



MINISTRY OF EDUCATION
GHANA ASSOCIATION OF
RELIGIOUS EDUCATORS



Religious and Moral Education

for Senior High Schools

Year 2



Abdul-Rahaman Abdul-Wahab
Richard Ali
Clement Nsorwineh Atigah
Joseph Abass
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Service (GES)





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FOREWORD

Ghana's new Senior High School Curriculum aims to ensure that all learners achieve their potential by equipping them with 21st Century skills, knowledge, character qualities and shared Ghanaian values. This will prepare learners to live a responsible adult life, progress to further studies and enter the world of work. This is the first time that Ghana has developed a Senior High School 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.

The Ministry of Education is proud to have overseen the production of these Learner Materials which can be used in class and for self-study and revision. These materials have been developed through a partnership between the Ghana Education Service, teacher unions (Ghana National Association of Teachers- GNAT, National Association of Graduate Teacher -NAGRAT and the Pre-Tertiary Teachers Association of Ghana- PRETAG) and National Subject Associations. These materials are informative and of high quality because they have been written by teachers for teachers with the expert backing of each subject association.

I believe that, if used appropriately, these materials 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.

Haruna Iddrisu MP
Minister for Education

SECTION

1

TIME MANAGEMENT



WORK, TIME MANAGEMENT AND LEISURE

Time Management

INTRODUCTION

Welcome to the opening section of year two. This section is mainly to assist you in understanding the concept of “Time Management” and all the discussions around it. The aim is to aid you develop a knowledge of time management skills that are valuable both in school and beyond. The lessons in this section will enable you to describe the concept of time and understand its interpretation within Ghanaian society. You will also explore the religious and cultural aspects of time in Ghana, as well as to compare these views to those in various global cultures. Additionally, this section will help you identify ways in which time can be wasted and how you can effectively manage it to achieve great results. These insights are essential for preparing you for adulthood, the workforce, and further education.

KEY IDEAS

- Misusing time can be dangerous to achieving success. It is advisable to balance time dedicated to work and that of personal life effectively.
- The concept of time could be understood and measured from different cultural backgrounds.
- Time management is the use of techniques, strategies and resources to adjust one’s time to achieve goals and priorities.
- Time when managed well can be profitable to individuals and organisations in varied ways.
- Work-life balance is the provision of equal attention to both work and personal life demands.

OVERVIEW OF THE CONCEPT OF TIME

The following is an outline of the concept of time.

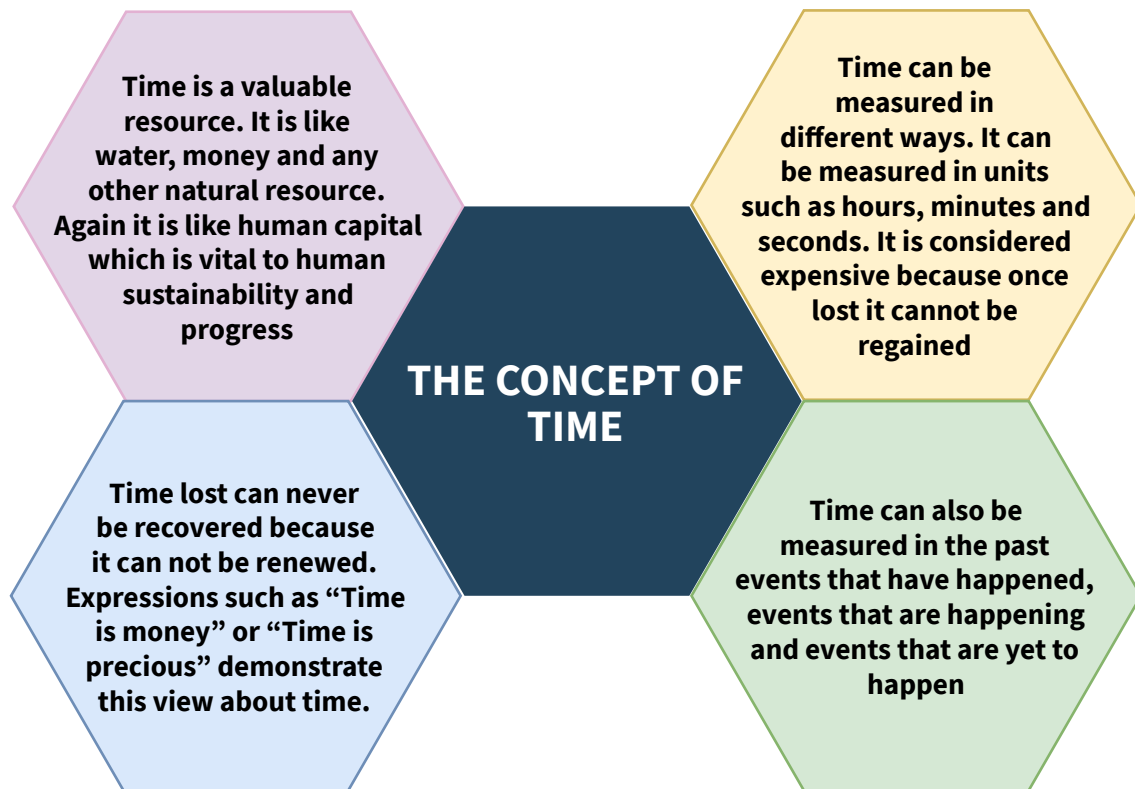


Figure 1.1: The concept of time

How time is measured in Ghanaian society

1. **Time**, within the Ghanaian setting is not in a straight line or direct (linear) but circular or progressive (cyclical).
 - a. In the linear concept of time, events happen one after the other in a specific order. Every moment is distinct and not linked to the other. The entire day is made up of 24 hours which is distinct to that day and time. All that happens within that period is directly related to the exact moment. A day starts from 12 am to 11:59 pm.



Figure 1.2: An image of a clock showing 24 hours of the day.

- b. Time being cyclical means that time is continuous, flowing and not in pieces of rigid units such as hours, units or seconds. All activities and situations are linked to each other to make a perfect completion. They can be repeated. It is worth noting that a day is divided into dawn, morning, afternoon, evening, and night.
2. How time can be described as **flexible and relative** in the Ghanaian setting. The discussion below explains how time is viewed as flexible and relative.
 - a. Time is elastic: The expression implies that time does not stand still (fixed) but it is adjustable. For example, an event planned to take place in the morning can be held any time between the hours of 6 am and 12 noon and still be considered as morning.
 - b. Time focuses on accomplishing goals, not keeping strict timelines. In other words, a job can be done regardless of the time. The concentration is on work and not the time assigned to complete the work.
 - c. Appointments and meetings are allowed to commence at varying start times. The starting of meetings or appointments are determined by the presence of prominent officials such as a chief, the head of the family, a religious leader, etc. Without their presence, meetings or events will not start.
3. **Life cycle:** Below are some of the ways to depict human life in a cycle or from one stage of life to the other.
 - a. Stages of human life are linked to each other (life is a cycle). It begins from birth to growth or development, to maturity, then to death. One does not jump any of the stages (except in some exceptional cases where a person dies at an early stage of life) but would have to pass through each of them to complete the life cycle. Each stage has its features and duties to be performed. For instance, during death, an individual is buried, and the period is characterised by mourning and not merry making as it may be in the case of birth.
 - b. Time is marked by significant events and life transitions including child initiation, marriage, parenthood and death. These events occur during different periods of a person's life existence. After an introduction to the world through birth and its related rituals, the next event a person goes through is during the period associated with marriage. After this, the person proceeds to the period of parenthood and then finally to death.
 - c. The life journey of humans is often intertwined with the cycle of nature such as seasons (rainy or dry season). In the same way, there is a natural season which ought to occur at a particular time, and so are the stages of human life. "There is a season for everything".
4. **Time can be calculated with events :** Human and natural occurrences in some cases are used to estimate time. Some of these events or occurrences are captured below.
 - a. The death of a prominent personality especially a king: In some communities or situations, the death of a king is used as a reference to determine an incident which happened (gives a date). For example, the birth of a person. In other instances, the death of a prominent person marks the beginning or the end of an event.

- b. In some contexts, or communities, time is calculated based on the days set aside for market activities (market days): References are made to these market days to set event dates and make appointments. For example, “I will visit you in the next two market days.”
 - c. Times when natural happenings such as the Eclipse of the Sun, drought, flooding, famine, pandemics, etc: For instance, on June 3, 2015, there was a flood and fire explosion at Kwame Nkrumah Circle. Also in the early moments of 2020, the deadly disease coronavirus hit the world including Ghana. These occurrences are used as reference points in the measuring of time. For example, “Three years after the Kwame Nkrumah Circle flooding incident, my brother gained admission to the University.”
 - d. Disasters: On May 9, 2001, there was a disaster in the Accra Sports Stadium leading to the loss of lives. Some Ghanaians referred to this event to make appointments or organise an event in the past. For example, “Two days after the May 9 disaster, my parents made payment for the purchase of a land.”
 - e. Traditional festivals: Periods slated for the celebration of festivals can be used to check or calculate time. For example, among most Akan communities, Akwasidae is celebrated every 42 days, the Ga’s usually celebrate the Homowo festival during August every year. The Hogbetsotso, a festival celebrated by the Anlo’s, takes place in November. Damba, celebrated by Dagombas in the Northern part of Ghana is often celebrated in July or August.
5. **Measuring time according to seasons of the year:** In African communities especially Ghana, time can be determined based on the seasons of the year which are mentioned below.
- a. Farming or Agricultural Seasons: In Ghana, there are two farming (planting) seasons within a year. These are the Major (May-July) and Minor (September-November) seasons. Farmers begin to plant the moment the rain starts. Appointments and events can be scheduled during such seasons. For instance, you can sometimes hear statements like “Wait till the next farming season for me to settle my debt.”
 - b. Rainy (wet) and dry seasons: In Africa and especially in Ghana, the year is generally divided into two seasons, the rainy season (periods for rainfall) and the dry seasons (periods when rainfall is not expected).

Activity 1.1

Meaning of Time

Think about the meaning of time and share your ideas with a friend sitting next to you.

Activity 1.2

Ghanaian Measure of Time

1. In groups of not more than five members, produce a play, song, poem, or rap (any of the options) demonstrating how Ghanaians measure time differently.

Example: The use of life cycles like birth, growth, maturity, and death.

Below is a guide for acting out a play.

Characters - Who are they? Describe them.

Character Name

Description

Scene 1 - Set the scene - where is it? Who is there?

Narrator:

Stage Directions:

1st Speaker's Name	How They Talk/Behave
2nd Speaker's Name	How They Talk/Behave

Play/Script writing guide - *Below is a guide for writing Poetry*

The structure of a poem refers to the way in which the text is set out to the reader. In poetry, the main elements referred to in relation to structure are meter, rhyme, stanza, verse, and scheme.

Meter	Meter is the basic rhythmic structure of a poem. Meter is determined by the number of syllables used in a line and the pattern in which these syllables are used.
Scheme	Scheme, or rhyming scheme in poetry is the pattern of sounds or rhymes within a poem. This pattern can be at the end of the line, every other line, or throughout the stanza.
Verse	The verse in a poem refers to the various parts of a poem. The term is typically used to describe the relationship between rhyme and meter in a certain part of a poem.
Rhyme	Rhyme is the repetition of similar-sounding words, or the same syllables used within a line. Rhyming typically takes place at the end of a line. Rhyme is one of the most used devices in poetry and is ideal for spoken poetry or songs.
Stanza	A stanza refers to the way that lines are grouped together in a poem. Stanzas are separated with breaks or empty spaces in between lines, much like how paragraphs are presented in prose or other writing forms.

Below is a guide for writing a Song/Rap

Decide your message	Write about something you know. This will have more impact.
Build a beat	Either devise your own beat or purchase a beat online. A good beat will help you come up with lyrics, rhyme and words
Find a hook/chorus	This is the section that sticks with the listener, and they repeat.
Devise a rhythm	Work out the central parts of your song structure. Map out the rhythm and cadence for your rap and try out different cadences.
Write the lyrics	Write as many words as you need to and reduce the lyrics if required further down the writing process.
Practice	Keep practicing and noting what works and what doesn't.
Rewrite and edit	Once you have the draft and have practiced it a number of times, start editing and making changes before finalising it.

- Working in the same group, provide examples of instances or happenings from your communities and families showing how time is measured using life events.

Example(s): A natural disaster that occurred, the celebration of a festival, farming season, etc.

RELIGIOUS AND CULTURAL CONTEXT OF TIME IN GHANAIAN SOCIETY

1. Some traditional festivals and how they measure time

In Ghanaian societies, the three main religions celebrate varied occasions and practices during certain designated periods. Examples of festivals/events are shown below.

African Indigenous Religion (AIR) Festivals	Christian Festivals	Islamic Festivals
Homowo; A yearly celebrated agricultural festival among the Ga to honour the harvest season.	Easter: Jesus' resurrection March or April	Eid-ul-Fitr: The end of Ramadan. The Islamic holy month of fasting
Hogbetsotso; A yearly celebrated festival by the Anlo Ewe people to remember their migration from Notsie in Togo to the Volta Region of Ghana.	Pentecost Day: The Holy Spirit descends 50 days after Easter	Eid-ul-Adha: The completion of Hajj. The yearly Islamic pilgrimage to Mecca
Damba: A yearly festival to honour the birth of Prophet Muhammed. This festival is celebrated by both Muslims and non-Muslim from the Northern part of Ghana. They include the Gongas, Nanumbas, Wala, Mamprusis and Dagombas.	Christmas: Jesus' birth 25 th December	Maulid al-Nabi: The birth of Prophet Mohammed
Feok: An annual festival of the people of Sandema in the Builsa to honour the defeat of Zambarima slave raiders by a man named Babatu a Builsa in the 1880s.	Good Friday: the death of Jesus	
Akwambo: Celebrated yearly by the Fantes in the Central Region of Ghana to remember how their ancestors migrated from the old city of Techiman to where they are currently located (along the coast).	Ash Wednesday: The beginning of lent 46 days before Easter	
Ohum: It is an annual agricultural festival celebrated to honour the harvest season.	Palm Sunday: Jesus' triumphant entry to Jerusalem Sunday before Easter	
Odwira: Is an annually celebrated festival by the Akan the honour the harvest season and to cleans the community from evil.	Ascension Day: Jesus' ascension into heaven 40 days after Easter	

Fetu: A yearly celebrated festival by the people of Ogua traditional area in Cape Coast to purify the community.		
Asafotufiam: An Annual festival celebrated by the people of Ada to remember their ancient warriors and the gods for victories in wars.		
Kundum: A yearly celebrated festival by the people of Nzemah to honour gods and ancestors.		
Adae: A festival celebrated every 42 days based on the Akan calendar by the Ashantis and other Akan societies. It is celebrated to honour dead relations and communicate with the gods and ancestors.		

2. Links between festivals and the cyclical nature of the seasons

Some festivals are connected to certain natural seasons such as farming, rain and other seasons. The following are some of these festivals.



Figure 1.3: Links between festivals and the cyclical nature of the seasons

3. Religious teachings on time and the importance of its wise usage

The following are some teachings of the three main religions on time.

- a. *African Indigenous Religion (AIR)*: AIR teachings on time are mostly captured in their wise sayings as discussed below
 - i. “Time is cyclical, with events and experiences repeating themselves”: This implies the interconnections of occasions in a person’s life. For instance, a person goes through birth and its related rituals, puberty rites, marriage, etc. These events repeat themselves in almost every person’s life. In another instance, occasions such as festivals are celebrated each year and are considered as experiences that repeat themselves in human lives.
 - ii. “The past, present and future are interconnected”: This saying means that the past, present and future are not separate time periods, but they influence each other. The past shapes the present and the present shapes the future. Thus, occurrences across time are connected and affect one another.
 - iii. “Time measured by the rhythms of nature and community’s experiences”: This saying implies that natural occurrences and life events sometimes dictate time flow or movement. For instance, Ghanaians remember the May 9 stadium disaster as a sad moment in history.
- b. *Christianity*:
 - i. As stated in Psalm 31:15, time is said to originate from God: It is given to humankind as a present from their Maker. The times of humanity are in God’s hands; therefore, He alone has power over the flow of man’s seasons and times. He controls time and His care and guidance extend to every moment, past, present, and future. Christians must seek God’s guidance for every step, trusting His power for a secure future.
 - ii. Time to Christians is a valuable and limited resource: The Bible warns Christians about the risks of laziness. They are therefore encouraged to use time profitably (Ephesians 5:15-16) because idle hands can lead to sinful ways. For this reason, it is important to live responsibly.
 - iii. Ecclesiastics 3:1-11 affirms that everything has its own time and place: For instance, birth and death have their times and planting and harvesting have their seasons. God makes things happen this way to fulfil His purpose. Humans are advised to take advantage of every opportunity that comes their way.
- c. *Islamic*:
 - i. Qur’an 103:1-3 teaches that those who “believe” and engage in “righteous deeds” are viewed as making the most of their time. Such individuals focus on actions that contribute positively to their lives and the lives of others, which not only serves to fulfil their purpose but also ensures that their time is spent meaningfully. Thus, the message stresses the importance of time management as the responsibility of humans.

- ii. Hadith-Al-Bukhari encourages Muslims to use time wisely as servants of Allah: Time should be spent in activities that are pleasing to Allah. As servants of Allah, Muslims are obliged to engage their time in prayers, spiritual reflection, and good actions which are pleasing to Allah.
- iii. In Qur'an 23:80, Allah is seen as the supreme authority governing time and everything that exists. Allah is the owner of time so humankind cannot determine its movement. He regulates all affairs from heaven to the earth. All activities are in the hands of Allah and so He does what he wills.

Activity 1.3

Religious Events for Measuring Time

1. In groups, discuss religious festivals that help to measure time. Explain the links between the festivals and the cyclical nature of the seasons.
2. In a class discussion, share with your classmates all the activities e.g., ceremonies, customs, food and drink, involvement of family that take place in one of the religious festivals previously discussed in your group.

For example:

Event	How it Helps Measure Time	
Christmas	Every Christmas, we pay a visit to the orphanage. This implies that, Christmas as an event has been used to demonstrate or measure the yearly activity we embark on in our family. Time has been calculated using the activities surrounding Christmas.	
Odwira	Every Odwira period marks the end of the traditional year for the people of Akuapem. Hence, the greeting "Afrihyia pa". Time here has been measured following the yearly event of Odwira, a traditional festival. For example, our school reunion is held every Odwira. Time has been calculated using the activities surrounding Odwira.	
Eid al-Fitr	Every Eid al-Fitr we donate gifts to the needy. This implies that, Eid al-Fitr as an event has been used to demonstrate or measure the yearly activity we embark on in our family. Time has been calculated using the activities surrounding Eid al-Fitr.	

COMPARISON OF TIME ACROSS DIFFERENT GLOBAL CULTURES

1. How time is perceived in different cultures around the world

In Africa and in other parts of the world, time is seen differently. Here are some ways it is understood from the perspective of diverse cultures.

Western Cultures

Time is seen as a straight line, measured by clocks. Western societies typically view time as a linear concept, comprising past, present, and future and measured by clocks, watches and calendars.

It is important that jobs should have a clear start and end time. Activities are completed in an ordered fashion.

Each moment in time is distinct, individual, and separated from every other moment. One moment cannot influence the other. A period of time is a singular experience, which does not repeat itself.

African (Ghanian) Cultures

Time is considered flexible and adaptable: It is not strictly divided into fixed parts. Time management is always influenced by environmental, social and cultural factors.

Time is managed to streamline task completion and not just to meet deadlines. When one is doing any work, the focus is on how to achieve the aim of the work and not to meet deadlines.

Programmes may start earlier or later than scheduled depending on the arrival of an influential person such as family heads, government officials, high ranking clergy.

2. Urban versus rural concept of time

Time is viewed differently in urban and rural settings.

Urban Time

Time is frequently seen as short and as a limited and important resource that must be used efficiently

Schedules are followed to achieve specific deadlines by which activities or projects must be completed.

Time is divided into smaller units including seconds, minutes, hours, days and weeks. But the focus is on seconds and minutes to stress on the importance of arriving on time.

Digital effect on time management. Digital tools including google calendar, Microsoft outlook, etc manage time efficiently.

Rural time

Time is not always about strict schedules. It is often seen as a societal and communal idea. A situation or an activity can change how time is viewed.

Plans or schedules are influenced by the natural flow of time. Time moves around natural events like seasonal patterns, or sunrise/ sunset

Time is seen as interconnected periods that adapt to nature's patterns which are affected by changes in the seasons and yearly cycles.

Life moves at a relaxed pace with a deeper connection to the environment or nature.

Time is affected by cultural, spiritual values and community needs. Farming communities plan work around the seasons

3. Work against leisure—work/life balance

It is important to maintain a work/life balance and to establish a balance of available time between the focus of work on the one hand and the time allocated for leisure and relaxation.

Work Time	Leisure Time
Career activities: Time is spent on paid jobs, contract work, entrepreneurship or business ownership	Personal time for fun and relaxation. It is a time that an individual selects and has power over
Time is allocated for work, including work shifts and other responsibilities such as pre-arranged meetings, regular breaks, lunch time, etc.	Liberated time for a person to express themselves. They can do something as and when they feel like doing it.
Time is used productively to deliver results. Work is done towards the achievement of specific goals.	A period for enjoyment and free from stress.
The work environment can be seen as a place of pressure and expectation. There can be stress at the workplace because goals must be achieved.	Free time improves overall well-being. Enjoyable activities reduce pressure and renew energy for work.
Typical work hours are spent in a particular setting and happens at a specific place. Examples of workplaces include schools, office buildings, hospitals, restaurants, and supermarkets.	Frequently takes place in several locations i.e., home, outdoors, or recreational spaces.
Concentration is important for productive work. Workers are focused to meet clear goals and objectives and interruptions are minimised.	

Activity 1.4

Findings on the different concept of time

Use your mobile phone/tablet/laptop to access information on African and Western timekeeping attitudes. Make a note of your research to be used in group discussions.

Guidance to accessing information from the internet

Name _____ Research

Internet Research



My Topic or Question: _____

Use three different websites to find information about your topic.
Record the websites below.

1. _____

2. _____

3. _____

Synthesize the information you found to write an informative paragraph about your topic/question.

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Activity 1.5

Discussion and presentation on time differences

1. In groups of not more than five, discuss your findings on how Africans and Westerners view time.
2. Within the same groups, identify the differences in time measurement between Ghanaian and Western culture. (How do cultural events influence timekeeping in Ghana and the West?)
3. Present your findings to the entire class.

Activity 1.6

Context influence of time

Discuss with your peers how city and village life influence;

1. time and work
2. leisure time

Support your discussion with relevant examples.

WAYS IN WHICH YOU MISUSE YOUR TIME

1. The various ways in which time is misused in school and at home

Time when not managed well can be lost and never regained. Let us study how you can misuse time at home and school

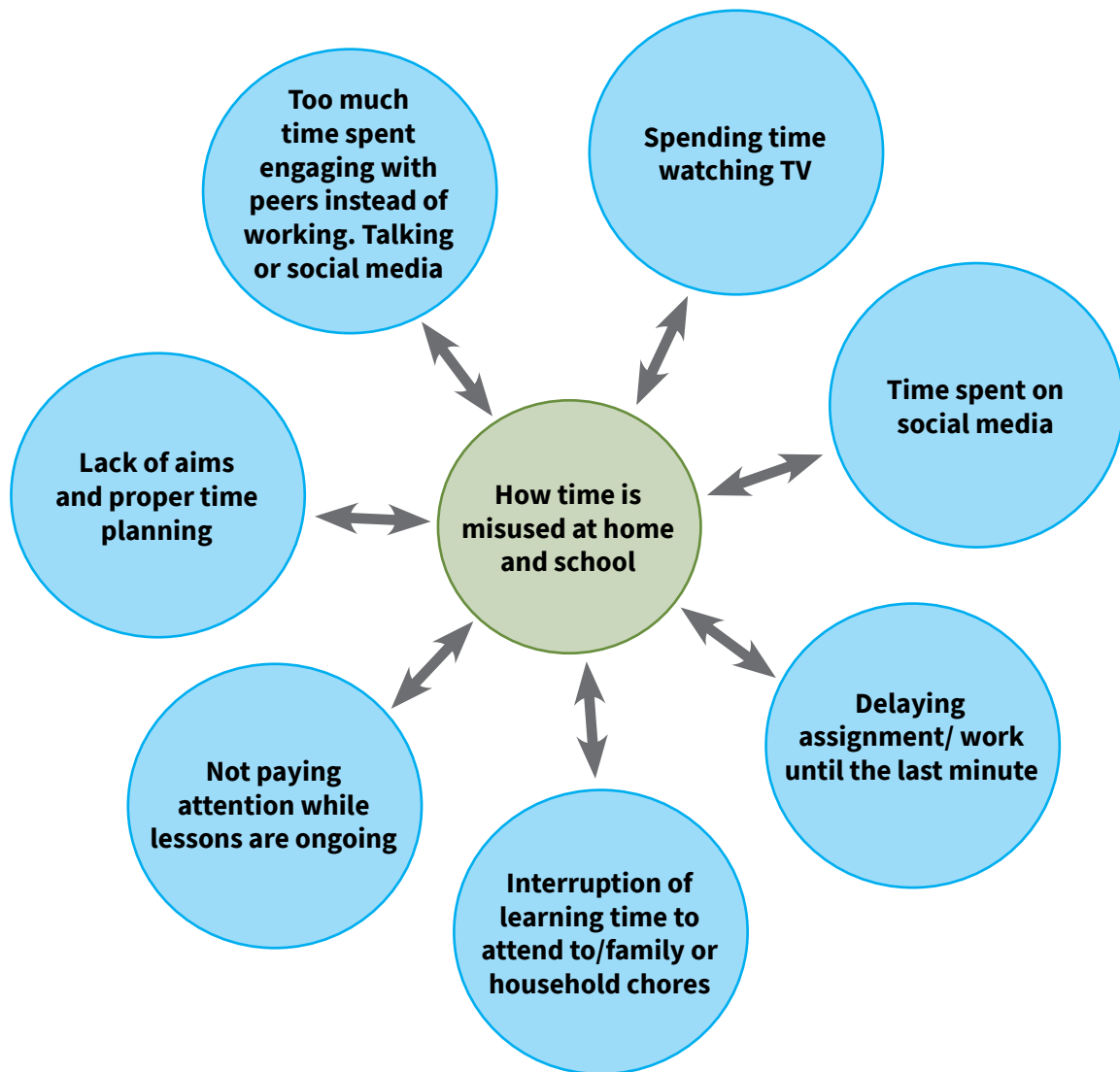


Figure 1.4: Misuse of time at home and school

2. The losses you make when you misuse time.

Failure to effectively use time may cost you greatly. Below are some losses you can make:

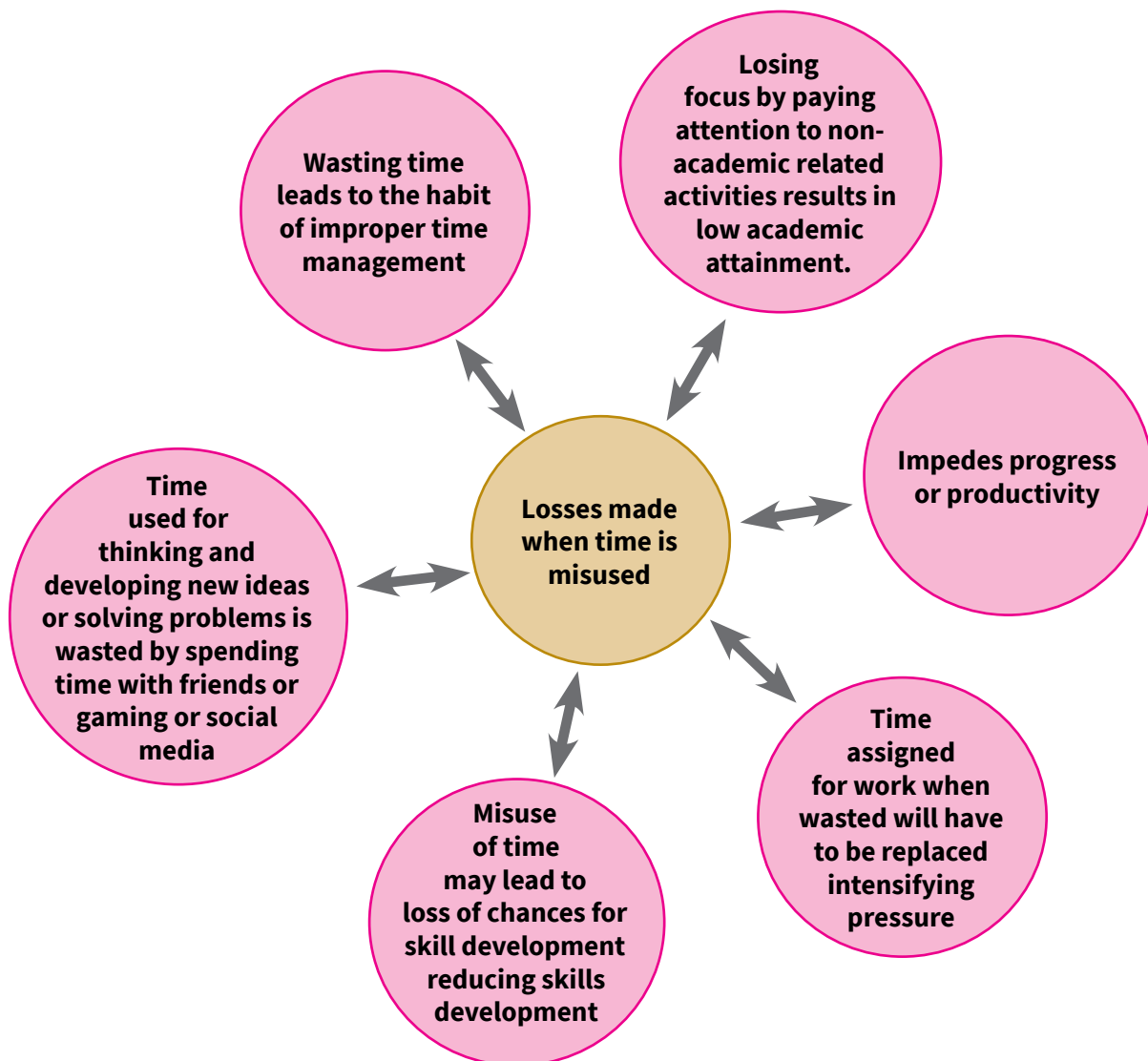


Figure 1.5: Losses you make when you misuse time

Activity 1.7

Misusing Time

1. In groups of not more than five, classmates, identify and address the misuse of time.
2. Within the same groups, reflect on your own misuse of time at home and school, and the effects on your lives. You can use the template below for recording this:

Examples of own misuse of time	Effects of own misuse of time
Spend too much time on social media	Not completing work assignments on time

SKILLS IN MANAGING TIME PROFITABLY AS A LEARNER

In the previous lesson, you were guided to understand some of the ways you misuse time at home and school. This lesson will assist you in adopting efficient skills in managing time for your benefit.

Skills to Managing Your Time Profitably

The following skills will help you to structure time efficiently

- a. Make a list of daily activities from morning to night time. This can be done by categorising or listing what one does from early morning till bedtime. See below for an example of daily activities.

Daily Activities

- Wake up
- Brush teeth
- Take a shower or bath
- Get dressed
- Eat breakfast
- Commute to work or school
- Attend meetings or classes
- Work on projects or assignments
- Take breaks and stretch
- Eat lunch
- Continue work or school activities
- Attend appointments or run errands
- Watch TV or movies
- Listen to music or podcasts
- Read books or articles
- Write in a journal or blog
- Cook or prepare meals
- Clean or do household chores
- Take care of pets or plants
- Go grocery shopping
- Pay bills or manage finances
- Relax or meditate
- Take a nap or rest
- Learn a new skill or hobby

- b. Break down tasks into manageable components: Large daily tasks can be divided into smaller and easy tasks. For example, cleaning the house can be done in bits

by sweeping the bedroom, cleaning the bathroom, etc. This will help carry out tasks efficiently.

- c. Design a timetable for daily activities: Assign time to each activity e.g., breakfast at 7:00 in the morning, extra classes between 2:00 pm to 3:30 pm and supper at 5:30 pm. This will ensure the effective accomplishment of the day's activity.
- d. Carry out activities as planned and follow the schedule: This is about doing exactly what had been intended at the allocated time and avoiding distractions. Avoid postponing time meant for specific tasks, especially learning periods.



Figure 1.6: An image of a young man running to be on time for an event.

- e. Provide times for breaks when performing activities: This allows resting from tasks and gives room to refresh one's mind after performing some activities. This aids in gathering enough energy for other tasks or activities ahead.



Figure 1.7: A young lady takes a break to relax from a task.

- f. Check and improve your schedule: This could be done through a good reflection and evaluation of your time management strategies or plans. If you realise your plan is not helping, you are encouraged to draw a new plan to aid you perform your daily activities effectively.

Awareness of the relationship between one's thoughts and emotions and time management

The manner a person thinks or perceives things and emotions (their feelings) can greatly affect their ability to manage time well. These thoughts and emotions can limit the way in which you use time effectively and discouraging these negative thoughts and emotions will help to save time and accomplish tasks effectively.

- a. *Examples of limiting thoughts*
 - i. Limiting beliefs: Do you remember some instances you said to yourself “I will never be able to complete this work on time.” This way of thinking affects one’s ability to manage time.
 - ii. Self-doubt: There are also instances where people could doubt their capacity to perform a given task. They sometimes make statements like “I am not good enough to complete this task”.

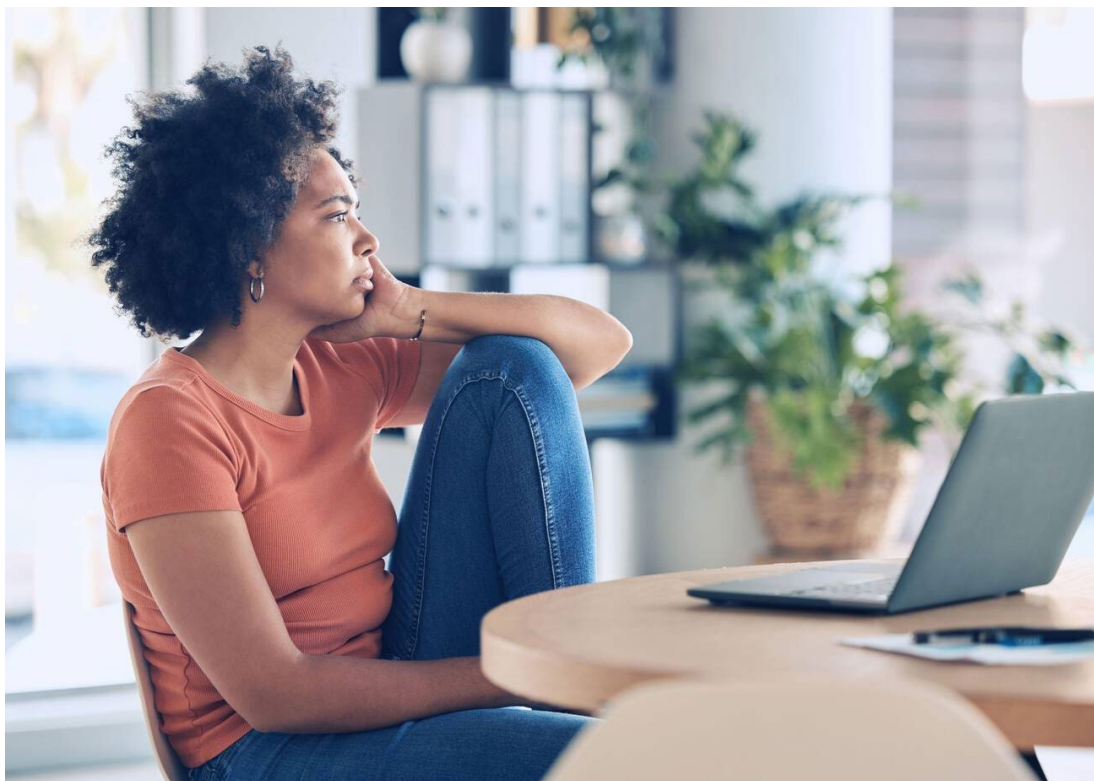


Figure 1.8: An image of a young woman thinking about accomplishing a task.

- iii. **Distraction:** There are other instances where attention is given to other actions unrelated to the task one must accomplish, i.e., a quick check of your phone. This can become a prolonged waste of time, which could involve responding to messages or visiting social media sites.

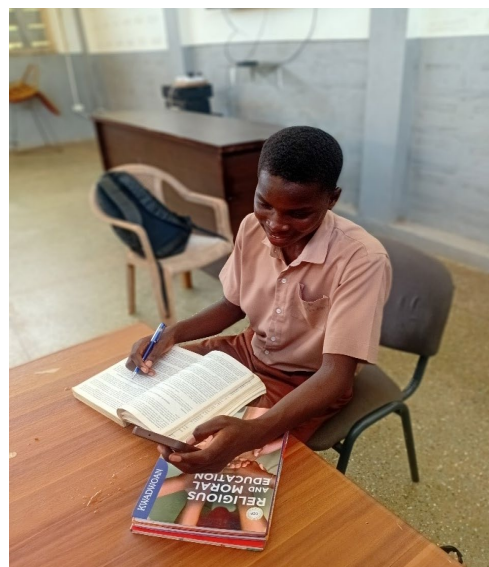


Figure 1.9: An image of a student watching his phone whilst learning.

b. *Examples of limiting emotions*

- i. **The fear of failing:** Fear holds people back from taking the initiative to start a task and proceeding to complete it.
- ii. **Feeling stressed and anxious:** Too many tasks make a person feel stressed or worried and not able to complete a task within a specified time.
- iii. **Boredom or disinterest:** Individuals are unable to stay focused and manage his or her time well.

Activity 1.8

Skills in Time Management

1. Make a schedule of activities to aid you in achieving your daily goals or targets. Discuss your plan with your classmates in groups of five members.
2. In your groups, share your thoughts and emotions that can hinder or prevent you from meeting the daily target that you have set.

The questions below can help guide your discussion:

- a. Do you remember any tasks such as class exercises, homework, or other tasks you couldn't complete?
- b. What is/are the task(s)?
- c. Why were you not able to finish the task on time?
- d. Would you have finished if given another opportunity?
- e. What would you have done differently to ensure you completed the task on time?

TIME MANAGEMENT AT WORK

You have just learnt some essential skills you can adopt to manage your time profitably. Let us now find out what is meant by time management and how time can be managed at work.

1. The concepts of time management.

The concept of time management can be explained in various ways.

- a. Time management is the use of techniques, strategies or skills, and resources to adjust one's time to achieve goals and priorities.
- b. Time Management refers to planning, managing and controlling the time allocated to different tasks to enhance productivity and effectiveness.

How to manage time at work

Set ambitions/goals and priorities	Individuals can streamline activities towards achieving those goals. This discourages them from engaging in activities that could waste time.
Plan events with a calendar	Plan the dates, activities, programmes, events, and appointments that are coming up. This will help in the identification/planning of longer-term activities.

Create a daily task list or schedule (timetable)	Organise your time by arranging tasks and prioritising important activities at the top of the list. Items on the list can be labelled to distinguish urgent activities from others.
Remove sources of interruption	Reduce the use of phones, social media, engagements with friends.
Take frequent breaks to replenish your energy and prevent fatigue	This helps to conserve energy to ensure a focus on achieving more high-quality tasks.



Figure 1.10: An image to show the listing of daily priorities.

Activity 1.9

Explaining Time Management

On your own, think through the meaning of the concept “Time Management”. Then with a friend, discuss your thoughts and share your ideas with the entire class.

Activity 1.10 Importance of Good Time Management Skills

1. In groups of not more than five members, discuss ways in which time can be managed at work.
2. In the same group, discuss the importance of creating a daily schedule to prioritise tasks.

BENEFITS OF GOOD TIME MANAGEMENT AT WORK

The previous lesson aimed at helping you understand the concept of time management at work. This lesson will help you appreciate the need to embrace good time management at work.

1. Benefits of Good Time Management at Work

Adopting proper time management is essential to both the individual and the organisation or work at large.

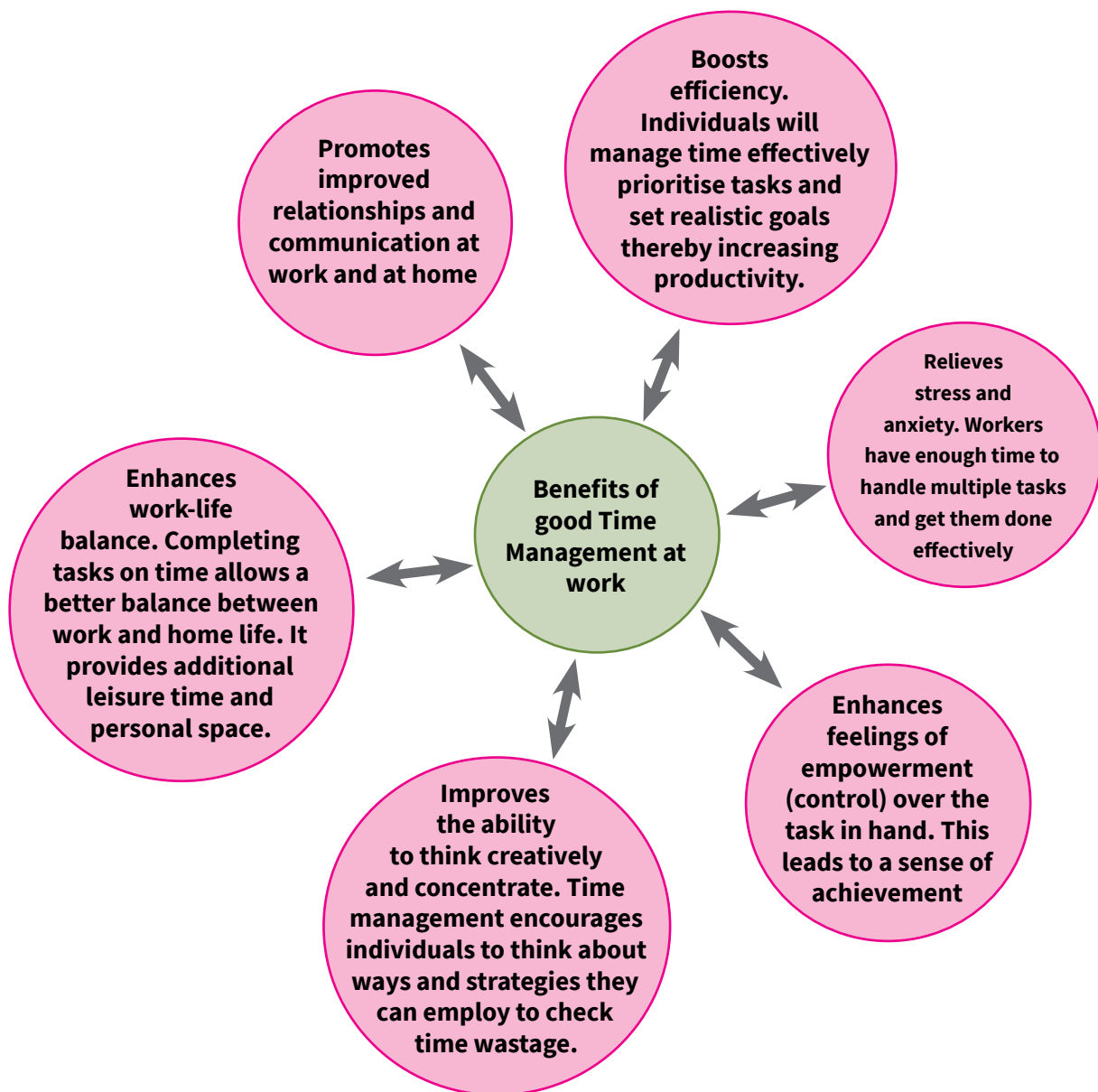


Figure 1.11: Benefits of good time management at work

Activity 1.11**Planning an Activity Report**

Produce a plan for your upcoming weekend activities. Record how you completed the activities/tasks over the weekend and prepare a report on it to present to your colleagues in class.

Activity 1.12**Assessment of a Day's Activity**

Think about the activities you performed yesterday. Given another chance, which of the activities would you like to repeat and which ones would you like to perform differently based on your understanding of good time management?

Write down your response(s) in word document or an exercise book.

Activity 1.13**Discussion on Benefits of Time Management**

In groups of not more than five members think about the activities you identified above and discuss the benefits of effective and efficient time management in attaining individual and organisational work goals.

Some questions to reflect on during the discussion.

1. What are the benefits of good time management
 - a. To yourself
 - b. To your work or colleagues
2. Provide examples and reasons to support your viewpoint.

WORK-LIFE BALANCE

Do you remember times when you worked all day and skipped your favourite television show or even lunch? That could be a sign that you're not balancing your daily responsibilities with relaxation and enjoyment. Let's now take a look at the following:"

1. Meaning of work-life balance

Work-life balance means combining or managing work and personal life responsibilities in a fulfilling and sustainable way. It is important to work to meet your target or the demands

of employers, but one should be mindful of allocating equal attention and time to other obligations like personal desires and family. Maintaining work-life balance is an ongoing process that calls for self-care, effort, and intention which includes caring for your health and personal desires like academic and professional development

2. Strategies for achieving a good work-life balance

Arriving at a balance between work and personal life requires skills and knowledge. Some of these are captured below.



Figure 1.12: Strategies for achieving a good work life balance

3. Benefits of Good Work-Life Balance

Knowing how to set the right boundaries between the demands of work and personal life is beneficial.

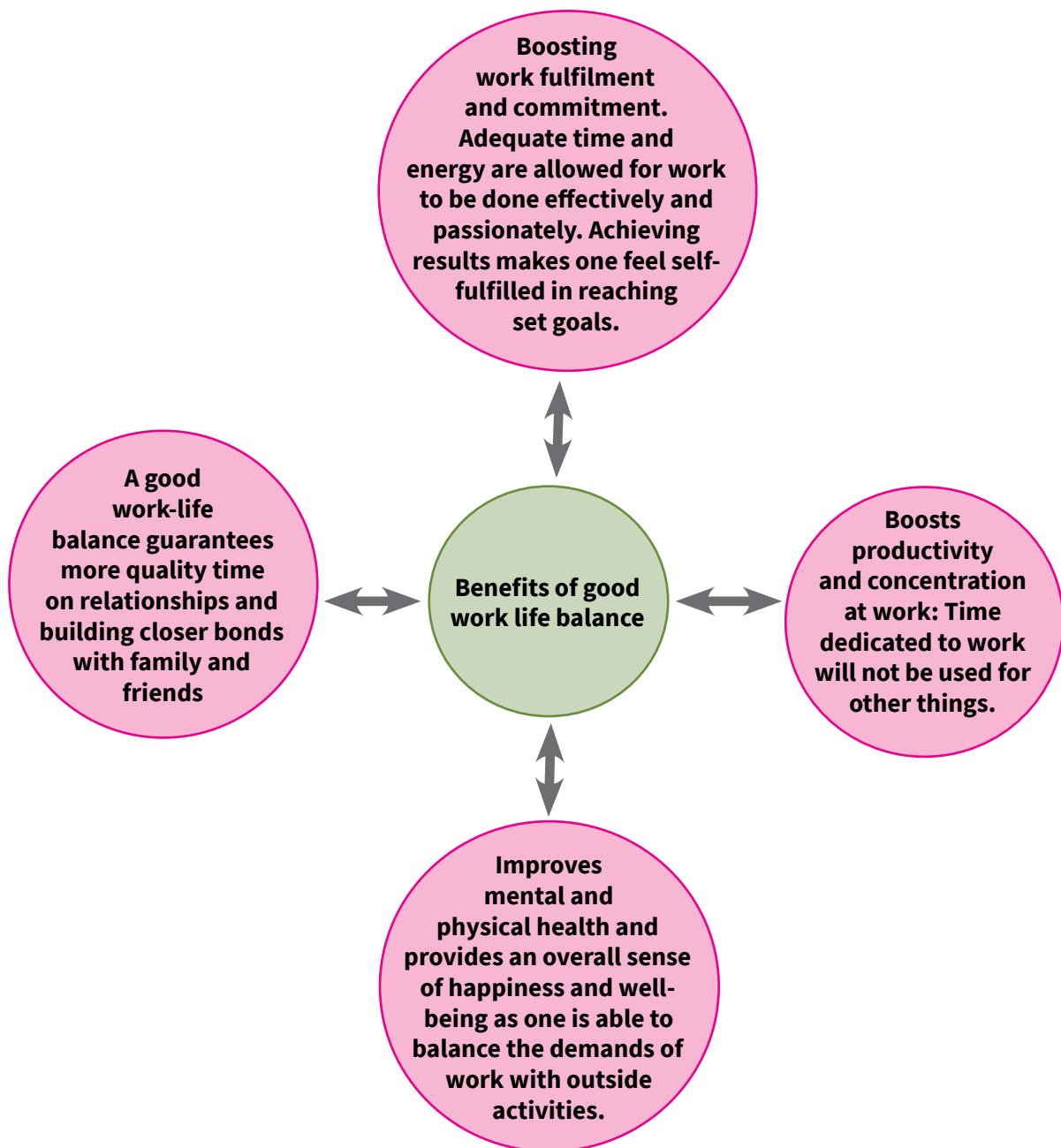


Figure 1.13: Benefits of good work life balance

Activity 1.14

Meaning of Work-Life Balance

On your own, think through the meaning of the concept “work-life balance”. With a friend, discuss your thoughts and share your ideas with your classmates.

Activity 1.15**Techniques for Achieving Good work-life Balance**

In groups of not more than five members, discuss techniques an individual can adopt to attain an improved work-life balance.

Note

The examples you give in the discussion should be related to activities that take place in your school.

You are encouraged to practice the outcomes of your discussion in your daily life.

REVIEW QUESTIONS

1. State three strategies you would employ to assist you manage your time well
2. With relevant examples, write a one-page document showing how thoughts and emotions affect one's approach to time management.
3. Read the scenario below and answer the questions that follow.

Elom is a dedicated young man who puts in a lot of effort, yet his results do not reflect the hard work he puts in. He is always the first person to arrive at the office and the last to leave. Despite his commitment and approach to tackling tasks from different angles, he often finds himself with many incomplete assignments by the end of the day. This morning, upon arriving at work, his boss Zenabu, confronted him, warning that if he doesn't improve his performance to meet the set targets by the end of the month, he would face termination.

From the above, evaluate the danger associated with Elom's actions. Provide and elaborate four points in your evaluation.

Evaluate Elom's actions and answer the following questions

- a. Why do you think Elom is unable to complete assigned tasks by the end of the day?
- b. Suggest four ways Elom could employ to improve his ability to complete the workload.
- c. What impact does the long hours at work have on Elom's work-life balance?

SECTION

2

RESPONSIBLE
PARENTING AND
PARENTHOOD



STEWARDSHIP AND RESPONSIBILITY

Responsible Parenting and Parenthood

INTRODUCTION

This second section of year two centres on ‘Responsible Parenting and Parenthood’. It aims to help you gain an understanding of the significance of parents’ roles in Ghana. This section will introduce you to the distinctions between parenting and parenthood, explore various parenting styles, and discuss both traditional and modern parenting practices, as well as the responsibilities of parents and children within the family. Additionally, it will provide you with the knowledge and skills necessary to become a responsible parent while recognizing the challenges that can arise in parenting. This preparation is essential for equipping you for adult life, future employment, and further education.

KEY IDEAS

- **Parental neglect:** this refers to parents’ failure to provide adequate care to their children.
- **Roles:** parents and children have specific roles they ought to perform and if not performed well can have a great effect on the family.
- **The concept of parenthood and parenting:** parenthood is a state of being a parent while parenting is an act of raising a child to become a useful citizen.

THE CONCEPT OF PARENTING AND PARENTHOOD

This lesson will expose you to the concept of parenting and parenthood. It will aid you to know the differences between parenting and parenthood and the duties of each person in the home or the society. Let us begin to study the following.

1. Definition of Parenting

The term parenting can be described or defined in varied ways. The following are some ways.

- It is the act of bringing up and taking care of children for them to become responsible persons in their societies.
- It is described as the act of nurturing and providing for a child’s physical, emotional, social, financial, and intellectual growth from the time they are infants

until they reach adulthood. People without their own children can still fulfil parenting roles.



Figure 2.1: An image of parents and their child.

2. Individuals capable of assuming parenting responsibilities

As mentioned earlier, parenting roles are not solely the responsibilities of parents who gave birth to a child. Let us study those who can take up parenting duties.

- a. **Biological parents:** This refers to those who gave birth to the child. These are the parents whose DNA a child carries. Your mother and father are considered your biological parents.
- b. **Adoptive parents:** Some couples, due to childlessness or compassion may go through the legal process to parent a child or children.
- c. **Older siblings:** They are often the firstborn of couples or parents. Older siblings can become parents when they become the breadwinners of their families. This happens when their parents either fall sick, become weak, die, etc.
- d. **Foster parents:** They are people who officially take children into their family for some time, or temporarily without necessarily becoming their legal parents. This

happens mostly when their biological parents face challenges such as addiction, poverty

- e. **Babysitters/nannies:** They are family members or paid helpers who regularly look after children.
- f. **Social parents or workers:** They are workers or parents who usually advocate for children's education, health, emotional, security, etc. They work in the orphanages. Examples are workers in Osu Children's Home, Nyohini Children's Home etc.
- g. **Teaching and non-teaching staff of schools:** These are people within the school environment who impart knowledge and shape the behaviour of children to become useful citizens. They include teachers, schoolhouse parents, kitchen staff.

3. Parenthood

It refers to the state (condition) of being a parent. Parenthood starts when pregnancy is confirmed (expectant mother) and ends when either the parent or the child dies. This state applies to only parents and their biological children.



Figure 2.2: An image of a pregnant woman with the husband.

Differences between parenting and parenthood

Below is a highlight on the difference between parenting and parenthood.

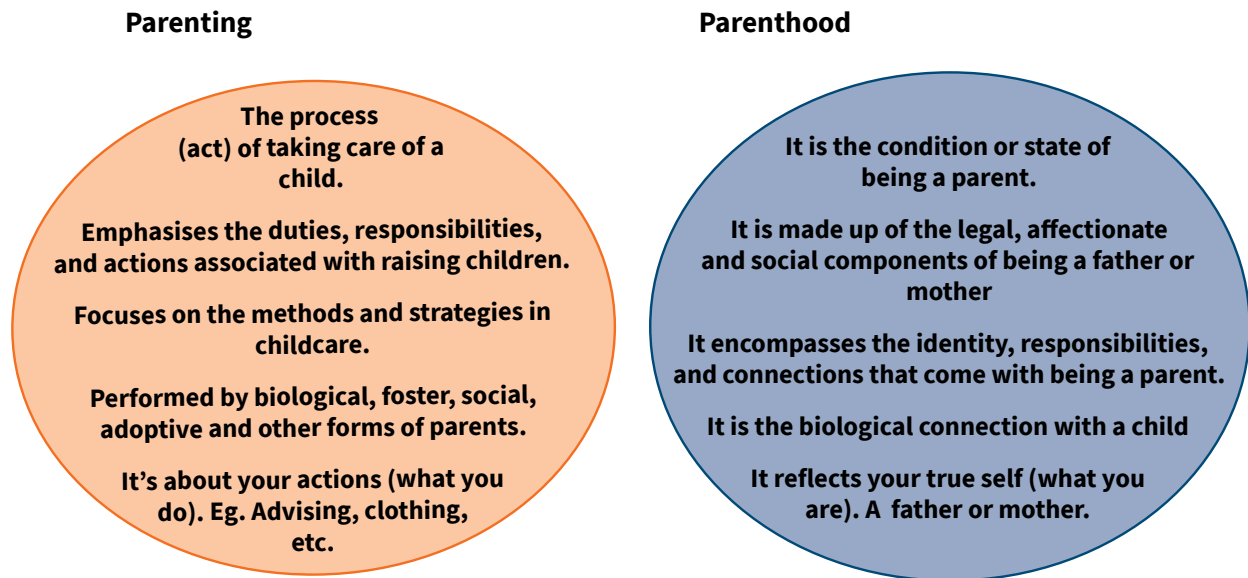


Figure 2.3: Differences between parenting and parenthood

Activity 2.1

Meaning of Parenting and Parenthood

1. Using your understanding of parenting and parenthood, observe your neighbourhood and identify people who perform parenting and parenthood responsibilities. Write the reasons why you have selected these people and discuss and compare your results with a colleague. The examples you provide in your suggestion should not undermine others.

Activity 2.2

Difference Between Parenting and Parenthood

In groups of about four or five members, with varied religious backgrounds, and using your previous understanding of parenting and parenthood as a guide, discuss the differences between the two concepts. Support your suggestions with relevant examples from your neighbourhood or home.

CULTURAL AND RELIGIOUS PRINCIPLES ABOUT THE CONCEPTS OF PARENTING

This lesson will enhance your understanding of the importance of cultural and religious values that influence parenting and parenthood within the context of Ghana and how these values foster responsible parenting and parenthood.

1. Some common cultural and religious principles of parents and families in Ghana.

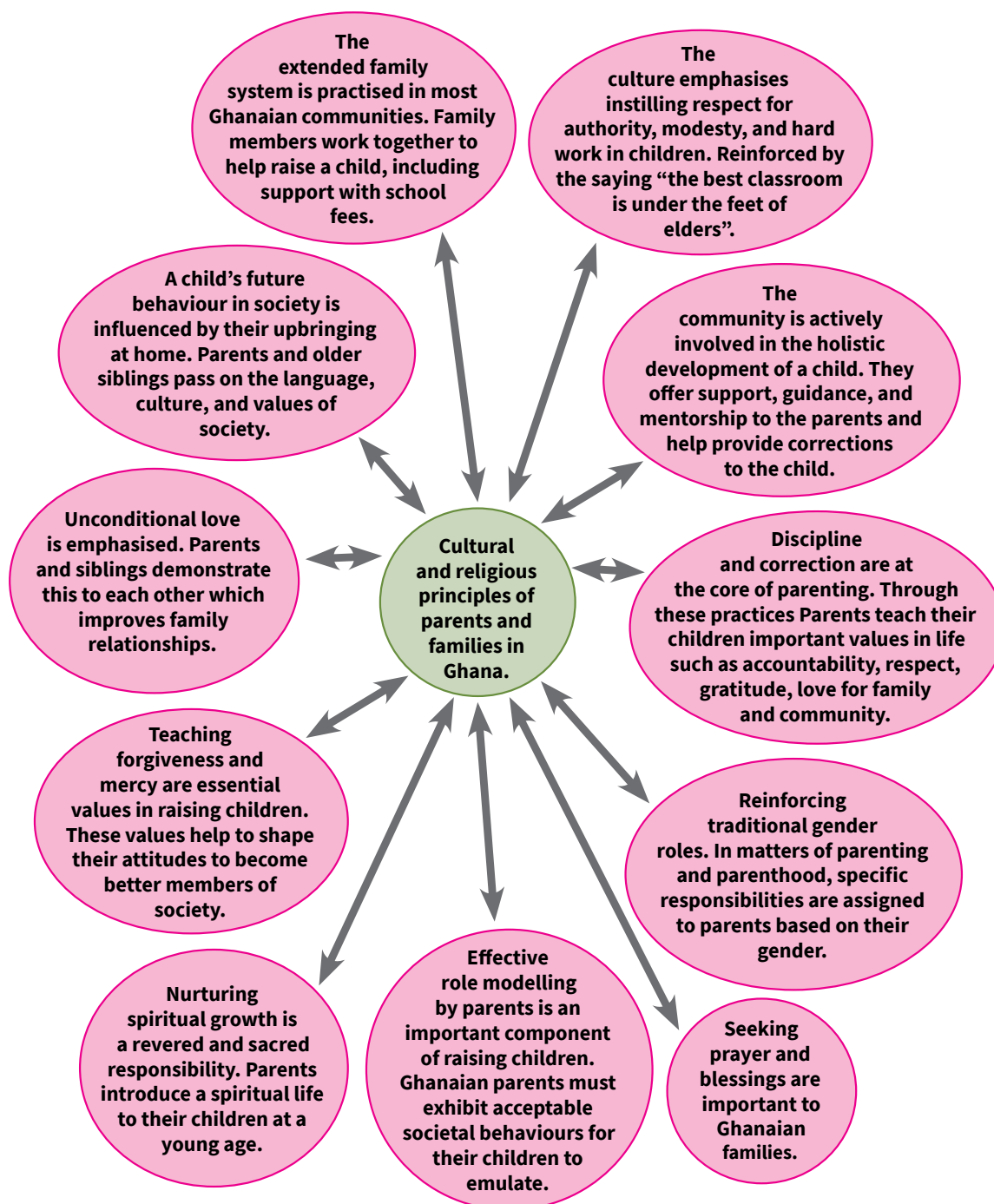


Figure 2.3: Common cultural and religious principles of parents and families in Ghana



Figure 2.4: An image of a mother assisting her child with a school assignment.



Figure 2.5: A family studying the Bible.

2. The significance of parents and family members in conveying cultural or religious values.

The importance of Parenting Roles	
Parents and family members help shape a child's identity and sense of belonging	The family influences children's emotional and social development by teaching them what is important in life and how to behave. A child is assisted by the family to know who he or she is which makes them feel loved and safe. This sense of identity allows them to grow up happily and confidently.
Parents and family members nurture children to be good people and make wise decisions	Family values shape how children behave and treat others. Parents model good behaviour and principles such as respect, fairness, forgiveness, perseverance and courage. Children learn from watching their parents and as they grow, these moral and ethical values guide their thoughts which help them to make well informed decisions and behave in an acceptable way.
Parents and family members ensure the continuity of traditional practices	Teaching children about traditional practices and cultural heritage reinforces cultural identity and belonging. Sharing traditional stories music, dance, art and customs from one generation to the other helps children to understand and appreciate their roots to ensure that they stay connected to their past.
Parents and family members teach children the value of family and community	Children learn a sense of collectiveness such as family and community rather than individualism. Children feel safe and supported when they are part of a group, and they learn how to share care and work together. This helps them develop empathy and understanding for others. The expression, "one person's hands cannot cover the sky" emphasises this
Parents and family members guide children in building character and skills	Parents and family teach children important values including respect, kindness, critical thinking, empathy, humility and hard work. They help children to understand people's feelings and encourage critical thinking to make good decisions.

Activity 2.3

Research - Cultural and Religious Principles on Parenting

1. In groups, undertake a research based on the teachings or perspective of one of the three main religions in Ghana. Carry out the research with your parents or any parent you know within your neighbourhood about the cultural and religious principles that guide their roles as parents. Document the responses and present them as your contribution to a group of about four or five of your colleagues.

Note

Your group should include members from varied religious backgrounds if possible.

2. Present the group's findings in class or to other colleagues. You can present your findings through a PowerPoint presentation.

Activity 2.4

Importance of Transmitting Values

In the same group, discuss the relevance of parents and family in passing on cultural and religious values to their children. Members should contribute to the group using their home experience to support the discussion.

GENDER ROLES IN PARENTING

Cast your mind back to year one when you were learning about “Gender stereotyping at work”. Remember there were certain works traditionally dedicated to either gender but occasions when both genders could do work that overlapped. This lesson will focus on gender roles in parenting, both the specific and that which is gender neutral within the Ghanaian society.

1. Gender-specific and gender-neutral roles in parenting

Parents, (mother and father) play very significant roles in parenting. They have duties that are designated to each of them. These are what we refer to as gender specific and the duties they do together or in common are what is referred to as gender neutral. Let us now study the following:

Gender-specific parenting roles

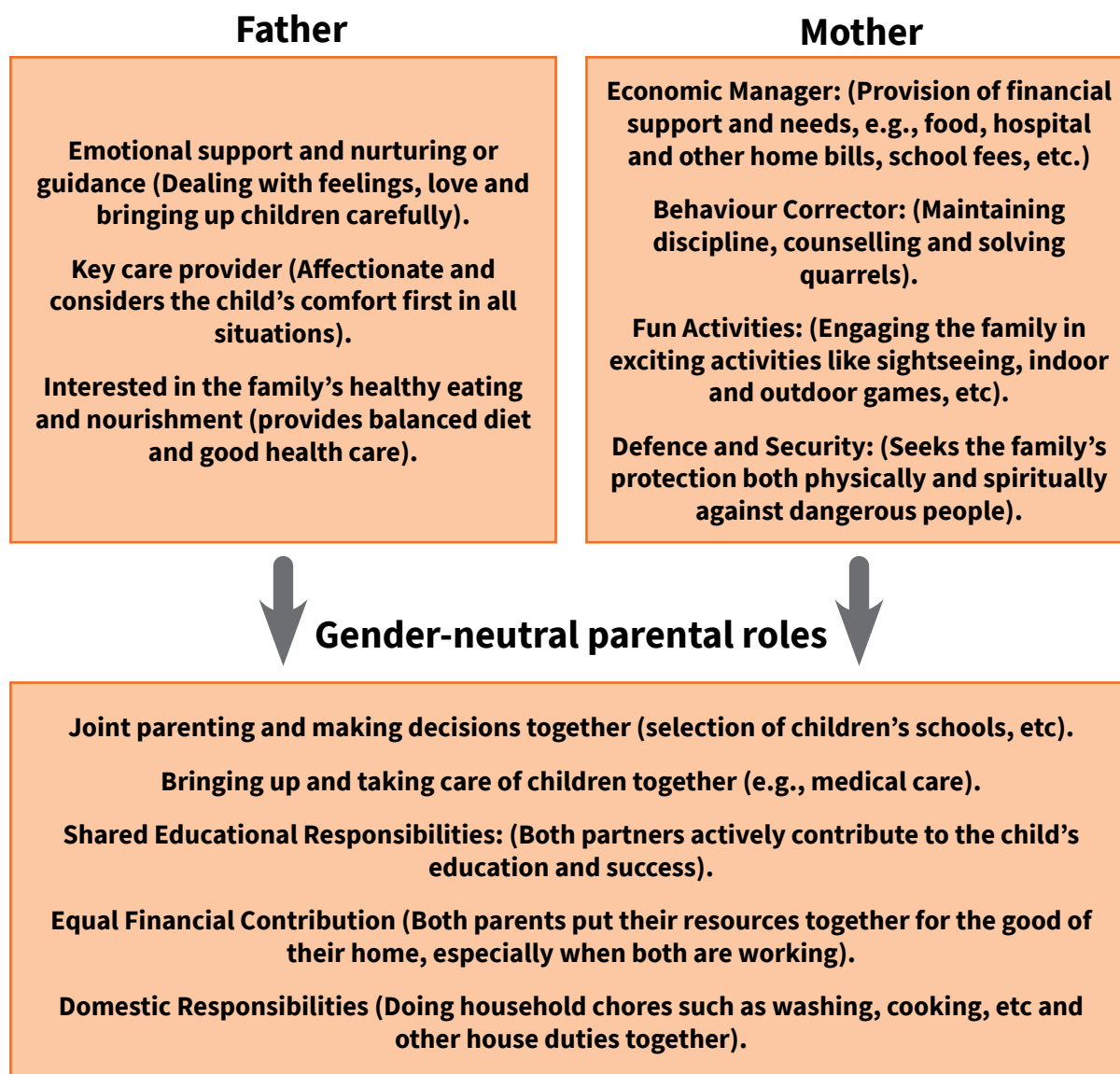


Figure 2.6: Gender-specific parenting roles

Discrimination related to various genders and the stereotypes associated with them in parenting and society as a whole

General Perceptions of Parenting Stereotypes

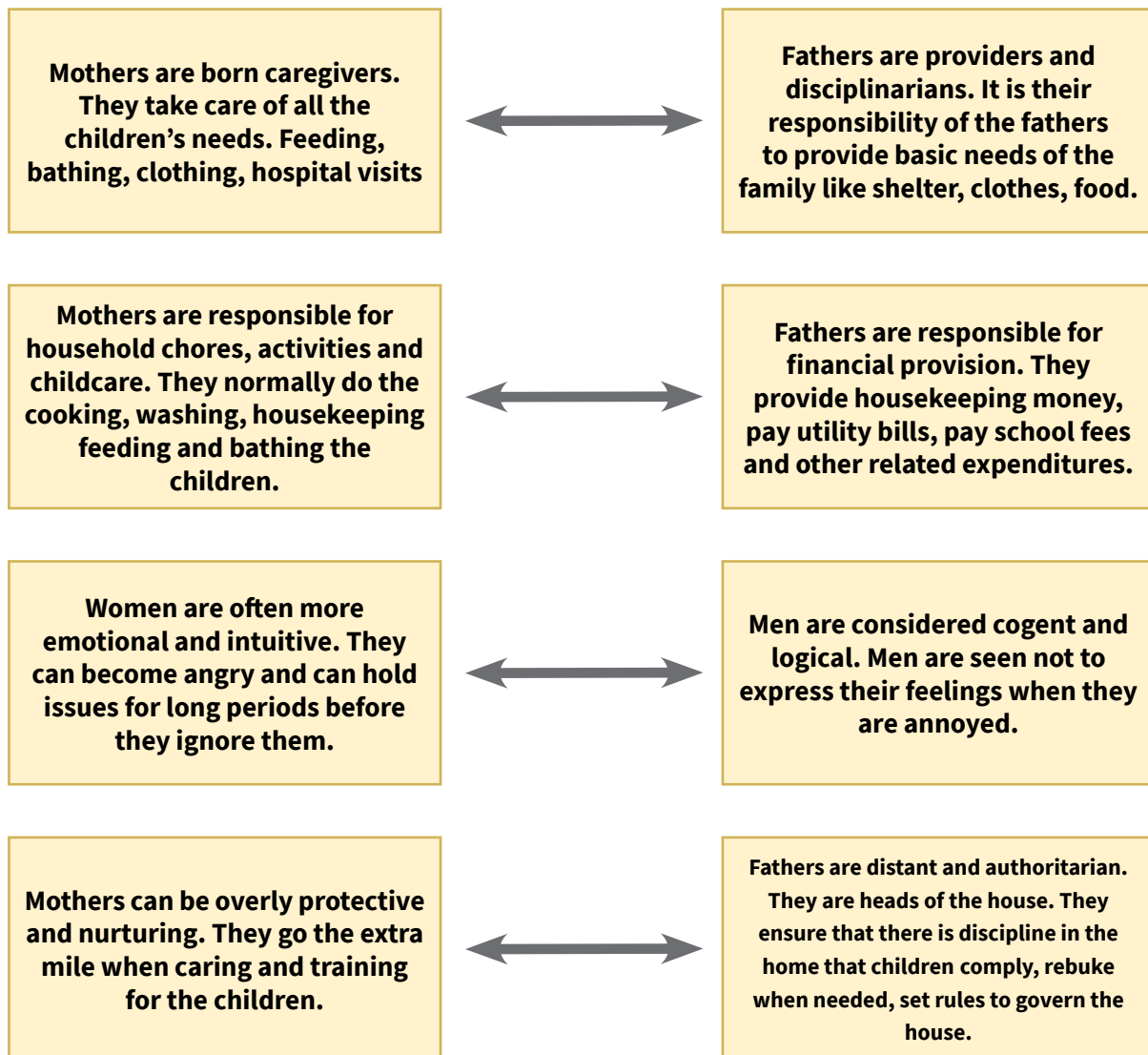


Figure 2.7: Perceptions of parenting stereotypes

Activity 2.5

Research on Traditional Roles in Parenting

Think about the specific traditional roles that your parents play at home. Complete the template below and compare your notes with a friend about their family. Discuss your views on the traditional family roles.

Role of Mother	Role of Father	My Views
Example:		
Mother manages all childcare	Father does not get involved in raising children	I think that both parents should be involved in raising children

Activity 2.6

Scenario Gender Stereotypes Roles

Let us enjoy reading this nice story together.

Mr. Nkrumah's betting addiction has led to neglect of his family's needs, leaving them without financial support for the fifth time that week. His wife, Mrs. Nkrumah, sends their children, Bawa and Nyaniba, to school despite knowing they'll be sent back due to unpaid school fees. Upon their return, they find an empty house, unwashed dishes, and an untidy compound. Their mother is absent, having gone to socialize and enjoy a meal at her friend Ramatu's house. Later, Mr. Nkrumah returns home, expecting food, but finds his crying children starving. Mrs. Nkrumah arrives later, sporting a new funeral cloth and evidence of a satisfying meal, callously tossing a leftover bone to their dog Deasempa.

From the story;

1. Examine who is accountable for the disorder.
2. Explore and analyse the gender specific role of the parents as described in the scenario above.
3. Note the biases and stereotypes related to gender found in parenting and in society at large.

PARENTING STYLES

This lesson will expose you to the various parenting styles that parents employ to manage their homes. These styles have certain characteristics that are specific to them. You will examine the consequences of each style to the children or the home in general. Let us first study the various styles and their feature. Then we go ahead to examine some possible effects of each style.

Parenting Styles	Features	Possible Effects
Autocratic or authoritarian	Parents set boundaries: They give directives or instructions and expect the children to obey These are enforced through punishment. Family rules and expectations are clearly stated/directed: Instructions given to the children by their parents are limited and children are not encouraged to think or operate beyond what they are directed to do. Verbal communication is limited: Parents behaviour is instructional and does not allow for further explanation or clarity. This restricts conversations between parents and children. Parents set inconsistent rules and enforce them strictly: These can be a set of rules which are not consistent and hard to follow by their children. Parents monitor obedience to these rules.	Children struggle with fear and nervousness: Children are likely to be worried because the family environment is characterised by fear and obedience. Children rely on parents to start any activity: Children do what their parents want and nothing else. Failure to do so will attract punitive punishment. There would be no motivation to start something new on their own. Children struggle with effective communication: Lack of communication at home may eventually affect children's communication skills. Children have difficulty controlling their emotions: Because children are often spoken to harshly or aggressively, they often exhibit similar behaviour when they grow up. Children appear hesitant and uncertain (inferiority complex): The child may look timid and feel inferior because they do not live in a positive environment. Parents do not encourage open communication or celebrate the small achievements of the child. Children experience frequent disappointments: Children may fail to meet their parent's expectations or standards. They may feel like they have disappointed them thereby feeling ashamed and sad.

Parenting Styles	Features	Possible Effects
Democratic or participatory	Free exchange of ideas exists: Parents and children openly interact with each other. This practice helps them to share ideas about matters concerning the well-being of the family. Children receive genuine care and clear guidance: Parents do not hide things from their children and stick to their word. Children participate in fact-finding problem-solving: Parents and children can discuss issues and come to a consensus. Parents establish consistent and clear rules and expectations: Parents give clear, set instructions for tasks. They follow their plans and indicate plainly what is required from children.	Children show responsible behaviour and attitude: They are given chances to contribute or air their views as part of the family. They then become responsible for the outcome since they were part of the decision-making process. Children are confident in receiving help when needed: They are sociable, open and approachable. This allows them to seek help when problems arise from people within and outside the family to come to their aid. Children demonstrate independence and autonomy: They are self-reliant because they receive well-designed plans from their parents which serve as a guide. They are confident to initiate new things on their own. Children ask thoughtful questions and seek answers: They develop self-confidence and can identify their strengths and weaknesses. This ensures that as they grow, they can find answers to problems that concern their development. Children show lower levels of anxiety and worry: Parents show love and affection and encourage their children to deal with anger, happiness, sorrow, etc This reduces psychological stress for the children.

Parenting Styles	Features	Possible Effects
Laissez-faire style of parenting This can be classified into two main types neglectful and indulgent.	Neglectful: Parents tend to be less engaged in their children's lives. They show little interest in meeting their children's needs or providing care. They are often not aware of their children's whereabouts. Indulgent: Parents who are engaged with their children but do not impose minimal expectations or restrictions. As a result, children are allowed to act as they please, which prevents them from learning how to manage their own behaviour and do things their own way. Children are permitted to adopt more active and powerful roles: They are allowed by their parents to make decisions about themselves or on their own.	Lack of self-esteem: Children may believe their parents value other things more than them. Children have difficulty forming and maintaining relationships: They may be socially incompetent. They are given little or no supervision when it comes to decision making and allowed to do everything on their own. They do not have regular interaction with their parents and may end up being isolated. Children lack self-discipline: Parents do not have time for their children and sometimes do not provide basic needs. Because parents do not engage or discipline their children, they are likely to show poor self-control in their lives. Children have difficulty with independent decision-making: They do not get support or guidelines from their parents. They are left to their own devices and not encouraged by their parents. Consequently, they may not be able to tackle issues well independently. Respect for others is inconsistent: Children of parents who use permissive parenting style are often not disciplined. They may not develop positive virtues or have respect for others.

Activity 2.7

Discussion and assessment of parenting styles

1. Search on YouTube, Google or any other source for a Ghanaian video clip or movie demonstrating the various parenting styles. As you watch, take note of the various features and write your understanding of the meaning of parenting styles in the Ghanaian context.
2. Complete the template below to identify the advantages and disadvantages of each parental style.

Parenting Styles	Advantages	Disadvantages

Activity 2.8

Role play on features and effects of parenting styles

In groups, organise a roleplay on the features of one of the parental styles discussed in the lesson and demonstrate the effects of that parental style on both the children and the family. Produce your role play for the whole class

Guidelines for role play

1. Decide on the characters
2. Assign roles to each member of the group
3. Produce the script for each role (see guidelines below)

Characters - Who are they? Describe them.

Character Name	Description

Scene - Set the scene - where is it? Who is there?

1st Speaker's Name	How They Talk/Behave
2nd Speaker's Name	How They Talk/Behave
3rd Speaker's Name	How They Talk/Behave

Source: <https://www.twinkl.co.uk/resource/t3-e-367-writing-a-play-script-la-activity-pack>

Role Play Script

OBLIGATION OF PARENTS AND CHILDREN IN THE FAMILY

This lesson will expose you to the obligations of both parents and children within the nuclear family system.

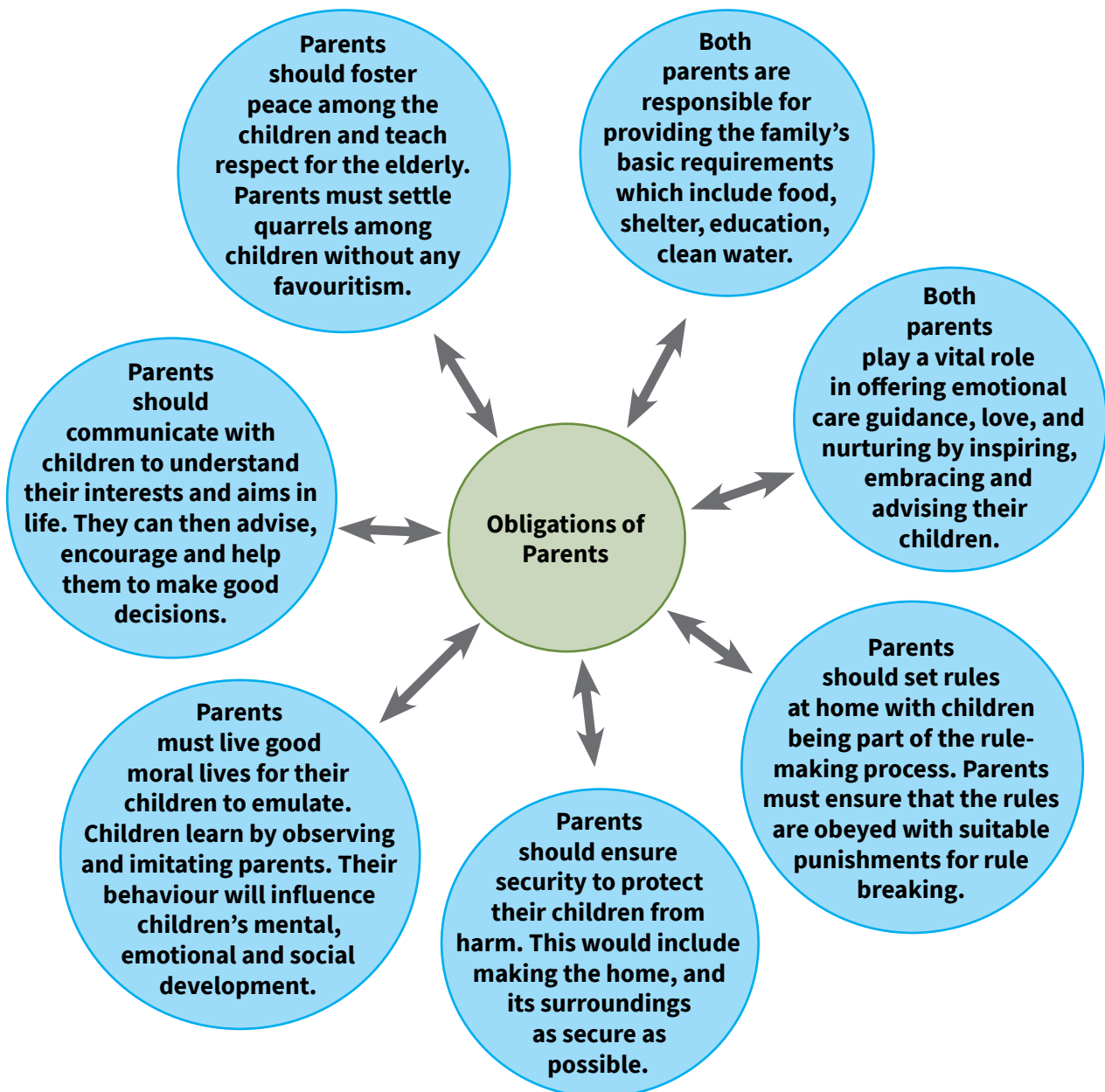


Figure 2.8: Obligations of parents within the nuclear family system

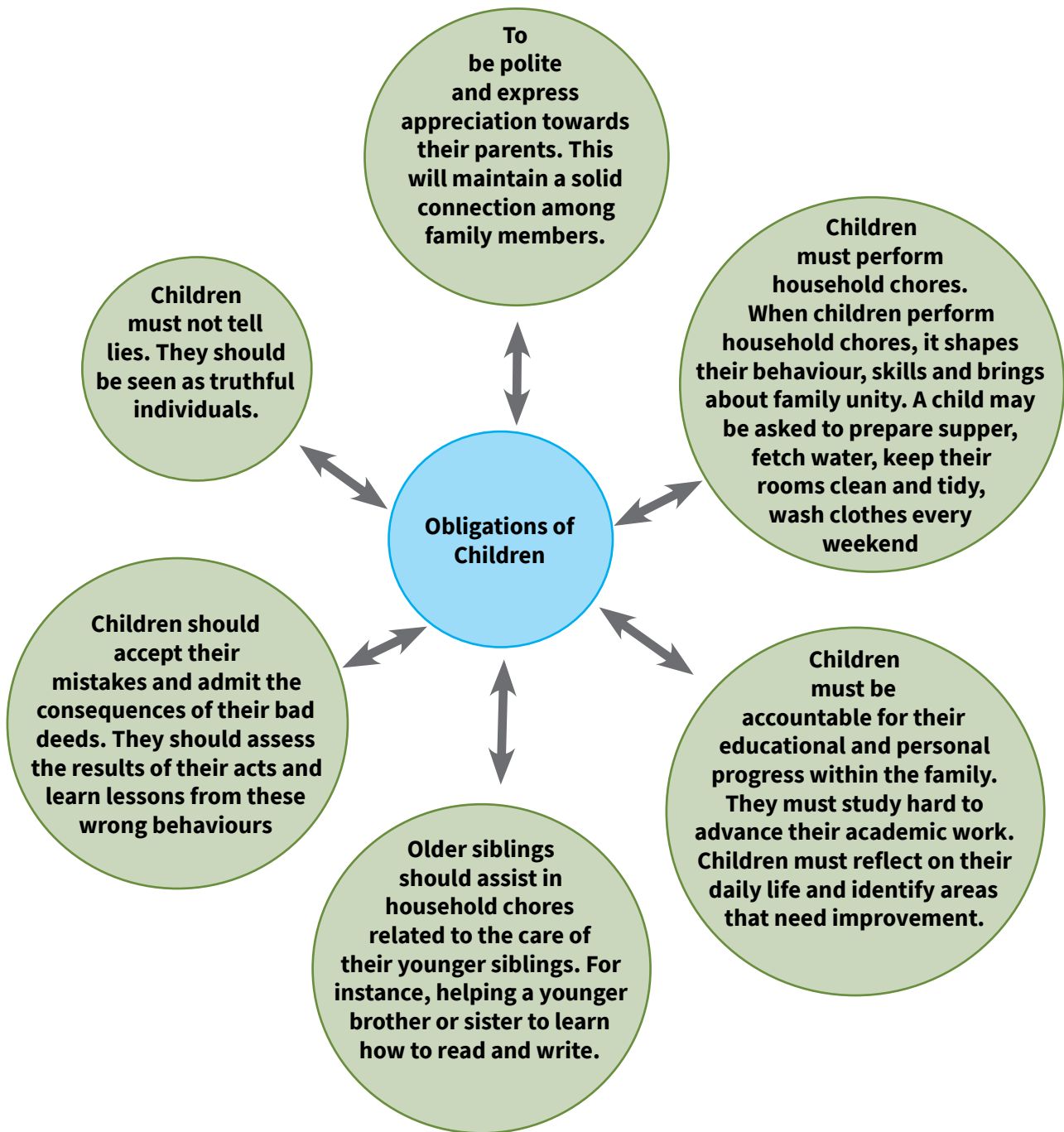


Figure 2.9: Obligations of children within the nuclear family system

Activity 2.9

Movie Analysis

Watch a movie about the roles played by a family and carefully note the responsibilities and obligations of the different family members. Your teacher may be able to direct you to suitable movies either from documentary sources or social media sources.

Relate the role played by the characters to the roles of various members of your own family.

Complete the table below showing the similarities between the responsibilities/obligations of characters in the movie and members of your own family

Character from the movie	Member of your own family	Responsibilities of both

PARENTAL NEGLECT

Parents sometimes shun their parental responsibilities. There are a number of reasons for this, and they are not always to be blamed for their circumstances. However, this poses great danger to the family and may lead to cases of child neglect. This lesson will help you understand the concept of child neglect, causes of child neglect and some effects as a result.

Causes of parental neglect	Effects of parental neglect
Financial struggles and poverty: Some parents on low incomes cannot provide adequate food, clothing, healthcare, education, and shelter for their children. This is also linked to high dependency ratio. That is, some families have many members but little money Single parenting/Broken homes/ Divorce: Parents may struggle with financial difficulties which make it harder to provide for their family. As a result, they may have several jobs which do not allow them enough time for childcare.	Child labour: Some parents who struggle financially send their children to work or the children find other means to get money. The children do menial jobs such as selling water, pastries, etc., become mates of commercial vehicles, and others to support themselves. Physical and health problems: When children do not eat well, it leads to stunted growth and development.

Bad influences: Parents who surround themselves with people who do not prioritise their children's well-being. They may use their money for partying, abuse substances, etc.

One's own orientation: Parents with for instance substance abuse issues may put their addiction above childcare duties. Workaholic parents may sacrifice family time for professional demands.

Parents with physical disabilities: They may face difficulties in providing daily care. They may be unable to do things such as bathing, grooming, feeding, meal preparation, etc for their children. Such parents' appointments for medical care may also affect childcare.

Lack of parenting skills: Some parents may not know how to feed, bathe or dress their children properly. They may also be distracted and spend more time on social media and watching TV programmes.

Negative attitude of children: Children's bad behaviour may create tension at home. This can make parents feel disconnected, leading to neglect of their parental duties.

Child abuse: When parents become irresponsible, they can inflict physical harm or injury on children out of pressure. They can subject children to physical abuses like beating or starving

Behavioural problems: When parents do not set clear rules and do not show attention, children lack guidance and so misbehave at home and outside of home. They may seek attention in a bad way or get into trouble.

Children who are not supervised are exposed to harmful situations: This could lead to many social vices (streetism, thievery, prostitution) or homelessness later in life.

Emotional difficulties of children: Children that are ignored by parents are left with unmet emotional needs. These can lead to mood swings, sleep disturbances, isolation or low self-esteem: When parents focus on their children's mistakes rather than praising and encouraging their efforts and achievements.

Cognitive impairment: When children's emotional needs are not met, it hinders mental development, leading to problems with thinking, learning, and memory.

Activity 2.10

Report on understanding of parental neglect

Working with friend/colleague research an incident on parental neglect. Analyse the incident and produce a report highlighting the possible causes of the neglect, the consequences for the children, the family and wider society.

A good report follows a structured report writing format, which consists of:

1. Title which indicates the subject matter.
2. An introductory paragraph which highlights the main points of the report.
3. Informative and fact-based.
4. Uses a clear structure.
5. Usually written with a specific purpose and reader in mind.
6. Uses subheadings with section headings.
7. Written in style appropriate to each section.
8. Lists of facts often in bullet points.

9. Often includes tables, diagrams or graphs.
10. Based on evidence (data, other reports, experiment results.)
11. Has a well thought out conclusion.
12. Offer recommendations for action.

CHALLENGES FACED IN PARENTING

This lesson is designed to help you understand some challenges encountered in parenting. Ideas will be tapped from your experience at home.

Some challenges in raising children.

Guiding children's behaviour and decision-making
Managing the demands of work and family life.
Regulating children's screen time and technology utilisation
Ensuring children have a balanced diet and fostering healthy lifestyle habits.
Promoting the emotional and mental health of children.
Fulfilling the financial responsibilities for their families.
Navigating different parenting styles
Adjusting to changing values and beliefs
Developing a positive self-image and boldness in children

Activity 2.11

Movie Analysis

Search for a movie portraying a parent facing difficulties in raising their children. Your teacher may be able to direct you to suitable movies either from documentary sources or social media sources.

Reflect on the movie and make a table representation using excerpts from the movie to demonstrate the challenges Ghanaian parents face when raising their children today.

Example

A table representation of a movie and its relation to challenges of parenting

Excerpt from the movie	Its relation to the challenges of Ghanaian parents
1. The children’s father always comes home late from work	1. Not having enough time for children due to the heavy demands of work

REVIEW QUESTIONS

The following are True or False questions. Choose one of the correct answers to each of the questions.

1. Parents are only responsible for providing financial support to their children.
 - A. True
 - B. False
2. Parents should prioritise their own needs over their children's.
 - A. True
 - B. False
3. Parenting ends when both parents die.
 - A. True
 - B. False

Select the correct answer from the option for each question lettered A to D

4. Parental neglect can lead to....
 - A. behavioural issues
 - B. healthy relationships
 - C. Increased self-esteem
 - D. strong family bonds
5. What is the primary responsibility of parents towards their children?
 - A. Disciplining and punishing mistakes
 - B. Ensuring emotional and physical well-being
 - C. Focusing on personal goals and aspirations
 - D. Providing financial support only
6. One of these is the **most** essential duty of children at home?
 - A. Complete obedience without questioning
 - B. Financial support
 - C. Respecting and caring for parents
 - D. Taking over household chores exclusively
7. Which option does **not** contribute to parental neglect?
 - A. Lack of parenting skills
 - B. Poverty and financial stress
 - C. Substance abuse

- D. Strong family bonds and communication
8. Which of the following is the **most** severe long-term effect of parental neglect on children?
- A. Emotional regulation difficulties
 - B. Increased risk of mental health disorders
 - C. Low self-esteem
 - D. Temporary academic underperformance
9. The act of taking care of a child is known as...
- A. counselling.
 - B. parent.
 - C. parenthood.
 - D. parenting.
10. Which of the following parental roles described below does **not** spread cultural or religious values to their children?
- A. Assisting children with a sense of collectiveness
 - B. Ensuring the transmission and conservation of cultural heritage
 - C. Helping children in their identity formation
 - D. Using open communication and emotional intelligence
11. A characteristic of children raised by laissez-fair parents is...
- A. difficulty with self-regulation and decision-making.
 - B. enhanced social skills.
 - C. improved academic ability.
 - D. increases in self-esteem.
12. The love and warmth a child need most often comes from...
- A. Parents.
 - B. Peers.
 - C. siblings.
 - D. teachers.
13. What is one of the **primary** roles of Ghanaian parents and family members in transmitting cultural/religious values?
- A. Encouraging individualism
 - B. Fostering competition
 - C. Shaping children's sense of identity and belongingness
 - D. Teaching economic independence

SECTION

3

CHARACTER VALUES



GHANAIAN VALUES

Character Values

INTRODUCTION

This is the final section of the Year Two Religious and Moral Education curriculum. The section is carefully structured to help you appreciate how Ghanaian character values shape the identity of its people. Through these lessons, you will explore Ghana's National Core Values, religious teachings, and their impact on the development of these values. The lessons will also examine the connection between Western, Universal, and Ghanaian character values. Additionally, you will assess the pros and cons of Individualism and Communalism, consider the effect of modernity on Ghanaian values, and work towards finding a positive balance in your character development. These insights are essential for preparing you for adulthood, the workforce, and further education. You will be engaged in series of activities to aid better appreciate and understand the lessons well.

KEY IDEAS

- Societal change refers to the transformation over time of the culture, social institutions, and social structure of a community.
- The adoption of positive values by a community due to societal change affects the behaviour and activities within the community.
- The values of a society are determined by their ideologies or philosophy. These are Individualism and communalism. Individualism is person oriented while communalism is a collective responsibility.
- Values are the principles or standards that direct the behaviour, choices, and actions of an individual, a group of persons or a society. Ghana as a nation has core values that guide the actions of her citizens.

GHANAIAN CHARACTER VALUES AS IDENTITY MARKERS I

The following is a brief explanation of values.

1. Meaning of values

- a. Values are the principles or standards that direct our behaviour, choices, and actions.

- b. They can also be described as the driving influences that shape our priorities, intentions, and motivations. Some examples include honesty, humility, etc. The values that people demonstrate, indicate what type of person they are.

2. Ghanian Character Values

Ghanaian societies place worth on certain values that determine the actions and behaviours of its people. Some of these character values include the following below.

Value	Description	Practical Expression
Focused on Family and Community	Protecting the integrity of family and community through daily activities.	Supporting family, participating in communal activities, and maintaining family honour.
Valuing Customs, Tradition, and Legacy	Practices, rituals, and values transmitted through generations to shape and guide behaviours.	Observing cultural festivals, respecting traditions, and learning ancestral history.
Respect for Authority and Elders	Treating leaders, elders, and those in power with kindness and obedience.	Honouring traditional rulers, elders, and community heads with respect and deference.
Hospitality and Friendliness	Treating others with respect, warmth, and friendliness to make them feel valued.	Welcoming strangers, showing generosity, and fostering a friendly atmosphere in the community.
Value for Education and Intellectual Growth	A desire to add to already acquired knowledge and improve intellectual capacity.	Attending school, engaging in lifelong learning, and sharing knowledge with others.
Value for Hard Work and Independence	Pride in working hard, taking personal initiatives, and being self-reliant.	Pursuing goals diligently, creating personal projects, and contributing to the family or community.
Prioritising Social Unity and Peace	Promoting peace, understanding, and mutual respect while discouraging conflict.	Mediating conflicts, encouraging dialogue, and upholding harmony in social interactions.
Regard for Human Dignity and Humility	Treating others with dignity and compassion while avoiding arrogance.	Showing empathy, being approachable, and valuing every individual's worth.
Honesty and Moral Integrity	Being truthful, transparent, and morally upright in words and actions to earn trust and respect.	Avoiding deceit, admitting mistakes, and acting in good faith in personal and professional dealings.

3. The National Core Values of Ghana

The national core values can be summarised as;

- a. **Tolerance:** Mutual respect for all backgrounds.
- b. **Stewardship:** Caring for national assets like water and the environment.
- c. **Perseverance:** Striving hard without giving up.
- d. **Sacrifice:** Efforts to achieve a goal, e.g., fight for independence.
- e. **Patriotism:** Ready to serve the nation, defend the flag, report crimes.
- f. **Harmonious Living:** Living peacefully with others.
- g. **Honesty:** Being truthful and avoiding corruption.
- h. **Integrity:** Maintaining moral uprightness.
- i. **Accountability:** Transparency and responsibility for actions.
- j. **Planning:** Setting goals and strategies to achieve them.
- k. **Open-minded:** Willing to listen and learn.
- l. **Accuracy:** Doing what is right and exact.
- m. **Respect for Time:** Value punctuality and efficient use of time.

4. The impact of the Ghanaian value system on individual conduct.

Below is a discussion demonstrating how Ghanaians are affected by the values that guide their behaviours.

- a. Ghanaians exhibit harmonious living among themselves: Ghanaian values such as consensus building, and a sense of togetherness help to build a strong lasting bond among the people of Ghana. These values influence their actions which include communal eating, communal storytelling, etc as a way of promoting unity.
- b. The shared Ghanaian values focus on fostering a sense of belonging and comfort to members of the family: The family is always considered as a home and members consider putting the family (extended) first in all their dealings.
- c. They demonstrate commendable ethical conduct and proper manners: For example, greeting elders, using polite language, respecting traditional customs, etc.
- d. Ghanaians exhibit strong work ethics, which results in increased productivity: They are hardworking and dedicated to their work. This attitude yields good results.
- e. They show a strong commitment to community engagement and social support: This is portrayed in communal labour, the urgency to help one another in times of need and organising community meetings to address individual and collective challenges.
- f. They are proud to be identified as Ghanaians and carry their culture with them. Their food, dressing, etc do not change whenever they are outside their nation's borders.
- g. Ghanaians find it discouraging to state their suggestions to elders and people in authority outright: They consider that as a sign of disrespect. They prefer

Activity 3.2

Collaborative Learning on Ghana's Core National Values

1. Organise yourselves into groups of not more than five. In your groups, observe individuals in your home, school or community.
 - a. Identify the character values they exhibit.
 - b. Further, identify relevant examples of the National Core Values of Ghana from your learning resources.

Display them in the table provided below to assist you categorise them.

Character values I can identify in school	Character values I can identify in the community	National Core Values with relevant examples

2. Search the internet and other learning resources and discuss with your group members how Ghanaian character values and the National Core Values of Ghana have impacted the behaviours of friends, family members and the people in their communities. Use your day-to-day engagements with them as an illustration. You are encouraged to ask family members and colleagues at school for their opinions. You can use the template below as a guide to note down your findings.

Ghanaian Values	How it influences my friends' behaviour	How it influences members of my family's behaviour	How it influences the way members in my community behave

GHANAIAN CHARACTER VALUES AS IDENTITY MAKERS II

1. Explaining Ghanaian character values

- a. Ghanaian character values are often expressed through proverbs, symbols (for example Adinkra) and artefacts. They are deeply rooted in the country's

traditions, culture, and religious practices. Some of these Ghanaian character values are explained below.

- i. *Giving respect to elders and tradition:* Elders are highly respected, and people value their guidance and decisions in family and community issues such as conflicts, human development, etc.
- ii. *Community and family centred:* Ghanaians value community support and family ties highly. A person's extended family typically plays a major role in their life. They provide educational, health, economic and social support to their members.
- iii. *Hospitality.* A common practice among Ghanaians is the recognition of visitors. They do this by warmly welcoming their guests to their homes. In most Ghanaian homes, water or Zonkuom (a millet drink served in the Northern part of Ghana) is given to visitors as a means of welcome.
- iv. *Hard work:* Ghanaians are highly industrious. They persevere and demonstrate proper work ethics, diligence, in both private and communal work life.
- v. *Honesty and integrity:* Upholding one's integrity, honesty, truthfulness and transparency are important values in Ghanaian society.
- vi. *Love:* Ghanaians think love and kindness are very important and this is a big part of Ghanaian culture and tradition. They believe in being nice and caring towards others. Kindness is a good quality that Ghanaians admire. They think it is essential to treat others with love and respect. Through kindness and love, Ghanaians build strong communities.
- vii. *Humility:* Humility is shown through modesty, respect for elders, and obedience to authority in Ghana. It is important to be humble. This means being modest and not bragging about yourself. Ghanaians respect elders and leaders. They show respect by being polite and listening to advice. Thus, Ghanaians show that they value others and are willing to learn from them. Humility results in strong relationships and communities.
- viii. *Bravery:* Bravery is demonstrated through courage, inner strength, and being able to handle and recover from difficult situations. It is about being brave and strong, even in difficult situations in order to overcome challenging circumstances. This helps a person to achieve his or her goals. The society encourages people to be bold and confident for achieving success. People who are courageous can make a positive impact on their communities
- ix. *Religious belief:* Religion plays a big role in Ghanaian life. Most Ghanaians practice one of the three major religions in the country (Christianity, African Indigenous Religion or Islam): Most Ghanaians are very spiritual, so they practice one of the three main religions in Ghana. These are Islam, Christianity and African Indigenous Religion. Religion plays a big role in Ghanaian daily life. People usually turn to their faith for support and comfort. Religious faith guides the people's daily choices and actions. It fosters togetherness and strengthens the societies.

2. Integrating Ghanaian character values into everyday life

- a. Ghanaian children learn important values and traditions from an early age, through storytelling, proverbs, music, and guidance from role models: In Ghana, children learn important values through storytelling, music and proverbs from a young age. Parents and elders are role models who teach them good behaviour such as respect for others, being honest and responsible. As they learn these values, they grow up to be good citizens and contribute positively to their communities.
- b. Ghanaians strengthen their values by following social norms, customs, and traditions that bring their communities together: Ghanaians learn good values from how they live and communicate with each other. They practice traditions, social norms and customs that guide their behaviour. They work together to assist each other and to improve the life of the community. This way of life creates strong bonds.
- c. Ghanaians demonstrate their values through events like weddings, funerals, naming ceremonies, etc: Ghanaians celebrate many festivals and ceremonies. These events show their guiding principles. Naming ceremonies, weddings, and funerals are special occasions. They bring people together and teach children the beliefs of their communities.
- d. Ghanaians express their values through language, using proverbs, stories, myths, idioms, etc: Ghanaians use their language to show their values. Proverbs, myths, songs, idioms, stories, etc carry valuable messages that teach important lessons. They also give directions on how to live a good life. Language plays a big role in shaping the country's identity and traditions.
- e. In Ghana, the doctrines of the three main religions in Ghana, Christianity, Islam and African Indigenous Religion generally unite with and support the country's core values, shown in the daily lives and social norms of its citizens: Religion plays a big role in Ghanaian life. The main religions in Ghana teach values that are important to Ghanaians. The values are seen in how people live their daily lives by promoting good character and morals. People use these teachings to guide their actions and decisions.

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

In indigenous Ghanaian homes, folktales and myths are used to portray character values. They are imaginary stories told to shape behaviours. Various ethnic groups in Ghana have a unique way of calling them. They include;

Folktales		Ethnic Group
Anansesem		Akan
Egli		Ewe
Silma		Dagari
Soalima		Mampruli
Adesa		Dagbani
Adesa		Ga

Usually, an elderly person sits together with a group of young people in a circle. This ensures everyone is carried along as they enjoy the story. Intermittently, songs are sung to limit boredom. The emphasis is on promoting honesty, hard work, intelligence, etc.

Activity 3.3

Group learning on an assigned Ghanaian value

1. a. In groups, discuss any Ghanaian character value and express how people in your neighbourhood relate to it. Create a song/poem/play and present it in class orally or in written format.

Hints

- Use the link below for a guide on how to develop a song.

<https://mysongcoach.com/write-a-song-in-ten-steps/>

- For a play or skit, refer to **Activity 2.8** in Section 2.

A guide for poem writing

Step 1: Inspiration

- Choose a theme or topic
- Brainstorm ideas and emotions
- Draw from personal experiences

Step 2: Determine Poem Type

- Decide on poem structure (e.g., sonnet, haiku, free verse)
- Consider tone and mood
- Select appropriate poetic devices

Step 3: Develop Imagery

- Use sensory details (sight, sound, touch, taste, smell)
- Create vivid descriptions
- Incorporate metaphors and similes

Step 4: Write Lines

- Start with a strong opening line
- Use enjambment (continuous lines) or end-stopped lines
- Experiment with rhythm and rhyme to enhance your poem

Step 5: Organise Stanzas

Step 6: Refine Language

- Choose precise words and phrases
- Edit for clarity and concision
- Ensure consistency in tone and voice

Step 7: Revise and Edit

- Review the poem for coherence and flow
- Make revisions as needed

- Get feedback from others

Step 8: Finalise

- Proofread for errors
- Make final adjustments
- Share your poem!

- b. Using your personal experience or that of a friend as examples, think about the various ways Ghanaian values are portrayed in the areas provided below.

School	Home	Community

Activity 3.4

A Folk Tale on Character Values

From your school's library resources, YouTube, people in your community or any other relevant resources, read/listen or observe keenly an indigenous folk tale. Pay attention to the characters behaviours. Identify the values they portray, analyse their benefits in transmitting values in your school.

You can consider studying the folk tales provided below

“Why the lizard nods its head” <https://www.youtube.com/watch?v=xlTL5aF9wrc>

“Ashanti and the Ghost” <https://www.youtube.com/watch?v=TsBFueLRQF4>

“Ananse and the Pot of Wisdom” <https://anikefoundation.org/african-folktales/ananse-and-the-pot-of-wisdom>

Values from the Folk Tale Its Benefit to the School

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RELIGIOUS TEACHINGS AND THEIR INFLUENCE ON GHANAIAN CHARACTER

The lesson is carefully structured to expose you to the teachings of the three main religions (Christianity, Islam and AIR) that influence Ghanaian character values.

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

As you have been taught, the teachings in AIR are often communicated through songs, storytelling, proverbs/ wise sayings, etc. Below are some proverbs that influences the character values of Ghanaians.

“The young who does not listen to the old will be punished by their own errors.”	➔	It is significant to take guidelines from the experienced to help as you grow in life. When young people take advice from the grown up, they tap into their rich experience and gain wisdom in addition. Not following the advice of the aged could leave them making regrettable mistakes.
“One who is not willing to share his food should not expect to eat from others.”	➔	The emphasis is on friendship and kindness. Be willing to share with others the little you have. As you help others in times of need, so will you be helped in difficult situations.
“A single bracelet does not jingle.” “If you want to fast, go alone, but if you want to go far, go together.”	➔	These sayings communicate the importance of communal living. It encourages unity and teamwork in the society.
“You cannot reap the fruits of a tree that you did not plant.”	➔	This proverb emphasis the spirit of hard work as a tool to attain goals. To be successful in life requires hard work and commitment such as in the academic, workplace sphere

2. The influence of Christianity on Ghanaian character values

In Christianity, texts from the Bible are used to teach morals. In the discussion below, we will explore some teachings of Christianity that influences Ghanaian character values.

<i>“Those who exalt themselves will be humbled, and those who humble themselves will be exalted.” (Matthew 23:12—NIV); “Pride goes before destruction, a haughty spirit before a fall.” (Proverbs 16:18—NIV).</i>	The texts encourage Christians to be submissive. Those who are humble will prosper while the arrogant face humiliation and setbacks. This act of humility is shown in the way Ghanaians especially the young ones and employees demonstrate humility in the presence of elders and people in authority/employers.
<i>The Lord detests lying lips, but He delights in people who are trustworthy.” (Proverbs 12:22)</i>	The text stresses the need to be truthful in our dealings at home, school or in the community.

3. Islam influences on Ghanaian character values

Messages from the Quran and the Hadiths expose the importance of upholding values that are cherished by Allah and Islamic society. Below are some messages.

<i>“And he [Prophet Ibrahim (Abraham)] had toiled hard for the hospitality of his guests.” (Quran 51:26). “And whoever believes in Allah and the last day should entertain his guest generously...” (Sahih al-Bukhari Book 78, Hadith 49).</i>	These passages teach us to be kind and welcoming to visitors. This notion is in line with Ghana’s popular virtue “Akwaba” a gesture of hospitality. The passage from the Hadith further emphasis the importance of living a morally upright life and the urgency of politeness.
<i>“The Prophet Muhammed said (PBUH) nobody has ever eaten a better meal than that which has earned by working with one’s hands.” (Sahih al-Bukhari Book 34, Hadith25)</i>	The passage encourages Muslims to emulate the hard-working attitude of the Prophet. They are to eschew laziness no matter one’s status or rank. Ghanaians as taught to Muslims are to be hardworking to contribute their quoter to national development.

Activity 3.5

Research on religious teachings on Ghanaian values

1. a. Organise yourselves in groups of not more than five. In your groups, find out religious teachings that have influenced the values that guide behaviours of your friends, family and community members.

Hint

Consider seeking information on the internet, interviewing and observing friends, family members and people in your neighbourhood.

Study the table below and respond accordingly to assist you in your research and discussion.

Religion	Teachings/quotations	How the Religious Teachings/quotations influence values.
African Indigenous Religion		
Christianity		
Islam		

- b. Organise your findings and make a digital or paper-based presentation on the theme; “The Influence of Religious Teachings on Ghanaian Character Values”. The presentation should address the similarities in quotations from the three main religions.

RELATIONSHIPS BETWEEN GHANAIAN CHARACTER VALUES, WESTERN CHARACTER VALUES, AND UNIVERSAL CHARACTER VALUES

A careful study of Ghanaian Character values, that of the West, and universally accepted character values show some similarities and differences. In addition, the three sets of values could have influenced each other. This lesson aims at assessing these sets of character values. It will further expose how Western and universal character values influence Ghanaian character values.

Let us start by observing some Western and universal character values. We can then begin to assess them in line with the Ghanaian character values.

1. Western character values

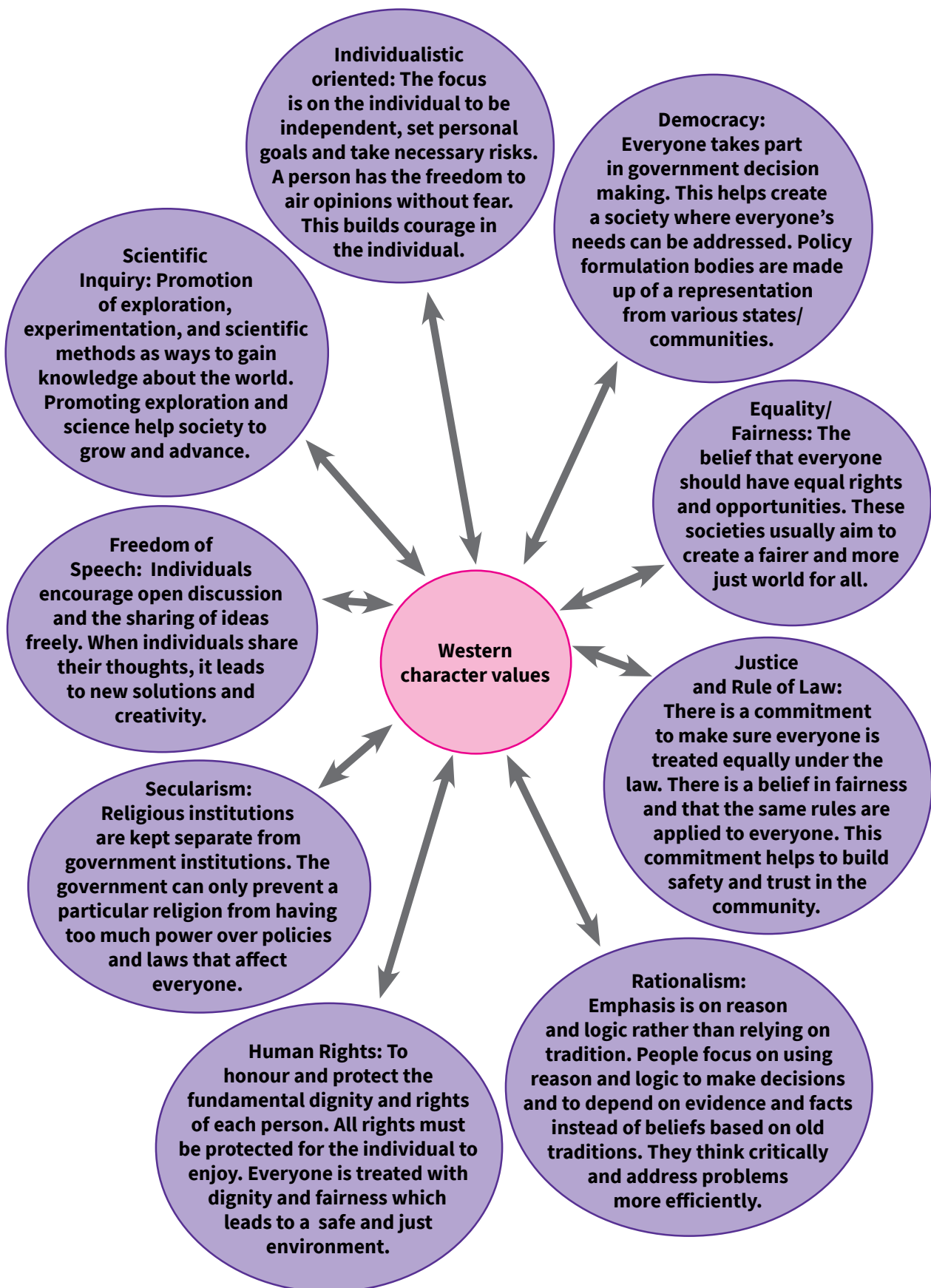


Figure 3.2: Western character values

2. Universal character values

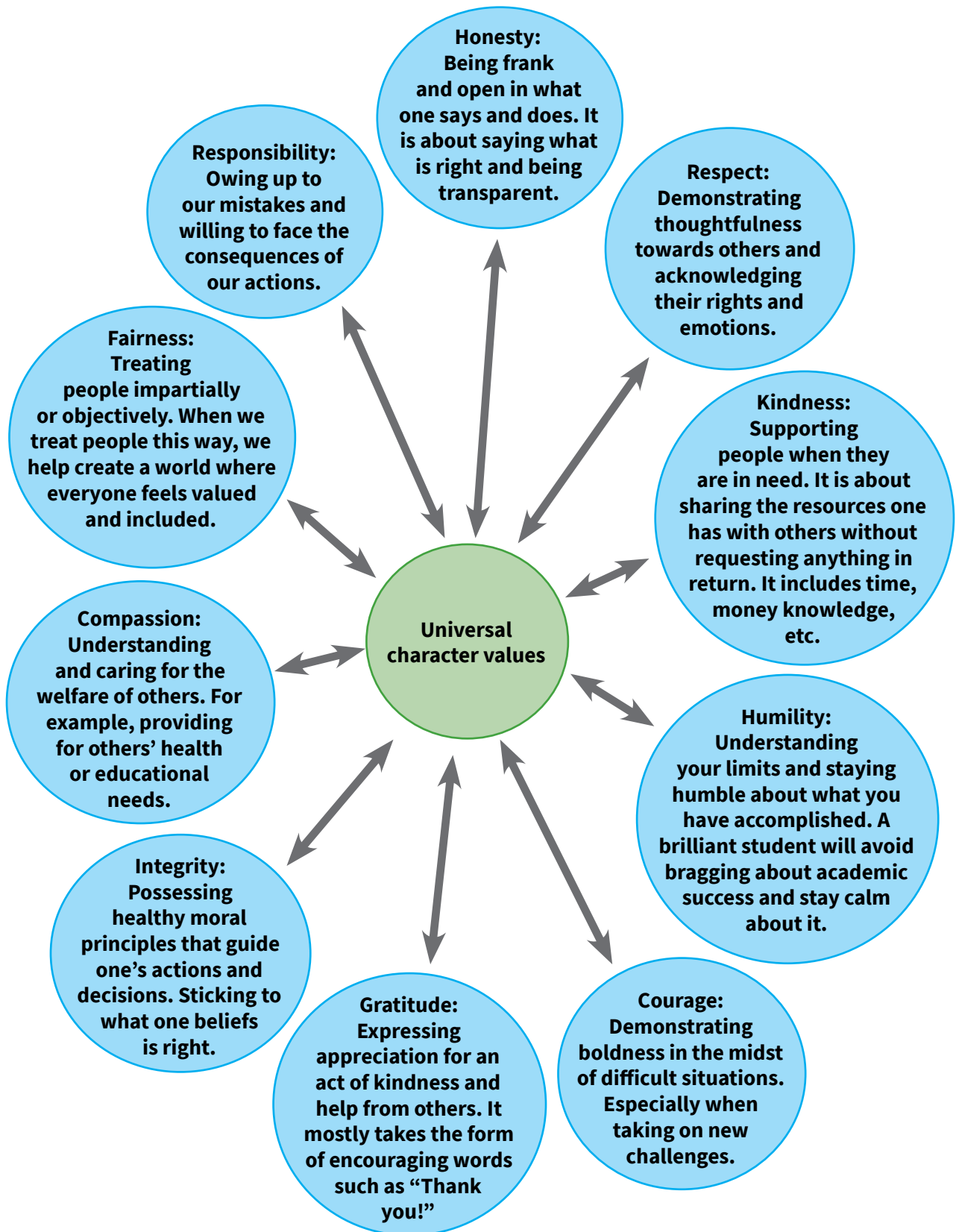


Figure 3.3: Universal character values

3. Below is a chart to demonstrate the differences and the similarities between Ghanaian character values to that of the west.

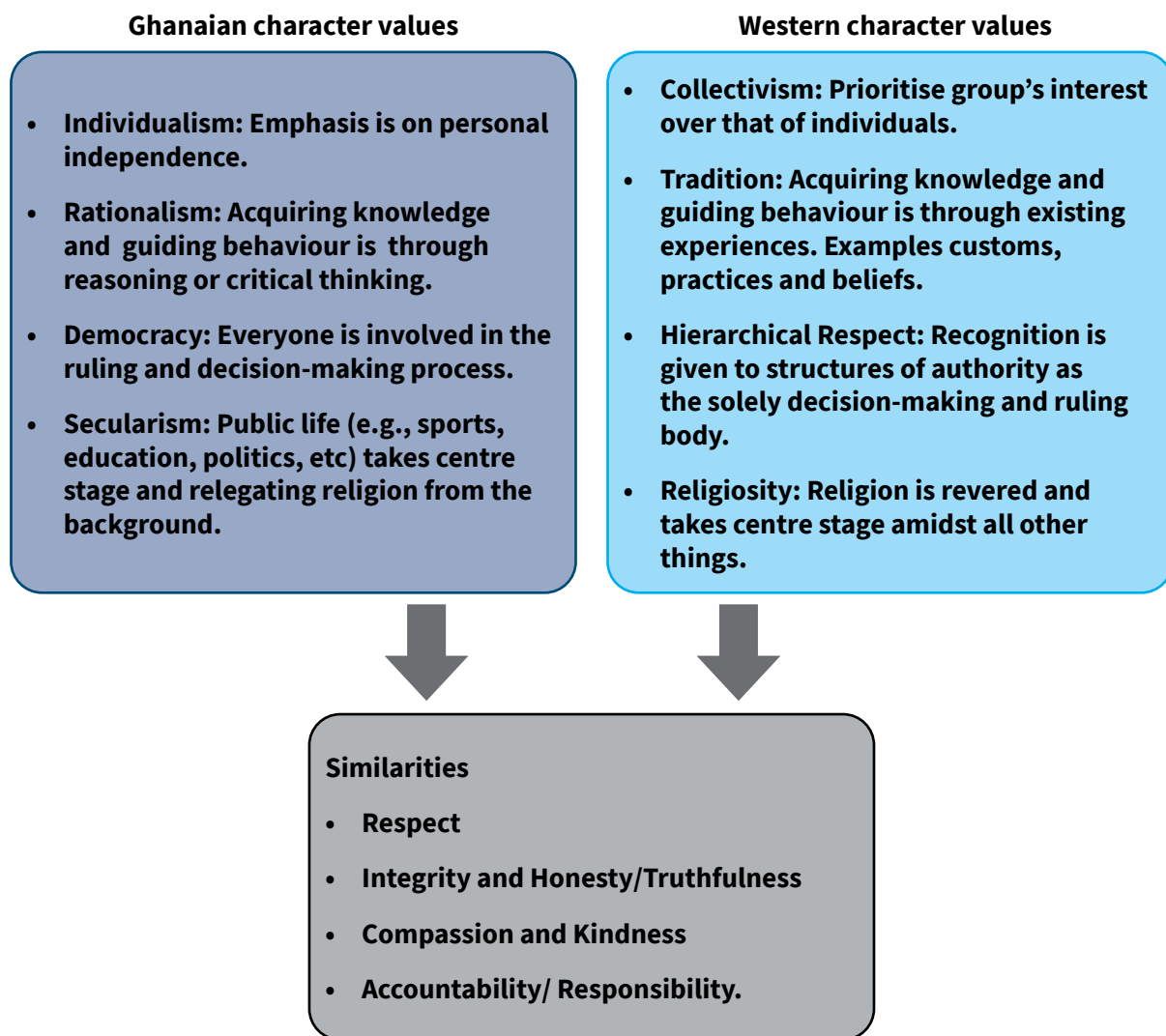


Figure 3.4: Differences and the similarities between Ghanaian character values to that of the west

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

Modernity and technology have affected people's ways of life not only within the continent of Africa and Ghana but the world. The following are some of the influences of positive values on societal change.

<i>Influence of positive values on societal change</i>	
Social Harmony & Cohesion	• Fosters a culture of trust and collaboration • Builds connections for social support
Justice and Equitable Treatment	• Ensuring everyone is treated equally under the law. Protection of rights without discrimination. • Empowering the underprivileged Gives access to fair treatment and resources for specialist groups e.g. Dec 3 is set aside as an International Day of Persons with disabilities
Positive values influence the attitudes of working people	• The enhancement of proper work ethics and productivity: Economic development can lead to better job opportunities and improve investment, which encourage people to work hard. • Principled business practices such as high ethical standards and moral principles are essential for building trust, ensuring fairness, and promoting sustainability in business
Governance and Political Stability	• Governance and political stability in the country can help strengthen democratic institutions by ensuring fair elections and peaceful transfers of power. • Stability will encourage public participation. When people feel safe and trust their leaders, they are more likely to engage in community activities and vote in elections
Education and Innovation	• This improves educational outcomes by introducing new teaching techniques and technologies that engage students more effectively and lead to enhanced educational results • Continuous learning and flexibility: Education and innovation have improved lifelong learning by introducing new teaching methods that encourage students to think critically and solve problems. This ensures that learners can continue to grow and adapt throughout their lives
Environmental Sustainability	• Management of natural resources: Environmental sustainability in the country can ensure stewardship of natural resources by promoting responsible use and protection of these resources for future generations. • Advancement of sustainable living practices: This helps to protect our planet by using resources wisely and reducing waste.

Overall well-being	- This can contribute to an improved quality of life through increasing access to healthcare and social support. Strong community ties also provide emotional support, which can boost mental health and overall happiness among the people. - This can contribute to a reduction in crime and violence. When communities are healthier and more educated, they tend to have stronger social ties. This can deter criminals' behaviour. As poverty decreases, individuals are less likely to engage in criminal acts.
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Figure 3.5: Recycled plastic waste into plastic containers and papers into egg crates respectively.

Activity 3.6

Collaborative analyses on western, universal and Ghanaian values

1. Organise yourselves into groups of no more than five. In your groups, develop or draw a table comparing Western-oriented values and universal ones. A sample is provided below to aid the group. Search the internet and other learning resources for relevant information on the subject matter.

A sample of the table.

Western-Oriented Values	Universal Values
Hold the principle that every person should be granted equal rights and opportunities.	People are responsible for their actions.

2. Compare Western character values and those of Ghana sharing your experience with family members and peers to support the group's discussion. Identify the commonalities between the two value systems. You may use a similar sample template to the one above to record your ideas from the discussion.

Activity 3.7**Oral Presentation on Positive Character Values Influences**

Make an oral presentation on the influence of adopting positive character values on societies that have availed themselves to a change in values. Talk about Western values that have positively influenced you in your presentation.

Note

You may put your thoughts in writing if you have difficulty sharing your thoughts orally. If you have difficulty listening, ask your colleagues to put their thoughts in writing to aid you.

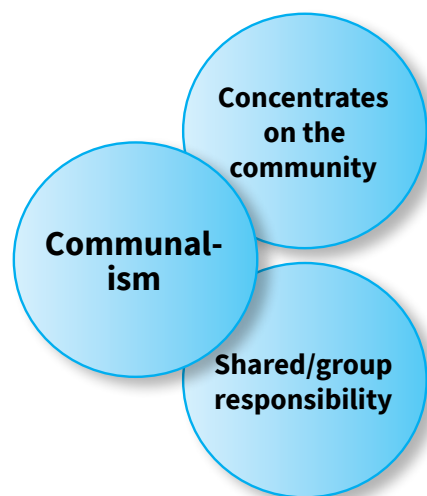
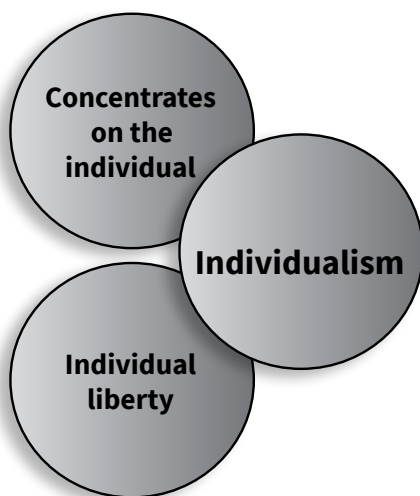
COMPARISON BETWEEN INDIVIDUALISM AND COMMUNALISM (COLLECTIVISM) VALUE SYSTEMS

This lesson aims to help you understand and differentiate between the two philosophical ideologies that support the organisation of societies globally. You will also study the meaning, features, advantages and disadvantages of the two ideologies.

1. Difference between Individualism and Communalism value systems.

Individualism and communalism are two different ways of thinking about how people and their communities should relate to each other.

They possess some features that make one unique from the other. These are captured below.



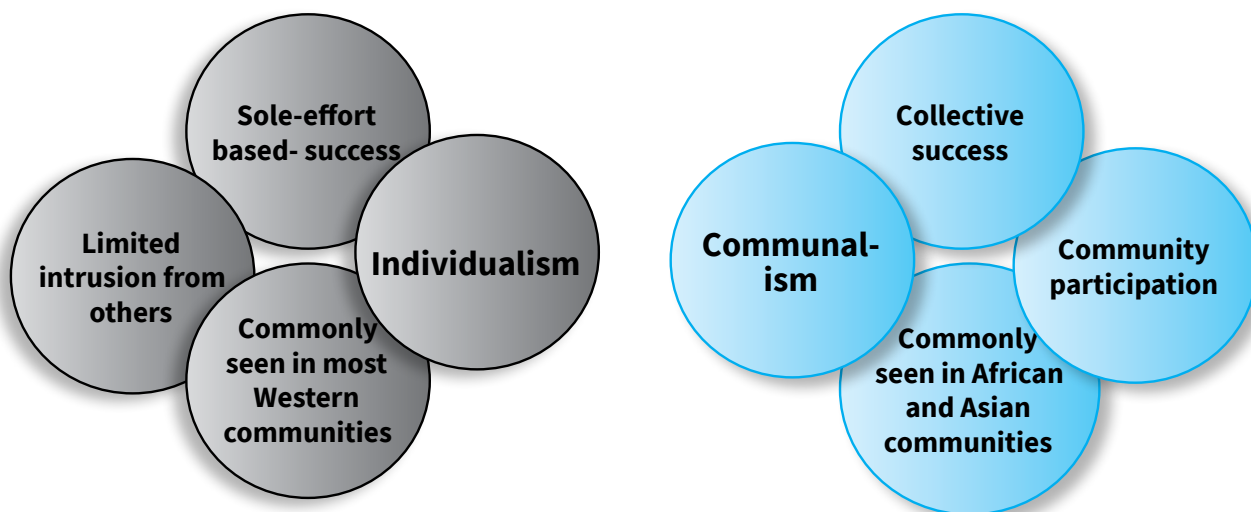


Figure 3.6: Features that make one unique from the other

2. Advantages and Disadvantages of both value systems

The table provides an in-depth understanding of the advantages and disadvantages of individualism and communalism value systems.

Advantages: Individualistic society	
It encourages the right to make choices and act freely	People can decide how to live their lives, without anyone directing them. They then accept any fault for their own choices and conduct.
It encourages fresh thinking and discovery	People are free to be themselves, and so a person is free to pursue his/her desires and interest. Due to this, new businesses, products and services develop. Then an individual is rewarded for taking risks and trying new things
Everyone has equal chance to success	This system is fair and unbiased. Chances are for those who work hard and not who you know. It is not about connections but skills.
It encourages different views	Individualistic society brings people's opinions together. This practice helps to share a rich exchange of ideas which leads to better decision-making.
Personal freedoms and rights are assured	Everyone is treated fairly and with respect. People are allowed to make their own choices as they express their thoughts and opinions.

Disadvantages of Individualistic society	
It leads to loneliness and disconnection	People focus more on their own needs and goals than the development of the communities. It can also worsen mental health issues including depression and worry.
It creates unfairness and exclusion	It undermines social unity and prevents a fair and equal society. Leads to injustice in the society. This creates a big gap between the rich and the poor
It creates harmful competition, pressure and mental weakness	It damages overall well-being. It harms people by raising damaging competition, stressing them out, and draining their energy.
It may weaken social unity and togetherness	When people have interest in competing with each other, it destroys the unity of a society. This does not encourage teamwork.
It can result in disregard for marginalized groups	When people are competing with each other to succeed, they undermine social responsibility. Vulnerable groups such as the elderly, children and Persons with Disabilities may not be assisted. This neglect can lead to increased poverty, inequality, and social injustice.
It discourages collaboration	When there is a heavy emphasis on personal achievements and individual goals, people may be less likely to cooperate or assist one another. This can result in reduced teamwork and a failure in the willingness to help each other. In such an environment, people frequently prioritise their own achievements over the welfare of the group. This can erode the sense of community and mutual support.
It damages family connections	Individual pursuits replace shared family priorities. Every member of the family thinks about his/her own interest and this creates distance. Elderly family members face loneliness and neglect. Younger generations miss important guidance from the elderly. Traditional family activities and rituals fade.

Advantages of Communalistic society	
It strengthens community unity	Members of the community unite for a common purpose. Neighbours come together as a family to support each other. The activities of the community and traditions bring people together.
It promotes collective care	It promotes mutual aid which ensures collective prosperity. Thus, shared resources foster collective well-being. It enhances personal growth as people gain support from others. People feel secured and it brings neighbours together as one people.
It encourages sharing and fairness	Everyone is treated equally. Resources are shared to meet everyone's needs. There is no difference between the rich and the poor. For example, the rich voluntarily contributes to help the youth to make it in life. This creates a sense of unity and equity.

It encourages partnership	Members of the community work as a team in pursuit of the public good. Individuals share their skills and abilities, thereby making teamwork replace competition. Teamwork leads to better decision-making and solves problems easily. Together, the people achieve more than individuals could alone.
It develops shared commitment	People work together in harmony. Because there is teamwork, if there is a problem, everyone gets involved in solving it. Individuals hold themselves and others accountable. There is fair decision making and shared duties brings unity.
It saves community standards and customs	This communal society plays a vital role in protecting community traditions, preserving cultural identity, and passing down shared values and customs to future generations. Through continued community events and celebrations, the society ensures that its cultural heritage remains exciting and alive.
It lessens unhealthy competition, stress, and exhaustion	There is no much pressure on an individual to create wealth or to please others. This is because the people work together for the greater good. People support each other instead of competing against one another. By working together, people feel more relaxed, connected, and valued.

Disadvantages of Communalistic society

It imposes limitations on personal choices	Communalistic society has rules to be followed, and these rules may not allow an individual to show all his/her potentials. Some others too may not be able to make their complete choice. The needs and expectations of the community may influence people's choices regarding where to stay, career and lifestyle. The community's needs are addressed before individual's desires. This means community goals come before personal ones.
It creates a pressure to adhere to norms	People may feel compelled to conform to the community's standards. This will let people hide their unique qualities or ideas. Community rules can be so powerful that one is forced to follow. This pressure can also limit people's ability to make their own choices. The focus is on everyone being the same and working together, rather than being unique.
It hinders the creation of new and original ideas	People are to follow the same rules and traditions. This makes it difficult for an individual to express himself/herself and come out with new ideas. When everyone is to be the same, it can be difficult to stand out and try something new. This can affect progress, and it will be also difficult for the community to adapt to change.
It creates too much reliance on others	People often depend too much on others. This can make individuals feel less responsible for their own lives. They may wait for others to take charge or make a decision. Thus, they struggle to make decisions on their own. There is the absence of personal ambition and motivation which do not aid growth in one's life. The society can prevent people from becoming self-sufficient and independent.

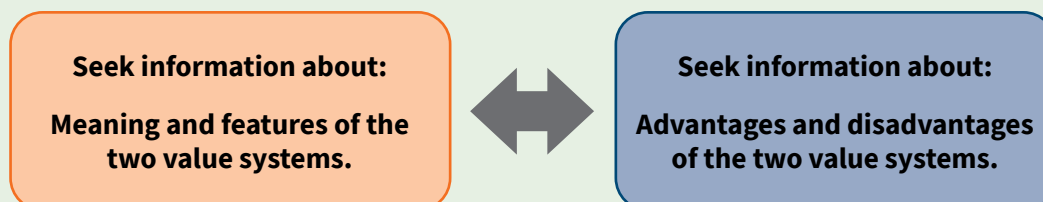
It takes a long time to make decisions	During decision-making, many people are involved, and everyone's opinion must be considered. This can make it difficult to arrive at an agreement. Since decisions are often delayed, opportunities may be lost to hinder the community's progress. Its aims and objectives too may not be achieved.
People may oppose positive change	The community can be slow to adjust to new ideas and changes. Individuals may be reluctant to question established customs and practices. New ideas may be seen as dangerous to the community's stability. This fear can limit innovation and progress.
People do not always have their privacy	Individual privacy is often limited. People may feel that they are part of a group rather than a separate entity. The community's joint needs override one's desires for privacy. In this way, people may not feel like being independence.

Activity 3.8

Group Research on Communalism and Individualism

Organise yourselves into groups of four or six (even-numbered group). Divide yourselves into two sub-groups. One sub-group should seek for information on the meaning and features both Individualism and communalism value systems while the other sub-group studies the advantages and disadvantages of the two value systems. Discuss your thoughts as a group.

Below is a chart for clarity.



History Of Communal Value System In Ghana

Let us now concentrate on an important element in Ghana's historical journey.

Historical foundations of communal value systems in Ghana. Communal value systems in Ghana are said to be rooted in the culture and practices of her ancient citizens. An extension of this assertion can be observed below.

Ghana Indigenous society, tradition and cultural practices

Below is a historical representation of Ghanaian indigenous communities' way of life.



Figure 3.7: Historical representation of Ghanaian indigenous communities' way of life

Activity 3.9**Discussion on Ghana's communal character value**

1. Your teacher may invite an expert to provide a talk on the historical foundations of communal values systems in Africa and specifically in Ghana.

Instructions:

- a. Create a list of reflective and involving questions to ask the expert.
 - b. Consider asking questions about the strong bonding relationship among the empires in olden-day Ghana, and the role of traditional institutions specifically chieftaincy in promoting communal values. You can ask about the role of festivals and families in fostering communal values among the people in the empires.
 - c. Ask your questions during after the speakers' talk and make careful notes of the responses.
 - d. Write a brief report on the key points/notes that you took during your interaction and be prepared to share them in class.
2. In groups, identify and discuss the impact of globalisation and the shifting trends in Ghana's communal character values. Use experiences from your schools, home or communities to enhance the discussion. The group should be made up of members from various religious backgrounds, genders and abilities.

SELF-REFLECTION ON LEARNER'S OWN INDIVIDUAL VALUES

You have been taken through some Ghanaian character values, western character values and some universal values. You have also carefully been guided to appreciate how the adaptation of these values influences people and societies at large. It is time to narrow the discussion to you as an individual and that is the focus of this lesson. The lesson will also touch on the contribution of values to gender-related issues.

1. A self-analysis of Ghanaian character values on thought and behaviour patterns

Ghanaian character values such as hard work, hospitality, humility, love, etc, have a great impact on the way you think and behave. Adopting Ghanaian values:

- a. Make you relate well with people in any environment you find yourself in, be it school, home or your neighbourhood.
- b. Empower you to be brave and work hard to achieve your future goals with ease.
- c. Encourages you to show interest and commitment to collective responsibility.

- d. Influences the way you talk to elders and people in authority. You speak with submissiveness.
- e. Accepting and doing what is morally good.

2. Identification of common family character values

Ghanaians possess certain values that make them unique, the same way families have certain principles they observe. Some include honesty, respect for elders, support for each other, being nice to strangers, kindness, etc. These values affect how family members behave and feel. They help children make good choices and become responsible individuals.

3. Appreciation for others' character values and their impact on a person.

In the same way that you cherish the values you uphold, it is important to understand and respect the values of people around you. In so doing, you will view things from different perspectives. Respecting other people's values increases your chances of adding to your already acquired knowledge and skills.

4. Exhibiting good character values eliminates gender biases.

This is because maintaining good values fosters respect, equality and inclusivity. You learn to understand and appreciate the behaviours of the opposite gender. You also develop the courage to speak against gender inequality in any given situation.

Activity 3.10

Reflection of Personal Character Values

- Below is a list of some key Ghanaian values. Tick the ones you possess or indicate "Yes" or "No" either orally or in writing.

Value	Reflective Questions	Yes	No
Respect	Do you show signs of submissiveness to your seniors, elder siblings, parents, teachers and elders in your community?		
Support	Do you assist your mates, siblings, friends and others in your community when they need help?		
Hospitable	Were you harsh to your juniors when they reported to school as "freshers"?		
Hard work	Do you give up easily when work is not progressing and ready to take initiatives?		

Value	Reflective Questions	Yes	No
Integrity and honesty	Do you speak the truth even when it is uncomfortable?		
Love	Do you show compassion to your colleagues when they are hurt emotional or physically?		
Courage	Are you brave and ready to take a risk i.e. a risk taker?		
Religious faith	Do you pray to your Creator when you are in a dilemma?		

2. Reflect on the ticked values and consider the ones that are common in your family and those that are not.
3. Point out the Ghanaian values you observed your friends demonstrating which you wish to possess.

Values	Common in my family	Uncommon in my family	Values of friends I wish to possess
Respect			
Support			
Hospitable			
Hard work			
Integrity and honesty			
Love			
Courage			
Religious faith			

Activity 3.11

Presentation on values to reduce gender stereotyping

Make an oral presentation to your colleagues showing how the appreciation of character values of both genders can help fight against gender stereotyping and biases.

RME COMMENDATION DAY

General Overview of RME Year Two Lessons in collaboration with your school authority, the Religious and Moral Education Committee (RMEC) will host a special event at the end of each academic year to recognise and celebrate students who have demonstrated a strong commitment to the values and morals taught in RME lessons. At the start of your academic year, the RMEC would have informed you about the available awards and the criteria for selecting suitable candidates. RMEC would create avenues for the exhibition of various works from your activities from RME lessons.

Learning Activities for the RME Commendation Day

You may be involved in preparing and displaying works that you and others have produced for exhibitions. You may also be asked to produce exhibitions of charts, video clips/skits, drama, poetry recitation, and musical interludes (e.g., raps/songs) made by you and your colleagues during the RME lessons.

EXTENDED READING

- 5 Time Management Lessons from the Quran: <https://aboutislam.net/reading-islam/living-islam/5-time-management-lessons-from-quran/?form=MG0AV3>
- Ecclesiastes 3:1-2
- <https://fairafric.com/en/blogs/blog/welche-werte-zaehlen-in-ghana-ein-blick-auf-die-mentalitaet-des-westafrikanischen-landes>
- <https://www.charliehealth.com/post/what-is-neglectful-parenting>
- <https://www.humanrightscareers.com/issues/social-change-101-meaning-examples-learning-opportunities/>
- <https://www.investopedia.com/terms/b/business-ethics.asp>
- <https://www.ncbi.nlm.nih.gov/books/NBK568743/>
- https://www.notesforshs.com/2023/04/parenting-and-parenthood.html#google_vignette
- Religious and Moral Education in Scope for Junior High Schools 1-3: pages 153-156; 224-236
- Social Change 101: Meaning, Examples, Learning Opportunities
- Types of Parenting Styles and Effects on Children
- What Is Business Ethic? Definition, Principles and Importance
- What is Neglectful Parenting?
- What is Time Management? 6 Strategies to Better Manage Your Time: <https://www.coursera.org/articles/time-management>

REVIEW QUESTIONS

1. Identify at least four national values.
2. Mr. Asare, a palm wine tapper always complains about the behaviours of his two children. He is scared this could affect their chances of securing a job in the near future. With relevant examples, what four Ghanaian character values should he encourage his children to possess.
3. Compare and contrast the role of Ghanaian character values as identity markers in urban versus rural communities. How do these values manifest differently in these settings?
4. Propose a comprehensive plan to incorporate Ghanaian character values into corporate culture and community development programs. How would you measure the success of this integration?
5. Assess the role of the communal value system in Ghana's socio-political development from pre-colonial times to the present day. How has this value system influenced contemporary governance and social structures?

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GLOSSARY

- **Balanced Diet:** It is a nutritious eating plan that includes variety of foods from all food groups.
- **Conceptualisation:** The process of creating ideas.
- **Consensus:** A general agreement reached by a group as a whole.
- **DNA (Deoxyribonucleic Acid):** A biological blueprint showing a person's uniqueness.
- **Lent:** 40 days of fasting, reflection and preparation leading to Easter Sunday.
- **Life Cycle:** It is the human stages of life from birth through growth, marriage, parenting to death
- **Public life:** the aspects of life that involve interacting with society and participating in activities outside of one's private or personal sphere.

Acknowledgements



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