environmental Literacy and Sustainability

Learning Outcome: *Analyse the interdependent relationship between humans and the physical environment and ways of developing a sense of responsibility towards the environment.*

Content Standard: *Demonstrate knowledge and understanding of the interdependent relationship between humans and the physical environment and how they promote sustainable development.*

HINT



Individual Class Assessment score should be ready for submission into the STP by the end of Week 4.

INTRODUCTION AND SECTION SUMMARY

Welcome to SHS Year 2, Strand 1, Sub-Strand 1, Section 2. This sub-strand will be taught for two weeks (4 and 5), “Environmental Literacy and Sustainability”. The focus is on examining the relationship between humans and the physical environment and how this relationship promotes sustainable development. During week 4, learners are expected to define the concepts of physical environment and sustainable development. Learners will also discuss the relationship that exists between humans and the physical environment as well as how this relationship can promote sustainable development. In week 5, learners will examine ways of developing a sense of responsibility among the youth towards the physical environment. The learners will also define the concepts of environmental problems and environmental sanitation. They will also identify the sources of environmental problems, effects of environmental problems and measures to address environmental problems. The overall learning outcome for the learning area in this section is for learners to analyse the interdependent relationship between humans and the physical environment and ways of developing a sense of responsibility towards the environment. Teachers should ensure that all learners benefit from the content and the challenges that come with it, by moving around the classroom, providing support and using appropriate pedagogy to enhance learners’ understanding

The weeks covered by the section are:

- **Week 4:** *The relationship between humans and the physical environment and how they promote sustainable development.*
- **Week 5:** *Ways of developing a sense of responsibility among the youth towards the physical environment.*

SUMMARY OF PEDAGOGICAL EXEMPLARS

In Section Two, which constitutes Weeks 4 and 5, it is also recommended that Social Studies teachers adopt different pedagogies to engage learners. In Week 4, teachers are to employ Talk for Learning to help learners grasp the concepts of ***physical environment and sustainable development***. Teachers should be conscious of tailoring support for diverse learners, providing clear explanations and varied tasks. Those who have mastered the content (HP learners) should be guided to analyse the global implications. Consider adapting materials for learners with disabilities. The initiation of Talk for Learning activities involves differentiated research tasks, emphasising relationships between humans and the environment. Encourage collaborative discussions and critical analysis. For Week 5, teachers are to use Problem-based Learning tasks to address local environmental issues, varying in complexity according to the ability of learners. Adopt Experiential Learning, specifically using documentaries and Project-based Learning via poster design to help deepen understanding among learners and promote community education.

ASSESSMENT SUMMARY

The teacher employs a range of assessments aligned with Depth of Knowledge (DoK) levels.

In week 4, focus on assessing learners on the “physical environment” and concepts of sustainable development. Formative assessments at DoK Level 1 include defining the term “physical environment” and discussing its components through class discussion. Assess their understanding of environmental sanitation and responsible environmental management in Ghanaian communities. The teacher should be keen to test the practical applications of these concepts. Summative assessments at DoK Level 2 will require learners to write essays describing how sustainable development can be achieved in a named community in Ghana, while group presentations will enable them to explore the link between human actions and changes in the physical environment. In week 5, Formative assessments will include explanations at DoK Level 2, where learners will explain the impact of human actions on the changing physical environment using specific examples from Ghana. Learners are tasked to propose strategies aimed at enhancing the relationship between humans and the physical environment in their community. Show documentaries to provide deeper insights into environmental challenges faced by Ghana to prepare learners for the DoK Level 3 summative task of proposing practical solutions and designing informative posters for community education on sustainable practices.

WEEK 4

Learning Indicator: *Examine the relationship between humans and the physical environment and how they promote sustainable development.*

Focal Area: The Relationship Between Humans And The Physical Environment And How They Promote Sustainable Development

1. The concepts of physical environment and sustainable development

a. The concept of the physical environment

The term environment was derived from the French word “*environ*,” which in its most literal sense means ‘surroundings’. It denotes the total set of living and non-living things that surround us. It includes both physical and natural objects. When we look at our surroundings, we can see trees, buildings, bridges, animals, people moving around, stones, sand, rivers, valleys, mountains, etc. You can also feel the wind that is blowing all over. Some of these elements are man-made and others are natural. The natural and man-made elements constitute the physical environment. The physical environment therefore consists of all the physical objects, both man-made and natural objects that surround us. These include the soil, water, vegetation, mountains, water bodies, animals, etc.

b. Sustainable development

We use the elements of the physical environment such as water, plants, minerals, vegetation, etc. to meet the needs of our present generation and for the purpose of developing our nation. However, the use of these resources to meet the needs of our present generation should not compromise the ability of future generations to meet their own needs with these resources. This is what is termed sustainable development. It refers to the ability of the present generation to meet their needs with the available resources without compromising future generations from meeting their own developmental needs. The elements in the physical environment should be used in a manner that will not deplete and deny future generations the ability to use these resources to meet their own developmental needs

2. The relationship between humans and the physical environment

Humans cannot survive without the environment. Therefore, humans’ relationship with the environment matters a lot because the environment is the only home for human beings. It provides food, air, water and millions of other things. Humanity’s entire life-supporting system depends on the well-being of all the elements of the physical environment. Humans relate to the environment through their activities and behaviours. Some of these activities include the following:

- a. Changes in the climate of the physical environment are mostly caused by human activities through human-environment interaction. For instance, excessive production of greenhouse gases and overpopulation cause changes to the earth's climate. The reaction we receive from the environment is sometimes disastrous resulting in extreme weather conditions such as global warming.
- b. Environmental problems such as deforestation, desertification and land degradation are all created through humans' interactions with the physical environment. These human actions are changing the nature of the physical environment which makes life in the physical environment unbearable.
- c. Humans also interact or relate with the physical environment through the extraction and use of natural resources such as minerals, vegetation, water bodies, etc. to satisfy human needs. This extraction changes the nature of the landscape and exposes it to other environmental hazards which are detrimental to human life.
- d. Improper disposal of solid waste into gutters and drains. Humans interact with the environment through indiscriminate disposal of solid wastes into drainage systems and other undesignated areas. The environment retaliates through flooding when it rains excessively, thereby causing displacement of human beings and destruction of property.
- e. Humans depend on the environment for basic needs and necessities like food, shelter, water, air and other natural resources. Without these basic resources, life will be unbearable for humans in the physical environment.

3. How the relationship between humans and the physical environment can promote sustainable development

Humans depend completely on the physical environment for essential, life-sustaining services – such as clean air and water, a stable climate and food. Yet our activities in the physical environment are having an increasingly detrimental effect on the environment. This puts not only the physical environment in danger but also the survival of humans at risk. Therefore, the relationship between humans and the physical environment should promote sustainable development. This involves responsibly engaging with the environment in order to preserve its natural resources. This could be achieved through the following:

a. Reduce, reuse and recycle approach

The adoption of the 3-R approach towards the physical environment will effectively promote sustainable use of the environment. This means that the use of some resources which are non-renewable or non-replenishable should be minimised. Besides, some basic resources could be used and reused instead of passing them on to the waste bin after their first use. Finally, resources used in the environment can be recycled and put into a different use.

b. Promoting environmental education and awareness

Promoting environmental education about the relevance of the environment, how they can be destroyed as well as the effects of environmental pollution will greatly help in changing people's attitude, behaviour and perception about the environment. This

could be achieved through social media, television, information centres as well as door-to-door education and awareness creation. Environmental education can also be incorporated into the school curriculum, especially at the lower levels of education. This will greatly help in transforming individuals' lifestyles into a sustainable one.

c. Avoiding over-utilisation of the physical environment

To promote the sustainability of the physical environment, it is very important to ensure that the consumption of the resources in the environment will not exceed the regeneration of the resources. In other words, the rate at which the resources in the environment are replenished should exceed the rate at which the resources are utilised and depleted. Environmental degradation sets in the moment humans over-exploit the physical environment.

d. Promoting the use of public transport instead of individual cars

Individuals should be encouraged to patronise public transport such as public buses, subways, suburban trains, etc. The public can also be encouraged to make use of bicycles. This will reduce the number of vehicles in the public space and the rate at which the atmosphere is polluted by these vehicles.

e. Supporting green initiatives

Individuals can promote environmental sustainability through their active support for environmental initiatives such as participating in community clean-up drives or joining tree-planting events. On a smaller scale, this can be achieved through creating habitats like gardens to support local biodiversity. Through educating oneself and participating in environmental dialogues, one can influence broader community engagement and policy direction towards environmental sustainability.

f. Supporting green businesses

Supporting businesses that prioritise eco-friendly practices is another influential action towards environmental sustainability. Individuals could be encouraged to buy from companies that adopt sustainable sourcing practices, invest in renewable energy, or support circular economy principles, our purchasing decisions can incentivise more businesses to adopt green strategies. By choosing to invest in or buy from such businesses, individuals directly foster a market that values and rewards sustainability.

Learning Tasks

1. Learners work to write an essay with the title 'Why is the physical environment important to modern Ghanaians?'.
2. Learners research the relationship between humans and the physical environment.
3. Learners study the relationship between humans and sustainable development with a focus on Ghanaian projects to produce a plan for their community.

PEDAGOGICAL EXEMPLARS

1. Talk for Learning

In pairs, learners explain the concepts of physical environment and sustainable development and develop the links between them. They should then use these discussions to produce an essay.

- a. Less confident (AP) learners should be provided simple definitions of the concept of physical environment and sustainable development with visual aids using clear, straightforward examples. Additionally, they should be provided with writing frames.
- b. Encourage confident (P) learners to expand on the definitions with real-world examples and peer discussion
- c. Task learners who have mastery of the concepts (HP) to relate the concepts to global events and trends, promoting deeper analysis.

2. Initiating Talk for Learning

- a. In differentiated task groups, learners conduct research on the relationship between humans and the physical environment for class discussion. Learners should be provided with case studies of how the changing physical environment affects modern Ghanaians.
 - i. Support P learners with a grid/ chart to organise research.
 - ii. Expect HP learners to develop their explanations with specific detail and nuance.
- b. In small groups, learners explain how the relationship between humans and the physical environment can promote sustainable development. Use specific examples of sustainable development projects in Ghana and suggest a plan for their local community, thinking about the specific challenges that they face.
 - i. Provide AP learners with specific research questions and structured templates. Use guided peer discussions.
 - ii. For P learners, allow flexibility in choosing research methods and guide them to explore a variety of sources. Facilitate collaborative discussions where they can present their findings.
 - iii. Challenge HP learners to conduct in-depth research with complex analysis, incorporating both local and global perspectives. Lead critical discussions on their research findings.

TRANSCRIPT

- In the transcript, record the specific supports provided for learners at different proficiency levels during the Talk for Learning activities.
- For AP learners, note their need for simple definitions and visual aids, while P requires real-world examples and flexibility in research methods. HP should be challenged with in-depth research and complex analysis.

- Document the accommodations made for learners with specific needs such as hard of hearing, visually impaired, physically challenged and short/long-sighted learners. For example, using written explanations and visual aids for hard-of-hearing learners or offering braille materials and audio resources for visually impaired learners.
- Include details on how each proficiency level engaged with the material, the level of support provided and any adjustments made to ensure accessibility and understanding.

KEY ASSESSMENTS

Level 1: Review

1. Define the term “*physical environment*” and give a specific example.

Level 2: Paragraph

1. Describe how sustainable development can be achieved in a named community in Ghana through responsible environmental management.

Level 3: Paragraph

1. What are the sustainability issues that affect Ghana? Explain how these impact different areas of Ghana in different ways.



HINT

Individual Class Exercise scores should be ready for submission to the student portal.

WEEK 5

Learning Indicator: *Examine ways of developing a sense of responsibility among the Youth towards the physical environment with an emphasis on environmental sanitation.*

Focal Area: Ways Of Developing A Sense Of Responsibility Among The Youth Towards The Physical Environment

1. Environmental Problems in our Communities

Environmental problems arise whenever there is a change in the quality or quantity of any component of the physical environment which directly or indirectly affects the health and well-being of man in an adverse manner.



Figure 5.1: *Environmental problems*

Environmental problems can be seen from the pollution of air and water bodies and indiscriminate disposal of solid wastes which creates serious sanitation challenges. These kinds of pollution and poor sanitation issues are not only seriously affecting human beings through diseases but also animals and plants in the physical environment. This phenomenon is a nationwide problem and its potential to negatively influence the health of human populations is great.

2. Environmental Sanitation

A clean and healthy environment is important for human life in the physical environment. Therefore, any activity or practice that is geared towards maintaining and promoting a clean and healthy environment is termed environmental sanitation. It is a practice that promotes good public health and prevents the outbreak and spread of diseases such as diarrhoea, typhoid and cholera. Some of the practices include proper waste management,

provision of sanitation facilities, ensuring good personal and community hygienic practices, promoting environmental cleanliness and ensuring the supply of clean and potable water.

3. Sources of Environmental Problems

Environmental problems arise from several sources. These include but are not limited to the following:

a. Rapid Population Growth

High population growth can lead to a far-reaching consequence in the environment which affects the individuals and the communities as a whole. Rapid population usually leads to the development of slums and the associated poor sanitation situations as a result of the large amount of waste that is generated. High population also leads to increased spread of diseases, insufficient access to clean water, overcrowding and reduces healthcare provision.

b. Illegal Mining Activities in Water Bodies

Water plays a very important role in the life of every individual. Water is needed in every aspect of human life. We need water to wash our clothes, take our baths, drink, cook and for other household and industrial purposes. Unfortunately, the majority of the water bodies in Ghana have been polluted through the activities of illegal mining known in our local parlance as “galamsey”. Notably among the rivers include Rivers Prah, Offin, Tano and Ankobra. All trees which provide shelter and prevent erosion around these rivers have been cut down. Not only have these illegal mining activities in these rivers affected the quality of the water, but the aquatic life in these rivers has also been affected.



Figure 5.2: *Illegal Mining*

c. Improper disposal of untreated industrial and metropolitan wastes

Due to industrialisation and increased population, industrial and metropolitan sewage is deposited into canals, rivers and in some cases, into the sea. The untreated industrial and metropolitan wastes create multiple environmental hazards for mankind and aquatic life. This problem affects the food supply, in addition to groundwater contamination when used to irrigate crops.

d. Open defecation

One major source of environmental problems is the rate at which people engage in open defecation, especially along the coastal areas. Most people ease themselves in the open without recourse to the implications of this action. The faeces are washed into water bodies including the sea when it rains. Besides, open defecation produces a stench which is a major source of air pollution in the physical environment.

4. Effects of Environmental Problems

The following are some of the effects of environmental problems:

a. Desertification

Desertification denotes the reduction in the productivity of the land that is not reversible. Thus, the land is said to be desertified when it can no longer support the same plant growth it had been supporting in the past and the change is permanent. Desertification affects the production of cash crops which are major sources of revenue to the country. It can also affect agricultural production, especially in the northern parts of Ghana thereby causing a shortage.

b. Deforestation

The clearing of the land for farmland, livestock, and construction or for manufacturing purposes poses a lot of environmental challenges. Deforestation has greatly altered landscapes around some parts of Ghana. Deforestation contributes to climate change and global warming and minimises the forest's ability to absorb and store carbon dioxide. It also results in soil erosion and destruction of the ecosystem and wildlife habitats.

c. Climate change

Environmental problems also contribute to changes in the world's climate system. Places that used to experience low rainfall are now experiencing excessive rain and vice versa. This has contributed to flooding in some parts of the country whilst others experience dry periods. This phenomenon has created food shortages as a result of damages done to crops by dry weather conditions and excessive rainfall.

d. Sea-level change

Global sea levels are rising because of human-caused global warming. The sea level rise is caused primarily by global warming because of the melting of glaciers and polar ice. This adds water from melting ice sheets. Global warming also expands seawater as it warms. Ghana is particularly at risk from rising sea levels. The rise in seawater threatens coastal infrastructure, life, jobs/coastal businesses, natural habitats

and coastal ecosystems as a result of coastal flooding. A notable example is the coastal floods that occurred at Keta in the Volta Region of Ghana. Other coastal towns like Elmina, Saltpond and Moree are all at risk of rising sea levels.

5. Measures to Address Environmental Problems

The measures that have been discussed are as follows:

a. Public Education

One major way of solving environmental problems is through public education. The general public should be educated on the importance of the physical environment and the need to protect it. The public should also be educated on the harmful effects of their activities on the physical environment. Public education through television, radio, newspapers, door-to-door, information vans, public lectures, symposia, posters, religious organisations, etc. will create the necessary awareness and sensitise people to take precautionary measures when dealing with the environment.

b. Law enforcement

It is important for existing environmental laws to be strengthened by lawmakers as well as law enforcement agencies in order to control the disposal of both domestic and industrial wastes that we generate in the country. Law enforcement agencies both at the traditional level and the national level should actively help in making sure that environmental and sanitation laws are strictly enforced since making these laws without strict enforcement cannot help protect the environment.

c. Provision of sanitary facilities at vantage places

The provision of sanitary facilities and equipment such as toilet facilities, public urinals, hand sanitisers, bathrooms as well as hand washing facilities at vantage points will help reduce challenges posed by poor sanitary conditions in the country. The general public should also be encouraged to make provision for such facilities when putting up buildings.

d. Proper waste disposal systems

Improper disposal of wastes affects the lives of people, plants and animals in several ways. It is therefore necessary to provide proper waste disposal and waste management systems in our communities. This can take the form of providing public waste dumping sites, provision of waste bins and ensuring regular removal and disposal of waste bins that are full from public places. It is also important to recycle waste for other uses.

6. Sense of Responsibility Towards the Physical Environment

The measures that have been discussed are as follows:

- a. **Volunteering towards environmental sanitation:** The youth can volunteer to initiate clean-up exercises in his/her physical environment. The clean-up exercise could be done individually or as a group. Clearing weeds, desilting choked gutters, cleaning solid wastes and ensuring that sewage is properly disposed of.

- b. Developing a sense of greening the physical environment:** Trees supply oxygen and reduce the amount of carbon dioxide in the atmosphere. Planting more trees will therefore help to minimise the carbon dioxide concentration in the atmosphere and purify the atmosphere. It is therefore the responsibility of the youth to treat nature with reverence, acknowledge its beauty and recognise the rights of non-human beings including plants and animals.
- c. A sense of environmental protection:** Protecting the physical environment and its natural resources is our utmost responsibility as individuals. Developing a sense of environmental protection involves becoming conscious of the relevance of the environment to human survival. It covers the preservation of the land, water, air and the flora and fauna that coexist with humans in the physical environment. Reducing waste generation, using renewable resources and maintaining proper sanitation practices are necessary for environmental protection.
- d. Awareness of environmental problems and their impact on human life:** Individuals in the community should be aware of the causes of environmental problems and their consequences on human life. This will help to develop in us a sense of protecting the physical environment from destruction.
- e. Developing a sense of conservation of resources in the physical environment:** Basic resources such as water, air, soil, etc. which are of utmost importance to the survival of humans in the physical environment should be conserved. The youth should develop the mindset of conserving the rate at which these resources are used and should also be mindful of their preservation so that we can have them in abundance. Taps should be closed when they are not in use, we should also prevent the pollution of our water bodies and all electrical gadgets should be switched off when they are not in use.

7. How Some Communities in Ghana Can be Most Affected by a Changing Physical Environment

Communities that can be affected most by the changing physical environment include:

a. Coastal communities

Coastal communities are one of the key places in Ghana that are at risk due to the changing nature of the physical environment. Due to the rise in the sea level, these places are at risk of coastal flooding and saltwater intrusion. Notable among the coastal communities that are at risk include Keta, Elmina, Saltpond and Moree.

b. Low-lying areas

Due to the low terrain of these areas, rainwater easily floods those areas. The nature of the land does not easily allow water to escape. In most cases, such places have either poor or no drainage system to transport the excess rainwater to the sea, especially during the rainy season. Some of these places also have tarred and concrete surroundings or lie in floodplains which do not allow water to sink easily.

c. Arid and semi-arid regions

Changes in the physical environment in the form of climate change can reduce the amount of rainfall received by some areas in Ghana (specifically the northern regions) to less than 25 centimetres per year. These regions will experience low humidity, high evaporation, high temperatures during the day and low temperatures at night and limited water supply. This situation can lead to desertification and dry savannas.

d. Mountainous regions

Mountainous regions are at risk of changes in the environment. Heavy and excessive rainfall can cause mass movement including landslides and mudslides. Mountainous regions of Kwahu and Akuapem usually suffer from some of these changes in the physical environment as a result of the removal of topsoil or rocks during heavy rains. Human activities such as construction, mining and drilling activities from machinery in these mountainous areas can cause vibration in the mountains thereby causing landslides.

e. Agricultural regions

Agricultural regions are also at risk of changes in the physical environment. Most of these regions will either experience excessive rainfall with high soil erosion or drought conditions which do not support agricultural practices as a result of climate change. This could result in low agricultural production and a shortage of food supply in the country.

f. Forest regions

Forest regions are at risk of changes in the physical environment due to deforestation. Excessive cutting of trees without replanting them could lead to low atmospheric humidity and low rainfall. This could result in desertification and destruction of forest resources as well as loss of livelihood.

Learning Tasks

1. Learners identify an environmental problem within the school or community, investigate its sources and effects and propose measures for resolution.
2. Learners watch a documentary on environmental issues in Ghana and share feelings about the damage to the physical environment
3. Learners design posters to educate the community on responsible behaviour towards the physical environment

PEDAGOGICAL EXEMPLARS**1. Problem-based Learning**

- a. In small groups, learners identify an environmental problem within the school or community, investigate its sources and effects and propose measures for its resolution.

- i. Provide AP learners with structured guidance on environmental problem identification and simple solutions.
- ii. Encourage deeper analysis of the issue/problem identified and innovative solutions among P learners.
- iii. Challenge HP learners with complex environmental issues and solutions that require critical thinking.

2. Experiential Learning

- a. Learners watch a documentary on environmental issues in Ghana and share feelings about the damage to the physical environment in a structured discussion.
 - i. Provide AP learners with summary points to guide discussions.
 - ii. Task P learners to do a critical analysis of the documentary and emotional responses.
 - iii. Foster deep reflection among HP learners on the environmental impact and potential solutions discussed.

3. Project-based Learning:

- a. Learners design posters to educate the community on responsible behaviour towards the physical environment.
 - i. Provide AP learners with poster design templates and basic environmental messages to discuss how to educate the community with them.
 - ii. Encourage creativity among P learners in poster design and educational content on responsible behaviour towards the physical environment.

TRANSCRIPT

- Document specific actions taken to support each type of learner during the activities.
- Record reactions, progress and any challenges faced by AP, P and HP learners.
- Include feedback on the effectiveness of differentiated strategies implemented for each group of learners.

KEY ASSESSMENTS

Level 1: Review

- 1. Define the following key terms:
 - Physical environment
 - Environmental sanitation

Level 2: Paragraph

- 1. Explain the link between human action and the changing physical environment.

Level 3

1. **Extended paragraph:** Explain why Ghana is particularly at risk from rising sea levels and desertification.
2. **Essay:** Discuss how some communities in Ghana can be most affected by a changing physical environment.

SECTION 2 REVIEW

This section is for a review of all the lessons taught in weeks 4 and 5. A summary of what the learner should have learnt includes:

1. Explain the concepts of physical environment and sustainable development.
2. Identify an environmental problem within the school or community, investigate its sources and effects and propose measures for resolution.
3. Watch a documentary on environmental issues in Ghana and share feelings about the damage to the physical environment.
4. Design posters to educate the community on responsible behaviour towards the physical environment.

SECTION 3: LAW ENFORCEMENT MECHANISMS IN GHANA

STRAND: LAW AND ORDER IN SOCIETY

Sub-Strand: Law Enforcement Mechanisms in Ghana

Learning Outcome: *Analyse the need for the existence of law enforcement institutions and mechanisms in Ghana.*

Content Standard: *Demonstrate knowledge and understanding of law enforcement in Ghana.*

INTRODUCTION AND SECTION SUMMARY

Welcome to SHS Year 2, Strand 1, Sub-Strand 1, Section 3. This sub-strand will be taught for two weeks (6 and 7), “Law Enforcement Mechanisms in Ghana”. The focus is on institutions mandated to enforce law and order in Ghanaian society and how their functions help to maintain law and order. As a result, learners are expected to define the concepts of constitution, law and order and rule of law. During week 6, learners will discuss the need to obey rules and regulations. They will also discuss how the constitution and rule of law can be used in maintaining law and order in Ghana. Learners will also identify institutions that are responsible for enforcing law and order in Ghanaian society and their functions. In week 7, learners will discuss the challenges of law enforcement in Ghana. Learners will also discuss innovative measures to deal with the challenges of law enforcement in Ghanaian society. The overall learning outcome for the learning area in this section is for learners to analyse the need for the existence of law enforcement institutions and mechanisms in Ghana. Teachers should ensure that all learners benefit from the content and the challenges that come with it, by moving around the classroom, providing support and using appropriate pedagogy to enhance learners’ understanding.

The weeks covered by the section are:

- **Week 6:** *Institutions mandated to enforce law and order in Ghanaian society and how their functions help to maintain law and order.*
- **Week 7:** *The challenges of law enforcement in Ghana and how they can be addressed.*

SUMMARY OF PEDAGOGICAL EXEMPLARS

This presents a summary of the pedagogical exemplars for Weeks 6 and 7. In Week 6, teachers should employ diverse strategies to engage learners regarding law enforcement in Ghana. Differentiated tasks in Talk for Learning sessions help learners understand complex **legal concepts**, while collaborative activities foster deeper analysis. Experiential Learning through

field trips or documentaries enhances practical understanding. Accommodations for diverse learners should be provided. For Week 7, a combination of collaborative and Problem-Based Learning activities is expected to challenge learners to analyse and propose solutions to ***law enforcement challenges in Ghana***. Therefore, teachers are expected to tailor support for varied abilities and disabilities, ensuring inclusive participation and understanding for all learners. Teaching and learning resources/materials should be adapted to cater to the different learning styles and needs, promoting active engagement in discussions and problem-solving tasks.

ASSESSMENT SUMMARY

Different types of assessments should be conducted to evaluate learners' understanding of the concepts covered in this section. Teachers are encouraged to administer these assessments and document the results for submission to the Student Transcript Portal (STP). The following assessments will be carried out and recorded for each learner:

- ***Week 6: Mid-Semester Examination***
- ***Week 7: Displays and Exhibitions***

Note: For additional information on how to effectively administer the mid-semester, please, refer to the Appendices at the end of Section 3.

WEEK 6

Learning Indicator: *Discuss the institutions mandated to enforce law and order in Ghanaian society and how their functions help to maintain law and order.*

Focal Area: Institutions Mandated To Enforce Law And Order In Ghanaian Society And How Their Functions Help To Maintain Law And Order

1. The Meaning of

a. Constitution

The constitution is the supreme law of a country that outlines the framework and principles of government, defines the powers and duties of governmental bodies and guarantees the rights and freedoms of the citizens. It serves as a fundamental legal document that establishes the structure, functions and limits of government, providing a legal basis for governance and the protection of individual liberties.

b. Law and Order

Law can be described as a system of rules and regulations that a country or society recognises as binding on its citizens, which the authorities may enforce and violation of which attracts punitive action whilst order can be described as a situation where people live together peacefully rather than fighting or causing trouble. It involves the maintenance of public safety, the enforcement of laws and the prevention of crime and disorder.

c. Rule of Law

The rule of law is a principle that all individuals, institutions and government entities are accountable to laws that are publicly promulgated, equally enforced and independently adjudicated. It ensures that no one is above the law and that legal processes are fair and transparent.

2. The Importance or Need to Obey Rules and Regulations

a. Ensures Public Safety

- i. **Protection of Individuals:** Rules and regulations are often designed to protect individuals from harm. For example, traffic laws prevent accidents and injuries and safety regulations in workplaces ensure that employees are not exposed to dangerous conditions.
- ii. **Emergency Preparedness:** Regulations related to emergency responses ensure that there are protocols in place to handle disasters, protecting lives and property.

b. Maintains Social Order

- i. **Prevents Chaos:** Without rules and regulations, society would be chaotic, with no clear guidelines on acceptable behaviour. This could lead to conflicts and an unstable social environment.

- ii. **Promotes Stability:** Laws provide a framework for predictable and orderly conduct, contributing to a stable society where people can coexist peacefully.
- c. **Protects Rights and Liberties**
 - i. **Guarantees Individual Freedoms:** Regulations safeguard personal freedoms by ensuring that everyone's rights are respected. For instance, laws against discrimination protect individuals from unfair treatment.
 - ii. **Fair Treatment:** Adherence to laws ensures that everyone is treated equally and fairly, with protections against abuses of power.
- d. **Facilitates Economic Growth**
 - i. **Regulates Business Practices:** Economic regulations ensure fair competition, protect consumers and maintain market integrity. This creates a stable economic environment conducive to growth.
 - ii. **Promotes Investment:** A society with a strong rule of law attracts investors, as they are confident their investments will be protected by law.
- e. **Enhances Quality of Life**
 - i. **Public Services:** Regulations ensure the provision of essential public services like healthcare, education and transportation. These services improve the quality of life for all citizens.
 - ii. **Environmental Protection:** Environmental regulations help preserve natural resources and ensure a clean, healthy environment for current and future generations.
- f. **Promotes Justice and Accountability**
 - i. **Legal Recourse:** Laws provide mechanisms for addressing grievances and resolving disputes. This ensures that justice is served and that wrongdoers are held accountable.
 - ii. **Prevents Abuse of Power:** Regulations establish checks and balances on authority, preventing abuses and ensuring that leaders act in the public's best interest.
- g. **Builds Trust and Cooperation**
 - i. **Community Trust:** When rules and regulations are followed, it builds trust within the community. People feel secure knowing that everyone is held to the same standards.
 - ii. **Encourages Cooperation:** Clear rules foster cooperation and collaboration among individuals and groups, as everyone knows what is expected of them.
- h. **Fosters National Cohesion**
 - i. **Unity:** Adherence to national laws and regulations fosters a sense of unity and belonging among citizens. It reinforces the idea that everyone is part of the same societal framework.

- ii. **Collective Responsibility:** Obeying rules promotes a sense of collective responsibility, where everyone contributes to the common good and the well-being of the community.

3. How the Constitution Can be Used in Maintaining Law and Order In Ghana

The constitution is a vital instrument for maintaining law and order in Ghana. It provides a comprehensive framework that guides the functioning of the state, defines the rights and responsibilities of citizens and establishes mechanisms for enforcing laws and resolving disputes. The following are ways through which the constitution can be used to maintain law and order in Ghana:

a. Establishing the Legal Framework

- i. **Supremacy of the Constitution:** The Constitution is the supreme law of Ghana, meaning all other laws and actions by the government must conform to its provisions. This creates a consistent and predictable legal environment, essential for maintaining law and order.
- ii. **Codification of Laws:** The constitution provides the foundation for the creation, modification and interpretation of laws. It ensures that laws are systematically codified and accessible to all citizens.

b. Defining Government Structure and Powers

- i. **Separation of Powers:** The constitution establishes a clear separation of powers among the executive, legislative and judicial branches of government. This prevents the concentration of power and allows each branch to function independently while providing checks and balances.
- ii. **Role of Law Enforcement:** It outlines the roles and responsibilities of law enforcement agencies, such as the Ghana Police Service, ensuring they have the authority to enforce laws, maintain public order and protect citizens.

c. Protecting Individual Rights and Liberties

- i. **Bill of Rights:** The constitution enshrines fundamental rights and freedoms, such as the right to life, liberty and security. Protecting these rights is essential for maintaining law and order as it ensures that individuals are treated fairly and justly.
- ii. **Judicial Review:** Citizens have the right to challenge laws or actions that violate their constitutional rights. The judiciary has the power to review and overturn such laws or actions, ensuring that justice is upheld.

d. Ensuring Accountability and Transparency

- i. **Checks and Balances:** The constitution provides mechanisms for holding government officials and institutions accountable. This includes provisions for audits, investigations and other oversight functions to prevent abuse of power and corruption.

- ii. **Public Participation:** It encourages transparency and public participation in governance. Citizens are empowered to engage in the political process, enhancing the legitimacy and accountability of government actions.

e. **Regulating Public Order and Safety**

- i. **Emergency Powers:** The constitution outlines the conditions under which a state of emergency can be declared and the extent of powers granted to authorities during such times. This ensures that extraordinary measures to maintain order are taken lawfully and with respect for human rights.
- ii. **Law Enforcement Procedures:** It provides guidelines for law enforcement procedures, including arrest, detention and trial processes, ensuring they are conducted fairly and within the bounds of the law.

f. **Facilitating Economic and Social Stability**

- i. **Economic Rights:** The constitution protects property rights and supports economic activities by providing a stable legal environment. This encourages investment and economic development, contributing to social stability and order.
- ii. **Social Welfare:** It includes provisions for social welfare policies, such as education, healthcare and housing, which help to reduce social inequalities and tensions that can lead to disorder.

g. **Conflict Resolution Mechanisms**

- i. **Judicial System:** The constitution establishes an independent judiciary responsible for interpreting the law and resolving disputes. This ensures that conflicts are resolved through legal means rather than through violence or other unlawful actions.
- ii. **Traditional Authorities:** It recognises the role of traditional authorities in maintaining law and order at the community level, integrating customary law with the formal legal system where appropriate.

4. **Institutions Responsible for Maintaining Law and Order**

In Ghana, several institutions are mandated to enforce law and order, each playing a crucial role in maintaining peace, security and justice within the society. The following are the key institutions responsible for maintaining law and order and their functions or contributions:

a. **Ghana Police Service**

- i. **Crime Prevention and Detection:** The Police Service is responsible for preventing and detecting crime. They conduct patrols, investigate criminal activities and apprehend offenders.
- ii. **Public Order Maintenance:** The police manage public gatherings and demonstrations, ensuring they are conducted peacefully and within the law.

- iii. **Traffic Regulation:** They enforce traffic laws, manage road safety and investigate road accidents.
- iv. **Community Policing:** Engaging with communities to build trust and cooperation, addressing local concerns and providing education on safety and security.
- v. **Contribution to Law and Order:** The Ghana Police Service plays a critical role in maintaining day-to-day public safety, preventing crime and ensuring the lawful conduct of citizens. Their visibility and responsiveness help deter criminal activities and reassure the public.



Figure 6.1: *Ghana Police Service.*

b. The Ghana Armed Forces

- i. **National Defence:** Protecting Ghana's territorial integrity from external threats.
- ii. **Support to Civil Authorities:** Assisting the police during emergencies, natural disasters and in restoring order during severe civil disturbances
- iii. **Peacekeeping Missions:** Participating in international peacekeeping operations, which also enhances their capacity to manage domestic conflicts
- iv. **Contribution to Law and Order:** While primarily focused on defence, the Ghana Armed Forces support internal security during crises, providing additional manpower and resources to maintain stability and order.



Figure 6.2: The Ghana Armed Forces

c. The Judiciary

- i. **Adjudication of Cases:** The judiciary interprets and applies the law, resolving disputes and ensuring justice is served.
- ii. **Protection of Rights:** Safeguarding constitutional rights and liberties of individuals.
- iii. **Law Development:** Through judicial decisions, they contribute to the development and refinement of legal principles.
- iv. **Contribution to Law and Order:** The judiciary ensures that laws are applied fairly and consistently, providing a mechanism for resolving conflicts and upholding the rule of law. Their independence is crucial for maintaining public trust in the legal system.



Figure 6.3: Supreme Court of Ghana

d. The Ghana Prisons Service

- i. **Incarceration:** Safely detaining individuals convicted of crimes.
- ii. **Rehabilitation and Reform:** Providing programs to rehabilitate inmates, including education, vocational training and counselling.
- iii. **Reintegration:** Preparing inmates for successful reintegration into society post-release.
- iv. **Contribution to Law and Order:** By securely detaining offenders and providing rehabilitation programs, the Prisons Service helps reduce recidivism and promotes public safety.

e. Commission on Human Rights and Administrative Justice (CHRAJ)

- i. **Human Rights Protection:** Investigating and addressing human rights abuses.
- ii. **Anti-Corruption:** Investigating corruption and abuse of power within public institutions.

- iii. **Public Education:** Raising awareness about human rights and administrative justice.
 - iv. **Contribution to Law and Order:** CHRAJ promotes accountability and transparency within public institutions, ensuring that abuses of power are addressed and citizens' rights are protected.
- f. **Economic and Organised Crime Office (EOCO)**
- i. **Economic Crime Investigation:** Investigating and prosecuting economic and financial crimes, including fraud, money laundering and corruption.
 - ii. **Asset Recovery:** Tracing and recovering assets acquired through illegal means.
 - iii. **Public Education:** Informing the public about economic crimes and preventive measures.
 - iv. **Contribution to Law and Order:** The EOCO's efforts in combating economic crimes help maintain the integrity of the financial system and deter corruption, contributing to a fair and just society.
- g. **National Peace Council**
- i. **Conflict Resolution:** Mediating and resolving conflicts at the community and national levels.
 - ii. **Peace Promotion:** Facilitating dialogue and promoting peaceful coexistence among different groups.
 - iii. **Public Education:** Educating citizens on the importance of peace and conflict prevention.
 - iv. **Contribution to Law and Order:** The National Peace Council's work in conflict mediation and peace promotion helps prevent violence and foster harmony, crucial for societal stability.

Learning Tasks

1. Learners thought-shower to explain the meanings of the concepts of constitution, law and order.
2. Facilitate discussions among learners on the importance of obeying school rules and regulations.
3. Organise a field trip to a nearby institution that enforces law and order, allowing learners to interact and document activities for presentation in class or to watch documentaries on the activities of institutions responsible for law enforcement in Ghanaian society and discuss their functions in small groups.

PEDAGOGICAL EXEMPLARS

1. Build on what others say

- a. Conduct a thought-shower session where learners explain the meanings of the concepts of constitution, law and order and the rule of law. Include some scenarios (perhaps recent news stories) that allow the learners to test their understanding.
 - i. Provide AP learners with simplified definitions and examples to aid understanding. Additionally, Offer AP learners with additional support during the thought-shower session to ensure understanding.
 - ii. Challenge HP learners to analyse the deeper implications of constitution, law and order.
 - iii. Ask HP learners to connect these concepts to real-world examples or historical contexts.

2. Talk for Learning

- a. Facilitate discussions among learners on the importance of obeying school rules and regulations. Include scenarios where the learners take on different roles and then have reflective discussions.
 - i. Provide less confident learners with structured reflective questions to allow them access to the discussion.
 - ii. Challenge learners who have demonstrated mastery of the concepts (HP) to relate the concept of rule obedience to broader ethical principles.

3. Collaborative Learning

- a. Form mixed-ability groups for learners to discuss how the constitution and rule of law can be utilised to maintain law and order in Ghana. Encourage learners to examine the functions of institutions responsible for enforcing law and order in Ghanaian society.
 - i. Provide AP learners with simplified explanations and offer opportunities for active participation.
 - ii. Facilitate discussions among P learners, encouraging critical thinking on the practical application of particular laws in Ghana through mini case studies/ recent news stories.

4. Experiential Learning

- a. Organise a field trip to a nearby institution that enforces law and order, allowing learners to interact and document activities for presentation in class.
- b. Alternatively, have learners watch documentaries on the activities of institutions responsible for law enforcement in Ghanaian society and discuss their functions in small groups.
 - i. Tailor support and depth of discussion based on the varying needs of the learners.

TRANSCRIPT

- Record learners' explanations, discussions and the depth of their understanding.
- Capture the reasoning, justifications and suggestions from the discussion.
- Document learners' understanding of legal concepts, institutions and their critical thinking in finding solutions.

KEY ASSESSMENTS

Level 1: Review

1. Define the concepts of constitution, law and order.

Level 2: Paragraph

1. Explain the importance of obeying rules and regulations in school.

Level 3: Essay

1. Analyse how the constitution and rule of law contribute to maintaining law and order in Ghanaian societies.

HINT



- *The Recommended Mode of Assessment for **Week 6** is Mid-semester Examination.*
- *Refer to **Appendix C** at the end of Section 3 for further information on how to go about the mid-semester examination.*

WEEK 7

Learning Indicator: *Examine the challenges of law enforcement in Ghana and how they can be addressed.*

Focal Area: The Challenges Of Law Enforcement In Ghana And How They Can Be Addressed

1. The Challenges of Law Enforcement in Ghanaian Society

Law enforcement in Ghana faces several challenges that hinder its effectiveness in maintaining law and order. These challenges can be categorised into systemic issues, resource constraints, socio-cultural factors and legal and regulatory gaps. These may include the following:

a. Resource Constraints

- i. **Insufficient Funding:** Many law enforcement agencies operate with limited budgets, which affects their ability to procure essential equipment, technology and resources needed for effective policing.
- ii. **Outdated or limited Modern Equipment:** Outdated or inadequate equipment, such as vehicles, communication tools and forensic technology, hampers the efficiency and effectiveness of law enforcement operations.
- iii. **Personnel Shortages:** There is often a shortage of adequately trained personnel, which leads to overworked officers and can affect the quality of law enforcement services.

b. Corruption and Misconduct

- i. **Corruption:** Corruption within law enforcement agencies undermines public trust and compromises the integrity of the police force. It can lead to selective enforcement of laws and protection of criminal activities.
- ii. **Misconduct:** Incidents of police misconduct, including brutality, extortion and abuse of power, contribute to negative public perceptions and hinder cooperation between the community and law enforcement.

c. Training and Professional Development

- i. **Inadequate Training:** Many law enforcement officers lack adequate training in modern policing techniques, human rights and community policing. This affects their ability to effectively perform their duties.
- ii. **Continuous Education:** There is often a lack of ongoing professional development opportunities, which means that officers do not stay updated on new laws, technologies and best practices in law enforcement.

d. Legal and Regulatory Challenges

- i. **Inconsistent Enforcement:** There can be inconsistencies in the enforcement of laws due to unclear or outdated regulations, leading to confusion and lack of uniformity in law enforcement.
- ii. **Judicial System Delays:** Delays in the judicial process, including prolonged pre-trial detentions and backlogs in the court system, can undermine the effectiveness of law enforcement efforts.

e. Socio-Cultural Factors

- i. **Community Relations:** Distrust and poor relationships between law enforcement and communities can lead to a lack of cooperation and support, making it difficult for officers to effectively do their jobs.
- ii. **Cultural Norms:** Some traditional practices and local customs may conflict with formal laws, creating challenges for law enforcement officers who must navigate these complexities sensitively.

f. Technological Challenges

- i. **Limited Modern Technology:** Limited access to modern technology and data systems hampers crime detection, investigation and the overall efficiency of law enforcement operations. The rise of cybercrime presents new challenges that many law enforcement agencies are not adequately equipped or trained to handle.

g. Political Interference

- i. **Influence and Pressure:** Political interference in law enforcement operations can lead to biased enforcement, favouritism and reluctance to act against politically connected individuals or groups. Ensuring the independence and autonomy of law enforcement agencies is crucial for unbiased and effective law enforcement.

h. Operational Challenges

- i. **Geographical Barriers:** Difficult terrain and remote areas can pose significant challenges for law enforcement, making it difficult to respond promptly to incidents or maintain a visible presence.
- ii. **Urbanisation:** Rapid urbanisation and population growth can strain existing law enforcement resources and infrastructure, leading to challenges in managing urban crime and maintaining order.

i. Public Perception and Trust

- i. **Negative Perceptions:** Widespread negative perceptions of the police, often due to corruption and misconduct, can erode public trust and cooperation, which are essential for effective law enforcement. Building and maintaining positive relationships with the community through community policing and public engagement initiatives is crucial but often lacking.

2. Dealing with the Challenges of Law Enforcement in the Ghanaian Society

To address the challenges of law enforcement in Ghanaian society, innovative measures are needed. These measures should focus on enhancing resources, improving training and professional development, leveraging technology, fostering community relations and ensuring transparency and accountability. These among others are briefly explained as follows;

a. Resource enhancement and Infrastructure

- i. **Increased Funding:** Advocate for increased government and donor funding to improve the operational capacity of law enforcement agencies. This can include budget allocations for new equipment, vehicles and facilities.
- ii. **Public-Private Partnerships:** Establish partnerships with private sector companies to provide resources, technology and expertise to law enforcement agencies.

b. Leverage on Technology

- i. **Digital Policing Tools:** Implement modern policing technologies such as body cameras, GPS tracking and digital communication systems to enhance transparency and efficiency.
- ii. **Crime Data Analytics:** Use data analytics and predictive policing tools to analyse crime patterns and allocate resources more effectively
- iii. **Cybercrime Units:** Develop specialised units to tackle cybercrime, equipped with the latest technology and trained personnel to handle digital investigations.

c. Improve Training and Professional Development

- i. **Continuous Education Programs:** Establish ongoing training programs for law enforcement officers to keep them updated on the latest laws, technologies and best practices in policing.
- ii. **Human Rights Training:** Integrate human rights education into the police training curriculum to ensure that officers understand and respect citizens' rights.
- iii. **Community Policing Training:** Train officers in community policing techniques to build better relationships with the communities they serve.

d. Fostering Community Relations

- i. **Community Policing Initiatives:** Strengthen community policing by involving local communities in crime prevention and problem-solving efforts. Establish community advisory boards and regular town hall meetings.
- ii. **Youth Engagement Programs:** Develop programs that engage youth in positive activities, fostering trust between young people and law enforcement.
- iii. **Public Awareness Campaigns:** Conduct campaigns to educate the public on the role of law enforcement and the importance of community cooperation in maintaining law and order.

e. Ensuring Transparency and Accountability

- i. **Independent Oversight Bodies:** Establish or strengthen independent bodies to oversee law enforcement agencies and handle complaints against officers. This can help build public trust and ensure accountability
- ii. **Transparency in Operations:** Implement policies that promote transparency in law enforcement operations, such as making crime statistics and police activities publicly available.
- iii. **Anti-Corruption Measures:** Enforce strict anti-corruption policies and practices within law enforcement agencies. This can include regular audits, integrity tests and whistle-blower protection mechanisms

f. Legal and Regulatory Reforms

- i. **Modernising Laws:** Review and update outdated laws to reflect current realities and challenges. This includes creating legal frameworks for emerging issues like cybercrime.
- ii. **Judicial Efficiency:** Improve the efficiency of the judicial system to reduce delays in the prosecution and trial processes. This can involve digitising court processes and enhancing the capacity of judicial staff.

g. Use of Alternative Dispute Resolution (ADR)

- i. **Mediation and Arbitration:** Promote the use of ADR mechanisms such as mediation and arbitration to resolve disputes outside of the formal court system, reducing the burden on the judiciary and providing faster resolution of conflicts.
- ii. **Traditional Authorities:** Integrate traditional leaders and customary dispute resolution methods into the formal legal system where appropriate, respecting local customs while upholding national laws.

h. Addressing Socio-Economic Factors

- i. **Job Creation Programs:** Support initiatives that create employment opportunities, particularly for young people, to reduce crime driven by economic necessity
- ii. **Education and Training:** Invest in education and vocational training programs to empower individuals with skills and opportunities that can lead to gainful employment and reduce the lure of criminal activities

Learning Tasks

1. Learners discuss the different challenges faced by law enforcement in Ghana.
2. Learners research/ study the various solutions to the challenges faced by law enforcement in Ghana and debate which is the most effective.
3. Facilitate learner collaboration to create a pitch to the government for funding for a new initiative which could help to overcome the challenges faced by Ghanaian law enforcement.

PEDAGOGICAL EXEMPLARS

1. Collaborative Learning

- a. Conduct a think-pair-share activity around the question ‘What is the biggest challenge faced by law enforcement in Ghana today?’. Learners should rank the various challenges and support their judgements.
 - i. Encourage less confident (AP) learners to participate actively in think-pair-share activity with structured prompts to discuss law enforcement challenges.
 - ii. Challenge highly proficient (HP) learners to develop their judgements with detailed explanations.
 - iii. Challenge HP learners to propose solutions.

2. Problem-Based Learning

- a. Learners research/ study the solutions currently in place in Ghana today leading to a debate on the motion ‘Education is the most effective solution to the challenges faced by law enforcement in Ghana.’
 - i. Task HP learners to support the debate with an in-depth research task on innovative measures to deal with the identified challenges/global implications of law enforcement in Ghanaian society.
 - ii. Support weaker learners with prompts/ research questions.
- b. Learners are to pitch a new solution to the challenges faced by law enforcement in Ghana to the Ministry of Justice. They need to do this through creating a presentation/ poster presentation.
 - i. For AP learners Provide guided support in suggesting solutions to identified challenges in small groups.
 - ii. For P learners, encourage independent thinking and creative problem-solving for proposing innovative measures to deal with the identified challenges of law enforcement in the Ghanaian society.
 - iii. For HP learners, encourage them to research the approach of other nations (particularly those who score highly for lack of corruption in global measurements) and integrate this research into the task.

TRANSCRIPT

- Note and provide feedback on learners’ participation in think-pair-share, understanding challenges and contribution to group discussions on innovative solutions.
- Observations on learners’ critical analysis of challenges discussed, proposed innovative solutions, leadership in group contributions
- Document the specific accommodations provided for learners at different proficiency levels and those with special needs.

- Note any modifications made to activities or assessments to meet individual learning needs.
- Record observations of learner progress, engagement and understanding during the pedagogical activities.
- Include feedback on the effectiveness of differentiation strategies used and any adjustments made for future sessions.

KEY ASSESSMENTS

Level 1: Review

1. Identify the challenges of law enforcement in Ghanaian society and state some examples of political interference in law enforcement in Ghana.

Level 2: Paragraph

1. Discuss how political interference, bribery and lack of education together pose challenges to law enforcement in Ghana.

Level 3: Written Task

1. Explain why bribery and corruption are so problematic to law and order and assess the effectiveness of the solutions that are being used to combat it.

HINT



- *The Recommended Mode of Assessment for Week 7 is Display and Exhibition.*
- *Refer to Appendix D at the end of Section 3 for further information on how to go about the mid-semester examination.*

SECTION 3 REVIEW

This section is for a review of all the lessons taught for weeks 6 and 7. A summary of what the learner should have learnt includes:

1. Explain the meanings of the concepts of constitution, law and order.
2. Discuss the importance of obeying school rules.
3. Discuss the activities of institutions responsible for law enforcement in Ghanaian society and their functions.



APPENDIX C: MID-SEMESTER

NATURE

- The mid-semester examination questions should cover Weeks 1-5 focal areas in the Teacher Manual.
- This mid-semester examination will consist of 20 multiple-choice questions for 20 marks

Table of specifications

Weeks	Focal Area	Type of questions	DoK Levels				Total
			1	2	3	4	
1	Values and Traditions That Identify A Ghanaian	Multiple choice	2	2	1	-	5
2	Concept of False Identity and Its Implications for Personal Development The concept of false identity	Multiple choice	1	2	2	-	5
3	Promoting national cohesion in Ghana Ways of Promoting National Cohesion in Ghana.	Multiple choice	2	2	1	-	5
4	the relationship between humans and the physical environment and how they promote sustainable development	Multiple choice	1	3	1	-	5
5	Ways of developing a sense of responsibility among the youth towards the physical environment	Multiple choice	1	3	1	-	5
Total			5	10	5	-	25



APPENDIX D: SAMPLE RUBRIC FOR DISPLAY AND EXHIBITION

Criteria	Excellent – 5 marks	Very good – 4 marks	Good – 3 marks	Satisfactory- 2 marks
Conceptual knowledge	<i>Ability to identify any 5 of these:</i> • Corruption • Limited resources • Inadequate training • High crime rate • Judicial delay • Political interference	<i>Ability to identify any 4 of these:</i> • Corruption • Limited resources • Inadequate training • High crime rate • Judicial delay • Political interference	<i>Ability to identify any 3 of these:</i> • Corruption • Limited resources • Inadequate training • High crime rate • Judicial delay • Political interference	<i>Ability to identify any 2 of these:</i> • Corruption • Limited resources • Inadequate training • High crime rate • Judicial delay • Political interference
Visual appeal and creativity	<i>The poster shows creativity and organisation of any 5 of these:</i> • Layout that draws attention to key points. • Visuals that are eye-catching, relevant, and enhance understanding of the content. • Text and images are balanced and easy to follow.	<i>The poster shows creativity and organisation of any 4 of these:</i> • Layout that draws attention to key points. • Visuals are eye-catching, relevant, and enhance understanding of the content. • Text and images are balanced and easy to follow.	<i>The poster shows creativity and organisation of any 3 of these:</i> • Layout that draws attention to key points. • Visuals are eye-catching, relevant, and enhance understanding of the content. • Text and images are balanced and easy to follow.	<i>The poster shows creativity and organisation of any 2 of these:</i> • Layout that draws attention to key points. • Visuals are eye-catching, relevant, and enhance understanding of the content. • Text and images are balanced and easy to follow.
Communication	<i>Showing 5 of the skills e.g.</i> • Audible voice, • Keeping eye contact • Pay attention to audience • Engaging the audience with interaction • Use of gesture	<i>Showing 4 of the skills e.g.</i> • Audible voice, • Keeping eye contact • Pay attention to audience • Engaging the audience with interaction • Use of gesture	<i>Showing 3 of the skills e.g.</i> • Audible voice, • Keeping eye contact • Pay attention to audience • Engaging the audience with interaction • Use of gesture	<i>Showing 2 of the skills e.g.</i> • Audible voice, • Keeping eye contact • Pay attention to audience • Engaging the audience with interaction • Use of gesture

Collaboration	<i>Exhibit 5 of these Contributing to the group.</i> • Respecting the views of others • Tolerating others • Resolving conflicts • Taking responsibility	<i>Exhibit 4 of these Contributing to the group.</i> • Respecting the views of others • Tolerating others • Resolving conflicts • Taking responsibility	<i>Exhibit 3 of these Contributing to the group.</i> • Respecting the views of others • Tolerating others • Resolving conflicts • Taking responsibility	<i>Exhibit 2 of these Contributing to the group.</i> • Respecting the views of others • Tolerating others • Resolving conflicts • Taking responsibility
----------------------	---	---	---	---

Total – 20 marks

SECTION 4: EUROPEAN ENCOUNTER, COLONIALISM AND NEO-COLONIALISM

STRAND: NATIONALISM AND NATIONHOOD

Sub-Strand: European Encounter, Colonialism and Neo-Colonialism

Learning Outcome: *Demonstrate an understanding of European encounters and colonialism in Africa, recognising the limitations and biases inherent in traditional Eurocentric narratives.*

Content Standard: *Demonstrate knowledge and understanding of law enforcement in Ghana.*

INTRODUCTION AND SECTION SUMMARY

Welcome to SHS Year 2, Strand 1, Sub-Strand 1, Section 4, “*European Encounter, Colonialism and Neo-Colonialism*,” which is supposed to be taught for 3 weeks-weeks 8 to 10. After going through this sub-strand, learners should be able to identify the European countries involved and their competing interests. In week 8, learners discuss technological advancements and factors driving European interests in Africa. week 9 covers the “*Scramble for Africa*,” the “*Partition of Africa*,” and the Berlin Conference of 1884-85, leading to colonisation. In Week 10, learners will explore the forms and legacies of European colonialism, the impact on African societies and present-day issues arising from the colonial legacy. The goal is for learners to evaluate historical narratives of European exploration and colonialism, emphasising African perspectives. Teachers should ensure all learners benefit by providing support and using suitable pedagogy as suggested to enhance understanding.

The weeks covered by the section are:

- **Week 8:** *The motivations behind European exploration of Africa.*
- **Week 9:** *The “Scramble for and Partition of Africa” and its impact on the African continent.*
- **Week 10:** *Forms and legacies of European colonialism in Africa.*

SUMMARY OF PEDAGOGICAL EXEMPLARS

For this section, teachers are to use different pedagogies to engage learners. In week 8, project-based learning should be used for learners to use world maps to identify ***European powers in Africa*** and create multimedia presentations on technological advancements. Tailor support to learners’ proficiency. Collaborative learning, including jigsaw activities, is to be used to identify ***factors driving European interest in Africa***. In week 9, technology-enhanced learning is used

for learners to explore *events leading up to the Berlin Conference*, using maps and documentaries, differentiated by learner proficiency. Collaborative learning includes structured debates on the scramble for Africa. In week 10, cooperative learning compares colonisation methods, with structured support and complex research tasks based on proficiency. Through collaborative learning, learners are also to examine the long-term impacts of colonialism, with differentiated prompts and roles. Teachers should provide support and facilitate active participation by moving around the classroom.

ASSESSMENT SUMMARY

For this section on “European Encounter, Colonialism and Neo-Colonialism,” spanning weeks 8 to 10, employ varied assessment strategies aligned with Depth of Knowledge (DoK) levels. At DoK Level 1, learners list the major European countries involved in Africa’s exploration. At DoK Level 2 and 3, learners assess the competing interests of the European powers in Africa and at DoK Level 4, discuss the economic, political and religious factors driving European interests.

For week 9, focus on the “Scramble for Africa” and the Berlin Conference. At DoK Level 1, learners list events leading to the Berlin Conference. At DoK Level 2, they explain how the scramble and partition led to colonisation. At DoK Level 3, learners analyse reasons for the scramble and its influence on contemporary African politics. Assessments will address the forms and legacies of European colonialism. At DoK Level 1, task learners to list colonisation methods. At DoK Level 2, task them to explain the impacts of colonialism on African societies. At DoK Level 3, learners analyse colonialism’s long-term impacts and propose solutions.

WEEK 8

Learning Indicator: *Explain the motivations behind European exploration of Africa.*

Focal Area: The Motivations Behind European Exploration Of Africa

1. European powers or countries involved in the exploration of Africa and their competing interests. **Below is a list of the European powers or countries:**
 - a. Portugal
 - b. Netherlands (Dutch)
 - c. Britain
 - d. France
 - e. Germany
 - f. Spain
 - g. Italy
 - h. Belgium
2. **The competing interests of European countries who explored Africa were:**
 - a. Economic exploitation
 - b. Strategic interests
 - c. Religious motivations
 - d. Cultural motivations
 - e. National pride

Africa's interior was previously largely inaccessible due to its complex river systems and harsh terrain. Technology enabled the European countries to explore Africa and subsequently claim vast areas of the continent. These technologies were; the compass, astrolabe, new sailing vessels, maps and caravel.

FACTORS THAT DROVE EUROPEAN INTERESTS IN AFRICA

Most European countries were pushed by certain factors to have an interest in Africa. Some of these factors include:

- a. European countries were driven by Africa's vast resources of land and minerals.
- b. Europeans wanted to protect trade routes. Thus, they were looking for ways to avoid the taxes of the Arab and Ottoman empires in South West Asia.
- c. They wanted to expand European geographic knowledge.
- d. They wanted to end Muslim control over northern Africa.

Learning Tasks

1. Learners use a world map to identify the major European powers involved in the exploration of Africa and their competing interests. Learners research the context of the European powers at the time of expansion into Africa.
2. Learners create multimedia presentations on the role of technological advancements, such as caravels and navigation instruments in facilitating European exploration of Africa.
3. Learners in a jigsaw activity identify the economic, political and religious factors that drove European interest in Africa and then debate the significance of these factors.

PEDAGOGICAL EXEMPLARS

1. Project-based Learning

- a. Learners use a world map to identify the major European powers involved in the exploration of Africa and their competing interests. Once this is completed, they use the internet/ textbooks or other resources to research the context of the European countries/ states as they begin their explorations of Africa.
 - i. Support less confident learners (AP) with examples and prompts.
 - ii. Expect and encourage confident learners (P and HP) to add detail and depth to their research and annotations. Challenge HP learners to provide a comprehensive comparison of European powers' competing interests
- b. Create multimedia presentations on the role of technological advancements (such as caravels and navigation instruments) in facilitating European exploration of Africa.
 - i. For AP learners, provide structured templates for mapping activities. Use simplified, guided instructions with visual aids to guide AP learners.
 - ii. Encourage HP learners to do more complex/sophisticated multimedia presentations that critically analyse technological advancements.

2. Collaborative Learning

- a. In a jigsaw activity, learners identify the economic, political and religious factors that drove European interest in Africa. They then work in groups to respond to the question 'What was the driving factor behind European interest in Africa?'. This could be as an essay, project or debate.
 - i. Assign specific, straightforward roles to AP learners in the jigsaw activity. Provide additional support to AP learners through guided questions and pre-identified resources.
 - ii. Encourage HP learners to take up leadership roles within groups to lead discussions.

TRANSCRIPT

- Document the specific templates and guided instructions provided to AP learners.
- Record differentiated tasks and the creative freedom given to P learners.
- Note the complex analytical tasks and leadership roles assigned to HP learners.

KEY ASSESSMENTS

Level 1: Review

1. List the major European countries involved in the exploration of Africa.

Level 2: Paragraph

1. Explain how caravels and navigation instruments facilitated European explorations.

Level 3: Essay

1. Assess the competing interests of any two European powers in Africa.
2. Discuss the impact of economic, political and religious factors on European interest in Africa.

WEEK 9

Learning Indicator: *Explain the concept of the “Scramble for and Partition of Africa” and its impact on the African continent.*

Focal Area: The “Scramble for and Partition of Africa” and Its Impact on the African Continent

1. The concept of the Scramble for Africa

Scramble for Africa also called the Partition of Africa or the Conquest of Africa was the invasion, annexation, division and colonisation of most of Africa by Western European powers during a short period known as the New Imperialism (between 1881 and 1914).

2. The Major Events Leading up to the Berlin Conference of 1884-85

The 19th century saw a significant surge of European powers seeking to establish colonial dominance around the globe. Africa, in particular, became the epicentre of competition for territorial control and exploitation of its abundant resources. This era, famously known as the *Scramble for Africa*, ultimately led to the convening of the Berlin Conference of 1884.

Before the conference, the African continent was divided among various indigenous tribes, sultanates and kingdoms. Colonisation by European powers had begun earlier through coastal trading posts, but the desire for extensive control and uncontrolled expansion necessitated a clear framework to avoid escalated conflicts and to establish ground rules.

- a. **The Rise of Industrialisation:** One of the main motivations for European powers to scramble for African territories stemmed from their increasing industrial needs. The Industrial Revolution, which had transformed Europe’s economic landscape, demanded abundant raw materials and new markets for manufactured goods. Africa, with its vast resources of rubber, timber, diamonds, gold and other valuable commodities, presented an enticing opportunity for economic expansion.

Moreover, European powers viewed Africa as a potential outlet for their surplus population in the face of rapid urbanisation and widespread unemployment within their nations. The drive to colonise Africa promised the availability of new lands for settlement and the prospect of utilising African labour to boost European economies.

- b. **Technological Advancements: The Age of Exploration:** Advancements in technology significantly influenced the European powers’ ability to explore and penetrate the heart of the African continent. Improved navigational instruments, steamship development and advances in medicine and communication played crucial roles in facilitating expeditionary journeys, making it easier to conquer vast territories and maintain control over distant colonies.

Social factors also contributed to the expeditionary fervour. European explorers and adventurers sought fame and glory, as well as lucrative opportunities. Their reports of

African wealth and unexplored territories fuelled the European public imagination, pushing governments to support colonial endeavours vigorously.

- c. **The Trigger - Competition and Conflict:** As European powers ventured into Africa, conflicts between them inevitably arose, particularly in areas where territorial boundaries were vague or overlapping. Disputes over trading rights, land ownership and control of strategic ports erupted, triggering diplomatic tensions that could potentially escalate into full-scale wars.

The annexation of the Congo Basin in the late 1870s by the Belgian King Leopold II, under the pretence of humanitarian missions, further intensified competition among European powers. This raised concerns among rival nations, who feared being left behind in the race for African territories.

- d. **Humanitarian Motivations: A Deception for Imperial Ambitions:** While governments often presented their colonial endeavours as benevolent efforts to spread civilisation and Christianity or as humanitarian missions aimed at curbing slavery and promoting commerce, it is essential to acknowledge that these motivations often masked ulterior motives of territorial expansion and resource exploitation.

For instance, the humanitarian pretext advanced by King Leopold II for his control over the Congo Basin was quickly debunked, as reports of brutal exploitation and enslavement of the local population emerged. Nevertheless, such rhetoric was commonly used to justify colonial occupation and gain public support for imperialist policies

3. European countries that took part in the Berlin Conference of 1884-85

The result was a series of negotiations over how to divide Africa, known as the Berlin Conference. The participating countries included: Austria-Hungary, Belgium, Denmark, France, Germany, Great Britain, Italy, the Netherlands, the Ottoman Empire, Portugal, Russia, Spain, Sweden-Norway and the United States of America.

4. Reasons for the scramble and partition of Africa

The 10 percent of Africa that was under formal European control in 1870 increased to almost 90 per cent by 1914, with only Ethiopia (Abyssinia) and Liberia remaining independent, though Ethiopia would later be invaded and occupied by Italy in 1936. The reasons for the partition of Africa include:

- a. **Africa and Global Markets:** Sub-Saharan Africa, one of the last regions of the world largely untouched by “informal imperialism”, was also attractive to business entrepreneurs. During a time when Britain’s balance of trade showed a growing deficit, with shrinking and increasingly protectionist continental markets due to the Long Depression (1873–96), Africa offered Britain, Germany, France and other countries an open market that would garner them a trade surplus: a market that bought more from the colonial power than it sold overall.

Surplus capital was often more profitably invested overseas, where cheap materials, limited competition and abundant raw materials made a greater premium possible. Another inducement for imperialism arose from the demand for raw materials, especially ivory, rubber, palm oil, cocoa, diamonds, tea and tin. Additionally, Britain wanted control of areas of southern and eastern coasts of Africa for stopover ports on the route to Asia and its empire in India but, excluding the area which became the Union of South Africa in 1910, European nations invested relatively limited amounts of capital in Africa compared to that in other continents. Consequently, the companies involved in tropical African commerce were relatively small, apart from Cecil Rhodes's De Beers Mining Company. Rhodes had carved out Rhodesia for himself. Leopold II of Belgium created the Congo Free State for rubber and other resource production.

- b. **Strategic Rivalry:** While tropical Africa was not a large zone of investment, other overseas regions were. The vast interior between Egypt and the gold and diamond-rich Southern Africa had strategic value in securing the flow of overseas trade. Britain was under political pressure to build up lucrative markets in India, Malaya, Australia and New Zealand. Thus, it wanted to secure the key waterway between East and West – the Suez Canal, completed in 1869. However, a theory that Britain sought to annex East Africa from 1880 onwards, out of geostrategic concerns connected to Egypt (especially the Suez Canal), has been challenged by historians such as Darwin (1997) and Gjersø (2015).

The scramble for African territory also reflected concern for the acquisition of military and naval bases, for strategic purposes and the exercise of power. The growing navies and new ships are driven by steam power, which requires coaling stations and ports for maintenance. Defence bases were also needed for the protection of sea routes and communication lines, particularly of expensive and vital international waterways such as the Suez Canal.

Colonies were also seen as assets in “*balance of power*” negotiations, useful as items of exchange at times of international bargaining. Colonies with large native populations were also a source of military power; Britain and France used large numbers of British Indian and North African soldiers, respectively, in many of their colonial wars (and would do so again in the coming World Wars). In the age of nationalism, there was pressure for a nation to acquire an empire as a status symbol; the idea of “greatness” became linked with the “White Man’s Burden”, or sense of duty, underlying many nations’ strategies.

- c. **Ethnocentrism:** The Europeans believed they were colonising unclaimed land. Ethnocentrism played a role in the imperialism and colonisation of Africa because Europe felt superior to Africa, Europe wanted their land and natural resources because they felt like they were educating Africans and giving them a better life.

The impact of the scramble for Africa

Europeans arbitrarily partitioned Africa according to their own needs and wishes with no consideration of the tribal or ethnic boundaries that already existed. This created nations which divided tribal groups and, in some cases, increased tribal or ethnic conflict.

5. How the scramble for and partition of Africa led to the colonisation of some African states.

At the time of the Berlin conference, 80 percent of Africa remained under traditional and local control. The Europeans only influenced the coast. Following it, they started grabbing chunks of land inland, ultimately creating a hodgepodge of geometric boundaries that was superimposed over indigenous cultures and regions of Africa. However, to get their claims over African land accepted, European states had to demonstrate that they could administer the area.

Often, military victory proved to be the easy part. To govern, they found they had to contend with a confusing milieu of fluid identities cultures and languages. The Europeans thus set about reorganising Africans into units they could understand and control. The colonial period was marked by systematic inventions of African traditions (ethnicity, customary law, traditional religion). Before colonialism, Africa was characterised by pluralism, flexibility and multiple identities; after it, African identities of ‘tribe’, gender and generation were all bound by the rigidities of invented tradition.

Learning Tasks

1. Learners create a timeline and map of the events leading to the Scramble for Africa and the events in its aftermath.
2. Learners assess the reasons for the Scramble for Africa.
3. Learners evaluate the consequences of the Scramble for Africa for modern Africans.

PEDAGOGICAL EXEMPLARS

1. Technology-enhanced Learning

- a. Learners create a timeline of the events leading to and immediately following the Scramble for Africa using the internet to aid research. Learners should then annotate a map with the dates of the eventual takeover of the various African states.
 - i. Provide less confident (AP) learners with simplified resources and guided questions to help them understand the major events leading up to the Berlin Conference.
 - ii. Expect P and HP learners to develop their notes and annotations with detailed explanations. Challenge HP learners to conduct thorough independent research, drawing on a wide range of internet and library sources.

2. Collaborative Learning

- a. Learners conduct a sorting activity in small groups to rank the various reasons driving the Scramble for Africa. Learners then use this information to create an essay or presentation to answer the question ‘What was the main reason for European expansion in Africa?’

- i. Provide structured templates to guide AP learners.
 - ii. Use simplified primary sources with annotations to help AP learners analyse the scramble and partition of Africa.
- b. Learners hold a debate on the following topic: ‘Economic factors were the main driving force behind European expansion in Africa.’ Learners should use the lesson time to prepare speeches and questions to challenge each other. Provide P learners with varied primary sources and guide discussions on how the scramble for and partition of Africa led to the colonisation of African states/countries.
- i. Facilitate leadership in debates and prompt HP learners to propose nuanced arguments.
 - ii. Using complex primary sources, HP learners evaluate different historical interpretations.

TRANSCRIPT

- Record AP learners’ progress on guided question responses and participation in structured debates.
- Note AP learners’ ability to recall and explain simplified concepts and primary sources.
- Document P learners’ exploration of comprehensive materials and active role in flexible group activities. Assess their understanding and analysis of primary sources in context.
- Record HP learners’ leadership in research and debates. Evaluate their strategic reasoning through detailed research presentations and advanced analysis.
- Record the use of accessible materials and any modifications by special needs learners.
- Assess the impact of these accommodations on the participation and understanding of special needs learners.

KEY ASSESSMENTS

Level 1: Review

1. List the major events leading up to the Berlin Conference of 1884-85.

Level 2: Paragraph

1. Explain how the scramble for and partition of Africa led to the colonisation of African states.

Level 3: Essay

1. Analyse the reasons for the scramble and partition of Africa and how these historical events influence contemporary African politics.

WEEK 10

Learning Indicator: *Analyse the different forms and legacies of European colonialism in Africa and propose solutions for present-day challenges arising from colonial legacies.*

Focal Area: Forms And Legacies Of European Colonialism In Africa

1. Forms of colonisation employed by different European powers

The forms of colonisation used by diverse European countries include:

- a. the use of conquest
- b. forced labour
- c. taxation
- d. modernisation of the economy
- e. payment of low wages

2. The impact of colonialism on African societies

The impact of colonialism comes in two folds namely, negative and positive impacts. The negative impact outnumbers the positive impact which includes:

- a. resource depletion
- b. labour exploitation
- c. unfair taxation
- d. inadequate industrialisation
- e. dependence on cash crop economy
- f. prohibition of trade
- g. the breaking up of traditional African society and values
- h. inadequate political development

On the other hand, the few positive impacts are

- a. improvement in medicine
- b. introduction of formal education
- c. introduction of Christianity
- d. improved infrastructure e.g. road system, railroads, electricity, etc.
- e. the creation of inter countries' boundaries

3. The long-term impact of colonialism on contemporary African states

The long-term impact of colonialism on contemporary African states includes:

- a. The poor technological base of most of the present-day African states, which has been responsible for their underdevelopment stems from their poor foundation of education laid by the colonialists.
- b. Colonialism has distorted the satisfaction of local needs in terms of food production and other requirements in preference to production and satisfaction of foreign needs especially, the industries.
- c. It has made African trade to be mainly export-import oriented resulting in the multiplier effect.
- d. It has led to disarticulation in the provision of social amenities and the urbanisation pattern in Africa.
- e. The rampant and complex nature of political instability and socio-economic malaise being experienced in most African states today has recourse to the nature and character of classes introduced in Africa by colonialism.

4. Ways to address present-day issues arising from colonial legacy

The following are ways to address present-day issues arising from the colonial legacy.

- a. Strong political leadership
- b. Scrapping the idea that foreign goods and methods are always better and adopting our local solutions which are equally as good.
- c. Local manufacturers must be challenged to produce quality goods and do away with inferior options.
- d. The belief in our ability and potential to develop on our own and be useful as a country.
- e. Encourage to grow what we eat and eat what we grow to promote local employment.
- f. Being able to understand any foreign policies handed or imposed on africans. This will help africans object to or amend any policy they do not like to suit them.

Learning Tasks

1. Learners compare and contrast the different forms of colonisation.
2. Learners assess and evaluate the long-term impact of colonisation on Africa, focusing on case studies for deeper understanding.
3. Learners develop solutions to help people overcome the long-term impacts of colonialism, with a focus on their local communities.

PEDAGOGICAL EXEMPLARS

1. Cooperative Learning

- a. Learners work together to analyse the various methods of colonisation.
 - i. Provide learners who are less confident with the content (AP) with structured outlines and clear, simple definitions of direct and indirect rules. Use graphic organisers to help AP learners compare and contrast colonisation methods.
 - ii. Challenge those who have secure conceptual understanding (P and HP) to develop their explanations and to consider the motivations behind the actions of the colonisers.
- b. Learners, in pairs, rank the various impacts of colonisation using a card sort and grid/chart. They should justify their judgements in feedback to the class. Learners then study specific case studies (i.e. DRC/Rwanda/Zimbabwe) and see if their rankings have remained static.
 - i. Think about pairing AP learners with P/HP learners to provide peer support.
 - ii. Ask extension questions to HP learners in verbal feedback to extend and develop their learning.

2. Collaborative Learning

- a. In groups, as part of a think, group, share activity, learners study the current solutions to overcoming the legacy of colonisation and propose new methods. Learners should be expected to challenge each other's ideas.
 - i. Provide AP learners with prompts and sentence starters to allow them access to the conversations.
 - ii. Expect HP and P learners to develop and support their judgements.

KEY ASSESSMENTS

Level 1: Review

1. List the methods of colonisation employed by different European powers.

Level 2: Paragraph

1. Explain the economic, social and political impact of colonialism on African societies.

Level 3: Essay

1. Analyse the long-term impact of colonialism on contemporary African states and propose ways to address these issues.

TRANSCRIPT

- Record the progress of AP learners through structured activities and their ability to recall key concepts and participate in comparisons. Note their articulation of simple impacts and engagement in guided discussions.

- Document P learners' participation in detailed discussions and their ability to expand on the impacts of colonialism. Assess their effectiveness in proposing solutions to contemporary issues.
- Record HP learners' exhibition of skill of leadership in activities and in-depth analyses. Evaluate their strategic reasoning and innovative solutions to present-day issues linked to colonial legacies.

SECTION 4 REVIEW

This section is for a review of all the lessons taught for **weeks 8, 9 and 10**. A summary of what the learner should have learnt includes:

- Identify the major European powers involved in the exploration of Africa and their competing interests.
- Create multimedia presentations on the role of technological advancements, such as caravels and navigation instruments, in facilitating European exploration of Africa.
- Identify the economic, political and religious factors that drove European interest in Africa.
- Provide resources and questions to understand the major events leading up to the Berlin Conference.
- Use maps and documentaries with clear explanations and visual aids to help identify European countries involved in the Berlin Conference.
- simplified primary sources with annotations to analyse the scramble and partition of Africa.
- Discuss how the scramble for and partition of Africa led to the colonisation of African states or countries.
- Compare and contrast colonisation forms used by different European powers.
- Evaluate the economic, social and political impacts of colonialism.
- Connect the historical impact of European encounters with contemporary issues and propose innovative solutions.

ADDITIONAL READING

1. Baker, D. B. (1993). *Explorers and Discoverers Of The World*. Gale.
2. Buissert, D. (2007). *The Oxford to World Exploration*. Oxford University Press.
3. Original Berlin Tours (2024). *Exploring the factors that led to the Berlin Conference of 1884*. Original Berlin. Retrieved from www.historycrunch.com/causes-of-the-scramble-africa.html.

SECTION 5: NATIONALISM, CITIZENSHIP AND NATION BUILDING

STRAND: NATIONALISM AND NATIONHOOD

Sub-Strand: Nationalism, Citizenship and Nation Building

Learning Outcome: *Analyse the origins and impact of Pan-Africanist ideals on the decolonisation process in Africa, highlighting how these ideals can be used to solve contemporary problems faced.*

Content Standard: *Demonstrate understanding of the origins and impact of Pan-Africanist ideals, highlighting how these ideals can be used to solve contemporary problems faced by African countries.*

INTRODUCTION AND SECTION SUMMARY

Welcome to SHS Year 2, Strand 1, Sub-Strand 1, Section 5. This sub-strand will be taught for two weeks (11 to 12), “Nationalism, Citizenship and Nation Building”. The focus is on tracing the origins and examining the impact of Pan-Africanist ideals on the decolonisation process in Africa, highlighting how these ideals can be used to solve contemporary problems faced. During week 11, learners are expected to trace the origin and impact of Pan-Africanism on the growth of nationalist consciousness in Africa. In week 12, learners will be expected to examine the challenges faced by African nations after decolonisation and solutions informed by Pan-Africanist ideals. The overall learning outcome for the learning area in this section is for learners to analyse the origins and impact of Pan-Africanist ideals on the decolonisation process in Africa, highlighting how these ideals can be used to solve contemporary problems faced. Teachers should ensure that all learners benefit from the content and the challenges that come with it, by moving around the classroom, providing support and using appropriate pedagogy to enhance learners’ understanding.

The weeks covered by the section are:

- ***Week 11:*** *The origins and impact of Pan-Africanism on the growth of nationalist consciousness in Africa.*
- ***Week 12:*** *Challenges faced by African nations after decolonisation and solutions informed by Pan-Africanist ideals.*

SUMMARY OF PEDAGOGICAL EXEMPLARS

In Weeks 11 and 12 which constitute Section 5, the focus is on engaging learners through Collaborative Learning, Source Analysis, Case Studies and Action Projects related to Pan-Africanism. Week 11 emphasises Collaborative Learning by exploring the concept of Pan-Africanism through various activities such as image identification and source analysis. Differentiated instructions employed to cater for all proficiency levels, encouraging critical thinking and discussion. In Week 12, learners delve into Case Studies to understand challenges faced by African nations post-independence and apply Pan-Africanist ideals/principles to address these issues. Action Projects are designed for learners to develop solutions inspired by Pan-African ideals, promoting teamwork, creativity and critical analysis. Throughout both weeks, accommodations for diverse learners, including those with disabilities, are suggested to ensure an inclusive learning environment that fosters understanding and application of Pan-Africanist concepts.

ASSESSMENT SUMMARY

Different forms of assessments should be carried out to ascertain learners' performance on the concepts that will be taught under this section. Teachers are entreated to administer these assessments and record them for onward submission into the Student Transcript Portal (STP). The following assessment would be conducted and recorded for each learner:

- ***Week 12: End of Semester Examination***

For additional information on how to effectively administer the end of semester examination, refer to **Appendix E**.

WEEK 11

Learning Indicator: *Analyse the origins and impact of Pan-Africanism on the growth of nationalist consciousness in Africa.*

Focal Area: The Origins And Impact Of Pan-Africanism On The Growth Of Nationalist Consciousness In Africa

1. The concept of Pan-Africanism

Pan-Africanism is a general term for various movements in Africa that have as their common goal, the unity of Africans and elimination of colonialism and white supremacy from the continent.

2. Prominent Pan-Africanists

The following are some of the prominent pan Africanists

- Dr. Kwame Nkrumah
- Patrice Lumumba
- Julius Nyerere
- Thomas Sankara
- Robert Mugabe
- Muammar Gaddafi
- W. E. B. Dubois
- Marcus Garvey
- Robert Sobukwe
- Kwame Ture
- Kamuzu Banda
- Jean-Jacques Dessalines
- Jomo Kenyatta
- Francois Duvalier
- Aime Cesaire
- Gaulle Sellassie
- Ahmed Sekou Toure
- King Sobhuza II
- Henri Christopher
- Nnamdi Azikiwe
- Walter Rodney
- Edward Wilmont Blyden
- Yoweri Kaguta Museveni
- Toussaint Louverture



Figure 11.1: *Dr. Kwame Nkrumah*



Figure 11.2: *Marcus Garvey*



Figure 11.3: *Jomo Kenyatta*

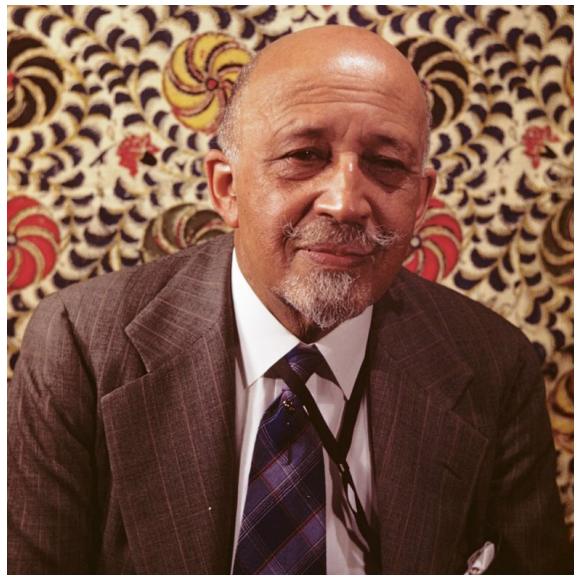


Figure 11.4: *W.E.B. Dubois*

3. The benefits of Pan-Africanism towards the liberation of Africa

The benefits of Pan-Africanism towards the liberation of Africa include:

- a.** The abolition of slavery in the Caribbean, USA and Europe.
- b.** Pan-Africanism has succeeded in fostering unity between Africans in Africa and Negroes in the Diaspora.
- c.** it has managed to uplift the dignity and social pride of the black people all over the world.
- d.** it also helped to sensitise black people about their rights and helped them present their human rights abuses before the UN. Several young Pan-Africanists e.g. Nyerere, Nkrumah, Kamuzu Banda and Kenyatta started sensitising fellow Africans about their rights, including the right to self-government.
- e.** it helped in reducing the rate of racial segregation in South Africa.

- f. it played a great role in training high-quality leaders such as Jomo Kenyatta of Kenya, Julius Nyerere of Tanzania, Kwame Nkrumah of Ghana and Haile Selassie of Ethiopia. These leaders were trained to have deep feelings and concern for the entire African continent.
- g. Pan-Africanism ideology resulted in the formation of the Organisation of African Unity (O.A.U.) in 1963.

Learning Tasks

1. Learners with the support of simplified text summarise and explain the concept of Pan-Africanism.
2. Learners analyse and discuss the significance of identified Pan-Africanists and their related historical events to Pan-Africanism.
3. Learners compare and contrast the ideologies of different Pan-Africanists and discuss their impact on global Pan-Africanism.
4. **Optional Extension:** Learners do extended research on Pan-Africanism using the internet or libraries.

PEDAGOGICAL EXEMPLARS

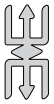
1. Collaborative Learning

- a. In a think-pair-share session, explain the concept of Pan-Africanism. Provide images of prominent Pan-Africanists such as Dr. Kwame Nkrumah, Jomo Kenyatta, W.E.B. DuBois and Marcus Garvey and ask learners to identify these images and describe what each figure did to aid African people.
 - i. Give less confident (AP) learners a simple definition of Pan-Africanism and key ideas, using guided questions in activities.
 - ii. Encourage confident (P) learners to think independently, offering prompts as needed and slightly more challenging texts or images for analysis.
 - iii. Challenge highly confident (HP) learners to find additional sources or images and foster deeper discussion and critical thinking

2. Source Analysis

- a. Task learners to analyse primary sources relevant to the concept of Pan-Africanism to answer the following questions:
 - i. What were the main ideals of Pan-Africanism expressed in the sources?
 - ii. How do(es) the source(s) define Pan-Africanism and its goals?
 - iii. What were the challenges facing Africa at the time?
 - iv. How did Pan-Africanism inspire hope and action for liberation?

- v. To support less confident learners (AP), think carefully about the level of complex language in the sources and provide a glossary if necessary.
- b. Task learners to use the jigsaw technique to create posters summarising the primary source analysis for a gallery walk.
 - i. Provide AP learners with simplified excerpts from speeches or writings, highlighting key phrases and offering direct support. Use templates and sentence starters for creating posters.
 - ii. Assign P learners moderate-length excerpts with some challenging vocabulary, encouraging connections to previous content and having them design posters independently, checking progress periodically.
 - iii. Challenge HP learners to compare different sources and provide detailed analysis, designing innovative and creative posters with minimal guidance



NOTE

1. To accommodate various learning needs of learners, ensure to provide different forms of support such as the following:
2. For hard of hearing or deaf learners, utilise visual aids and written instructions and offer lip-reading support or sign language interpretation
3. Visual impairments can be addressed through audio descriptions, tactile maps and adaptations like Braille resources
4. Physically challenged learners benefit from accessible classroom layouts, digital resources compatible with assistive technology and adaptive tools for writing
5. Lastly, for short-sighted or long-sighted learners, seating arrangements should allow clear visibility of materials, large print resources should be available and the use of magnifying tools or assistive digital devices should be permitted

TRANSCRIPTS

- Record step-by-step observations of learners' engagement in activities. Note areas of struggle and improvement, providing feedback on supported tasks.
- Document independent efforts and depth of understanding during tasks. Feedback on analytical skills and connections made between/among concepts.
- Record instances of advanced reasoning and synthesis of ideas. Provide constructive feedback on critical engagement and innovative efforts.
- Note adaptations used and their effectiveness in aiding understanding among the different types of learners.
- Record progress in interaction with adapted materials and peer collaboration. Provide feedback focusing on skill development and independence in tasks.

KEY ASSESSMENTS

Level 1: Review

1. Define the term Pan-Africanism and identify the following Pan-Africanists as represented in these pictures.

Level 2: Teacher to select from the following

1. **Short paragraphs:** Explain the term 'Pan-Africanism'.
NB: Teachers may give guided prompts to AP learners to guide them in doing the task.
2. **Written tasks:** Explain how Pan-Africanism benefited Africa.
3. **Extended paragraphs:** Discussing the impact of specific Pan-Africanist ideals.

Level 3: Teacher to select from the following

1. **Essay:** Compare different Pan-Africanists and their contributions.
2. **Analytical essay:** Critique the effectiveness of Pan-Africanism in overcoming historical challenges.

Level 4: Research Project and Presentation

1. On the lasting impact of Pan-Africanism on modern-day Africa.

HINT



Remind learners of their portfolio assessment tasks. Find out about how much progress they have made and provide support where required.

WEEK 12

Learning Indicator: *Analyse challenges faced by African nations after decolonisation and suggest solutions informed by Pan-Africanist ideals.*

Focal Area: Challenges Faced By African Nations After Decolonisation And Solutions Informed By Pan-Africanist Ideals

1. Challenges faced by African nations after decolonisation

Some of the challenges faced by African nations after decolonisation include:

- inadequate infrastructure e.g. roads, railways, ports, communication systems, etc.
- military coups and authoritarianism.
- cultural and social fragmentation.
- Cold War politics presented an opportunity for factions that sought to challenge the new governments.
- dependency on foreign aid.
- education and healthcare deficiencies which in turn limited human capital development.
- ethnic and tribal conflicts.
- debt and structural adjustment.
- environmental challenges.
- bribery and corruption.

2. Core principles of Pan-Africanism

The following are the core principles of Pan-Africanism:

- unity
- solidarity
- cooperation
- integrity
- independence
- respect for human rights
- rule of law
- self-determination
- sustainable development through awareness creation
- reengineering approach to progress

3. How the challenges can be addressed by informed Pan-Africanism ideals

Table 1: Challenges faced by African nations after decolonialism and their respective solutions

Challenges faced by African nations after decolonisation	Solutions informed by Pan-Africanism ideals
1. Inadequate infrastructure e.g. roads, railways, ports, etc.	1. Sustainable development through awareness creation
2. Military coups and authoritarianism	2. Rule of law
3. Cultural and social fragmentation	3. Unity and solidarity
4. Cold War politics presented an opportunity for factions that sought to challenge the new governments	4. Cooperation
5. Dependency on foreign aid	5. Independence
6. Education and healthcare deficiencies which in turn limited human capital development	6. Respect for human rights
7. Ethnic and tribal conflicts	7. Unity, solidarity, respect for human rights
8. Debt and structural adjustments	8. Reengineering approach to progress
9. Environmental challenges	9. Sustainable development through awareness creation
10. Bribery and corruption	10. Integrity

Learning Tasks

1. Learners in a simplified jigsaw activity, use simplified case study explanations to understand and discuss the challenges faced by African nations and the core principles of Pan-Africanism
2. Learners analyse and discuss case studies on the challenges faced by African nations after decolonisation and solutions used by Pan-Africanists. Learners with more complex case studies on Pan-Africanism, explore alternative perspectives on Pan-Africanism and its implications
3. Learners debate or do presentations on the effectiveness of applying the Pan-Africanist's ideals.

PEDAGOGICAL EXEMPLARS

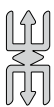
1. Case Studies

- a. In jigsaw groups, learners select a case study of an African country in the post-independence era, highlighting challenges like economic dependence, political instability and social/cultural issues

- b.** In the same groups, learners discuss core principles of Pan-Africanism, such as unity, self-determination and economic cooperation and how these ideals can be applied to address the identified challenges
 - i.** Provide AP learners with simplified case studies with key points highlighted.
 - ii.** Give AP learners simplified versions with key points highlighted. Complement this by giving guided questions for discussing the challenges faced by African nations after decolonisation as well as Pan-Africanist ideals. Provide them with sentence starters and templates for their presentations.
 - iii.** Give P learners moderate-depth case studies with some challenging vocabulary and encourage them to lead discussions and guide peers, while supporting independent research as needed.
 - iv.** Provide HP learners with in-depth, complex case studies and encourage them to find additional resources and data. Promote advanced discussions, critical analysis and deeper exploration of solutions.

2. Action Project

- a.** In mixed-ability groups, learners develop an action project that addresses a specific post-colonial challenge in their community or region, drawing inspiration from Pan-Africanist ideals. Learners present this to their peers. Optional – this could form part of a presentation to a whole school assembly if the timing is appropriate.
 - i.** Pair AP learners with HP peers in mixed-ability groups, providing clear, step-by-step project instructions and examples of action projects for inspiration.
 - ii.** Support P learners in brainstorming and planning with minimal guidance, encouraging them to consider multiple perspectives and creatively apply Pan-Africanist ideals.
 - iii.** Challenge HP learners to lead project planning and execution, promoting innovative and original ideas.



NOTE

To support diverse learners, accommodations can be tailored to specific needs.

- 1.** For hard-of-hearing or deaf learners, it is crucial to have visual aids, written instructions, sign language interpreters and written summaries available.
- 2.** Visually impaired learners should benefit from audio descriptions, screen reader-compatible materials, tactile maps, audio summaries, verbal explanations and group discussions.
- 3.** Physically challenged learners require an accessible classroom set-up, digital materials compatible with assistive technology and adaptive tools for engagement.

4. For short-sighted or long-sighted learners, arranging seating for clear material visibility, providing large print resources and permitting magnifying tools or assistive devices are essential for an inclusive learning environment.

TRANSCRIPT

- Record participation, use of support and provide constructive feedback.
- Document independent efforts and connections made and provide feedback on leadership and analysis.
- Record advanced reasoning, use of additional resources and provide feedback on project execution.
- Record effectiveness of accommodations, progress in adapted activities and provide feedback on peer interactions and assistive tool use.

KEY ASSESSMENTS

Level 1: Recap

1. Identify key components of Pan-Africanist ideals in the project's framework.

Level 2: Written Task

1. Explain how the project's approach aligns with Pan-Africanist principles.

Level 3: Scenario-based Evaluation

1. Predict the impact of the project on the community.

Level 4: Extended Writing Task

1. Analyse the potential long-term benefits and challenges of the project.

HINT



The Recommended Mode of Assessment for Week 12 is End of semester Examination. Refer to Appendix E at the end of Section 5 for further information on how to go about the end of semester examination.

SECTION 5 REVIEW

This section is for a review of all the lessons taught for the past two (2) weeks. A summary of what the learner should have learnt includes:

1. Explain the concept of Pan-Africanism.
2. Analyse and discuss the significance of identified Pan-Africanists and their related historical events to Pan-Africanism.

3. Compare and contrast the ideologies of different Pan-Africanists and discuss their impact on global Pan-Africanism.
4. Discuss the challenges faced by African nations and the core principles of Pan-Africanism.
5. Analyse and discuss the challenges faced by African nations after decolonisation and solutions used by Pan-Africanists ideals.
6. Explore alternative perspectives on Pan-Africanism and its implications, and debate or do presentations on the effectiveness of applying the Pan-Africanist ideals.



APPENDIX E – END OF SEMESTER EXAMINATION

The end of semester examination questions should cover Weeks 1-12 focal areas in the Teacher Manual. *It should include:*

- a. *Five (5) Essay questions* (set questions at DoK level 3 and 4) where learners will select and answer three of them
- b. *Objective type questions 1-40*

Table of specifications for the End of First Semester Examination

Weeks	Focal Area	Type of questions	DoK Levels				Total
			1	2	3	4	
1	Values And Traditions That Identify a Ghanaian	Multiple choice	1	1	1	–	4
2	Concept Of False Identity and Its Implications for Personal Development	Multiple Choice	2	2	1	–	5
		Essay				1	1
3	Ways of Promoting National Cohesion in Ghana.	Multiple choice	2	2	1	–	5
		Essay			1		1
4	The relationship between humans and the physical environment and how they promote sustainable development	Multiple choice	2	3	–	–	5
		Essay			1		1
5	Ways of developing a sense of responsibility among the youth towards the physical environment	Multiple choice	1	2	1	–	3
6	Institutions mandated to enforce law and order in Ghanaian society and how their functions help to maintain law and order.	Multiple Choice	–	1	–	1	2
		Essay			1		1
7	<u>The challenges of law enforcement in Ghana and how they can be addressed.</u>	Multiple Choice	–	1	1	1	3
8	The motivations behind European exploration of Africa.	Multiple Choice	–	1	1	–	2
9	The “Scramble for and Partition of Africa” and its impact on the African continent.	Multiple Choice	1	1	–	1	3
10	Forms and legacies of European colonialism in Africa.	Multiple Choice	1	1	1	–	3

11	The origins and impact of Pan-Africanism on the growth of nationalist consciousness in Africa.	Multiple Choice	1	1	-	-	2
12	Challenges faced by African nations after decolonisation and solutions informed by Pan-Africanist ideals	Multiple Choice	1	-	1	1	3
		Essay			1		1
	Total		12	16	12	5	45

SECTION 6: LEISURE AND TOURISM

STRAND: ETHICS AND HUMAN DEVELOPMENT

Sub-Strand: Leisure and Tourism

Learning Outcome: *Explore opportunities for leisure and recreation in Ghana and how leisure and recreation can contribute to individual and national development.*

Content Standard: *Appreciate the relevance of leisure and recreation to personal and national development.*

INTRODUCTION AND SECTION SUMMARY

Welcome to SHS Year 2, Strand 1, Sub-Strand 1, Section 6, which focuses on “Leisure and Tourism” that is to be taught within two weeks (13 and 14). The aim is to examine opportunities for leisure and recreation in Ghana and their contributions to individual and national development. In Week 13, learners will define “leisure and recreation”, identify their significance for personal well-being and development and explore avenues for leisure and recreation. Week 14 focuses on the relevance of leisure and recreation to personal and national development. Learners will investigate the importance of leisure and recreation, explore ways to incorporate them into daily activities and analyse their economic benefits. The overall learning outcome is for learners to explore leisure and recreation opportunities in Ghana and their contributions to individual and national development. Teachers should ensure all learners benefit by providing support and using appropriate pedagogy to enhance understanding.

The weeks covered by the section are:

- ***Week 13:*** *Opportunities for leisure and recreation.*
- ***Week 14:*** *Relevance of leisure and recreation to personal and national development.*

SUMMARY OF PEDAGOGICAL EXEMPLARS

The pedagogical exemplars in weeks 13 and 14, focus on engaging learners through Talk for Learning, Community-Based Research Project, Small Group Tasks, Experiential Learning, Collaborative Learning and Project-based Learning. For instance, in Week 13, learners are to explore leisure and recreation concepts through varied activities catering to different learner levels, including AP, P and HP. Activities include discussing the significance of leisure and recreation, conducting community-based research and presenting findings in multimedia formats. In Week 14, Experiential Learning tasks are to be employed where learners will be listening to resource persons/experts in the field of leisure and recreation, debriefing key

concepts and engaging in reflective discussions. Additionally, Collaborative Learning tasks are to be employed for learners to research the benefits of leisure, develop personal plans and discuss economic impacts. Furthermore, it is suggested that Project-Based Learning tasks are undertaken with the focus on creating personalised leisure plans, tailored to the abilities of learners (AP, P, HP).

ASSESSMENT SUMMARY

Different forms of assessments should be carried out to ascertain learners' performance on the concepts that will be taught under this section. Teachers are entreated to administer these assessments and record them for onward submission into the Student Transcript Portal (STP). The following assessment would be conducted and recorded for each learner:

- ***Week 13: Individual Class Exercise***
- ***Week 14: Individual Project Work***

WEEK 13

Learning Indicator: *Investigate opportunities for leisure and recreation.*

Focal Area: Opportunities for Leisure and Recreation

THE CONCEPT OF LEISURE

Leisure refers to the available time which is free from the demands of work, obligations, tasks and other duties which people use for enjoyment and relaxation. It includes all the free time outside work duties that bring about pleasure. It also refers to the free time that people can spend away from their everyday responsibilities (e.g. work and domestic tasks) to rest, relax and enjoy life. During leisure time, the person does not work but rather relaxes and does things that he or she enjoys.

THE CONCEPT OF RECREATION

Recreation refers to experiences and activities chosen and pursued by the individual during his or her leisure time. The basis of this pursuit is that the experience sought and activities pursued, 're-creates' the individual so that he or she may be refreshed to enable him or her to resume daily obligations and work. Examples of recreational activities include walking, swimming, playing games, dancing, sports, music, reading, arts and crafts, etc. These activities are usually chosen by the individual voluntarily either because of the immediate satisfaction to be derived from it or because the individual perceives some personal or social benefits to be achieved from it. Thus, leisure relates to time, including the whole of non-work time in particular, whilst recreation relates to the specific activities pursued during leisure time.

THE CONCEPT OF TOURISM

Tourism is defined as the act and process of spending time away from home in pursuit of recreation, relaxation and pleasure. It usually involves people travelling temporally to and staying in places outside of their usual environment for leisure, recreation business or other purposes.

The Significance of Leisure and Recreation for Personal Well-Being and Development

1. Leisure and recreation improve the mental health of the individual

Leisure and recreational activities such as swimming, walking, reading, puzzles, games and sports reduce stress, anxiety and depression. This is because these leisure and recreational activities challenge the mind of the individual and grant the individual enough time to rest and have fun to clear his or her mind from all work-related activities. This promotes the soundness of the mind of the individual.

2. Leisure and recreation have physical health benefits

Leisure and recreational activities in the form of rest, sports and games, camping and swimming, etc. improve the overall health and well-being of the individual. This is because, when pursuing these activities, the individual engages all parts of his or her body in a form of exercise. This exercise indirectly strengthens the parts of the body and improves the health of the individual.

3. Leisure and recreation promote social connection

Leisure and recreation offer the individual the opportunity to get connected to their friends, loved ones, extended family members, peers, schoolmates and the society at large. The individual is offered the opportunity to also meet new people and make new friends. This connection helps the individual to build relationships, maintain positive socialisation with friends and peers and strengthen social bonds, hence reducing loneliness.

4. Leisure and recreation promote skill development

During leisure and recreation, the individual engages in reading, writing, sowing, etc. Through some of these activities, the individual can identify and develop certain hidden skills which further enhance their pursuit to these activities.

5. Leisure and recreation promote self-discovery

Through leisure and recreation, individuals are offered the opportunity to discover and develop their interest and passion for new activities. Leisure and recreational activities give individuals the opportunity to explore their interests, values and passions which leads to a deeper understanding of themselves in the light of these values and interests.

AVENUES FOR LEISURE AND RECREATION AND THE OPPORTUNITIES THEY OFFER FOR PERSONAL DEVELOPMENT

There are many avenues for leisure and recreation depending on personal interests and preferences.

Table 2: Avenues for leisure and recreation and the opportunities they offer for personal development

No.	Avenues for Leisure and Recreation	Opportunities these avenues offer for personal development
1	Outdoor activities avenues These include parks and gardens, beaches and lakes as well as sports and games.	i. These activities serve as stress relief and make room for relaxation ii. The individual is also offered the opportunity to socialise and build relationships iii. They increase happiness, joy and a sense of fulfilment

2	Cultural and entertainment avenues These avenues include museums, art galleries, theatres and concert halls, cinemas and movie theatres as well as music and comedy clubs.	i. These avenues expose the individual to art, traditional music and dance ii. The individual also gets the opportunity to learn and get a better understanding of history, cultural heritage and cultural diversity. iii. They also offer opportunities for the individual to participate in cultural events and festivals and promote cultural preservation.
3	Sports and fitness avenues These avenues include gyms and fitness centres, sports clubs, dance classes and studios, etc.	i. These improve physical and mental health ii. These improve fitness, strength and flexibility iii. They reduce stress, anxiety and depression
4	Travel and tourism avenues They include domestic and international travel, cruises and boat tours, cultural and historical tours, as well as adventure travel such as hiking, skiing and surfing	i. They create opportunities for the individual to explore new interests and passions ii. They provide opportunities for appreciation of diverse environments and ecosystems iii. The individual also gets the opportunity to experience different cultures.
5	Hobbies and interests' avenues These avenues include art studios and classes, cooking classes and culinary schools, gardening and landscaping, photography and film development	i. The individual can learn new skills and hobbies ii. The individual is offered the opportunity for new interests, passions and values, iii. The fun and enjoyment from these avenues create lasting memories and experiences
6	Social and community activities avenues These involve volunteer work and community service, social clubs and organisations, meetup groups and events, neighbourhood potlucks and block parties	i. They help to build social relationships and community with other community members ii. The individual gets the opportunity to meet new people and make new friends iii. They also promote socialisation among members of the society.
7	Online and digital leisure avenues They include video games and online gaming communities, social media and online forums, streaming services and online entertainment, online learning and educational resources	i. They facilitate the learning of new skills and hobbies. ii. The individual is also offered the opportunity to connect with people worldwide and access global or digital content at any time iii. The individual also gets the opportunity to connect with friends and family through social media, video conferencing and other online platforms.

Learning Tasks

1. Learners explain the concepts of leisure and recreation and their significance for personal well-being and development.
2. Learners conduct a community-based research project, visiting local leisure and recreational facilities like parks, sports or cultural centres, among others to identify the opportunities they offer for leisure and recreation.
3. Learners present findings through a multimedia presentation.

PEDAGOGICAL EXEMPLARS

1. Initiating Talk for Learning

a. Through thought shower

- i. Learners explain the concepts of leisure and recreation, emphasising their significance for personal well-being and development.
 - Provide struggling learners with simplified explanations of the concepts of leisure and recreation.
 - Encourage average learners to make independent contributions and provide them with additional resources for deeper understanding.
 - Encourage above average learners to engage in in-depth analysis and critical thinking during concept explanation.

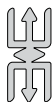
b. Conduct a Community-Based Research Project

- i. Task learners to visit local leisure and recreational facilities in the community in which the school is located to identify the opportunities they offer for leisure and recreation. Offer guidance and structured questions to AP learners during the visit to leisure facilities.
 - For proficient learners, allow more autonomy during the facility visits and analysis of opportunities for leisure and recreation.
 - Challenge highly proficient learners to explore innovative approaches and deeper insights during the facility visit.

2. Collaborative Learning

- a. Collaborate in small groups to present findings through a multimedia presentation, focusing on the specific opportunities for personal development through engaging in leisure and recreational activities.
 - i. Provide templates and visual aids to assist AP learners in the presentation process, while encouraging creativity in presentation styles and content organisation among P learners.

- ii. Provide highly proficient learners opportunities for original multimedia creations and encourage them to lead the presentation discussion.



NOTE

1. For hard of hearing/deaf learners, ensure appropriate visual aids and written instructions are provided, have sign language interpreters available for discussions and use written summaries with captions for multimedia presentations.
2. Visually impaired learners should receive audio descriptions, access screen reader-compatible materials and engage with tactile maps.
3. Physically challenged learners should have access to facilities, digital resources compatible with assistive technology and adaptive tools for full participation.
4. Short-sighted/long-sighted learners require appropriate seating, materials in large print or digital formats and permission to use magnifying tools or assistive devices when necessary.

TRANSCRIPTS

- Record learners' engagement levels and areas of difficulty during activities. Provide feedback on improvements and understanding of concepts.
- Document learners' contributions and depth of analysis. Note areas where they excel and areas for growth.
- Record instances of advanced reasoning and critical thinking. Provide feedback on innovative ideas and leadership skills during tasks and presentations.

KEY ASSESSMENTS

Level 1: Review

1. Explain the meaning of the following key concepts:
 - Leisure
 - Recreation
2. List the avenues for leisure and recreation

Level 2: Teacher to select as appropriate

1. **Written Task**
 - Describe the influence of engaging in leisure activities on personal well-being.
 - Describe the avenues for leisure and recreation in your community.
2. **Extended Paragraph:** Discuss the importance of recreation in personal development.

Level 3: Teacher to select as appropriate

1. **Scenario-based task:** Explain how leisure activities can be applied to one's personal growth.
2. **Essay:** Compare the benefits of different leisure opportunities in your community.
3. **Analytical/critical essay:** Critique the effectiveness of recreational activities for personal development.

Level 4: Teacher to select as appropriate

1. **Structured group discussion:** Provide learners with notes on opportunities for personal development through leisure activities and task them to discuss in their groups.
2. **Research project and presentation:** Carry out a research project on innovative leisure strategies promoting personal development and do a class presentation.

HINT



*The Recommended Mode of Assessment for **Week 13** is Individual Class Exercise. Please ensure to organise it and record the scores for onward submission into the STP. Remind learners about their Portfolio as they begin the new semester.*

WEEK 14

Learning Indicator: *Investigate opportunities for leisure and recreation.*

Focal Area: Relevance of Leisure and Recreation to Personal and National Development

1. Importance of Leisure and Recreation to Personal Development

a. Leisure and recreation improve the mental health of the individual

Leisure and recreational activities such as swimming, walking, reading, puzzles, games and sports reduce stress, anxiety and depression. This is because these leisure and recreational activities challenge the mind of the individual and grant the individual enough time to rest and have fun to clear his or her mind from all work-related activities. This promotes the soundness of the mind of the individual.

b. Leisure and recreation have physical health benefits

Leisure and recreational activities in the form of rest, sports and games, camping and swimming etc. improve the overall health and well-being of the individual. This is because, when pursuing these activities, the individual engages all parts of his or her body in a form of exercise. This exercise indirectly strengthens the parts of the body and improves the health of the individual.

c. Leisure and recreation promote social connection

Leisure and recreation offer the individual the opportunity to get connected to their friends, loved ones, extended family members, peers, schoolmates and the society at large. The individual is offered the opportunity to also meet new people and make new friends. This connection helps the individual to build relationships, maintain positive socialisation with friends and peers and strengthen social bonds, hence reducing loneliness.

d. Leisure and recreation promote skill development

During leisure and recreation, the individual may engage in reading, writing, sewing, etc. Through some of these activities, the individual can identify and develop certain hidden skills which further enhance their pursuit to these activities.

e. Leisure and recreation promote self-discovery

Through leisure and recreation, individuals are offered the opportunity to discover and develop their interest and passion for new activities. Leisure and recreational activities give individuals the opportunity to explore their interests, values and passions which lead to a deeper understanding of themselves in the light of these values and interests.

2. Importance of leisure and recreation to national development

a. Leisure and recreation improve workforce productivity

Whenever workers are given time off their normal schedule to participate in recreational activities during leisure time, the worker gets time to relax and refresh himself or herself. Such a worker usually comes back with a sound mind, fully refreshed, recharged and well-rejuvenated towards work. This usually results in efficiency and high productivity on the part of that worker.

b. Leisure and recreation promote public health

Regular physical activities through leisure and recreation reduce stress and anxiety and improve the overall health and well-being of workers, hence, reducing the number of human resources that fall ill in the nation. This in one way or the other, reduces the death rate in the country.

c. Leisure and recreation promote social cohesion

Leisure and recreational activities foster community engagement, social connections and cultural exchange among members of our community. This promotes togetherness, oneness and a sense of unity and friendship among individuals of different cultural backgrounds.

d. Leisure and recreation promote tourism development

Leisure and recreation offer the individual the opportunity to visit important places of interest including tourist sites in our communities for games, pleasure and relaxation. This is a major avenue for promoting tourism in the country. This also enables the government to generate revenue for national development.

3. Ways of incorporating leisure and recreation into daily activities to enhance personal well-being and development

a. Assess your interests and passion for leisure and recreational activities

Individuals can incorporate leisure and recreation into their daily activities through the assessment of their interests and passions. If the individual can identify and assess the activities that he or she enjoys most and wants to make time for, it builds the individual's desire to pursue those activities.

b. Schedule leisure time and recreational activities

Another way in which the individual can incorporate leisure and recreation into his or her daily activities is by ensuring that all leisure time and recreational activities are properly scheduled. This means that the individual should set aside time each day or week and specify the recreational activity to engage in. The activities can vary daily or weekly basis.

c. Leisure and recreational activities should be flexibly planned

The individual should not be too hard or rigid on himself or herself when planning leisure and recreational activities. The individual can pursue planned activities without

strictly following the activities. This means that if the individual misses an activity, he or she can just get back on track and enjoy it.

d. Review and adjust leisure time and recreational activities

Another important way of incorporating leisure and recreational activities into daily activities is through regular and constant assessment and review of leisure time and recreational activities. Continuous assessment and review will enable the individual to make changes and adjustments when necessary.

e. Developing the habit of exploring new recreational activities

The individual can incorporate leisure and recreation into daily activities by developing the habit of trying new activities and hobbies that give you satisfaction. These activities can be different from what you always engage in. They can also be different from what usually gives you joy and pleasure.

4. Economic benefits of leisure and recreation

a. Leisure and recreation promote tourism

One significant economic benefit of leisure and recreation is the attraction of tourists. Leisure and recreation usually attract visitors who spend money not only on recreational activities but also on accommodation, food, local goods and services which can boost the country's economy.

b. Leisure and recreation lead to job creation

Leisure and recreation create lots of employment opportunities in various sectors of Ghana's economy through leisure industries which include tourism, sports and entertainment. These industries often require a large number of workers to operate effectively. For instance, people are employed as housekeeping staff, chefs, drivers, managers, security personnel, vendors and marketing professionals.

c. Leisure and recreation stimulate local economies

Leisure and recreation boost or stimulate local economies in the sense that when new leisure and recreational facilities such as cinema centres, sports stadiums, art and craft centres and entertainment centres are built, demand for certain businesses such as restaurants and other retail shops increases. These generate income for local businesses and improve the living conditions of people.

d. Leisure and recreation generate tax revenues for national development

Leisure and recreation industries generate substantial tax revenues for the governments. These revenues come from taxes on business profits, employee incomes, as well as goods and services sold and rendered. The revenues are therefore used to fund public services such as education, health and infrastructure.

e. Leisure and recreation lead to cultural preservation

Leisure and recreational activities such as attending cultural events, festivals, fairs, traditional games and sports help preserve cultural heritage by promoting traditional

music, dance, art and cuisine. Besides, leisure travel to cultural sites and historical landmarks supports preservation efforts and promotes cultural understanding.

Learning Tasks

1. Learners in small groups, explore and articulate how leisure and recreation contribute to personal growth, physical health, mental well-being and social interactions.
2. Learners discuss the economic benefits of leisure and tourism. Learners in a case study, examine the economic benefits of leisure and tourism.
3. Learners conduct research to gather evidence and examples that support the significance of leisure and recreation in fostering personal development.
4. Learners develop a personal plan by incorporating leisure and recreation into their daily activities to enhance their personal well-being and development.

PEDAGOGICAL EXEMPLARS

1. Experiential Learning

- a. Learners listen to a resource person or an expert in the field of leisure and recreation to deliver a talk on the importance of these activities for personal development.
 - i. In a debriefing session of the talk, simplify key concepts for less confident learners from the talk and provide concrete examples related to personal development. Use visuals to reinforce understanding
 - ii. Offer guided discussion questions to help AP learners reflect on how leisure activities impact personal growth
 - iii. Encourage confident learners to explore the variations of the speaker's arguments and relate them to broader theories of personal development. Facilitate peer discussion for deeper analysis. Allow for independent exploration of additional readings or related TED talks to expand their knowledge base
 - iv. Challenge those who have mastery of the content to critique the speaker's viewpoints and propose alternative perspectives backed by evidence. Encourage them to present their analysis to the whole class. Provide opportunities for advanced research projects exploring the impact of leisure activities on various aspects of personal development.
 - v. Additionally, provide structured templates for group activities. Encourage proficient learners to take leadership roles in small group discussions. Encourage highly proficient learners to lead group discussions and presentation of findings.

2. Collaborative Learning

- a. In small groups, learners explore how leisure and recreation contribute to personal growth and well-being. Learners conduct research to gather evidence supporting the significance of leisure and recreation.

- i. Support approaching proficient learners with prompts and guided questions to help them focus their research.
- ii. Give highly proficient learners challenging extension questions to stretch themselves.

3. Talk for Learning

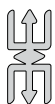
- a. In a fishbowl activity, learners discuss the economic benefits of leisure and tourism in Ghana.
 - i. Teacher to support approaching proficient learners with individual attention and questions to ensure that they are engaged in the conversations.
 - ii. Challenge proficient and highly proficient learners with extension questions.

4. Project-based Learning

- a. Learners engage in a project creating a personal plan for incorporating leisure activities into daily routines
 - i. Simplify concepts to facilitate better understanding among AP learners.
 - ii. Support P learners in structuring personal plans effectively.
 - iii. Challenge HP learners to propose innovative ways of incorporating leisure activities for personal development.

TRANSCRIPT

- Document areas of struggle and progress to provide tailored support.
- Record their level of engagement and contributions for feedback.
- Note instances of advanced reasoning and critical thinking for further challenges and opportunities for growth.
- Document the effectiveness of accommodations and adaptations to ensure an inclusive learning environment.



NOTE

1. For hard of hearing/deaf learners, use appropriate visual aids; provide written transcripts and have sign language interpreters available for discussions. Use visual aids; offer audio descriptions, tactile materials and screen reader-compatible resources to support visually impaired learners.
2. Ensure physical accessibility and provide digital resources for physically challenged learners and facilitate clear visibility with large print materials and magnifying tools for short-sighted/long-sighted learners

KEY ASSESSMENTS

Level 1: Review

1. Summarise the expert talk on leisure and recreation's role in personal development and cite specific examples discussed.

Level 2: Paragraph

1. Describe how engaging in leisure activities impacts mental well-being and social interactions based on the expert talk.

Level 3: Essay

1. Evaluate the speaker's arguments on the benefits of leisure activities for personal growth and propose practical strategies to integrate these insights into daily life.

Level 4: Extended Essay

1. Critically assess the speaker's viewpoints on leisure and recreation in personal development, comparing them with contemporary research. Formulate a distinct stance supported by evidence.

HINT



The Recommended Mode of Assessment for Week 14 is Individual Project Work. It should be submitted for evaluation in Week 17. Refer to Appendix F for further information on how to administer the project.

SECTION 6 REVIEW

This session involves a comprehensive review of the lessons taught for the past two (2) weeks (Weeks 13–14) in Section 6, which is on Leisure and Tourism. The emphasis here is on the key takeaways, such as understanding the concepts of leisure and recreation, recognising their importance for personal well-being and development, where learners will:

1. Research local leisure facilities like parks and sports centres, analysing opportunities for personal development through leisure.
2. Also explore how leisure impacts personal growth, physical health, mental well-being and social interactions, discussing both the economic benefits of leisure and tourism and gathering evidence supporting their role in personal and national development.
3. Develop and implement personal plans integrating leisure activities into their daily routines to enhance their overall well-being and development.



APPENDIX F: A SAMPLE INDIVIDUAL PROJECT

Assign individual project tasks to learners in week 14 of the academic year. Below is an example of a project task for individual learners.

Example:

PROJECT TASK

Develop a detailed action plan or proposal on how the specific expectations of the Ghanaian youth can be met

SUBMISSION AND PRESENTATION

1. Submit your action plan or proposal in week 17.
2. You will do a brief presentation of your proposal in class.

HOW TO ADMINISTER

1. Provide necessary resources, materials, and support to help each learner to succeed in their project. Design the project and provide a project description in line with learning outcomes, etc.
2. Refer to the Teacher Assessment Manual and Toolkit (pages 34-36) for more details on how to administer the assessment.

SCORING GUIDE

This scoring guide outlines the criteria for evaluating proposals aimed at addressing the needs and challenges of Ghanaian youth. Each criterion includes specific expectations and guidance on how to meet them effectively.

Table

Criteria	Excellent – 4 marks	Very good – 3 marks	Good – 2 marks	Satisfactory – 1
Content and Relevance	Identify 4 specific needs and challenges of Ghanaian youth (e.g., employment, education, mental health support, civic engagement).	Identify 3 specific needs and challenges of Ghanaian youth (e.g., employment, education, mental health support, civic engagement).	Identify 2 specific needs and challenges of Ghanaian youth (e.g., employment, education, mental health support, civic engagement).	Identify 1 specific needs and challenges of Ghanaian youth (e.g., employment, education, mental health support, civic engagement).

Clarity of Objectives	State 4 specific objectives that are realistic and achievable. Objectives must be specific, time-bound, and aligned with youth aspirations.	State 3 specific objectives that are realistic and achievable. Objectives must be specific, time-bound, and aligned with youth aspirations.	State 2 specific objectives that are realistic and achievable. Objectives must be specific, time-bound, and aligned with youth aspirations.	State 1 specific objectives that are realistic and achievable. Objectives must be specific, time-bound, and aligned with youth aspirations.
Presentation Structure	Introduction explanation of issues, and concluding with a summary of expected outcomes.:	Introduction explanation of issues, and concluding without a summary of expected outcomes.:	Introduction explanation of issues, and no conclusion with a summary of expected outcomes.:	Introduction explanation of issues, and concluding with a summary of expected outcomes.:
Communication Skills	Showing 4 of the skills e.g. • Audible voice, • Keeping eye contact • Pay attention to audience • Engaging the audience with interaction • Use of gesture	Showing 3 of the skills e.g. • Audible voice, • Keeping eye contact • Pay attention to audience • Engaging the audience with interaction • Use of gesture	Showing 2 of the skills e.g. • Audible voice, • Keeping eye contact • Pay attention to audience • Engaging the audience with interaction • Use of gesture	Showing 1 of the skills e.g. • Audible voice, • Keeping eye contact • Pay attention to audience • Engaging the audience with interaction • Use of gesture

Total – 16 marks

FEEDBACK

Provide feedback to guide revision, etc.

SECTION 7: REVOLUTIONS THAT CHANGED THE WORLD

STRAND: ETHICS AND HUMAN DEVELOPMENT

Sub-Strand: **Revolutions that Changed the World**

Learning Outcome: *Analyse the evolution of scientific ideas and their impact on the world.*

Content Standard: *Demonstrate knowledge and understanding of the Scientific Revolution of the sixteenth century and its impact on the world.*

INTRODUCTION AND SECTION SUMMARY

Welcome to SHS Year 2, Strand 1, Sub-Strand 1, Section 7. This sub-strand titled “Revolutions that Changed the World” will be taught for two weeks (15 to 16). In Week 15, learners will be defining and tracing the origin of the scientific revolution, identifying key figures and their contributions and outlining major discoveries. Week 16 shifts focus to examining the relevance of the revolution in shaping the modern world, exploring contemporary scientific technologies and their societal roles and analysing ethical debates arising from scientific advancements influenced by the revolution. The section aims for learners to analyse the evolution of scientific ideas and their global impact, requiring teachers to facilitate understanding through interactive methods to ensure all learners benefit from the content.

The weeks covered by the section are:

- ***Week 15:*** *Major events leading to the rise of the scientific revolution in the sixteenth century.*
- ***Week 16:*** *Relevance of the Scientific Revolution in shaping the modern world, considering its lasting impact.*

SUMMARY OF PEDAGOGICAL EXEMPLARS

In ***weeks 15 and 16***, the pedagogical exemplars focus on engaging learners through Inquiry-Based Learning, Technology-Enhanced Learning, Project-Based Learning and Collaborative Learning related to the Scientific Revolution. Specific activities involve exploring key figures, advancements and societal impacts of the Scientific Revolution through more specific pedagogies such as graffiti wall activities, documentaries and poster creation. Differentiation is provided for various learner levels, from struggling learners to highly confident, ensuring a comprehensive understanding of historical contexts, scientific discoveries and ethical debates. Learners are encouraged to explore deeper into the contributions of female figures, advancements in science

and technology and critical analysis of societal implications. Collaborative activities are also employed to foster discussions on emerging technologies and ethical dilemmas, promoting independent research and critical thinking among learners.

ASSESSMENT SUMMARY

Throughout Weeks 15 and 16, learners will be assessed by doing a comprehensive analysis of the scientific revolution, tracing its origins and impact on the world. In week 15, formative assessments will include identifying key personalities and their contributions (DoK 1), defining the scientific revolution and tracing its origin (DoK 2) and outlining major scientific discoveries and advancements (DoK 3). These assessments will prepare learners for the summative assessments for the future which may include outlining the relevance of the scientific revolution in shaping the modern world (DoK 3), examining contemporary scientific technologies and their role in human society (DoK 3) and analysing contemporary ethical debates emanating from scientific advancements (DoK 4). Through written tasks, group discussions, case studies and problem-solving activities, learners will demonstrate their understanding of the scientific revolution and its influence on modern society, ultimately analysing the evolution of scientific ideas and their impact on the world.

WEEK 15

Learning Indicator: *Examine the major events leading to the rise of the scientific revolution in the sixteenth century.*

Focal Area: Major Events Leading To The Rise Of The Scientific Revolution In The Sixteenth Century

THE MEANING AND ORIGIN OF THE SCIENTIFIC REVOLUTION

The Scientific Revolution refers to a period in history, roughly the 16th to 18th centuries, marked by significant developments in mathematics, physics, astronomy, biology and chemistry. These developments transformed views on society and nature. The origin of the Scientific Revolution is often traced to the early works of Copernicus, Kepler and Galileo and it extended into the work of Newton and beyond. This era was characterised by a shift from the Aristotelian framework and Ptolemaic geocentrism to a new paradigm that emphasised observation, experimentation and the questioning of traditional authorities.

SOME KEY PERSONALITIES AND THEIR CONTRIBUTIONS

1. **Nicolaus Copernicus:** Proposed the heliocentric model of the solar system, which posited that the Earth and other planets revolve around the Sun.
2. **Galileo Galilei:** Improved the telescope, made significant astronomical observations (e.g., the moons of Jupiter) and supported the Copernican theory.
3. **Johannes Kepler:** Formulated the laws of planetary motion, which described the orbits of planets as ellipses rather than circles.
4. **Isaac Newton:** Developed the laws of motion and universal gravitation and made substantial contributions to optics and calculus.
5. **Francis Bacon:** Advocated for the scientific method and empirical research, emphasising observation and experimentation.
6. **René Descartes:** Introduced Cartesian geometry and promoted a mechanistic view of the physical world, laying the groundwork for modern scientific inquiry.

MAJOR SCIENTIFIC DISCOVERIES AND ADVANCEMENTS

1. **Heliocentric Theory:** Copernicus's model challenged the geocentric view, revolutionising the understanding of the cosmos.
2. **Laws of Planetary Motion:** Kepler's laws provided a new understanding of the motion of celestial bodies.
3. **Galileo's Discoveries:** His observations, such as the phases of Venus and the moons of Jupiter, provided evidence for the heliocentric model.

4. **Newtonian Physics:** Newton's laws of motion and universal gravitation unified the physical sciences and laid the foundation for classical mechanics.
5. **Advancements in Medicine:** Andreas Vesalius's work in human anatomy and William Harvey's discovery of the circulation of blood advanced medical knowledge.
6. **Optics and Light:** Discoveries in the nature of light and colour, particularly by Newton and others, expanded the understanding of optics.

IMPACT OF THE SCIENTIFIC REVOLUTION ON THE WORLD

The Scientific Revolution had profound and far-reaching impacts on the world.

1. **Transformation of Scientific Thought:** It replaced the Aristotelian worldview with a new framework based on empirical evidence and the scientific method.
2. **Advancements in Technology:** The new scientific knowledge led to technological innovations, improving navigation, engineering and manufacturing. The Scientific Revolution spurred technological innovations that transformed society. For example, developments in optics led to the invention of the telescope and microscope, revolutionising our understanding of the universe and the microscopic world.
3. **Intellectual Revolution:** It influenced the Enlightenment, encouraging critical thinking, scepticism of authority and the pursuit of knowledge.
4. **Impact on Society:** The Scientific Revolution contributed to the development of modern education systems, professional scientific societies and increased literacy and dissemination of knowledge.
5. **Economic and Industrial Growth:** Scientific advancements fueled the Industrial Revolution, leading to economic growth and societal changes.
6. **Secularisation:** It contributed to the secularisation of society by challenging the religious explanations of the natural world and promoting a naturalistic understanding of the universe.

Learning Tasks

1. Learners explain the meaning and establish the historical context of the scientific revolution.
2. Learners watch documentaries and discuss major scientific discoveries and advancements made during the Scientific Revolution in areas like astronomy and physics, among others.
3. Learners create posters to explain the impact of the Scientific Revolution on the world, e.g., changes in worldview, the rise of secularism and the development of modern technology.

PEDAGOGICAL EXEMPLARS

1. Inquiry-Based Learning

- a. Using a graffiti wall activity, learners explain the meaning and establish the historical context of the Scientific Revolution. Learners explore internet or library sources to identify and explain key figures and their contributions to the Scientific Revolution, e.g., Copernicus, Galileo Galilei, Isaac Newton and others who challenged established beliefs and advanced scientific knowledge. NB: Search for female contributors to the Scientific Revolution.
 - i. Provide less confident learners (AP) with guided templates for the graffiti wall activity, offer simplified explanations of key figures' contributions and focus on female contributors to enhance diversity.
 - ii. For those learners who have shown competence with the content (P), encourage deeper explanations and connections between figures and their impacts, provide challenging sources for exploration and guide in establishing historical contexts effectively.
 - iii. Challenge highly confident learners (HP) to seek lesser-known contributors, support in presenting diverse perspectives and encourage critical analysis of the Scientific Revolution's implications.

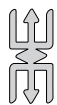
2. Technology-enhanced Learning

- a. In a jigsaw activity, learners watch documentaries and discuss major scientific discoveries and advancements made during the Scientific Revolution in areas like astronomy, physics.
 - i. For AP learners, utilise audio descriptions or interactive tools to explain major discoveries during the Scientific Revolution.
 - ii. Foster discussions among P learners based on documentaries, encourage deeper analysis of scientific advancements and provide additional resources for exploration.
 - iii. Direct HP learners towards advanced documentaries or materials, encourage them to do critical analysis and independent research to delve deeper into scientific advancements.

3. Project-based Learning

- a. In mixed-ability groups, learners create posters to explain the impact of the Scientific Revolution on the world, e.g., changes in worldview, the rise of secularism and the development of modern technology.
 - i. Provide structured AP learners with guidelines for poster creation and offer visual aids for a better understanding of the Scientific Revolution's impact.
 - ii. Encourage P learners to create detailed posters explaining the revolution's effects, guide them in synthesising information effectively.

- iii. Challenge HP learners to explore lesser-known impacts of the Scientific Revolution, foster innovative approaches in poster creation and support in presenting advanced analysis.



NOTE

1. Use visual aids and written instructions in activity explanations.
2. Provide visually impaired learners with audio descriptions of graffiti wall content.
3. For physically challenged learners, ensure accessibility to research materials and sources.
4. Provide short-sighted and long-sighted learners with materials in large print or accessible digital formats.

TRANSCRIPTS

- Record areas of improvement and understanding and provide guided feedback to enhance comprehension.
- Document contributions and evidence of deeper exploration, offer constructive feedback to improve critical analysis skills.
- Note instances of advanced reasoning and critical thinking, encourage innovative thinking and present feedback to deepen understanding and exploration of the topic.
- Document the effectiveness of support strategies for special needs learners, ensure accommodations meet individual needs and provide feedback on the application of assistive technologies for enhanced learning experiences.

KEY ASSESSMENTS

Level 1: Review

1. Identify contributors' names and roles in the Scientific Revolution.

Level 2

1. **Short Paragraph:** Explain the impact of one key figure on scientific knowledge.
2. **Written Task:** Describe a major accomplishment of the Scientific Revolution.

Level 3

1. **Scenario-based Questions:** Analyse the consequences of a particular discovery.
2. **Essay:** Discuss the societal implications of scientific advancement.

Level 4

1. **Extended Writing:** Evaluate the ethical considerations of scientific progress.
2. **Research Project:** Propose advancements in modern science inspired by historical figures.

WEEK 16

Learning Indicator: *Evaluate the relevance of the Scientific Revolution in shaping the modern world, considering its lasting impact.*

Focal Area: Relevance Of The Scientific Revolution In Shaping The Modern World, Considering Its Lasting Impact

The Scientific Revolution laid the foundational principles and methods that continue to shape contemporary science and technology. Its emphasis on observation, experimentation and empirical evidence has profoundly influenced modern scientific inquiry and technological innovation.

CONTEMPORARY SCIENTIFIC TECHNOLOGIES AND THEIR ROLE IN HUMAN SOCIETY

1. **Information Technology:** The development of computers, the internet and digital communication has revolutionised the way we live, work and interact. These technologies enable global connectivity and instant access to information and have transformed industries such as healthcare, education and commerce.
2. **Medical Technologies:** Advancements in medical science, such as MRI machines, genetic engineering and biotechnology, have significantly improved healthcare. These technologies have enabled early disease detection, personalised medicine and advanced treatments, enhancing life expectancy and quality of life.
3. **Renewable Energy:** Innovations in solar, wind and other renewable energy sources are addressing the global energy crisis and environmental concerns. These technologies aim to reduce dependence on fossil fuels, decrease greenhouse gas emissions and promote sustainable development.
4. **Space Exploration:** The principles of physics and engineering established during the Scientific Revolution have enabled space exploration. Satellites, space probes and manned missions to space have expanded our understanding of the universe and driven technological innovations on Earth.
5. **Artificial Intelligence and Robotics:** Advances in AI and robotics are transforming industries and everyday life. From autonomous vehicles to smart assistants, these technologies are enhancing productivity, safety and convenience in various sectors.

CONTEMPORARY ETHICAL DEBATES EMANATING FROM SCIENTIFIC ADVANCEMENTS INFLUENCED BY THE SCIENTIFIC REVOLUTION

1. **Using Clustered Regularly Interspaced Short Palindromic Repeats:** Genetic Engineering and CRISPR: Genetic engineering is a way scientist can change the genes in plants, animals and even humans. One powerful tool they use is called CRISPR, which allows them to edit genes very accurately. This technology has the potential to bring many

benefits, but it also raises important questions and concerns. One major worry is the idea of “designer babies.” This means using genetic engineering not just to prevent diseases, but to enhance human traits like intelligence or physical abilities. This makes people think about the fairness of such practices (Sandel, 2007). Some key concerns include:

- a. **Ethical Boundaries:** Where should we draw the line with genetic engineering? Is it okay to change anything we want about a human being?
 - b. **Unintended Consequences:** What if editing genes leads to unexpected health issues or problems?
 - c. **Fairness and Access:** Who will have access to these technologies? If only wealthy people can afford them, this could lead to more inequality and discrimination
2. **Artificial Intelligence:** The rise of AI presents ethical challenges related to privacy, security and the potential for job displacement. There are concerns about bias in AI algorithms, the accountability of autonomous systems and the societal impacts of widespread AI adoption.
 3. **Climate Change and Environmental Responsibility:** Scientific advancements have highlighted the human impact on climate change, leading to ethical considerations about our responsibility to mitigate environmental damage. Debates include the balance between economic growth and environmental sustainability and the ethical implications of geoengineering.
 4. **Biotechnology and Cloning:** The ability to clone organisms and develop synthetic biology poses ethical questions about the definition of life, the potential for new forms of life and the moral status of cloned beings. Discussions also consider the risks and benefits of biotechnological innovations.
 5. **Data Privacy and Surveillance:** The digital age, enabled by scientific advancements, has led to concerns about data privacy and surveillance. Ethical debates focus on the balance between security and individual privacy, the rights to personal data and the ethical use of big data.

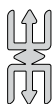
Learning Tasks

1. Learners identify emerging scientific technologies and their role in human society and explain their applications.
2. Learners evaluate the advantages and disadvantages of emerging scientific technologies.
3. Learners analyse contemporary ethical debates arising from scientific advancements influenced by the Scientific Revolution.

PEDAGOGICAL EXEMPLAR

Collaborative Learning

1. In pairs, learners identify emerging scientific technologies and their role in human society and collaborate to create a poster or presentation that explains their applications for modern Ghanaians.
 - a. Provide glossaries of technical terms for those learners who are less confident (AP).
 - b. Expect those learners who have shown confidence and proficiency with the content (P and HP) to challenge themselves by including complex technical information and terminology.
2. In concentric circle groups, learners hold a discussion to assess the advantages and disadvantages of emerging technologies for modern Ghanaians.
 - a. Provide AP learners with templates for note taking during the discussions as well as prompt questions.
 - b. Challenge HP learners to extend their thinking by asking focused questions.
3. In small groups, learners analyse contemporary ethical debates arising from scientific advancements influenced by the Scientific Revolution (e.g., artificial intelligence).
 - a. Provide AP learners with simplified overviews of emerging technologies. Provide a list of emerging technologies with brief descriptions. Also, use guided questions to help AP learners to identify roles in society. Provide one-on-one guidance during activities.
 - b. Encourage independent identification of technologies among P learners using provided resources. Facilitate discussions on societal impact. Provide P learners with resources on contemporary debates for deeper exploration. Encourage leading discussions in small groups and occasionally offer additional resources for further exploration.
 - c. Challenge HP learners to identify lesser-known technologies and their impacts. Promote critical analysis of broader societal implications. Facilitate advanced discussions on complex ethical issues while encouraging independent research on contemporary debates. Provide minimal guidance, encouraging self-directed learning.



NOTE

1. To support learners with diverse needs, provide accommodations such as written instructions and visual aids for hard of hearing/deaf learners, audio descriptions and tactile models for visually impaired learners, physical accessibility and digital resources for physically challenged learners and clear visibility text/prints along with large print materials and magnifying tools for short-sighted/long-sighted learners.

2. Additionally, ensure sign language interpreters, screen reader-compatible materials and assistive technology compatibility are in place to optimise understanding and engagement for all learners.

TRANSCRIPTS

- Document the guidance provided to learners, track their progress in understanding and identify areas needing further support.
- Record learners' levels of engagement, note independent thinking and track their contributions during discussions.
- Note instances of advanced reasoning, critical analysis and leadership in learners.
- Record the effectiveness of accommodations made to facilitate learning among learners with special needs, ensuring inclusivity and adaptive strategies to support their learning.

KEY ASSESSMENTS

Level 1: Written Task

1. Describe basic ethical debates related to modern science.

Level 2

1. **Short Paragraph:** Explain the role of a specific technology in human society.
2. **Written Task:** Describe the ethical implications of a scientific advancement.
3. **Extended Paragraph:** Discuss the impact of the Scientific Revolution on contemporary technology.

Level 3

1. **Scenario-based Questions:** Apply understanding of technologies to hypothetical societal challenges.
2. **Essay:** Compare different ethical debates arising from scientific advancements.
3. **Analytical Essay:** Critique the influences of the Scientific Revolution on current scientific practices.

Level 4

1. **Structured Group Discussions:** Analyse complex ethical issues related to advancements like artificial intelligence.
2. **Extended Writing Tasks:** Evaluate multiple perspectives on the lasting impact of the Scientific Revolution.
3. **Research Project:** Investigate the broader societal implications of a contemporary technology influenced by the Scientific Revolution.

REMINDER

Learners' score on Individual Class Exercise should be ready for submission into the STP.

SECTION 7 REVIEW

This section is for a review of all the lessons taught for the past two (2) weeks. A summary of what the learner should have learnt includes:

1. Explain the meaning and establish the historical context of the Scientific Revolution
2. Identify and explain key figures and their contributions to the Scientific Revolution
3. discuss major scientific discoveries and advancements made during the Scientific Revolution in areas like astronomy and physics, among others
4. Create posters to explain the impact of the Scientific Revolution on the world
5. Identify emerging scientific technologies and their role in human society
6. Analyse contemporary ethical debates arising from scientific advancements influenced by the Scientific Revolution

SECTION 8: THE YOUTH AND NATIONAL DEVELOPMENT

STRAND: ETHICS AND HUMAN DEVELOPMENT

Sub-Strand: The Youth and National Development

Learning Outcome: *Analyse the expectations of the Ghanaian youth, the challenges they face, and ways of addressing these challenges.*

Content Standard: *Demonstrate understanding of the expectations of the Ghanaian youth, the challenges they face and ways of addressing these challenges.*

INTRODUCTION AND SECTION SUMMARY

Welcome to SHS Year 2, Strand 1, Sub-Strand 1, Section 8. This sub-strand titled “The youth and national development” will be taught for two weeks (17 to 18). In Week 17, learners will discuss the expectations of the Ghanaian youth and how they can be met. Week 18 focuses on challenges faced by the Ghanaian youth and how the challenges can be addressed. The overall learning outcome is for learners to analyse the expectations of the Ghanaian youth, the challenges they face, and ways of addressing these challenges. Teachers should ensure all learners benefit by providing support and using appropriate pedagogy to enhance understanding.

The weeks covered by the section are:

- ***Week 17:*** *Expectations of the Ghanaian youth and how they can be met.*
- ***Week 18:*** *Challenges faced by the Ghanaian youth and how they can be addressed.*

SUMMARY OF PEDAGOGICAL EXEMPLARS

In Section 8, Weeks 17 and 18, Social Studies teachers are to employ diverse pedagogical approaches to engage learners in discussions about the expectations and challenges faced by Ghanaian youth. During panel group discussions, less confident learners (AP) will be supported with guiding questions and prompts, allowing them to collaborate and share personal examples with peers. Proficient learners (P) will lead discussions, analyse societal connections, and contribute meaningful insights, while highly proficient learners (HP) will critically evaluate causes and propose innovative solutions. In whole-class discussions, AP learners will receive support through smaller groups, while P and HP learners will facilitate deeper inquiry and foster engagement. Project-Based Learning will enable all learners to address youth challenges, where AP learners receive structured outlines, and P learners explore topics independently. HP learners will conduct in-depth comparative analyses and mentor peers, ensuring an inclusive learning environment supported by appropriate accommodations for learners with special needs.

ASSESSMENT SUMMARY

Different types of assessments should be conducted to evaluate learners' understanding of the concepts covered in this section. Teachers are encouraged to administer these assessments and document the results for submission to the Student Transcript Portal (STP). The following assessments will be carried out and recorded for each learner:

- ***Week 18: Mid-semester Examination***

For additional information on how to effectively administer the mid-semester examination, please, refer to **Appendix G** at the end of Section 8.

WEEK 17

Learning Indicator: *Assess the expectations of the Ghanaian youth and how they can be met.*

Focal Area: Expectations Of The Ghanaian Youth And How They Can Be Met

THE EXPECTATIONS OF THE GHANAIA YOUTH

The expectations of the Ghanaian youth are diverse and reflect their aspirations for a better future. Key expectations include:

Entrepreneurial Support: Opportunities and support for starting and growing their own businesses.

1. **Political Participation:** Inclusion in decision-making processes and policies that affect their lives.
2. **Healthcare:** Access to affordable and quality healthcare services.
3. **Technological Advancement:** Availability of modern technology and the internet for education, work, and innovation.
4. **Infrastructure Development:** Improved infrastructure, including transportation, electricity, and water supply.
5. **Social Justice:** Fair treatment and opportunities, regardless of background or gender
6. **Quality Education:** Access to affordable and high-quality education that equips them with the knowledge and skills needed for the job market. For that matter, Article 25(1) of the Ghana Constitution states that all persons shall have the right to equal educational opportunities and facilities and with a view to achieving the full realisation of that right, basic education shall be free, compulsory, and available to all;
 - a. Secondary education in its different forms, including technical and vocational education, shall be made generally available and accessible to all by every appropriate means, and in particular, by the progressive introduction of free education;
 - b. Higher education shall be made equally accessible to all, on the basis of capacity, by every appropriate means, and in particular, by the progressive introduction of free education;
 - c. **Note:** Sustainable Development Goal 4 (SDG 4) aims to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. The specific targets of SDG 4 include:
 - d. Ensure that all girls and boys complete free, equitable, and quality primary and secondary education leading to relevant and effective learning outcomes.

Ways Through Which the Expectations of the Ghanaian Youth Can Be Met

Meeting the expectations of the Ghanaian youth requires concerted efforts from the government, private sector, civil society, and the youth themselves. The following are some ways to achieve this:

1. Quality Education

To ensure access to quality education, it is imperative to increase funding for educational institutions, ensuring they are well-equipped to provide a conducive learning environment. Curriculum reform is essential, aligning educational content with the needs of the job market and emerging industries to make education more relevant and practical. Additionally, providing scholarships and financial aid to learners from disadvantaged backgrounds will help bridge the gap and offer equal opportunities for all. Promoting technical and vocational education is crucial to equip the youth with practical skills that enhance their employability and prepare them for various career paths.

2. Employment Opportunities

Creating ample employment opportunities for the youth involves implementing government and private sector initiatives to generate jobs across different sectors. Encouraging businesses to offer internships and apprenticeships can provide young people with hands-on experience and enhance their skills. Furthermore, offering entrepreneurship training and resources will empower the youth to start and grow their own businesses, contributing to economic growth and job creation.

3. Entrepreneurial Support

Supporting young entrepreneurs requires improving access to finance through grants, loans, and investment opportunities. Establishing mentorship programmes where experienced entrepreneurs can guide and support new business owners will also be beneficial. Providing business development services, such as business planning, marketing, and legal advice, will help start-ups navigate challenges and thrive in a competitive market.

4. Technological Advancement

Promoting digital literacy programmes is essential to equip the youth with the necessary technological skills to thrive in the digital age. Expanding internet access, particularly in rural areas, will ensure that more young people can benefit from digital resources and opportunities. Establishing innovation hubs and tech incubators will support tech startups, fostering innovation and driving economic growth.

5. Infrastructure Development

Encouraging partnerships between the government and private sector to invest in infrastructure projects is vital for national development. Focusing on developing infrastructure in rural areas will ensure equitable growth and access to resources for all communities. Implementing sustainable practices in infrastructure development will help protect the environment and ensure long-term benefits.

6. Social Justice

Enforcing anti-discrimination policies is crucial to prevent discrimination and promote equal opportunities for all. Providing legal support for victims of discrimination and injustice will help ensure fairness and justice. Implementing community programmes to promote social cohesion and inclusivity will foster a sense of unity and shared purpose. Additionally, organising cultural events and festivals will celebrate and promote Ghanaian culture, contributing to national pride and identity.

Meeting these expectations requires collaborative efforts, effective policies, and sustained investment in the future of the youth.

Learning Tasks

1. Learners assess the expectations of the Ghanaian youth.
2. Learners explore ways through which the expectations of the Ghanaian youth can be met.
3. Learners research on the nation's expectations of the Ghanaian youth and present their findings.

PEDAGOGICAL EXEMPLARS

1. Talk for Learning

Panel Group Discussion

- a. Place learners into a panel and audience format and conduct a panel discussion on the expectations of Ghanaian youth. Follow this up with a summary discussion assessing the similarities and differences in expectations.
 - i. Provide less confident (AP) learners with guiding questions and prompts for active participation, sharing personal examples. Assign AP learners to work in pairs or small groups, allowing them to collaborate and support each other during the discussion. The teacher should observe these groups closely and offer one-on-one guidance and clarification as needed
 - ii. Encourage secure (P) learners to take active roles, provide detailed insights and lead discussions. Challenge P learners to consider multiple perspectives and make connections between the expectations of the Ghanaian youth and related broader societal issues. Observe P learners and note their level of engagement, the quality of their contributions, and any guidance or feedback provided to further develop their leadership skills
 - iii. Engage those who have shown mastery (HP) in deep discussions, analysing causes, proposing solutions, and synthesising key ideas. Assign HP learners the task of synthesising the key ideas from the panel discussion and presenting a

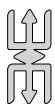
comprehensive summary to the class. The teacher should note the depth of analysis, critical thinking, and the ability to effectively communicate their insights

Whole Class Discussion

- a. Conduct a whole-class discussion on meeting the expectations of Ghanaian youth. As a class, develop a proposal to send to the government.
 - i. Provide less confident learners (AP) with guided questions and encourage collaborative work for generating ideas.
 - ii. Challenge P learners to actively contribute with detailed explanations, propose solutions, and lead discussions.
 - iii. Engage HP learners in deeper discussions analysing feasibility and synthesising key ideas into action plans.

2. Inquiry-based Learning

- a. In an inquiry-based learning session on the Ghana's expectations of the Ghanaian Youth, learners should use the internet, libraries or resource people to research what the nation and government currently expect of their youth and create a presentation from this research.
 - i. Provide less confident/AP learners with a structured research template to guide their inquiry process and encourage collaboration in pairs or small groups with confident or more confident proficient peers. Offer additional support where necessary and document learners' level of collaboration.
 - ii. Encourage P learners to take independent roles in research, data analysis, and presentations, while also mentoring less confident/AP learners. Observe learners' engagement and provide feedback on their contributions.
 - iii. Assign HP learners to design the research methodology and critically analyse findings, proposing innovative solutions. Assess highly confident/HP learners' level of strategic thinking and communication skills



NOTE

1. Ensure the panel discussion format and materials are accessible for learners with special needs, such as providing alternative modes of participation or assistive technologies for the deaf and hard of hearing learners. Offer accommodations, such as sign language interpretation or written transcripts, for learners with visual or hearing impairments.
2. Ensure accessibility of inquiry-based learning activities and materials for all learners with special needs by providing alternative data collection and presentation formats.
3. Offer assistive technologies and specialised equipment to support learners who are physically challenged and learners with visual, or hearing impairments during

research and presentations. Evaluate learner effectiveness and identify further support they might need.

4. Provide extra time, resources and support for learners with special needs to actively engage in the whole class and panel discussions and to also complete inquiry-based tasks as required.

TRANSCRIPT

- Document the specific accommodations made and observe how these learners engage with the activity.
- Note and document the effectiveness of accommodations made for learners with special needs and any additional support required.
- Record the adaptations made, learners' progress/achievements and the level of participation of all learners, especially the less confident.

KEY ASSESSMENTS

Level 1

1. **Written Task:** Describe the key expectations of the Ghanaian youth.
2. **Review:** List the various stakeholders involved in meeting the expectations of the Ghanaian youth.

Level 2

1. **Guided Essay:** Explain the factors that contribute to the Ghanaian youth's expectations.
2. **Extended Essay:** Analyse the potential impact of meeting the expectations of the Ghanaian youth on national development.

Level 3

1. **Scenario-based Task:** Evaluate the feasibility and effectiveness of the proposed solutions to address the expectations of the Ghanaian youth.
2. **Performance-Based Essay:** Develop a comprehensive action plan to engage various stakeholders in meeting the expectations of the Ghanaian youth.

REMINDER

Learners Individual Project work should be ready for submission by the end of Week 17.

WEEK 18

Learning Indicator: *Discuss challenges faced by the Ghanaian youth and how they can be addressed.*

Focal Area: Challenges Faced By The Ghanaian Youth And How They Can Be Addressed

CHALLENGES FACED BY THE GHANAIAN YOUTH

The youth in Ghana encounter several challenges that hinder their personal development and contribution to national progress. Key challenges include the following;

1. **Unemployment:** High rates of youth unemployment and underemployment.
2. **Poor Education Quality:** Inadequate educational infrastructure and resources, leading to disparities in education quality.
3. **Skills Mismatch:** A gap between the skills acquired through education and the demands of the job market.
4. **Limited Access to Finance:** Difficulty in accessing funds for entrepreneurial ventures.
5. **Inadequate Healthcare Access:** Insufficient access to affordable and quality healthcare services.
6. **Technological Gap:** Limited access to modern technology and the internet, particularly in rural areas.
7. **Social Inequality:** Persistent social and economic inequalities, including gender discrimination.
8. **Political Exclusion:** Limited participation in political processes and decision-making.
9. **Mental Health:** Insufficient mental health awareness and resources.
10. **Environmental Challenges:** Adverse effects of environmental degradation and climate change on livelihoods.

Ways Challenges of the Ghanaian Youth Can Be Addressed

Addressing the challenges faced by the Ghanaian youth requires comprehensive strategies and collaborative efforts from various stakeholders. Here are some ways to tackle these challenges:

1. **Unemployment**
 - a. **Job Creation Programmes:** Implement targeted government and private sector initiatives to create jobs, especially in emerging sectors like technology, renewable energy, and agribusiness.
 - b. **Skills Development:** Enhance vocational and technical training programmes to equip youth with practical skills relevant to the job market.

- c. **Career Guidance:** Establish career counselling services in schools and communities to help youth make informed career choices.

2. Education Quality

- a. **Infrastructure Investment:** All stakeholders of education must be encouraged to increase funding to improve educational infrastructure, particularly in rural areas.
- b. **Teacher Training:** Provide ongoing professional development for teachers to enhance teaching quality.
- c. **Curriculum Reform:** Align educational curricula with the skills needed in the modern job market.

3. Skills Mismatch

- a. **Industry Partnerships:** Foster partnerships between educational institutions and industries to ensure curricula meet labour market needs.
- b. **Internship Programmes:** Expand internship and apprenticeship opportunities to give students hands-on experience.

4. Limited Access to Finance

- a. **Microfinance and Grants:** Develop microfinance programmes and grants opportunities targeted at young entrepreneurs.
- b. **Financial Literacy:** Provide financial literacy training to help youth manage and grow their finances.

5. Healthcare Access

- a. **Health Insurance:** Expand health insurance coverage to include more youth.
- b. **Healthcare Infrastructure:** Improve healthcare facilities and ensure they are well-staffed and equipped, especially in underserved areas.

6. Social Inequality

- a. **Anti-Discrimination Policies:** Enforce policies that promote equality and combat discrimination.
- b. **Inclusive Education:** Ensure that educational opportunities are accessible to all, regardless of gender or socioeconomic background.

7. Political Exclusion

- a. **Youth Representation:** Include youth representatives in decision-making bodies at local and national levels.
- b. **Civic Education:** Promote civic education to encourage youth participation in political processes.

AVENUES TO EMPOWER THE YOUTH FOR NATIONAL DEVELOPMENT

Empowering the youth is crucial for national development. Here are some avenues to achieve this:

1. Education and Training

- a. **Scholarships and Financial Aid:** Provide scholarships and financial aid to support youth education.
- b. **Continuous Learning:** Encourage lifelong learning and professional development through online courses and workshops.

2. Entrepreneurship

- a. **Incubation Centres:** Establish business incubation centres to support startups with resources and mentorship.
- b. **Entrepreneurship Competitions:** Organise competitions and provide awards for innovative business ideas.

3. Technology and Innovation

- a. **Innovation Hubs:** Create innovation hubs and tech incubators to foster creativity and technological advancement.
- b. **STEM Programmes:** Promote Science, Technology, Engineering, and Mathematics (STEM) education and initiatives.

4. Leadership and Civic Engagement

- a. **Leadership Training:** Offer leadership development programmes to equip youth with skills to lead in various sectors.
- b. **Civic Participation:** Encourage active youth participation in community service and governance.

5. Health and Well-being

- a. **Sports and Recreation:** Develop sports and recreational facilities to promote physical and mental health.
- b. **Health Education:** Provide education on healthy lifestyles and preventive healthcare.

6. Cultural and Social Activities

- a. **Cultural Festivals:** Organise cultural events to celebrate and promote Ghanaian heritage.
- b. **Youth Clubs:** Support the formation of youth clubs and societies that foster social interaction and personal development.

Learning Tasks

1. Learners examine challenges faced by the youth in Ghana.

2. Learners explore ways through which the challenges of the Ghanaian youth can be addressed.
3. Learners conduct research on areas that can be exploited to empower the youth to contribute to national development.

PEDAGOGICAL EXEMPLARS

1. Talk for Learning

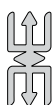
- a. Hold a debate in which learners assess the challenges faced by Ghanaian youth and determine which is the most pressing challenge to be solved. Ensure links and connections are made to last week's learning on the expectations of the youth.
 - i. Provide prompts and sentence starters to learners who may be less confident in a debate (AP) to allow them access to the activity.
 - ii. Challenge the viewpoints of confident (HP) learners and encourage them to argue their point.
- b. In a whole class discussion, have learners explore ways through which the challenges of the Ghanaian youth can be addressed
 - i. Provide a supportive environment for AP/less confident learners. Use smaller groups for the panel discussion to provide a comfortable setting. Provide sentence starters or guiding questions to help AP learners articulate their thoughts on the challenges faced by the Ghanaian youth. Incorporate visual aids (e.g., infographics, charts) that outline common challenges to support understanding among AP learners. Assign specific roles (e.g., summariser, questioner) to ensure each AP learner participates actively and feels valued
 - ii. Allow secure (P) learners to lead discussions and facilitate the panel, prompting them to engage less confident peers in dialogue. Challenge P learners with open-ended questions that require deeper analysis of the challenges faced by Ghanaian youth. Encourage P learners to explain concepts or challenges to their peers to enable them reinforce their understanding
 - iii. Challenge HP learners to analyse the root causes of the challenges and propose innovative solutions to addressing them. Use debate to engage HP learners in discussions to stimulate critical thinking and articulate arguments. Encourage HP learners to research and present their findings on challenges facing the youth in a global context for comparison

2. Project-Based Learning

- a. In a differentiated task grouping, learners examine challenges faced by the youth in Ghana and how these challenges can be addressed and create a poster or presentation.
 - i. Provide a structured outline for AP learners to undertake research, including clear questions and suggested resources. Pair AP learners with more confident learners

for collaborative research efforts, ensuring they feel supported. Assign AP learners smaller, manageable research tasks to build their confidence and understanding

- ii. Encourage P learners to explore topics independently and present findings creatively (e.g., posters, infographics). Promote inquiry by asking P learners to develop their own research questions related to youth empowerment. Allow P learners to facilitate discussions based on their research findings, enhancing their leadership skills
- iii. Challenge HP learners to conduct in-depth research that includes comparative analysis with other countries' approaches to youth empowerment. Encourage HP learners to present their findings at a school event or community forum. Have/ challenge HP learners to mentor less confident peers during the research process, fostering a collaborative learning environment.



NOTE

1. For the hard of hearing, use assistive listening devices and provide written instructions and summaries of discussions as well as research findings.
2. For the visually impaired, provide materials in braille or large print and ensure tactile materials are available. Additionally, use audio resources and screen readers for research materials and also provide detailed descriptions of pictures, figures if any.
3. For the physically challenged, ensure accessible seating and materials. Allow for alternative methods of participation/ research presentation (e.g., digital contributions).

TRANSCRIPTS

- Record strategies that encourage participation, such as providing sentence starters or using small group discussions.
- Note accommodations made for learners with special needs. Document instances where P learners take on leadership roles and support peers, highlighting their contributions to group dynamics. Note how they engage with less confident peers.
- Record HP learners' critical thinking and innovative solutions, as well as their mentorship of less confident peers. Document any advanced research or presentations they undertake.

KEY ASSESSMENTS

Level 1: Short Answer

1. List three major challenges faced by the youth in Ghana.

Level 2

1. **Written Task:** Write a short paragraph explaining how one of the identified challenges impacts the youth's contribution to national development

2. **Paragraph:** Describe a specific initiative that has been implemented to address youth challenges in Ghana.

Level 3

1. **Scenario-based questions:** Analyse a scenario where a particular challenge faced by the youth has been addressed effectively. Discuss the strategies used and their outcomes.
2. **Extended writing:** Write an essay discussing the societal implications of not addressing the challenges faced by Ghanaian youth.

HINT



- *The Recommended Mode of Assessment for **Week 18** is Mid-semester Examination.*
- *Refer to Appendix G at the end of Section 8 for further information on how to go about the Mid-semester exam.*

SECTION 8 REVIEW

This section is for review of all the lessons taught for weeks 17 and 18. A summary of what the learner should have learnt includes:

1. Discussion of the expectations of the Ghanaian youth.
2. discussion and exploration of ways through which the expectations of the Ghanaian youth can be met.
3. Research on the nation's expectations of the Ghanaian youth and present their findings.
4. Discussion and examination of challenges faced by the youth in Ghana.
5. Discussion and exploration of ways through which the challenges of the Ghanaian youth can be addressed.
6. Research on areas that can be exploited to empower the youth to contribute to national development.



APPENDIX G: MID-SEMESTER

Weeks	Focal Area(s)	Type of Questions	DoK Levels				Total
			1	2	3	4	
13	Opportunities for leisure and recreation.	Multiple choice	2	2	1	1	6
14	Relevance of leisure and recreation to personal and national development.	Multiple choice	3	4	2	1	10
15	Major events leading to the rise of the scientific revolution in the sixteenth century.	Multiple choice	2	2	1	-	5
16	Relevance of the Scientific Revolution in shaping the modern world, considering its lasting impact.	Multiple choice	2	2	1	-	5
17	Expectations of the Ghanaian youth and how they can be met.	Multiple choice	3	3	1	-	7
18	Challenges faced by the Ghanaian youth and how they can be addressed	Multiple choice	2	3	1	1	7
Total			12	16	9	3	40

SECTION 9: ECONOMIC ACTIVITIES IN GHANA

STRAND: PRODUCTION, EXCHANGE AND CREATIVITY

Sub-Strand: Economic Activities in Ghana

Learning Outcome: *Examine the benefits and challenges of local production and consumption and how to address the challenges.*

Content Standard: *Demonstrate knowledge and understanding of the concept of local production and consumption and their benefits to national development.*

INTRODUCTION AND SECTION SUMMARY

Welcome to SHS Year 2, Strand 1, Sub-Strand 1, Section 9. This sub-strand titled “Economic Activities in Ghana” will be taught for one week (19). In Week 19, learners will explain the concepts of local production and local consumption. Learners will also discuss the challenges that confront local production and how the consumption of made-in-Ghana products can be promoted. The overall learning outcome is for learners to examine the benefits and challenges of local production and consumption and how to address the challenges. Teachers should ensure all learners benefit by providing support and using appropriate pedagogy to enhance understanding.

The weeks covered by the section are:

- ***Week 19:*** *The concepts of local production and local consumption.*

SUMMARY OF PEDAGOGICAL EXEMPLARS

In Section 9, Week 19, Social Studies teachers will implement differentiated pedagogical exemplars such as Talk for Learning and Collaborative Learning to engage learners in understanding local production and consumption. During Talk for Learning, less confident/ AP learners will receive guiding questions and visual aids in a Think-Pair-Share activity, promoting collaboration with proficient peers. P learners will deepen their understanding by providing detailed explanations and leading discussions, while HP will explore broader implications and present their findings to the class. In collaborative learning settings, AP learners will identify made-in-Ghana products with structured support, while P learners facilitate discussions. HP learners will analyse the significance of local products and lead promotional discussions. Additionally, throughout all activities, accommodations will be made for learners with special

needs, ensuring access to accessible materials and assistive technologies, fostering an inclusive classroom environment that engages all learners effectively.

ASSESSMENT SUMMARY

This formative assessment plan evaluates learners' understanding of made-in-Ghana products across different Depth of Knowledge (DoK) levels.

- **Week 19:** *The recommended mode of assessment is dramatisation.*

WEEK 19

Learning Indicators

1. Explain the concepts of local production and local consumption.
2. Discuss the challenges of local production and how the consumption of made-in-Ghana products can be promoted.

Focal Area 1: The Concepts Of Local Production And Local Consumption

1. The meaning of local production

Local production focuses on the creation of goods and services within a country. In relation to this concept, emphasis is placed on made-in-Ghana goods.

2. The meaning of local consumption

Local consumption is the final purchase and use of goods and services produced within a country. In the case of Ghana, it is the purchase and use of made-in-Ghana goods.

3. Identification of made-in-Ghana products



Figure 19.1: Made-in-Ghana Products

Some of the made-in-Ghana products are:

FASHION AND TEXTILES

1. Kente Cloth

- a. A traditional handwoven fabric known for its vibrant colours and intricate patterns.
- b. Worn during special occasions and ceremonies.

2. Adinkra Cloth

- a. Decorated with traditional Adinkra symbols that convey various messages and meanings.
- b. Used for both everyday wear and special occasions.

3. Batik Fabric

- a. A method of fabric dyeing that involves creating patterns with wax resist before dyeing the cloth.

4. Smocks (Fugu)

- a. Traditional garments typically worn by men in Northern Ghana.
- b. Made from handwoven strips of cotton.

FOOD AND BEVERAGES

1. Chocolate

- a. Ghana is one of the world's leading producers of cocoa, and locally made chocolate products are gaining international recognition.
- b. Brands like Golden Tree produce high-quality chocolate bars and cocoa powder.

2. Shea Butter

- a. Extracted from the nuts of the shea tree, widely used in cosmetics and skincare products.
- b. Renowned for its moisturising properties.

3. Alomo Bitters

- a. A popular herbal alcoholic beverage made from a blend of local herbs and roots.
- b. Believed to have medicinal properties.

4. Kenkey

- a. A traditional fermented maize dish, often served with fish and pepper sauce.
- b. Staple food in the southern regions of Ghana.

5. Shito

- a. A spicy pepper sauce made from a blend of fish, shrimp, and spices.
- b. Commonly used as a condiment.

HANDICRAFTS AND ART

1. Wood Carvings

- a. Intricately carved wooden items, including stools, masks, and sculptures.

- b. Reflects Ghanaian folklore, beliefs, and everyday life.

2. Beadwork

- a. Handcrafted beads used in jewelry and ceremonial attire.
- b. Beads like Krobo beads are famous for their colorful designs.

3. Baskets and Weaving

- a. Handwoven baskets, mats, and other items made from local materials like straw and raffia.

BEAUTY AND PERSONAL CARE

1. Black Soap (Alata Samina)

- a. A traditional soap made from plantain skins, cocoa pod ash, and other natural ingredients.
- b. Known for its cleansing and moisturizing properties.

- 2. **Cocoa Butter:** Used in various skincare products for its nourishing and healing properties.

TECHNOLOGY AND INNOVATION

1. Kantanka Automobiles

- a. Locally manufactured cars by Kantanka Automobile Company.
- b. Aimed at providing affordable and reliable vehicles for Ghanaians.

2. RLG Phones and Computers

- a. Locally assembled electronic devices, including mobile phones and computers.
- b. Produced by RLG Communications.



Figure 19.2: Tom Brown

Learning Tasks

1. Learners explain the meaning of local production and consumption.
2. Learners identify made-in-Ghana products.
3. In buzz grouping, learners identify made-in-Ghana products

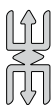
PEDAGOGICAL EXEMPLARS

1. Talk for Learning

- a. In a Think-Pair-Share activity, learners discuss the meanings of local production and local consumption and create a display for the school corridors that illustrates the differences in definitions.
 - i. Provide less confident/AP learners with guiding questions and visual aids to help them articulate the meanings of the concepts of local production and consumption. Pair AP learners with proficient peers to encourage collaboration and support.
 - ii. Challenge confident (P) learners to provide detailed explanations, drawing connections to their experiences, and take the lead in small group discussions.
 - iii. Engage very secure (HP) learners in deeper analysis, exploring broader implications of local production and consumption and presenting their findings to the class.

2. Collaborative Learning

- a. In buzz groups, learners think about the items that they use on a daily basis and identify which are made-in-Ghana and which are imported from foreign countries. Conduct a class/ school survey to assess the use of local products by the community.
 - i. Support AP learners with a list of local products to aid recollection of knowledge.
 - ii. Encourage P and HP learners to identify potential issues for Ghana/ the local community if there is an imbalance in imported and local goods.



NOTE

1. For hard of hearing learners, provide written materials and visual aids.
2. For visually impaired learners, ensure materials are accessible and use tactile resources.
3. Provide accommodations for physically challenged learners to ensure they can participate effectively in discussions and activities.

TRANSCRIPTS

- Record observations on how AP learners engage with prompts, noting their contributions and areas of improvement.

- For P learners, document their ability to connect concepts to personal experiences and their leadership in discussions.
- For HP learners, note their critical analysis and presentation skills, providing feedback on their depth of understanding.

KEY ASSESSMENT

Level 1: Review

1. List two examples of local production and consumption.

Focal Area 2: Challenges Of Local Production And Ways Of Promoting Made-In-Ghana Products

1. Challenges faced by local producers

The challenges faced by local producers include the following:

- a. Low productivity
- b. Competition from imported goods
- c. Excessive taxes, levies and fees
- d. Inadequate government commitment
- e. Insufficient infrastructure
- f. Inadequate access to credit
- g. Insufficient insurance
- h. Inadequate remunerative income

2. Benefits of patronising made-in-Ghana products

These benefits of patronising made-in-Ghana products include:

- a. Increasing our national revenue
- b. Increasing living standards of individuals
- c. Creating employment
- d. Generating revenue for our local industries
- e. Causing expansion of major firms or industries
- f. Helping solve balance of payment deficit



Figure 19.3: *Local Producers - Cobbler*

3. Ways of promoting the consumption of made-in-Ghana products in Ghana and the rest of the world

- a. Frequently advertising the locally produced goods online, the print and electronic media can also help promote patronage
- b. Import prohibition. Thus, tightening the policy on imports by imposing higher tariffs on imports
- c. Local producers should be encouraged to produce durable goods
- d. Support national policies aimed at protecting local industries. For example, by providing good tax incentives to them such as tax holiday in a period of time or possibly a tax cut to promote higher produce and reduced prices

4. Negative impacts of reliance on foreign products

The following are some of the negative impacts of reliance on foreign products.

- a. Health concerns
- b. Loss of agricultural self-sufficiency
- c. Vulnerability to price volatility
- d. Dependence on foreign markets
- e. Trade imbalances
- f. Depreciating of Ghana's cedis against other major trading currencies

Learning Tasks

1. Learners analyse a case study to identify the challenges faced by local producers and the need to patronise made-in-Ghana products.
2. Learners discuss ways of promoting the consumption of made-in-Ghana products in Ghana and the rest of the world.

3. Learners examine the negative impacts of reliance on foreign products.
4. Learners develop posters to educate members of the community on the need to patronise made-in-Ghana products.

PEDAGOGICAL EXEMPLARS

1. Problem Recognition Task (Case Study)

- a. Place learners in mixed ability groups and provide them with a case study of a local producer. Learners should identify the challenges faced by the local producer and rank them in terms of significance. Feedback to the class as a whole.
 - i. Think carefully about groupings to ensure that learners who are not secure in the content (AP) are supported. Provide these learners with prompts and guided questions.
 - ii. Encourage learners who have shown mastery of the content (HP) to develop and extend their answers.

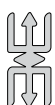
2. Talk for Learning

- a. Using the ‘think, pair, share’ technique, ask learners to discuss ways of promoting the consumption of made-in-Ghana products both in Ghana itself and in the wider world. After the feedback portion of this activity, ask the learners to repeat the task but to identify the negative impact of reliance on foreign goods.
 - i. Provide AP learners with guiding questions or a structured worksheet to help them understand the key concepts of local production and local consumption. Encourage AP learners to work in pairs, allowing them to discuss and clarify their understanding with a partner before sharing with the larger group. Offer one-on-one support and guidance during the think-pair-share activity to ensure AP learners can actively participate and articulate their ideas
 - ii. Provide AP learners with structured questions and visual aids to help them identify challenges faced by local producers and the importance of patronising made-in-Ghana products. Encourage AP learners to work in mixed-ability groups, allowing them to engage with peers and receive support. Offer one-on-one guidance to ensure AP learners can contribute effectively
 - iii. Challenge P learners to provide more detailed explanations and examples of local production and local consumption during the think-pair-share activity. Encourage them to make connections between the concepts and their own experiences or observations in the community. Task P learners to lead discussions in buzz groups sessions, prompting them to provide detailed explanations and propose solutions for promoting made-in-Ghana products. Allow P learners to guide their peers in discussions, enhancing their leadership and communication skills. Observe P learners, their engagement and provide constructive feedback
 - iv. Engage HP learners in deeper discussions, prompting them to analyse the broader economic, social, and environmental implications of local production and local

consumption. Challenge them to consider the role of government policies, community initiatives, and consumer behaviour in promoting local production and consumption.

3. Project-Based Learning

- a. In pairs or small groups, learners should produce a poster to educate members of the community on the need to consume made-in-Ghana products.
 - i. Provide less confident/AP learners with a clear framework (structured guidance) for developing posters, including key messages and visual elements to include. Encourage collaboration (peer support) with more proficient peers to explore ideas and design their posters, allowing for guided feedback from the teacher
 - ii. Allow P learners to independently take more initiative in designing their posters, encouraging creativity while ensuring they include relevant information about made-in-Ghana products. Encourage P learners to take mentorship roles by assisting AP learners in the poster-making process, reinforcing their understanding and leadership skills
 - iii. HP learners to create more complex posters that incorporate data, statistics, and persuasive messaging to effectively educate the class/school community. Provide opportunities for HP learners to present their posters to the class, the school or community, focusing on strategic reasoning and communication skills.



NOTE

1. Ensure that all discussion materials are accessible, providing alternative formats (e.g., large print and audio for learners with visual impairment) as needed.
2. Utilise assistive technologies for learners with visual or hearing impairments and provide additional time for participation in discussions.
3. Ensure that materials for poster creation are accessible for all learners, for instance, to the physically challenged, including tactile materials for visually impaired learners.
4. Offer extra time and individualised support for the hard of hearing, deaf, physically challenged and visually impaired learners to engage in the poster-making process effectively.

TRANSCRIPTS

- Document the specific supports provided to AP learners, such as structured questions and peer collaboration, and note their engagement and understanding.
- Record instances of P learners' leadership in discussions and mentorship roles, highlighting their contributions and areas for further development.

- Note HP learners' critical analysis, innovative ideas presented, and the effectiveness of their communication during poster presentations.
- Document accommodations for learners with special needs and observe their level of engagement.

KEY ASSESSMENTS

Level 1

1. **Short-answer Item:** What is the importance of consuming made-in-Ghana products?
2. **Paragraph:** Describe three challenges faced by local producers in Ghana.
3. **Review:** Name three strategies to promote made-in-Ghana products.

Level 2

1. **Essay:** Explain the significance of supporting local producers and its impact on the Ghanaian economy.
2. **Written Reflection:** What are the challenges faced by local producers in Ghana?
3. **Essay:** Discuss the potential benefits and challenges of promoting made-in-Ghana products globally.

Level 3

1. **Scenario-based Essay:** Develop a strategic plan for a local campaign to increase the consumption of made-in-Ghana products, considering the local and global context.
2. **Critical Essay:** Critique Ghanaians' reliance on foreign products and propose practical solutions for enhancing local product consumption.

HINT



*The recommended mode of assessment is dramatisation. Refer to **Appendix H** for sample rubric to score the drama.*

SECTION 9 REVIEW

This section is for a review of the lessons taught for week 19. A summary of what should have been taught and what each learner should have learnt includes:

- Explanation of the meaning of local production
- Explanation of the meaning of local consumption
- identification of made-in-Ghana products
- identification of the challenges faced by local producers and the need to patronise made-in-Ghana products

- discussion of ways of promoting the consumption of made-in-Ghana products in Ghana and the rest of the world
- Examination of the negative impacts of reliance on foreign products
- development of posters to educate members of the community on the need to patronise made-in-Ghana products



APPENDIX H: DRAMATISATION ASSESSMENT RUBRIC

Criteria	Good (3 marks)	Satisfactory (2 Marks)	Needs Improvement (1 Mark)
Understanding of content	Demonstrate understanding of any 3 of such farming, crafting) and the benefits of producing goods locally, such as producing food, self-sufficiency, and job creation.”	Demonstrate understanding of any 2 of such farming, crafting) and the benefits of producing goods locally, such as producing food, self-sufficiency, and job creation	Demonstrate understanding of any 1 of such farming, crafting) and the benefits of producing goods locally, such as producing food, self-sufficiency, and job creation
Challenges of Local Production	Characters demonstrate any 3 challenges like competition from imports: “It’s hard to compete with cheap imports. People don’t always understand that our quality is better.” Another character suggests solutions: “Maybe the government can help with funding or tax breaks so we can compete fairly.”	Characters demonstrate any 2 challenges like competition from imports: “It’s hard to compete with cheap imports. People don’t always understand that our quality is better.” Another character suggests solutions: “Maybe the government can help with funding or tax breaks so we can compete fairly.”	Characters demonstrate any 1 challenge like competition from imports: “It’s hard to compete with cheap imports. People don’t always understand that our quality is better.” Another character suggests solutions: “Maybe the government can help with funding or tax breaks so we can compete fairly”
Practical Solutions and Initiatives	Characters propose any 3 initiatives such as “We should have more ‘Buy Ghana, Build Ghana’ campaigns” or suggest tax incentives for small businesses to grow: “The government could give tax incentives to small businesses so they can grow.”	Characters propose any 2 initiatives such as “We should have more ‘Buy Ghana, Build Ghana’ campaigns” or suggest tax incentives for small businesses to grow: “The government could give tax incentives to small businesses so they can grow.”	Characters propose any 1 initiative such as “We should have more ‘Buy Ghana, Build Ghana’ campaigns” or suggest tax incentives for small businesses to grow: “The government could give tax incentives to small businesses so they can grow.”

Criteria	Good (3 marks)	Satisfactory (2 Marks)	Needs Improvement (1 Mark)
Communication skills	Character demonstrates any 3 communication skills such illustrative gestures, keeps eye contact with audience, stay on content, interacting with audience	Character demonstrates any 2 communication skills such illustrative gestures, keeps eye contact with audience, stay on content, interacting with audience	Character demonstrates any 1 communication skills such illustrative gestures, keeps eye contact with audience, stay on content, interacting with audience

Total- 12 Marks

SECTION 10: ENTREPRENEURSHIP, WORKPLACE CULTURE AND PRODUCTIVITY

STRAND: PRODUCTION, EXCHANGE AND CREATIVITY

Sub-Strand: Entrepreneurship, Workplace Culture and Productivity

Learning Outcome: *Evaluate the role of an entrepreneur in national development.*

Content Standard: *Demonstrate knowledge and understanding of the relevance of an entrepreneur to national development.*

INTRODUCTION AND SECTION SUMMARY

Welcome to SHS Year 2, Strand 1, Sub-Strand 1, Section 10. This sub-strand titled “Entrepreneurship, Workplace Culture and Productivity” will be taught for two weeks (20 and 21). In Week 20, learners will explain the traits and capabilities of an entrepreneur in setting up a business. In week 21, learners examine the role entrepreneurs play in national development. The overall learning outcome is for learners to evaluate the role of an entrepreneur in national development. Teachers should ensure all learners benefit by providing support and using appropriate pedagogy to enhance understanding.

The weeks covered by the section are:

- ***Week 20***
 - *Traits and capabilities of an entrepreneur in setting up a business*
 - *The role entrepreneurs play in national development*
- ***Week 21***
 - *Challenges facing entrepreneurs in Ghana and how to sustain a business*

SUMMARY OF PEDAGOGICAL EXEMPLARS

In Section 10, Weeks 20 and 21, Social Studies teachers are encouraged to once again, implement diverse pedagogical strategies to enhance learner engagement. During Week 20, Project-Based Learning activities are to be employed including an entrepreneurial talk, where less confident learners receive scaffolded support through research outlines and note-taking templates. P learners conduct independent research and facilitate discussions, while HP learners take on leadership roles, exploring advanced research questions. Accommodations for learners with special needs include assistive technology and accessible materials. In Week 21, Talk for Learning activities that focus on identifying challenges faced by entrepreneurs are to be used.

AP learners work in small groups with guiding questions, while P learners provide detailed explanations and lead discussions. HP learners engage in deeper analysis, considering systemic issues. Experiential Learning through video discussions offers additional opportunities for all learners to critically evaluate entrepreneurial strategies, with necessary accommodations to ensure inclusivity.

ASSESSMENT SUMMARY

The assessment spans two weeks, covering various DoK levels. Week 20 starts with defining entrepreneurship and identifying its benefits (DoK 1), followed by recognizing a local entrepreneur's contribution (DoK 1). An extended paragraph explores entrepreneurship's role in job creation and economic growth (DoK 2), while an essay analyses innovation's impact on national development (DoK 3). A performance task requires a strategic plan for a new venture to address an economic challenge (DoK 4).

Week 21 identifies entrepreneurial challenges (DoK 1), explains strategies to overcome them (DoK 2), and examines government policies' role in promoting entrepreneurship (DoK 3). The assessment covers DoK levels from recalling basic concepts to applying critical thinking and problem-solving skills, ensuring a comprehensive understanding of entrepreneurship's significance in national development.

WEEK 20**Learning Indicators**

1. *Apply knowledge of the traits of an entrepreneur to assess one's capabilities in setting up a business.*
2. *Examine the role entrepreneurs play in national development.*

Focal Area: Traits And Capabilities Of An Entrepreneur In Setting Up A Business

TRAITS OF AN ENTREPRENEUR

The characteristics of an entrepreneur include:

- Creativity
- Passion
- Motivation
- Product or service knowledge
- Ability to network
- Self confidence
- Optimism
- Vision
- Goal mindset
- Risk taking
- Persuasiveness
- Decision making
- Tenacity
- Money management
- Adaptability

HOW TRAITS OF AN ENTREPRENEUR HELP TO DEVELOP CAPABILITIES

- Open yourself up to continuous learning
- Bounce back through resilience
- Train yourself in problem solving
- Create your time management system
- Explore the art of risk taking
- Foster a culture of open communication
- Practise the meaning of adaptability
- Hone your leadership techniques
- Start networking as much as possible
- Learn all about financial literacy and put it into practice

Learning Tasks

1. In pairs, learners research to identify the traits of an entrepreneur and present their findings.

2. Learners research a notable entrepreneur.
3. Learners use the traits of an entrepreneur as a guide to assess their own capabilities.

PEDAGOGICAL EXEMPLARS

1. Collaborative Learning

- a. In pairs, learners research to identify the traits of an entrepreneur and present their findings. Encourage learners to provide their own rankings of the various traits and to justify their opinions.
 - i. Provide less confident/AP learners with a structured research guide or template to help them identify the key traits of an entrepreneur.
 - ii. Task more confident (P) learners to conduct more in-depth research, prompting them to provide detailed explanations and examples of entrepreneurial traits. Encourage them to make connections between the identified traits and successful entrepreneurs they have studied or observed. Provide opportunities for P learners to lead the presentation of their research findings and share their findings/insights with the larger group
 - iii. Engage those who have demonstrated high levels of understanding (HP learners) in deeper discussions, prompting them to analyse the importance of each entrepreneurial trait and its relevance in the Ghanaian context. Challenge them to consider the potential strategies and resources that could help develop these traits in aspiring entrepreneurs.
- b. Learners work in small groups to select and research a notable entrepreneur. This could be a Ghanaian individual but, depending on various current and global affairs, it may be more relevant/ engaging for learners to select an international figure.
 - i. Encourage the learners to research a variety of figures until they find someone who inspires them in some capacity.
 - ii. Provide a suggested list to AP learners to allow them ease of access into the learning.
 - iii. Encourage HP and P learners to extend and develop the level of detail in their research.

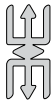
SELF-ASSESSMENT

Learners are to engage in a self-assessment of their own capacity to be an entrepreneur. Learners should work together to create an assessment quiz/ list. If possible, this could be using computer questionnaire software.

- Provide less confident learners/AP learners with a self-assessment guide or checklist based on the identified entrepreneurial traits, using simple language and clear examples.
- For P learners, challenge them to conduct a more thorough self-assessment, prompting them to provide detailed reflections on their strengths, weaknesses, and areas for growth.

Encourage them to set specific goals and action plans to develop their entrepreneurial capabilities based on their self-assessment

- Engage HP learners in deeper discussions, prompting them to analyse the potential impact of developing their entrepreneurial capabilities on their future career and personal growth. Challenge them to consider the role of mentorship, networking, and continuous learning in enhancing their entrepreneurial skills



NOTE

1. Ensure that research materials and presentation formats are accessible for learners with special needs by providing alternative formats and assistive technologies.
2. Offer written summaries and visual aids for learners with visual or hearing impairments to facilitate their engagement in research and presentations.
3. Provide additional time and support for learners who are physically challenged to participate in collaborative learning tasks and share their findings effectively
4. Ensure self-assessment materials and activities are accessible, offering accommodations such as one-on-one support or peer mentoring for those needing guidance. Provide extra time and resources for learners with special needs to complete the self-assessment process and develop personal development plans

TRANSCRIPT

- Document specific accommodations made for learners with special needs and observe their level of participation and understanding. Document the accommodations and observe the engagement and progress of learners with special needs throughout the self-assessment process.
- Note and document instances where structured research frameworks and collaborative activities aided AP learners in identifying and understanding entrepreneurial traits. Highlight situations where deeper exploration and detailed presentations promoted a comprehensive understanding of entrepreneurial traits.
- Document moments where HP advanced analysis of entrepreneurial traits and offering insightful personal reflections demonstrated a high level of understanding and critical thinking.

KEY ASSESSMENTS

Level 1: Teacher to select as appropriate.

1. **Review:** Define the term ‘entrepreneur’ and list the key traits of an entrepreneur.
2. **Paragraph:** Describe the importance of entrepreneurship for personal and national development.

Level 2: Teacher to select as appropriate

1. **Written Task:** Explain the relationship between entrepreneurial traits and successful entrepreneurship.

2. **Extended Paragraph:** Analyse the challenges faced by entrepreneurs in Ghana and strategies to overcome them.

Level 3: Teacher to select as appropriate

1. **Critical Essay:** Evaluate the effectiveness of various educational and training programmes in developing entrepreneurial skills among the youth in Ghana.
2. **Performance Task:** Develop a comprehensive plan to promote a culture of entrepreneurship and innovation in Ghana.

Focal Area 2: The Role Entrepreneurs Play In National Development

BENEFITS OF ENTREPRENEURSHIP TO NATIONAL DEVELOPMENT

Benefits of entrepreneurship to national development are not limited to the following.

- Raises standard of living
- Elimination of poverty
- Economic independence
- Community development
- Benefits of new firm and businesses
- Optimal use of resources
- Creation of jobs
- Increases Gross National Product and Per Capita Income
- Encourages capital formation

Learning Tasks

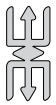
1. Learners research on the benefits of entrepreneurship to national development.
2. Learners listen to an entrepreneur in the community on the benefits of entrepreneurship to national development.

PEDAGOGICAL EXEMPLARS

Project-Based Learning

1. In small groups, learners research the benefits of entrepreneurship to national development, focusing on a particular case study as an example.
 - a. Provide scaffolded research outlines and guided questions for less confident/AP learners. Pair AP learners with more confident peers. For groups that may particularly struggle, provide them with a case study,

- b. For more confident/ very confident learners (P and HP), require them to select their own case studies as examples and to justify their reasons.
2. Invite an entrepreneur into the classroom (if this is not possible, find an inspirational talk online using TED or similar on YouTube) and discuss the benefits of entrepreneurship to national development. *N.B. Link to prior learning in Social Studies on national development.*
 - a. Offer note-taking templates for sessions with the entrepreneur during the entrepreneurial talk. AP learners should be guided to be taking notes with directed prompts during the entrepreneur talk.
 - b. Challenge HP learners to develop questions to ask of the speaker.



NOTE

1. Provide assistive technology (e.g., screen readers, hearing aids) for the visually impaired and deaf/hard of hearing learners.
2. Ensure research materials are in accessible formats (large print for the visually impaired, audio for the hard of hearing) to enable learners engage with research through accessible tools and actively listening with necessary accommodations.
3. Arrange note-takers or interpreters for the entrepreneur session.

TRANSCRIPT

- Record each learner's participation level and research progress.
- Note specific accommodations provided and their effectiveness.
- Observe and document interactions during the entrepreneur session, highlighting understanding and engagement.
- Document scaffolded supports provided to AP learners (guided research, note-taking templates). Note improvements in research skills and understanding of entrepreneurship benefits.
- Record independent research progress and quality of participation in discussions among P learners. Highlight effective collaboration and critical thinking observed.
- Document advanced research questions explored and leadership in tasks by HP learners. Note exceptional analytical and strategic reasoning displayed.

KEY ASSESSMENTS

Level 1: Review

1. Explain the term “*entrepreneurship*”.
2. List *three* benefits it offers to national development.
3. Name one local entrepreneur and describe one contribution they have made to the community.

Level 2

1. **Extended Paragraph:** Explain how entrepreneurship contributes to job creation and economic growth.
2. **Essay:** Discuss the role of innovation in entrepreneurship and its impact on national development.

Level 3

1. **Performance Task:** Develop a strategic plan outlining how a new entrepreneurial venture could address a specific economic challenge in the community.
2. **Critical Essay:** Analyse the current state of entrepreneurship in your country and propose policy changes to enhance its benefits to national development.

WEEK 21

Learning Indicator: *Discuss challenges facing entrepreneurs in Ghana and how to sustain a business.*

Focal Area: Challenges Facing Entrepreneurs In Ghana And How To Sustain A Business

Entrepreneurs in Ghana face a variety of challenges that can make starting and sustaining a business difficult. Some of the key challenges include:

1. Access to Finance

- a. Many entrepreneurs struggle to secure funding from banks and financial institutions due to stringent lending criteria, high-interest rates, and lack of collateral security.
- b. Limited availability of venture capital and angel investors.

2. Regulatory and Bureaucratic Hurdles

- a. Lengthy and complex processes for business registration and obtaining necessary permits.
- b. Regulatory compliance can be costly and time-consuming.

3. Infrastructure Deficiencies

- a. Inconsistent power supply leading to frequent outages, which affects productivity.
- b. Poor road networks and transportation issues impacting the supply chain and distribution.

4. Market Access and Competition

- a. Difficulty in accessing both local and international markets.
- b. High competition from established businesses and imported goods.

5. Limited Access to Technology

- a. Many businesses do not have adequate technology needed to compete effectively in the modern market.
- b. Limited internet penetration and digital literacy.

6. Human Resource Challenges

- a. Difficulty in finding skilled labour and retaining talent.
- b. Limited access to training and development programmes.

7. Economic Instability

- a. Fluctuations in the local currency (Ghanaian Cedi) can affect business costs and pricing.

- b. Inflation and other macroeconomic factors can impact consumer purchasing power.

8. Cultural and Social Barriers

- a. Risk aversion and cultural attitudes towards entrepreneurship.
- b. Family and societal expectations that may not support entrepreneurial endeavours.

WAYS THROUGH WHICH BUSINESSES CAN BE SUSTAINED IN GHANA

To sustain a business in Ghana despite these challenges, entrepreneurs can adopt several strategies:

1. Building Strong Networks

- a. Networking with other entrepreneurs, industry leaders, and support organisations can provide valuable advice, partnerships, and resources.
- b. Joining local business associations and attending industry events.

2. Innovative Financing Solutions

- a. Exploring alternative financing options such as crowdfunding, microfinance, and grants.
- b. Building a strong business plan to attract investors and lenders.

3. Leveraging Technology

- a. Embracing digital tools for marketing, operations, and customer service to improve efficiency and reach.
- b. Investing in affordable and reliable technology solutions.

4. Market Research and Diversification

- a. Conducting thorough market research to understand customer needs and market trends.
- b. Diversifying product and service offerings to reduce reliance on a single revenue stream.

5. Focus on Customer Satisfaction

- a. Providing excellent customer service to build loyalty and retain customers.
- b. Gathering and acting on customer feedback to improve products and services.

6. Effective Financial Management

- a. Maintaining accurate financial records and budgeting carefully.
- b. Managing cash flow efficiently to ensure sustainability during economic fluctuations.

7. Continuous Learning and Adaptation

- a. Staying informed about industry developments and best practices.

- b. Being flexible and willing to adapt business strategies in response to changing conditions.

8. Building a Resilient Team

- a. Investing in staff training and development to enhance skills and productivity.
- b. Fostering a positive work environment to retain top talent.

Learning Tasks

1. Learners examine the challenges entrepreneurs face in the operation of their businesses.
2. Learners watch online videos/documentaries and discuss how to sustain business enterprises.
3. Learners create their own business ideas to pitch to the rest of the class.

PEDAGOGICAL EXEMPLARS

1. Talk for Learning

- a. Learners, working in pairs or threes, should discuss the challenges entrepreneurs could face in the operation of their businesses. They should then be provided with a case study or an entrepreneur and the group then discusses the strengths and weaknesses of the decisions made by the entrepreneur.
 - i. Provide less confident and secure (AP) learners with guiding questions or a structured worksheet to help them identify and discuss the key challenges entrepreneurs face in operating their businesses.
 - ii. Challenge learners who are secure in the conceptual content (P learners) to provide more detailed explanations and examples of the challenges faced by entrepreneurs during the group discussions. Encourage them to make connections between the identified challenges and their own observations or experiences in the business environment.
 - iii. Engage highly competent (HP) learners in deeper discussions, prompting them to analyse the underlying causes and potential solutions to the challenges faced by entrepreneurs. Challenge them to consider the role of government policies, access to resources, and entrepreneurial support systems in addressing these challenges.

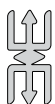
2. Experiential Learning

- a. Learners watch a documentary on a famous entrepreneur's story and discuss the elements that have made that individual and business successful.
 - i. Provide AP learners with a structured guide or worksheet to help them focus on the key information and insights gained from the video documentaries. Assign AP learners to work in pairs or small groups during the video discussions, allowing them to collaborate and support each other in processing the information.

- ii. Engage HP learners in deeper discussions, prompting them to critically evaluate the strategies and solutions presented in the videos and consider their applicability in the Ghanaian context.

3. Project-Based Learning

- a. Learners work either individually, in pairs or in small groups (teacher discretion to be used as appropriate to the class) to create a business idea and pitch it to the rest of the group. Using their knowledge of the criteria required of successful entrepreneurs to assess the various business pitches.
 - i. Provide AP learners with some suggestions/ prompts to scaffold access as well as a template for the pitch.
 - ii. Challenge P and HP learners with complex questions about their business ideas.



NOTE

1. Ensure the group discussion format and materials are accessible for learners with special needs, such as providing alternative modes of participation or assistive technologies.
2. Offer accommodations, such as written instructions, visual aids, or sign language interpretation, for learners with visual or hearing impairments to actively engage in the discussion.
3. Provide additional time and support for learners with physical disabilities to participate in the group discussions and share their perspectives.
4. Ensure the virtual field trips and video resources are accessible for learners with special needs, such as providing captions for the deaf/hard of hearing learners, audio descriptions for learners with visual impairments, or alternative formats.
5. Offer accommodations, such as assistive technologies or specialised equipment, for learners with visual, hearing, or physically challenged to actively engage with the experiential learning activities.
6. Provide additional time and support for learners with special needs to process the information and participate in the group discussions.

TRANSCRIPT

- Document the specific accommodations made and observe the level of participation and understanding demonstrated by the learners with special needs.
- Note record instances where visual aids and collaborative discussions aided in understanding entrepreneurial challenges.
- Highlight and document situations where in-depth analysis and proposing solutions facilitated greater understanding of entrepreneurial challenges and solutions.

- Document moments where exploration of innovative approaches to challenges and leading discussions demonstrated advanced critical thinking skills.
- Document the specific accommodations made and observe the level of engagement and understanding demonstrated by the learners with special needs

Key Assessments

Level 1

1. **Review:** List the key challenges faced by entrepreneurs in operating their businesses.
2. **Short Paragraph:** Describe the importance of sustaining business enterprises for personal and national development.

Level 3

1. **Essay:** Explain the strategies entrepreneurs can use to overcome the challenges they face in their businesses.
2. **Extended Essay:** Analyse the role of government policies and support systems in promoting entrepreneurship and business sustainability in Ghana.

SECTION 10 REVIEW

This section is for a review of all the lessons taught for the last two weeks (20 and 21). A summary of what should have been taught and what each learner should have learnt includes:

1. Research to identify the traits of an entrepreneur and present their findings
2. Usage of the traits of an entrepreneur as a guide to assess their own capabilities
3. Research on the benefits of entrepreneurship to national development
4. Listen to an entrepreneur in the community on the benefits of entrepreneurship to national development
5. Examine the challenges entrepreneurs face in the operation of their businesses
6. Embark on Virtual Field Trip (VFTs) to a business centre or enterprise and watch documentaries/videos on challenges entrepreneurs face and how they overcome them
7. Watch online videos/documentaries and discuss how to sustain business enterprises

SECTION 11: CONSUMER RIGHTS, PROTECTION AND RESPONSIBILITIES

STRAND: PRODUCTION, EXCHANGE AND CREATIVITY

Sub-Strand: Consumer Rights, Protection and Responsibilities

Learning Outcome: *Examine the various forms of consumer responsibilities towards the nation.*

Content Standard: *Demonstrate knowledge and understanding of the various forms of consumer responsibilities towards the nation.*

INTRODUCTION AND SECTION SUMMARY

Welcome to SHS Year 2, Strand 1, Sub-Strand 1, Section 11. This sub-strand titled “consumer right, protection and responsibility” will be taught for one week (22). In Week 22, learners will discuss the consumer responsibilities in choosing sustainable and eco-friendly products, as well as proper product recycling. Learners will also examine how the various forms of consumer responsibilities ensure national growth and development. The overall learning outcome is for learners to examine the various forms of consumer responsibilities towards the nation. Teachers should ensure all learners benefit by providing support and using appropriate pedagogy to enhance understanding.

The week covered by the section is:

Week 22

- *The Role of Responsible Consumers in promoting sustainable and eco-friendly products*
- *How various forms of consumer responsibilities ensure national growth and development*

SUMMARY OF PEDAGOGICAL EXEMPLARS

In Section 11, Week 22, Social Studies teachers are encouraged to use diverse pedagogical strategies to enhance learner engagement. Collaborative learning activities include a graffiti wall where learners express their short and long-term financial goals. Teachers should provide less confident learners (AP) with sentence starters and visual aids to facilitate their contributions. Proficient learners (P) can be tasked with articulating complex goals, while highly proficient learners (HP) analyse and categorise the goals. In mixed-ability groups, AP learners receive structured templates to create saving plans, while P learners lead discussions on strategies. HP learners are challenged to develop detailed plans incorporating innovative saving options. Case studies are also to be used to help all learners understand effective saving habits; AP learners

will work with simplified cases, while P and HP learners will analyse multiple scenarios and present best practices. Adaptations for learners with special needs will ensure inclusivity throughout the activities.

ASSESSMENT SUMMARY

These assessments are divided into various levels based on Depth of Knowledge (DoK).

- **Level 1 and 2** focus on intermediate understanding. Tasks include listing consumer responsibilities, defining key terms, writing essays on the impact of consumer responsibilities on national development, summarising the importance of responsible product disposal and recycling, explaining benefits of recycling, and comparing methods.
- **Level 3** targets advanced understanding. Tasks involve writing critical essays on consumer responsibilities in promoting sustainable practices, analysing case studies, evaluating challenges in recycling programmes, and developing plans for energy-saving initiatives. Additionally, learners are asked to provide reasons for responsible disposal and evaluate community challenges.

WEEK 22**Learning Indicators**

1. *Discuss the consumer responsibilities in choosing sustainable and eco-friendly products, as well as proper product recycling.*
2. *Examine how the various forms of consumer responsibilities ensure national growth and development.*

Focal Area: The Role Of Responsible Consumers In Promoting Sustainable And Eco-Friendly Products

Consumers can use their purchasing power to support companies and products that align with their values. By choosing products that are environmentally and socially responsible, consumers can send a message to companies that sustainability matters and encourage them to adopt more sustainable practices. Eco-friendly practices focus on minimising harm, while sustainability adopts a broader perspective, ensuring that our actions today do not compromise the future.

Consumers have several responsibilities toward their nation that extend beyond individual choices and behaviours. These responsibilities help ensure economic stability, social equity, and environmental sustainability. Here are some key forms of consumer responsibilities towards the nation:

ECONOMIC RESPONSIBILITIES

1. Supporting Local Economy

- a. Purchase goods and services from local businesses to support local economies and create jobs.
- b. Participate in community markets and buy locally produced items.

2. Fair Trade Practices

- a. Choose products from companies that engage in fair trade practices, ensuring fair wages and working conditions for workers.
- b. Support businesses that contribute to national economic growth and social welfare.

3. Timely Payment of Debts

- a. Pay bills, taxes, and loans on time to contribute to the smooth functioning of financial systems and public services.
- b. Avoid engaging in fraudulent activities that harm the economy.

SOCIAL RESPONSIBILITIES

1. Ethical Consumption

- a. Avoid products associated with unethical practices, such as exploitation, discrimination, or child labour.

- b. Support companies and brands that prioritise corporate social responsibility and ethical practices.

2. Promoting Equality

- a. Choose to support businesses that promote diversity and inclusion in their workforce and operations.
- b. Be aware of and challenge discriminatory practices in the marketplace.

3. Consumer Activism

- a. Advocate for consumer rights and protections by participating in consumer advocacy groups.
- b. Voice concerns and take action against unfair business practices or harmful products.

ENVIRONMENTAL RESPONSIBILITIES

1. Sustainable Choices

- a. Opt for products that are environmentally friendly and sustainable, reducing personal carbon footprints.
- b. Minimise waste by choosing reusable, recyclable, or compostable products.

2. Energy Conservation

- a. Use energy-efficient appliances and reduce unnecessary energy consumption to support national energy conservation efforts.
- b. Participate in and support initiatives aimed at promoting renewable energy sources.

3. Responsible Disposal

- a. Follow national and local guidelines for waste disposal and recycling to reduce pollution and conserve resources.
- b. Properly dispose of hazardous materials to prevent environmental contamination.

CIVIC RESPONSIBILITIES

1. Being Informed

- a. Stay informed about national policies, regulations, and issues that affect consumer rights and the broader society.
- b. Engage in public discourse and make informed decisions when voting on policies that impact the economy and environment.

2. Compliance with Laws

- a. Adhere to laws and regulations regarding consumer protection, product safety, and environmental standards.
- b. Report violations and support enforcement of regulations to ensure fair and safe marketplaces.

3. Supporting Public Services

- a. Pay taxes honestly and on time to support the funding of public services and infrastructure.
- b. Participate in community initiatives and volunteer efforts that improve societal welfare.

HEALTH AND SAFETY RESPONSIBILITIES

1. Healthy Consumption

- a. Choose products that promote health and well-being, avoiding those that pose significant health risks.
- b. Support public health campaigns and policies aimed at reducing the prevalence of harmful products, such as tobacco or unhealthy food.

2. Product Safety Awareness

- a. Stay informed about product recalls and safety warnings, and take appropriate actions to protect personal and public safety.
- b. Report unsafe products to relevant authorities to help prevent harm to others.

CULTURAL AND EDUCATIONAL RESPONSIBILITIES

1. Preserving Heritage

- a. Support and consume cultural products that preserve and promote national heritage, such as local crafts, music, and traditions.
- b. Participate in cultural events and promote cultural diversity and understanding.

2. Continuous Learning

- a. Educate oneself about sustainable practices, consumer rights, and ethical consumption.
- b. Share knowledge and promote awareness within the community to foster collective responsibility.

Learning Tasks

1. In pairs, learners research the various forms of consumer responsibilities towards the nation.
2. Learners discuss the results of their research on consumer responsibilities.

PEDAGOGICAL EXEMPLARS

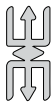
1. Collaborative Learning

- a. Learners work in pairs to research the various forms of consumer responsibilities and the current strategies put in place by the government to support these.

- i. Provide less confident (AP) learners with structured templates or guiding questions to help them focus their research on specific consumer responsibilities, such as environmental responsibility, ethical consumption, and civic duties.
- ii. Encourage more confident (P) learners to explore a broader range of consumer responsibilities and their implications.
- iii. Challenge highly competent learners (HP) to evaluate the various responsibilities to come to a justified conclusion about which is the most important.

2. Problem-Based Learning

- a. Learners are placed into small groups to discuss their research and to formulate an advertising campaign to educate the Ghanaian youth on their responsibilities as consumers.
 - i. Consider the groupings carefully to ensure that AP learners are supported.
 - ii. Provide exemplars of effective advertising campaigns and discuss what makes these effective to allow P and AP learners access into the task.



NOTE

1. Provide the hard of hearing learners with written materials and use visual aids during discussions. Ensure that all spoken content is captioned or transcribed. For the deaf learners, use sign language interpreters during discussions and provide written summaries of research findings
2. Offer audio resources or tactile materials that explain consumer responsibilities to visually impaired learners. Ensure that discussions are inclusive by allowing for verbal contributions.
3. Ensure that the classroom is accessible for physically challenged learners and that all materials are within their reach. Provide options for digital research if mobility is an issue.

TRANSCRIPT

- Record observations on how AP learners engage with structured templates and peer support. Note their progress in articulating consumer responsibilities and any specific challenges they face in discussions
- Document P learners' contributions to discussions and their ability to engage critically with peers. Highlight instances where they demonstrate deeper understanding or ask insightful questions.
- Keep track of HP learners' leadership roles in discussions and their ability to mentor peers. Note and record their engagement with complex ideas and their proposals for innovative solutions related to consumer responsibilities.

KEY ASSESSMENTS

Level 1: Review

1. List three consumer responsibilities that individuals have towards their nation.
2. Define consumer responsibility in your own words.

Level 2: Essay

1. Explain one consumer responsibility and give an example.

Level 3: Teacher to select as appropriate.

1. **Critical Essay:** Evaluate the role of consumer responsibilities in promoting sustainable practices.
2. **Scenario-Based Task:** Analyse a case study where consumer responsibilities have positively impacted a community or nation.

Focal Area 2: How Various Forms Of Consumer Responsibilities Ensure National Growth And Development.

1. Forms of Consumer Responsibilities

Consumers have a range of responsibilities that contribute to national growth and development, including economic, social, environmental, civic, health and safety, and cultural responsibilities. Here is how each form plays a role:

- Economic Responsibilities:** By supporting local businesses, paying taxes on time, and engaging in fair trade, consumers help create jobs, stimulate local economies, and generate revenue for public services.
- Social Responsibilities:** Ethical consumption and promoting equality leads to a more just and inclusive society, which fosters social stability and cohesion.
- Environmental Responsibilities:** Choosing sustainable products and proper waste disposal help preserve natural resources and reduce environmental degradation, contributing to long-term sustainability.
- Civic Responsibilities:** Being informed, participating in civic activities, and complying with laws ensure that consumers contribute to a well-functioning and fair society.
- Health and Safety Responsibilities:** Choosing healthy products and being aware of product safety ensure public health and reduce healthcare costs.
- Cultural Responsibilities:** Supporting and preserving cultural heritage promotes national identity and tourism, which can be significant for national growth.

2. How to Choose Sustainable and Eco-Friendly Products

- Research and Certifications:** Look for products with eco-friendly certifications such as Energy Star, Fair Trade, Ghana Standard Authority (GSA), United States Department of Agriculture (USDA) Organic, etc.

- b. **Support Sustainable Brands:** Choose companies committed to ethical sourcing, minimal environmental impact, and fair labour practices.
- c. **Life Cycle Consideration:** Evaluate the environmental impact of a product from production to disposal.
- d. **Quality and Durability:** Opt for high-quality, durable products to reduce waste.
- e. **Minimal Packaging:** Prefer products with recyclable or minimal packaging.
- f. **Energy Efficiency:** Select energy-efficient appliances and electronics to reduce energy consumption.
- g. **Local Products:** Support local products to reduce transportation emissions.

3. Proper Disposal of Products and Product Recycling

- a. **Understand Local Programmes:** Familiarise yourself with local recycling programmes and guidelines.
- b. **Correct Sorting:** Separate recyclables from non-recyclables and ensure they are placed in appropriate bins.
- c. **Clean Recyclables:** Clean and dry recyclable items to prevent contamination.
- d. **E-Waste Recycling:** Dispose of electronic waste at designated recycling centres.
- e. **Composting:** Compost organic waste to reduce landfill waste and produce nutrient-rich soil.
- f. **Hazardous Waste Disposal:** Safely dispose of hazardous materials through special collection programmes.
- g. **Upcycling and Reusing:** Find ways to upcycle or donate items that can still be used.

4. Ways of Energy Conservation Practices

- a. **Energy-efficient Appliances:** Use appliances and electronics that have high energy efficiency ratings.
- b. **Regular Maintenance:** Maintain equipment to ensure they operate efficiently.
- c. **Behavioural Changes:** Adopt habits like turning off lights when not in use, using natural light, and reducing water heating costs.
- d. **Insulation and Weatherproofing:** Insulate homes and use weather-proofing techniques to reduce heating and cooling energy needs.
- e. **Smart Technology:** Use smart thermostats and energy management systems to optimise energy use.
- f. **Renewable Energy:** Invest in renewable energy sources such as solar panels.
- g. **Public Transportation:** Use public transportation, carpool, or other sustainable transportation methods to reduce fossil fuel consumption.

Learning Tasks

1. Learners discuss how to choose sustainable and eco-friendly products.
2. Learners role-play various eco-conscious practices.
3. Learners assess energy conservation practices.

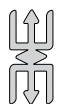
PEDAGOGICAL EXEMPLARS

1. Collaborative Learning

- a. Learners are provided with examples of everyday products that are not sustainable (i.e., drinking straws, plastic produce containers, plastic carrier bags). Learners discuss the sustainable alternatives. Learners should also discuss the barriers to adoption of the suitable alternatives.
 - i. Provide less confident (AP) learners with a list of criteria to evaluate the sustainability of products, such as recyclability, energy efficiency, and ethical production.
 - ii. Challenge learners who have demonstrated competence with the content (P and HP) to research and compare different eco-friendly products, considering factors such as life cycle analysis and environmental certifications.

2. Talk for Learning

- a. Learners are placed into groups and role-play various eco-conscious practices such as proper disposal of products and increasing energy conservation. These role-plays should be performed to the class.
 - i. Provide role cards or prompts for AP learners.
 - ii. Whilst the groups are practicing, circulate the class to question P and HP learners on their decisions about the role-play to encourage them to think more deeply about the topics.
- b. Using the thought shower technique, learners should discuss energy conservation practices on a local and national level, trying to come up with solutions to the various barriers that they may identify in the course of the discussion.
 - i. Provide AP learners with visual guides or infographics that explain the process and benefits of proper disposal and recycling of products.
 - ii. Challenge P learners to consider the role of individuals, businesses, and governments in promoting sustainable practices.
 - iii. Challenge HP learners to critically analyse the systemic issues that contribute to improper product disposal and energy waste.

**NOTE**

1. For learners with visual impairments, provide descriptions of visual data about disposal and recycling, tactile materials.
2. For those who are hard of hearing, offer written summaries of the discussion topics and ensure proper seating arrangements to engage visually impaired learners in discussions.
3. Provide assistive technologies or alternative communication methods (e.g., text-to-speech) for learners who have difficulties in verbal communication.
4. For those with physical disabilities, ensure they have access to comfortable seating and tools to express their ideas

TRANSCRIPT

- Document instances of improvement, noting how for example, AP learners engaged with structured prompts and how their confidence has developed during discussions. Record any support strategies that were effective.
- Record how P learners contributed to discussions, demonstrating understanding of the material. Note their ability to clarify points and support peers, mapping their growth in collaborative skills.
- Record HP learners' advanced insights into discussions and the innovative solutions they propose. Document learners' leadership qualities and how they impact group dynamics positively.

KEY ASSESSMENTS**Level 1: Review**

1. List three ways to dispose of products responsibly or conserve energy at home.
2. Define the following terms:
 - *“responsible product disposal”*
 - *“recycling”*
 - *“energy conservation”*

Level 2: Paragraph

1. Explain one benefit of recycling or one energy-saving practice.

Level 3: Teacher to select as appropriate.

1. **Review:** Why is it important to dispose of products responsibly or conserve energy? Provide reasons.
2. **Analytical Essay:** Evaluate the challenges faced in implementing recycling programmes or promoting energy efficiency in your community.

SECTION 11 REVIEW

This section is for review of all the lessons taught for **week 22**. A summary of what should have been taught and what each learner should have learnt includes:

1. Research on the various forms of consumer responsibilities towards the nation.
2. Discuss the results of their research on consumer responsibilities.
3. Discuss how to choose sustainable and eco-friendly products.
4. Discuss proper disposal of products and product recycling.
5. Discuss energy conservation practices.

SECTION 12: FINANCIAL LITERACY

STRAND: PRODUCTION, EXCHANGE AND CREATIVITY

Sub-Strand: Financial Literacy

Learning Outcome: *Examine ways of developing responsible and effective saving habits to achieve financial goals.*

Content Standard: *Demonstrate knowledge and understanding of effective saving habits to achieve financial goals.*

INTRODUCTION AND SECTION SUMMARY

Welcome to SHS Year 2, Strand 1, Sub-Strand 1, Section 12. This sub-strand titled “Production, Exchange and Creativity” will be taught for two weeks (23 and 24). In week 23, learners will explain the importance of saving and its role in achieving financial goals. In week 24, learners will also create a personalised saving plan based on short-term and long-term financial goals. The overall learning outcome is for learners to examine ways of developing responsible and effective saving habits to achieve financial goals. Teachers should ensure all learners benefit by providing support and using appropriate pedagogy to enhance understanding.

The weeks covered by the section are:

- **Week 23:** *Roles of savings in achieving financial goals.*
- **Week 24:** *Personalised saving plan based on short-term and long-term financial goals.*

SUMMARY OF PEDAGOGICAL EXEMPLARS

In **Weeks 23 and 24**, Social Studies teachers are encouraged to implement diverse pedagogical strategies to enhance understanding of financial literacy among learners. During Week 23, “Talk for Learning” initiatives such as Think-Pair-Share will support less confident learners by providing definitions and visual aids for saving. Proficient learners will explore broader implications, while highly proficient learners will do presentations on advanced saving concepts. The Debate activity will utilise prompts for less confident learners and challenge proficient learners to argue both sides. For Week 24, Collaborative Learning activity will involve a Graffiti Wall for goal-setting, with sentence starters supporting less confident learners and facilitators helping articulate thoughts. Additionally, mixed-ability groups will be utilised to enable learners create saving plans, allowing varied roles for each learner level. Finally, case studies should be employed to guide learners’ analysis of saving habits, enabling all learners to engage in their respective proficiency levels while ensuring adaptations for special needs learners throughout both weeks.

ASSESSMENT SUMMARY

Different forms of assessments should be carried out to ascertain learners' performance on the concepts that will be taught under this section. Teachers are entreated to administer these assessments and record them for onward submission into the Student Transcript Portal (STP). The following assessment would be conducted and recorded for each learner:

- ***Week 23: Portfolio Submission***
- ***Week 24: End of Semester Examination***

For additional information on how to effectively administer these assessment modes, refer to the Hints and Appendices.

WEEK 23

Learning Indicator: *Explain the importance of saving and its role in achieving financial goals.*

Focal Area: Roles Of Savings In Achieving Financial Goals

THE MEANING OF SAVING

Saving refers to the act of setting aside whole or part of the income earned by a person for future use. In saving, the money, wealth, assets or resources obtained by a person is not spent immediately but rather, portions are kept for future use. It is the amount that remains after meeting household and other personal expenses over a given period of time.

THE IMPORTANCE OF SAVING IN ACHIEVING FINANCIAL GOALS

1. Saving ensures financial security and stability

One important benefit of saving is that it promotes financial security in the future. The individual becomes assured that once part of his or her money has been kept for use, he or she would not encounter any financial challenges in the future when attaining financial goals. Since portions of the money have been kept for future use, the money could easily be withdrawn and used for such purposes.

2. Saving enhances the attainment of individual goals

Once the individual sets his or her priorities and goals in life, he or she can save part of his or her income towards the attainment of those goals.

3. Saving avoids the need for high-interest loans

When the individual is able to save part of his or her income, it enables the individual to avoid situations where he or she will go for a loan with high interest. The money saved could easily be withdrawn and used for several purposes. Most loans come with high interest rates which at times makes it difficult for the individual to pay the loan together with the accumulated interest. Therefore, if the individual is able to save enough money for future use, difficult situations could easily be avoided.

4. Saving avoids debt on the part of the individual

When the individual is able to save portions of his or her money, it enables the individual to create a fund which could be used in an emergency situation. Without saving, the individual could be forced to borrow money during emergency situations. Thus, saving helps to reduce debt as well as financial stress.

5. Saving promotes financial independence

Saving reduces the rate at which individuals rely on financial assistance of others for attaining their financial goals. When the individual is able to save enough money, he or she

will be able to depend on the saved money for meeting other financial obligations when the need arises.

WAYS OF SAVING

1. Create a budget

One best way to save is for the individual to develop a personal budget. This will enable the individual to track the amount of money he or she receives and how the money is spent. Knowing this will enable the individual to determine the amount of money to save.

2. Set saving goals

One of the best ways to save money is by visualising what you are saving for. Set clear goals as to what you want to save for. Also, indicate whether you want to save for short-term or long-term goals.

3. Automate your saving

Set up an auto transfer from your checking account to your saving account at the end of each month. This allows portions of your income to be transferred automatically into your saving account.

4. Cut unnecessary expenses

Another way to save involves cutting down on expenses. The individual should be able to distinguish between wants and needs. Besides, impulse buying should also be avoided. This will give the individual the opportunity to save more.

5. Create separate account for savings

For most people, keeping their savings separate from their checking account helps reduce the tendency to borrow from savings from time to time. This enables the individual to indicate the amount of money to keep in the separate account for separate purposes. It will also be less likely to touch it before you reach your goals.

WHERE TO SAVE

As you save your money for either short-term or long-term financial goals, remember that where you save your money is important too. The following ways have been recommended:

- Banks
- Credit Unions
- Money Market Funds
- **Savings Apps:** Mobile apps like Qapital, Digit, or Acorns.
- **Online Savings Platforms:** Websites like Capital One 360
- **Treasury Bills (T-Bills):** Short-term government securities.
- **Savings Bonds:** Government-issued bonds
- Prepaid Debit Cards

- **Home Safes:** Secured containers for valuable items.

ADVANTAGES OF SAVING IN ACHIEVING FINANCIAL GOALS

The following are some of the advantages of saving:

1. Savings ensure financial security

Saving money provides a safe opportunity that protects you from unexpected expenses. Having financial savings adequately prepares the individual for unforeseen circumstances and prevents debt. This security allows the individual to handle emergencies without disrupting his or her financial plans. This gives the individual a peace of mind and stability.

2. Savings help to building wealth

Consistent saving allows you to build wealth over time through interest or investment growth. Savings in accounts with compound interest or investments in stocks and bonds can increase your wealth significantly. This growth contributes to long-term financial stability and future financial goals. Building wealth through saving supports financial independence and retirement planning.

3. Savings reduce stress

Financial stress can be reduced by having financial savings. Knowing that you have money saved for emergencies or future expenses alleviates worry about day-to-day financial challenges. Reduced financial stress contributes to better and overall health and well-being.

4. Savings ensure retirement readiness

Saving consistently prepares you for a comfortable retirement. Contributions to retirement accounts and savings plans will help ensure that you have the funds needed to enjoy your later years without financial strain.

DISADVANTAGES OF SAVING IN ACHIEVING FINANCIAL GOALS

While saving is essential, there are some potential disadvantages to consider:

1. Inflation risk

Inflation occurs when the prices of goods and services go up over time. In this situation, the individual will need more money to buy few items. For instance, if you buy an item today for Gh¢10.00, it might cost Gh¢15.00 the next month or year due to inflation. Over time, since the money is saved, inflation can erode the purchasing power of your saved money. If the inflation rate is higher than the interest rate you are earning on your savings, the real value of your money will decrease.

2. Savings may limit growth

Limited growth in a savings account means that while your money is safe, it does not grow much over time. Savings accounts typically offer very low interest rates, so the money you earn is minimal compared to other investment options. This slow growth can be a disadvantage if you are trying to build wealth or save for long-term goals.

3. Restricted access to savings accounts

Some savings accounts or investments may have restrictions on access, which can be inconvenient in an emergency.

4. Possible charges on savings accounts

Some savings accounts come with charges deducted from the interest earned. This can reduce the overall benefit the individual gains from saving.

Learning Tasks

1. Learners identify the different ways of saving and where to save.
2. Learners debate the advantages and the disadvantages of saving in achieving financial goals.
3. Learners create learning materials for their peers on the different ways of saving.

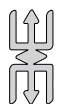
PEDAGOGICAL EXEMPLARS

1. Talk for Learning

- a. Learners use the Think-Pair-Share technique to identify the various types of saving that they already knew about. Conduct this activity prior to delivering content.
 - i. Provide less confident (AP) learners with a definition of saving and examples to help them peruse and understand the concept before they share with a partner.
- b. Learners hold a debate on the motion ‘The safest thing to do with your money is to save it.’
 - i. Offer structured prompts and sentence starters to help AP learners articulate their thoughts during the debate.
 - ii. Challenge the arguments of highly confident (HP) learners, encouraging them to strengthen and consolidate their arguments.

2. Collaborative Learning

- a. Learners work in small groups to produce learning materials for their peers on the different ways of saving as well as the risks and benefits.
 - i. Allow learners to choose the format of the materials that they create.
 - ii. Provide exemplars/ templates for AP learners who may not be confident in this task.
 - iii. Encourage HP learners to add detail and nuance to their work. Encourage HP learners to analyse the societal implications of saving, such as how saving behaviours affect economic growth and stability.



NOTE

1. Use sign language interpreters during discussions and provide written summaries of research findings for deaf learners.
2. For learners who are hard of hearing, provide written materials and use visual aids during discussions. Ensure that all spoken content is captioned or transcribed.
3. In the case of the visually impaired, offer audio resources or tactile materials that explain the concept of saving and other related concepts.
4. Ensure discussions are inclusive by allowing for verbal contributions.
5. Ensure that the classroom is accessible and that all materials are within reach of physically challenged learners. Provide options for digital research for physically challenged learners if mobility is an issue

TRANSCRIPTS

- Record observations on how AP learners engage with definitions and examples of saving. Note their progress in articulating the meaning of saving and any specific challenges they face in discussions.
- Document P learners' contributions to discussions and their ability to engage critically with peers. Highlight instances where they demonstrate deeper understanding or ask insightful questions.
- Keep track of and record HP learners' leadership roles in discussions and their ability to mentor peers. Note their engagement with complex ideas and their proposals for innovative solutions related to saving.

KEY ASSESSMENTS

Level 1: Review/Recap

1. List *three* reasons why saving is important.
2. Define *saving* in your own words.
3. Summarise the concept of *saving* and its *significance in financial planning*.

Level 2: Teacher to select as appropriate.

1. **Paragraph:** Explain one advantage of saving.
2. **Analytical Essay:** Compare and contrast two methods of saving.
3. **Extended Paragraph:** Discuss how saving can impact long-term financial goals.

REMINDER

Learners should submit their portfolios by the end of Week 23. Teachers should score them promptly and submit the score into the STP.

WEEK 24

Learning Indicator: *Create a personalised saving plan based on short-term and long-term financial goals.*

Focal Area: Personalised Saving Plan Based On Short-Term And Long-Term Financial Goals

MEANINGS OF SHORT AND LONG-TERMS FINANCIAL GOALS

Short-term financial goals are objectives you plan to achieve within a relatively brief period, typically within one to three years. These goals often involve smaller amounts of money and immediate needs or desires. Examples include creating an emergency fund, saving for holidays, or saving to buy some items within the shortest possible time.

Long-term financial goals on the other hand are goals you plan to achieve over an extended period of time, usually beyond three years. These goals typically involve larger amounts of money. Examples of long-term financial goals include saving for retirement, saving for education, saving to invest in a business or saving to purchase your dream house.

SAVING PLANS BASED ON SHORT-TERMS FINANCIAL GOALS

Following are some saving plans based on short-term financial goals:

1. Create a sense of direction

The individual must set clear short-term financial goals and should be able to prioritise needs over wants. Besides, long-term financial goals should be broken down to short-term, manageable and attainable financial goals.

2. Ensure discipline in savings

You should be consistent in your savings and make it a habit to save. The individual must also ensure that saving is done routinely and ensure that the routine is followed strictly. He or she must avoid the temptation of withdrawing from savings unnecessarily. Self-discipline and self-control are key.

3. Develop strategic planning and decision-making

The individual should be able to decide clearly what he or she wants to save for and constantly reminds himself or herself of the purpose of saving regularly. This can be achieved when the individual develops a plan on how to spend his or her income and how much to keep as savings. The individual should identify areas to reduce spending and stick to them.

4. Make sacrifices in the short-term for long-term benefits

This involves cutting down on your expenses and living within your means. The individual must avoid unnecessary expenses and must always opt for low-cost alternatives.

SAVING PLANS BASED ON LONG-TERMS FINANCIAL GOALS

1. Establish clear long-term goals for the savings

To establish clear goals of savings, one needs to define what he or she wants to achieve and set a target amount and timeline. For example, if one wants to save Gh¢1,000 for four years, one must break down how much to save in each year. This will enable the individual to attain the set goals.

2. Create a personal budget

The individual must track his or her income and expenses in order to determine how much money he or she can allocate towards long-term savings goals. The individual can as well adjust his or her spending to make room for savings to achieve the long-term goals.

3. Monitor the progress of savings

The individual can regularly check the progress of his or her savings to see if the long-term goals are achievable and then adjust the plan if necessary.

4. Invest wisely

The individual can allocate his or her savings into investments that align with his or her long-term goals and apply proper risk management. For example, for long-term goals, consider options like stocks, mutual funds, and retirement accounts among others. You must also ensure the credibility of where you want to invest by finding out whether they are licensed or not.

WAYS TO DEVELOP RESPONSIBLE AND EFFECTIVE SAVING HABITS

The following are some ways to develop responsible and effective saving habits:

a. Set clear financial goals

The individual should define clearly what he or she wants to save for. The individual must also decide whether he or she is saving for emergency situations, leisure and recreation, or retirement. Clear goals help the individual to stay focused and motivated. Broader goals can be broken down into smaller, manageable objectives for progress to be tracked easily. Having specific targets makes saving more purposeful and achievable.

b. Create a budget

Another way of developing responsible saving habits is that the individual should develop a personal budget. Through the budget, the individual will be able to track all the sources of his or her income and expenses. This will promote understanding of where the money is coming from, how the money is spent, and where the remaining money is saved.

c. Avoid impulse purchases

The individual can make a list of items that he or she wants to buy and sticks to the items. He or she should not be coerced into buying items that have not been budgeted for. Besides, the individual must estimate the value of items before he or she buys them. The individual can as well think carefully over non-essential items before buying them.

d. Avoid unnecessary withdrawals from the savings

The individual should treat his or her savings as a separate account and decide what he or she wants to buy before withdrawing money from savings.

e. Live within your means

The individual can develop responsible and effective saving habits by adopting a lifestyle that costs less than his or her income level. Avoiding unnecessary expenditures and prioritising essential needs over wants is key. Living within your means creates extra funds for saving and investing.

f. Seek proper education on savings

The individual should continuously educate himself or herself about personal finance and saving strategies. This could be done by reading books, taking courses in savings, or following financial news to improve his or her financial literacy. Understanding financial and saving concepts helps the individual make informed decisions and adopt effective saving practices, since knowledge is key to responsible saving.

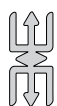
Learning Tasks

1. Learners use case studies to describe how to develop responsible and effective saving habits.
2. With a graffiti wall, learners indicate their short and long-term financial goals.
3. In mixed-ability groups, learners create saving plans based on short and long-term financial goals.

PEDAGOGICAL EXEMPLARS**Collaborative Learning**

1. Learners work in small groups to analyse case studies. They should identify effective and ineffective savings habits and draw conclusions.
 - a. Provide simplified case studies with guided questions that lead less confident (AP) learners towards understanding key concepts about saving habits.
 - b. Challenge learners who have shown mastery of the concepts (HP) to critically analyse the case studies, looking at the long-term outcomes of the saving habits described.
2. Learners use a Graffiti Wall to indicate their own short and long-term financial goals. Encourage them to add images and detail to their goals.
 - a. Provide AP learners with sentence starters, prompts, with or examples of short and long-term financial goals (e.g., saving for a bike vs. saving for college) to guide less confident/AP learners' contributions to the graffiti wall. Encourage AP learners to share one goal at a time, which can help reduce anxiety in a large group sharing situation.

- b. Challenge confident (P) learners to think critically and share multiple ideas about their financial goals and to articulate the reasons behind their choices.
 - c. Task HP learners to analyse and group/categorise the goals represented on the graffiti wall.
3. In mixed-ability groups, learners create their own savings plans that incorporate all that they have learned in the past two weeks. Encourage learners to add annotations and explanations of their decisions and to consider the risks and benefits of their choices.
- a. Assign specific roles within the group (e.g., note-taker, researcher) to help AP learners engage without feeling overwhelmed. Provide a structured template to help AP learners outline their saving plans based on specific goals.
 - b. Encourage P learners to take the lead in drafting the saving plan, guiding their group in discussions about different saving strategies. P learners can contribute by suggesting actionable steps and exploring implications of different choices.
 - c. Challenge HP learners to create a detailed plan that includes budgets and timelines.



NOTE

1. For visually impaired learners, ensure that the graffiti wall is tactile (using textures or Braille) to express their ideas.
2. For hard-of-hearing learners, provide written guidelines and ensure they have access to an interpreter if necessary. Allow modifications for learners with physical disabilities, so they can contribute comfortably.
3. For learners with hearing impairments to benefit during the mixed-ability group activities, provide all instructions in writing and allow the use of assistive technology during group work. For visually impaired learners, ensure they have access to audio or tactile resources for planning. Allow additional time for learners who are physically challenged to participate fully in discussions.
4. Provide audio versions of the case studies or braille texts for learners with visual impairments in the case study activity. Ensure that discussions are conducted in a way that is accessible (e.g., seating arrangements that facilitate communication for hard-of-hearing learners). Allow additional time for learners who are physically challenged to engage effectively in the group work.

TRANSCRIPTS

Document

- The contributions of AP learners to group discussions, noting the supports utilised (e.g., templates, role assignments). Record their progress in articulating their thoughts and understanding basic concepts.
- P learners' leadership in group activities and their ability to synthesise information from discussions. Note instances where P learners facilitate conversation or provide support to peers, showcasing their understanding of financial related concepts.

- Record observations of the analytical abilities of HP learners and how they compare case studies or financial plans. Document the creativity and depth of HP learners' contributions to discussions or presentations they lead.

KEY ASSESSMENTS

Level 1: Review

1. Define short-term and long-term financial goals. Provide one example of each.

Level 2: Extended Paragraph

2. Discuss how having a savings plan can help achieve short- and long-term financial goals. Include examples from your own financial planning.

HINT



The Recommended Mode of Assessment for Week 24 is End of Semester Examination. Refer to Appendix I at the end of Section 12 for further information on how to go about the end of semester examination

SECTION 12 REVIEW

This section is for a review of all the lessons taught for the last two weeks (23 and 24). A summary of what should have been taught and what each learner should have learnt includes:

1. Discuss the meaning of saving
2. Debate the advantages and the disadvantages of saving in achieving financial goals
3. Discuss the importance of saving in achieving financial goals
4. Identify the different ways of saving and where to save
5. Indicate their short-term and long-term financial goals
6. Create savings plans based on short and long-term financial goals
7. Describe how to develop responsible and effective saving habits



APPENDIX I: END OF SECOND SEMESTER TABLE OF SPECIFICATIONS

Week	Focal Area(s)	Type of Question	DoK Levels				Total
			1	2	3	4	
13	Opportunities for leisure and recreation.	<i>Multiple Choice</i>	1	3	2	–	6
14	Relevance of leisure and recreation to personal and national development.	<i>Multiple Choice</i>	2	2	2	–	6
		<i>Essay</i>			1		1
15	Major events leading to the rise of the scientific revolution in the sixteenth century.	<i>Multiple Choice</i>	1	1	1	1	4
16	Relevance of the Scientific Revolution in shaping the modern world, considering its lasting impact.	<i>Multiple Choice</i>	2	1	1	–	4
17	Expectations of the Ghanaian youth and how they can be met.	<i>Multiple Choice</i>	1	2	1	–	4
18	Challenges faced by the Ghanaian youth and how they can be addressed	<i>Multiple Choice</i>	1	3	1	–	5
		<i>Essay</i>				1	1
19	The concepts of local production and local consumption	<i>Multiple Choice</i>	2	1	1	–	4
20	Traits and capabilities of an entrepreneur in setting up a business The role entrepreneurs play in national development	<i>Multiple Choice</i>	1	3	–	–	4
		<i>Essay</i>	–	–	1	–	1
21	Challenges facing entrepreneurs in Ghana and how to sustain a business	<i>Multiple Choice</i>	1	2	–	–	3
		<i>Easy</i>			1		1
22	The Role of Responsible Consumers in promoting sustainable and eco-friendly products How various forms of consumer responsibilities ensure national growth and development	<i>Multiple Choice</i>	–	2	–	–	2
		<i>Essay</i>	–	–	–	1	1
23	Roles of savings in achieving financial goals.	<i>Multiple Choice</i>	1	1	–	–	2
24	Personalised saving plan based on short-term and long-term financial goals	<i>Multiple Choice</i>	1	2	1	1	5
Total			15	23	13	4	55

References

1. Abor, J., & Quartey, P. (2010). Issues in SME development in Ghana and South Africa. *International Research Journal of Finance and Economics*, 39(6), 215-228.
2. Agyekum, K., & Oladejo, E. (2016). Consumer awareness of product safety in Ghana. *International Journal of Consumer Studies*, 40(4), 450-457.
3. Akoto-Bamfo, E. (2017). *How to Boost Locally Produced Products*. Retrieved from <https://mobile.ghanaweb.com/GhanaHomePage/features/How-to-boost-locally-produced-products-611005>
4. Amoako, J. (2020). The Impact of Societal Pressure on Individual Identity in Ghana. *Journal of Ghanaian Studies*, 15(3), 123-137.
5. Amponsah-Mensah, A. A. (2022). The Contribution of Strong Institutions in Promoting Good Governance in Ghana. In *Democratic Governance, Law and Development in Africa: Pragmatism, Experiments, and Prospects* (pp. 333-351). Cham: Springer International Publishing.
6. Annan, K. (2012). *Interventions: A Life in War and Peace*. Penguin Press.
7. Appiah, A. (2009). 'Pan-Africanism'. *Africana: The Encyclopedia of the African and African American Experience*. Retrieved from <http://www.oxfordaasc.com/article/opr/t0002/e3057>
8. Appiahene-Gyamfi, J. (2021). *Policing in Ghana. Global Perspectives in Policing and Law Enforcement*, 1. Rowman & Littlefield
9. Appiahene-Gyamfi, J. (2022). The trends and patterns of crime in Ghana: The case of robbery. *International Journal of Criminal Justice Sciences*, 17(1), 93-109.
10. Appiah-Opoku, S. (2007). Indigenous beliefs and environmental stewardship: A rural Ghana experience. *Indigenous Knowledge and Development Monitor*, 7(3), 15-17.
11. Asibey, M. O., Agyeman, K. O., & Yeboah, V. (2017). The impact of cultural values on the development of the cultural industry: Case of the Kente textile industry in Adanwomase of the Kwabre East District, Ghana. *Journal of Human Values*, 23(3), 200-217.
12. Baker, D. B. (1993). *Explorers and Discoverers of the World*. Gale.
13. Bamfo, B. A. (2012). Consumer attitudes toward products made in Ghana. *Journal of Business Research*, 6(1), 39-46.
14. Barbarossa, C., & De Pelsmacker, P. (2016). Positive and negative antecedents of purchasing eco-friendly products: A comparison between green and non-green consumers. *Journal of Business Ethics*, 134, 229-247.
15. Bassam, A. (2006). *The Relationship between Savings and Investment in MENA Countries*. Retrieved from <https://www.usi.edu/media/3654875/Relationship-Between-Savings.pdf>

16. Berkes, F. (2000). Rediscovery of traditional ecological knowledge as adaptive management. *Ecol. Appl.*, 10, 1251–1262.
17. Berry, M. V. (2015). Nature's optics and our understanding of light. *Contemporary Physics*, 56(1), 2-16.
18. Bonython, E. & Burton, A. (2003). *The Great Exhibitor*. Henry Cole, V & A, Department for Culture, Media and Sport. (2004). *Getting Serious about Play*. DCMS.
19. Buissert, D. (2007). *The Oxford to World Exploration*. Oxford University Press.
20. Castells, M. (2010). *The Rise of the Network Society*. Wiley-Blackwell.
21. Chacon, R. (2012). *Conservation or Resource Maximisation? Analysing Subsistence Hunting among the Achuar (Shiwiari) of Ecuador*. Springer.
22. Chaisson, E. (2006). *Epic of Evolution: Seven Ages of the Cosmos*. Columbia University Press.
23. Colls, J. (2002). *Air Pollution*. Spon Press.
24. Darwin, C. J. (1997). Imperialism and the Victorians: The dynamic of territorial expansion. *The English Historical Review*.
25. De Vita, G., & Abbott, A. (2002). Are saving and investment cointegrated? An ARDL bounds testing approach. *Economics Letters*, 77(2), 293-299.
26. Department for Culture, Media and Sport. (2004). *Tomorrow's Tourism Today*. DCMS.
27. Doudna, J. A., & Sternberg, S. H. (2017). *A Crack in Creation: Gene editing and the unthinkable power to control evolution*. Houghton Mifflin Harcourt.
28. Gardiner, L. (2006). *Air Pollution affects Plants, Animals and Environments*. Windows
29. Gjerse, J. F. (2015). The scramble for East Africa: British motives reconsidered 1884-95. *The Journal of Imperial and Commonwealth History* 43 (5), 831-860.
30. Gyasi, K. (2019). *Cultural Expectations and Personal Identity in Ghana*. Kumasi: Ashanti Regional Publications.
31. Harvey, W. B. (2015). *Law and Social Change in Ghana*. Princeton University Press.
32. https://www.researchgate.net/publication/377313759_ENERGY_EFFICIENCY_WATER_CONSERVATION_AND_WASTE_MANAGEMENT
33. Hughes, B. (2002). *A Playworker's Taxonomy of Play Types (2nd ed.)*, Playlink.
34. Jia, T., Iqbal, S., Ayub, A., Fatima, T., & Rasool, Z. (2023). Promoting responsible sustainable consumer behaviour through sustainability marketing: The boundary effects of corporate social responsibility and brand image. *Sustainability*, 15(7), 6092.
35. Kerr, S. P., Kerr, W. R. & Xu, T. (2017). *Personality Traits of Entrepreneurs: A Review of Recent Literature*. Retrieved from <https://www.hbs.edu/ris/Publication%20files/18-047b0074a64-5428-479b-8c83-16f2aOe97eb6.pdf>
36. Keynes, J. M. (2016). *General Theory of Employment, Interest and Money*. Atlantic Publishers & Dist.

37. Killingray, D. (1986). The maintenance of law and order in British colonial Africa. *African Affairs*, 85(340), 411-437.
38. Kleinig, J. (2024). *Whistleblower*. *Encyclopedia Britannica*. Retrieved from <https://www.britannica.com/topic/whistleblower>
39. Kondor, R., Agyemang, E., Forkuor, J. B., & Atttoh-Odongo, D. (2024). Sustainable peacebuilding education: Strategies used by Ghana's National Peace Council. *Journal of Peace Education*, 21(1), 34-53.
40. Koshar, R. (ed.) (2002). *Histories of Leisure*. Berg.
41. Kraus, R. (2001). *Recreation and Leisure in Modern Society (6th ed.)*. Jones & Bartlett.
42. Krech, S. (2005). Reflections on conservation, sustainability, and environmentalism in indigenous North America. *Am. Anthropol.*, 107(1), 78-86.
43. Kumar, A., Prakash, G., & Kumar, G. (2021). Does environmentally responsible purchase intention matter for consumers? A predictive sustainable model developed through an empirical study. *Journal of Retailing and Consumer Services*, 58, 102270.
44. Kuwornu-Adjaottor, J. E. T., Appiah, G., & Nartey, M. (2016). The philosophy behind some Adinkra symbols and their communicative values in Akan. *Philosophical Papers and Review*, 7(3), 22-33.
45. Kwenin, I. A. (2021). Mitigating climate challenges: The role of social studies education. *Journal of Education and Practice*, 12 (14), 42-52.
46. Kwenin, I. A., & Boadu, K. (2019). *Physical and Social Relations in Social Studies*. University Press.
47. Kwenin, I. A., & Cobbold, C. (2020). *The Natural Environment*. University Press. Press
48. Kyiileyang, M. (2024). Exploring poetic depth: An analysis of Logyil performance by Anselm Niyagakuu Kyoh of Nandom-Kuselle. *London Journal of Research in Humanities and Social Sciences*, 24(4), 45-70.
49. Moses, W. J. (1978). *The Golden Age of Black Nationalism: 1850- 1925*. Archon Books.
50. NaCCA. (2023). *Teacher Assessment Manual and Toolkits for Curriculum Trial (TAMTCT): A Handbook for Teachers*. NaCCA
51. Nasiru, I., & Usman, H. M. (2013). The relationship between domestic savings and investment: The Feldstein-Horioka test using Nigerian data. *CBN Journal of Applied Statistics*, 4(1), 75-88.
52. Ngaaso, C. K. & Attom L. E. (2015). *Environmental studies*. Yamens Press Ltd.
53. Nkrumah, K. (1970). *Class Struggle in Africa*. Panaf Books.
54. Nukunya, G. K. (1975). The family and social change. *Colonialism and Change: Essays to Professor Lucy Mair*.
55. Ofori, J., & Asare, Y. (2014). Product safety and compliance: A study of consumer electronics in Ghana. *Journal of Consumer Policy*, 37(1), 61-76.

56. Opoku, R. A. & Aioli, A. K. (2009). The preference gap: Ghanaian consumers' attitudes toward local and imported products. *African Journal of Business Management*, 3(8), 350-357.
57. Original Berlin Tours (2024). *Exploring the Factors that Led to the Berlin Conference of 1884*. Original Berlin. Retrieved from www.historycrunch.com/causes-of-the-scramble-africa.html.
58. Robson, P. J., & Obeng, B. A. (2008). The barriers to growth in Ghana. *Small Business Economics*, 30, 385-403.
59. Sandel, M. J. (2007). *The case against perfection: Ethics in the age of genetic engineering*. Harvard University Press.
60. Secretariat, C. (2021). *Overview of Youth Development In Ghana*. Commonwealth Secret.
61. Stebbins, R. (2001). Serious leisure. *Society*, 38, 53–7.
62. Tehranchian, A. M., & Behraves, M. (2011). The relationship between savings and investment in Iran: Testing Feldstein and Horioka's theory. *African Journal of Business Management*, 5(4), 1408.
63. The American Association for Leisure and Recreation. (2003), *Leisure education in the School*. AALR
64. Tomlinson, J. (2001). *Extreme Sports*. Carlton.
65. Van Gyampo, R. E., & Obeng-Odoom, F. (2013). Youth participation in local and national development in Ghana: 1620- 2013 *Journal of Pan African Studies*, 5(9), 129-155.
66. Veal, A. (2002). *Leisure and Tourism Policy (2nd ed.)*. CAB International.
67. Williams, M. W. (1992). *Pan-Africanism: An Annotated Bibliography*. Salem Press.

NO	Name of Image	Reference (link)
1.	Ghana flag	https://web.facebook.com/ghanafanpage/photos/a.471785798688/10157408461948689/?type=3&_rdc=1&_rdr
2.	Coat of arms	https://www.beaghanaian.com/ghanas-coat-of-arms-symbolizing-tradition-national-pride-and-progress/
3.	Image of a man in a smock	https://web.facebook.com/photo/?fbid=1052170019931075&set=pcb.8883889908376702
4.	Xylophone (Gyil)	https://music.africamuseum.be/instruments/pic/ghana/lobi/lobi-gyil2.jpg
5.	Adinkra Symbols and Meanings	https://www.quora.com/What-are-the-importants-of-national-symbols-of-Ghana
6.	Environmental problems	Accra Pictures by Day & Night: Time for some Law and Order--Ghana-Style! (accradailyphoto.blogspot.com)

7.	Illegal Mining	https://www.google.com/url?sa=i&url=https%3A%2F%2Fbusinessdayghana.com%2Fenvironmental-impact-of-illegal-mining-in-ghana-part-1%2F&psig=AOvVaw1kRw8yDL8t14deZ7nHknEk&ust=1719674026711000&source=images&cd=vfe&opi=89978449&ved=0CBEQjRxqFwoTCNi60ZzL_oYDFQAAAAAdAAAAABAE
8.	Supreme Court of Ghana	https://dailyguidenetwork.com/wp-content/uploads/2020/06/court-1-750x406.jpg
9.	The Ghana Armed Forces	https://web.facebook.com/GhArmedForcesOfficial/?_rdc=1&_rdr
10.	Ghana Police Service	https://x.com/GhPoliceService/status/1409789849876455436
11.	Beads	https://web.facebook.com/TV3GH/photos/a.2599023550127004/6050439978318660/?type=3&_rdc=1&_rdr
12.	Jewelry	https://i0.wp.com/gna.org.gh/web/wp-content/uploads/2024/03/Social-Ghana-Month-Fair-1.jpg?resize=1024%2C768&ssl=1
13.	Kente	https://i0.wp.com/greenviewsresidential.com/wp-content/uploads/2021/06/places-to-visit-in-ghana.jpg?resize=768%2C512&ssl=1
14.	Calabash	https://g-sapphire.com/cdn/shop/products/image_a7ff45eb-ff42-4b52-9952-d0262770b414_493x.jpg?v=1646262887
15.	Adowa Drum Set	https://tourism0group.wordpress.com/2019/11/21/traditional-crafts-in-ghana-as-tourists-attraction/
16.	Dr. Kwame Nkrumah	Osagyefo Dr. Kwame Nkrumah – Public Records and Archives Administration Department (praad.gov.gh)
17.	Jomo Kenyatta	https://www.npg.org.uk/schools-hub/jomo-kenyatta-by-rex-coleman-for-baron-studios
18.	W. E. B. DuBois	https://commons.wikimedia.org/wiki/File:W._E._B._Du_Bois_by_Carl_Van_Vechten.jpg
19.	Marcus Garvey	https://jis.gov.jm/information/get-the-facts/remembering-marcus-garvey/
20.	Made-in-Ghana Products	https://www.google.com/url?sa=i&url=https%3A%2F%2Ffelizabethokoh.com%2Fthe-arts-centre-accra%2F&psig=AOvVaw3QjyBsQWzCVTjJvy3H08yj&ust=1722735199339000&source=images&cd=vfe&opi=89978449&ved=0CBEQjRxqFwoTCJCR9IbX14cDFQAAAAAdAAAAABAD
21.	Tom Brown	https://www.jowato.com/index.php/product/kents-tom-brown1-
22.	Local Producers	https://www.shutterstock.com/shutterstock/photos/1839497299/display_1500/stock-photo-image-of-african-man-with-foot-wear-workshop-concept-1839497299.jpg

